Original Article

Psychological Effects of Spiritual Intelligence and Creativity on Happiness

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Abstract

Background and aim: The role of happiness and its sustained positive outcomes is evident in various aspects of life. Therefore, it is important to identify the factors affecting happiness. The purpose of this study is to investigate the role of spiritual intelligence and creativity in happiness of students.

Methods: This was a descriptive-correlational study. The statistical population of this study is all second-grade high school students in Karaj city in the academic year of 2017-2018. 414 students were selected by multistage cluster sampling. Oxford Happiness Questionnaire (OHI), King's Spiritual Intelligence Questionnaire (SISRI), and Abedi's Creativity Questionnaire (TC) were used for collecting data.

Results: The results showed that there is a significant correlation between spiritual intelligence and happiness (r = 0.43), between creativity and happiness (r = 0.40), between spiritual intelligence and creativity (r = 0.53). The results of regression analysis showed that spiritual intelligence and creativity predict 22% of happiness variance.

Conclusion: The production of personal meaning (the component of spiritual intelligence) and fluidity and innovation (the components of creativity) are strong predictors for happiness.

Keyword: Happiness, Spiritual Intelligence, Creativity, Flexibility

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Introduction

Happiness is a psychological concept with many definitions and dimensions and is synonymous with words such as gladness, vitality, and cheerfulness. Considering the fact that humans unconsciously seek happiness and happiness increases the awareness, creativity, and facilitates social relationships and activities and helps to maintain health and increase the life span of people (1), analyzing its nature, factors that effects it and its consequences are important.

Happiness is a person's judgment of the degree or amount of the quality desirability of his/her entire life. Happiness is one of the cognitive-motivational structures (2), which seems to have a vague and mysterious concept (3,4) and unclear definition. In analyzing the concept of happiness, most theorists point to two cognitive and emotional components. Cognitive components refer to life satisfaction and emotional components refer to states such as laugh, humor, as well as the balance

between positive and negative emotions (4, 5). Happiness has three basic components: positive emotions, life satisfaction and a lack of negative emotions (4). The emotion component is the domination of positive-to-negative feelings and the focus on the emotional dimension of positive situations of life (4, 6) and the wide range of emotional actions from relaxation to feeling of pleasure and contemplation (2). Emotional responses are an important part of human physiological interactions that affect their ability to survive and maintain health against various diseases. Happiness has benefits for the quality of couples' relationships, income, productivity, socialization and creativity (7) and has positive effects for different people, such as increasing feeling of altruism, doing the job better and having more power of problem solving (3). The person is happy, healthy, educated, outspoken and optimist, and has strong, friendly and stable relationships and religious attitudes (5,6). Accordingly, it can be said that happiness as a positive concept, is essential for staying healthy (8, 9). For this reason, many researches has been done about what makes happiness (10, 11). Should we seek happiness in wealth, education, and other material factors, or in family and community? Happiness has roots in environment or inheritance? (9). Some theorists believe that it is possible to achieve lasting happiness by paying attention to spiritual values and goals, meaningfulness of life and love of God (12). Spirituality is the foundation of knowledge (13). which affects the overall satisfaction of life. In fact, personal spirituality predicts more satisfaction of life, and it is assessed as a compatibility mechanism that helps people to control the stressors better (14).

One of the new concepts of intelligence is spiritual intelligence, which includes a type of adaptation and problem-solving behavior that incorporates the highest levels of growth in different cognitive, ethical and emotional areas, and it is defined as an ability to approach spiritual powers, a source for better understanding, discover the meaning, spiritual existential analysis, and practical behaviors (15, 16). This intelligence gives people an overview of the experiences and experiences of life and enables them to reframe their experiences and deepen their knowledge and understanding (17). Spiritual intelligence involves different ways that can coordinate inner life and soul with outer life and lead to happiness (18). Spirituality creates the power that affects physical situations, feelings, thoughts and communications. People with spiritual experience and religious beliefs can confront stress and their spiritual problems. In fact, spirituality has a protective effect, which results in achieving physical and mental health, the purpose and meaning of life, hope, optimism and improvement of the individual's mental condition. (18). Spiritual attitude helps people to make sense over life problems, be hopeful and optimistic about the future. In this situation, a person has a spiritual assessment of the situation in dealing with problems, and trying to make every event meaningful causes the initial stress of a person to be reduced (19). A person with high spiritual intelligence makes inconveniences of psychological pressures and inevitable deprivations that occur in the

