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## **INVESTIGATING L2 TEACHERS' PEDAGOGICAL SUCCESS: THE ROLE OF SPIRITUAL INTELLIGENCE**

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### **Abstract**

Teachers can influence the complex process of learning in education, in general, and in second/foreign language (L2) learning in particular. In this light, understanding the factors influencing teachers' pedagogical success can help L2 teachers achieve more effective teaching. This study then investigated the role of spiritual intelligence (SI) in L2 teachers' pedagogical success. In so doing, it explored the relationship between teachers' SI and their L2 pedagogical success assessed by students. Additionally, it examined the extent to which SI could contribute to L2 teachers' pedagogical success. To these ends, following a sequential mixed-methods design, quantitative data were gathered through Spiritual Intelligence Questionnaire (SIQ) and Characteristics of Successful Teachers' Questionnaire (CSTQ) from a sample of 130 EFL (English as a foreign language) teachers and 780 EFL learners respectively. Semi-structured interviews with 45 EFL teachers, classroom observation, and syllabus analysis were also used to triangulate the qualitative data. The results of Pearson product correlation coefficients revealed a significant and positive relationship between SI and L2 teachers' pedagogical success. Also, multiple regression indicated a unique and moderately high contribution of three components of SI (transcendent self-realization, spiritual experiences, and patience) to the teachers' pedagogical success. Moreover, follow-up qualitative analysis indicated that the more spiritually intelligent teachers were more responsible, courageous, creative, confident and conscious; they were better at interpersonal relationship and less anxious about pursuing their educational goals. Such findings imply that high level of SI can help L2 teachers promote their success and, in turn, improve their students' L2 achievement in classroom.

**Keywords:** spiritual intelligence, pedagogical success, L2 teachers

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### 1. Introduction

Language teachers can play a great role in language learning in the classroom. As Sanders (2000) states, language teachers are one of the main sources for language input and practice; they model the target language, facilitate the learning process, provide feedback, and motivate students to learn. Perhaps, the most important factor affecting student achievement is related to the teacher quality or effectiveness in classroom (Darling-Hammond, 2000). As Jacob (2007) asserts, teachers are being forced into roles of accountability for student achievement. This great role of teachers has made language programmers invest on training their language teachers. Along the same line, researchers in the field of language teaching have started to delve into the factors that would make a language teacher more successful. This issue has led to a specific line of inquiry called teacher success, encouraging many scholars (e.g., Penrose, Perry, & Ball, 2007) to characterize successful teachers and investigate the variables contributing to their pedagogical success.

There has been considerable descriptive research (e.g. Brown & Marks, 1994; Brookfield, 1995; Lowman 1996) on characterization of successful teachers. For instance, Brown and Marks (1994) assert that pedagogically successful teachers examine the way they teach and others implement teaching practice. These teachers become better informed about the strengths and weaknesses of their teaching practice; they eagerly examine what they are doing in the classroom to promote their teaching quality (Brown & Marks, 1994). Moreover, Brookfield (1995) states that successful teachers get right down to business, utilize a range of instructional strategies, instruct with an acceptable pace, but stop to check students' comprehension, focus on the class topic, stick to the instructional objectives, and, when useful, use humor. According to Lowman (1996), successful teachers are those who promote high degrees of learning in their students and create positive memories about learning. In fact, as Suwandee (1995) claims, so far as specific characteristics of the teacher are concerned, the list grows.

Nevertheless, a major line of inquiry on teacher quality has focused on the connectivity of teachers' pedagogical success with various aspects of intelligence. For instance, Ghanizadeh and Moafian's (2010) study has

documented the relationship between language teachers' emotional intelligence and their pedagogical success; Pishghadam and Moafian's (2008) study has also supported the relationship between pedagogical success with the effective use of kinaesthetic, musical, and interpersonal intelligences for successful teaching by language teachers. While there is a growing body of research on the connection between teachers' pedagogical success and various intelligences, few studies have investigated the role of spiritual intelligence in relation to second/foreign (L2) teachers' pedagogical success. Spiritual intelligence is "the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment" (Emmons, 1999, p. 176). It relies on the concept of spirituality as being distinct from religiosity (Koenig, McCullough, & Larson, 2000). Spiritual intelligence integrates the qualities of flexibility and emotional resilience (Noble, 2001), which can be important in the profession of teaching. This integrating construct can be related to teachers' cognitive, social, and emotional realms to provide meaning and purpose and create values. This inquiry bears significance as it can help us broaden our understanding of teachers' success in L2 classroom and additional variables involved in teachers' academic success. "Intelligence Quotient" or "IQ would not be a strong predictor of success in careers (Goleman, 1995). What actually leads to success is far more complicated, requiring deep reflection. This study may provide further new insight for L2 programs on how to enhance L2 teachers' performance by exploiting the potentialities of SI and non-cognitive aspects of intelligence.

## 2. Literature Review

Challenging the view of intelligence as a monolithic inborn factor in 1980s and 1990s, Gardner (1993, 1999) viewed intelligence as a composite of various abilities and capabilities, opening the door for a variety of ways of considering intelligence. He proposed different types of intelligences including existential intelligences, giving rise to the development of the concept of spiritual intelligence (often abbreviated as SI or SQ) in 1990s. Reportedly, Gardner (1993) devoted a year of study to the investigation of this topic; however, he came to the conclusion that this concept did not meet his eight criteria to be considered as a major type of intelligence. In spite of

this, one facet of spirituality proved a promising candidate for Gardner's (1993) existential intelligence. Subsequent researchers such as Emmons (1999, 2000), Noble (2000, 2001), Zohar and Marshall (2000), Vaughn (2002), Amram (2007), and Amram and Dryer (2007) raised questions about the ways in which spirituality can be examined as a form of intelligence, and explored the viability of SI.

Emmons (1999) defined SI as "the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment" (p. 176) and suggested five components of spiritual intelligence: (1) The capacity to transcend the physical and material; (2) the ability to experience heightened states of consciousness; (3) the ability to sanctify everyday experience; (4) the ability to utilize spiritual resources to solve problems, and (5) the capacity to be virtuous (Emmons, 2000). Noble (2000, 2001) agreed with Emmons' core abilities and added two other elements: (1) The conscious recognition that physical reality is embedded within a larger, multidimensional reality with which people interact on a moment to moment basis, and (2) the conscious pursuit of psychological health, not only for themselves but also for the sake of the global community.

Vaughn (2002) described SI as being "concerned with the inner life of mind and spirit and its relationship to being in the world" (p. 19). According to him, SI is more than individual mental ability, connecting the personal to the transpersonal and the self to spirit. More recently, Amram and Dryer (2007) have defined SI as the ability to utilize and embody spiritual resources to enhance daily functioning and wellbeing. They have described the construct of SI in terms of five broad domains: Consciousness, Grace, Meaning, Transcendence and Truth. Consciousness refers to the ability to raise consciousness, tap intuition, and synthesize multiple viewpoints. Grace reflects the love for life, drawing on the inspiration, beauty and joy. Meaning refers to the ability to experience meaning, link activities and experiences to values and construct interpretations. Transcendence reflects the ability to align with the sacred and transcend the egoistic self with the sense of relatedness.

