

Investigating the Relation between Teaching Methods of Teachers and their Spiritual Intelligences in the Islamic Azad University of Rudehen

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Abstract

Current research aimed to investigate the relation between teaching methods of teachers and their spiritual intelligences in the Islamic Azad University of Rudehen. Statistical society involved 450 individuals of teachers of Azad University of Rudehen. Sampling methods was stratified random and volume of statistical society was selected based on Morgan table. Research method was descriptive and its type was correlation. In order to collect data, two questionnaires were provided included standard questionnaire of spiritual intelligence of Emram and Demirand also a questionnaire of teaching method. Four components of spiritual intelligence components were used including super intellectual awareness (items 5,6,11,12,13,15,20,22,24), transcendence (items 1,3,4,8,10,18,29,31,32,34), problem solving (items 17,23,25,26,28,33) and self awareness (items 2,9,14,16,19,21,27). In this research, content validity was confirmed by the supervisor and Cronbach's Alpha was used to determine reliabilities of questionnaires. In order to study normality of data, K-S test was performed. Findings showed that there was a significant and positive relation between teaching methods of teachers of Islamic Azad University of Rudehen and their spiritual intelligences. Furthermore findings showed that there was a significant and positive relation between teaching methods of teachers of Islamic Azad University of Rudehen and self-awareness, transcendence and problem solving.

Key words: teaching, spiritual intelligence

Introduction

Foundation and viability of human societies has been based on education and instruction from the past. As the time goes ahead, importance of education and its fundamental role is increasing since this institution is responsible for education and instruction of human beings and also progress and prosperity of societies depend on active, proper and right functioning of it. Several factors and components are involved in education field. The role of teachers as the pivot and center of knowledge and guidance light is more significant and fundamental than others.

Teaching is a purposeful guidance and administrates learning process which is run by

the union of three elements of teaching, learning and educational environment; teacher's familiarity with teaching methods and its innovations increases guidance and quality of behavior's control and usefulness of teaching.

In fact teachers are responsible for leading next generation of each society. Thus teachers should have such a personality that students approve of him as a kind, honest and aware leadership and consider him as their behavioral role model (ShoaryneJad, 1996).

It is obvious that a teacher could perform his educational responsibilities and satisfy social expectations when he possesses sufficient and necessary features. One of the features related

to failure or success of teachers is the teaching method. Teaching method plays a basic role in educating students. Thus any deficiency in teaching method of teachers could affect their job performance which is transferred to the future of the country (Tobin 2006).

Paying attention to the teaching method and performance of teachers necessitates recognizing incidental or determinant factors. One of these factors is spiritual intelligence. Spiritual intelligence is the ultimate degree of human's intelligence which stems from human convictions and affects his behaviors.

Intelligence is considered as a main feature which differentiates human beings personally and has been of importance from the beginning of human life. Intelligence has directed outcomes and events in different aspects of life. Many decisions are made based on intellectual capacities and capabilities in order to provide opportunities and guides. Consequently judgment of the intelligence determines individual failures and successes. In the other hand, recognizing and describing intellectual capabilities and capacities of individuals have been always emphasized historically. Thus studying intelligence and its performance seems to be useful and effective. It is crucial to study intelligence to perceive basis of human behavior (Juchniewicz, 2008).

From the beginning of intelligence study, cognitive aspects of intelligence like memory, problem solving and contemplation have been emphasized while today, not only non-cognitive aspects of intelligence i.e. emotional, exciting, individual and social ability are considered but also they are of importance in predicting ability of individuals for success and compatibility between work and life (Wong & Law, 2003).

At the beginning, it was expected that intelligence quotient predicted success in the jobs, but in fact intelligence quotient was not that successful in prediction and it was inferred that intelligence quotient is related to getting to

this field with minimum standards and it was understood that when individuals approach educational and job success, they pass complicated process (Samady, 2006).

Esteranberg, 2001 indicated that proper prediction of individual's success necessitates expanding the concept of intelligence beyond the intelligence quotient. In the other hand, importance of spiritual intelligence and spiritual growth of human beings have been increasingly considered by the psychologists and mental health experts during last decades. Recent discussions about this subject have provided new fields of analysis. What has been shown by these approaches is that spirituality is a necessary and basic part of human being and human's inclination to find a meaning in being immortal has its roots in anatomic structures of the brain (Yaghuby, 2010).