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life cycle, meaningful and consider them not as disasters but as challenges for the growth human. Therefore, the events do not disappoint him/her and he/she is able to maintain his positive mood or recover it quickly (20, 21). Spiritual intelligence has an impact on the physical and mental health of people and helps them to maintain their own stability; reduce their anxiety and communicate more deeply with others (22). Praying and spiritual communication with God and being in spiritual life is one of the important factors in creating happiness (23). Individuals with a religious attitudes can increase their happiness with the belief that there is a great destination in the world (23). According to Rice (2001), value-based happiness is a result of a meaningful life, and one of the most important and most effective ways to meet the desires is approaching to spirituality that can meets the desire to honor and respect. This value-based way leads to greater happiness (24). Spiritual Happiness is the only happiness that is endless and imperishable. This feeling of happiness is desirable coexistence with the hardships and psychological pressures of life (25).

The relationship between spiritual intelligence and happiness has been studied in some researches. Muckergie and Brown's (2005) study showed that people living in religious countries are happier. Based on this research, low levels of religious behavior reduce happiness. Maselko & Kubzansky (26) showed that religious activities are more related to health and well-being. Lewis et al. (12) showed that there is a significant relationship between high scores of high internal religious orientation and positive religious response with high scores of Oxford Happiness Questionnaire. The results of Alex and colleagues (27) indicate the role of spiritual intelligence in marital satisfaction.

Ellison (1991) states that people with a high religious inclination are happier and have more pleasure in life, and exhibit less negative psychosocial responses in confrontation of life-threatening events (28). People who have spiritual tendencies respond better to situations when they deal with the damages, and they manage positions of pressure producing better and their depression is lower (29). Spiritual health, with an internal tendency toward religion and serious commitment to religion, can be regarded as the ultimate goal, and having a purpose in life is positively correlated with joy (29). However, Hassan Doust et al. (2016) showed that there is a significant weak relationship between spiritual intelligence and happiness. In the analysis of the subscales of happiness and spiritual intelligence there is a significant relationship between satisfaction dimensions of life, self-respect, well-being and consent. Mohammadi and Mazidi (30) showed that religiosity can lead to cognitive setting strategies of emotion and consequently to provide mental health and happiness. Rajabi (31) showed that spiritual intelligence and its components (perception and communication with the existence and spiritual life with the inner core) have a positive and significant correlation with happiness. Ebrahimi Koohbanaei et al. (32) showed that life satisfaction (one of the happiness component) and emotional intelligence have a significant relationship

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with spiritual intelligence. Soleimani et al. (33) found that the training of spiritual intelligence increases the quality of life and happiness of students. Raeisi (2013), Bagheri (2011), Azerbaijani (2010) and Yaghoubi (2) also found that increasing the spiritual intelligence of students increases their happiness(25,26). Naderi et al. (34) showed the relations,hip between spiritual intelligence and life satisfaction in the elderly.

