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**Journal of
Life Science
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An International Peer-reviewed journal which publishes in electronic format

Journal of Life Science and Biomedicine (JLSB)

J. Life Sci. Biomed. 1(1): November 2011.

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literature using these religious lessons, have prepared a –perfect managing course for dynamism of the society, the idea that Henry Faiol (1841-1925) the French theorist, Stephen Robins the theorist of management science and Robert Kenz the author of influential skills and the former president of Porx Company, HerodlKontez, CirilOdanel, and finally Heinz Miehrisch the authors of "Management principles" and Donald Kondal the managing director of Pepsi Cola and others emphasized the same years after. In the present paper it is attempted that personal specifications of managers in Kalileh & Damneh book are studied using the theories of some management science theorists to open a new way against the researchers for the Persian literature.

KEY WORDS: Special specifications of the manager, Kalileh & Damneh, Henry Faiol, Robert Kentz, Robins.

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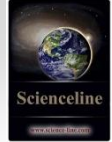
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*Original Article***Study of Relationship between Job Satisfaction and Organizational Commitment among High-School Managers****Abdolvahab S. Samavi***University of Hormozgan, Minab Street, Bandar Abbas, Iran*

*Corresponding author' email: wahab.samavi@gmail.com

ABSTRACT

The scope of this research is to investigate the relationship between job satisfaction and organizational commitment among high-school managers in Bandar-Abbas. Descriptive method used in this research is correlation, and statistical multi-variable regression analysis was used to test research hypothesis. Participants included 76 high-school managers selected randomly from high-schools of Bandar- Abbas Educational system. Data collecting tools of the research include questionnaire of Organizational Commitment Scale and Minnesota satisfaction questionnaire, short form. The results revealed that predictor variables explain about 53 percent of criterion variable variance (organizational commitment). In this model, all components of job satisfaction as predictor variables have significant and positive relationship with organizational commitment. Findings and implications for instructional management are discussed.

Keywords: Job Satisfaction, Organizational Commitment, High-school Managers.

INTRODUCTION

Educational managers' commitment to the organization is an essential subject in today's educational systems. Job Satisfaction of instructional managers can be a significant predictor of their organizational commitment. Researchers have shown that individuals with higher organizational commitment engage in organizational task and this, in turn, results in better job satisfaction (Chang et al, 2007). Organizational commitment is an educational construct that has been described and investigated broadly. Meyer and Herscovitch described commitment as a factor that directed a series of actions towards one or more goals (Meyer & Herscovitch, 2001). It has been suggested that commitment is a multidimensional construct and that the backgrounds, associates, and outputs of commitment be different across aspects (Meyer et al, 2002).

A commonly used model of organizational commitment as a multidimensional construct is Meyer and Allen's three-Component Model of Commitment (Meyer, & Allen, 1991). This model says that commitment constructed from the three forms as affective, continuance, and normative commitment (Meyer, & Allen, 1993). Affective commitment is described as an emotional attachment to the organization. Continuance commitment is explained by the perceived costs associated with leaving the organization. Normative commitment refers to the perceived responsibility to remain in the organization (Meyer et al, 2002).

Job satisfaction is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997). This definition implies job satisfaction is a general or global affective reaction that persons hold about their job. In other hand, job satisfaction is one of the factors that affect employees' productivity and organizational commitment too. Many researchers have examined the relationship between organizational commitment and job satisfaction. According to these studies, individual, occupational and organizational factors influences on organizational commitment. For example, in one of these studies, positive and significant relationship between job satisfaction and organizational commitment is reported (Yousef, 1998). Sloane and Williams (2000) found that job satisfaction can promote organizational commitment. Mowday et al (1982), believed that job satisfaction is formed immediately after entering the organization but organization commitment develops slowly, hence, job satisfaction can be a predictor of organizational commitment. Also Vandenberg & Self

(1993), State job satisfaction of managers affect upon the organizational commitment. Based on Theoretical background and previous research results, present study investigated the relationship between job satisfaction elements and organizational commitment among high-school managers in Bandar-Abbas.

MATERIALS AND METHODS

Research method is correlation and data is collected in a survey. Statistical society of the research includes all managers of high-schools of Bandar-Abbas in 2010-2011. For selecting the sample we used randomly sampling method. Based on this method 76 managers were selected.

Organizational Commitment Scale (OCS) was used for assessment organizational commitment. This scale is a three-dimensional Meyer et al instrument (1993), originally developed by Meyer and Allen (1991). The affective, continuance and normative organizational commitment subscales each comprised six items, modified from the original questionnaire consisting of 24 items. Meyer et al (1993), reported internal consistency reliability estimates (Cronbach's alphas) for affective commitment 0.82, continuance commitment 0.74 and normative commitment 0.83. Responses were made on a 7-point Likert-type scale and were averaged to yield composite commitment scores for each respondent. Studies by Coetzee, Schreuder and Tladidyane (2007), Ferreira (2009) and Lumley (2010), confirmed the reliability and validity of the OCS.

For assessing participant's job satisfaction, Minnesota satisfaction questionnaire short form is used too. MSQ short form uses a Likert-type scale with five (weighted) responses ranging from "very dissatisfied" (1) to "very satisfied" (5). Scores on the short form can range from 20 to 100. Several studies have demonstrated good reliability and validity data for the MSQ (Albright, 1972; Anderson et al, 1984; Bolton, 1986; Bowen, et al). For the current study, reliability data for the short form revealed internal consistency reliabilities of .88 for the General Satisfaction scale, .85 for the intrinsic scale, and .84 for the extrinsic scale. Multiple regression analyses were used to explain and predict criterion variable by the use of predictor variables. For assessing significance of regression model we used F test, and statistical T test was used to determine significance of Beta coefficients. All of the statistical calculations were done by the use of SPSS statistical software version 16.

RESULTS AND DISCUSSION

For explaining organizational commitment, general satisfaction, intrinsic satisfaction, and extrinsic satisfaction as predictor variables were assessed. Mean descriptive index and standard deviation of every variable is presented in table 1. Average organizational commitment among participants was 75 (table 1). Furthermore, for inferential analyzing of research data, we should calculate correlation matrix of predictor variables and criterion variable. Correlation matrix of study variables are presented in table 2. Based on this matrix intrinsic satisfaction has the highest correlation coefficient, and extrinsic satisfaction has the lowest correlation coefficient with organizational commitment.

The present study objective was to show a significant relation between job satisfaction elements and organizational commitment. Hence, in under study model we job satisfaction elements as predictor variables and organizational commitment as criterion variable. After analyzing regression on research data, we observed the model under study explains about 53 percent of criterion variable variance. We used statistical test of variance analysis to determine significance of R², in which F=62.27 is statistically significant (P<0.05). Detailed results are presented in table 3. As it is shown in table 3, we used statistical T test to calculate significance of calculated Beta coefficient of every predictor variable of the model. The results show that all predictors' variables predict organizational commitment positively.

Table 1. Mean and standard deviation of predictor variables and criterion variable

Variable	Mean	Standard Deviation	N
OC	75	1.94	76
GS	7.76	1.30	76
IS	4.43	1.67	76
ES	6.63	1.67	76

OC= Organizational Commitment, GS= General Satisfaction, IS = Intrinsic Satisfaction, PPS = Extrinsic Satisfaction

Table 2. Correlation matrix of predictor variables and criterion variable

Variable	OC	GS	IS
GS	0.55**		
IS	0.67**	0.47*	
ES	0.35*	0.36*	0.31*

OC= Organizational Commitment, GS= General Satisfaction, IS = Intrinsic Satisfaction, PPS = Extrinsic Satisfaction. P<0.01**, P<0.05*.

