

# Spiritual intelligence and its relationship to perceived academic self-efficacy for university students

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## Abstract:

The present study aimed to identify the level of spiritual intelligence among the students of the university and its relation to the academic self-efficacy in the light of the variables of gender and specialization.

And to identify the differences between students in the spiritual intelligence and in the academic self-efficacy perceive of the variables of type and specialization, as well as to identify the correlation relationship and differences in this correlation between the two current research variables.

In order to achieve the research objectives, the researcher constructed two measurements for the current study and verified their validity. The validity of the measurements was verified and the validity of the measurements was calculated by the method of retesting and the Vaccronbach method. After completion of the two measurements, after collecting and processing the data statistically, the researcher reached several results, among which the most important were the following:

- The current research sample of university students enjoy a high level of spiritual intelligence.
  - The current research sample of university students enjoys a high level of academic perception.
  - There are no statistically significant differences in spiritual intelligence according to gender and specialization variables.
  - There were no statistically significant differences in academic self-efficacy according to gender variable.
  - The existence of differences of statistical significance in the academic
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## Resumen

self-competence perceived among students according to the variable of specialization (scientific, human) and was in favor of scientific specialization.

The existence of a positive correlation between positive and cognitive self-efficacy based on the responses of the sample as a whole, gender, specialization. In light of the research results, the researcher recommended a number of recommendations, including:

- Work on developing scientific curricula in order to achieve development and growth in the spiritual intelligence and the level of academic self-efficacy among students since the first stages of education and in accordance with the age of mental them.

The researcher suggested a number of proposals, including:

1. To benefit from the two parameters that the researcher has built for the purposes of this study as research tools in subsequent studies.
2. Conducting a comparative study between developmental stages.

Keywords: Spiritual Intelligence, Perceived self-efficacy

## La inteligencia espiritual y su relación con la autoeficacia académica percibida para estudiantes universitarios.

### Resumen

#### Resumen:

El presente estudio tuvo como objetivo identificar el nivel de inteligencia espiritual entre los estudiantes de la universidad y su relación con la autoeficacia académica a la luz de las variables de género y especialización.

E identificar las diferencias entre los estudiantes en la inteligencia espiritual y en la autoeficacia académica percibir las variables de tipo y especialización, así como identificar la relación de correlación y las diferencias en esta correlación entre las dos variables de investigación actuales.

Para lograr los objetivos de la investigación, el investigador construyó dos mediciones para el estudio actual y verificó su validez. La validez de las mediciones se verificó y la validez de las mediciones se calculó mediante el método de reevaluación y el método Vaccronbach. Después de completar las

dos mediciones, después de recopilar y procesar los datos estadísticamente, el investigador alcanzó varios resultados, entre los cuales los más importantes fueron los siguientes:

- La muestra de investigación actual de estudiantes universitarios disfruta de un alto nivel de inteligencia espiritual.
- La muestra de investigación actual de estudiantes universitarios goza de un alto nivel de percepción académica.
- No existen diferencias estadísticamente significativas en la inteligencia espiritual según el género y las variables de especialización.
- No hubo diferencias estadísticamente significativas en la autoeficacia académica según la variable de género.
- La existencia de diferencias de significación estadística en la autocompetencia académica percibida entre los alumnos según la variable de especialización (científica, humana) y estaba a favor de la especialización científica.

La existencia de una correlación positiva entre autoeficacia positiva y cognitiva basada en las respuestas de la muestra como un todo, género, especialización. A la luz de los resultados de la investigación, el investigador recomendó una serie de recomendaciones, que incluyen:

- Trabajar en el desarrollo de planes de estudio científicos para lograr el desarrollo y el crecimiento de la inteligencia espiritual y el nivel de autoeficacia académica entre los estudiantes desde las primeras etapas de la educación y de acuerdo con la edad mental.

El investigador sugirió una serie de propuestas, que incluyen:

1. Para beneficiarse de los dos parámetros que el investigador ha construido para los propósitos de este estudio como herramientas de investigación en estudios posteriores.
2. Realización de un estudio comparativo entre etapas de desarrollo.

Palabras clave: inteligencia espiritual, autoeficacia percibida

**Research problem:**

The current era is characterized by the development of knowledge and rapid change in all areas of life. The individual has to face many challenges in his daily life, and he must use his mental abilities and intelligence to meet these challenges that leave their impact on all segments of society, including university students, so it is necessary to help them develop their mental abilities and cognitive competence and teach them to be thinkers and innovators necessary to lead to productive thinking (Costa & Kellick, 2006, p.7).

The problem of the current research was solved through the direct researcher's knowledge of the conditions of the students while teaching them, and dealing

with them, and found that the change and development at the level of the university and society in the areas of life affects the students of the university and their scientific performance and cognitive competencies negatively or positively, and here lies the problem; In the face of these many challenges, they must employ their intelligence, abilities, and abilities to face these challenges, enabling them to develop and change their lives, especially as life (Buzan, 2001) has become a spiritual folly dominated by material values rather than spiritual values. M individual rather than collective values.

Spiritual intelligence is associated with the individual and its surrounding environment as it is the most important type of intelligence. It is the basis for activating the functions of mental intelligence. It also represents the conscious understanding of the self and the events surrounding us and others, and its development helps us to see the bright side of events and life. Self-esteem, enthusiasm, energy, determination and trust in our abilities (Arnaut, 2008, pp. 315-389).

Perceived self-efficacy represents the individual's ability to interact with his or her environment in a highly effective manner and interprets most of the individual's cognitive achievements and tasks that challenge his or her ability to increase his / her efforts by increasing his / her efforts (Stipek, 1998, p.119). And where there is no within the researcher's knowledge of studies and psychological research in the Arab environment dealt with these two variables together, which made the researcher in the status of the researcher on the image of the relationship between the variables in the class of students, which is supposed to deal with the variables continuously. Based on the above, the current research problem is united by the answer to the following question: Is there a relationship between the spiritual intelligence and the academic self-efficacy of the university students?

#### Research importance:

The concept of spiritual intelligence as a type of multiple intelligences has a great deal of importance among psychologists, and they tried to detect it and identify it and its characteristics and link it to brain research and mental health, and to know its dimensions and its impact on the individual and personality and behavioral indicators that are reflected in the behavior of the individual, The concept, research, and interest in it when Emmons 2000 published an article on the term "spiritual intelligence", asserting that spirituality under this term and abbreviation is (SQ), stated that spirituality is a kind of intelligence and described (SQ) Problems and achievement Scorer Based on the results of research conducted indicates (Emmons) to a strong positive correlation function between spiritual intelligence and personality traits, and spiritual beliefs are associated with positive results with mental health and well-being self (Emmons, 2000, p. 3-26).

The importance of the present research is important because of the importance of

spiritual intelligence in the human psychological and cognitive structure and its effects are reflected in human behavior and personality traits. It is directed to do well and establish honest relationships with oneself and with others (Emmons, 2000, p.20) It represents the individual's internal self-capacity of mind and soul and helps to develop intelligence, build self, understand and understand others, and form relationships with them (Emmons, 2000, p.10-12).

The importance and impact of spiritual intelligence is the fact that it is the wave of us in our lives, through which we distinguish what is positive and what is negative. People who have a high level of spiritual intelligence do not do the disgraceful deeds because they enjoy honesty and purity of heart and are wise in their actions. "Covey" Spiritual intelligence is the most important and central of all intelligences because it becomes a source of guidance for others (Covey, 2004, p.53). The concept of SQ has emerged in various studies that have included diverse samples in many fields, (2004), which aimed to identify the correlation between spiritual intelligence and psychological and social compatibility and professional compatibility. The study was applied to a sample of university students. The results showed a positive and positive relationship between spiritual intelligence and compatibility. Psychological and social as well as professional compatibility, as well as the existence of differences of statistical significance among the members of the research sample according to the variable specialization (scientific - human) and was in favor of the sample of students of the humanitarian faculties (Ahmad, 2004, pp. 289-331).

In the field of personality, spiritual intelligence was studied and its relation to the five major personality factors. The study was conducted on a sample of 150 employees and university students. The results showed positive correlative relationship with personality factors except one factor which is neurotic, which was associated with a statistically significant negative relation with intelligence the results of the study showed that there were statistically significant differences between males and females in spiritual intelligence and were in favor of female members of the research sample (Arnott, 2007, 125-190). Spiritual intelligence is associated with a positive and strong relationship with other intelligences such as emotional intelligence, Personal intelligence, and existential intelligence (Bozan, 2007, p. 25).

The results of Shabani et al. (2011) show that spiritual intelligence and emotional intelligence have the potential to predict the mental health of the sample of adolescents. The results of the study showed no significant differences according to the gender variable (Shabani et al., 2011, p.106) The results of the study of "Dabaa, 2012", which was conducted on (180) students of adolescents and adults, and the results of the study also showed that There are statistically significant differences between the average

levels of spiritual intelligence according to the age variable that was in favor of Al Rashidi Of the respondents (Dabaa, 2012, pp. 137-176).

In order to identify the spiritual intelligence of the university students, Al-Obeidi, 2014, conducted a study on a sample of 300 students. The spiritual intelligence measure was applied to the sample. The results showed that university students enjoy a high level of spiritual intelligence. According to variable type and variable specialization and differences in the variable phase of the study for the benefit of the fourth stage (Obeidi 2014, p. 34).