An underlying assumption for these organic perspectives is that spirituality is a world experience even though religious regulations and perspectives towards God are different among different cultures (Leach.M.Piedmant&Monterio, 2001, quoted by Zeighamy, 2010).

Religion and spirituality affects all dimensions of human life and plays a unique role in mental peace and mental health, it also reduces and improves mental pains, social disorders. As a result studies of psychology of religion and spirituality in different dimensions have been expanded increasingly (Ghorury, 1995).

Spiritual intelligence as a new concept of intelligence contains kind of compatibility and behavior of problem solving which includes the highest levels of growth in different fields of cognition, morality, excitement and individuality. It contributes individuals to coordinate with surrounding phenomena and reach an internal and external integration. It gives a general insight about the life and all the experiences and phenomena and it makes individuals able to outline his experiences and

ponder to recognize himself (GhobaryBonab et al. 2008).

Individuals with high spiritual intelligence are capable of transcendence and they are highly inclined to the awareness. They are capable of allocating some of their daily activities to the spiritual practices and showing virtues like Forgiveness, thanks, humility, compassion and wisdom (GhobaryBonab, 2006).

Individuals with high spiritual intelligence look for meanings for what happens around him. He perceives this point that there is no meaningless phenomenon in this world and all the events are derived from a sublime and special verdict. Human being with high spiritual intelligence is not confused and can find the right way in spiritual dilemmas and reach the prosperity (Eshghy, 2010).

Spirituality is an intellectual and individual nature while intelligence is used to solve concrete issues of our external world; as a result spiritual intelligence has combined intellectual aspects of spirituality with concrete usage of intelligence. In fact spiritual intelligence connects internal world to the external world.

Generally, spiritual intelligence is used to solve problems and address issues related to meaning of the life and values and also to provide satisfaction. It makes following questions come up: “does my profession evolve me during my life? Do I play any role in happiness and mental peace of people?” (Wiggeswort, 2004).

Higher education as the basis of education plays a significant role in development and progression of the society which necessitates teachers who perceive this meaning; it means that they should understand that how much they can be effective in the evolution of the society by the means of having spiritual intelligence. Having this belief, they could apply the best teaching method.

2-1- hypothesis development

Regarding evidences, teachers are the greatest resources of universities and instructors of human being. Since teachers deal with teaching methods so that they could transfer their knowledge to the students and since promoting abilities of teaching methods and applying them by the teachers promote the quality of higher education fundamentally, today it is necessary for teachers to have competence to select the right teaching method, apply technical and relational experts wisely and perpetually and also competence of knowledge, inference, emotions and values in addition to have scientific and psychological knowledge. Obtaining an efficient teaching method necessitates recognitions and experts that teacher should obtain. They could contribute to foster students intellectually, emotionally, socially and spiritually.

Importance and necessity of spiritual intelligence is discernible from different aspects in the contemporary era. One of the necessities in the field of anthropology is paying attention to the human being from the perspective of students. Spiritual intelligence makes the individuals able to address life problems. Individuals with high spiritual intelligence (teachers) get on well with others (students and colleagues) which improve the quality of teaching and are of great importance.

Spiritual intelligence is a framework to recognize and organize skills and required abilities to perceive crucial questions and it gives an insight for multiple levels of awareness (Emmonz, 2002).

The word “intelligence” contrary to its simple form has special spiritual complex; thus there is no unique definition of intelligence in the psychology and psychologists have offered different definition of intelligence based on their perspective. In fact, it can be said that the numbers of definition for intelligence is equal to the numbers of researchers who studied the intelligence (Zeighamy, 2010). Gardener considers intelligence as the set of abilities to

address problems and create new products which are valuable in a culture.

Zohar and Marshall (2000) validate intelligence as something which shows and addresses problems which have their roots in logic, emotion, meaning and values. Totally intelligence makes individuals consistent with environment and it offers methods of dealing with problem scientifically and realistically (Ghobary Bonab et al. 2008).

Emmons tried to define spirituality in the framework of intelligence based on the definition of Gardner of intelligence. He believes that spirituality can be considered as a form of intelligence since it predicts performance and compatibility of individuals (for instance higher sanity) and offers capabilities which make individuals able to address their problems and reach their goals (Ammram, 2005).

