

# The relationship between spiritual intelligence and taking responsibility with life quality

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## Abstract

Spiritual intelligence as one of the new concepts of intelligence includes a type of adaptability and behavior of problem solving which has the highest levels of growth in different domains of cognitive, moral, emotional, interpersonal etc. and helps out the person for coordination with the surrounding phenomena and achieving internal and external integration as well as enforcement of the spiritual intelligence which is equal with obedience of God which improves the social behavior and taking responsibility. The aim of this research is determining the relationship between spiritual intelligence and responsibility with life quality of students. The population under study includes all the male students studying in guidance schools of the city of Tehran in educational year of 2012–2013 and with the use of multistage sampling method 300 students have been chosen as research sample. For this purpose, in the first stage, Tehran city has been divided into three geographical regions of North, South and Center. In the second stage, for each geographical region one educational region has been selected and in the third stage from each educational region 2 high schools have been selected and in the fourth stage from each high school five class and finally from each class 10 student have been selected randomly. For data collection, 3 standard and normalized questionnaires including King's spiritual intelligence (2008), life quality questionnaire (SF36) of Warosherbon (2001) as well as the responsibility questionnaire of Kordloo (2010) have been used. For data analysis descriptive statistics and inferential statistics (regression analysis test) have been used. In addition to confirmation of the research hypotheses, the research results indicate that among the subscales of the spiritual intelligence, transcendental awareness have a larger share in ex-

plaining life quality of the students, such that as the transcendental awareness the influence it has on life quality increases as well and results in an increase in life quality. In addition to this, among the subscales of taking responsibility, feeling of responsibility has a larger share in explaining the life quality of the students, such that as the feeling of responsibility increases the life quality increases as well. In addition to this, other subscales of taking responsibility including feeling of security, self-esteem, feeling of belonging and taking responsibility also have positive effect on life quality of the students.

**Keywords:** taking responsibility, spiritual intelligence, life quality, students

## Introduction

Adolescence years are considered as the most important and prominent stage of mental and social evolution in an individual. During this period, the need for emotional balance and specially a balance between emotion and reason, understanding the existential value of self-awareness (recognition of talents, capabilities and interests), selection of real goals in life, emotional independency, maintaining mental and emotional balance of oneself in front of the pressures of environmental stressors, establishment of healthy relationship with others, acquisition of the required social skills in making friends, recognition of healthy and effective life and the way of dealing with it are among the most social needs for adolescences. Therefore; helping them in growth and expansion of the required skills for an effective life, creating or increasing self-confidence in dealing with problems and solving them and also helping them in growing and evolving the emotions of the required social skills for successful adaptation to the

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social environment and effective life in society seems to be necessary (ShoariNejad, 1992).

On the other hand, spiritual intelligence is a framework for recognition and organization of the required skills and capabilities, such that with the use of spirituality the adaptability of the person increases (Amram, 2009). Spiritual intelligence not only predicts spirituality, but also predicts the adaptability of individuals and grants him some capabilities for solving problems and achieving goals. Spiritual intelligence provides the person with a general perspective regarding life and all the experiences and events and makes him capable of re-formulating and interpreting his experiences and to deepen his recognition and knowledge (GhobariBonab et al., 2007). Not having prejudice not only helps to foster the spiritual intelligence but also it increases with the growth of spiritual intelligence. The conducted studies in this regard indicate that there is a relationship between personality processes and intelligence, therefore; the personality characteristics of individuals are related to their spiritual intelligence. It is believed that spirituality in fact is the need to go beyond oneself in everyday and routine life and getting integrated with someone except oneself and this awareness results into an experience which is beyond oneself. Available evidences indicate that so many efforts have been made for explaining spirituality. These efforts seek to make a distinction between the concept of spirituality and religion. Religion focuses on beliefs and rituals and spirituality refers to the individual's experiences from the non-material and spiritual world (Sagharvani, 2009). In his studies, Smith (2004) has shown that spiritual intelligence is the perquisite of a better adaptation with environment and those who have higher spiritual intelligence have higher tolerance in front of the pressures of life and show higher capability for adaptation with the environment. Based on the results it can be claimed that if humans can rely on God in their worldly works and affairs and relate with others with putting God's orders at the center and help others in every conditions and then we can witness a pious God-fearing person. Therefore; enforcement of spiritual intelligence which is the same as God's obedience results in improvement of the social behavior and responsibility. Spiritual intelligence as one of the new concepts of intelligence includes a type of adaptability and behavior of problem solving which has the highest levels of growth in different domains