(Poznan, 2007, p. 18). The characteristic characteristics of those with spiritual intelligence are that they can be influential in everything else (Bozan, 2007, p. 48).

King's first two studies were carried out in order to validate his four-part model of the SQ concept and was applied to a sample of 631 students from Canadian universities. The results revealed the validity of the four components and the second study for the purpose of revising and revising the definition of spiritual intelligence. A sample of 321 students from Canadian universities showed that university students enjoy spiritual intelligence (King, 2008, p.56).

In the field of leadership in China, spiritual intelligence was studied and developed by the leaders. The results showed the positive relationship between spiritual intelligence and leadership qualities. This is evident in the results of the Lynton study, 2009, pp. 3-15). In the field of work in Japan, spiritual intelligence was studied in work environments and job performance. Results showed that it was positively correlated with good job performance as in Ruston (2010, p.27-38) the results of the studies indicate the importance of spiritual intelligence in the educational environment. It occurs during the study and in other daily activities, as in the study "Spring, 2013", which aimed to know the level of intelligence Spiritual to university students For the level varies according to type and level of achievement and applied a measure of spiritual intelligence on a sample of 256 students of the university of males and females The results of the study enjoyed the sample members of the average level of spiritual intelligence, and the absence of differences between the individual sample according to the gender variable, (Spring, 2013, p. 353). In the same regard, Sobhiya (2013) conducted a study on the spiritual intelligence and relation to the academic achievement of the students of the Institute of Islamic Sciences. The results of the study showed that there is a positive correlation between spiritual intelligence and academic achievement and that the sample members enjoy spiritual intelligence. No significant differences were found among the sample of the study due to gender, age, specialization, year of study and

functional characteristics. The results also showed that spiritual intelligence is good predictor of achievement motivation The Academy (Al-Subaiha, 2013, 2-111).

The study of Al-Attayat (2014) aims to reveal the level of spiritual intelligence among the students of the university. The spiritual intelligence scale was applied to a sample of 300 students. The results showed that the sample had spiritual intelligence and showed that students with high intellectual intelligence the level of academic achievement is high, i.e., there is a positive correlation between spiritual intelligence and the level of academic achievement. The results did not show statistically significant differences among the respondents in the level of spiritual intelligence according to the variable of type and specialization (Al-Attayat, 2014, 349-377).

In a study on spiritual intelligence and methods of coping with pressure as a manifestation of the academic achievement of the university students for the two researchers (Osman and Al-Otaibi, 2017), the results indicated that the sample members enjoyed a high level of spiritual intelligence and a positive relationship between spiritual intelligence and methods of coping with psychological stress and academic achievement. There are differences of statistical significance according to the variable of specialization in favor of human specialization and the presence of the influence of D on spiritual intelligence on academic achievement and it is indicative of the level of academic achievement (Osman and Al-Otaibi, 2017, pp. 433-470).

In Gupta, 2012, a study was conducted to identify the relationship between spiritual intelligence and emotional intelligence with the self-efficacy and self-organization of the university students. The study was applied to a sample of (80) male and female students (Gupta, 2012, p.60-69). The results of the study showed that there is a positive relationship between spiritual intelligence and emotional intelligence and that they have a positive relationship with self-perceived self-efficacy and self-regulation. . Cognitive self-efficacy is important in personality as it represents a fixed dimension of personality as seen (Schwarzer, 994).

And their importance in the extent of their impact on behavior and individuals who have a positive sense of self-efficacy tend to think logically and access to logical solutions to the tasks they face, which affects their behavior effectively, but individuals who feel weak self-efficacy makes them reluctant when faced with the tasks (Bandura, (Muhammad, 2013, p. 51). Increasing the individual's personal convictions about his abilities and abilities in facing the challenges and having the abilities to solve the problems In the field of study, "Bandura, 1989", and the importance of the concept of self-efficacy has been studied in many fields and on various samples. The results of the study showed that there



are statistically significant differences in the level of self-efficacy in favor of males and that the perceived academic self-efficacy helps improve achievement and ability to make difficult decisions (Bandura, 1989, p.1175-1184).

"Bandura, 1999" was a study of self-efficacy and depression in adolescents. The study aimed to investigate the effects of Perceived Academic Self-efficacy and perceived social self-efficacy and applied the study to a sample of adolescents (283) males and females. The results of the study showed that those with high academic and social self-efficacy had a low level of depression, and those with low academic and social self-efficacy had a high level of depression (Bandura, 1999, p.214-217) And so you can Say that the people who own self-efficiency of the Academy have their ability to cope with greater than those who do not possess reducing the level of depression have challenges. And that high academic self-efficacy often expect success, which increases the level of motivation to achieve the best possible performance as well as it affects the patterns of behavior and academic achievement, which is indicated (Bandura, 1999, p.214-217) and in the area of psychological compatibility conducted "Poyrazil, et al., 2002 "A study aimed at identifying the relationship between the self-perceived academic efficiency and the psychological compatibility of postgraduate students. The results of the study showed that the students of the research sample enjoyed a good level of perceived academic self-efficacy and a significant and positive correlative relation between academic self-efficacy Perceive Psychological compatibility (Poyrazil, et al., 2002, p.632-642).

The results of the study were (200) of the university students. The results showed that university students enjoyed self-efficacy and a statistically significant correlation between academic adjustment and general self-efficacy. Results are statistically significant differences among the sample according to the variable of type or level of study or interaction between them (Khaled, 2010, pp. 414-423).

The observed self-efficacy is associated with a statistically significant positive relationship with school adjustment. This is indicated by the results of the study (Dubai, 2017, pp. 67-70) and also indicated that there are statistically significant differences in the level of self-perceived efficiency according to gender variable for females.

The results of the study (Republic and Safari, 2018) indicated the positive relationship between academic self-efficacy and psychological compatibility. The results also showed statistically significant differences in the level of academic self-efficacy and psychological compatibility attributed to the gender variable in favor of females (Republic and Safari, 2018, p. 163).

Cognitive self-efficacy is the link between ideas and behavior. Positive



thoughts have an impact on one's behavior resulting from new skills and behaviors related to spiritual intelligence. The researcher believes that the two concepts (spiritual intelligence and perceived academic self-efficacy) the individual's abilities, abilities and beliefs about self-control in his behavior, skills, knowledge and experience reflected in his behavior.

In light of the above, the importance of the current research is illustrated by the following:

1. Contribute to the addition of a theory on the way that spiritual intelligence and cognitive self-efficacy are linked.
2. This subject constitutes a new scientific addition to the Arab library in general, and Iraqi in particular.
3. The importance of the students in the community, and there is a need for studies that aim at empowering students and developing and refining their cognitive skills.
4. The results of this study can contribute to increasing the interest of the universities in the spiritual intelligence and academic self-efficacy of the students, which is reflected positively in the educational process.

Research goals:

The current research aims at the following:

First: Identify the spiritual intelligence of university students.

Second: Identify the academic self-efficacy of the university students.

Third: To identify the differences of statistical significance in the spiritual intelligence of university students according to the following variables: Gender (males, female) b. Specialty (Scientific, Human)

Fourth: To identify the differences in the academic self-efficacy of the university students according to the following variables: Gender (males, female) b. Specialization (scientific, human).

Fifth: To identify the correlation between spiritual intelligence and self-efficacy. The sample as A. Gender (males, female) B. Specialization (scientific, human).

e Sixth: To identify the differences in the correlation between spiritual intelligence and academic self-efficacy, based on the variables of gender and specialization.

Search limits:

The current research defines the students of the University of Baghdad for all four classes of morning studies and scientific and human disciplines and gender (male, female) for the academic year 2017-2018.

Terminology:

1. Spiritual intelligence:

- "Emmons, 2000": a set of capacities that enable the individual to solve problems and achieve goals in his life (Emmons, 2000a, p.13).

- "King, 2008" defines a set of mental abilities that contribute to the perception, integration, adaptive application of non-physical aspects, sublimation, the enhancement of meaning, and the perfection of spiritual situations (King, 2008, p.56).

- The researcher defines: a set of abilities in the individual to give him perception and self-sublimation towards others and communicate and deal positively with them and with the events of life and compatibility with all around him and the internal peace with himself and the surrounding environment.

The procedural definition is: (the degree to which the respondent obtains through his response to the spiritual intelligence scales prepared for the purposes of this research).

Perceived self-efficacy known as:

- "Pajares, 1999": belief in the individual's potential and confidence in his abilities and his knowledge and that he has the ingredients to enable him to achieve the level that satisfies or achieve balance determines his efforts and energies at this level (Pajares, 1999, p.220).

Bandura, 2007: The individual's beliefs about his or her potential and ability to organize and implement cognitive, behavioral and social skills and follow the pathways of action necessary to achieve desired goals (Bandura, 2007, p.641).

The researcher defines: the belief that the individual understands his potential and his confidence in his cognitive abilities and information to meet and perform cognitive tasks well and feel good about it either

The procedural definition (is the degree to which the respondent obtains his or her response to the measured self-efficacy criterion prepared for the purposes of this research).

The theoretical frameworks explained:

1. Spiritual intelligence: "Spiritual intelligence"

In 1983, the theory of multiple intelligences of the world "Gardner", which asserted in his theory that there is no one type of human intelligence, but there are several types and each kind of them form a pattern And each operates an independent brain center identified by modern radiological examinations (Sharif, 2017, p. 200).