In sum, SI is an integrating intelligence that has a significant role within individuals because it helps them make sense of their world that is

experienced through rational intelligence and emotional intelligence (Zohar & Marshall, 2000). It may have potential for the professional life of the teacher and the success of educational organizations as it concerns the abilities that apply such concepts as ultimate meaning, consciousness, and transcendence to predict adaptation and functioning in life (Emmons, 2000). As Palmer (1999) states, "teaching and learning is not just about information or getting a job. Education is about healing and wholeness. It is about empowerment, liberation, transcendence ... about finding and claiming ourselves and our place in the world" (pp.18-19).

Nonetheless, past research on SI and characteristics related to teaching has mainly focused on job satisfaction (e.g., Kaur, 2013; Yahyazadeh-Jeloudar & Lotfi-Goodarzi, 2012), citizenship behavior of high school teachers or educational leadership (e.g., Ruiz, 2005), and, almost no published study has sought to investigate the relationship of SI with language teachers' pedagogical success. Teachers' pedagogical success has been investigated mostly with cognitive variables such as critical pedagogy (e.g., Shabani, 2014) and reflectivity of teachers (e.g., Rezaeyan & Nikoopour, 2013) or personality factors (e.g., Bhardwaj, 2009). Considering the gap in the literature, and the type of information needed to investigate the links between L2 teachers' SI and their success, the main purpose of the present study was to delve more into the nature of the relationship between these two constructs in the context of Iran where English is taught as a foreign language (EFL). Additionally, it explored the evidence revealing the possible influence of L2 teachers' spiritual intelligence on their pedagogical practice and success. In this light, three research questions were posed:

1. Is there any significant relationship between L2 teachers' SI and their pedagogical success?
2. To what extent does teachers' SI predict their L2 pedagogical success?
3. How does teachers' SI affect their L2 pedagogical practice?

### 3. Method

#### 3.1 Quantitative phase

The quantitative section of the study sought to answer the first two research questions of the study. The information related to the method of this phase is presented in the following subsections.

##### 3.1.1 Participants

To collect data, two samples of EFL teachers and students took part in the study. First, a sample of 130 EFL teachers (including 53 males and 77 females) from various English language institutes in Chaharmahal Bakhtiyari Province participated in the study. The sample included the teachers from the language institutes in Chaharmahal Bakhtiyari Province who could be accessed by the present researchers. Teachers' age ranged from 22 to 57 and their English language teaching (ELT) experience varied from 4 months to 15 years. Majority of the teachers (87%) had majored in English. Twelve teachers (about 9% of the teachers) were PhD candidates, 67 (about 52%) held a master's degree and the rest (about 31%) held a bachelor's. To measure these teachers' pedagogical success, the second group of participants, including 780 EFL learners who were Persian native speakers randomly were selected from teachers' classrooms (aged 15-35) to participate in this study. The number of the students in the teachers' classes made up 1580 EFL learners. This population included two distinct categories i.e., strata, of males (N = 646) and females (N = 934). Every 2<sup>nd</sup> student from the class lists of students' names, which were provided by the teachers, was selected. This made up 790 EFL students. Ten EFL students were missing at the time of data collection. Thus, the student sample included 780 EFL learners.

##### 3.1.2 Instruments

###### 3.1.2.1 Spiritual intelligence questionnaire (SIQ)

To assess teachers' SI, Spiritual Intelligence Questionnaire (SIQ) was utilized. This questionnaire was constructed by Nasserri (2008) based on universal principles of spirituality, including 97 items and four components of transcendent self-realization (55 items), spiritual experiences (19 items), patience (16 items), and forgiveness (7 items). All items were rated on a 4-

point Likert scale (*1 = never, 2 = hardly ever, 3 = often, and 4 = almost always*) producing a score between 97 and 388 (see Appendix A). The validity of questionnaire was determined by Nasserri (2008) through exploratory factor analysis with a sample of 557 participants using a Principle Components Analysis (PCA). Moreover, internal consistency of the questionnaire was high (.98) and all its subscales showed acceptable reliability: transcendent self-realization (.96), spiritual experiences (.90), patience (.86), and forgiveness (.83). Additionally, Cronbach's alpha statistic for this instrument in the present study with a sample of 130 EFL teachers was .76. The alpha estimates, indicating the internal consistency reliability, were acceptable for the transcendent self-realization (.71), spiritual experiences (.74), patience (.72), and forgiveness (.71) subscales.

### **3.1.2.2 Characteristics of successful teachers' questionnaire (CSTQ)**

To evaluate language teachers' success through the eyes of EFL students, 780 students were asked to answer Characteristics of Successful Teachers' Questionnaire (CSTQ). This questionnaire is designed and validated by Moafian and Pishghadam (2009) to assess EFL teachers' pedagogical success through collecting data from their students. The questionnaire consists of 47 five-point Likert scale items ranging from 'strongly agree' to 'strongly disagree', producing a score between 47 and 235 (see Appendix B). In this study, teacher success was defined and assessed in regards to the several criteria defined by Moafian and Pishghadam (2009), namely, teaching accountability, interpersonal relationships, attention to all, examination, commitment, learning boosters, creating a sense of competence, teaching boosters, physical and emotional acceptance, empathy, class attendance and dynamism. Factor analysis was conducted to determine the construct validity of the questionnaire with a sample 250 Iranian EFL participants. The analysis of their data supported the above-mentioned 12 factors for teacher success as a construct. Moreover, internal consistency reliability of the questionnaire was very high ( $\alpha = .94$ ). Besides, Cronbach's alpha of reliability for this instrument in the present study ( $n = 780$ ) was found to be acceptable (0.93).

### 3.2 Qualitative phase

The results of the quantitative phase of the study did not show how SI might relate to teachers' success. That was the reason why the third research question of the study was addressed qualitatively. As Creswell and Plano Clark (2007) state, researchers may utilize qualitative follow-up investigations to help take a better understanding of the subject where quantitative study per se does not produce sufficient information and interpretation.

In this phase of the study, 45 EFL teachers took part voluntarily. They were selected based on their SIQ scores. SIQ scores of these 45 teachers were obtained, and, since the distribution of their SIQ scores did not violate the normality assumption, the mean score ( $M = 194$ ) was considered as the cut-off point for dividing them into higher and lower SI groups: those teachers with the scores higher than 194 were categorized as 'higher SI' ( $n = 23$ ) group and those with the score less than 194 were categorized as 'lower SI' ( $n = 22$ ) group. Meanwhile, subsequent independent  $t$ -test results on the SIQ scores of the higher and lower group revealed a significant difference between mean scores of the two groups, which provided further support for considering them as higher and lower SI groups (see Procedures and Data Analysis). From these 45 teachers, 22 teachers were male and 23 were female. Also, 8 teachers were PhD candidates, 19 held master's degree and 18 held a bachelor's.

#### 3.2.1 Instruments

In the qualitative part, observation, semi-structured interview and content analysis of the EFL teachers' syllabuses were used to see how SI might impact the teachers' practice.