Creativity is another factor that can affect happiness (28). Some studies confirm the positive and significant relationship between creativity and happiness (29). Eisenck (35) regards creativity as a psychological process that leads to problem solving, idea making, conceptualization, making artistic forms, theories and productions that are novel and fresh. Silva (36) sees creativity as a state of mind in which multiple human intelligences are used integrated; from his point of view, creativity is an extreme ability, which has cognitive aspect and can accurately and effectively gather together all power to the goal of innovation and initiative. Given the fact that there is a mutual relationship between creativity and cognition, it can be said that as the formation of emotional states plays a role in our thinking manner, cognitive processes also affect mood and emotional states (37). Human faces problems in life and tries to find effective and useful ways to solve them. On this basis, he/she sometimes uses the experiences of others and sometimes he is thinking of creating new ways of solving problems (28). Creativity enables the person to use innovative ways to deal with the problems of everyday life and solve them. Accordingly, providing a creative and effective idea can be effective in self-acceptance, personal growth, and sense of having a goal in life, dominance on environment, autonomy, and positive relationships with others. People who suffer from depression and anxiety and are in difficulty in dealing with everyday life, use less creative methods in encountering issues of life (38). In adolescence, spirituality is an important source of hope, ideals, worldviews and role models that affect the development of identity (39). Smart use of spiritual intelligence can lead to positive lives, including emotional well-being, positive social functioning and increased quality of life (40). Adolescents who have a high level of happiness and well-being are more active in their academic life and have high educational achievement (41). Spiritual experiences create a profound insight that opens up new perspectives to life, this insight and vision enables a person to work well and innovatively choose solutions to life and education issues (9).

The relationship between happiness and creativity has been studied in some researches (Kioslosky). Damian and Robbins (42) have shown the relationship between happiness and creative thinking in a research. A research by Dianaros (43) showed that positive emotions lead people to play, discover, enjoy, and share in the cycle of these experiences as long as they experience a safe environment. Then, people increase their personal and social resources through new experiences, inventions and learning, and create an innovative mindset throughout life. He found that self-efficacy subscale has a positive correlation among

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students with happiness scales: life satisfaction, mental happiness, and well-being, joy and moderate feelings. In particular, self-efficacy of creativity has a positive and meaningful relationship with creating a positive idea and meaning with all components, with the exception of negative and negative emotions. Germelin (44) showed in a research that those who do creative activities increase their self-esteem and happiness significantly. Sohrabi and Zarrini (45) showed in their research that creativity education increases the happiness and has a positive effect on the orientation of students' lives. Amirpour (70) found that critical thinking, which is one of the dimensions of creativity, can play an essential role in the happiness of students. They found that happy and creative people receive positive feedback and are more successful in interacting with others. Jafari and Talebzadeh's (46) also showed that all components of creativity were meaningful predictors for happiness, and the component of expansion was the strongest predictor of happiness. Yaghoubi et al. (2) and Karami and Ali Abadi (47) reported a positive and significant relationship between creativity and happiness. Also, creativity components were significant predictors for happiness. Khosravani et al. found that people who have less creativity are more anxious and depressed and experience less relaxation.

The relationship between spiritual intelligence and creativity has also been studied in some researches. Research by Nick and Miliman (48) have reported the relationship between spirituality and increasing innovation in the workplace. Also, McWicker's (2003) study has shown that there is a relationship between spirituality and increasing employee satisfaction, effort, cooperation, creativity, and performance. Milman (2003) and Howeli and Harman (38) also found that employees who feel that their organization gives them a strong sense of spirituality and a true sense of purpose, are more creative and innovative in their work and experience more personal growth. (49). Researches show that some abilities such as creativity and spiritual awareness have grown because of religion (15). Accordingly, creative people have aesthetic characteristics (King 2008). They also have thought, planning, creativity and attributes of consistency. Azad Marzabadi (49) investigated the relationship between organizational and occupational spirituality with creativity in his research and concluded that there is a meaningful positive relationship between spirituality with psychological empowerment and creativity.

Although some researches have been done on the relationship between happiness and spiritual intelligence and creativity, but the relationship between these variables has not been studied simultaneously and the contribution of each of these variables has not been studied in happiness predictor. Therefore, the aim of this study was to explain the relationship between happiness and spiritual intelligence and creativity and determine the role and contribution of each of the happiness predictor variables. The results of this study could include practical implications for preventive educational interventions - counseling with the aim of promoting happiness in students.