Main purpose of this research is about relationship between job satisfaction elements and organization commitment among high-school managers. As it was mentioned in finding section, statistical analysis showed job satisfaction elements were positive predictors of organizational commitment. Finding of the research is similar to researches that report job satisfaction elements predict organizational commitment (Yousef, 1998).

Table 3. Amount of R, R², B, β , and significance test in under study model

Variable	B	B	T value	Significant Level	R	R ²	F	Significant Level
Equation constant	2.48	-	5.21	0.05				
GS	0.93	0.81	2.84	0.05	0.73	0.53	62.27	0.05
IS	1.44	1.32	2.97	0.05				
ES	0.51	0.47	3.15	0.05				

OC= Organizational Commitment, GS= General Satisfaction, IS = Intrinsic Satisfaction, PPS = Extrinsic Satisfaction

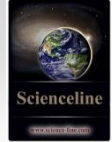
Similar to previous research, a high job satisfaction can promote organizational commitment (Sloane & Williams, 2000; Mowday et al, 1982).

Generally, job satisfaction provides a rich environment that predicts organizational commitment outcomes. So in the workplace to create organizational commitment need to promote job satisfaction among managers. Findings of this study can benefit to officials and main managers that planning for promote organizational commitment among personnel.

However, this study has a number of limitations. Using self-reported questionnaires and probable deficiencies of the tools and limiting statistic society of the research to high-school managers of Bandar-Abbas, can be regarded as limits of this research. So in generalizing the results of the research these limits must be considered. Furthermore, it's suggested that future researches explore relation between job satisfaction and other variables such as job motivation, job self-efficacy and organizational climate.

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*Original Article***A Comparative Survey of Meta Cognition and Academic Motivation
in Urban and Rural Girl and Boy Students****Mottahedi, Alireza^{1*}, Keykhosravani, Moloud² and Dehghani, Mostafa³**¹*Department of Educational Psychology, Shahid Chamran University, Iran*²*Department of Psychology, Shahid Chamran University, Iran*³*Department of Family Counseling, Shahid Chamran University, Iran*

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ABSTRACT

The aim of this research was to do a comparative survey of met cognition and academic motivation in urban and rural students, in interaction with gender. So, 400 students were selected from high schools in Sabzevar townships by a multi-stage cluster sampling. The subjects were 196 urban and 204 rural students, comprising 210 girls and 190 boys. The instrument for studying met cognition in this study was Met cognition Awareness Inventory (MAI). This questionnaire has 2 main dimensions: Knowledge Met cognition and Regulative Met cognition. Another instrument which we study academic motivation by was Inventory of School Motivation (ISM). This questionnaire has 3 cardinal dimensions: Intrinsic Motivation, Extrinsic Motivation and Self-concept. According to the achieved results the urban students were higher than rural students in the whole met cognition scale and in the dimension of knowledge met cognition; and also from the viewpoint of academic motivation, the urban students were the higher group in the dimension of external motivation. Furthermore, for the gender difference in met cognition girls did better than boys in the modality of regulative met cognition. And also in the questionnaire of academic motivation, girls were of higher motivation in all dimensions except for the dimension of self-concept. The interaction effect between gender and the place of residence was examined for each of dimensions of met cognition and academic motivation by using the two-way ANOVA test that was not significant.

Keywords: Met cognition, Motivation, Urban, Rural, Gender, Sabzevar**INTRODUCTION**

Today perhaps the main concern of education is to teach learners who have the required self-regulation and self-sufficiency and also able to cope with changes and unpredictable events concerning to present time; attending in their learning process actively and with self-confidence, taking learning responsibility by themselves and have the potential for living in highly changing future society (Andrew, 1998; quoted from Foladchang, 2004).

The behavioural and cognitive self-regulation is one of the important subjects of cognition which has been differently defined by psychologists. Pintrich (1986) has defined the self-regulated learning as active self-controlled behaviour, target-oriented and having motivation and cognition for fulfilling and completing the assigned tasks by a student.

Of leading theories, in this context, is the theory of Pintrich & Degroot (1990) in which the following components have been mentioned:

- General Cognitive Skills:** it includes those skills which a student deploys them when he is learning, memorizing and comprehending.

- Met cognition:** it consists of the strategies of controlling, directing and modifying the cognition.

- Management strategy:** it refers to the controlling ways which an individual applies them on intrinsic and extrinsic sources in order to achieve to his or her desired goals.

- Motivation:** it causes the student to be led toward learning and achievement goals.

The considerable point is that the strategies of cognition, metacognition and motivation are internalized by social learning and enrichment of social environment of the student influences on the degree of his or her cognitive development because the public social concepts about cognition are transferred through informal experiences to children. It goes in parallel with learning by direct education in which a certain set of cognitive skills and the quality of using them are taught to the students (Pressley, Harris, & Marks, 1992).

According to research aim, it is less likely that rural students have that basic capacity necessary for studying in school. They have probably less desirable performance than the students from urban middle class in school (Slavien, 2006).

Underdeveloped regions create an environment in which the motivation, achievement and cognitive ability of the children are limited due to lack of positive role patterns, insufficient social services and other factors (Black & Krishnakumar, 1998).

Besides, the teachers go into teaching in the poor regions have no or little expectation from students to learn their lessons, so it could have an effect on their motivation as well as achievement (Becker & Luthar, 2002).

Based on above statements, the present study, on the basis of self-regulation theory and its factors namely metacognition and motivation and from view of environmental enrichment and its effect on students has been examined in both rural and urban society and also among girls and boys. The selection of metacognition and motivation and emphasizing on them has been made more exactly and comprehensibly because of their highly importance in schooling process. Metacognition has such importance in learning that some professionals in education define the successful learning based on acquisition of metacognitive knowledge (Boekaerts, 1999). Metacognition means thinking about oneself thoughts. Thinking can be about what one knows, [metacognitive knowledge] is about what one is doing it, [metacognitive knowledge] could be either cognitive state or personal feeling [metacognitive experience] (Flavell, 1979). Metacognitive thoughts do not come from external realities, but rather its source is related to mental representation of that reality. Therefore metacognitive has been described as thinking about thoughts, cognition of cognition or knowledge and cognition about phenomenon of cognition (Flavell, 1979). Metacognition is a general construct which is independent of intelligence ability.

By overview on previous investigations it can be concluded that metacognition and motivation are two interrelated constructs so that students will be successful if they are dominant on both of them (McInerney & Sinclair, 1992). The research has proved their direct influences on academic achievement (Theodosiou & Papaioannou, 2005). Consequently, it can be assumed that students residing and studying in the villages probably will have problem in metacognition and motivation skills compared to those living in the cities due to little experiences and limited movements.

The aim of each educational system is to foster motivated, progress-oriented and efficient learners. Some processes related to achievement, which are significantly considered in the research literature, are motivation, metacognitive and cognitive strategies used by individuals during learning (Theodosiou & Papaioannou, 2005). In fact, cognition and awareness of learners about those cognitive processes as well as metacognitive strategies are main effective factors on learning and academic achievements and the considerable point is that in contrast to intelligence and born talents, they are educable and learnable (Seif, 2001). Paris and Winograd (1990; quoted from Mokhtari & Richared, 2002) have argued that increased awareness of individuals has two advantages: (i) passing on the checking responsibility of learning from teachers to students (ii) increasing the self-perception, emotion and positive motivation among learners. Thus the metacognition provides a personal insight about oneself thinking and in turn raising the independent learning. High and internal motivation leads to further using of cognitive abilities. Since metacognition, learning and motivation are interrelated constructs (Paris & Winograd, 1990; quoted from Mokhtari & Richared, 2002) it seems that studying the effect of environmental and cultural conditions on metacognition and motivation which influence on academic achievement as well, could be a step toward learning improvement of the people. Thus due to scarce of domestic research on this case, the present study tries to fill this gap. By focusing on these two concepts and introducing effective proposes to the teachers and educational planners it can significantly help the students to seize educational opportunities and promote their education and also provide a means to the teachers by which to address academic issues of the students especially rural ones.

