Relationship between spiritual intelligence, emotional intelligence with occupational performance the guidance school teachers' occupational performance in Shiraz educational system organization (first area)

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Abstract

The purpose of this study is to explain the relationship between spiritual intelligence, emotional intelligence with occupational performance the guidance school teachers' occupational performance in Shiraz educational system organization (first area). The descriptive research method was correlational. The study population in 5657 was that they were all the teachers who were teaching at guidance schools in the educational year 2013-2014. Using cluster sampling, 120 teachers were selected. In this study, King's spiritual intelligence 24-item questionnaire, Shearing's emotional intelligence 33-item questionnaire and Paterson's occupational performance 15-item questionnaire were used. According to the research of statistical methods for data analysis, descriptive and inferential statistics were used. Pearson correlation results indicated a significant relationship between variables of spiritual intelligence, emotional intelligence and occupational performance. And on the other hand, there was a significant relationship between the dimensions of spiritual intelligence, emotional intelligence and occupational performance. Spiritual intelligence showed a stronger role in occupational performance.

Keywords: spiritual intelligence, emotional intelligence, occupational performance.
Introduction

Human-resource management is the most complicated and the most difficult part management and the responsibility of managers to attract suitable human resources. In fact, the success of any organization in the efficient use of human resources in organization and requires the use of people who have abilities and special talents on the job. The general principle in the selection of people for different jobs, It is match, volunteer characteristics with his job duties. In order to successfully run the job description, it is necessary to consider the skills, talents, and characteristics of mood and physical character and the job volunteer must possess these qualities and talents. Certainly, the performance of any enterprise system depends on the performance of human resources, especially organization managers. The main objective of all organizations is to increase efficiency and their Occupational performance. (Hejazi, 2001).

Occupational performance: The ability to perceive, desire, recall, plan and carry out roles, routines, tasks and sub-tasks for the purpose of self-maintenance, productivity, leisure and rest in response to demands of the internal and/or external environment. (Robbins, 1998). Every organization needs to achieve its goals that employees do their jobs at an acceptable level. This important topic is important for government organizations that the poor performance means the inability to provide legal public service, and for private companies is essential that poor performance can lead them to bankruptcy. From a social perspective, the best wishes any person for the organization, having employees who do a good job. Good performance, the efficiency increases organizations. Good performance increases productivity in organization, and this also directly promoted the national economy and improved services of organization. One of the factors that can affect performance and efficiency are intelligence, including spiritual intelligence and emotional intelligence. (Sagharvany, 2009).

Dollan- Scheler (2002) believes that the performance of any organization depends on the performance of employees and managers, opportunities, sources and facilities, and is also influenced by environmental systems, and other organizations. He knows that the following factors:

1. Individual variables: mental abilities and skills and the history of life
2. Psychological variables: perceptions, attitudes, personality, learning, motivation
3. Organizational variables: resources, leadership, payments, structure and job design

Nowadays, a variety of spiritual intelligence and emotional intelligence such as the factors influencing individual performance (Compbell et al., 2004); in the meantime, one of the aspects of intelligence, has been named as spiritual intelligence. AMRAM believes that spiritual intelligence is the sense of meaning and a mission in life, a sense of the sacredness of life is a balanced understanding of the matter and Believes the world would be better. (Ibid).Spiritual intelligence is used to solve problems related to the meaning of life and values and generates questions in mind, such as is my job in life occurs evolution me? Or do I share my happiness
and mental peace with the people? (Wigglesworth, C., 2004). From the perspective of the King (2008) Spiritual Intelligence is defined as a set of mental capacity that in the integration and adaptive application of non-material aspects, person's existence and achieve results such as deep existential thought, personal Meaning and knowing self, with four basic dimensions in terms of King:

1- Critical Existential Thinking
2- Personal Meaning Production
3- Transcendental Awareness
4- Ultimate of consciousness

In fact, this intelligence is more to ask than to answer; this means that a person raises more questions about yourself and your life and the world around.(McMullen, 2003). Spiritual intelligence is an ultimate intelligence that shows the meaning and value issues and solves related issues for us; Intelligence that puts our actions and behaviors in wide ranges, in terms of semantic context and also evaluates the significance of the one stage of life to another stage(Zohar & Marshall, 2000).

Amram & Dryer, (2007) Spiritual Intelligence is a set of capabilities that individuals use to improve the performance of daily living and well-being. The intelligence is the field all those things that we believe in them, the intelligence field all those things that we believe in them and are the role of beliefs, ideas and values in our activities. Intelligence, able by it’s, create a broader sense, productive and meaningful to our activities and practices, also with the help. It, become aware of the meaning of our actions, understands which of the actions and our behaviors are of more value and which way are better in our lives.(Zohar, D. & Marshall, 2000).