In his book "Frames of Mind," 1983, Gardner points out that the human brain represents a range of competencies and abilities called Gardner. In his book, there are seven kinds of intelligences (Gardner, 1983, p.278-296) in 1995, Goleman (1995, p.1-352) published his book on Emotional Intelligence. The concept of emotional intelligence was well known and Gardner began to think

of adding other kinds of intelligence to his list of intelligences. Gardner, 1999, developed his theory by adding new intelligence namely, existential intelligence and natural intelligence. The Gardner list includes the following types of intelligences: linguistic, musical, logical (mathematical) "Gardner" believes that intelligence is a set of abilities that enables the individual to solve life problems and the ability to produce something of value in the culture of the community. These types of intelligences intersect in the natural, physical, "Gardner, 1999" on the intelligences set out in his "Frames of Mind" and what could be added to them from other types of spirituality (Gardner, 1999, p.1-76) ) With these questions from Gardner and the questions of other researchers of spirituality (Emmons, 2000) add another new species to the list of intelligences that and Gardner, a passion for spiritual intelligence (Spiritual intelligence) (SQ) In his article published about spirituality in which he stressed that spirituality is a kind of intelligence which match the criteria "Gardner" intelligence is no different. In his theory of spiritual intelligence, Emmons (1999) considers it to consist of five components and is seen to represent abilities that vary from person to person and are believed to have five abilities

1. Sublimation: the ability to excel and ascendancy,
2. Consciousness: the ability to engage in spiritual states High perception.

3. Spirituality: the ability to benefit from spiritual sources in solving problems and investing in daily activities and events.

4. Relationships with the Holy Highness.

5. The behavior of virtue: the ability to integrate into the conduct of virtue; Emmons believes that Spiritual Intelligence (SQ) the capacities and competencies that an individual needs to achieve the best use of his spiritual abilities and skills (Emmons, 1999, p.164-167) (Emmons, 2000a, p.4-21).

When intelligence is combined with spirituality, intelligence emerges as spiritual intelligence (Emmons, 2000b). "Zohar, 2000," published a book on spiritual intelligence in which Marshall participated. They point out in their book that spiritual intelligence is the highest and highest intelligence through which our intelligence and emotional intelligence works with great efficiency, and also allows us to wonder what we want to be in it Attitude or position is better than intelligence to evaluate our actions and chart one way of life (Zohar & Marshall, 2000, p.3-10). perception, spontaneity, growth of vision and value, total view of empathy, celebration of diversity, independence from the field, the question of causation, the ability to reshape, and the positive outlook When adversity, humility, sense of profession (Zohar & Marshall, 2004, p.79-80). "Katharine, Noble, 2001," believes that spiritual intelligence is an innate human capacity that exists in individuals at varying degrees. And that high-

level individuals have internal strength and high flexibility, making them more adaptable to change and overcome adversity (Noble, 2001, p.49).

Noble points out that her research supports the five components of spiritual intelligence mentioned by Emmons and adds to them two other components: the conscious realization that material reality is in a larger, multidimensional reality that we consciously and unconsciously interact moment by moment, consciously seeking mental health for ourselves and the world community Wolman, 2001, believes that "intelligent intelligence" is the ability to ask ultimate questions about the meaning of life and at the same time experience seamless communication between each of us and the world in which we live (Wolman, 2001, p.84) Seven factors suggest the scope of spiritual experience and behavior (Wolman, 2001, p.2): the sense of higher divine source of energy, full perception, Mental focus, social communication, supernatural prediction, childish spirituality, trauma and the spiritual issues that stimulate it (Wolman, 2001, p.158-225).

Buzan, 2001, says that spiritual intelligence represents the knowledge, understanding and appreciation of all other forms of life, including the universe, and that it represents the part of the larger picture of things. It is the intangible aspect of the individual such as emotions and vital energy such as enthusiasm, determination, courage, challenge and full perception of ourselves, Buzan, 2001, p. 1). Vaughan, 2002, supports the view that "spiritual intelligence is linked to the increased flexibility associated with coping with adversity and adversity. Individuals with a high SQ level have increased flexibility and adaptive capacity when facing challenges and difficulties. "Vaughan, 2002" describes spiritual intelligence (SQ) as an intelligence to evaluate our actions and represents an interest in mental life and the foundation that we need to perform our cognitive and emotional intelligence with high efficiency (Vaughn, 2002, p.19) and is essential in making decisions that help psychological well-being and health development (Vaughan, 2002, p.18-20) also proposes four areas of (SQ) as follows: the ability to explore the existential meaning, the renewed consciousness of the soul, The sense of communion, the innate potential, and the "Vaughan" sees that openness and tolerance (Vaughan, 2002, p.16-25) Wigglesworth defines spiritual intelligence as the ability to empathize with others, To act wisely, sensitively and mercifully while maintaining internal and external peace regardless of circumstances. This helps the individual in his or her cognitive competencies and potentials to find solutions to the problems surrounding them. Four dimensions are suggested: perception, consciousness of the universe, self-rule, spiritual presence or social control (Wigglesworth, 200 (Amram, 2007, p. 2) Amram and Dryer (2008) describe their ability to

apply, use and embody sources and spiritual qualities in enhancing and improving the performance of their daily tasks and mental well-being (Amram, 2007, p.18) Spirituality (SQ) The abilities of SQ have an important role in enhancing the individual's problem solving skills, increasing their effectiveness in life, their psychological well-being, and greater meaning in everyday life.

Five dimensions to SQ are believed to be common and common among all people and the dimensions are:

Consciousness: It includes relevant conscious capacities (intuition, mental alertness, conciliation), grace (including beauty, acumen, freedom, gratitude, commitment, enjoyment)

Meaning (includes purpose and service), sublimation transcendence: includes (transcendence, perfection, practice, interdependence, holiness).

Truth (Credibility) includes: altruism, indolence, inner integration, open mind, mindfulness, trust (Amram & Dryer, 2008). King believes that spiritual intelligence is a set of mental abilities that enable an individual to adapt and achieve integration In the spiritual aspects, King sees that spiritual intelligence contains four components: critical existential thinking: the ability of the individual to critique the nature of existence and facts such as the universe, existence, life, and death in order to arrive at answers to questions concerning existence.

Produce personal meaning: the ability to infer the meaning and purpose of material and actual experiences means the ability to live life according to a particular goal.

Transcendental Consciousness: the ability to identify aspects of our superiority and others and to identify aspects of the world around us during natural states of consciousness.

Extent of perception: the ability of the individual to enter and exit spiritual situations such as feeling, harmony and autism (King, 2008, p.68).

It is clear from the above that there are theorists who disagree and there are those who agree with others in the interpretation of spiritual intelligence and that all the theories, although different in the presentation and interpretation, but all talked about the importance of spiritual intelligence in human life and in all areas of life and talked about its common dimensions such as Consciousness, Sublimation, Spirituality, Noble Virtuous Behavior, Spiritual Relations Far from Purpose and Personal Interest The present research has relied on these dimensions and adopted the background of theories that have been employed in the interpretation of spiritual intelligence.

2. "Self-efficacy": "1959" believes that man has an internal need to feel suffi

cient and that this need explains man's behavior as a multi-dimensional "diverse" and that man tends to develop his competencies and then feel complacent about himself. It is difficult for an individual to have an interest in an activity unless he is competent in this activity (Stipek, 1998, p.117).

Bandura, 1982, emphasizes that the individual's beliefs about his or her self-efficacy are demonstrated by the cognitive perception of his or her own abilities and his multiple experiences, both direct and indirect. These beliefs reflect an individual's ability to control the environment's data through actions, adaptive methods, (Bandura, 1982, p.122) Efficiency is one of the most important determinants of learning expressed by a set of judgments that relate not only to what one accomplishes, but also to the judgment of what he can accomplish. To control its environment (Bandura, 1983, p.464).

The judgments issued by the individual about his ability to perform certain tasks are an assessment by the individual of what he can do, the perseverance, the effort he will make, and his flexibility in dealing with difficult situations, and challenge the difficulties and resistance to failure. People who have a high sense of competence make successful plans and who judge themselves as incompetent are more prone to failed plans and poor performance, because the high sense of efficiency creates cognitive structures that have an effective effect in enhancing perception of competence (Bandura, 1989, p.729). "Bandura, 1997," considers efficiency as cognition mirrors, and it is the indicator of the individual's ability to control his actions. A person who has a high sense of competence can act effectively and be more able to meet the challenges making decisions, and setting the perceived high self-efficacy represents the confidence of the individual in his capacity to organize and apply his cognitive and social skills to perform successfully on a task (Bandura), 1997, p. 20).

The self-efficacy of Pandora consists of three dimensions: the self-efficacy of social skills and the self-efficacy of knowledge related to beliefs about Control of thoughts and emotional self-efficacy associated with controlling mood or emotions in specific situations (Perotti and Hamdi, 2012, p. 285).

Bandura believes that perceived self-efficacy has a significant impact on different aspects of individuals' behavior, such as learning and achievement. Individuals with high self-efficacy exert great efforts while completing skills in contrast to low-skilled individuals and in choosing activities: It will succeed and avoid the activity in which it is believed to fail. In the area of effort: individuals with a high sense of self-efficacy exert greater effort in completing tasks than individuals who have a low sense of perceived self-efficacy. They make less effort when they achieve the goal. S (Bandura, 2000, p.75-77).