By considering these points and with respect to the importance of both motivation and metacognition and their effect on people's performance especially in the academic settings and also the role of these constructs in the teaching-learning process, it seems that recognizing the quality of interaction of these constructs with the variable of environmental differences can be a pace toward discovering and solving the problems caused by individual differences of the learners in the educational settings. Thus this study particularly focuses on examine of metacognition and academic motivation dimensions in both rural and urban secondary school students. It also discovers whether there is a significant difference between rural and urban students based on the degree of motivation and metacognition characteristics.

MATERIAL AND METHODS

Subjects

Forty hundred students were chosen for this study. This sample consists of 210 females and 190 males subjects who attending in the rural and urban high schools at Sabzevar city in the Khurasan province. The subjects were selected and tested through multistage randomized cluster sampling.

Metacognition Awareness Inventory (MAI)

The metacognition awareness inventory (MAI) was developed by Sheraw and Denison in 1994 in order to examine metacognition of adolescents and adults learners. This inventory contains 52 items and measures different factors: two dimensions of metacognition i.e. knowledge of cognition and regulation of cognition and eight sub-processes of metacognition. The cognitive knowledge factor includes three sub-processes i.e. expressional, methodical and situational knowledge and regulation of cognition factor involves five sub-processes that are planning, information management strategies, inspection of perception, and difficulty evaluation of learning process. The answers to this questionnaire are evaluated by a 5-Point Likert Scale (1-never 2-seldom 3-sometimes 4-often 5-always).

Schraw and Dennison (1994) through a research have examined the validity and reliability of the scale. The results of exploratory factor analysis confirmed the existence of both of the factors (i.e. cognitive and regulative factors) in the questionnaire. They also reported the internal consistency of MAI between 0.88 and 0.93. The evidence relating to reliability was estimated by Cronbach alpha. The value of the coefficient for the whole scale and for both dimensions i.e. knowledge of cognition and regulation of cognition was reported 0.93 and 0.88 respectively.

At the present study in order to examine validity of the questionnaire the inter-correlation method of overall scales and subscales was used. The obtained correlation coefficient between sub-components of cognitive knowledge dimension and its total score was 0.82 to 0.89 and for regulation of cognition dimension the correlation between sub-scales and its total score was 0.82 to 0.89. Also the correlation coefficients between two overall dimensions of both knowledge and regulation of cognition were measured by total score of metacognition scale which were 0.91 and 0.98 respectively. All the coefficients are significant at level 0.01. To identify reliability of questionnaire, the Cronbach alpha coefficient was used for its different dimensions which was 0.94 for overall scale and for dimensions of knowledge of cognition and regulation of cognition were 0.84 and .91 respectively. These coefficients were .60 to .76 for subscales.

Academic Motivation Scale

In order to measure the academic motivation variable the Inventory of School Motivation (ISM) was used. This shortened questionnaire included forty nine phrases about eleven-dimension academic motivation provided by foladchang (2004).

This instrument is on the 5-choice Likert scale (fully agreed, agreed, not certain, disagreed, fully disagreed).

Reliability and validity of ISM has been examined by McInerney & Sinclair (1992) on a 2152 sample consisted of both girls and boys in seventh through tenth grades in Australia. For investigating the validity of questionnaire a factor analysis has been done by which it was found that ISM is almost strongly confirmed in the light of existence of numerous distinct parameters affecting on students' motivation.

The reliability of different scales of ISM was obtained through measuring Cronbach alpha coefficient. According to Mac McInerney & Sinclair (1992) the alpha coefficient for different scales is generally attained above 0.70. foladchang (2004) measured the questionnaire's reliability through both retest and alpha coefficient estimation. The total test reliability coefficient was 0.94 and the eleven-scale reliability coefficients were varying from 0.70 (related to progress-oriented scale) to 0.90 (in extrinsic motivation). In addition, the internal consistency calculated by foladchang through alpha coefficients showed 0.77 for overall questionnaire and for different scales it was 0.27 the lowest (in progress-oriented scale) and 0.77 the highest (in extrinsic motivation) with median 0.50.

At the present study in order to examine validity of the questionnaire the inter-correlation method of overall scales and subscales was used. The correlation of intrinsic motivation dimension with its subscales was between 0.76 and 0.85. Similarly the correlation of extrinsic motivation with its subscales was between 0.71 and .80. In the self-concept dimension the correlation ranges from .66 to 0.85. The correlation of extrinsic and intrinsic motivation and self-concept dimensions with overall scale was 0.82, 0.97 and 0.76 respectively. All the mentioned above coefficients are significance at level 0.01.

To determine the reliability of questionnaire, the Cronbach alpha coefficient for overall scale as well as each subscale was estimated. The obtained coefficient of overall scale was .83 and that of extrinsic, intrinsic motivation and self-concept dimensions were 0.70, 0.75 and 0.72 respectively. In the partial scale the alpha coefficient varied between 0.35 in task-oriented scale and 0.68 in social cooperation one.

RESULTS

Two -way analysis of variance was used in order to examine the signification of difference between rural and urban students, both girls and boys, in different dimensions of metacognition scale as well as academic motivation.

1- Analysis related to metacognition scale

➤ Investigation difference in type of population & gender, based on metacognition scale total score

Table 1. Average and standard deviation of metacognition score Based on variables gender & type of population

Gender	population	μ	s	n
Girl	rural	14.191	72.78	98
	urban	49.196	57.77	112
	total	99.193	17.28	210
Boy	rural	84.185	43.33	106
	urban	47.191	55.74	84
	total	94.187	93.79	190
Total	rural	02.188	32.31	204
	urban	34.194	47.76	196
	total	12.191	14.79	400

Table 2. Investigation effect type of population & gender, on metacognition

	ss	df	Ms	F	Sign.
Gender	596.29	1	596.2998	578.3	059.0
Type of population	508.33	1	508.3372	024.4	046.0
Type of population* gender	045.24	1	045.24	029.0	866.0
Within	821.33	396	07.838		
Total	24.33	399			

➤ **Investigation difference in type of population & gender, based on knowledge of metacognition**

Table 3. Average and standard deviation of knowledge of metacognition score based on variables gender & type of population

gender	population	μ	s	n
Girl	rural	32.61	94.9	98
	urban	68.63	23.9	112
	total	58.62	67.9	210
Boy	rural	57.60	73.11	106
	urban	14.63	50.7	84
	total	71.61	14.10	190
Total	rural	93.60	89.10	204
	urban	45.63	57.8	196
	total	17.62	87.9	400

Table 4. Investigation effect type of population & gender, on knowledge of metacognition

	ss	df	ms	F	sign
Gender	482.41	1	482.41	430.0	512.0
Type of population	145.60	1	145.60	219.6	013.0
Type of population* gender	053.1	1	053.10	011.0	917.0
Within	795.38	396	496.96		
Total	44.38	399			

➤ **Investigation difference in type of population & gender, based on regulation of metacognition**