Another factor that can play a significant role in the working environment is emotional intelligence. Emotional intelligence is defined as a person's ability to understand and control their emotions and the ability to recognize the feelings of others in order to lead them to think and act, one of the important factors. In a person's mental health and compliance with the conditions of life and career; this ability to include the interaction between emotion and cognition that guides people to adapt to living conditions. According to these results, a significant positive correlation was observed between emotional intelligence of employees with their occupational function and thus employees with higher emotional intelligence and cognitive skills and emotional control, the more satisfied with their job and their occupational function is at a higher level. (Goleman, 2007). Shearing(1995) believes that a person's emotional intelligence is evaluated in terms of emotional; this means that what is the level of awareness of the emotions and feelings of self and others and how to control them. This intelligence has five dimensions, which are:

1- Self-motivation
2- Emotional self-awareness
3- Self-control
4- Social consciousness
5- Social skills
Employees with high emotional intelligence have more skills in evaluation and self-regulation, the subject lead them to a higher sense of confidence and control. (Thomas et al. 2007). The correct choice of human resources in education, due to the huge role this section in the future of the country is one of the fundamental issues of effectiveness and its performance. Because of the importance of training and education and the multitude of teachers, is paramount importance. (Golman, 1995).

For achieve the goals, In order to reach to successful teaching staff, it is necessary to understand the factors that affect the quality of teachers’ job performance and having a dynamic organization and achieves the expectations that have been considered for the role of teachers. Be recognized teachers with high performance and responsibilities should be delegated to them. Therefore, it is necessary to recognize teachers who can be used spiritual and emotional intelligence in different situations and to the progress and success of their school and organization. Because there is a direct relationship between their performance and occupational performance, And those who have high emotional intelligence and spiritual, do your job better. The Ministry of Education should consider the issue of intellectual intelligence and emotional intelligence of teachers, today, and the progress of society depends on the efficient use of human resources of the community. (Sagharvany, 2009)

Thus, the purpose of this study is to explain the relationship between spiritual intelligence, emotional intelligence with occupational performance the guidance school teachers' occupational performance in Shiraz educational system organization (first area).

Review of the research literature
In recent years, according to the mental and physical effects of mental health and occupational performance is extremely important. In such a way that many organizations emphasized from scientific research can achieve to identify sources of stress and tension in employees and providing appropriate solutions provide a business environment favorable to occupational performance. One of the factors that can affect on occupational performance is cognitive characteristics and their intelligence.

HAfzian (2008) in the study examines the relationship between emotional intelligence and occupational performance in Mazandaran province's universities. His statistical was a sample of 86 managers and 344 employees of Azad University and Non-profit University in Mazandaran Province. The results of this study have shown that there is a relationship between elements of emotional intelligence with occupational performance. Among the components, Self-management and social skills had a direct effect and self-awareness and relationship management had an indirect effect on the occupational performance.

Sarni (1998), in a study on 400 employees, different companies stated that people with high emotional intelligence, freshness and vitality and more independent in their work, had better performance, they were optimistic life, and have been more resistant to stress (Rahmani, 2006).

Dehshiri (2004) said that emotional intelligence is a crucial factor in real-life outcomes such as school success and education, success in jobs and relationships between the personal and generally health functioning.

Torabi (2003) stated that there is a significant positive relationship between emotional intelligence and job satisfaction and their function, and thus employees with higher emotional
intelligence and cognitive skills and emotional control, is their occupational function at a higher level.

The results Jafari (2007) shows that managers which have high emotional intelligence capabilities to establish effective and constructive relationship with others. Also have self-control in the face of psychological factors or stress, less angry, depressed or leaving the service and hard work to achieve their goal.

A survey by Smals (2011) among employees in the non-profit organization with the relationship between spiritual well-being and job satisfaction and occupational performance showed that 83% of them agreed with the relationship between spiritual well-being and occupational performance.

A study by Smith (2010) as the relationship between the self and spirituality occupational performance and motivation with the mediator of transformational leadership among the American soldiers showed that there is a positive relationship between spirituality and occupational performance.

In a study by van der Walt (2007) in South Africa was conducted between 600 workers in the relationship between personal spirituality, organizational spirituality and occupational performance among people in the organization. The results showed that there is a positive relationship between spirituality and occupational performance.

Moore Davis (2007) performed a study of the impact of spirituality on leadership and occupational performance from employees between 243 participating public libraries. In this study, the regression analysis was used to analyze the data, showed that spirituality is major factor in moving towards organizational effectiveness and occupational performance.