Some psychologists have defined spirituality as the perpetual attempt of human being to answer the questions of life. In other word, applying creativity and curiosity optimally in finding reasons related to the life and evolution is an important part of spirituality. Spirituality is a sublime sense that increases human enthusiasm for justice and create affiliation between selves and the world (Samady 2006).

Spiritual values, in addition to improve life quality of the staff and teachers, promote efficiency of whole organization (University).

Spiritual intelligence is a set of mental capabilities which deals with awareness, integration and application of supreme and spiritual (non-materialistic) aspects of individuals (King, 2002).

King considers critical existential wisdom, creation of personal meaning, transcendent awareness and developing awareness state as four main components of spiritual intelligence which may affect teaching method.

Board of education in America validates the process of obtaining abilities in educational performance and teaching method. According to a research in Malaysia, if there is a balance between fostering kinds of intelligences, Universities will be able to train competent individuals in education. During recent years necessity of teaching method and spiritual intelligence also has been regarded in Iran.

In the rich Islamic culture, spiritual intelligence and teaching method have been mentioned with different titles which are accompanied by different subjects and this may be the reason why experts have neglected Islam's attention to this issue over time. According to the offered theoretical basics and regarding this issue that spiritual intelligence is one of the most important and fundamental factors effective on teaching method and importance of this subject as a basic solution to promote teaching method and quality of higher education, there has not been a research which directly investigate the relation between teaching method and spiritual intelligence. Few researches have been performed in this field briefly but still many problems have been remained in this field.

Thus this research aimed to investigate the relation between teaching method of teachers and their spiritual intelligences in Islamic Azad University of Rudehen.

2-2-Research history in Iran

Golchin (2012), in a research entitled "investigating the relation between spiritual intelligence and self-efficiency of teachers of secondary schools of Tehran" concluded that there was a positive relation between spiritual intelligence and self-efficiency.

Zare et al (2012) in a research investigated the relation between personality characteristics and spiritual intelligence among students of Tehran University. The research method was descriptive-analytical and its type was correlation. In this research 284 individuals of Isfahan University were selected using random

cluster sampling and they were evaluated by the means of five-factor questionnaire of personality and spiritual intelligence. The results showed that variable of Neuroticism had negative correlation with spiritual intelligence and variables of Extraversion, agreeableness and conscientiousness had positive correlation with spiritual intelligence.

HodaTabar et.al (2011) in their research entitled “investigating effect of components of spiritual intelligence on education quality in the high schools of Tehran city” perceived that there was a positive relation between components of spiritual intelligence and education quality. It means that spiritual intelligence increases education quality.

Nedy and Sajadian (2011) in their research entitled “analyzing the relation between components of spiritual intelligence and education quality in the Universities of Khorasgan” concluded that there was a significant and positive relation between spirituality and education quality in the universities of Khorasgan. It means that spiritual intelligence increases education quality.

Yahyazade and Lotfy (2011) investigated the relation between spiritual intelligence and students’ satisfaction with teaching methods of teachers in high schools of Mashad city. The findings of the research indicated that there was a significant relation between spiritual intelligence of teachers and satisfaction of students with teaching methods and spiritual intelligence was an effective factor in managing class’s affairs.

KhoeineJad et al (2011) in a research investigated effect of components of spiritual intelligence on improvement of coping styles among students of Mashad Azad University in the academic year of 2008-2009. Samples involved 17 girls and 7 boys that had participated in twelve 90-minute sessions before the test. Obtained results of t-test

showed a significant difference in spiritual intelligence averages of students.

Badei et al (2011) in a research investigated the relation between spiritual intelligence and marital satisfaction. Samples included 215 individuals of the staff of offices in the Ahvaz city. The research showed that there was not a significant and positive relation between spiritual intelligence and its four components and marital satisfaction of total staff. There was just a positive and significant relation between spiritual intelligence in the fields of self-awareness and love and marital satisfaction of male staff.

Mehrabady (2010) in a research entitled “investigating the relation between styles of decision making and spiritual intelligence of managers of Ferdowsi and Medical Sciences Universities” concluded that there was a direct and significant relation between spiritual intelligence of managers and styles of rational decision making.