of cognitive, moral, emotional, interpersonal and... and helps out the person for coordination with the surrounding phenomena and achieving internal and external integration.

Hence; spiritual intelligence in teaching the social behaviors has an interesting position, but the raised question is that how we can nurture and enforce responsibility as a personality characteristic in adolescence, so that they can walk in line taking responsibility and eventually in line with improvement of their lives? (Sharf, 2004). Ellis (2006), believes that the human behavior originates from his thoughts, therefore for having accountable behaviors we should have a positive and reasonable way of thinking toward ourselves, the world and our destiny. Taking responsibly in students and them following the disciplines and regulations is effective on life quality when the school authorities and teachers will make them engaged and involved in these disciplines and regulations. A major part of the responsibility for regulation is on the shoulder of the students and adults should have supportive and guiding role for them (Abedi, 2005). Internal feeling of satisfaction – fostering internal discipline and development of thought and increasing the recognition power of self-confidence acquisition, receiving attention and being accepted by family, groups and the society, creating a cheerful spirit and ... are among the countless benefits of taking responsibility. In studying the approaches of increasing responsibility, creating positive discipline and personality factors including social, communicational and personal skills and emotional intelligence factors including interpersonal and intrapersonal skills and self-control criteria are among effective factors (Bahrami et al., 2004).

On the other hand, sense of well-being or satisfaction from life is one of the important mental characteristics that a healthy person should possess them (Sharifi, 2007). Flangan (2004) introduces life quality in terms of 5 major factors: A) physical and material well-being, B) relation with others, C) citizenship activity, D) individual success and progress and E) entertainment. The life quality is influential on the individual's performance, especially the family which has a sensitive role on happiness and performance of a human whose quality of life is effective on the complex interactions among the family members (Rezaee et al., 2007). Philips (2006), believes that mental approach is the first and the most important approach in life quality which includes the perception of the individual from life and

focuses on the individual's evaluation of the important sections of quality which include: relation with family and friends, personal health, family health, the health of friends, expenses and life criteria.

Based on the available evidences, the present research seeks to study the relationship between spiritual intelligence and taking responsibility with life quality of the students.

## Research hypotheses

1. There is a positive relationship between spiritual intelligence (critical thinking, creating personal meaning, transcendental awareness and expanded consciousness).

2. There is a positive relationship between taking responsibility (sense of security, self-esteem, sense of belonging, sense of responsibility and taking responsibility) with life quality.

## Research methodology

The present research is a correlation research. The participants in this research include 300 of the male students studying in public guidance schools of Tehran in educational year of 2012–2013. For data collection three normalized and standard questionnaires of spiritual intelligence of King (2008) with an average reliability coefficient of 88%, life quality questionnaire of Warosherbon (S-36) (2001) with an average reliability coefficient of 87% and responsibility questionnaire of Kordloo (2010) with an average reliability coefficient of 83% have been used. For data analysis multiple regression statistical analysis method has been used.

## Results

### *Spiritual intelligence*

**Table 1. Statistical indexes of subscales of spiritual intelligence of the students**

Index	Subscale	Average	Standard deviation
	Critical thinking	15.37	4.06
	Creation of personal meaning	10.94	3.34
	Transcendental awareness	16.33	4.89
	Expanded consciousness	11.42	3.41
	Total score of spiritual intelligence	54.06	13.20

The results of table 1 indicate that the average of students' transcendental awareness equal to 16.33 has the highest value among the subscales of spiritual intelligence. In the meantime, the total average of spiritual intelligence among the students has been found to be equal to 54.06 with a standard deviation of 13.2.