Thomas et al (2006) research on the interaction between emotional intelligence of manages and emotional intelligence of staff on occupational performance stated; occupational performance has positive relationship with emotional intelligence of employees. Staffs with high emotional intelligence have more skills in evaluation and self-emotion regulation; the subject leads them to a higher sense of confidence and control.

Virginia (2007) in their study of the different jobs found that importance of emotional intelligence is twice as cognitive intelligence and professional skills and also 85 percent of factors that separate the good occupational performance from an average related to emotional intelligence and only 15 percent is related to cognitive intelligence agents.

Boldav (2002), in study concluded that: Teachers who have high emotional intelligence must to efficiently manage their emotions and others with the aim of creating effective interaction, and gave the order to them. This leads to the top of the occupational performance.

Jordan and et al. (2002), in a study titled "Emotional Intelligence in the workplace" study on 230 Physicians, nurses, teachers and administrators, and concluded that emotional intelligence is an essential factor in determining the success and mental health, and thus confront job stress, the prevention of negative effects on mental health and lead to higher occupational performance.

**Research hypotheses**

**The main hypothesis:**
There is a significant relationship between spiritual intelligence and emotional intelligence with occupational performance of teachers.
Secondary hypotheses:
1. There is a significant relationship between spiritual intelligence with occupational performance of teachers.
2. There is a significant relationship between the dimensions of emotional intelligence with occupational performance.
3. Intellectual intelligence and emotional intelligence are significantly able to predict occupational performance.
4. The dimensions of spiritual intelligence are significantly able to predict occupational performance.
5. The dimensions of emotional intelligence significantly are able to occupational performance.

Research methodology:
This research is a descriptive co relational study; the research population was included 5,000 teachers in high school in Shiraz(first Area). According to the 5,000 population of the study, 357 people were selected according to Morgan's table.

Data collection tools:
In this study, we used two pre-made tools of emotional intelligence scale Syber yashring (2001) and King Spiritual Intelligence Questionnaire (2008) and Form 15 questionnaire Paterson's job performance.

Spiritual Intelligence Questionnaire:
Spiritual Intelligence Questionnaire designed by the King (2008) and Mahmoud Darwishi was translated into Farsi in the year 2010, and some questions have localized. The questionnaire has to contain 24 questions with four dimensions of Critical Existential Thinking, Personal Meaning Production, transcendental awareness and the Ultimate of consciousness mode. Spiritual intelligence and reliability of the method of Cranach’s alpha were calculated according to the following table.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Cronbach's alpha coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall spiritual intelligence</td>
<td>0.878</td>
</tr>
<tr>
<td>Critical Existential Thinking</td>
<td>0.650</td>
</tr>
<tr>
<td>Personal Meaning Production</td>
<td>0.740</td>
</tr>
<tr>
<td>transcendental an awareness</td>
<td>0.706</td>
</tr>
<tr>
<td>Ultimate of consciousness</td>
<td>0.705</td>
</tr>
</tbody>
</table>

Self-Rating Scale of emotional intelligence
Emotional intelligence questionnaire of Syber yashring has been translated and validated by Mansouri in 2001. The questionnaire has 33 questions; self-motivation is the five components include questions (1-9-15-20-21-26-31), self-awareness (6-10-12-14-24-27-32-33), Self-control (2-5-11-16-18-23-30), social consciousness (3-4-17-22-25-29) and social skills (7-8-11-13-28). This questionnaire has been confirmed in School of Psychology, Faculty of Allameh Tabatabaei
as the master's thesis. The reliability of the questionnaire was calculated with cronbach's alpha methods in the following table.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Cronbach's alpha coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>emotional intelligence</td>
<td>0.875</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>0.706</td>
</tr>
<tr>
<td>self- awareness</td>
<td>0.697</td>
</tr>
<tr>
<td>Self-control</td>
<td>0.701</td>
</tr>
<tr>
<td>Social consciousness</td>
<td>0.712</td>
</tr>
<tr>
<td>social skills</td>
<td>0.695</td>
</tr>
</tbody>
</table>

**Occupational performance questionnaire:**
Occupational performance presented by Patterson (1970), and by Arshadi and Shekarkan (1996) has been translated. The questionnaire has 15 questions from four Grades: rarely - occasionally - often and always. In the questionnaire, your answers on a 4-point scale questionnaire in occupational performance and the method of calculating this test is as method 0, 1, 2, 3. The reliability of the questionnaire was estimated to 0.899 with Cronbach's alpha method.