Table 5. Average and standard deviation of regulation of metacognition score Based on variables gender & type of population

gender	population	μ	s	n
Girl	rural	81.129	99.19	98
	urban	80.132	39.19	112
	total	40.131	68.19	210
Boy	rural	56.124	12.23	106
	urban	33.128	07.18	84
	total	23.126	07.21	190
Total	rural	08.127	78.21	204
	urban	88.130	92.18	196
	total	95.128	49.20	400

Table 6. Investigation effect type of population & gender, on regulation of metacognition

	ss	df	ms	F	sig
Gender	703.23	1	703.23	644.5	018.0
Type of population	311.11	1	311.11	725.2	100.0
Type of population* gender	035.15	1	035.15	036.0	849.0
Within	077.16	396	634.41		
Total	067605	399			

2- Analysis related to motivation scale

➤ Investigation difference in type of population & gender, based on internal motivation

Table 7. Average and standard deviation of internal motivation score Based on variables gender & type of population

gender	population	μ	s	n
Girl	rural	67.48	36.5	98
	urban	39.49	59.5	112
	total	05.49	48.5	210
Boy	rural	61.47	49.6	106
	urban	23.47	44.6	84
	total	44.47	45.6	190
Total	rural	14.48	98.5	204
	urban	46.48	05.6	196
	total	29.48	016	400

Table 8. Investigation effect type of population & gender, on internal motivation

	ss	df	ms	F	sig
Gender	4.25	1	4.255	149.7	008.0
Type of population	929.50	1	929.2	082.0	775.0
Type of population* gender	599.29	1	599.29	829.0	363.0
Within	645.141	396	724.35		
Total	777.14	399			

➤ Investigation of difference in type of population and gender, based on external motivation

Table 9. Average and standard deviation of external motivation score Based on variables gender & type of population

gender	population	μ	s	n
Girl	rural	16.58	05.9	98
	urban	83.59	13.9	110
	total	05.59	11.9	210
Boy	rural	48.55	29.10	106
	urban	53.57	97.8	84
	total	38.56	75.9	190
Total	rural	76.56	78.9	204
	urban	85.58	00.9	196
	total	79.57	50.9	400

Table 10. Investigation effect type of population & gender, on internal motivation

	ss	df	ms	F	sig
Gender	193.61	1	193.61	945.6	009.0
Type of population	882.34	1	882.34	888.3	049.0
Type of population* gender	541.30	1	541.3	04.0	842.0
Within	85.35	396	439.88		
Total	36.36	399			

➤ Investigation difference in type of population and gender, based on self-concept

Table 11. Average and standard deviation of self-concept score Based on variables gender & type of population

gender	population	μ	s	n
Girl	rural	09.56	65.6	98
	urban	97.56	95.6	112
	total	56.56	80.6	210
Boy	rural	22.56	86.7	106
	urban	88.57	62.7	84
	total	95.56	78.7	190
Total	rural	16.56	29.7	204
	urban	36.57	24.7	196
	total	75.56	28.7	400

Table 11. Investigation effect type of population & gender, on self-concept

	ss	df	ms	F	Sign.
Gender	844.26	1	844.26	506.0	477.0
Type of population	899.15	1	899.15	998.2	089.0
Type of population* gender	77.14	1	77.14	279.0	598.0
Within	469.21	396	006.53		
Total	21.175	399			

DISCUSSION AND CONCLUSION

The results of data analysis show that the main effect of population type on metacognition is significant [$F_{(396,1)} = 4.024$ and $P < 0.046$]. It means that the urban students scored higher than their counterparts in the villages on the metacognition general scale. Since the knowledge and metacognition strategies, in contrast to intelligence and inherent talents that are educable and learnable (seif, 2001) and because most of research has supported of effectiveness of metacognition education in certain spans and for different groups, the students studying in poorer educational settings and are possibly given little education have lower metacognition characteristics. Specifically if it is considered that the rural students who attend at schools having lower qualities and their teachers do not possess the needed experiences and qualification (Haycock, 2001), then the difference between rural and urban students in metacognition will be acceptable.

The other advisable subject is that the rural communities are more collectivism than urban people (foladchang, 2004). In the collectivism communities the people tend to make relation to each other and have social networking; this possibly causes they rely more on others in their cognitive regulation than on their own knowledge and metacognition skills.

The dimensions of metacognition scale were also examined in both rural and urban students through which it is revealed that the main effect of population type on metacognition is significant [$F_{(396,1)} = 6.219$, $P < 0.013$]. It means that urban students are highly skilled in met cognition compared to rural ones. However the main effect of population type on dimension of metacognitive regulation is not significant [$F_{(396,1)} = 2.725$, NS]. Possible reasons for justifying the discrepancy between urban and rural students have been explained in the discussion of total score of metacognition. Those reasons are also true for observed discrepancy in dimension of metacognitive knowledge. Yet, in explaining the non-discrepancy between rural and urban students in dimension of metacognition regulation, Shia (2004) believes that met cognition strategies typically act as a compensatory mechanism for learners with low capacity. In the other word the students who are have low ability in learning resort to met cognition strategies in order to compensate their weaknesses. Thus the rural students who have both little educational stimulates (Haycock, 2001) and knowledge of met cognition (based on results of this research) partly enjoy from regulation of met cognition. Non-discrepancy in dimension of metacognitive regulation is acceptable because it seems that all the students, whether urban or rural, in order to be succeeded in their tasks must deploy the met cognition strategies and cognition regulation, since the relationship between met cognition and academic achievement has been confirmed in many research (mokhtari & richard, 2002).

Each of knowledge and regulation of met cognition in itself have subscales which have been analyzed in this research. It seems that due to being partial of these subscales it is not necessary to discuss about all of them in this research. They explain here only for applications of diagnosing, educational, and signification of difference between rural and urban students.

In dimension of met cognitive knowledge the urban students on subscales of expressional and situational knowledge are superior to rural ones. The mean scores of the urban students on subscales of expressional as well as situational knowledge were 29.72 and 18.67 respectively and for rural students the mean scores of subscales were 28.56 and 17.84. However on subscales of trend knowledge there was no significant difference between them.

In the met cognitive regulation dimension, the difference between urban and rural students on subscales of information management and fault-removing strategies is significant and the urban students are of higher ability on both subscales. It means that their average scores on these two scales were 37.46 and 20.12 respectively. But on subscales of planning, perception inspection, and evaluation of learning process there was no significant difference between two groups of students.

The main effect of gender on met cognition of main effect of gender of total score of met cognition is not significant [$F_{(396,1)} = 3.578$, NS]. Because the basic hypothesis of this research is that students' cognitive and met cognitive skills are influenced by degree of their environmental enrichment (slavien, 2006) and also since the rural students have limited opportunities to promote their capacity due to residing in deprived regions. The non-difference between girls and boys in met cognition may be justified by this way. If urban society and rural communities are considered as secured and deprived then both of gender, whether urban or rural, are inhabited in the settings which have the same educational opportunities. Therefore there should not metacognitively be a difference between girls and boys. Based on data the urban students in both genders are of stronger met cognition; conversely the rural students have weaker met cognition in both genders. In turn the mean scores of both urban girls and boys on total score of met cognition were 191.47 and 185.84 respectively and in rural students they were 196.49 and 191.14.