Yaghuby (2010) in a research investigated the relation between spiritual intelligence and happiness of students. The research method was descriptive and statistical society included whole students of University of Bu-Ali Sina. 380 individuals (180 boys and 200 girls) were selected. The results’ analysis showed that there were significant differences in averages of different groups of students. It means that increasing the score of spiritual intelligence increases the score of students’ happiness.

Zeihamy (2010) in a research investigated the relation between spiritual intelligence and educational commitments of teachers of the regions 10, 12 and 13 of Tehran. The sample involved 2000 individuals of teachers of mentioned regions. The results of this research showed that there was a significant relation between spiritual intelligence and educational commitment of teachers. But this relation was not lasting.

Moalemy et al. (2010) in a research compared spiritual intelligence and mental health of addicted and non-addicted individuals and investigated the relation between these two variables in two groups. Statistical society included 80 addicted individuals and 80 non-addicted individuals. Obtained findings have showed that there was a significance difference between the scores of spiritual intelligence and mental health of addicted and non-addicted persons. It means that addicted individuals to drug have lower spiritual intelligence and mental health in comparison with the normal group. Furthermore there was a significant correlation between spiritual intelligence and mental health in the both groups.

Moalemy (2009) in a research entitled “investigating the simple and multiple relations between mental health, spiritual intelligence and inefficient thoughts among students” concluded that there was a positive relation between spiritual intelligence and mental health and there was a negative relation between spiritual intelligence and inefficient thoughts.

Abbasy (2008) in a research investigated the teaching-learning problems of English course among students of secondary school in the Isfahan city. Findings showed that the role of individual, educational and cultural-social factors was more than medium and the role of factors of phonetic system and grammar was less than medium on teaching-learning problems of English course in the secondary schools and there was not a significant difference between the teachers’ opinions about the teaching-learning problems of English course based on their degree and work experience but the differences were significant in individual factors based on sexuality.

Yaghuby et al. (2007) investigated the relation between spiritual intelligence and mental health and teaching methods of teachers of Bu-Ali Sina University in Hamedan in the academic year of 2007-2008. Obtained results showed that there was a significant relation between

spiritual intelligence and mental health and teaching methods of teachers in the Bu-Ali Sina University.

Mokhtarian (2005) in a research entitled “effect of coordinated and non-coordinated cognitive styles of teachers with students” concluded that there was no relation between academic progression of students and their teachers, independent of their coordinated and uncoordinated style.

Homayuny (2003) in a research entitled “investigating the relation between learning styles and cognitive styles and its effect on academic progression of students” studied the relation between learning styles (converging, diverging, assimilating and accommodating) and cognitive styles (field dependent and field independent) and its effect on academic progression of female students of first grade of high school. The results showed that there was a positive and significant relation between cognitive styles, abstract conceptualization styles and academic progression of the courses of mathematic and English.

Khonak Jan (2002) in a research entitled “investigating learning cognitive styles in the male gifted and normal centers” concluded that there was a significant relation between active experimental learning styles and academic progression and also between abstract conceptualization learning styles and academic progression of students.

Sefidgar (2001) in a research entitled “effective factors on improving teaching quality of teachers of secondary schools of Naeen city” concluded that there was a positive and significant relation between amount of educational books, necessary time for teaching and teaching method and its quality.

Rahbarynejad (1994) performed a research entitled “investigating the level of applying active teaching methods by the teachers”. The results indicated that the level of applying active teaching methods by the teachers was

less than medium. There was a positive and significant correlation between active teaching methods and educational performance of teachers. Furthermore there was a positive and significant correlation between educational degree, teaching experience and amount of passed training courses by the teachers and applying active teaching methods.

2-3- research history in the world

Emray et al (2011) concluded that there was a relation between personality and education characteristics and spiritual intelligence of teachers.

AaniMasaho (2010) in a research investigated Intelligent Quotient, emotional intelligence and spiritual intelligence as correlates of prison adjustment among inmates in Nigeria prisons. The results showed that there was a positive and significant correlation between independent variables and prison adjustment and emotional intelligence $r=0.95$, consequently spiritual intelligence $r=0.83$ and finally intelligent quotient $r=0.79$. Therefore skills of spiritual intelligence and emotional intelligence are more important than intelligent quotient.