**The method of data analysis**
For the analysis, information is used descriptive statistics, including; mean, standard deviation and Pearson correlation and regression.

**Research findings**

**Table 1-** The mean and standard deviation of emotional intelligence and its dimensions

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall emotional intelligence</td>
<td>100.3</td>
<td>14.08</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>16.8</td>
<td>3.3</td>
</tr>
<tr>
<td>self- awareness</td>
<td>24.1</td>
<td>3.4</td>
</tr>
<tr>
<td>Self-control</td>
<td>21.7</td>
<td>4.3</td>
</tr>
<tr>
<td>Social consciousness</td>
<td>18.2</td>
<td>3.03</td>
</tr>
<tr>
<td>social skills</td>
<td>17.1</td>
<td>3.1</td>
</tr>
</tbody>
</table>

According to table 1, can be realized that emotional intelligence scores is 100.3, and the dimensions of self- awareness components is the highest mean average 24.1.
The descriptive study of spiritual intelligence scores

Table 2 - The mean and standard deviation of Spiritual intelligence scores

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall spiritual intelligence</td>
<td>85.8</td>
<td>12.8</td>
</tr>
<tr>
<td>Critical Existential Thinking</td>
<td>25.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Personal Meaning Production</td>
<td>18.6</td>
<td>3.5</td>
</tr>
<tr>
<td>Transcendental awareness</td>
<td>24.3</td>
<td>3.8</td>
</tr>
<tr>
<td>Ultimate of consciousness</td>
<td>17.9</td>
<td>3.2</td>
</tr>
</tbody>
</table>

According to above table can be realized that spiritual intelligence score is 85.8 and the dimension of the Critical Existential Thinking components is highest average 25.5.

Table 3 - the mean and standard deviation of occupational performance scores

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>occupational performance</td>
<td>47.9</td>
<td>9.01</td>
</tr>
</tbody>
</table>

According to the above table can be found, average of occupational performance scores is 47.9.

Test of Research hypotheses
There is a significant relationship between spiritual intelligence and emotional intelligence with occupational performance of teachers.

Table 4: The correlation coefficient between the spiritual intelligence and emotional intelligence with occupational performance

<table>
<thead>
<tr>
<th>occupational performance</th>
<th>The correlation coefficient</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual Intelligence</td>
<td>0.43</td>
<td>0.0001</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>0.39</td>
<td>0.0001</td>
</tr>
</tbody>
</table>

In accordance with the above table correlation coefficients equal to 0.43 and 0.39 and are significant at the level 0.0001 and because a significant level is less than 0.01(P<0.01), thus, there is a significant direct correlation between spiritual intelligence and emotional intelligence and occupational performance.
Secondary hypotheses:
1- There is a significant relationship between spiritual intelligence with occupational performance of teachers.

Table 5: Correlation coefficient between dimensions of spiritual intelligence with occupational performance

<table>
<thead>
<tr>
<th>Dimensions of Spiritual Intelligence</th>
<th>occupational performance</th>
<th>The correlation coefficient</th>
<th>( \leq P )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Existential Thinking</td>
<td></td>
<td>0.26</td>
<td>0.004</td>
</tr>
<tr>
<td>Personal Meaning Production</td>
<td></td>
<td>0.40</td>
<td>0.0001</td>
</tr>
<tr>
<td>transcendental awareness</td>
<td></td>
<td>0.27</td>
<td>0.003</td>
</tr>
<tr>
<td>Ultimate of consciousness mode</td>
<td></td>
<td>0.30</td>
<td>0.001</td>
</tr>
</tbody>
</table>

In accordance with above table correlation coefficient equal to 0.26, 0.40, 0.27 and 0.30 and are significant at level 0.004, 0.0001, 0.003, 0.001 and because significant level is less than 0.01(P<0.01), thus There is the significant correlation between spiritual intelligence with occupational performance.

2- There is a significant relationship between the dimensions of emotional intelligence with occupational performance.

Table 6- Correlation coefficient between dimensions of emotional intelligence with occupational performance

<table>
<thead>
<tr>
<th>Dimensions of emotional intelligence</th>
<th>occupational performance</th>
<th>The correlation coefficient</th>
<th>( \leq P )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-motivation</td>
<td></td>
<td>0.11</td>
<td>0.2</td>
</tr>
<tr>
<td>self-awareness</td>
<td></td>
<td>0.16</td>
<td>0.06</td>
</tr>
<tr>
<td>Self-control</td>
<td></td>
<td>0.42</td>
<td>0.0001</td>
</tr>
<tr>
<td>Social consciousness</td>
<td></td>
<td>0.26</td>
<td>0.003</td>
</tr>
<tr>
<td>social skills</td>
<td></td>
<td>0.35</td>
<td>0.0001</td>
</tr>
</tbody>
</table>

In accordance with the above table correlation coefficients equal to 0.42, 0.26, 0.35 and are the significant at level 0.0001, 0.003, 0.0001 and because significant level is less than 0.01(P<0.01), thus There is a significant correlation between self-control, Social consciousness and social skills with occupational performance.
3- Intellectual intelligence and emotional intelligence are significantly able to predict occupational performance.
For test, this hypothesis is used stepwise multiple regression methods. The results are shown in the table 7.