### *Taking responsibility*

**Table 2. Statistical indexes of students' taking responsibility**

Index	Subscale	Average	Standard deviation
	Sense of security	35.33	8.51
	Self-esteem	34.91	8.81
	Sense of belonging	77.79	12.58
	Sense of responsibility	29.68	6.10
	Taking responsibility	22.80	4.98
	Total score of taking responsibility	200.52	27.75

The results of table 2 indicate that the average of students' sense of belonging equal to 77.79 has the highest value among the subscales of taking responsibility. In the meantime, the total average of taking responsibility among the students has been found to be equal to 200.52 with a standard deviation of 27.7.

### *Quality of life*

**Table 3. Statistical indexes of life quality and its subscales among the students**

Index	Subscales	Average	Standard deviation
	Physical performance	21.50	5.41
	Limitation in role performance due to physical reasons	6.23	1.60
	Limitation in role performance due to emotional reasons	4.59	0.99
	Body pain	3.19	0.80
	Social performance	3.98	2.17
	Lively fatigue	12.39	3.49
	Mental health	18.64	4.28
	General health	17.90	4.24
	Total score of life quality	88.41	13.13

The results of table 3 indicate that among the subscales of life quality, the average of “physical performance” with an average of 21.5 has the highest value. In the meantime, the total average of life quality among the students has been found to be equal to 88.4 with a standard deviation of 13.3.

### Testing hypothesis 1

1-There is a positive relationship between spiritual intelligence (critical thinking, creation of personal meaning, transcendental awareness and expanded consciousness).

**Table 4.**Indexes and regression analysis statistics between spiritual intelligence with the students' life quality

Correlation coefficient R	Squared correlation coefficient R <sup>2</sup>	Adjusted coefficient	Standard estimation error
.178	.032	.019	13.00441

The results of the above table indicate that “spiritual intelligence” has a correlation coefficient percentage of 17.8 with the students' life quality and alone can explain 13.2% of the variance in their life quality.

**Table 5.** A summary of the regression analysis of the students' life quality through spiritual intelligence

Index	Source	Sum of squares	Freedom degree	Average of squares	value F	Significance level Sig.
	Regression effect	1631.880	4	407.970		
	Residual effect	49888.866	295	169.115	2.41	.049
	Total	51520.747	299			

In the information of the table related to analysis the observed variance (df=4.295 and f=2.4) of

“spiritual intelligence” is significant in explaining the students' life quality (p<0.005).

**Table 6.** The variables entered in the regression equation

Index	Sub-scales	Beta coefficient		Standard beta coefficient	Significance level
		B	Standard error	Beta	
	Fixed value	93.434	4.608		.000
	Critical thinking	.321	.051	.427	.013
	Creation of personal meaning	.119	.011	.255	.002
	Transcendental awareness	3.456	.529	2.052	.000
	Expanded consciousness	.661	.232	.246	.005

In table 6, the summary of the information about the obtained ratios from the regression analysis of the sub-scales of spiritual intelligence on students indicate the following results.

Considering this table it is concluded that among the subscales of spiritual intelligence, transcendental awareness has a larger share in explaining the students' life quality in such as way that as it increases, its impact on life quality increases and hence it increases the level of life quality. In addition to this, its subscales including critical think-

ing, creation of personal meaning and expanded consciousness also have positive effect on students' life quality. As per the above evidences, the relationship between spiritual intelligence with student's life quality is confirmed.

### Testing hypothesis 2

2-There is a positive relationship between taking responsibility (sense of security, self-esteem, sense of belonging, sense of responsibility and taking responsibility) with life quality.