##### 3.2.1.1 Classroom observation checklist

To see how the EFL teachers' spiritual views impact what they teach in the classroom, a classroom observation checklist was prepared by the researchers. The checklist included a list of statements in yes/no format (see Appendix C). It focused on the factors of classroom rules and environment, teachers' views of learning/teaching, and student-teacher relationship, and assessment and evaluation.



### **3.2.1.2 Teachers' classroom syllabuses**

To investigate the effect of teachers' SI on their classroom practice, their classroom syllabuses were analyzed. The teacher participants with high and low SI levels were asked to provide the researchers with their syllabus plans of the observed classes. The syllabuses were analyzed in terms of learning outcomes and goals, learning activities, roles of students and instructor, and assessment and grading policy, if any. The absence of a broader variety of data, even though extended time was spent on observing and interviewing with the teacher participants, was somewhat compensated for by our attempts to triangulate the interview data with, where appropriate and feasible, the participants' syllabuses. Generally, despite the fact that some EFL teachers in language institutes have less freedom, particularly when it comes to textbooks or syllabuses, it is reasonable to believe that some of the teachers teaching the English courses engage an approach outlined in their syllabuses, bringing their strengths and philosophies.

### **3.2.1.3 Semi-structured interviews**

A series of semi-structured interviews were conducted to delve more into how EFL teachers' SI might affect their success. The purpose was to find in-depth information on how SI might influence their success in the follow-up phase. The participants were asked questions, for instance, along the lines of the following: "What features can characterize you a teacher?", "What do you think of your job?", "In what ways, if any, do you feel that your beliefs, however defined, affect your pedagogical practices?", "Are you (un)successful? Why?", and "How do you pursue your goals, if any, in your career?" Attempt was made to engage in a certain amount of co-construction with the teachers who had a hard time answering the questions. In some cases, the interviewer had to remind them to give specific examples or narratives from their recent classroom teaching. They could tell their stories freely. The interviews were from 10 to 25 minutes and were audio recorded. They were conducted in Persian upon the participants' requests.

#### 4. Procedures and Data Analysis

A mixed methods sequential explanatory design was used in this study. This type of design consisted of two different phases: A quantitative phase followed by a qualitative follow-up study (Creswell & Plano Clark, 2007). In a sequential explanatory design, a researcher first gathers and analyses quantitative data (in numeric form). Then the qualitative data are gathered and analyzed in order to help better interpret, elaborate, and explain the findings of the quantitative phase. In this study, the second phase of the study followed the quantitative research phase. The reason for this was that because the quantitative data analysis and interpretations presented some general statements about learners, the subsequent qualitative section was conducted to elaborate on the significant statistical findings by in-depth look into the teacher participants' views.

The quantitative phase was undertaken in various private language institutes in Chaharmahal Bakhtiyari in 2013-2014. First, English teachers were informed about the purpose of the study. Then, they were asked to complete the SIQ measure, which was administered to them in a week period. Following this, the CSTQ was administered to the teachers' students to assess their English teachers' pedagogical success. To increase the dependability of the data, the researcher explained the purpose of completing the questionnaire and assured the confidentiality of their feedback. The students answered the questionnaire in absence of their teachers, at the end of the semester in September 2013. The means of CSTQ scores for the 130 EFL teachers were obtained as the indicator of their success.

First, to find out the presence of any significant relationship between L2 teachers' SI and their pedagogical success, the correlation coefficients between the scores obtained from the SIQ and CTSQ measures were obtained. Then, to find out the extent to which the teachers' SI (including its subscales) could predict their L2 pedagogical success, multiple regression analysis was run through SPSS (Version 21).

In the qualitative phase, a sample of 45 EFL teachers, including those with higher and lower SI levels, took part. To increase dependability of considering them as higher and lower SI groups for the purpose of collecting data in the qualitative phase, an independent *t*-test was carried out between

the SIQ mean scores of the higher ( $M = 270$ ) and lower ( $M = 180$ ) SI groups. The results revealed a statistically significant difference between the mean scores,  $t(43) = 14.5$ ,  $*p < .01$ ). Whereas the quantitative phase provided information about the degree of relationship between L2 teachers' SI and their pedagogical success (in terms of numbers), the qualitative phase, including classroom observation, syllabus analysis and interviews with the 45 EFL teachers provided rich information and evidence for possible effects of SI on the teacher's success. The quantification of data was not the focus in this phase, but percentage of occurrence for a specific behavior or characteristic was sometimes obtained.

The classroom observation checklist, written in yes/no format, included a list of items to look at when observing a class. It was used by the present researchers i.e., the observers, to check off specific behaviors or relevant characteristics. Each teacher was observed for three sessions during the semester. In addition, they were asked to provide the researchers with their classroom syllabuses. Using content analysis, their classroom syllabuses were analyzed in terms of learning outcomes and goals, assessment and feedback, roles of students and instructor, and learning activities. Furthermore, in terms of research strategy, the qualitative interviews aimed at complementing the data from the SIQ measure by rich data. All interviews were carried out, audio-recorded and transcribed by the present researchers. The interview data were analyzed on the basis of a coding, following the approach proposed by Saldaña (2012). It consisted of a coding (breaking down) of data in such a way as to identify relevant patterns. Then, the coded segments were grouped and synthesized into umbrella (more general) categories, which in turn were linked to more general themes or concepts.

## 5. Results

### 5.1 The quantitative phase

Descriptive statistics of the EFL teachers' SI and its four scales as well as their pedagogical success were obtained to identify the profile of the teachers' level of SI and their pedagogical success. As the number of items in both measures and the subscales was different, to report a comparable descriptive statistics, each raw score on the SIQ and CTSQ measures was divided by the

total number of the items in the questionnaire or the number of the items making up the subscale in the questionnaire, which resulted in a score on a scale of 1-4 and 1-5 for SIQ and CSTQ measures respectively. Table 1 presents the descriptive statistics of both measures of SIQ and CSTQ.

Table 1. Descriptive statistics of SIQ and CSTQ scores

	<b>N</b>	<b>M</b>	<b>SD</b>	<b>Scaled Mean</b>
SIQ	130	268.75	36.09	2.98
Transcendent	130	143.92	26.08	2.61
Spiritual experience	130	53.30	9.49	2.80
Forgiveness	130	21.09	3.86	3.01
Patience	130	50.44	9.36	3.15
CSTQ	130	190.39	23.326	4.05

As Table 1 shows, the mean of the total SIQ scores was 268.75, which was relatively high; that is, it was above the possible median raw score (194), given that the possible range of SIQ scores was 97-388 with 97 items. Also, the mean of CSTQ scores was 190.39, which was higher than the possible median raw score, given the possible range of CSTQ scores (47-235). The above data indicate that the teacher sample of the study generally received high scores on both SI and success measures even though there was some variation among the participants' scores as reflected by the reported high standard deviations. Furthermore, as displayed in Table 1, the *Patience* subscale of SI had the highest scaled mean score on 4-point scale (3.15). This number is between the third (i.e. *often*) and fourth (*almost always*) options on the SIQ scale. In other words, the EFL teacher participants widely perceived themselves as having qualities and characteristics related to the concept of patience.