Table 7- Table of analysis of variance and the statistical characteristics of regression between the dimensions of spiritual intelligence with occupational performance by Stepwise multiple regression methods

<table>
<thead>
<tr>
<th>Stages</th>
<th>Variables</th>
<th>R</th>
<th>$^2$R</th>
<th>F</th>
<th>$&lt;P$</th>
<th>$\beta$</th>
<th>T</th>
<th>$&lt;p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>Personal Meaning Production</td>
<td>0.393</td>
<td>0.15</td>
<td>22.4</td>
<td>0.0001</td>
<td>0.393</td>
<td>4.7</td>
<td>0.0001</td>
</tr>
</tbody>
</table>

According to the above, table can be found that regression between the dimensions of spiritual intelligence, and occupational performance has gone a step ahead, and table data show that the proportion of F and its significance level, the first phase represents a significant effect of Personal Meaning Production in the regression equation. At this stage, the effect of regression is $F = 22.4$ that is significant at a significance level 0.0001. This means that this variable predicts occupational performance variable about 15%. The results can be found that Personal Meaning Production is stronger than other variables for predicting occupational performance.

4- The dimensions of Emotional Intelligence are significantly able to predict occupational performance.
For test, this hypothesis is used stepwise multiple regression methods. The results are shown in the table 8.

Table 8: Table of analysis of variance and the statistical characteristics of regression between the dimensions of Emotional Intelligence with occupational performance by Stepwise multiple regression methods

<table>
<thead>
<tr>
<th>Stages</th>
<th>Variables</th>
<th>R</th>
<th>$^2$R</th>
<th>F</th>
<th>$&lt;P$</th>
<th>$\beta$</th>
<th>T</th>
<th>$&lt;p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>Self-control</td>
<td>0.418</td>
<td>0.17</td>
<td>26.08</td>
<td>0.0001</td>
<td>0.418</td>
<td>5.1</td>
<td>0.0001</td>
</tr>
</tbody>
</table>

According to the above, table can be found that regression between the dimensions of emotional Intelligence, and occupational performance has gone to a step ahead, and table data show that the proportion of F and its significance level, the first phase represents a significant effect of Personal Meaning Production in the regression equation. At this stage, the effect of regression is $F = 26.08$ that is significant at a significance level 0.0001. Namely the variable predicts 17% of the variable variance in occupational performance. This means that this variable predicts occupational performance variable about 17%. The results can be found that Personal Meaning Production is the stronger than other variables for predicting occupational performance.
5- The dimensions of emotional and Spiritual intelligence significantly are able to occupational performance

For test, this hypothesis is used stepwise multiple regression methods. The results are shown in the table 9.

Table 9: Table of analysis of variance and the statistical characteristics of regression between the dimensions of emotional and Spiritual Intelligence with occupational performance

<table>
<thead>
<tr>
<th>Stages</th>
<th>Variables</th>
<th>R</th>
<th>$\text{R}^2$</th>
<th>F</th>
<th>$\text{P}$</th>
<th>$\beta$</th>
<th>T</th>
<th>$\text{p}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Spiritual Intelligence</td>
<td>0.427</td>
<td>0.18</td>
<td>27.3</td>
<td>0.0001</td>
<td>0.427</td>
<td>5.2</td>
<td>0.0001</td>
</tr>
<tr>
<td>Second</td>
<td>Emotional and spiritual intelligence</td>
<td>0.564</td>
<td>0.32</td>
<td>28.4</td>
<td>0.0001</td>
<td>0.408</td>
<td>5.4</td>
<td>0.0001</td>
</tr>
</tbody>
</table>

According to the above, table can be found that regression between the dimensions of emotional intelligence, and occupational performance has gone a step ahead and table data show that the proportion of $F$ and its significance level, the first phase represents a significant effect of Personal Meaning Production in the regression equation. At this stage, the effect of regression is $F=27.3$ that is significant at a significance level 0.0001. The coefficient of determination calculated based on the variable is 0.18, this means that this variable predicts occupational performance variable about 18%.

