

The Relationship between the Ability of Overcoming, Carrying out the Moral Traits of Teachers and Moral Growth of Students

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Abstract: This study aimed to evaluate relationship between the ability of overcoming, carrying out the moral traits of teachers and moral growth of students. The research method was descriptive and correlational. The study sample was teachers and high school students in the city (97 teachers and 306 students). Spiritual Intelligence Questionnaire exquisite and colleagues (2009) and moral development scale Lotfabadi (2011) were used to collect the data. Pearson correlation and multivariate regression using Spss were used to analyze the data. The results showed that between spiritual intelligence and moral development of students, teachers warmly city, there is a significant relationship ($0.001 = P$ and $0.448 = r$). The regression analysis revealed that spiritual intelligence and its components are able to explain Rshdakhlaqy ($6.987 = F$, $0.000 = \text{sig}$). Thus, according to the findings could be said that teachers have a higher emotional intelligence, moral growth of students will be.

Keywords: Ability of Overcoming, Carrying out the moral traits

Introduction

The educational system of every country not only should be considered as the fundamental part of the same country but also it has to educate and train all knowledge and abilities of children in order to meet the necessary requirements of the children potentially and it should be established as the main regular basis of forming and nurturing the moral values of all students efficiently. The moral judgment of students should be shadowed under the effect of apparent and hidden programs of schools. Huffman (1987, cited of Shaabani, 2012) considered the moral growth coming from the social and emotional growth. Rachelz (2000, cited of Shaabani, 2012) believes that the moral behavior is established in other-seeking level coming from all wishes and benefiting onto us; this will be valuable for others, too. Undoubtedly, the acquisition and understanding of moral concepts follow the same social transformations and the development of all cognitive reactions. When entering into the school, most children look at the bad and good things from the scientific angle and based on what they have learned from their family, they make a kind of cohesion between the thoughts and actions. This cohesion can be vibrated when it confronts with co-ages. Along with going towards the adolescence and maturity era, the child thinking orientation will be also changed; the mental processes are getting complicated letting the same child communicate special status and a moral basic together considering all others' requirements and perspectives in this pavement. Indeed, in the end of childhood and adolescence, all moral concepts and feedback have adaptation together and these can reach to the top level changing the personal cognitive acquisition and social life of the same person. but if the equilibrium of the moral and wisdom changes are inevitable together, it cannot

be emphasized on the highest level of the wisdom imperatively; hence, researchers (for instance Berger, 2001) concluded that children having the wisdom higher than the moderate level can have fluctuating moral level like other children.

Pashakhanlou and Javadi (2014) in a study showed that there is a significant relationship between the spiritual intelligence and the moral growth and the spiritual intelligence can predict the moral growth. The spirituality is considered as one of the most fundamental humanity dimensions including the consciousness and self-recognition. Bilota believes that the spirituality is subjected to the requirement going beyond of our life meaning making the most essential cohesion between others; this consciousness can also lead to gain the new experience regarding to the beyond of the life (Johnson, 2001, cited of Ghobari Bonab et al, 2007).

Pashakhanlou and Javadi (2014) showed that the spiritual intelligence has got a significant relationship with the moral changes. But there is no observed any significant relationship between the self-efficacy and the moral change. There is established a significant relationship between the spiritual intelligence and self-efficacy. Also, the results of a study showed that only the spiritual intelligence is able to predict the moral changes of students regarding to determine both related variables in the prediction of the moral change. Also, the results showed that the degree of the spiritual intelligence of the different fields is different among students. But there is no observed any difference between the scores of the self-efficacy and the moral changes of students. Ghiasizadeh (2012) showed that about 20% of the growth variance (moral judgment) can be predictable through the mental health and educational performance variables.

Kabirzadeh (2011) reported that teachers are playing a key role in the education of students because they not only teach the lesson skills, but also they transform all required personal and social issues to all students. Ahmadi et al (2013) showed that there is a significant relationship between the moral growth and religious orientation.

Kliba and Lorga (2013) showed that the school and family participation can make a significant effect on all students. Abdous (2012) showed that a teacher can influence on the performance of students positively. Joseph and Lackshemi (2011) showed that the development of the spiritual intelligence has been successfully allocated on the recovery of the interpersonal relations, reaching to all purposes and targets, motivation, responsibility, commitment, self-consciousness, team temperament, managing stress and managing time of human forces. Williams et al (2006) concluded that there is established a relationship between the cooperation and personal traits of flexibility and virtue along with the highest level of the moral changes.

