UNIVERSITI PUTRA MALAYSIA

EFFECTS OF SPIRITUAL INTELLIGENCE-GRATITUDE TRAINING ON SPIRITUAL QUOTIENT OF IRANIAN ADOLESCENTS

MARYAM HOSSEINI

FPP 2011 2
EFFECTS OF SPIRITUAL INTELLIGENCE-GRATITUDE TRAINING ON SPIRITUAL QUOTIENT OF IRANIAN ADOLESCENTS

By
MARYAM HOSSEINI

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirements for the Degree of Doctor of Philosophy

March 2011
DEDICATION

This work is dedicated to

My Dear Parents

My Lovely husband

And

My Lovely Children
Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

EFFECTS OF SPIRITUAL INTELLIGENCE-GRATITUDE TRAINING ON SPIRITUAL QUOTIENT OF IRANIAN ADOLESCENTS

By
MARYAM HOSSEINI
March 2011

Chairman: Professor Habibah Elias. PhD
Faculty: Educational Studies

Adolescents are in desperate need of the skills, knowledge, and competencies to moderate the worldliness of the 21st century. The understanding that emanates from wisdom when applied to spirituality is spiritual intelligence. Hence, the main goal of the current study was to determine whether SI-G (Spiritual Intelligence – Gratitude) training results in measurable increases in SQ (spiritual intelligence). The present quasi-experimental study examined the effect of SI-G training on spiritual intelligence among Iranian students (n = 34) from one private, Iranian school in Kuala Lumpur. We evaluated the effects of the SI-G training program on overall SQ and 22 subscales. Spiritual intelligence was measured using an adapted version of the Integrated Spiritual Intelligence Scale (ISIS) (Amram and Dryer, 2007) to assess students’ spiritual intelligence before the training, at the conclusion of the training and three weeks following the training.
Results of the pre-test showed that most of the students scored low on the overall SQ (M=3.96) while the subscale Gratitude showed the lowest score (M=2.75) among the 22 subscales. At the conclusion of the training, t-tests indicated significant improvements in SQ and some subscales of the ISIS, like: Gratitude, Joy, Acceptance, Mindfulness, Optimism, Self-acceptance, sacredness and Egolessness. Three weeks after the training, a follow-up test was conducted revealing a drop in scores on some of the subscales. After comparing the results with the pre-test, however, the training program showed significant, positive increases in SQ. The results lend initial support to the assertion that with SI-G training, spiritual intelligence and its subscales can be enhanced, although three weeks may not be sufficient to make the changes sustainable.
Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai keperluan untuk ijazah Doktor Falsafah

KESAN LATIHAN Spiritual PERISIKAN-berterima kasih di QUOTIENT Spiritual PARA REMAJA Iran

Oleh
MARYAM HOSSEINI
March 2011

Pelgerusi: Professor Habibah Elias, PhD
Fakulti: Pergajian Pendidikan

spiritual pelajar sebelum latihan, pada akhir latihan dan tiga minggu selepas latihan. Keputusan ujian pra-menunjukkan bahawa sebahagian besar pelajar mendapat skor yang rendah pada keseluruhan SQ (M= 3.96) sedangkan subskala kesyukuran menunjukkan nilai terendah (M = 2.75) antara 22 sub-skala. Di akhir latihan, ujian-t menunjukkan peningkatan yang signifikan pada semua 22 sub-skala dalam ISIS. Tiga minggu selepas latihan, ujian susulan dilakukan menunjukkan penurunan nilai dalam beberapa sub-skala. Setelah membandingkan keputusan dengan ujian pra, program latihan menunjukkan, peningkatan yang positif dalam SQ. Keputusan awal menyokong kenyataan bahawa dengan latihan SI-G, kecerdasan spiritual dan sub-skala dapat ditingkatkan secara signifikan, walaupun tiga minggu mungkin tidak mencukupi untuk membuat perubahan yang berterusan.
ACKNOWLEDGEMENTS

First and foremost, I would like to thank my supervisor, Prof. Dr. Habibah Elias for her unwavering belief in this study and me. I would also like to say a special thank you to the members of my committee, Dr. Siti Aishah Hassan, Dr. Steven Eric Krauss, each of you has helped improve my study, as well as allowed me to gain further Knowledge and insight which I will surely apply throughout my career.