Metsad et al (2010) investigated effect of spiritual intelligence on the health of elders. In this research, 78 elder individuals were studied. Firstly their spiritual intelligence and public health and differences in levels of spiritual intelligence and health based on demographic factors were selected. Findings showed that the majority of examined items possessed good health and transcendent spiritual intelligence. Furthermore findings indicated that spiritual intelligence was in positive relation with public health.

RussellLary et al (2009) studied being religious and being meaningful of personal and educational life of teachers and they concluded that there was a close relation between the factor of being religious and being meaningful of personal and educational life of teachers. In a study, 836 teachers with the average of 4.73

years participated. It was concluded that there was a positive correlation between three factors of being religious, meaningful personal life and education.

Emram (2008) in a research showed that spiritual practices increased awareness and insight towards new levels of multiple awareness and they affected individuals' performance positively.

Elmer et al (2007) in a research about effects of spirituality on individual's health perceived that spirituality was accompanied by less diseases and more lifespan and individuals which were spiritual oriented were more likely to be cured in case of injury.

Jorge et al. (2006) in a research showed that there was a significant relation and correlation between spirituality and life purpose and satisfaction with the life and health.

Cambel et al. (2004) in a research studied personal behaviors of teachers when teaching. The results indicated that there was a significant difference in academic progression of students with grouping their teachers.

Flader (2003) perceived that if a teacher adopted the preferred style of students and there was no coordination between teaching and learning, students might not achieve required mind skills for potential abilities in order to progress at school and work environment.

Avalos (2002) performed a research about "the relation between active teaching method and educational performance of the teachers from the perspective of school managers. The results indicated that there was a positive and significant correlation between active teaching method and educational performance. From the perspective of managers, teachers who applied active teaching methods showed better educational performance.

Pantin mar (2000) studied effect of spiritual intelligence on moral and educational growth of

teachers of medical faculty which was a group study. It was concluded that there was a positive and significant relation between spiritual intelligence and moral and educational growth and spiritual intelligence caused moral growth and promoted educational quality.

Galton et al. (1996) in a research studied personal behaviors of teachers when teaching. In this research teachers were grouped into four groups or four different teaching styles. The results of this paper showed significant statistical difference in academic progression of students by grouping teachers.

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Galton et al. (1996) in a research studied personal behaviors of teachers when teaching. In this research teachers were grouped into four groups or four different teaching styles. The results of this paper showed significant statistical difference in academic progression of students by grouping teachers.

Research goals

Main goal:

Investigating the relation between teaching method and spiritual intelligence of teachers of Islamic Azad University of Rudehen

Partial goals:

Investigating the relation between teaching method and self-awareness of teachers of Islamic Azad University of Rudehen

Investigating the relation between teaching method and transcendence of teachers of Islamic Azad University of Rudehen

Investigating the relation between teaching method and problem solving of teachers of Islamic Azad University of Rudehen

Investigating the relation between teaching method and super intellectual awareness of teachers of Islamic Azad University of Rudehen

5-1- research's questions

Main question:

Is there any relation between teaching method and spiritual intelligence of teachers of Islamic Azad University of Rudehen?

Additional questions:

1- Is there any relation between teaching method and self-awareness of teachers of Islamic Azad University of Rudehen?

2- Is there any relation between teaching method and transcendence of teachers of Islamic Azad University of Rudehen?

3- Is there any relation between teaching method and problem solving of teachers of Islamic Azad University of Rudehen?

4- Is there any relation between teaching method and super intellectual awareness of teachers of Islamic Azad University of Rudehen?

Statistical society

Statistical society is a group of individuals, subjects or events which at least have one trait or feature in common. In the research, the concept of society is attributed to all the individuals which are divisible (Delavar, 2001).

Statistical society of this research included all the teachers of Islamic Azad University of Rudehen which are more than 450 individuals.

4-3- sample and sampling method

According to the advice of most experts, sampling is done due to high volume of statistical society. If sample size is larger, the research's results will be larger. Thus sample should represent the society. It means that sample indicates investigated characteristics of the society, the characteristics which are of importance in regards of research subject and

the results can be generalized to the entire society (Sarukhany, 2006, page 157).