Zimmerman believes that an individual's belief in his ability to control his life

and face challenges and overcome challenges increases his sense of self-efficacy (Zimmerman, 2000, p.84-89). "Ross & Broh, 2000" Cognitive self-efficacy refers to the students' understanding of their academic cognitive abilities, ie, the belief that they are able to understand and perform their own work, and are the main input to successful learning outcomes (Ross & Broh, 2000, p.270-284).

**Research Methodology and Procedures:**

The present research adopts the analytical descriptive approach and the method of field studies. The chapter includes a description of the research community and a description of it. It also selected a representative sample of the society and the steps of preparing the research tools, methods of extracting their truths and stability and reviewing the statistical methods used to process the data.

**First: Research Community:**

The current research community consists of students of the University of Baghdad for the academic year (2017-2018) of the four grades of the morning studies of the scientific and humanitarian disciplines of the two males and females of (47312) student and student (26710) of the scientific specialization and (20602) (29192) females and (18120) males due to the large numbers of colleges at the University of Baghdad, so four colleges were selected from the University of Baghdad.

**Second: Research Sample:**

The colleges and their departments were selected for the scientific and humanities from the University of Baghdad in a random way to represent the characteristics of the sample in the community. A representative sample of the research community was selected from the following faculties: Scientific Colleges (Faculty of Engineering, Faculty of Education for Pure Sciences - Ibn Al Haytham).

Humanities Colleges: (Faculty of Education Ibn Rushd, Faculty of Languages).

The research samples were selected from these colleges.

**Sample final application:**

After the researcher obtained the required statistics for her current research, the researcher chose her sample in a random stratified manner with equal distribution. Thus, a sample was selected for the purpose of conducting the final application, consisting of (320) male and female students from all four university faculties referred to above. Table (1) Explains this.



### 3. Formulation of behavioral objectives:

In the light of the general objectives of teaching mathematics for the first intermediate grade, the second semester of the three classes to be taught during the period of the experiment, the researcher formulated the behavioral objectives (7) and presented them to a group of arbitrators (Appendix A-2) For the purposes of teaching the three classes according to Bloom's six cognitive levels (knowledge, comprehension, application, analysis, composition, and evaluation) as shown in Table (7).

Table (7)

Number of behavioral purposes for each of the six levels of the mathematics book scheduled for the three classes

|                              | Colleges   | Specialization      | Gender |         | Total |
|------------------------------|--|---------------------|--------|---------|-------|
|                              |  |                     | Males  | Females |       |
| <b>University of Baghdad</b> | College of Engineering                                       | <b>Scientific</b>   | 40     | 40      | 80    |
|                              | College of Education for pure science <u>Ibn Al - Haxham</u> |                     | 40     | 40      | 80    |
|                              | Total  |                     | 80     | 80      | 160   |
|                              | Faculty of Education <u>Ibn Rusbd.</u>                       | <b>Humanitarian</b> | 40     | 40      | 80    |
|                              | College of languages   |                     | 40     | 40      | 80    |
|                              | Total  |                     | 80     | 80      | 160   |
|                              | Total  |                     | 160    | 160     | 320   |

### Search Tools:

For the purpose of achieving the objectives of the research, it was necessary to use a tool to measure spiritual intelligence and a tool to measure the self-efficacy of the academic perception, which called for the researcher to prepare two measures according to the following steps:

1. Study of the studies and literature related to the variables of the research regarding the variable of spiritual intelligence, the researcher studied a number of studies, including King (2008), Amram & Dryar (2008), Al-Subaiha (2013) Haijna & Al-Ghadani (2014). A number of studies were carried out in relation to the self-efficacy criterion. The most important of these studies were Harter (1982) and Schwarzer (1993).



2. The researcher designed a survey questionnaire that included an open question related to spiritual intelligence and was distributed to a sample of (30) students from the University of Baghdad. The questionnaire was distributed to (30) male and female students. The researcher used the method "Likert" in the identification of alternatives to the answer and a five-track was placed in front of each paragraph for each of the two measures. Measuring the number of paragraphs of the spiritual intelligence measure of his image initial 53 items distributed on five areas:

1. Perception: The ability to engage in strong cases of perception. Paragraphs (1, 6, 11, 16, 21, 26, 31, 41, 36, 46 and 51).
2. Sublimation: susceptibility to superiority and superiority Paragraphs (2, 7, 12, 17, 22, 27, 32, 37, 42, 47 and 52).
3. Spirituality: the ability to use spiritual resources to solve problems. Its paragraphs (3, 8, 13, 18, 23, 28, 33, 38, 43, 48, 53).
4. The behavior of virtue: the ability to integrate into the behavior of virtue. Its paragraphs (4, 9, 14, 19, 24, 29, 34, 39, 44, 49)
5. Relations that evade the interest: the ability to build spiritual relationships that are far-fetched or far from purpose and interest. Its paragraphs (5, 10, 15, 20, 25, 30, 35, 40, 45, 50).

And the self-efficacy academic scale (30) in its preliminary form. The researcher presented the measurements in their preliminary form to (8) specialized experts . In the education, psychology, measurement and evaluation to give their views in the instructions of the measurements and the validity of the paragraphs in the measurement of the phenomenon to be measured, with what they see amendments and additions.

After analyzing the opinions of the experts kept the paragraph that gets the proportion of agreement (80%) and more and the researcher made the necessary adjustments and did not delete any the two measures are ready to be applied to the sample of statistical analysis.

The results of the survey were: (30) of the university students. It was found that the instructions and paragraphs were clear. The average time taken in the answer was (22) minutes. The researcher followed the statistical analysis of the two measures the following procedures:

- A. The style of the extremist groups
- B. The relation of the paragraph to the total degree of the scale

A. The style of the extremist groups:

1. The measure of spiritual intelligence: The scale was applied to the sample of the statistical analysis consisting of (320) students and the scientific and

human subjects were chosen in random stratified form of the current research community. The forms were arranged from the highest to the lowest. The results of the analysis showed that the differences were statistically significant at (0.05) for all spiritual intelligence scales, and so on, I returned the characteristic paragraphs and the table (2) illustrates this

Table (2) the unique power of the spiritual intelligence scale

| N | High Group         |                    | Low Group          |                    | T calculated value | N  | High Group         |                    | Low Group |        | T calculated value |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|----|--------------------|--------------------|-----------|--------|--------------------|
|   | Arithmetic average | Standard deviation | Arithmetic average | Standard deviation |                    |    | Arithmetic average | Standard deviation |           |        |                    |
| 1 | 4.244              | 1.073              | 3.616              | 1.257              | 3.523              | 34 | 3.872              | 1.437              | 2.860     | 1.139  | 5.115              |
| 2 | 4.441              | 0.776              | 3.546              | 0.953              | 6.752              | 35 | 4.058              | 1.211              | 2.872     | 1.103  | 6.711              |
| 3 | 3.372              | 1.355              | 2.744              | 1.219              | 3.194              | 36 | 3.127              | 1.767              | 2.162     | 1.206  | 4.182              |
| 4 | 4.360              | 1.083              | 3.500              | 1.135              | 5.085              | 37 | 3.534              | 1.664              | 2.639     | 1.254  | 3.984              |
| 5 | 3.558              | 1.515              | 2.941              | 1.331              | 2.833              | 38 | 3.430              | 1.677              | 2.558     | 1.3599 | 3.746              |

human subjects were chosen in random stratified form of the current research community. The forms were arranged from the highest to the lowest. The results of the analysis showed that the differences were statistically significant at (0.05) for all spiritual intelligence scales, and so on, I returned the characteristic paragraphs and the table (2) illustrates this