I specially want to thank my beloved husband Dr Mohsen Ziaie, for his patience, support, understanding, encouragement, and vision. Thank you Mohsen for your constant support which pushed me through and helped me to reach my goal.

Last but not the least, my special thanks to my lovely children, Maral and Mobin for the time we should have spent together. Thank you and I love you.
I certify that an Examination Committee has met on date of viva voce to conduct the final examination of MARYAM HOSSEINI on her degree thesis entitled "the effect of spiritual intelligence-gratitude (SI-G) training on Spiritual intelligence among adolescents" in accordance with Universiti Putra Malaysia (Higher Degree) Act 1980 and Universiti Pertanian Malaysia (Higher Degree) Regulations 1981. The Committee recommends that the student be awarded the relevant degree.

Members of the Examination Committee were as follows:

**Name of Chairperson, PhD**

Name of Faculty  
Universiti Putra Malaysia  
(Chairman)

**Name of Examiner 1, PhD**

Name of Faculty  
Universiti Putra Malaysia  
(Internal Examiner)

**Name of Examiner 2, PhD**

Name of Faculty  
Universiti Putra Malaysia  
(Internal Examiner)

**Name of External Examiner, PhD**

Professor  
Name of Faculty  
Universiti Putra Malaysia  
(External Examiner)

---

BUJANG BIN KIM HUAT, PhD  
Professor and Deputy Dean  
School of Graduate Studies  
University Putra Malaysia  
Date:
This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

Habibah Elias, PhD  
Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairman)

Siti Aishah Hassan, PhD  
Senior Lecturer  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Member)

Steven Eric Krauss, PhD  
Fellow Researcher  
Institute for Social Science Studies  
Universiti Putra Malaysia  
(Member)

HASANAH MOHD GHAZALI, PhD  
Professor and Dean  
School of Graduate Studies  
Universiti Putra Malaysia  
Date:
DECLARATION

I declare that the thesis is my original work with excerpts for quotations and citations having been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.

_______________________
MARYAM HOSSEINI

Date: 25 March 2011
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ABSTRACT</td>
<td>III</td>
</tr>
<tr>
<td></td>
<td>ABSTRAK</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>ACKNOWLEDGEMENTS</td>
<td>VII</td>
</tr>
<tr>
<td></td>
<td>APPROVAL</td>
<td>VIII</td>
</tr>
<tr>
<td></td>
<td>DECLARATION</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>TABLE OF CONTENTS</td>
<td>XI</td>
</tr>
<tr>
<td></td>
<td>LIST OF TABLES</td>
<td>XVI</td>
</tr>
<tr>
<td>1</td>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.1</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.2</td>
<td>Statement of the Problem</td>
<td>4</td>
</tr>
<tr>
<td>1.3</td>
<td>Objectives of the Study</td>
<td>7</td>
</tr>
<tr>
<td>1.4</td>
<td>Hypotheses</td>
<td>7</td>
</tr>
<tr>
<td>1.5</td>
<td>Significance of study</td>
<td>8</td>
</tr>
<tr>
<td>1.6</td>
<td>Limitation of the study</td>
<td>11</td>
</tr>
<tr>
<td>1.7</td>
<td>Definition of terms</td>
<td>1</td>
</tr>
<tr>
<td>1.7.1</td>
<td>spiritual intelligence</td>
<td>12</td>
</tr>
<tr>
<td>1.7.2</td>
<td>adolescence</td>
<td>15</td>
</tr>
<tr>
<td>1.7.2.1</td>
<td>training</td>
<td>16</td>
</tr>
<tr>
<td>1.8</td>
<td>Conclusion</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>LITERATURE REVIEW</td>
<td>19</td>
</tr>
<tr>
<td>2.1</td>
<td>Introduction</td>
<td>19</td>
</tr>
<tr>
<td>2.2</td>
<td>Multiple intelligence</td>
<td>20</td>
</tr>
<tr>
<td>2.2.1</td>
<td>Intelligence and the concept of multiple</td>
<td>20</td>
</tr>
</tbody>
</table>
2.6 Factors that may contribute to individual differences in spiritual intelligence