In this research, regarding extensive statistical society and regarding this issue that it's not possible to perform the research over entire society, stratified random sampling was used. Collected data in this research were analyzed by the SPSS software. In the analysis, two groups of descriptive-analytical and inferential indexes with the type of data and research questions were used. Inferential indexes used for regression correlation test.

Inferential analysis of data

- 1- Is there any relation between teaching methods and self-awareness of teachers of Islamic Azad University of Rudehen?

Table 4-13: results of Spearman correlation coefficient between teaching methods and self-awareness

| Self-awareness | Indexes | Component |
|----------------|-------------------------|---|
| .244** | Correlation coefficient | Teaching method of information processing |
| .000 | Sig | |
| 210 | Quantity | |
| .264** | Correlation coefficient | Social teaching method |
| .000 | Sig | |
| 210 | Quantity | |
| .231** | Correlation coefficient | Individual teaching method |
| .001 | Sig | |
| 210 | Quantity | |
| .288** | Correlation coefficient | Behavioral teaching method |
| .000 | Sig | |
| 210 | quantity | |

Table 3-14 shows amounts of Spearman correlation coefficients between teaching methods and self-awareness. Regarding calculated significance level which is less than 0.05, we can conclude that there is a significant relation between teaching methods and self-awareness of teachers in the Islamic Azad University of Rudehen.

- 2- Is there any relation between teaching methods and transcendence of teachers of Islamic Azad University of Rudehen?

Table 4-14: results of Spearman correlation coefficient between teaching methods and transcendence

| Transcendence | Indexes | Component |
|---------------|-------------------------|---|
| .236** | Correlation coefficient | Teaching method of information processing |
| .001 | Sig | |
| 210 | quantity | |
| .273** | Correlation coefficient | Social teaching method |
| .000 | Sig | |
| 210 | quantity | |
| .242** | Correlation coefficient | Individual teaching method |
| .000 | Sig | |
| 210 | quantity | |
| .301** | Correlation coefficient | Behavioral teaching method |
| .000 | Sig | |
| 210 | quantity | |

Table 4-14 shows amounts of Spearman correlation coefficient between teaching methods and transcendence. Regarding calculated significance level which is less than 0.05, it can be concluded that there is a significant relation between teaching methods and transcendence of teachers of Islamic Azad University of Rudehen.

- 3- Is there any relation between teaching methods and problem solving of teachers of Islamic Azad University of Rudehen?

Table 4-15: results of Spearman correlation coefficient between teaching methods and problem solving

| Problem solving | Indexes | Component |
|-----------------|-------------------------|---|
| .306** | Correlation coefficient | Teaching method of information processing |
| .000 | Sig | |
| 210 | quantity | |
| .340** | Correlation coefficient | Social teaching method |
| .000 | Sig | |
| 210 | Quantity | |
| .322** | Correlation coefficient | Individual teaching method |
| .000 | Sig | |
| 210 | quantity | |
| .326** | Correlation coefficient | Behavioral teaching method |
| .000 | Sig | |
| 210 | quantity | |

Table 4-15 shows amounts of Spearman correlation coefficient between teaching methods and problem solving. Regarding calculated significance level which is less than 0.05, it can be concluded that there is a significant relation between teaching methods and problem solving of teachers of Islamic Azad University of Rudehen.

- 4- Is there any relation between teaching methods and super intellectual awareness of teachers of Islamic Azad University of Rudehen?

Table 4-16: results of Spearman correlation coefficient between teaching methods and super intellectual awareness

| Super intellectual awareness | Indexes | Component |
|------------------------------|-------------------------|---|
| .285** | Correlation coefficient | Teaching method of information processing |
| .000 | Sig | |

| | | |
|--------|-------------------------|----------------------------|
| 210 | quantity | Social teaching method |
| .315** | Correlation coefficient | |
| .000 | Sig | |
| 210 | quantity | Individual teaching method |
| .293** | Correlation coefficient | |
| .000 | Sig | |
| 210 | quantity | Behavioral teaching method |
| .315** | Correlation coefficient | |
| .000 | Sig | |
| 210 | quantity | |

Table 4-16 shows amounts of Spearman correlation coefficient between teaching methods and super intellectual awareness. Regarding calculated significance level which is less than 0.05, it can be concluded that there is a significant relation between teaching methods and super intellectual awareness of teachers of Islamic Azad University of Rudehen.