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Methods

The present study is a descriptive-correlational research. Happiness is considered as the criterion variable and spiritual intelligence and creativity as a predictor variable. The research population includes all secondary high school students in the first and second grade of experimental, mathematical and human sciences students of Karaj city in 2017-2018. The research sample was selected using cluster sampling and it was determined 414 students according to Morgan table. From the four educational regions of Karaj, the first and third districts were selected as samples. In each district, six schools (three female and three male schools) were randomly selected. Two schools of first and second experimental classes and two schools of first and second mathematics classes and two other schools of the first and second classes of humanities from female schools and also male schools were chosen completely randomly. Each class was included 40±2 students. Three questionnaires were used to collect information in this research:

A) Oxford Happiness Inventory (OHI)

Argyil (1990), after consulting with Beck, reversed his depression scale sentences to include other aspects of happiness. Finally, the final form of questionnaires with 29 questions was designed with 4 options (50). (3). obtained an alpha coefficient of 0/90 for this tool (quoted by Barkhori et al., 2009). Alipour and Noorbala (1999) calculated the internal consistency and Cronbach alpha of Oxford Happiness questionnaire 0.93. The reliability of this tool was reported by Spearman Brown method of two-half (0.91) and 0.91 by Gutman method (8). This questionnaire includes six areas of life satisfaction, pleasure, efficiency, control, self-esteem and Relaxation. In Ghassemi's research (2012), its reliability is obtained 0.89 by using Cronbach's alpha.

B) King's Spiritual Intelligence Questionnaire (SISRI)

The questionnaire was designed in 2008 by King, has 24 grades and has four sub-scales: critical existential thinking, the production of personal meaning, transcendental consciousness, and the extension of consciousness. The higher score in this questionnaire, shows the more spiritual intelligence. Items are with a 5-degree Likert scale (from "Does not apply to me in any way" until "It is completely applicable to me". The Cronbach's alpha coefficient is 0.92 and its subscale alpha coefficients are from 0.78 to 0.91 (51).

C) Abedi Creativity Questionnaire (CT)

This tool has 60 questions, which is graded based on the three-degree Likert spectrum (0-2) (38). The reliability of this questionnaire was obtained by using Cronbach's alpha for fluid 0.75, initiative 0.67, flexibility 0.61 and expansion 0.61. Abedi, using confirmatory factors analysis method, showed that this tool has acceptable validity at the same time. Rezaei and Manouchehri (2008) based on the three major indicators of special value, the ratio of variance explained by each agent and the declined design, extracted seven factors for a 60-item set of creativity questionnaires. They used Varimax rotation to name the

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factors, which led to extraction of expansion factors, fluid, enjoyment of new experiences, paying attention to details, solving difficult and complex problems, innovation and flexibility. In assessing the validity and reliability of this questionnaire, the coefficient the Cronbach Alpha got a total of 0.87. The reliability of this study was obtained 0.65using Cronbach's alpha (2).

Results

According to **Table 1**, there is a significant correlation between spiritual intelligence and happiness (r = 0.43), between creativity and happiness (r = 0.40), between spiritual intelligence and creativity (r = 0.53). **Table 3** shows that spiritual intelligence and creativity are significant predictors of happiness in students and predict 22% of variance of happiness. The results show that the role of spiritual intelligence is greater in predicting happiness. **Table 4** shows that among the components of the production of personal meaning, the significant predictor is happiness in students. This component explains 26% of the variance of happiness. **Table 5** shows that fluid and Creativity components predict 15% of happiness variance in students.