|    |       |       |       |       |       |    |       |       |       |       |       |
|----|-------|-------|-------|-------|-------|----|-------|-------|-------|-------|-------|
| 16 | 4.186 | 1.132 | 4.139 | 1.086 | 6.124 | 39 | 4.616 | 1.002 | 2.755 | 1.027 | 18.02 |
| 17 | 4.314 | 0.948 | 3.151 | 1.183 | 7.109 | 40 | 3.976 | 1.197 | 2.825 | 1.520 | 5.516 |
| 18 | 4.686 | 0.755 | 3.337 | 1.101 | 9.362 | 41 | 4.162 | 0.968 | 3.174 | 1.512 | 5.104 |
| 19 | 3.383 | 1.373 | 2.976 | 1.207 | 2.064 | 42 | 3.302 | 1.302 | 2.402 | 1.228 | 2.893 |
| 10 | 3.465 | 1.352 | 2.965 | 1.332 | 2.443 | 43 | 3.814 | 1.451 | 2.709 | 1.309 | 5.241 |
| 11 | 3.302 | 1.680 | 2.302 | 1.158 | 4.542 | 44 | 4.255 | 1.170 | 3.383 | 1.159 | 4.909 |
| 12 | 4.546 | 0.953 | 3.302 | 1.188 | 7.570 | 45 | 4.069 | 0.917 | 3.232 | 1.113 | 5.381 |
| 13 | 3.651 | 1.369 | 2.848 | 1.641 | 3.480 | 46 | 3.441 | 1.342 | 2.814 | 1.222 | 3.207 |
| 14 | 3.837 | 1.421 | 2.767 | 1.261 | 5.220 | 47 | 3.918 | 1.190 | 3.279 | 1.184 | 3.332 |
| 15 | 4.395 | 0.830 | 3.279 | 1.233 | 6.963 | 48 | 3.523 | 1.453 | 2.883 | 1.202 | 3.145 |
| 16 | 4.209 | 1.018 | 3.058 | 1.240 | 6.652 | 49 | 4.093 | 1.385 | 2.907 | 1.507 | 5.371 |
| 17 | 3.581 | 1.442 | 2.616 | 1.284 | 4.633 | 50 | 4.697 | 0.783 | 3.407 | 1.322 | 7.786 |
| 18 | 3.988 | 1.442 | 2.476 | 1.444 | 6.855 | 51 | 3.652 | 1.498 | 2.593 | 1.458 | 4.432 |
| 19 | 3.581 | 1.514 | 2.430 | 1.269 | 5.602 | 52 | 3.372 | 1.431 | 2.583 | 1.282 | 2.020 |
| 20 | 4.139 | 1.075 | 3.220 | 1.110 | 5.111 | 53 | 4.000 | 1.217 | 3.693 | 1.325 | 4.674 |
| 21 | 4.476 | 0.954 | 3.046 | 1.061 | 9.290 |    |       |       |       |       |       |
| 22 | 3.279 | 1.373 | 2.583 | 1.360 | 3.685 |    |       |       |       |       |       |
| 23 | 3.500 | 1.547 | 2.755 | 1.421 | 3.284 |    |       |       |       |       |       |
| 24 | 4.407 | 0.962 | 3.534 | 1.307 | 4.980 |    |       |       |       |       |       |
| 25 | 2.976 | 1.748 | 2.034 | 1.192 | 4.126 |    |       |       |       |       |       |
| 26 | 3.569 | 1.342 | 3.174 | 1.190 | 2.044 |    |       |       |       |       |       |
| 27 | 3.848 | 1.083 | 2.488 | 1.308 | 6.379 |    |       |       |       |       |       |
| 28 | 3.895 | 1.246 | 3.011 | 1.278 | 4.589 |    |       |       |       |       |       |
| 29 | 4.116 | 1.131 | 2.732 | 1.022 | 8.414 |    |       |       |       |       |       |
| 30 | 4.232 | 0.916 | 3.069 | 1.026 | 7.837 |    |       |       |       |       |       |
| 31 | 4.127 | 1.317 | 3.104 | 1.227 | 5.269 |    |       |       |       |       |       |
| 32 | 4.511 | 0.850 | 3.325 | 1.078 | 8.001 |    |       |       |       |       |       |
| 33 | 3.697 | 1.495 | 2.802 | 1.135 | 4.421 |    |       |       |       |       |       |

2. Perceived academic self-efficacy:

The results of the analysis showed that the differences were statistically significant at the level of (0.05) for all the scales of the scale. Thus, the paragraphs were distinguished and Table (3) shows that.

- Prof. Ismail Ibrahim Ali / College of Education for Pure Sciences Ibn Al-Haytham / University of Baghdad
  - Professor Ihsan Allawi / College of Education for Pure Sciences Ibn Al-Haytham / University of Baghdad.
  - Prof. Safaa Tarek / Department of Education and Psychology / Ibn Rushd College / University of Baghdad.
  - Prof. Dr. Jabbar Wadi Bahad / College of Education for Pure Sciences Ibn Al-Haytham / University of Baghdad.
  - Prof. Dr. Safaa Yaqoub, Department of Educational and Psychological Sciences, Faculty of Education, Mustansiriya University.
  - University of Baghdad, Faculty of Education for Pure Sciences, Ibn Al-Haytham.
  - Prof. Naji Mahmoud Naji / College of Education for Pure Sciences Ibn Al-Haytham / University of Baghdad.
  - Prof. Nabil Abdel Ghafour, Extension Department, Faculty of Education, Mustansiriya.
- The tabular T value is 1.96 at 0.05 and 170 degrees free.

Table (3) the discriminatory power of the measured self-efficacy criterion

| N  | High Group         |                    | Low Group          |                    | T calculated value | N  | High Group         |                    | Low Group          |                    | T calculated value |
|----|--------------------|--------------------|--------------------|--------------------|--------------------|----|--------------------|--------------------|--------------------|--------------------|--------------------|
|    | Arithmetic average | Standard deviation | Arithmetic average | Standard deviation |                    |    | Arithmetic average | Standard deviation | Arithmetic average | Standard deviation |                    |
| 1  | 4.312              | 0.970              | 3.581              | 1.212              | 4.934              | 19 | 4.000              | 1.137              | 3.525              | 1.212              | 3.762              |
| 2  | 4.127              | 1.166              | 3.046              | 1.197              | 6.001              | 20 | 4.572              | 0.946              | 3.255              | 1.199              | 6.775              |
| 3  | 3.546              | 1.436              | 2.848              | 1.459              | 3.160              | 21 | 3.537              | 1.649              | 1.627              | 1.040              | 8.128              |
| 4  | 3.923              | 1.177              | 2.616              | 1.209              | 7.547              | 22 | 3.709              | 1.353              | 2.674              | 1.490              | 4.766              |
| 5  | 3.907              | 1.204              | 2.918              | 1.276              | 5.224              | 23 | 4.453              | 0.863              | 3.546              | 1.280              | 5.448              |
| 6  | 4.395              | 0.936              | 3.279              | 1.342              | 6.523              | 24 | 3.081              | 1.617              | 1.848              | 1.142              | 5.771              |
| 7  | 3.895              | 1.203              | 2.360              | 1.462              | 6.787              | 25 | 3.767              | 1.194              | 2.860              | 1.381              | 4.604              |
| 8  | 3.581              | 1.241              | 2.360              | 1.206              | 6.540              | 26 | 3.534              | 1.460              | 2.860              | 1.550              | 2.936              |
| 9  | 3.965              | 1.172              | 2.430              | 1.122              | 8.769              | 27 | 3.918              | 1.150              | 2.337              | 1.279              | 8.523              |
| 10 | 4.360              | 0.969              | 3.186              | 1.278              | 6.787              | 28 | 3.848              | 1.142              | 2.627              | 1.095              | 7.150              |
| 11 | 4.383              | 1.030              | 3.028              | 1.181              | 7.856              | 29 | 3.918              | 1.150              | 3.127              | 1.038              | 4.733              |
| 12 | 3.465              | 1.599              | 2.825              | 1.382              | 2.806              | 30 | 4.023              | 1.273              | 3.616              | 1.266              | 2.101              |
| 13 | 4.314              | 1.054              | 3.546              | 1.271              | 4.309              |    |                    |                    |                    |                    |                    |

|    |       |       |       |       |       |  |  |  |  |  |  |
|----|-------|-------|-------|-------|-------|--|--|--|--|--|--|
| 14 | 3.476 | 1.635 | 2.127 | 1.196 | 6.173 |  |  |  |  |  |  |
| 15 | 3.488 | 1.269 | 2.918 | 1.436 | 2.467 |  |  |  |  |  |  |
| 16 | 3.639 | 1.362 | 2.872 | 1.516 | 3.490 |  |  |  |  |  |  |
| 17 | 3.627 | 1.346 | 3.023 | 1.510 | 2.771 |  |  |  |  |  |  |
| 18 | 3.418 | 1.418 | 2.372 | 1.311 | 3.025 |  |  |  |  |  |  |

(B) The relation of the degree of each paragraph to the total grade of the scale • Spiritual Intelligence Scale:

1 - Relation of the degree of each paragraph to the overall degree of the scale  
 The correlation coefficients for all the items of the spiritual intelligence scale were shown to be a function at the significance level (0.05). The values of all computed correlation coefficients were greater than the mean correlation coefficient (0.113) and the freedom score (318) the paragraphs of the scale are all distinct and functionally true. Table 4 illustrates this abundantly  
 Table (4) Relation of the degree of the paragraph to the total score of the measure of spiritual intelligence

**Table (4) Relation of the degree of the paragraph to the total score of the measure of spiritual intelligence**

| Paragraph number | Correlation transactions Person | Paragraph number | Correlation transactions Person | Paragraph number | Correlation transactions Person |
|------------------|---------------------------------|------------------|---------------------------------|------------------|---------------------------------|
| 1                | 0.218                           | 23               | 0.397                           | 45               | 0.327                           |
| 2                | 0.296                           | 24               | 0.317                           | 46               | 0.138                           |
| 3                | 0.173                           | 25               | 0.358                           | 47               | 0.217                           |
| 4                | 0.314                           | 26               | 0.183                           | 48               | 0.272                           |
| 5                | 0.315                           | 27               | 0.347                           | 49               | 0.221                           |
| 6                | 0.355                           | 28               | 0.338                           | 50               | 0.326                           |
| 7                | 0.371                           | 29               | 0.247                           | 51               | 0.330                           |
| 8                | 0.305                           | 30               | 0.365                           | 52               | 0.393                           |
| 9                | 0.194                           | 31               | 0.269                           | 53               | 0.275                           |
| 10               | 0.187                           | 32               | 0.309                           |                  |                                 |
| 11               | 0.420                           | 33               | 0.341                           |                  |                                 |
| 12               | 0.403                           | 34               | 0.265                           |                  |                                 |
| 13               | 0.320                           | 35               | 0.357                           |                  |                                 |
| 14               | 0.259                           | 36               | 0.259                           |                  |                                 |
| 15               | 0.324                           | 37               | 0.396                           |                  |                                 |
| 16               | 0.379                           | 38               | 0.399                           |                  |                                 |
| 17               | 0.337                           | 39               | 0.315                           |                  |                                 |
| 18               | 0.392                           | 40               | 0.370                           |                  |                                 |
| 19               | 0.359                           | 41               | 0.374                           |                  |                                 |
| 20               | 0.292                           | 42               | 0.175                           |                  |                                 |
| 21               | 0.344                           | 43               | 0.262                           |                  |                                 |
| 22               | 0.332                           | 44               | 0.258                           |                  |                                 |

2. Relationship of the degree of the paragraph to the total degree of the field to which it belongs:

In order for the paragraphs to be more comprehensive, the researcher extracted the relationship of the degree of the paragraph with the area to which it belonged by using a correlation coefficient “person” and the results indicated that the values of the correlation coefficients of the paragraphs were all a function at (0.05) level as they were greater than the tabular value (0.113) at 0.05 degrees (318) That is, all paragraphs were one-way with their own area and table (5) illustrates this.