Materials and Methods

The present study is a descriptive type of study purposefully and it also is a correlation type of study regarding to its plan.

Sample volume and sampling method

Due to the vastness of the statistical population and the lack of possibility to implement the research overall population, the categorization accidental sampling method is applied in this study. The statistical sample of the present study is used Cochran formula with 97 people teachers (30 females and 67 males) along with 306 students using the categorization accidental sampling method from the under study population.

Research tool

There have been applied three questionnaires in this study as following:

Badiee et al spiritual intelligence inventory (2010)

This questionnaire includes 42 articles regarding to the spiritual intelligence led by Badiee et al in 2010 having four main factors. The first factor has got 12 articles showing people's general thinking and religious thoughts; the second factor is subjected to the ability of overcoming and interacting against problems having 14 articles; the third factor has got 9 articles indicating people's moral traits. The fourth factor is also related to the self-consciousness and love and interest of people having 7 articles. Cronbach alpha method is also applied in order to determine the validity of the questionnaire that it is obtained for all questionnaires as 0.85 and 0.78, respectively; it represents that the validity of the questionnaire is established in an acceptable level.

Lotfabadi moral growth inventory (2011)

This test has been constructed by Lotfabadi in 2011. This questionnaire has got 18 questions being adjusted through LIKERT ranging from 1-6 including six following factors:

- 1- Perfectionism nature of the humanity

- 2- Ability of discriminating good and bad together
- 3- Motivations and growth of emotions and human cooperation
- 4- Growth of thoughts and degree of wisdom
- 5- Objective experiences and moral behavior status
- 6- Social and cultural and educational environment

The minimum obtained score is 18 and the maximum gained score is 108 for people participated in the study. Also, investigating the validity of the questionnaire through cronbach alpha method of the study showed that the degree of Cronbach alpha is 0.67 as the suitable degree of the related questionnaire.

Data analysis method and tool

Pearson correlation coefficient and multi-regressions analysis are applied in this study in order to analyze the related obtained data in this study. In this present study, SPSS19 software is also applied in order to analyze and investigate the data.

Results

Table 1. Pearson correlation coefficient between the ability of overcoming, carrying out the moral traits of teachers and moral growth of students

Overcoming ability and interaction with teachers problems	Correlation coefficient	**0.779
	Sig.	0.001
	df	97
Carrying out teachers moral traits	Correlation coefficient	**0.802
	Sig.	0.001
	df	97

Table 1 shows that there is established a positive significant relationship between both variables; in other words, when the spiritual intelligence of teachers is increased, the moral growth of students would be also optimized. Table 1 indicates that by increasing the general thinking and religious dimension of teachers, the moral growth of students would be also increased. Also, the degree of the relationship is significant statistically. Table 1 shows that by increasing the ability of overcoming and interacting against all problems, the moral growth of students would be also increased. Also the degree of the relationship is significant statistically. Table 1 indicates that by increasing the moral traits of teachers, the moral growth of students would be also increased. Also, the degree of the relationship is significant statistically. Table 1 indicates that by increasing the self-consciousness, love and interest of teachers, the moral growth of students would be also increased. Also, the degree of the relationship is significant statistically.

Discussion and Conclusion

The obtained results of the study showed that there is established a significant relationship between the spiritual intelligence of teachers and moral growth of students and it is adapted with the results of Pashakhanlou and Javadi (2014). Due to the adaptation of studies with the present study, the results of the study are coincident with the studies of Molazadeh et al (2014), Gholipour et al (2014), Kabirzadeh (2011), Ahmadi et al (2013), Kliba and Lorega (2013), Joseph and Lakeshemi (2011) and Williams et al (2006). According to these results and the results of the present study showed that people having higher spiritual intelligence have got relax and comfortable lifetime flexibly trying to make their own adaptation with others. On the other hand, in the representation of the study having reverse relationship between the moral growth and spiritual intelligence, it can be stated that the lower moral growth is originated from the personal needs; thus, the obtained results of the study showed that the spiritual intelligence has got relationship with the internal relaxation and the highest flexibility and adaptation and on the other hand, it has positive effect on accessing to all purposes making people to reach to the highest self-confidence for having better mental health. In other words, it can be stated that people having the highest spiritual intelligence have different glance at all things and they never look at their problems as the most complicated and complex case trying to solve these issues. In turn, these people try to make a solution for all problems. For the reason, they are always trying to construct the problem-solving ability having the highest success in this pavement.