The first research question was intended to investigate the relationship between the EFL teachers' SI and the pedagogical success. Correlation coefficients between SIQ (including SIQ subscale) and CSTQ were obtained. The correlation coefficients, together with the coefficients of determination (which denotes the strength of the association between the two variables), are reported in Table 2.

Table 2. Correlations between SI (and its subscales) with pedagogical success

	<b>Transcendent self-realization</b>	<b>Spiritual experience</b>	<b>Patience</b>	<b>Forgiveness</b>	<b>Total SI</b>
CSTQ	** .66 <sup>a</sup>	** .41	** .46	* .32	** .73
	( <i>r</i> <sup>2</sup> = .44)	( <i>r</i> <sup>2</sup> = .17)	( <i>r</i> <sup>2</sup> = .21)	( <i>r</i> <sup>2</sup> = .10)	( <i>r</i> <sup>2</sup> = .53)

As Table 2 shows, the correlation coefficient indicated that teachers' SI positively correlated with their pedagogical success ( $r = .73$ ,  $**p < .01$ ,  $n = 130$ ). Moreover, the four aspects of SI correlated positively and three subscales correlated moderately with the teachers' pedagogical success; the highest correlation was found between transcendent self-realization subscale and pedagogical success ( $r = 0.66$ ,  $* p < .01$ ,  $n = 130$ ).

To examine whether all SIQ variables (subscales) could predict teachers' L2 pedagogical success and find out the extent to which they would predict teachers' pedagogical success, which was the focus of the second research question of the study, multiple linear regression analysis was conducted on the SIQ subscale and CSTQ scores (see Tables 3 and 4 for the information related to the regression analysis).

Table 3. Model summary information for the regression analysis

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.734	.53	.525	16.08

Table 4. Summary of beta coefficients for the multiple linear regression

<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficient</b>	<b>t</b>	<b>Sig.</b>	<b>Partial correlation</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>			
1 (Constant)	57.80	11.73		4.93	.000	
Transcendent	.478	.062	.535	7.78	.000	.571
Spiritual experiences	.488	.171	.198	2.85	.005	.247
Patience	.543	.161	.218	3.36	.001	.288
Forgiveness	.038	.412	.006	.091	.927	.008

Multiple regression analysis demonstrated that the model containing the four SI variables predicted much variance in the teachers' pedagogical success ( $R^2 = .539$ ,  $**p < .01$ ). Furthermore, the SIQ subscales predicted the teachers' pedagogical success, and all the variables, except for forgiveness ( $t = .091$ ,  $p = .927$ ), reached the statistical significance. In sum, the  $B$  and  $t$  values revealed the positive contribution of the EFL teachers' SI in increasing their pedagogical success.

## 5.2 The qualitative phase

In the process of quantitative data analysis, attempt was made to focus on the statistical relationship between teachers' pedagogical success and SI. In the process of qualitative data analysis, attempt was made on the reasons and factors that contributed to the L2 teachers' success. In the qualitative part, content analysis of syllabuses observation, interviews with the EFL teachers, including those with the higher and lower SI levels, were employed. Meanwhile, as the results of the correlational statistics in the quantitative phase support, the teachers with a higher level of SI received generally higher CSTQ scores ( $M = 220$ ) than the teachers with a lower SI level ( $M = 117$ ), meaning that they were generally considered as pedagogically successful by their EFL students. The results of data analysis in the qualitative phase, presented below, revealed several factors characterizing the EFL teachers with higher and lower levels of SI.

### 5.2.1 Interview

The interviews revealed several themes or concepts delineating the characteristics of a spiritually intelligent teacher:

*Interpersonal Relationship.* The data analysis suggested that teachers with higher SI levels were more able to build rapport with their EFL students. The majority of them (70%) emphasized rapt attention to thoughts and emotions of their own students in the classroom, which in turn could make them recognize emotional reactions such as anxiety, unwillingness and self-confidence. These teachers viewed themselves as nurturers of learners, which could make them successful in the classroom. Some believed that bereavements afflicting them in the past appeared to be quite influential in

their having become compassionate educators in the school and making them build rapport with their students. One of the teachers said, "The today's crisis is tomorrow's joke. We should be patient with all ... and accepts the acts of God. This is what I tell my students". She also related how she had been able to help students deal with the loss of relatives, since she herself had faced bereavements. As she had told a young student whose father passed away, "When your father is gone, you have God and hope". Like many other teachers, she believed that with compassion and interpersonal connection (i.e., connecting with students), we could encourage EFL students throughout studies to grow academically. Compared with those teachers with a lower SI level, the teachers with a higher SI level emphasized avoiding personal and interpersonal conflicts with students in the classroom to pursue their goals. One of them emphasized that "interpersonal relationship and transactions become more effective at bringing about change in students' behavior, which makes teachers successful".

*Stress and Anxiety.* EFL teachers with a higher SI level were found to be less stressed and insecure. They stated that experienced less stress, anxiety and frustration when they were engaged with teaching a new subject or topic. One of the teachers explained:

Whenever I want to teach a new topic in the class, I *don't* feel anxious and stressful. I do it with confidence. I *don't* think I am doing something burdensome ... or problematic. (High SI teacher)

Another teacher with a higher level of SI referred to his success to cope with the stress and anxiety in dealing with his students in the classroom and considered it as a key feature of a good teacher. He elaborated:

Last week, I wanted to teach a group of students who were mainly clerks .... My colleagues told me that teaching a group of adults who would have various jobs may be difficult, but I *didn't* feel stressed or anxious. I went to the class and I was completely at ease ... and the class was very good for them. (High SI teacher)

However, the teachers with a lower level of SI were found to be more stressful and under pressure. Some of these teachers said that they were

distressed at the situation in the language institutes, that is, their job, and life in their country. They believed that stress and lack of job security would affect their teaching practice. Additionally, the data analysis showed that most of the teachers with a lower level of SI (57%) were more stressed about their teaching, and classroom management. They expressed the feeling of frustration. They were also anxious about their personal relationships at work. One of them said:

I am really depressed. I am...not *able* to teach well in the classroom in a way, I mean... I have to deal with a lot of things, so that is *highly* stressful for me, and I *do* try to talk back to the administration ... Kind of say, "You get nowhere ...", so teaching is *hard* for me. (Low SI teacher)

*Courage.* The EFL teachers with a higher level of SI were found to be more courageous in pursuing their goals. They viewed that successful teachers should be courageous enough to put himself or herself into new avenues of knowledge and use new methods of teaching despite the fact that he or she might face challenge. One of the teachers (a high SI teacher) considered courage as a major factor exerting influence on teachers' long-term success. He emphasized that "being brave in using new methods or foreign language teaching will lead to more promotion ... in the long run". Another teacher characterized himself as an agent of change. He said that it was very easy to complain about the state of the world, but the challenge was to do something about it. As he put it:

It is time to step out of our comfort zone ..., do something in faith and act *courageously*. We should remove *fear* and pursue our goals: to make our students productive members of our society .... We should never cease to teach inside and outside the class. Our students conditioned to fear failure, as if lack of failure guarantees success. We should help them embrace their mistakes ... and change their minds about failure. (High SI teacher)

A PhD candidate (a teacher with a high level of SI) said that he had questioned his own beliefs about the role of a teacher in the classroom. He



mentioned, "Thinking about how my spiritual evolution has impacted my teaching English... it sounds as if developing more fearlessness has been a part of the influence". He added that "fearlessness is a characteristics of a good teacher and courage has made him do things like motivating students to be critical thinkers about global and social issues".