2.7 Gratitude as a factor of spiritual intelligence

2.7.1 Experiencing, expressing and promoting gratitude

2.7.2 Interventions for Promoting Gratitude

2.7.3 Research-Based Interventions for Promoting Gratitude

2.8 Potential dangers in the pursuit of spiritual intelligence

2.9 Measuring spiritual intelligence

2.10 Is there an optimal level of spiritual intelligence?

2.11 Theoretical Framework for Spiritual Intelligence

2.12 Dana Zohar's theory

2.13 Conclusion

3 METHODOLOGY

3.1 Introduction

3.2 Research design

3.3 Internal validity

3.4 Population and Sampling

3.5 Location of the study

3.6 Data Collection Process and Procedures

3.7 Data Analysis

3.8 Instruments
3.8.1 Questionnaire 114
3.8.2 Scoring 115
3.8.3 Instrument validity and reliability 123
3.8.4 Pilot test 125
3.9 research framework 127
3.10 Training program 128
3.11 Pilot study 130
   3.11.1 Purpose of pilot study 131
   3.11.2 Results of the pilot study 132
3.12 Conclusion 133

4 FINDINGS 134
4.1 Introduction 134
4.2 Demographic Profile of the Respondents 135
4.3 Evaluation of SQ and its subscales and clusters in pre test and post test in control group 136
4.4 Evaluation of SQ and its subscales and clusters in pre test and post test in experimental group 139
4.5 Evaluation of the effect of training with t – test 142
4.6 To evaluate the sustainability of the effects of training after 3 weeks 147
4.7 Bonferonni adjustment test to account for simultaneous error rates in control group and experimental group 155
4.8 conclusion 156

5 SUMMARY, CONCLUSION AND RECOMMENDATIONS 156
5.1 Introduction 156
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>Summary of the Study</td>
<td>156</td>
</tr>
<tr>
<td>5.3</td>
<td>Discussion of the Findings</td>
<td>157</td>
</tr>
<tr>
<td>5.4</td>
<td>The Effect of SI-G Training on Spiritual Intelligence</td>
<td>161</td>
</tr>
<tr>
<td>5.5</td>
<td>Assessing the Effects of Training on Twenty Two Subscales of Spiritual Intelligence</td>
<td>164</td>
</tr>
<tr>
<td>5.6</td>
<td>In evaluating the sustainability of the effect of training after three weeks</td>
<td>166</td>
</tr>
<tr>
<td>5.7</td>
<td>Implications of the Study</td>
<td>167</td>
</tr>
<tr>
<td></td>
<td>5.7.1 Innovation of Research</td>
<td>167</td>
</tr>
<tr>
<td></td>
<td>5.7.2 Theoretical Implication</td>
<td>169</td>
</tr>
<tr>
<td></td>
<td>5.7.3 Practical Implication</td>
<td>170</td>
</tr>
<tr>
<td>5.8</td>
<td>Recommendations for Future Studies</td>
<td>172</td>
</tr>
<tr>
<td>REFERENCES</td>
<td></td>
<td>175</td>
</tr>
<tr>
<td>APPENDECS</td>
<td></td>
<td>194</td>
</tr>
<tr>
<td>BIODATA OF STUDENT</td>
<td></td>
<td>255</td>
</tr>
</tbody>
</table>