**Table 7. Indexes and regression analysis statistics between taking responsibility and the students' life quality**

Correlation coefficient R	Squared correlation coefficient R <sup>2</sup>	Adjusted coefficient	Standard estimation error
.370	.137	.122	12.29

The results of this table indicate that “taking responsibility” has 37% correlation coefficient with the students' life quality and alone can explain 13.7% of the variance in their life quality.

**Table 8. Summary of regression analysis of the students' life quality through taking responsibility**

Index Source	Sum of squares	Freedom degree	Average of squares	value F	Significance level Sig.
Regression effect	7048.171	5	1409.634		
Residual effect	44472.576	294	151.267	9.31	.001
Total	51520.747	299			

In the information of the table of analysis the observed variance (df=5.294, f=9.31) of “taking responsibility” is significant in explaining the students' life quality.

**Table 9. The variables entered in to the regression equation**

Index Sub-scales	Beta coefficient		Standard beta coefficient	ratiot	Significance level
	B	Standard error	Beta		
Fixed value	57.779	5.586		10.344	.000
Sense of security	.175	.136	.113	1.284	.200
Self-esteem	.271	.129	.182	2.098	.037
Sense of belonging	.194	.066	.186	2.934	.004
Sense of responsibility	.623	.164	.290	3.810	.000
Taking responsibility	.013	.201	.005	.067	.947

In table 9, the information regarding the resulted ratios from the regression analysis of the sub-scales of taking responsibility on the students indicate the following findings.

Considering this table it is concluded that among the subscales of taking responsibility, sense of responsibility has a larger share in explaining the students' life quality, such that as much the sense of responsibility increases, the quality of life is increased more. In addition to this, other subscales of taking responsibility including sense of security, self-esteem, sense of belonging and being responsible also have a positive effect on the students' life quality. Based on the above evidences, the relationship between taking responsibility and the students' life quality is confirmed.

## Discussion and conclusion

The comparative study regarding the relationship between spiritual intelligence and life quality, the findings of the present research is consistent with the results found in the studies conducted in Iran such as Goodarzi & Kooroush (2011), Naderi *et al.* (2009), Lotfi & Sayar (2008), Poormehrani (2008), Abedi & Sarakhsi (2008), Sagharvani (2007) as well as with some of the findings of the study conducted by foreign scholar, George (2006).

Goodarzi and Kooroush (2011) have shown the interactive effectiveness of spiritual intelligence and teaching the skills of life on mental health of the students of universities. The findings of the study conducted by Naderi *et al.* (2009) have shown that there is

a relationship between spiritual intelligence and life satisfaction. One of the effective factors in increasing life satisfaction is religious bonds and religious belief. Since a person with faith possess spiritual beliefs and bonds, will less have the sense of loneliness and absurdity and spiritual intelligence as one of the new intelligence concepts is the principle of the things we have faith in. Ya'ghoobi *et al.* (2008) have shown that there is a relationship between mental health and spiritual intelligence. The findings of the study conducted by Lotfi & Sayar (2008) indicate that there is a significant relationship between spiritual intelligence and mental health. In the findings of Poormehrani (2008), it is shown that there is a relationship between spiritual intelligence, addition to alcohol. Abedi & Sorkhi (2008) have reported that there is a significant and negative relationship between spiritual intelligence and psychoneurosis and there is no significant relationship between spiritual intelligence and flexibility and agreeableness. Sagharvani (2007), has shown that spiritual intelligence not only predicts spirituality, but also predicts the adaptability level of individuals and grants some capabilities to the person such as solving problems and achieving the goals. George (2006) has shown that creation of understanding between individuals and management of changes and removing obstacles are among the applications of spiritual intelligence in workplace.