In contrast, the teachers with lower levels of SI were found to be less risk- taking individuals. The majority of them (62%) believed that teachers should teach conventional and acceptable teaching methods in language schools so carefully. They wanted to *take less risk* in their instructional approaches and avoid trying anything new. A teacher with lower level of SI said, "I don't like taking risks and trying new strategies. If they fail, the teacher fails, too."

*Consciousness.* The teachers with a higher level of SI were more conscious of their weaknesses and capabilities in teaching. Most of them characterize a good teacher as being consciousness of weaknesses and unrecognized strengths. A teacher with a higher level of SI said, "Until we get that kind of a consciousness, we cannot improve our pedagogical practice". They believed that good teachers should recognize their weaknesses in the class and think of some ways try to improve them. One of the teachers with a higher level of SI, for example, pointed out that he knew he had not been good at using new technologies, but in order to be a successful teacher, he started to keep up with ever changing technology (learn how to prepare Microsoft PowerPoint slides, use pronunciation software, and so on).

*Meaningfulness.* The teachers with higher levels of SI were also found to have a purpose for their teaching. They were more goal-oriented and concerned about the "why" of teaching. Compared with the teachers with a lower level of SI, more of the teachers with a higher level of SI talked about a sense of higher purpose as a characteristic of successful teachers. One of the teachers with a higher level of SI said, "There are many teachers around ...they are good ..., but *not* happy, so I mean, they don't have a meaningful goal". She believed that a sense of deep joy appeared to be lacking in such a context as many of her teacher colleagues did not have a meaningful experience. Also, a teacher with a high level of SI stated that "she would like communicative tasks that aim to put her learners in a position where they have to use their linguistic

and communicative resources to obtain purposeful information ... and use it in real life". Another participant commented:

I think it is crucial for a teacher to have minor and major *goals* during classroom hours. When you have goals, you organize your energy and classroom activities with references to those goals. This way you don't waste your time doing something which is not in line with your goals and doesn't benefit anybody. (High SI teacher)

He, like many of those teachers who had a higher level of SI, believed that EFL teachers should find some ways to prompt their students to think about things from a deep perspective and make teaching make sense to students.

*Responsibility.* The teachers with a higher level of SI were more aware of their duties as teachers. The majority of these teachers (74%) characterized themselves as being responsible and committed. Some of them emphasized the importance of being on time and punctual as a key factor in teaching practice. A teacher with a high level of SI said that he had never been late to a class. He stated that, following Islamic teachings, they, as teachers, were responsible. He believed that his journey into religious practice and spiritual path had influenced his effort to teach responsibility to his students, too. Also, some of these teachers with higher levels of SI talked about the importance of making use of time effectively in the classroom. It was important for them to be painstaking and careful. According to them, a teacher needs to commit himself/herself to the teaching profession. As one of these teachers put it, "being responsible is part of the teacher's character". Another one asserted that "being responsible for what you are doing is the most important factor" and considered it as one factor influencing other positive characteristics of teachers:

Responsibility directs other positive features. If a teacher feels in charge of learning and teaching, he will use new sources ..., applies new methods ... and does his best .... For teachers, foreign language education can be as a means of fostering a sense of responsibility in themselves and in our learners. (High SI teacher)

*Creativity.* Creativity was another factor to characterize most of the teachers with a higher level of SI. They asserted that, when possible, they would encourage creativity in how to learn new materials in the classroom and practice newly taught language items. These teachers would like to have different ways of instructional strategies in the classroom to provide useful information in an interesting way. One of them stated that “students would deserve to have creative teachers with diverse, extended experiences”. Another teacher said that “he was thinking of new ways to change the classroom context to a new and interesting one”. She believed that “if the teacher is innovative, she will use new techniques to motivate learners.”

In contrast, several teachers with a lower level of SI asserted that they would just follow the teacher’s book, and workbook. They believed that good EFL teachers should use teaching resources and tools available to them. One of them stated that he “had problems with alternative ways of doing things”. In sum, the teachers with higher levels of SI appreciated creativity more in that it might help them solve problems in the classroom.

### **5.2.2 Classroom observation and syllabus analysis**

The analysis of classroom observation revealed that the teachers with a higher level of SI attempted to have good relationship with their own students. The majority of them (80%) interacted respectfully with their students. They showed more capacity to make close relationship with their students in the context of classroom. This was sometimes done by inviting classroom discussion and group work. Moreover, compared with the teachers with a lower level of SI, the teachers with a higher level of SI provided more praise to their students, complain less, and accepted errors in the classroom. They also seemed to be confident and calm. However, two teachers with a lower degree of SI got angry when two students showed up late (one raised her voice and the other one cupped his fist by the other one). About 90% of the teachers with a higher level of SI started the class at the scheduled time whereas this number decreased to 80% for the teachers with a lower degree of SI.

The teachers with a lower degree of SI, by comparison, demonstrated less awareness of their students’ needs and interests and they mainly assumed the role of the “knower”. However, more of the teachers with a higher level

of SI encouraged questioning, collaboration and peer assessment, but did not the expense of sacrificing discipline (e.g., they asked their students to raise their hand to speak or to get their attention). In addition, compared with the 30% teachers with less degree of SI, more of the teachers (40%) with a higher level of SI provided positive feedback to their students and attempted to monitor students' understanding of content.

Furthermore, to triangulate the common themes emerging from the data, when feasible, the analysis of the teachers' syllabuses was used. In the syllabuses provided by the teachers with a higher degree of SI, it was possible to identify what their students should be able to do (using skills and applying knowledge) in the classroom and course, in general. Also, students' assignments were stated more clearly. In other words, compared to the teachers with a lower degree of SI, they had more identified teaching/learning goals for their classroom practice. Short-term objectives were more related to long-terms goals aligned with the course/program set by their schools. Some syllabuses of the teachers with a higher degree of SI presupposed personal growth and empowerment of their students through giving them more opportunities to take ownership and self-assessing. In their syllabuses, emphasis was placed on reading and writing activities that helped students deal with personal needs outside the classroom. However, in few syllabuses of the teachers with a lower degree of SI, the emphasis was put on such activates. Also, there were few indications of shared control of responsibility for the course. Besides, there was no indication of self-assessment and students were considered as less active partners in evaluation and decision-making. In comparison, in the syllabuses of the teachers with a higher level of SI, less authoritarian tone was adopted.