If the analyses related to met cognition dimensions are considered, it reveals that in met cognitive knowledge dimension the main effect of gender is not significant [$F_{(396,1)}=0.43$, NS]. It is consistent with the hypothesis based on non-discrepancy in both genders due to placing in similar educational settings. However in dimension of met cognition regulation the main effect of gender is significant [$F_{(396,1)}=5.644$, $P<0.018$]. It means that the girl students are of higher met cognition regulation than the boys. According to conducted research, the girls always receive high scores in schools compared to boys and since metacognition strategies are main factors affecting on academic achievement and learning, the girls must deploy more met cognition strategies in their studying than boys and they are more dominance in met cognition regulation. Thus the results of this research are consistent with Mokhtari and Richard (2002)'s theory.

In order to describe the met cognition state in girls and boys more precisely, the results of analyses related to subscales of each metaconition dimensions are explained. In the metaconition regulation dimensions, the gender effect is not significant on subscales of expressional, trend and situational knowledge. However in the met cognition regulation the differences in subscales of information management and fault-removing strategies are significant and in the subscales of planning, perception inspection and evaluation of learning process there was no significant difference between girls and boys.

The main effect of population type on dimensions of academic motivation has been clustered in various forms which each explain the reasons of the behavior. However it should be noted that these dimensions is not always consistent with each other. For example Ryan and Deci (2000) believe that the intrinsic motivation is opposite of extrinsic motivation. Hence because the motivation questionnaire used in this research has various dimensions and may not be consistent with each other, the estimation and analysis of total score has not done and only the analysis of academic motivation dimension has been dealt with.

According to the results, the main effect of population type on intrinsic motivation is not significant [$F_{(396,1)}=0.082$, NS]. The intrinsic motivation means fulfilling an activity for that activity itself. It means that the activity is per se interesting and satisfiable. According to Ryan and Deci (2000) the intrinsic motivation is an inherent desire for exploring, learning, promoting the abilities, observing the phenomenon and challengeable. With regard to this point that the tasks and materials are the same for all the students, it seems that there is no different between students by degree of intrinsic motivation to deal with their tasks. Almost all the students to the same extent have always valued the school tasks and achieving the academic goals and the effect of environment on them is tiny.

In intrinsic motivation subscales this similarity is obvious and the main effect of population type on three subscales i.e. progress-oriented, task-oriented and purposefulness is not significant.

However on extrinsic motivation the results of variance analysis show that the main effect of population type on extrinsic motivation is significant [$F_{(396,1)}=3.888$, $P<0.049$]. It means that urban students have higher extrinsic motivation than rural ones. In contrast to intrinsic motivation, it is based on access to external factors such as reward, confirmed by others and avoiding of punishment. The aim of performing an activity is that to response to cases outside that activity. In other word, one does an activity to achieve distinct consequences of that activity (Ryan & Deci 2000). Duck (2004) point out that the externally motivated behaviours are those that contribute to reward, social status and positive evaluation by others. Since in the urban societies the expertise and education level are the important factors in promotion of standard of living and distinguishing the socio-economic status of the people and the children are expected to move ahead progressively and their achievement in school to be rewarded (Trawick-Smith, 1997) and the students through academic achievement can attract their relatives attention, it seems natural that urban students are of stronger extrinsic motivation. On the other hand, in the rural communities the higher education is not welcomed and considered as a top priority. Therefore it is less likely that the rural students to be encouraged to pursue their education. These students due to employ in inferior jobs, which do not require a higher education, have not the stimulus and potential required for continuing their education (Halle, Kurtz-Coster, & Mahoney, 1997). Thus the extrinsic motivation in rural students is poorer than the urban ones. The results of variance analysis on subscales of extrinsic motivation dimension show that the differences in subscales of reputation and material rewards are significant and the mean scores of urban students

are higher than rural ones. However on the subscales of competitiveness and authoritarian the differences are not significant. Also the main effect of population type is not significant.

In the case of the main effect of gender on academic motivation the various investigations have generally shown that the girls have higher motivation as well as tendency for academic achievement compared to boys (Maher & Ward, 2002). The results of present research also demonstrate that the girls have higher motivation in most of academic motivation dimensions. This is consistent with previous research (Pomerantz, Altermatt, & Saxon, 2002).

The results of variance analysis on intrinsic motivation dimension show that the main effect of gender on intrinsic motivation is significant [$F_{(396,1)} = 7.149, P < 0.008$].

It shows that the girls are of more intrinsic motivation than the boys. Perhaps the possible reason is that the academic activities account for a major part of their social and individual life, whereas the boys are of more choices and free-action which do not devote their energy on studying. The girls possibly satisfy their mental and social needs by academic activities.

The main effect of gender on intrinsic motivation is significant [$F_{(396,1)}, P < 0.009$]. It means that the girls have more intrinsic motivation than the boys. The people typically consider to education as means for achieving their goals. But the boys do not perceive the education as an only possible way to secure their life. They seek many other ways to gain reputation and welfare in present and future which do not require higher education whereas the girls consider the education as a best choice for reputation and social status. The main effect of gender on self-concept is not significant. [$F_{(396,1)} = 0.506, NS$]. This is consistent with previous research. According to research, although the girls receive higher scores than the boys but the boys overestimate their skills, whereas the girls underestimate their skills.

By examining the two-way analysis of variance on both dimensions and subscales of met cognition and academic motivation it reveals that interaction effect of population type on gender in most of them is not significant. Only in self-concept dimension from academic motivation scale, the subscales of self-reliant and social cooperation have significant interaction effect.

The findings of this research on differences of motivation and met cognition of both urban and rural students can help entrepreneurs in education to improve and enrich education process of the students. The necessary of consider to training the teachers and managers in motivation and met cognition strategies and its effect on educational, emotional, social especially in rural schools which their students are of no or little motivation and met cognition characteristics is the application of this research.

With regard to findings and results of this research, the following cases present as research recommendation to authors interested in cognition field.

1-Selecting a sample so that to cover the students in other grades. It can show the changes in motivation and met cognition throughout the schooling years.

2- Studying and comparing the rural and urban students status in other context such as cognition strategies, goal orientation, relation pattern, child-rearing style, type of attachment can help the education in planning on rural communities.

3- Examining the other influential factors on motivation and met cognition could help the body of scientific research. For example studying the teacher contribution, parent education, amount of income, economic household possibilities, teacher exceptions, mental and social atmosphere in classroom, and role of peers can provide a suitable context for scientific investigation.

4-Conducting experimental research using suitable strategies in order to learn the cognition and met cognition strategies for rural students and examining and comparing educational, cognitive, emotional consequences can help the teachers to become familiar with strategies and scientific methods.

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Investigation and Measurement of Heavy Metals, Lead and Cadmium, in Muscle of *Periophthalmus Walltoni* in Persian Gulf (Khamir port, Dargahan Island and Golshahr)

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ABSTRACT

This study was conducted to determine lead (Pb) and cadmium (Cd) concentrations in the muscle of *Periophthalmus waltoni* in Khamir Port, Dargahan and Golshahr in the Persian Gulf. Moreover, the influences of season (winter and summer), sex (male and female) and body size (total length and body weight) on the Pb and Cd concentrations in *Periophthalmus waltoni* were investigated. Then, the metals (Cd, Pb) concentration in muscle was compared with standards. Sampling was done in three station (Khamir Port, Dargahan and Golshahr) and two seasons, winter and summer, (n=30 for each season in each station). After biometry of *Periophthalmus waltoni*, the concentrations of heavy metals (Pb and Cd) were determined using Atomic Absorption Spectrometry (AAS). The results obtained for the concentration of metals (Pb and Cd) in muscle of *P.waltoni* showed that, there were significant differences between stations (Khamir Port, Dargahan and Golshahr), and also between winter and summer seasons ($p < 0.05$ in both cases) and no significant differences were observed between concentrations of metals (Pb and Cd) in muscle of males and females ($p > 0.05$). There were positive correlation between cadmium and lead with *Periophthalmus waltoni* body size (total length and body weight) in muscle of *P.waltoni*. The present study showed that concentration of heavy metals (Pb and Cd) in *p.waltoni* were below of the standard values and stations of Khamir Port, Dargahan and Golshahr are safety area for fisheries activities.