Subscales of spiritual intelligence such as transcendental awareness has a larger share in explaining the students' life quality, in such a way that as the adolescence transcendental awareness increases it influences their life quality more and has a positive and increasing effect on students' life quality such that with increasing these subscales the students' life quality improves as well. It means that attention and emphasis on the dimensions and elements of emotional intelligence among students has a double fold importance. Spiritual intelligence as one of the internal factors and as the fundamental factor for fighting problems and solving material and spiritual problems of life can increase the abilities of individuals and be effective in the quality of their lived. The recent studies have shown that spiritual tendencies also can have a positive role on taking responsibility and the life quality of adolescence and young individuals. On the other hand, it can be concluded that spiritual intelligence plays a very important role in life quality, such that will create accuracy in accepting responsibilities and the way of performing them which results in increasing the spiritual intelligence among students in schools

and hence; results in a better performance of educational tasks by them and in this way a progress is achieved in the education life of the students. A student, who is studying hard and spends all his time studying, certainly has a higher level of spiritual intelligence. Therefore; it can be said that spiritual intelligence has a very important role in accepting the responsibilities and the life quality.

Generally in explaining the above result, it can be claimed that so many factors are involved in increasing the life quality level an individual, especially adolescence and young people and since these are the potential capitals of any society and giving attention to the power and capacity of their intelligence and mind regarding various topics including personal and family life or in school environment and curriculum issues is so much important, hence we can improve their spiritual (emotional) intelligence for increasing the level of their life quality through various approaches such as consultancy or equipping them with internal sources. Therefore; here one of the most important approaches in the current life of the adolescences which is so much important for their future study and work is attention to the topic of life quality and the important dimensions of life quality through provision of the required conditions for improving those dimensions including improving the level of general health and emotional health, physical and social performance which can be effective in improving the quality conditions of their life directly and in a constructive manner. It is because everybody should give attention to this fact that life quality has been defined under a general well-being and including objective indexes and mental evaluations from physical, material, social and emotional well-being together with the extension of the personal development and objective activity which are all evaluated with a set of values. Changes in some of the objective dimensions of life can change the satisfaction level of adolescences and following that it can made changes in some of the objective and even mental conditions of them. These elements in addition to affecting each other, at the face of external effects also can make changes independently as well and these external impacts can even be social, material, maturity age, genetics and inheritance, impacts of the same age group and other economic and political variables. In more simple words, it seems that there are so many factors and conditions which are influential on the life quality of adolescences and young people and listing them here is out of

the description of this research and we can suffice to say that it appears that life quality, in addition to spiritual intelligence, depends on so many other factors such as goals and personal and family intentions, ability to function, social support, communicational skills, life's daily activities, recognition, problem solving skill, decision making ability, pain and comfort, economical resources, humanistic primary needs, food, shelter and security. Life quality as a multi-dimensional concept, contains general health of the person which includes mental, social and physical status of him. therefore; life quality is a complex and personal subject which is as well under the influence and effect of various dimensions of health and physical health is a part of it, while; from another perspective well-being and health of adolescence has a major place in the concept of quality of life in their view and so it contains the dimensions of mental and material well-being as well. Mental well-being refers to the evaluation of a person from himself and hence it can extend from full satisfaction to lack of satisfaction and on the contrary, each adolescence or young person also considering his social, cultural, economic status and ... provides a specific definition of well-being, however; life quality has a close relationship with health and health is also considered to be one of the important components of life quality. It is because it appears that health in adolescence and young is the lack of any kind of physical, mental and social defect, while among adolescence high quality of life refers to ideal and desirable satisfaction from life and this life can be together with health or not. Then the concept of life quality is a broad concept which includes all the dimensions of life and health (physical and emotional) also is considered to be the center of life quality and is a multi-dimensional concept which includes life satisfaction, image of oneself, health factors and cultural and economic performance and is under the effect and influence of multiple and various factors such as mental and physical health, economic, social, cultural, environmental and age factors.