Research findings

In this research, in addition to library studies to achieve research history and theoretical issues, standard questionnaires were used to collect required information and were distributed among statistical samples which were teachers of Islamic Azad University of Rudehen in the 2013.

Mentioned questionnaires were as follow: for spiritual intelligence, the questionnaire of spiritual intelligence of Emmram and Demir was used. Spiritual intelligence questionnaire of Emmram and Demir in the 2007 was provided in order to measure spiritual intelligence and included 34 items. Amounts of agreeableness of samples with each item were determined in a four-degree category. This variable included 11 components. Due to its numerous components, and by consulting with supervisor, 4 components were investigated: super

intellectual awareness (5, 6, 11, 12, 13, 15, 20, 22, and 24), transcendence (1, 3, 4, 8, 10, 18, 29, 31, 32, and 34), problem solving (17, 23, 25, 26, 28, and 33) and self-awareness (2, 9, 14, 16, 19, 21, 27). For the variable of teaching method, questionnaire was used which included 24 items based on five-point Likert scale (very low, low, medium, high, very high); it involved 4 components which included teaching methods of information processing (items 1, 2, 3, 4, 5, 6), social teaching methods (items 7, 8, 9, 10, 11, 12), individual teaching methods (items 13, 14, 15, 16, 17, 18) and behavioral teaching methods (items 19, 20, 21, 22, 23, 24). The content validity of questionnaire was confirmed by the supervisor and Cronbach's Alpha was used to determine reliability of the questionnaires.

5-3- discussion and conclusion based on research findings

Question 1: is there any relation between teaching methods and self-awareness of teachers of Islamic Azad University of Rudehen?

Regarding the calculated correlation coefficients in the significance level of less than 0.05, it can be concluded that there is a significant relation between teaching methods and self-awareness of teachers of Islamic Azad University of Rudehen. Existence of this relation was also confirmed in the researches of Hodatabar et al (2011), Nedy&Sajadian (2011) and Yaghuby et al.

Question 2: is there any relation between teaching methods and transcendence of teachers of Islamic Azad University of Rudehen?

Regarding the amount of calculated correlation coefficient in the calculated significance level of less than 0.05, it can be concluded that there is a significant relation between teaching methods and transcendence of teachers of Islamic Azad University of Rudehen. Existence of this relation was also confirmed in the researches of Zeighamy (2010), Yahyazade and Lotfy (2011), Golchin (2012) and Emmram (2008).

Question 3: is there any relation between teaching methods and problem solving of teachers of Islamic Azad University of Rudehen?

Regarding the amount of calculated correlation coefficient in the significance level of less than 0.05, it can be concluded that there is a significant level between teaching methods and problem solving of teachers of Islamic Azad University of Rudehen. Existence of this relation was also confirmed in the researches of Pantin (2000), Emmram (2011), Mokhtarian (2005) and Homayuny.

Question 4: is there any relation between teaching methods and super intellectual

awareness of teachers of Islamic Azad University of Rudehen?

Regarding the amount of calculated correlation coefficient in the significance level of less than 0.05, it can be concluded that there is a significant relation between teaching methods and super intellectual awareness of teachers of Islamic Azad University of Rudehen. Existence of this relation was also confirmed in the researches of RusselLary et al. (2009), Sefidgar, and Rahbarynejad.

By investigating four additional questions and regarding existence the relation between all these components and teaching methods, we conclude that there is a positive and significant relation between teaching method and spiritual intelligence of teachers of Islamic Azad University of Rudehen.

5-5- recommendations

- Regarding the effectiveness of spiritual intelligence on teaching methods, educational centers and teachers could use the results of this research.
- Current research was performed for the teachers of Rudehen University. It is recommended to perform the same research for other Universities.
- Regarding the effectiveness of spiritual intelligence on teaching methods, it is recommended that religious authorities, accompanied by new visions, meet spiritual and mental needs of teacher and pay attention to necessity of answering their basic questions and provide satisfaction and high-quality and effective teaching method.
- It is recommended that counseling center of Azad University gives advice to teachers in relation with spiritual intelligence and relevant subjects with them.
- It is recommended that in the future researches, short questionnaire with low volume of questions is used.

- Future researchers could design new researches regarding sex segregation for the variables of current research.

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