

The Relationship of Spiritual Intelligence/Academic Conscience with Academic Performance: the Mediating Role of Academic Hardiness

Fardin Seifi^{ID}, Masoud Hejazi^{ID}, Afsaneh Sobhi^{ID}, Qamar Kiani^{ID}

Department of Psychology, Faculty of Humanities, Zanjan Branch, Islamic Azad University, Zanjan, Iran.

*Correspondence should be addressed to Dr. Masoud Hejazi; Email: masoud.hejaziaz@gmail.com

Article Info

Received: Dec 17, 2021

Received in revised form:

Jan 12, 2021

Accepted: Feb 16, 2021

Available Online: Mar 21, 2022

Keywords:

Academic Conscience

Academic Performance

Academic Tenacity

Spiritual Intelligence



<https://doi.org/10.22037/jrrh.v8i1.33341>

Abstract

Background and Objective: Academic achievement is a behavioral consequence of great importance to students and is considered as an important indicator for evaluating educational systems and identifying the factors affecting it. Therefore, the present study was conducted to determine the relationship of spiritual intelligence and academic conscience with academic performance and to determine the mediating role of academic hardiness in ninth grade students in Zanjan, Iran.

Methods: The present study was a descriptive correlational study. The statistical population included all ninth grade male students in the second district of Zanjan in the academic year of 2018-2019. The sample size based on Morgan's table was determined to be 317 people and the participants were selected by multi-stage cluster sampling. Data were collected using McIlroy and Banting Academic Conscience Questionnaire, Benishak et al.'s Spiritual Hardiness Questionnaire (SISRI) and King's Spiritual Intelligence Questionnaire. Also, the total average of the students was used to assess academic performance. Pearson correlation test and stepwise regression test were used to analyze the data and Baron and Kenny method was used to determine the mediating role. In this study, all ethical considerations were observed and no conflict of interest was reported by the authors.

Results: There was a significant and positive relationship between academic conscience and academic achievement ($P < 0.05$). There was a positive and significant relationship between academic hardiness and students' academic achievement ($P < 0.05$). The relationship between spiritual intelligence and academic achievement was also significant ($P < 0.05$). Also, according to the stages of determining the mediating role of Baron and Kenny, academic hardiness played a mediating role in the relationship between academic conscience and academic achievement. But this role was not approved for Spiritual Intelligence. Overall, the results of multi-stage regression showed that educational conscience and spiritual intelligence can explain 15% of the variance in academic achievement.

Conclusion: Spiritual intelligence was one of the factors affecting students' academic achievement and academic conscience, by affecting academic hardiness can lead to students' academic achievement.

Please cite this article as: Seifi F, Hejazi M, Sobhi A, Kiani Q. The Relationship of Spiritual Intelligence/Academic Conscience with Academic Performance: the Mediating Role of Academic Hardiness. Journal of Pizhūhish dar dīn va salāmat. 2022;8(1):65-80. <https://doi.org/10.22037/jrrh.v8i1.33341>

Summary

Background and Objective

One of the basic intrinsic factors often affecting the dimensions of life is personality or some

fundamental personality factors that can affect the academic performance of individuals (1). Conscience, as one of the main traits of personality, is a subset of duty-orientation, which is one of the five major factors of personality traits (1, 2). McMullen showed in a study that students with high conscience may be more likely to succeed because of their strong desire to learn or their dominant goals, which contributes to their competence and progress in school. Emus sees spiritual intelligence as the consistent use of spiritual data that facilitates the solution of everyday problems (3); some define spiritual intelligence as the third type of intelligence that develops the structure of people's behavior (4). In fact, it can be stated that spiritual intelligence is a cognitive-motivational factor that includes a set of adaptation skills and problem-solving resources that facilitate the achievement of the goals (5, 6); Academic toughness is also one of the variables related to students' academic achievement and psychological well-being (7, 8). It includes a set of personality traits that act as a source of resistance in the face of stressful life events including education (9). The results of the study by Sobramanians and Vinot Kuma (10) indicate that psychological stubbornness leads to a greater sense of self-esteem in individuals and ultimately increases their resistance to stress from work and education and increases their vitality. Students in some grades may experience more stress than others. For example, ninth-graders (major selection) and twelfth-graders (end of general education to enter university) may experience stressful periods, so the target population in the current study is the ninth-graders. Research findings have also shown a relationship between spiritual intelligence and academic conscience and academic achievement, while there are some contradictory and weak findings regarding research variables that may be influenced by stubborn mediation, because findings also indicate a strong association with spiritual intelligence (10) and academic achievement (11). Therefore, the present study was conducted with the aim of predicting the academic achievement of ninth grade students based on spiritual intelligence and academic conscience through stubborn mediation.