Then in explaining and summarizing this section of the present research findings we can conclude that generally high level of spiritual intelligence among adolescence and young people is a positive and desirable characteristic and is considered to be a dynamic and changeable characteristic which can be even improved and increases with the use of various methods, however; we should not neglect the factors and dimensions which are having

negative effect on spiritual intelligence of adolescence. Therefore and in line with this aim, multiple and important factors have been identified for improving the life quality of students that one of these factors is spiritual intelligence and its subscales (critical thinking, creation of personal meaning, transcendent awareness and expanded consciousness) which in one way or another improve the quality of life of the adolescence students.

The results of this study have clearly shown that one of the factors which has the ability to increase the level of life quality among male students is the spiritual intelligence and one of its subscale namely transcendent awareness is among the most important variables which can have a positive effect on the level of the life quality of adolescence. Therefore; on one hand studying the dimensions of spiritual intelligence together with considering its impact on the level of life quality of adolescence emphasizes the educational and job future as the constructive generation of the country's tomorrow and on the other hand it clarifies our recognition and consideration of the dimensions which increase the level of life quality including emotional intelligence more than ever, so that in line with this in addition to the students themselves, the parents, teachers, principals and consultants also will be drawn to this important point that they should make more and better use of their efforts for making the students to get advantage of these opportunities more than ever in the past. In the comparative study regarding the positive effect of taking responsibility on the students' life quality, the findings of this research is consistent with the findings of some of the studies conducted inside Iran such as Ebrahimi (2007), Nasiri *et al.* (2006), Ayatollahi & Rafiei (2004), Jamshidi Eini (2000) and also with some parts of the findings of the studies of foreign scholars such as Heli *et al.* (2007), Rose *et al.* (2006) and Smith (2005). Ebrahimi (2007) in his study has shown that an irresponsible person neither values himself nor other and therefore; makes himself and those around him suffer. Accepting responsibility indicates to the mental health of the individuals and results in identity success in the person. Nasiri *et al.* (2006) have shown in their study that there is a significant relationship between self-esteem and life quality. Ayatollahi & Rafiee (2004) by studying individuals' life quality have found that there is a significant relationship between the educational level of people and existence of mental disorders in

them. Jamshidi Eini (2000) has studied life quality and has found that some indexes such as sufficient and just payment, healthy and safe workplace have obtained lower scores in evaluation of the relevant indexes, respectively. Helli *et al.* (2007) have shown that students who are having high life quality, possess higher social skills. Rose *et al.* (2006) in their study have shown that the quality of educational life is one of the ways to enrich students which seeks to create motivational factors, satisfaction and responsibility acceptance. Smith (2005) in his study has shown that spiritual intelligence is the requirement of adaptation with the environment and those possessing higher levels of spiritual intelligence have higher tolerance in dealing with the pressures of life and have higher ability for adaptation with the environment. Soza & Write in 2004 have shown that spiritual intelligence has a significant role in increasing self-esteem, life satisfaction and creation of sense of purpose in life. Write (2001) in a study have found that there is a significant and positive relationship between motivation of educational progress and taking responsibility for success and failure. Therefore; in a brief summarization we can conclude that the above mentioned scholars in their findings have emphasized this point that focus on acceptance of responsibility by adolescence and young people is a very important factor for increasing their life quality. On the other hand, the findings of the most of the studies and the provided reports of the conducted studies regarding the effective factors on the level of the life quality of adolescence have also named factors such as personal factors or issues such as the quality of relationship with parents, family composition, parent's economic support and ...The statistical data results of this section of the present research also indicate that with the increase of the subscales of taking responsibility by adolescences such as sense of security, self-esteem, sense of belonging, sense of responsibility) the level of their life quality also increases and among these subscales, sense of responsibility has the highest importance, because it refers to the ability of effective responding and proper decision making in various conditions and circumstances and the meaning of proper decision making is that adolescence will make their decisions in the framework of the social norms which is expected from them which creates positive human relations, increased security, success and relief and in this regard it seems that an effective response is a