**Table (5) Relation of the degree of the paragraph to the total degree of each field of the spiritual intelligence scale**

| N  | Field        | Amount of paragraphs | Number of paragraphs | Correlation transactions Person | N | Field     | Amount of paragraphs | Number of paragraphs | Correlation transactions Person |
|----|--------------|----------------------|----------------------|---------------------------------|---|-----------|----------------------|----------------------|---------------------------------|
| 1  | Perception   | 11                   | 1                    | 0.377                           | 4 | Virtue    | 10                   | 23                   | 0.474                           |
|    |              |                      | 6                    | 0.442                           |   |           |                      | 28                   | 0.372                           |
|    |              |                      | 11                   | 0.413                           |   |           |                      | 33                   | 0.401                           |
|    |              |                      | 16                   | 0.463                           |   |           |                      | 38                   | 0.405                           |
|    |              |                      | 21                   | 0.485                           |   |           |                      | 43                   | 0.350                           |
|    |              |                      | 26                   | 0.336                           |   |           |                      | 48                   | 0.473                           |
|    |              |                      | 31                   | 0.336                           |   |           |                      | 53                   | 0.370                           |
|    |              |                      | 36                   | 0.526                           |   |           |                      | 4                    | 0.443                           |
|    |              |                      | 41                   | 0.529                           |   |           |                      | 9                    | 0.389                           |
|    |              |                      | 46                   | 0.356                           |   |           |                      | 14                   | 0.364                           |
|    |              |                      | 51                   | 0.550                           |   |           |                      | 19                   | 0.490                           |
| 2  | Sublimation  | 11                   | 2                    | 0.315                           | 5 | relations | 10                   | 24                   | 0.468                           |
|    |              |                      | 7                    | 0.439                           |   |           |                      | 29                   | 0.457                           |
|    |              |                      | 12                   | 0.468                           |   |           |                      | 34                   | 0.385                           |
|    |              |                      | 17                   | 0.544                           |   |           |                      | 39                   | 0.449                           |
|    |              |                      | 22                   | 0.470                           |   |           |                      | 44                   | 0.430                           |
|    |              |                      | 27                   | 0.509                           |   |           |                      | 49                   | 0.370                           |
|    |              |                      | 32                   | 0.427                           |   |           |                      | 5                    | 0.448                           |
|    |              |                      | 37                   | 0.493                           |   |           |                      | 10                   | 0.316                           |
|    |              |                      | 42                   | 0.357                           |   |           |                      | 15                   | 0.468                           |
|    |              |                      | 47                   | 0.309                           |   |           |                      | 20                   | 0.439                           |
| 52 | 0.333        | 25                   | 0.430                |                                 |   |           |                      |                      |                                 |
| 3  | Spirituality | 11                   | 3                    | 0.307                           |   |           |                      | 30                   | 0.479                           |
|    |              |                      | 8                    | 0.459                           |   |           |                      | 35                   | 0.419                           |
|    |              |                      | 13                   | 0.511                           |   |           |                      | 40                   | 0.522                           |
|    |              |                      | 18                   | 0.610                           |   |           |                      | 45                   | 0.427                           |
|    |              |                      |                      |                                 |   |           |                      | 50                   | 0.364                           |

3 - Relation of the degree of each field to the total degree of spiritual intelligence



The matrix of internal correlations shows that all correlations between domains with each other or the correlation of domains with the total degree of spiritual intelligence measure, using the Pearson correlation coefficient was positive and this indicates the veracity of the construct and table (6).

Table (6) internal correlation matrix

|   | Intelligence | Perception | Sublimation | Spirituality | The behavior of virtue | Relationships that are out of self - interest |
|---|--------------|------------|-------------|--------------|------------------------|---|
| Intelligence                                  | 1            |            |             |              |                        |   |
| Perception                                    | 0.820        | 1          |             |              |                        |   |
| Sublimation                                   | 0.822        | 0.626      | 1           |              |                        |   |
| Spirituality                                  | 0.807        | 0.539      | 0.557       | 1            |                        |   |
| The behavior of virtue                        | 0.761        | 0.514      | 0.527       | 0.538        | 1                      |   |
| Relationships that are out of self - interest | 0.817        | 0.602      | 0.599       | 0.587        | 0.524                  | 1   |

• The perceived academic self-efficacy scale

The correlation coefficients for all the paragraphs of the scale showed that they were function at the level of significance (0.05). The values of all computed correlation coefficients were greater than the value of the correlation coefficient of 0.113 at (0.05) and the freedom level (318) (7) illustrates this.

Table (7) Relation of the degree of the paragraph to the overall degree of the measured self-efficacy of the academic degree

| Paragraph number | Correlation transactions Person | Paragraph number | Correlation transactions Person |
|------------------|---------------------------------|------------------|---------------------------------|
| 1                | 0.497                           | 24               | 0.399                           |
| 2                | 0.365                           | 25               | 0.473                           |
| 3                | 0.336                           | 26               | 0.418                           |
| 4                | 0.378                           | 27               | 0.479                           |
| 5                | 0.398                           | 28               | 0.414                           |
| 6                | 0.378                           | 29               | 0.327                           |
| 7                | 0.402                           | 30               | 0.469                           |
| 8                | 0.395                           |                  |                                 |
| 9                | 0.466                           |                  |                                 |
| 10               | 0.423                           |                  |                                 |
| 11               | 0.438                           |                  |                                 |
| 12               | 0.480                           |                  |                                 |
| 13               | 0.284                           |                  |                                 |
| 14               | 0.379                           |                  |                                 |
| 15               | 0.443                           |                  |                                 |
| 16               | 0.493                           |                  |                                 |
| 17               | 0.454                           |                  |                                 |

|    |       |  |  |
|----|-------|--|--|
| 18 | 0.371 |  |  |
| 19 | 0.308 |  |  |
| 20 | 0.356 |  |  |
| 21 | 0.421 |  |  |
| 22 | 0.340 |  |  |
| 23 | 0.317 |  |  |

□

**Indicators of the validity of the two scales:**

**A. Virtual honesty "Face Validity"**

The veracity of the measurements was verified when they were presented to a group of experts as mentioned above in the validity of the paragraphs.

**B. Building Validation Indicators**

There are several indicators of the validity of the construction and from these indicators achieved by the researcher in the measure of the calculation of the power of discriminatory paragraphs in the style of the two groups and the extraction of differences between the answers of individuals for both groups in each of the paragraphs and showed the differences of statistical significance in both scales, the researcher also adopted another indicator of The relation between the degree of each paragraph and the degree of its field, the relation of the degree of each field and the total score, and the matrix of internal correlations. These links showed an appropriate statistical significance.

**Reliability**

The stability of the measurements was calculated in two ways:

1. The method of re-testing where the value of the stability coefficient of spiritual intelligence (0.87), while the value of the measure of self-efficacy academic perception (0.82).
2. The method of internal consistency using the method of Vkronbach, where the value of the measure of spiritual intelligence (0.85), while the value of the measure of self-efficacy academic perception (0.80).

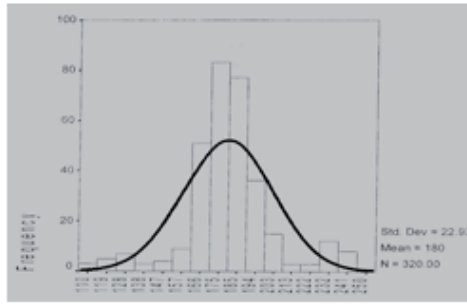
**Final version of the two scales:**

1. The measure of spiritual intelligence

Some statistical characteristics of the research sample were extracted in the spiritual intelligence scale as shown in Table (8)

**Table (8) descriptive statistical characteristics of the measure of spiritual intelligence**

| The measure of spiritual intelligence | The number | Mean    | Median | The vein | Standard deviation | Sprains | Flattening | Less score | Highest grade |
|---------------------------------------|------------|---------|--------|----------|--------------------|---------|------------|------------|---------------|
|                                       | 320        | 179.965 | 179    | 180      | 22.930             | 0.101   | 0.299      | 105        | 249           |



**Spiritual Intelligence**  
**Figure (1)**

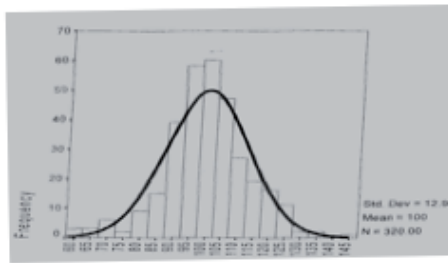
**Statistical indicators of the measure of spiritual intelligence**

**2. The measured self-efficacy criterion**

The statistical characteristics of the research sample were extracted in the scale as shown in table (9).