Methods

Compliance with ethical guidelines: In this study, all ethical principles, including fidelity and honesty, obtaining informed consent from the participants, and maintaining the confidentiality of their identity information were observed and

individuals were free to leave the study at any stage of the study.

This was a descriptive-correlational study. The statistical population included all ninth-grade male students in District 2 of Zanjan in the academic year 2018-2019. The number of students in this course was 1800. The sample size was determined to be 317 participants based on Morgan's table and the same number of questionnaires was distributed among the students. Finally, 295 appropriately completed questionnaires were submitted to analysis. Multi-stage cluster sampling method was used to select the samples. Students' GPA was used to assess academic performance. The McIlroy and Bantig Questionnaire (12), the Revised Academic Hardiness Scale (13) and the King Spiritual Intelligence Questionnaire (5) were also used to measure academic conscience. Pearson correlation and multiple regression tests were used to analyze the data.

Results

The results of correlation test showed a significant relationship between academic conscience and academic performance ($r=0.336$ and $P=0.001$). Also, the relationship of academic toughness ($r=0.201$ and $P=0.017$) and academic effort and commitment ($r=0.239$ and $P=0.010$) with students' academic performance was also found to be significant. A significant relationship also existed between spiritual intelligence and academic performance ($r=0.209$ and $P=0.001$). The type of communication was positive and direct in all cases. As the scores related to the predictor variables increased, the score of the dependent variable, i.e. academic performance, also increased. In the present study, not only was the direct relationship between academic hardiness and academic performance confirmed but the relationship between academic conscience and academic performance can also be confirmed through academic hardiness. However, the mediating role of academic hardiness in the relationship between spiritual intelligence and academic performance was not confirmed.

Conclusion

An examination of the relationship between the students' academic conscience and educational performance revealed a significant and positive relationship between the two; as the scores related to students' academic conscience increased, their academic performance also improved. This finding is consistent with the results of the studies by Usher et al. (14), Kumar, Braun, Kumar and

Robbie (15), McIlroy and Bunting (12), Shiner and Masten (16), Wolf and Johnson (17) and Fazli and Fooladchang (18).

Also in the present study, academic hardiness, besides being directly related to academic performance, played a mediating role in the relationship between academic conscience and academic performance. The relationship between the two variables was positive and direct. As the stubbornness of the students increased, so did their academic performance. This finding was in line with the results of Elhampour (19), Safarkhanlou (20). Spiritual intelligence was also one of the factors affecting students' 'academic performance and academic conscience, by affecting academic hardiness leading to students' improved academic performance. The effect of spiritual intelligence on students' academic performance was positive and direct such that the students with high spiritual intelligence also had good academic performance. Academic conscience and tenacity also had a positive and direct effect on students' academic performance.

According to the results of the present study, it is suggested that some of the components that lead to the improvement of students' academic performance be strengthened. In this regard, teaching stubborn academic practices and using methods that lead to greater motivation and enthusiasm of the students can be useful. Also, strengthening students' academic conscience will ultimately help students' academic growth and maturity.

Acknowledgements

The researchers would like to thank all the school authorities and students participating in this study.

Ethical considerations

According to the authors of the article, this research is a part of the first author's doctoral dissertation in the field of educational psychology with the code of ethics of IR.IAU.Z.REC.1399.069, which was approved by the Islamic Azad University of Zanjan in 2020.

Funding

According to the authors, this study was not sponsored and was done at the personal expense of the authors.

Conflict of interest

The authors did not report any conflict of interest in this study.