In the second stage of spiritual intelligence and emotional intelligence variables were entered into the equation. At this stage, the effect of regression is $F=28.4$ that is significant at a significance level 0.0001. The coefficient of determination calculated based on the variable is 0.32, this means that this variable predicts occupational performance variable about 32%. The results can be found that beta amount of Spiritual Intelligence value is greater than another variable, thus this variable is the stronger predictor for occupational performance.

Discussion

A - The main hypothesis:

There is a significant relationship between spiritual intelligence and emotional intelligence with occupational performance of teachers.

For test this hypothesis is used stepwise multiple regression method and the results can be seen in Table 4. The above table can be concluded that correlation coefficients of intellectual intelligence and emotional intelligence are meaningful with occupational performance at levels 0.0001. The results of this study are in line with the results with the results of Goleman, 1995; Wong and Lau, 2002; Saffar Dehnavi, 2009; Mohsen Golparvar, 2008; Berik and et al. , 2004; Hartsfield, 2003 ; Abedi Jafari and Moradi, 2005.
Secondary hypothesis:
A- Intellectual intelligence and emotional intelligence are significantly able to predict occupational performance.

For test, this hypothesis is used stepwise multiple regression methods and the results can be seen in Table 9. According to the above, table can be found that regression between the dimensions of Emotional Intelligence, and occupational performance has gone to a step ahead, and this means that this variable predicts occupational performance variable about 18%. The results of this study are match with results from studies Goleman, 1995; Wong and Lau, 2002; Marshall and Zohar, 2003; Hosseineian and colleagues, 2011; Amram, 2007.

In analyzing these two hypotheses and taking into account the results of this research and the significance of the relationship and the predictive power of spiritual intelligence on the occupational performance of the guidance school teachers in Shiraz educational system organization (first area), It is necessary considering that all components have a significant relationship between spiritual intelligence and occupational performance, Make decisions to the extent possible make to strengthen the components of spiritual intelligence.

Spiritual intelligence in the workplace can lead to advantages and benefits such as enhanced creativity, increased loyalty and trust, enhance the sense of personal evolution, increasing organizational commitment, improving job attitudes such as increased job satisfaction and job involvement, and also reduce intentions to leave the workplace, increase morality and job conscience, more motivation, as well as the performance and higher productivity. Teachers who feel they have deep meaning, believe that humans are linked with together; in the work environment in solidarity with others and know your values and goals in line with the organizational values. Considering that in an educational setting, teachers tolerate a lot of stress and psychological pressure, an optimal occupational performance requires people who have deep insight into the events and incidents and unafraid of hardships and deal with them with patience and meditation and find solutions for their reasonable and humanitarian, such beliefs are the foundation of spiritual intelligence. In the other words, Spiritual intelligence is necessary for better compatibility with the environment and people with higher spiritual intelligence will develop their tolerance against the pressures of life and work more and more abilities to adapt to their environment.

About the relationship between emotional intelligence and optimal occupational can be concluded that people with high emotional intelligence skills have more to recognize and control emotions and the ability to understand emotions by labor force can be implying a greater awareness of the factors in the experience positive and negative emotions, and these factors will increase occupational performance. For example, employees with high emotional intelligence compared with low emotional intelligence are more adept at recognizing stressful situations, and high emotional intelligence helps them look for stress reasons and therefore, compliance practices and accountability in the use environment and conditions governing the control and management of their environment.

Emotional intelligence includes abilities of the employees, has a good ability to responding to the stress in the workplace and emotional behavior of self and others. These abilities are widely effective in enhancing occupational performance. Each of the people in the organization under
study, to be more aware of his feelings, able to better regulate your inner thoughts and the external behavior in line with the objectives, an appropriate reaction to express the feelings and behavior of others, and finally dominant in his relationships with others, and better manage them, such a person will have a higher emotional intelligence and thus will be more occupational performance.

Research shows that emotions, like other scientific subjects have principles, and techniques that some of them are good and some are weak. People in emotional intelligence skills can make them successful in personal and social life; people are flexible, adaptable and humanitarian; thus cause of emotional intelligence related to personal and social life with important skills had an important role in the success and occupational performance of individuals.

More effective factors of Spiritual Intelligence at work include the following:

1- Personal security and its impact on personal effectiveness: Spiritual intelligence helps individuals increase stability and confidence and easier to deal with work problems.
2- Build relationships and understanding between people: It helps to improve communication and understanding of others in the work environment.
3- Change management and the elimination of obstacles: It helps to overcome in fears of change

According to the results obtained in this study is necessary, the education authorities Shiraz decisions to measure emotional intelligence and spiritual teachers of guidance school and by holding training classes, strengthen them until occupational performance increased and strengthened.