Discussion

Happiness is considered as a positive emotion (8,9). believe that happiness includes three components: the cognitive component, which is the process of information that leads to thinking and optimism; the emotional component, which is the positive and happy creation, and the social component, which expresses the expansion of relationships with others, followed by increasing of social support. Many scholars believe that happiness should become the fundamental goal of education. Nel Noddings believes that happiness and education are closely related, it means the achievement of whatever people wants and sometimes Blissful is considered to be equivalent to happiness. Happiness is an acceptable progress process towards the goal. Walterman found that enjoyable happiness has strong connection with the challenge, experience of competence, effort, concentration, sense of self-expression and having certain goals. Lazarus believes that positive excitements like happiness facilitate and maintain targeted behavior (39). Students with higher levels of happiness and high satisfaction in their lives are more involved with homework, have better performing in their homework assignments, and do their homework more by their personal abilities than luck and external factors; they can cope with psychological pressures better. Such students can communicate, collaborate, and socialize with other people, teachers and peers; they create better solutions to solve problems. In educational environments, several factors such as pursuing academic goals, doing educational assignments, preparation and intellectual concerns for having a proper job, earning money for financial independence, and having social skills in effective communication with peers and teachers can be considered as serious challenges. Serious ones (52). Considering the importance and the role and the consequences of happiness, it is important to study its affecting factors. Accordingly, the present study has be done

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with the aim of explaining happiness based on spiritual intelligence and creativity. The results of this study showed that there is a significant positive correlation between spiritual intelligence and happiness in students. This finding is consistent with the research results of Amini Javid, Zandipour and Karami (53), Hassan Doost, et al (54), Charkhabi et al. (55), Yaghoubi et al. (2). Research of Reiss et al. (56) showed a significant negative relationship between spiritual intelligence and depression and a positive and significant relationship between spiritual intelligence and happiness and concluded that by promoting spiritual intelligence through education, students' depression was decreased and happiness was increased. Finds. Charkhebi et al. (55) showed that spiritual intelligence intervention significantly reduced the interpersonal sensitivity, obsessive compulsive disorder, depression, anxiety, invasion, phobia, paranoid thoughts, and psychosis. They point out that promoting spiritual intelligence helps to improve mental health. Yaghoobi et al. (54) also stated that the level of depression in people with higher spirituality is lower. Yaghoobi et al. (57) and Hossein Dokht et al. (29) found that individuals with high spiritual intelligence have a greater chance of gaining knowledge and understanding, which provides the basis for achieving perfection and progress in life, meaning that happiness is beneficial in the improvement and satisfaction of life and the spirit of higher participation. Spirituality plays an important role in marital satisfaction and of course the happiness of the spouses, so that religious beliefs and intercourses, internally, enable the person to control his/her anger from the physiological, cognitive and emotional dimensions and helps to take responsibility for him/her actions in the conflicts. Interpersonally, religious practices create a situation in which a person pays attention to God at anger and provides support for both couples to avoid conflicting. Relationship with God has an interactive and compensatory role in relation to marital relationships (58). Spirituality is an organized system of beliefs that includes moral values, customs, participating in the religious community for a more conscientious belief in God or a supreme power. Religious beliefs are an effective way to deal with the problems and painful experiences, and on this basis, affects human relationships at times of trouble and discomfort. The research results of Rahimi Pardanjani et al (16), Leach and Lark (2004), and Lawler- Row (59) have shown that people with higher spiritual intelligence are more forgiveness and those who are affected by their religious beliefs are forgiving. These findings of researchers is consistent with the findings of the present study based on the role of the component of the personal meaning production (one of the components of spiritual intelligence) in predicting the happiness of students.

Another result of this study was that there is a significant positive correlation between creativity and happiness in students. This finding is consistent with the results of Herzog (29), Kerr (60), Rydeen (61), Ai-Girl and Dianaros (62), Damian and Robins (42), Farokhi et al. (2015), Jafari and Talebzadeh (46) Menati et al. (38), Amirpour (2012), Soleimani and Tabiyanian (25). In a research