Authors' contribution

Initial idea and design and collection of research background, distribution of questionnaires and Journal of Pizhūhish dar dīn va salāmat
(i.e., Research on Religion & Health)

data collection: first author; writing the method section and analysis and interpretation of the data and general supervision over the implementation of the project: second author, discussion and conclusion: third author; and text revision: fourth author.

References

1. Karimkhani A, Neshat N. The relationship between the big five personality information-seeking behavior of graduate students. 2016.
2. Haren EG, Mitchell CW. Relationships between the Five-Factor Personality Model and coping styles. *Psychology and Education: An Interdisciplinary Journal*. 2003; 40:38-49.
3. Emmons RA. Is spirituality an intelligence? Motivation, cognition, and the psychology of ultimate concern. *The International Journal for the psychology of Religion*. 2000;10(1):3-26.
4. Zohar D, Marshall I, Marshall I. SQ: Connecting with our spiritual intelligence: Bloomsbury Publishing USA; 2000.
5. King DB. Rethinking claims of spiritual intelligence: A definition, model, and measure: ProQuest; 2008.
6. Maseleno A, Hardaker G, Sabani N, Suhaili N. Data on multicultural education and diagnostic information profiling: Culture, learning styles and creativity. *Data in brief*. 2016;9:1048.
7. Ahmadi A, Zainalipour H, Rahmani M. Studying the role of academic hardiness in academic achievement of students of Islamic Azad University, Bandar Abbas Branch. *Journal of Life Science and Biomedicine*. 2013;3(6):418-23.
8. Wardani R. Academic Hardiness, Skills, and Psychological Well-being on New Student. *Jurnal Psikologi*. 2020;19(2):13.
9. Subramanian S, Vinothkumar M. Hardiness personality, self-esteem and occupational stress among IT professionals. *Journal of the Indian Academy of Applied Psychology*. 2009;35:48-56.
10. Lyashenko MS, Frolova NH. LMS projects: A platform for intergenerational e-learning collaboration. *Education and information technologies*. 2014;19(3): 495-513.
11. Darvishzadeh K, Bozorgi ZD. The relationship between resilience, psychological hardiness, spiritual intelligence, and development of the moral judgement of the female students. *Asian Social Science*. 2016;12(3):170-6.
12. McIlroy D, Bunting B. Personality, behavior, and academic achievement: Principles for educators to inculcate and students to model. *Contemporary*

Educational Psychology. 2002;27(2):326-37.

13. Benishek LA, Feldman JM, Shipon RW, Mecham SD, Lopez FG. Development and evaluation of the revised academic hardiness scale. *Journal of Career Assessment*. 2005;13(1):59-76.

14. Vianello M, Robusto E, Anselmi P. Implicit conscientiousness predicts academic performance. *Personality and Individual Differences*. 2010;48(4):452-7.

15. Komar S, Brown DJ, Komar JA, Robie C. Faking and the validity of conscientiousness: A Monte Carlo investigation. *Journal of Applied Psychology*. 2008;93(1):140.

16. Shiner RL, Masten AS. Transitional links between personality and adaptation from childhood through adulthood. *Journal of Research in Personality*. 2002;36:580-8.

17. Wolfe RN, Johnson SD. Personality as a predictor of college performance. *Educational and psychological measurement*. 1995;55(2):177-85.

18. Fazli A, Fouladchang M. The relation of academic conscience to academic burnout: The mediating role of academic goal orientation. 2018.

19. Elhampour F, Ganji H, Abolmaali Alhosani K. Comparing academic achievement, academic engagement, hardiness and perceived classroom environment among female and male students. *Journal of School Psychology*. 2019;8(3):7-25.

20. Safarkhanlou J, Nezhad Ismail Azizi MB. Reviewing the connection between personality feature with the career and satisfaction of the staff of security organizations. *Police Protectoral and Security Studies quarterly*. 2019;14(52):29-58

علاقة الذكاء الروحي و الرغبة الدراسية بالتقدم الدراسي بالمشاورة و الإجتهد الدراسي لدى التلميذ

فردین سیفی ^{id}، مسعود حجازی* ^{id}، افسانه صبحی ^{id}، قمر کیانی ^{id}

قسم علم النفس، كلية العلوم الإنسانية، فرع زنجان، الجامعة آزاد الإسلامية، زنجان، إيران.