response that gives the ability of achieving those goals to the adolescence which improves his self-esteem. The adolescence can perform his activities and works or supervise his friends and classmates while doing these. Taking responsibility in school is a process through which individuals see themselves a part of the educational entity and they will be inclined to see it always successful. In fact, taking responsibility is the most fundamental method which directs the adolescence activities in education place, because it originates from inside of them and it is an internal commitment which is desirable for performing tasks with maximum capability. In this regard, (Ginat, 1999) also sees taking responsibility as an internal sense which results from family and society values for performing the assigned activities. Also, Serto (2001) believes that taking responsibility is an internal commitment and obligation by the individual for performing all the assigned activities (cited by Sartipi, 2002). In this regard Parhizgar (1996) also believes that responsibility is a conscience commitment for performing the activities which an individual feels toward the people surrounding him and those he is dealing with in a way and in general has concluded that responsibility refers to the commitment of an individual for performing the activities assigned to him. In other words, taking responsibility refers to a valuable sensitiveness in the soul of each human which persuades him to do humanistic and social activities and the result of each of these activities is to disburden the family or the society from some of their responsibilities. He believes that a responsible person is ready with all his existence to recognize his own responsibilities and take charge for them (Rasouli, 1997).

for general explanation and conclusion of the above discussions regarding taking responsibility and its effect on the life quality of adolescence and young individuals we can conclude that adolescence years are considered to be the most important and prominent stage of social and mental developmental growth of an individual. During this period, the need for emotional balance and specially a balance between emotion and reason, understanding the existential value of self-awareness (recognition of talents, capabilities and interests), selection of real goals in life, emotional independency, maintaining mental and emotional balance of oneself in front of the pressures of environmental stressors, establishment of healthy relationship with others, acquisition of the required social skills in making friends,

recognition of healthy and effective life and the way of dealing with it are among the most social needs for adolescences. Therefore; helping them in growth and expansion of the required skills for an effective life, creating or increasing self-confidence in dealing with problems and solving them and also helping them in growing and evolving the emotions of the required social skills for successful adaptation to the social environment and effective life in society is necessary.

Practical recommendations based on the present research

Based on the obtained results from the present research the following recommendations can be presented:

1. The results of the present research can be made available as applied leaflets “summarized and useful” by the offices of the ministry of education to schools and students or should be released in internet sites.

2. The school principals are recommended to hold educational meeting to provide training for students’ parents especially for their mothers and invite psychologists and experts in fields such as effective factors on life quality, methods of improving taking responsibility and self-confidence and factors related to life quality of people and aware them from these subjects by holding group meeting and conferences.

3. It is recommended to the school principals to give attention to this key point that awareness and recognition of the conditions is the key to so many important issues and in fact making the students aware of the existing elements and dimensions (the relationship between spiritual intelligence and taking responsibility with life quality) will benefits the students and hence; it will be useful for them in the work and efforts and the principals should make use of the capabilities of the consultants in this field.

4. The educational consultants are recommended to emphasize and give attention to the positive effect of taking responsibility on the students’ quality life in their individual and group consultancy session more than before.

5. It is the duty of the aware and insightful individuals in schools to make and help the students recognize the ways of creating positive relations with classmates and the benefits of having good and friendly behavior with them and specially with their teacher and in line with this aim in addition to the role of schools the role of other individuals and organizations should not be neglected.

## Recommendations for future research

For creating relation between this research and the future researches it is recommended that conducting the following research topics will be considered.

1. Comparative study of the relationship between gender with the level of their life quality

2. To study the ways of creating and improving self-esteem and taking responsibility among adolescence and young

3. To study the reasons and effective factors on improvement of the level of the life quality among the young

## Research limitations

One of the limitations of this research is the fact that the research sample is limited to the male students of guidance schools of Tehran which has limited the possibility of generalization of the results to female students as well as the students studying in other grades of primary and high schools as well as universities.

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