## 5. Discussion

Teachers' success was found to be connected to their SI. Teachers' SI was positively correlated with their pedagogical success. This was also evident with regard to the subscales of SI predicting teachers' pedagogical success; it was found that three dimensions of SI, namely, transcendent self-realization, spiritual experiences, and patience contributed significantly to the index of teachers' pedagogical success; further data analysis from the qualitative part

revealed which underlying SI characteristics might influence teachers' pedagogical practice.

Transcendent self-realization, as one of the subscales of SI, has been defined as recognizing characteristics of the self and being aware of a higher-self (Nasseri, 2008). This main component addresses different themes/aspects such as responsibility, purposefulness, confidence, and consciousness. The follow-up qualitative data analysis, particularly from the interview and classroom observation, indicated that spiritually-intelligent EFL teachers, who generally received higher scores on the measure of pedagogical teacher success, were more responsible, conscious, confident, and creative in their teaching practice. Their career i.e., teaching English, was more meaningful to them. Salicru (2010) has reported that individuals with higher levels of SI are more to create meaningful work and context for themselves and their colleagues. Likewise, Amram (2007) has argued that the individuals with high levels of SI can experience significance in their activities through a sense of being purposeful and a call for service even in the face of problems. This sense of purposefulness might have helped the participant teachers in the current study to organize their activities, to set minor and major objectives for their teaching activities which, in turn, helped them achieve what was set as instructional goals. Also, Wiglesworth (2004) state that SI is related to a series of key issues (such as awareness of life purpose and living your purpose) which can make one attain success.

Being aware of goals, aims, and practices was another SI feature characterizing the teachers with higher levels of SI perceived to be more successful. This consciousness could help the L2 teacher participants in various ways: it may have given them the mindfulness they needed to have awareness of teaching goals, students' needs and feelings. It might also have provided the resources needed for using different modes of awareness, making them detect sources of emotional reactions in their students. Consciousness might be at work while taking different responsibilities in the classroom. As it has been certified by Harung, Heaton, and Alexander (1995) and Salicru (2010), those teachers with higher levels of consciousness were more cognizant of their responsibilities.

The L2 teachers who received higher scores in SI, including spiritual experiences subscale had positive insight towards work i.e., teaching practice. Regarding their work as an expression of love and spending more energy might have made them enhance their effective connections to their students and have a friendly relationship with them. Moreover, they tried more to make the most of each moment in the class and do their responsibilities as L2 teachers in a better way. It might be their spiritual experience aspect which gave them insights and direction in better relating to their students, establishing rapport and dealing with teaching problems.

A group of related variables such as anxiety, stress, and courage were also found to characterize the teachers with higher levels of SI. In a sense, these variables are related to the subscale of patience. According to Nasser (2008), patience dimension includes a group of skills such as managing emotions and controlling anxiety and stress. Individuals who receive a high score in this subscale do not lose their temper facing stressful situations and they are not driven by fears to try new things; they were courageous to utilize new methodologies; this may have helped them to transfer the information more effectively. Mishra and Vashist (2014) also state that spiritually-intelligent adolescents are able to deal positively with aspects of stress which have a significant influence on the quality of life, work and success in 21st century.

Teachers' sense of responsibility was also found to be a key characteristic of the more spiritually intelligent teachers. This quality, springing from the spiritual beliefs of some of the teachers, could have an impact on their success. This sense of responsibility might affect their attitude toward what they were doing and influence how much they felt satisfied with their job. Language teaching can be a moral undertaking; several scholars (e.g., Snow, 2001) assert that the primary motivation of an English teacher must be an ethic of service to others. Therefore, if the L2 teacher is responsible for learning and teaching, and for students' promotion, he or she will work with more energy and devote more time to fulfil related responsibilities. Expounding upon ethics of critical pedagogy, Brown and Lee (2015), have also considered responsibility as an important component of classroom pedagogy.

The L2 teachers with a higher level of SI were perceived to be more empathetic to their students' needs and interests and had a quest for interpersonal connection. The teacher-students' connections between their lives and those of their students and between the classroom and the world beyond seem to be important in the classroom since they can bring up issue to make their classes relevant and make them assume a role of counselor. Also, the L2 teachers with a higher level of SI were perceived to be more creative individuals who saw problems in new ways and tended to escape the bounds of conventional thinking. As the data suggested, the teachers who were creative tried to invent new ways to teach, discover new techniques to practice the language, and find out new strategies to motivate their students. As Palmberg (2008) states, creative teachers have the ability to look at a given language activity and know how it can be used in their classroom. It may be that when L2 teachers face situations in which they need new methods, they may tap their SI to develop ideas to relate to others and solve problems in the classroom. Those with a high degree of SI "have the capacity to question and think creatively, change the rules, work effectively in changing situations by playing with the boundaries, break through obstacles and being innovative" (Mishra1 & Vashist, 2014, p. 12). This result finds support from the claim made by Howell (2004), who considered creativity as a feature of spiritually-intelligent individuals. He reported that success and creativity would be two closely related variables.

## **6. Conclusion and Implications**

This study used a mixed methods design to examine the associations between L2 teachers' SI and their pedagogical success and explore the evidence for possible contribution of SI to the L2 teacher's pedagogical success. The findings of quantitative and qualitative data analyses indicated that L2 teachers' level of SI positively correlated with the features of pedagogical success, and contributed to their pedagogical success. The above findings justify the conclusion that high level of teachers' SI can affect their pedagogical success by making them more responsible, creative, courageous, relaxed, and patient. Due to their high level of interpersonal sensitivity, these teachers are more likely to recognize various affective tones in their learners

and devise their teaching practices in accordance with learners' emotional states. Moreover, higher levels of SI possibly make L2 teachers be less anxious about using new methods, apply new techniques, and implement new teaching strategies.

Furthermore, data analysis revealed that transcendent self-realization, which included responsibility, purposefulness, self-awareness and consciousness, would contribute mostly to the teachers' L2 pedagogical success. Thus, the ability to move beyond self-centered consciousness, and to see things with a considerable measure of freedom and purpose in the classroom can exert an impact on EFL teachers' success. The findings of the present study suggest that L2 program designers be more mindful of spirituality-intelligence connection. What we need more, is, perhaps, to create a climate in which both teachers and students come to share their ways of knowing and experiences in a peaceful and supportive classroom environment. The above results imply the importance of SI in cultivating a nurturing attitude undergirding the implementation of language teaching practice and the fostering of supportive learning context. Success probably occurs when an L2 teacher is responsible, conscious, patient, confident, courageous, and has a quest for interpersonal connection to his or her students. According to the above findings, these qualities are most likely found in the teachers with a higher degree of SI than the ones with a lower level of SI. Thus, L2 educators interested in pedagogical success should not overlook their spiritual development. Also, the results of the current study encourage L2 teachers to deeply examine their deepest beliefs. Their most dearly-held beliefs and values can affect their teaching practice and, in turn, their students' performance in the classroom.