The obtained results showed that there is established a significant relationship between the general thinking and religious dimension of teachers and moral growth of students and it also is coincident with the results of Pashakhanlou and Javadi (2014) and it is very close to the results of Kabirzade (2011), Keliba and Lorega

(2013) and Joseph and Lakeshemi (2011). The spiritual intelligence is considered as one of the most crucial new concepts of the intelligence having close relationship with the adaptation and problem-solving behavior including the highest level of the growth in the field of cognition, morality, emotional and interpersonal issues; this also assists the people to reach to internal and external cohesion along with the surrounded events. This intelligence gives a general perspective to people about the life and all experiences making people to deepen their own experiences regarding to the cognitive and wisdom-based events (Pasha Khanlou and Javdi, 2014). As it shown in other studies, the humanistic traits have close relationship with the spiritual intelligence. By looking at the carried out studies, there have been established some behaviors such as interesting in serving others and making relaxation, it is proofed that these are the main fundamental traits of the humanity making the cognitive traits growth among people. On the other hand, the problem-solving ability lets people confront against all problems at life having little failure regarding to the life events; hence, in the analysis of the results of the present study, it can found out that the spiritual intelligence increases the humanistic traits having relationship with cognitive factors influencing on the religious beliefs of teachers in this pavement. As it shown, this study has got the highest adaptation with the results of the carried out studies.

The obtained results showed that there is established a significant relationship between overcoming ability with teachers problems and the moral growth of students. The obtained results are adapted with the results of Pasha Khanlou and Javadi (2014) and these are very close to the results of Williams et al (2006) and Gholipour et al (2014).

In this relation, Asadollahi and Mousavi (1988 and Khodayari Fard (2000) have paid attention to the psychological perspective of the religion and religious affairs particularly its function in the field of moral growth and in this relation Williams James considers the religion as the main spiritual relationship with intangible world and the world soul creation making all dependencies in the solitude world trying to reach to the invisible regular perceptions among the universal phenomenon because this makes them to reach to comfort and relaxation. As it shown in other studies, the religious beliefs are the main preventing factors for damaging and harmful behaviors such as depression and addiction. These beliefs can reduce the mental pressures prohibiting all intense tensions regarding to the spiritual issues and thoughts and for the reason, this plays a key role in the immunological issues of the body playing like a vaccine for recovering people's mental affairs. Otherwise, this kind of person will be confronted with a harmful environment destroying his or her own imaginations and abilities experiencing the most worsen events in the life. Finally, this kind of character will be humiliated environmentally. Therefore, we see that due to the highest efficacy of the religious beliefs, these can prevent all damaging and harmful factors when people feel to collapse psychologically.

The obtained results showed that there is a significant relationship between the moral traits of teachers and moral growth of students. These results are coincident with the results of Pasha Khanlou and Javadi (2014) and these are very close to the results of Kabirzadeh (2011), Ahmadi et al (2013) and Keliba and Lorega (2013). Therefore, it can be pointed to the fact that a person with religious beliefs can prevent a series of dos and dons treating as an internal police or internal inhibitor against all wrong actions. Thus, in spite of the social and religious discussions, the main emphasize psychologically should be established on teachers moral traits as a super-ego case influencing on students ego and by the way people can feel a strong judgment internally in their own temperament for preventing all wrong actions and these will be strongly affected under the super-ego. So it is completely apparent that carrying out the teachers' moral traits can influence efficiently on the optimization of all students prohibiting the anti-social behaviors socially.

The obtained results showed that there is established a relationship between the self-consciousness and love and interest of teachers and moral growth of students. Based on the former studies of Joseph and Lakeshemi (2011), they concluded that the spirituality has got positive relationship with positive emotions such as good temper, kindness, self- confidence, attention and relaxation. Ahmadi et al (2013) found out that the spirituality has a positive relationship with the interest and attention of teachers after the control of gender, age, race, social-economic situation, parents' education, family structure and parent's attachment significantly.

Indeed, students having the highest self-consciousness and love and interest can have got better problem-solving approaches in compare to people having low self-consciousness and love and interest grow. Based on the results of the study and its comparison with the former background of the study, it can be stated that there have been established positive significant relationships in most cases between the self-consciousness and love and interest of teachers and moral grow of students representing the intensity and strong relationship in this pavement.

Conflict of interest

The authors declare no conflict of interest

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