**B- There is a significant relationship between spiritual intelligence with occupational performance of teachers.**

For test, this hypothesis we used the Pearson correlation coefficient. The results in Table 5 indicate that correlation coefficient equal to 0.26, 0.40, 0.27 and 0.30 and are significant at level 0.004, 0.0001, 0.003, 0.001 and because the significant level is less than 0.01 (P<0.01), thus, There is a significant correlation between Critical Existential Thinking, Personal Meaning Production, transcendental an awareness and Ultimate of consciousness mode with occupational performance. The results are in line with research Amram, 2007; Marshall and Zohar, 2003; nozle, 2004; Vahan, 2003; wigglesworth, 2007.

**C- The dimensions of spiritual intelligence are significantly able to predict occupational performance.**

For test, this hypothesis is used stepwise multiple regression methods. The results can be seen in Table 7 that regression between the dimensions of spiritual intelligence and occupational performance has gone to a step ahead, and the results can be found that Personal Meaning Production is stronger than other variables for predicting occupational performance. This means that this variable predicts occupational performance variable about 15%. The results of this study are match with results from studies Goleman, 1995; Wong and Lau, 2002; Elkins, 2004; Marshal and Zohar, 2003, Hosseinian and colleagues, 2011; Amram, 2007; Faramarz, 2006.
In explaining this, we can be said that an optimal occupational performance requires people who have deep insight into the events and incidents. Not be afraid of hardships and deal with them with patience and meditation and find reasonable and humane solutions for them. Such beliefs are the foundation of spiritual intelligence. In other words, spiritual intelligence required bettering adapting to the environment and people with higher spiritual intelligence have greater tolerance against the pressures of life and work and a higher ability to cope with personal and professional environment. People who have high spiritual intelligence; they are looking for meaning in their lives, so that his behavior is rational and logical to follow in life. His relationships with others will be a human connection, and they have positive attitude to him and others. It seems that, People with these features work in environments that require interact with cooperation and others, on the one hand, rational behavior and on the other hand, have the appropriate occupational performance. People, who have a spiritual perspective, are more flexible than In the face of changes, have a sense of purpose and meaning in their lives, understand the importance of connecting to a larger whole and have perception and individual expression of their spirituality. They have an abundance mentality; this means that they believe that there are enough resources for everyone and does not require for competing; as a result, these people will trust each other more easily, easy to share information and their participation and coordinated with colleagues and his team to achieve their mutual goals. People who live in the spiritual paradigm, more decisions will focus on the vision and emotions and in situations of conflict more use a win-win cooperation strategy. Regarding the following characteristics in teachers seem to have high performance in the workplace.

Spiritual Intelligence, a unique intelligence that can be used to solve the problems and issues related to the meaning of life and values. Spiritual intelligence can be defined as the ability to behave with compassion and kindness and wisdom to maintain inner peace and outer regardless of the circumstances. People with such characteristics in the workplace have the ability to manage activities and events using spiritual resources to solve employment problems. Critical Existential Thinking about existence of the individual is required thinking about issues such as honesty, justice, life and death, truth, wisdom, world, time and other similar topics. People who have high spiritual intelligence in a business environment and interpersonal relations have human behavior such as honesty, justice, forgiveness. Gratitude, humility, sense of compassion and …. The properties can be easier to work with others and thus improve their occupational performance. The second component is the Personal Meaning Production model, the ability to create personal meaning and purpose in all physical and psychological experiences, using spiritual intelligence in the sense that people in relationships and life experiences of the day and in the way people through it, understand their lives, role plays and makes a person look at the problem is more with gentleness and kindness, have to work harder in finding a solution, to better withstand the difficulties of life and to give his life dynamics. The third component of spiritual intelligence is transcendental an awareness. People who are high spiritual intelligence have higher self-awareness. These people know her ability and her weaknesses. How they interact with the world around them and the people who work together. Self-awareness of these people makes increase the versatility of the individual in the face of the events and experiences of life. People with higher spiritual intelligence have features such as the use of religious faith to solve life's
problems and stress, purposefulness, tolerance of others. It seems that factors such characteristics as important in the workplace are Significant role in occupational performance.

The fourth component of spiritual intelligence is ultimate of consciousness mode. It is defined as awareness of the environment and that who are you really? and how you interact with the world around them; these people work in environments in dealing with situations; instead of interfering in affairs, makes insight, instead control makes trust on others; instead of restrictions makes independence; for action makes visualization, and instead asks yourself, and instead glory, show humility. Such people are lovely, kind, generous, leader, honest, generous, stable, and inspiration. People with high spiritual intelligence emphasize moral values such as honesty, integrity, freedom and justice (which come from the human spirit). Create constructive relationships with colleagues and emphasize personal development, joint decision-making, and help each other self-actualization.