Limitations can be ascribed to the instruments used for deriving pedagogical teacher success and SI scores. The results were gained from the students self-reporting their understanding of teach success or teachers self-reporting their understanding of SI. These scores may or may not have adequately reflected the true level of teacher success and SI. Also, using a single measure for teacher success might have limited a true gauge of the teacher success. Another limitation that was the context in which the research was conducted. EFL teachers in language institutes, in general, have less



freedom to adopt their own materials and bring to the syllabuses their own pedagogical views. A large amount of in-person contact between researchers and teachers is perhaps required in future studies of teachers' views about spirituality and pedagogical success.

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### Appendices

For space purposes the appendices have been published just online on the journal's webpage.

## Appendix A: Spiritual Intelligence Questionnaire (SIQ)

هرگز	بندرت	اغلب	تقریباً همیشه	
				۱. از نقاط قوت خودم آگاه هستم و بخوبی از آنها استفاده می‌کنم.
				۲. دانسته‌ها و اطلاعاتم را بدون چشم داشت در اختیار دیگران قرار می‌دهم.
				۳. خودم را به عنوان یک انسان، موجودی ارزشمند می‌دانم.
				۴. مسئولیت تمام اعمالم را قبول می‌کنم.
				۵. تجربه‌ای در زندگی داشته‌ام که مرا دچار بهت و حیرت کرده است.
				۶. در زندگی احساس رضایت و شکوفایی می‌کنم.
				۷. واقعاً نمی‌دانم در زندگی چه می‌خواهم.
				۸. فکر می‌کنم که همه انسان‌ها در روز جزا از نتایج اعمالشان آگاه خواهند شد.
				۹. من تمام موجودات زنده را دوست دارم و آسیبی به آنها نمی‌رسانم.
				۱۰. اطرافیانم اعتقاد دارند که من زیاد گله و شکایت می‌کنم.
				۱۱. کارهایم را با دقت و با حوصله انجام می‌دهم.
				۱۲. مهم این است که خودم باشم، اگر دیگران مرا آن طور که هستم دوست ندارند مشکل خودشان است.
				۱۳. فکر می‌کنم خداوند زاپیده‌ی افکار انسان‌ها نیست.
				۱۴. بیشتر زندگی‌ام صرف انجام کارهایی می‌شود که ارزشمند هستند.
				۱۵. تجربه‌ی آرامش درونی عمیقی دارم.
				۱۶. زمانی احساس تحقق و شکوفایی می‌کنم که در ارتباط نزدیک با خداوند باشم.
				۱۷. از نقاط ضعف خودم آگاه هستم و آنها را می‌پذیرم.
				۱۸. پذیرش نظر من از طرف دیگران برای من مهم است.
				۱۹. زمانی را برای اندیشه و تأمل در خودم در نظر می‌گیرم.
				۲۰. بینش‌های بدست آمده از تأمل در خودم را در موقعیت‌های دشوار و پیچیده زندگی بکار می‌برم.

				۲۱. احساس می‌کنم که انسان‌ها و دیگر موجودات این جهان نشانه‌هایی از وجود یک قدرت برتر و متعالی هستند.
				۲۲. ارتباطم با خداوند موجب می‌شود که احساس آرامش کنم.
				۲۳. تا به حال تجربه‌ای داشته‌ام که مرا عمیقاً شاد کند و حداقل برای مدتی کوتاه باعث شود احساس کنم همه چیز دارم و چیز دیگری نمی‌خواهم.
				۲۴. احساس می‌کنم زندگی تجربه‌ی مثبتی است.
				۲۵. احساس تنهایی می‌کنم.
				۲۶. نسبت به آینده خوشبین می‌باشم.
				۲۷. فکر می‌کنم که انسانها و دیگر موجودات بر حسب تصادف بوجود نیامده‌اند.
				۲۸. می‌دانم که کیستم، از کجا آمده‌ام و به کجا می‌روم.
				۲۹. در موقعیت‌ها و لحظات سخت زندگی کنترل کارها از دستم خارج می‌شود.
				۳۰. به پدر و مادرم احترام می‌گذارم.
				۳۱. در مورد افراد زود قضاوت می‌کنم.
				۳۲. در کمک به مردم نیازمند، کوشا هستم.
				۳۳. احساس پوچی و بی‌ارزشی در زندگی نمی‌کنم.
				۳۴. زندگی‌ام پر از تعارضات و ناخشنودی‌ها است.
				۳۵. احساس یگانگی و اتحاد با طبیعت می‌کنم.
				۳۶. لحظاتی در زندگی داشتم که در آنها شغف عمیق غیر قابل توصیفی به من دست داده است.
				۳۷. من درباره دلایل هستی یک وجود برتر و متعالی، بحث و گفتگو می‌کنم.
				۳۸. در صورت لزوم قسمتی از وقتم را صرف کمک به دیگران می‌کنم.
				۳۹. فکر می‌کنم هیچ‌کس به تنهایی و بدون تعامل با دیگران نمی‌تواند به خودشناسی برسد.
				۴۰. باور من به وجود خداوند، به زندگی‌ام معنا و هدف داده است.
				۴۱. برای رسیدن به اهداف و آرزوهای زندگی‌ام عجله دارم.

				۴۲. به یک برداشت شخصی از هستی رسیده ام که به من کمک می‌کند زندگی را کاملاً ارزشمند بدانم.
				۴۳. فکر می‌کنم که هر کس خوبی کند، خوبی می‌بیند و هر کس بدی کند، بدی می‌بیند.
				۴۴. در پیشامدهای ناگوار زندگی زود عصبانی و پرخاشگر می‌شوم.
				۴۵. افرادی که مرا آزار داده اند می‌بخشم.
				۴۶. زمانی که احساس نیاز به چیزی می‌کنم، توانایی مهار آن نیاز برای من سخت است.
				۴۷. زندگی ام توأم با احساس گناه است.
				۴۸. تا به حال تجربه ای داشته ام که مرا عمیقاً شاد کند و حداقل برای مدتی کوتاه باعث شود جهان را مکانی مقدس ببینم.
				۴۹. شناختی که نسبت به خودم دارم، موجب شده تا با افراد دیگر بهتر ارتباط برقرار کنم.
				۵۰. من از تفاوت هایم نسبت به دیگران آگاه هستم.
				۵۱. در برابر رفتار بد دیگران زود ناراحت و عصبانی می‌شوم.
				۵۲. زمانی که با مشکلی مواجه می‌شوم به خداوند توکل می‌کنم.
				۵۳. بارها تجربه کرده ام که نیرویی عظیم تر از خودم مرا به سوی خود می‌کشاند.
				۵۴. احساس غم می‌کنم.
				۵۵. برای رسیدن به جواب سؤال هایم عجله دارم.
				۵۶. تلاش می‌کنم که سخن راست بگویم حتی اگر به ضرر خودم و یا نزدیکانم تمام شود.
				۵۷. فکر می‌کنم که انسانها با بخشیدن غنی می‌شوند نه فقیر.
				۵۸. شکرگذار نعمت های فراوان خداوند هستم.
				۵۹. من به معنای نهایی زندگی فکر می‌کنم.
				۶۰. زندگی ام توأم با ترس و اضطراب است.
				۶۱. تا به حال تجربه ای داشته ام که مرا عمیقاً شاد کند و حداقل برای مدتی کوتاه باعث شود همه را دوست داشته باشم و همان طور که هستند بپذیرم.