**Table (9) descriptive statistical characteristics of the measured self-efficacy criterion**

| The recognized academic self-efficacy scale | The number | Mean    | Mediator | The vein | Standard deviation | Sprains | Flattening | Less score | Highest grade |
|---|------------|---------|----------|----------|--------------------|---------|------------|------------|---------------|
|   | 320        | 100.050 | 99       | 99       | 12.983             | 0.26    | 0.817      | 62         | 144           |



**Self-  
 Figure (2)**

**indicators of the scale**

**efficacy  
 Statistical**

**Final Application:**

The researcher applied the two measures together on the basic research sample consisting of (320) students from the humanitarian and scientific faculties and after processing the data statistically using several statistical methods:

Statistical means: The researcher used the appropriate statistical means in the current research using the statistical program SPSS Agencies:

T-test for single sample and T-test for two independent samples, Person correlation coefficient, Vaccronbach, Torsion, Flattening, Binary analysis, T-test for correlation coefficients, Zr test

View and discuss the results:

The first objective is to "identify the spiritual intelligence of university students"

Statistical analysis indicates that the mathematical mean of the sample scores of 320 students on the spiritual intelligence scale (179.965) and the standard deviation of 22.930. When comparing this mean with the mean average of (159) using the t-test of one sample "To calculate the difference between them, the calculated T value (16.356) is greater than the table value (1.96) and the statistical significance at (0.05), indicating that the university students have a high level of spiritual intelligence and table (10).

Table (10) T-test for one sample to indicate the difference between the spiritual intelligence average of the research sample and the mean of the scale.

TABLE 10

| Variable               | The number | Arithmetic mean | Standard deviation | The mean medium | -T value   |             | Significance 0.05 |
|------------------------|------------|-----------------|--------------------|-----------------|------------|-------------|-------------------|
|                        |            |                 |                    |                 | Calculated | The tabular |                   |
| Spiritual intelligence | 320        | 179.965         | 22.930             | 159             | 16.356     | 1.96        | Function          |

The second objective is to "recognize the academic self-efficacy of the university students"

Statistical analysis indicated that the mean of the sample of the current sample of 320 students was estimated at (100.05) with a standard deviation of (12.9833). When comparing this mean with the mean of the scale of (90) using the t-test "One to test the difference between them.

The results showed that the calculated T value (13,847) and the comparison with the table value (1.96) were greater than the tabular and statistically significant at the level of significance (0.05), indicating that the university students have a high level of academic self-efficiency and table (11) illustrates that.

\* The T-table value (1.96) is at (0.05) and the level has a high level of spiritual intelligence on the current research scale.  
Freedom (319) shown in table (10)

**Table (11) T-test for one sample to denote the difference between the average degrees of academic self-efficacy of the research sample and the hypothetical average of the scale.**

| Variable               | The number | Arithmetic mean | Standard deviation | The mean medium | T value-   |             | Significance 0.05 |
|------------------------|------------|-----------------|--------------------|-----------------|------------|-------------|-------------------|
|                        |            |                 |                    |                 | Calculated | The Tabular |                   |
| Self-efficacy academic | 320        | 100.05          | 12.9833            | 90              | 13.847     | 1.96        | Functional        |

The third objective is to identify the differences of statistical significance in the spiritual intelligence of the university students based on two variables: (a) gender (male, female), (b) specialization (scientific, human), to achieve this goal, the data were processed using the two way ANOVA analysis to identify the significance of the statistical differences in the spiritual intelligence among the university students (the research sample) according to the following variables: (a) Gender (male, female) (C) interaction (type, specialty) and table (12) shows this.

**Table (12) Analysis of the binary variance to detect the significance of differences in spiritual intelligence according to type and specialization**

| Source Variation | Sum of Squares SS | Degrees of Freedom DF | Median Squares MS | F value (F)- |             | Level of indication 0.05 |
|------------------|-------------------|-----------------------|-------------------|--------------|-------------|--------------------------|
|                  |                   |                       |                   | Calculated   | The Tabular |                          |
| Type A           | 141.778           | 1                     | 141.778           | 0.269        | 3.84        | Not functional           |
| Specialization B | 187.203           | 1                     | 187.578           | 0.356        | 3.84        | Not functional           |
| Interaction BXA  | 928.203           | 1                     | 928.203           | 1.762        | 3.84        | Not functional           |
| Error            | 166479.063        | 316                   | 526.832           |              |             |                          |
| Total            | 167736.622        | 319                   |                   |              |             |                          |

Table (12) shows the following:

1. There are no statistically significant differences in the spiritual intelligence of the current research sample between variable gender levels (males, females).
2. There are no statistically significant differences in the spiritual intelligence of the current research sample between the levels of the variable of specialization (human, scientific).

\* The table shows that university students enjoy a high degree of academic self-perceived competence.

\* The numerical value of the table is equal to (3.84) at the level of (0.05) degree of freedom (316,1)

3. There are no statistically significant differences in the common effect (interaction) in the spiritual intelligence of the research sample between the variable of type and specialization. This means that there is no significant sign of the interaction between the two variables.

The fourth objective: To identify the differences of statistical significance in the level of academic self-efficacy perceived by the university students according to two variables: (a) Gender (male, female) (b) Specialization (scientific, human).

To achieve this goal, the data were processed using the method of analysis of the binary variance to detect the differences in the levels of the academic self-efficacy level between the levels of variable (type) and variable levels (specialization). The results of the analysis indicated the following:

1. There are no statistically significant differences in the level of academic self-efficacy between levels of the variable gender (male, female).
2. There are statistically significant differences in the level of academic self-efficacy in favor of the scientific specialization because their average (102.3063) is higher than the average human specialization (97.7938).
3. There are no statistically significant differences in the interaction of the type and specialization in the levels of self-efficacy academic level. This means that there is no statistical significance of the interaction between the variables and table (13).

Table (13) Analysis of the binary variance to detect the significance of differences in the level of academic self-perceived competence according to gender (male, female) and specialization (scientific, human).

| Source Variation | Sum of Squares SS | Degrees of Freedom DF | Median Squares MS | F value (F) |             | Level of 0.05 indication |
|------------------|-------------------|-----------------------|-------------------|-------------|-------------|--------------------------|
|                  |                   |                       |                   | Calculated  | The Tabular |                          |
| Type A           | 0.113             | 1                     | 0.113             | 0.001       | 3.84        | Not functional           |
| Specialization B | 1629.013          | 1                     | 1629.013          | 10.078      | 3.84        | Functional               |
| Interaction BXA  |                   | 1                     | 65.800            | 0.407       | 3.84        | Not functional           |
| Error            | 51078.275         | 316                   | 161.40            |             |             |                          |
| Total            | 52773.201         | 319                   |                   |             |             |                          |

The fifth objective: To identify the correlation between the spiritual intelligence and the academic self-efficacy perceived by the university students according to the following variables:

(A) Sample as a whole (B) Gender (male, female) (C) Specialization (scientific, human)

To achieve this goal, the data was statistically treated using the Pearson correlation coefficient and the T-test for the significance of correlation coefficients. The results showed that there is a positive correlative relationship between spiritual intelligence and academic self-efficacy based on the responses of the sample as a whole, gender, and specialization. As spiritual intelligence increases, the level of perceived academic self-efficacy increases and Table (14) illustrates this.

Table (14) Pearson correlation coefficient and T-test to indicate correlation coefficients between spiritual intelligence and academic self-efficacy according to the sample as a whole and gender and specialization variables

| The sample            | The number | Value of correlation coefficients | T value    |             | Significance |
|-----------------------|------------|-----------------------------------|------------|-------------|--------------|
|                       |            |                                   | Calculated | The Tabular |              |
| Males                 | 160        | 0.631                             | 10.223     | 1.96        | Function     |
| Females               | 160        | 0.646                             | 10.637     | 1.96        | Function     |
| Scientific            | 160        | 0.634                             | 10.305     | 1.96        | Function     |
| Humanitarian          | 160        | 0.626                             | 10.090     | 1.96        | Function     |
| The sample as a whole | 320        | 0.638                             | 14.774     | 1.96        | Function     |

The sixth objective: To identify differences in the correlation between spiritual intelligence and academic self-efficacy perceived by type variables (male, female) specialization (scientific, humanitarian).

To achieve this goal, the "z-test" test was used, according to: (A) The variable of the type reached the calculated value to extract the difference between the two correlation coefficients for a sample (males and females) (0.230), which is smaller than the tabular value (1.96) at an indication level (0.05), i.e. the difference between two correlation coefficients The spiritual intelligence and academic self-efficacy of the male sample on the one hand and the female sample on the other was not a function.