D- The second and fourth of secondary hypothesis

There is a significant relationship between the dimensions of emotional intelligence with occupational performance

For test this hypothesis we used the Pearson correlation coefficient. The results in Table 6 shows that correlation coefficient equal to 0.42, 0.26, 0.35 and are significant at level 0.0001, 0.003, 0.0001 and because significant level is less than 0.01(P<0.01), thus, there is a significant correlation between Self-control, Social consciousness and social skills with occupational performance. The results are in line with research Amram, 2007; Marshall and Zohar, 2003; nozle, 2004, Vahan, 2003, wigglesworth, 2007.

The dimension of emotional intelligence significantly is able to occupational performance.

For test this hypothesis is used stepwise multiple regression methods. The results in table 8 show that regression between the dimensions of emotional Intelligence and occupational performance has gone to a step ahead, and this means that The results, can be found that personal meaning production is the stronger than other variables for predicting occupational performance. The results are in line with the results of the studies khaksar, 2007; Joybar, 2005; Dehshiri, 2004, Parsa, 2007, Golparvar, 2008; vagus and Lowe, 2002; Goleman, 1995; Martinez, 1997, bar-an and parker, 2000; Cobb and Mayer, 2000.

In analyzing these two hypotheses and taking into account the results we can say that all components of emotional intelligence are related to the improvement of occupational performance. Employees with a higher emotional intelligence show better occupational performance and these shows those employees with a higher emotional intelligence, greater skill in the use of emotions, in order to facilitate their occupational performance, and it seems that they are more aware of how emotions influence on behavior and work results and higher power in regulating emotions in a way that in line with laws and regulations related to their work tasks. Job performance in the workplace and occupational, especially, the educational environment and the school as a certain social environment depend on the type and nature of the relationship between individuals. This means that people in these environments simply are not unable to operate independently of each other, but also with students and other colleagues learning environment tries the collective collaboration in order to achieve the organization's goals and
naturally, people who have hidden abilities in emotional intelligence (Such as self-awareness, social skills, self-motivation and self-regulation, etc.) as well as be able to cooperate and collaborate in line with the objectives of the school, and its organization had better performance. People who pay attention to their feelings and understand them, and rebuild their mood can better influence in the workplace to minimize stressful events and in the workplace, and in relationships with others have better occupational performance. Component of social awareness (communion) means a person's ability to recognize emotions and feelings of others. These people understand the needs and desires of others. This ability helps people in relationships and interacts effectively with others. Another result is easier and better access to sources of social support, which has an important role in protecting people against problems and people who are in workplaces under the protection of others have better occupational performance, because they have fewer conflicts and fights with his colleague.

**Applied suggestions**

1- By the increase the sense of purpose and usefulness of teachers, Department of Education (first area of Shiraz city) to act with participation of all teachers and staff for outlining the mission and vision of the organization in accordance to the environmental conditions.

2- Although the formation of a belief in religious concepts takes shape outside school, especially families, but the Department of Education can run cases of o denationalization of this belief in strategy and operations. For example, religious education courses, responding to questions of faith, offering a reward to religious ideas and beliefs. Macro strategies in education, consider the category of strategies to increase emotional intelligence and spiritual intelligence of teachers.

3- The managers and directors of education Shiraz, According to verify the relationship between intellectual intelligence and emotional intelligence with occupational perform, must be the consideration in the formulation of macroeconomic strategy for Increasing emotional intelligence and spiritual intelligence of teachers.

4. Employing people with intellectual intelligence and emotional intelligence is high in positions of leadership and guidance for organizations that require high occupational performance.

5- Increase the dimensions of Self-motivation, self-awareness, Self-control, Social consciousness, social skills among the guidance school teachers' occupational performance in Shiraz educational system organization

6- Increasing the dimension of Critical Existential Thinking, Personal Meaning Production, high awareness and the development of spiritual intelligence in the guidance school teachers' occupational performance in Shiraz educational system organization (first area).

7- Existence of teachers had low emotional intelligence and spiritual intelligence in the organization; They will show lower occupational performance. Therefore, it is suggested teachers work in jobs that require lower occupational performance or work part-time and contract.

8- In order to implement Spiritual Organization creating a spiritual charter organization.
9- School administrators in the selection process teachers assess and consider leveling of spiritual intelligence and emotional intelligence.
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