Keywords Persian Gulf, Khamir Port, Dargahan, Golshahr, *Periophthalmus waltoni*, Lead and Cadmium.

INTRODUCTION

Extensive utilization of the large reserves of oil in the continental shelf and massive transportation of oil products by tankers are the causes of the pollution in the Persian Gulf that is more than the global average pollution per square kilometer (Abaspour, 2008). According to the statistics, approximately half of the world petroleum and oil products are exported from this region by means of vessels. Besides, the pollution resulting from transportation of oil and its products is estimated to be nearly 86% of the total pollution in this gulf, which compared to the world statistics, is almost 2 times the pollution of marine transportations worldwide (Abaspour, 2008). On the other hand, intensification of economic and social activities in the southern districts of Iran, like Bandar Abbas; centralization of such activities, including loading and unloading of different types of materials, commercial goods, and bulk mineral and chemical materials (such as lead, zinc, chromite, iron ore, coke, cement, sulfur, petroleum, bitumen, etc.) through Shahid Baahonar, Shahid Rajai, Foolad Bandar Abbas, and Oil Refinery piers and multiple sites of accumulating and unloading minerals in an area of approximately 35 km in length near the western coasts of Bandar Abbas; activity of large industrial and mining units and services such as the Eight oil refinery, and Tavanir Power Plant; construction and repair of heavy vessels, multiple desalination

units; establishment of factories such as the cement paste factory, and zinc and aluminum production plants, have all imposed serious dangers and severe pollutions on the marine environment and the vulnerable ecosystem of this region.

Among pollutants, the non-biodegradable ones (stable pollutants) like heavy metals that accumulate and concentrate in sediments, mud, sludge, and bodies of the aquatic, which are consumed by human beings, and can severely poison mankind and induce nervous system disorders, kidney disorders, and genetic mutations, are of great importance. Lead is an important environmental pollutant, which is found in any ecosystem including water, air, food and plants (Clark, 2006).

The concentrations of cadmium in mudskipper fish (*periopthalmus waltoni*) in three regions of Persian Gulf (Bandar abbas, Khamir port and Dargahan island) during winter and summer seasons were determined using atomic absorption spectrometry (AAS), and the correlation of cadmium concentration with size (length and weight). Heavy metals are dangerous pollution in sea ecosystem. (Al-Yousef, 2000) They have bad effects on fish. (Agbozu, 2007). In this research the study of body size effect (total length and total weight) on the degree of the aggregation of the concentration of cadmium in Mudskipper *Periopthalmus waltoni* in the regions of Khamir Port, Dargahan and Golshahr (Persian Gulf) was performed. 180 samples of Mudskipper waltoni (in every station and in each season separately $n= 30$) in each region was sampled during the seasons of summer and winter randomly, which after the biometry in laboratory, the muscle tissue was separated and the cadmium metal was extracted by chemical digestion method, and its concentration was determined by Atomic Absorption Spectrometry (M00pam1999).

MATERIALS AND METHODS

Sampling (180 samples of mudskipper waltoni) was done in three station Khamir Port, Dargahan and golshahr (Persian Gulf), and two seasons (winter and summer), ($n= 30$ for each season in each station). After collection of samples and transfer them to lab, Biometry, separated the study tissue muscle and draying (by freeze dryer, model: Vacos) powdering and chemical digestion (microwave, Model: ETHOS1), Pb and Cd were analyzed with atomic absorption system (Model: Thermo). All chemicals used from Merck Company. We used the SPSS (version 16) for data (for significant analysis).

RESULTS AND DISCUSSION

The results obtained for the concentration of metals (Cd) and (Pb) in muscle of *p.waltoni* showed that, there were significant differences between stations (Khamir Port, Dargahan and Golshahr), and also between winter and summer seasons ($P<0.05$ in both cases). In the winter and summer, cadmium (Cd) and Lead (Pb) concentrations in Khamir port was significantly higher than Dargahan and Golshahr. No significant difference was observed between concentrations of metals (Cd) and (Pb) in muscle of males and females ($P>0.05$). The present study showed that concentration of heavy metals (Cd) and (Pb) in *p.waltoni* were below of the standard values and stations of Khamir Port, Dargahan and Golshahr are safety area for fisheries activity.

The results of the present study showed that, stations (Khamir Port, Dargahan and Golshahr) and seasons (winter and summer), can influence the concentrations of (Cd) and (Pb), whereas, sex do not affect the metals concentrations in muscle of *p.waltoni*.

Effect of seasons (winter &summer)

Fig. 1and 2 show influence the concentration of cadmium and lead in *p.walton* for summer is more than winter for Golshahr area ($t = 3.58, P<0.01$). The figures also show that the concentration of cadmium and lead in *p.walton* for summer is more than winter for Khamir port ($t = 4.08, P<0.01$).and also show that the concentration of cadmium and lead in *p.walton* for summer is more than winter for Dargahan ($t=4.96, P<0.01$).

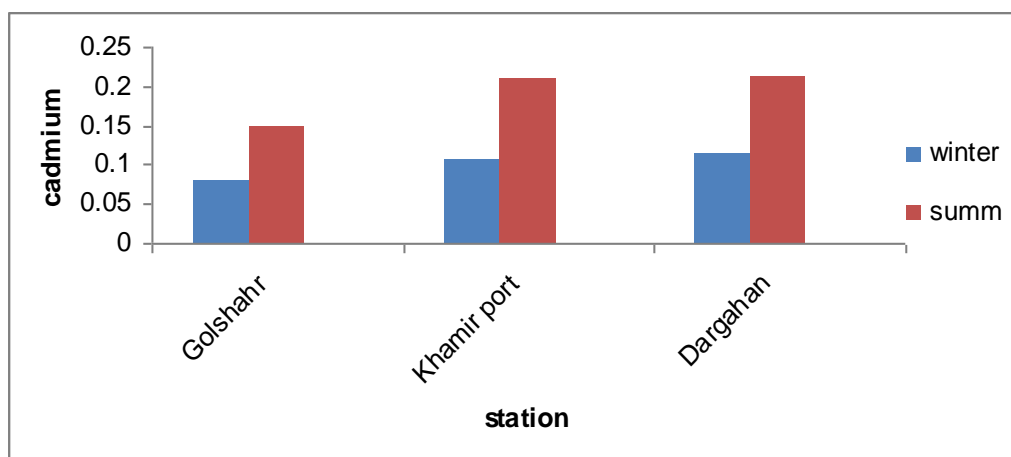


Figure 1. Comparison of the cadmium in fish muscle (Golshahr, khamir port and Dargahan) during summer and winter seasons