(B) At the variable specialization level, the value of the difference between the



two correlation coefficients for a specialty (scientific and human) (0.115), which is smaller than the tabular value (1.96), means that the difference between the two correlation factors was not the same and there were no differences in the relationship either depending on the type or specialization Table (15) illustrates this.

Table (15) the value of Zr to indicate the differences in correlation coefficients between spiritual intelligence and self-efficacy

The Academy is based on the variables of gender (male, female) and specialization (scientific, human).

| Comparison | The sample   | The number | Value of correlation coefficients | Fisher's standard value | Z Value    |             | Significance level 0.05 |
|------------|--------------|------------|-----------------------------------|-------------------------|------------|-------------|-------------------------|
|            |              |            |                                   |                         | Calculated | The Tabular |                         |
| 1          | Males        | 160        | 0.631                             | 0.743                   | 0.230      | 1.96        | Non functional          |
|            | Females      | 160        | 0.646                             | 0.769                   |            |             |                         |
| 2          | Scientific   | 160        | 0.634                             | 0.748                   | 0.115      | 1.96        | Non functional          |
|            | Humanitarian | 160        | 0.626                             | 0.735                   |            |             |                         |

**Discussion and interpretation of the results:**

The results of the study will be discussed and interpreted in the context of previous studies that dealt with the variables of the current study and in light of the theoretical framework and the researcher's experience as follows:

1. The results in Table (10) indicate that the current research sample of university students has a high level of spiritual intelligence (SQ). This result can be explained in light of the characteristics of the university student on the one hand and the nature of the concept of spiritual intelligence on the other. The hardships and suffering they experience are in particular the members of the Iraqi society in general but they have the ability to adapt to the difficulties and determination and the desire and challenge these circumstances and the positive outlook of the universe and life and for themselves they have a sense of self stems from their sense of responsibility and the ability to withstand difficulties, and they appreciate spiritual activities And according to the theory of "Emmons, 2000" that spiritual intelligence is reflected in human behavior and personality traits, it is directed to do good and to establish a relationship with the true Self and others (Emmons, 2000, p.20). The results of this study are consistent with King (2008: p.56) and Al-Attiyat, 2014, pp. 349-377.

The study of (Obeidi, 2014, p. 34) and the study of (Osman and Al-Otaibi, 2017, pp. 433-470). The results of these studies show that university students enjoy a high level of spiritual intelligence.

2. As regards the second result, it appears from Table (11) that the current research sample of university students has a high level of academic perception

and the current research results are consistent with the results of the study (Poyrazil, et al., 2002, p.632-642). ), Which showed that the sample members have perceived academic self-efficacy, and also agreed with the results of the study (Khalid, 2010, pp. 414-423). According to Bandura, perceived self-efficacy represents the individual's confidence in his ability to organize and apply his cognitive and social skills for successful performance in a task (Bandura, 1997, p.20). Through this theoretical interpretation, which is characterized by continuous social interaction in the cognitive, social and emotional aspects, which led to be more perceived and self-confidence and perception of their abilities and the organization and control and application of their cognitive, social and emotional skills. The university student has made a great effort while passing through multiple stages of success until he reached the university stage, which strengthened his beliefs and confidence in his skills and cognitive abilities and importance, which increases the efficiency of the academic self and perception of them.

3. The results are shown in Table (12):

A. There are no statistically significant differences in spiritual intelligence according to the gender variable. This finding differs with the results of the study (Arnot, 2007, pp. 125-190), which showed significant differences in favor of females, as well as the results of the study (Gupta, 2012). , p606), which showed significant differences in favor of males and that this result is consistent with the results of the study (Shabani et al., 2011, p.106) and the study (Spring, 2013, p. 353) The researcher explains that there are no differences in the level of spiritual intelligence between males and females, because they live in common cultural and social factors, and that the socialization of (Al-Obeidi, 2014, p. 34) Islamic values and noble principles and moral heritage saturated by both types of society in which they shared live.

B. There are no statistically significant differences in the spiritual intelligence of university students from the current research sample according to the variable of specialization (scientific, human). This result differs with the results of the study (Ahmad, 2004, pp. 289-331) and the study of (Dabaa, 2012, ), And the study of (Osman and Al-Otaibi, 2017) as the results of these studies showed that there are significant differences in the specialization variable and were in favor of human specialization, while the results of the present study are consistent with the results of the study (Alsubihya, 2013) ), And returns the researcher this result in the light of the nature of the concept of spiritual intelligence as a human attribute based on self-understanding, perception and sublimity, spirituality, And noble human relations and net human relations and the narrow individual interest is narrow and is not determined by a particular subject or scientific specialization, and in this regard (Amram & Dryer, 2008,

p.68) that the dimensions of spiritual intelligence are common and common among all people.

C. There are no statistically significant differences in the combined effect (interaction) in the spiritual intelligence of the sample of the current study of university students between the variables of type and specialization (type  $\times$  specialization) and we find that the previous literature did not confirm and indicate this interaction.

4. The results in Table (13) show the following:

A. There are no statistically significant differences in the academic self-proficiency experienced by the university students in the current research sample according to the gender variable (males and females). This result is different from the results of the study (Dubai, 2017, pp. 67-70) and the study (Republic and Safari, 2018, p. 163). The results of the study (Poyrazil et al., 2002, p.632-642) and Khalid (2010, 414-423) show that the nature of the species (males), Anath) did not constitute an obstacle for students with academic self-competence who have a high sense of competence and cognitive abilities, according to Schwarzer (1994), p.105) Increasing the individual's convictions about his abilities and abilities in the face of challenges leads to increasing his motivation, which in turn works to translate these convictions into behavior and achievements.

B. There are differences of statistical significance in the level of academic self-efficacy perceived by the university students of the current research sample according to the variable of specialization (scientific, human) and in favor of scientific specialization. This result can be explained by the nature of the scientific subjects studied by the students of scientific specialization including the scientific studies and challenges And scientific tasks that require solutions that contribute to increasing their own convictions about their abilities and abilities in performing difficult tasks and facing challenges, which generate confidence in their ability to organize and apply their cognitive skills and thus a high sense of self-efficacy and academic competence.

C. There are no statistically significant differences in the common effect (interaction) in the level of academic self-efficacy that is perceived of the current sample of university students between the variables (type  $\times$  specialization) as there is no obvious effect, nor did a study indicate (to the knowledge of the researcher) that.

5. The results in Table (14) show that there is a positive correlation between the spiritual intelligence and the academic self-efficacy based on the answers of the sample as a whole, gender, and specialization. This result is consistent with the results of Gupta (2012) "Emmons, 2000" is important and influential in the human psyche and cognitive structure and its effects are reflected in the beha

behavior of man and his personal characteristics he directs To do good "Emmons, 2000, p.10-20" represents the individual's inner self-ability of mind and soul and helps to develop intelligence and self-building and understanding. The ability of spiritual intelligence enhances the individual's problem solving skills and increases its effectiveness in life. Perceived subjective competence (Bandura, 1997, p.20) is the indicator of the individual's ability to control his actions (Zimmerman, 2000, p.84- 89) that the individual's belief in his ability to control the course of his life and overcome the challenges facing him increases his sense and strong perception of his academic self-efficacy. The researcher believes that the abilities of spiritual intelligence work to organize the abilities of students and their academic competencies to address cognitive tasks and achieve the best use of their spiritual and cognitive skills.

6. The results in Table (15) show that the value of the equation to extract the difference between the correlation coefficients (spiritual intelligence and perceived academic self-efficacy).

A. The male sample on the one hand and the female sample on the other hand were not data.

B. The difference between the correlation coefficients of the sample of specialists (scientific and human) was not functional, as the variable type and specialization does not have a clear impact on the nature of this relationship, and when we return to the theoretical literature, they did not talk about this relationship, This result is a cognitive addition as there is no effect of the variable type and specialization on the relationship of spiritual intelligence and self-efficacy of the academic perception. These results and correlation coefficients are consistent with the theoretical propositions discussed in the research. The abilities of spiritual intelligence lead to the individual being more perceived of himself and his abilities More tolerance and sympathy for others, it is the ability to act with wisdom and a sense of mercy and regardless of the circumstances and the individual helps in increasing its potential self-knowledge. And employ them in finding solutions to the problems they face, which enhances his confidence in his self-knowledge. The researcher believes that what has been presented above and before shows the extent of the strong positive correlation between the variables of research and interaction and the mutual influence between spiritual intelligence and self-efficacy.

#### Recommendations:

In the light of the results achieved in the current research, the researcher recommends the following:

1. Educate officials in university institutions to create opportunities and create collective and individual activities through which young people develop the

skills and abilities of their spiritual intelligence and encourage them to interact with others and help them to understand and understand their cognitive abilities and competencies.

2. Work on the development of scientific curricula in order to achieve development and growth in spiritual intelligence and the level of self-efficacy academic students since the first stages of education and in accordance with the age of mental them.

3. Work on the development and intensification of guidance and guidance programs aimed at improving and developing the spiritual intelligence and self-efficacy of the academic perception of the students because they have great effects on university students in all aspects of the personality.

Proposals:

To complement the findings of the current study, the researcher suggests the following:

1. Benefit from the two parameters that the researcher has built for the purposes of this study as research tools in subsequent studies.
2. Conducting a comparative study between the developmental stages of the study variables.
3. Conduct a study to investigate the effect of parental treatment methods in the current study variables.

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