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that creativity education directly increases happiness and the effect of creativity education on happiness in the process of pursuing stage is stable. Soleimani and Tabiyanian (25) achieved a positive and significant relationship between the fields of creativity and happiness in their research. As mentioned earlier, creativity is being novel and fresh in the first place, and secondly, creativity needs usefulness; it means that in the intended field, solves part of the constraints and requirements and increases activities (63). On the other hand, the happiness is "the people's judgment of the degree or amount of quality desirability of his/her entire life" (64), as well as the stable, happy and positive moods for interpretation the environmental information (8). It can be concluded that a person who is creative has experienced positive and useful evaluation before this stage, and will naturally experience a sense of accomplishment and happiness by creating a new idea. In fact, creative people are capable of changing the conditions and solving the problems, and this makes them happy. According to Torrens (65), cheerful behaviors and humor are characteristics of creative people. Therefore, with a sense of frustration and sadness, creativity can't be expected. (67-69) have shown that creative people are more optimistic than others and they have more physical and mental energy. Positive emotions such as happiness will open up the people's mind and wider attention to the environment, and thus increase creativity and make him/her happy (66).

This research had limitations. The sample included secondary high school students. Therefore, the generalization of the results of this research to other educational levels should be done with cautious. Also, the findings of this study are obtained with self-report tools that the obtained information may be distant from reality. It is recommended that similar research be carried out in other educational levels. Doing this research with different tests and tools for measuring variables of research can add value to the results. It is possible that in the relationship between the three components of spiritual intelligence, happiness and creativity, the main role relates to spiritual intelligence. Therefore, studies based on structural equation will be more useful for clarifying this.

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Tables

Table 1: Correlation coefficients of spiritual intelligence, creativity and happiness

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Variables	1	2	3
1.Spiritual Intelligence	1		
2. Creativity	0/53**	1	
3. Happiness	0/43**	0/40**	1

Table 2: Correlation coefficients of spiritual intelligence components, creativity and happiness

Variables	1	2	3	4	5	6	7	8	9
1. Critical Thinking	1								
2. Production of personal meaning	-0/52**	1							
3. Transcendental consciousness	-0/52**	0/59**	1						
4. Expanded state of consciousness	0/033**	0/42**	0/52**	1					
5. Fluid	0/39**	-0/47**	0/40**	0/26**	1				
6. Expansion	0/31**	0/25**	0/31**	0/26**	0/57**	1			
7. Innovation	0/36**	0/39**	0/39**	0/28**	0/68**	0/64**	1		
8. Flexibility	0/40**	0/36**	-0/37	0/15**	-0/53**	-0/43**	-0/60**	1	
9. Happiness	0/27**	0/51**	0/34**	0/24**	0/37**	0/28**	0/36**	0/29**	1
Significant at 99/99 confidence level (P <0/01)									

Table 3. Regression analysis results to predict happiness based on spiritual intelligence and creativity

Steps	Predictor Variables	*B*	B	*t*	*R*	*R2*	R2 Modified	R2 Changes	Significant level
1	Spiritual Intelligence	0/44	0/43	9/68	0/43	0/18	0/18	0/18	0/000
	The fixed value	26/74		9/78					0/000
2	Spiritual Intelligence	0/31	0/30	5/90	0/47	0/22	0/22	0/04	0/000
	Creativity	0/22	0/24	4/73					0/000
	The fixed value	4/44		0/82					0.41

Table 4. Regression analysis results to predict happiness based on spiritual intelligence components

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step	Predictor Variable	*B*	β	t	*R*	*R2*	*R2* Modified	*R2* Changes	Significant level
1	Production of personal meanings	1/95	0/51	13/16	0/51	0/26	0/26	0/26	0/001
	fixed value	27/841		13/16					0/001

Table 5: Results of regression analysis to predict happiness based on creativity components

Steps	Predictor Variable	*B*	β	t	*R*	*R2*	*R2* Modified	*R2 Changes*	Significant level
1	Fluid	0/83	0/37	8/07	0/37	0/13	0/13	0/13	0/000
	fixed value	11/466		2/23					0/026
2	Fluid	0/50	0/22	3/61	0/40	0/16	0/15	0/02	0/000
	Creativity	0/62	0/21	3/48					0/001
	fixed value	5/771		1/66					0/27

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