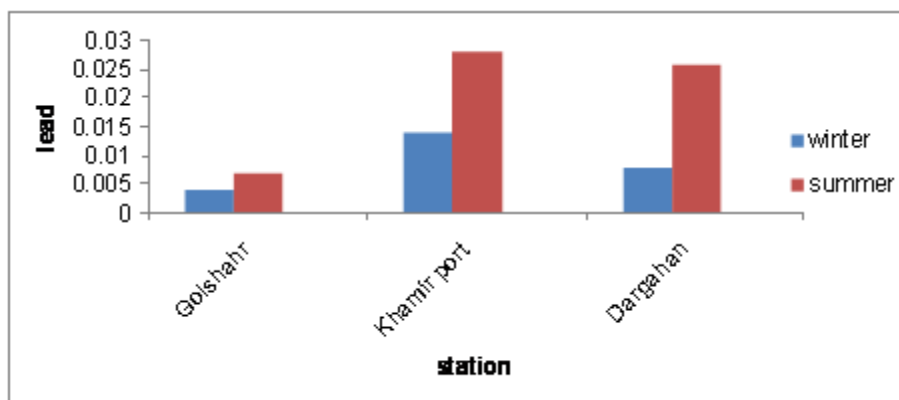


Figure 2. Comparison of the lead in fish muscle (Golshahr, khamir port and Dargahan) during summer and winter seasons

Effect of sexuality

Results from this study (Figure.3) showed no significant difference between two sexes for the concentration of lead in fish muscle tissue Waltoni scored in three regional port of khamir, and Golshahr Dargahan ($p > 0.05$). These results also showed (Fig. 4) no significant differences between two sexes for the concentration of cadmium in fish muscle tissue Waltoni scored in three regional port of khamir, and Golshahr Dargahan ($p > 0.05$).

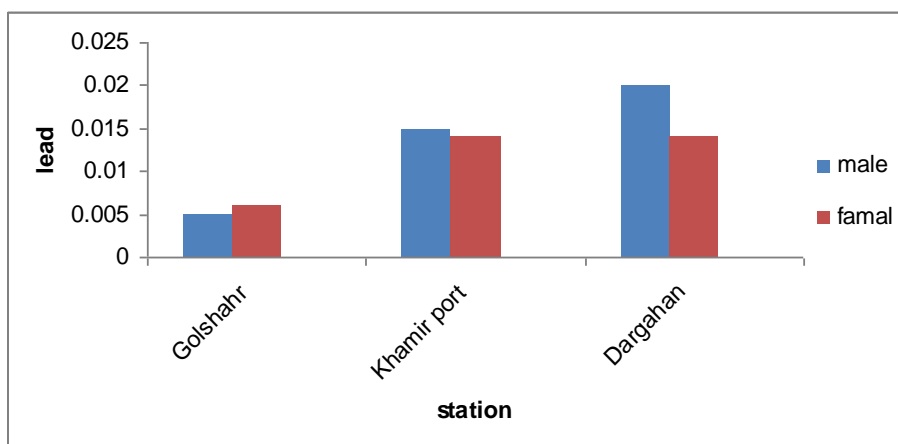


Figure 3. Comparison of lead in fish muscle (Golshahr, khamir port and Dargahan) between two sexes.

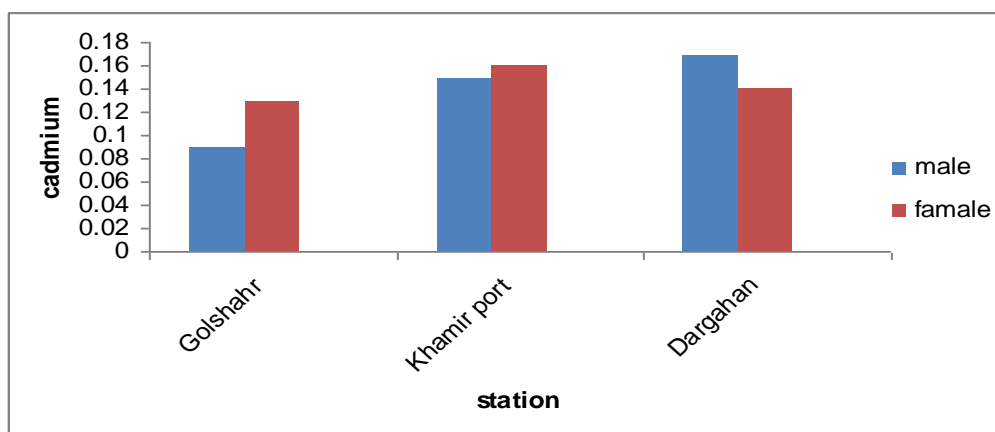


Figure 4. Comparison of cadmium in fish muscle (Golshahr, khamir port and Dargahan) two sexes.

Effect of size

Results showed significant correlation between the degree of cadmium aggregation muscle tissue of p.waltoni and body size (length & weight) ($P < 0.05$). It means that by increasing that total length and total weight, the aggregation of cadmium in fish body is increased (Figure 5 and 6).

Effect of size

Results showed significant correlation between the degree of cadmium aggregation muscle tissue of *p.waltoni* and body size (length & weight) ($p < 0.05$). It means that by increasing that total length and total weight, the aggregation of cadmium in fish body is increased (Figure 5 and 6).

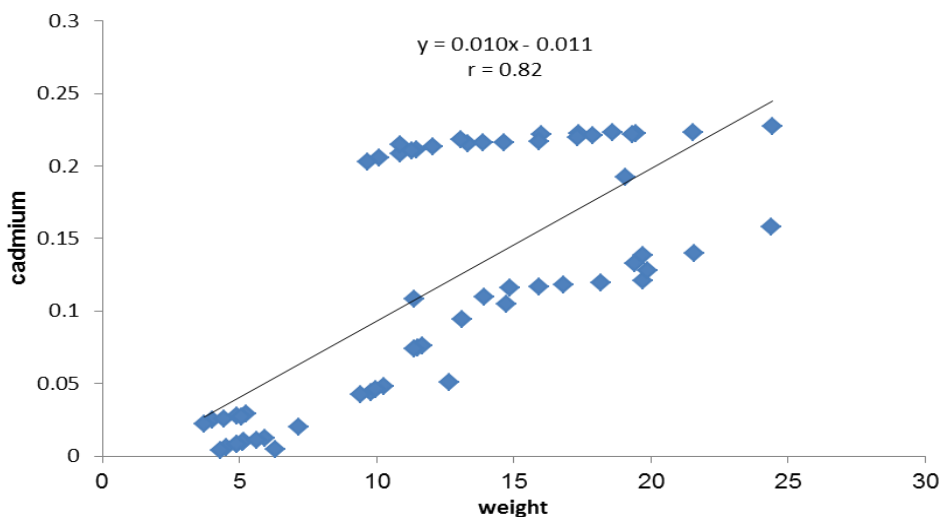


Figure 5. Relation between concentrations of cd with weight

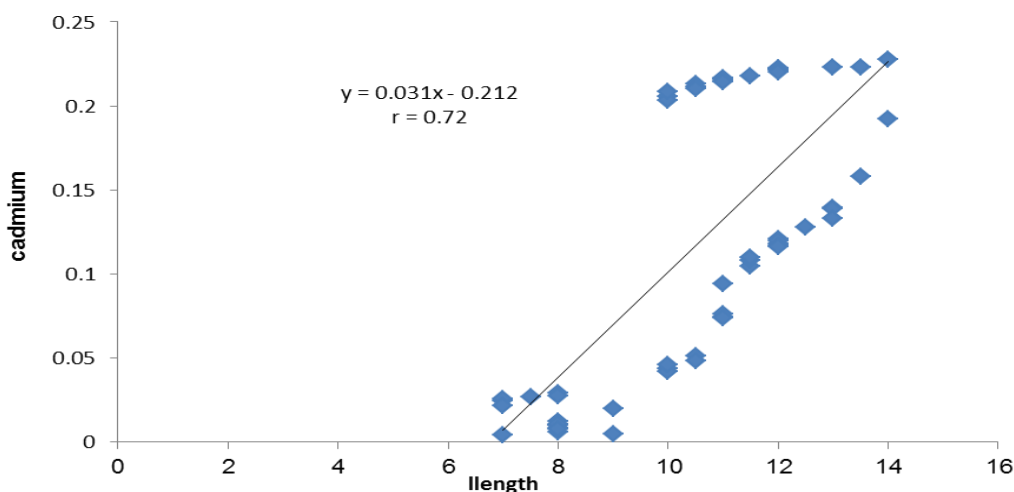


Figure 6. Relation between concentration of cd with length

Influence of pollution:

In this study, for the concentration of lead and cadmium in the fish muscle *p.waltoni* scored the Persian Gulf port of three stations, Khamir port, Golshahr and Dargahan and compared with international standards (Table 1) showed that the amounts of these elements are in the muscle tissue of fish *p. waltoni* scored lower than the international standards.