				۶۲ . فکر می‌کنم که رویدادهای زندگی به عنوان قسمتی از یک برنامه الهی می‌باشند.
				۶۳ . شناختی که نسبت به خودم دارم، موجب شده تا دیگران را بهتر درک کنم.
				۶۴ . بخشی از پول و منابع مادی ام را صرف کمک به دیگران می‌کنم.
				۶۵ . احساس می‌کنم که هر کجا که هستم خداوند با من است.
				۶۶ . تجربه ای داشته‌ام که فکر کرده‌ام همه اشیاء از آگاهی و شعور برخوردارند.
				۶۷ . با افرادی که به من بدی کرده‌اند خوبی می‌کنم.
				۶۸ . احساس ناامنی می‌کنم.
				۶۹ . فکر می‌کنم که انسان محکوم به فنا نیست.
				۷۰ . نسبت به قول و قرارهایم پایبند هستم.
				۷۱ . به مجرد اینکه در انجام کاری احساس ناتوانی و ناکامی می‌کنم، آن کار را رها می‌کنم.
				۷۲ . زندگی ام را بر اساس انجام دستورات خداوند تنظیم می‌کنم.
				۷۳ . به راحتی از اشتباهات دیگران می‌گذرم.
				۷۴ . من در جستجوی معنا در زندگی هستم.
				۷۵ . فکر می‌کنم که انسان هر کاری بخواهد، هر چند محال به نظر برسد، می‌تواند انجام دهد.
				۷۶ . می‌بخشم، بدون اینکه انتظار چیزی در عوض آن داشته باشم.
				۷۷ . از حضور اراده و خواست خداوند در زندگی روزمره ام آگاهم.
				۷۸ . من در موقعیت‌ها و زمان‌های متفاوت به افکار، گفتار و رفتارم توجه دارم.
				۷۹ . اطرافیانم بر این باورند که من برای دیگران با منت کاری انجام نمی‌دهم.
				۸۰ . حتی زمانی که یک موقعیت ناامیدکننده بنظر می‌رسد، من می‌توانم معنای عمیقی در آن پیدا کنم.
				۸۱ . به راحتی خواسته‌هایم را با دیگران در میان می‌گذارم.



				۸۲. در صورت لزوم، دارایی های مورد علاقه ام را نیز به افراد نیازمند می بخشم.
				۸۳. بیش از حد عصبانی می شوم.
				۸۴. می توانم افراد پایین تر از خودم را تحمل کنم.
				۸۵. در زمان های مشخصی از روز نماز می خوانم.
				۸۶. اجازه می دهم دیگران به راحتی آنچه را که در مورد من بنظرشان می رسد بگویند.
				۸۷. فکر می کنم که یکی از مشخصه های شناخت خود، فروتنی است.
				۸۸. من به خودم یادآوری می کنم که انسانها برای هدفی در این جهان هستند.
				۸۹. فکر می کنم که خیلی از مشکلات انسانها در نتیجه ی فراموش کردن خداوند می باشد.
				۹۰. از کار و شغلم راضی هستم.
				۹۱. قبل از اینکه دیگران از من درخواست کنند، می بخشم.
				۹۲. در گرفتاری های زندگی احساس بی تابی زیادی می کنم.
				۹۳. برای حل شدن مشکلات خودم و دیگران دعا می کنم.
				۹۴. درباره زندگی، مرگ و جهان پس از مرگ فکر می کنم.
				۹۵. تا به حال تجربه ای داشته ام که مرا عمیقاً شاد کند و حداقل برای مدتی کوتاه به من کمک کند که جهان را همانطور که هست بپذیرم.
				۹۶. در مورد انگیزه ها و پیامدهای رفتار خودم و دیگران فکر می کنم.
				۹۷. در خلوت دعا و نیایش می کنم.

**Appendix B: Characteristics of Successful Teachers' Questionnaire  
(CSTQ)**

My teacher ...	Strongly agree	Agree	Somehow agree	Disagree	Strongly disagree
1. is interested in the subject matter he/she is teaching.					
2. is well-prepared for the class.					
3. emphasizes important materials and points.					
4. is careful and precise in answering learners' questions.					
5. is willing to help learners in and out of the classroom.					
6. presents materials at learners' level of comprehension.					
7. accepts constructive criticisms.					
8. is good-tempered.					
9. is friendly towards learners.					
10. has a sense of humor.					
11. is patient.					
12. respects learners as individuals.					
13. understands learners well.					
14. involves all students in learning.					
15. respects all ideas.					
16. creates opportunities for discussion and asking questions.					
17. creates equal opportunities for learners' participation in the classroom.					
18. avoids discriminating against learners.					
19. pays attention to all students.					
20. holds adequate number of tests.					

21. is prompt in returning test results.					
22. is impartial in grading.					
23. has a good knowledge of subject matter.					
24. has up to date information.					
25. emphasizes the presence of students in the classroom.					
26. encourages learners in different ways.					
27. divides class time appropriately for the different language skills according to the purposes of the course.					
28. attends to the learners problems in learning.					
29. creates self-confidence in learners.					
30. is aware of new teaching methods and strategies.					
31. has the subject matter well-organized according to the number of sessions and hours					
32. knows his/her learners well (talents, abilities, weaknesses).					
33. has the ability to stimulate learners in learning.					
34. gives sufficient number of assignments.					
35. uses good learners to help weaker ones.					
36. has the ability to manage the classroom well.					
37. uses extra instructional materials such as tapes, movies, etc.					
38. enjoys teaching.					
39. has self-confidence.					

40. has clean and tidy appearance.					
41. speaks clearly with a correct pronunciation.					
42. avoids making fun of the learners.					
43. avoids being too strict.					
44. enters the classroom on time.					
45. leaves the classroom on time.					
46. is a dynamic and energetic person.					
47. has creativity in teaching.					

### Appendix C: Classroom Observation Checklist

	Yes	No	Comment/Note
• Class begins at the scheduled time.			
• Teacher provides advice or praise to students.			
• The teacher interacts respectfully with students.			
• Teacher provides advice or praise to students.			
• Teacher admits errors or insufficient knowledge.			
• The teacher gets angry at students' wrong/bad behavior (so soon).			
• The teacher make close relationship and bond with their students			
• The teacher demonstrates awareness of individual student learning needs.			
• Teacher maintains discipline.			
• The teacher encourage self-questioning in the class.			
• The teacher is confident and calm.			
• The teacher is a knower (the teacher has a tendency towards very didactic teaching during which students just adopt a passive role).			
• The teacher attempts to make sense of students' experiences and encourage collaboration.			

<ul style="list-style-type: none"><li>• The teacher provides instructional feedback (verbal or written) to students.</li></ul>			
<ul style="list-style-type: none"><li>• The teacher utilizes different ways (e.g., peer-assessment) to assess students' performance in the class.</li></ul>			