* المراسلات الموجهة إلى الدكتور مسعود حجازي؛ البريد الإلكتروني: masoud.hejaziaz@gmail.com

معلومات المادة

الوصول: ٢ جمادى الأولى ١٤٤٢

وصول النص النهائي: ٢٨ جمادى الأولى ١٤٤٢

القبول: ٤ رجب ١٤٤٢

النشر الإلكتروني: ١٨ شعبان ١٤٤٣

الكلمات الرئيسية:

التفوق الدراسي

الذكاء الروحي

الضمير الدراسي

المثابرة الدراسية

الملخص

خلفية البحث وأهدافه: التفوق الدراسي عبارة عن نتائج ومآلات سلوكية تحظى باهتمام كبير لدى التلميذ ويعتبر مؤشراً مهماً في تقييم المنظومات والمناهج الدراسية. وانطلاقاً من هذه القناعة تصبح معرفة العوامل والأسباب المؤثرة في التفوق الدراسي مهمة ولا مناص من الإلمام بمختلف جوانبها. وبناء على هذه الرؤية والقناعة يسعى هذا البحث لإلقاء الضوء على معرفة علاقة الذكاء الروحي بالجهد الفردي ومعرفة همزة الوصل بينهما ومعرفة دور المشاورة في الدراسة لتلاميذ الصف التاسع لمدينة زنجان وتأثير مجهود الطالب في التفوق الدراسي.

منهجية البحث: هذه الدراسة الوصفية هي نوع من التضامن بين الطلاب. وقد أجريت هذه الدراسة على مدارس البنين في مدينة زنجان في العام الدراسي ١٣٩٨-١٣٩٧ الشمسية. وقد تم تقسيم النماذج على أساس جدول مورغان إلى ٣١٧ تلميذاً وأجريت الدراسة على المشاركين بشكل مراحلي مختلفة. أما جمع المعطيات فكان بواسطة منهجية استبيان مك إيلوري و باتنيك. أما معيار المثابرة الدراسية فقد كانت حسب منهجية بنيشك للذكاء الروحي. ولدراسة أداء التلاميذ فقد اعتمدت الدراسة على معدل درجات التلاميذ وتطبيق منهجية بيرسون للتضامن و ركرسيون. أما دراسة دور الوسيط فقد اعتمدت على منهجية بارون و كُني.

المعطيات: أثبتت النتائج أنّ هناك صلة وثيقة بين المثابرة الدراسية والتفوق الدراسي ($P < 0.05$). كما أنّ هناك علاقة إيجابية بين التفوق الدراسي لدى التلاميذ و المثابرة الدراسية ($P < 0.05$) أما العلاقة بين الذكاء الروحي والتفوق الدراسي فقد كانت بارزة جداً ($P < 0.05$). إضافة إلى ذلك وبالنظر إلى مراحل تعيين دور الوسيط عند بارون و كني كانت المثابرة الدراسية وسيطاً بين المثابرة والتفوق الدراسي. لكن لم تثبت النتائج أنّ هذا الأمر له تأثير على الذكاء الروحي. بشكل عام أثبتت النتائج حسب منهجية ركرسيون أنّ الضمير الدراسي والذكاء الروحي استطاعا أن يحققا ١٥ بالمئة من مجموع التفوق الدراسي.

الاستنتاج: الذكاء الروحي أحد أهم الأسباب المؤثرة في التفوق الدراسي. وتأثيرها على المثابرة الدراسية يمكن أن تحقق نتائج مبهرة في التفوق الدراسي.

يتم استناد المقالة على الترتيب التالي:

Seifi F, Hejazi M, Sobhi A, Kiani Q. The Relationship of Spiritual Intelligence/Academic Conscience with Academic Performance: the Mediating Role of Academic Hardiness. Journal of Pizhūhish dar dīn va salāmat. 2022;8(1):65-80. <https://doi.org/10.22037/jrrh.v8i1.33341>

رابطه هوش معنوی و وجدان تحصیلی با پیشرفت تحصیلی دانش‌آموزان با نقش واسطه‌ای سرسختی تحصیلی

فردین سیفی^{id}، مسعود حجازی^{id*}، افسانه صبحی^{id}، قمر کیانی^{id}

گروه روان‌شناسی، دانشکده علوم انسانی، واحد زنجان، دانشگاه آزاد اسلامی، زنجان، ایران.

* مکاتبات خطاب به دکتر مسعود حجازی؛ رایانامه: masoud.hejaziaz@gmail.com

اطلاعات مقاله

دریافت: ۲۷ آذر ۱۳۹۹

دریافت متن نهایی: ۲۳ دی ۱۳۹۹

پذیرش: ۲۸ بهمن ۱۳۹۹

نشر الکترونیکی: ۱ فروردین ۱۴۰۱

چکیده

سابقه و هدف: پیشرفت تحصیلی پیامدی رفتاری است که اهمیت زیادی برای دانش‌آموزان دارد و شاخصی مهم برای ارزیابی نظام‌های آموزشی در نظر گرفته می‌شود که شناسایی عوامل مؤثر بر آن ضروری است. از این رو، پژوهش حاضر با هدف تعیین رابطه هوش معنوی و وجدان تحصیلی با عملکرد تحصیلی و تعیین نقش واسطه‌ای سرسختی تحصیلی در دانش‌آموزان پایه نهم شهر زنجان انجام گرفته است.

روش کار: مطالعه حاضر توصیفی از نوع همبستگی است. جامعه آماری تمامی دانش‌آموزان پسر پایه نهم ناحیه دو شهر زنجان در سال تحصیلی ۹۸-۱۳۹۷ بود. حجم نمونه بر اساس جدول مورگان ۳۱۷ نفر تعیین شد و شرکت‌کنندگان به روش نمونه‌گیری خوشه‌ای چندمرحله‌ای وارد مطالعه شدند. داده‌ها با استفاده از پرسش‌نامه وجدان تحصیلی مک ایلروی و بانتیگ، پرسش‌نامه سرسختی تحصیلی بنیشک و همکاران و پرسش‌نامه هوش معنوی کینگ جمع‌آوری شد. همچنین برای بررسی عملکرد تحصیلی از معدل کل دانش‌آموزان و جهت تجزیه و تحلیل داده‌ها از آزمون‌های همبستگی پیرسون و آزمون رگرسیون گام‌به‌گام و برای تعیین نقش میانجی از روش بارون و کنی استفاده شد. در این پژوهش همه موارد اخلاقی رعایت شده است و مؤلفان تضاد منافی گزارش نکرده‌اند.

یافته‌ها: نتایج نشان داد که بین وجدان تحصیلی با پیشرفت تحصیلی ($P < 0.05$) و همچنین بین سرسختی تحصیلی با پیشرفت تحصیلی دانش‌آموزان ارتباط مثبت و معناداری وجود داشت ($P < 0.05$). رابطه بین هوش معنوی با پیشرفت تحصیلی نیز معنادار بود ($P < 0.05$). علاوه بر این، با توجه به مراحل تعیین نقش میانجی بارون و کنی، سرسختی تحصیلی نقش میانجی در رابطه بین وجدان تحصیلی و پیشرفت تحصیلی داشت؛ اما این نقش برای هوش معنوی تأیید نشد. در مجموع، نتایج حاصل از رگرسیون گام‌به‌گام نشان داد که وجدان تحصیلی و هوش معنوی در دو گام توانستند ۱۵ درصد از واریانس پیشرفت تحصیلی را تبیین کنند.

نتیجه‌گیری: هوش معنوی یکی از عوامل مؤثر در پیشرفت تحصیلی است و با تأثیرگذاری بر سرسختی تحصیلی می‌تواند به پیشرفت تحصیلی دانش‌آموزان منجر گردد.

واژگان کلیدی:

پیشرفت تحصیلی
 سرسختی تحصیلی
 وجدان تحصیلی
 هوش معنوی

استناد مقاله به این صورت است:

Seifi F, Hejazi M, Sobhi A, Kiani Q. The Relationship of Spiritual Intelligence/Academic Conscience with Academic Performance: the Mediating Role of Academic Hardiness. Journal of Pizhūhish dar dīn va salāmat. 2022;8(1):65-80. <https://doi.org/10.22037/jrrh.v8i1.33341>