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Original Article

Islamic Perspectives about Evaluation Criteria and Its Educational Implications

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ABSTRACT

Every system has based on series of values and all acts in that system form based on considered values. Due to importance of justice and none wasting the human right, evaluating the values has a special place in Islam. In this case, current study will discuss first about importance of evaluation in Islam and then will go through characteristics of evaluation from Islam point of view in consideration to The Holy Qur'an and Islamic narrative's teachings and also evaluation criterions in Islam. At the end, there will be a discussion and conclusion. In the end tried concerning evaluation from the Islamic view point and it implications for an educational system.

Key words: Islam, Evaluation, Educating and training system

INTRODUCTION

The importance which Islam is considering for evaluation in seen in few programs among different human programs. The informative teachings of Islam are itself showing this subject that how Muslims are encouraged to effective and creative act of evaluation. Islam advise evaluation as a daily program for each Muslim. In a way that it has said: any time that a day passed and human does not evaluate precisely his acts and behaviors, he has gone far from straight way of perfection and will not considered as followers of prophet's family. (Makarem Shirazi, 2003).

It has written in Nahjolbalaghe that the peoples who do bad things and ones who do good things should not be the same for you because the bad guys will be encouraged in their work and the good guys will lose their motivation. The considerable point which should not be ignored is that we should first be completely informed about values and the value system so that we can accord peoples and their work with values and determines their goodness. The way that The Holy Qur'an used in stating some of the values, is a thinkable from every sides. Among important items in evaluation, there is determination of the factors that we can compare the results with them and determine the rate of its acceptance or unsuccessful. This is the way that we can develop the positive points and compensate the loss. In Islamic evaluation also, we should first know about values and the system which is dominating on them, then we can determine the rate of acceptance by comparing peoples and their actions with those values. Each educative system moral systems and offer advises for good action. The goal of Islamic training is move of good and thinker human though perfect human. Considering that in educative system of our country, the goal of education is in regards to perfect human educating, therefore theories in all educative systems and also in evaluation system should be in same way as Islamic value system. Therefore this article wants to study about educative points comes from these sources and the way of their work in evaluating system but in consideration to Islamic value system and evaluating specifications from The Holy Qur'an point of view and also the Islamic narratives specially Nahjolbalaghe.

The importance of evaluation in Islam

Where ever that there is a goal, there should be also a plan to reach that goal and where ever there is a plan, there should be evaluation to determine the rate of achievement and getting assurance that programs are in the correct way of goal. Considering that Islam is tending to goal, values and perfectness, and also it has precise plans in all fields, therefore evaluation which is necessity of correct performance of the plan and reaching to the goal, should be reasonably existed in Islam. (Baharestan, 2003).

There are several reasons which show that evaluation has importance and special place in Islam. There are clear symbols of importance of evaluation in principals and minutiae of the religion. For example, The principal of resurrection is explanative of the justice, mercy and realization of God's promises. Several times in The Holy Qur'an, it has talked about resurrection which some of them have directly pointed to justification and divine evaluation which are:

- 1-The day of justice (Surat Al-Ĥijr,15: 35)
- 2-The day of evaluation (Surat Ghāfir, 40: 32)
- 3-The day which is promised (Surat Al-Burūj, 85: 2)
- 4-The day of Judgement (Surat Al-Mursalāt, 77: 14).

Believing in resurrection, make responsibility and commitment in perfect performance of responsibilities and has effective role in refinement of human.

One of the minutiae of the religion is ordering to good things and avoiding the bad things. In The Holy Qur'an and Islamic narrations and states of the holly persons, there is insisting on ordering to good things and avoiding the bad things. It can say that ordering to good things and avoiding the bad things is a general evaluation and control to prevent social corruption and it is part of social rules in Islam. It has written in The Holy Qur'an about ordering to good things and avoiding the bad things that you Muslims are the best nation among mankind. Because ordering to good things and avoiding the bad things is always current in you and you have believed in God. (Surat 'Āle `Imrān: 3: 110). Besides, there is a narration from Imam Ali which says that the person who sees a bad action and does not avoid it by heart, lounge or action, he is dead in the society. (Makarem Shirazi and colleagues, 1990) ordering to good things and avoiding the bad things, as an individual and social control and evaluation is a religious responsibility and also a logic action and natural right comes from relation of human together. (Baharestan, 2003) ordering to good things and avoiding the bad things should be started from the individual himself and lead to foppery. In this regard, we can point to a narration from Imam Kazem which says that they are not from us the people who do not evaluate themselves every day (Koleini, 1987).

By thinking about principles and minutiae of the religion, we can know about the importance that Islam consider for evaluation and we can find out unique educative methods from that. The discussions on believe in resurrection and ordering to good things and avoiding the bad things are very vast and out of this discussion's time.

Islam advises evaluation as a daily plan for each Muslim. Imam Kazem States that he is not from us who does not evaluate his works every day and if he does good act, asks God for more of it and thanks God for the achieved success and if he does bad act, ask forgiveness from God and repent. (Bihar al-Anwar). God evaluate the acts of his creations and will award the good values and punish the bad values. According to The Holy Qur'an : anyone who has more good actions in resurrection day will go to heaven and the ones who have less good action will go to hell (Surat Al-Qāri`ah,101: 6-9). Imam Ali and other Imams from his son are the measures of justice in resurrection day. Also it has stated in Osoul Kafi and Manialakhbar from Imam Sadegh that someone has asked about above Ayeh's meaning and Imam said that the measures of justice are prophets and their deputies. There is a narration from Imam Ali that greeting to measure of evaluating the actions. In fact, these great characters are the measures of evaluating the actions and the acts of everyone who is more like to them are good and the ones which do not like them are less valuable. Even in this world, the prophets are the measures of evaluation but this will realize in next world. (Makarem Shirazi, 2003) The educative points which are hidden in these words show that the measure of evaluation should be precise and valid in a way that no right can be void in evaluation and the justice can be done. On the other way, it has pointed to items that show that numbers of criterions which show the sensibility of evaluation.

From Islam point of view, one of the main criterions of evaluation which is noted in many Ayehs, is contrast of believe and blasphemy. God is saying (Surat As-Sajdah,32: 18) "Then is one who was a believer like one who was defiantly disobedient? They are not equal".

It has said in (Surat Az-Zumar, 39:9) "Are those who know equal to those who do not know?". Contrast of good and bad is another criterion which is mentioned in The Holy Qur'an: Good and bad are not the same. (Surat

Fuṣṣilat, 41:34). In many other Ayes, values and unvalued are presented by contrast like evil and good, darkness and light. Study about these Ayes needs more time and preciseness.

In summary, we can say that importance of evaluation in Islam is justified by The Holy Qur'an, narration from Imams and principles and minutiae of the religion. It is showing in below figure:

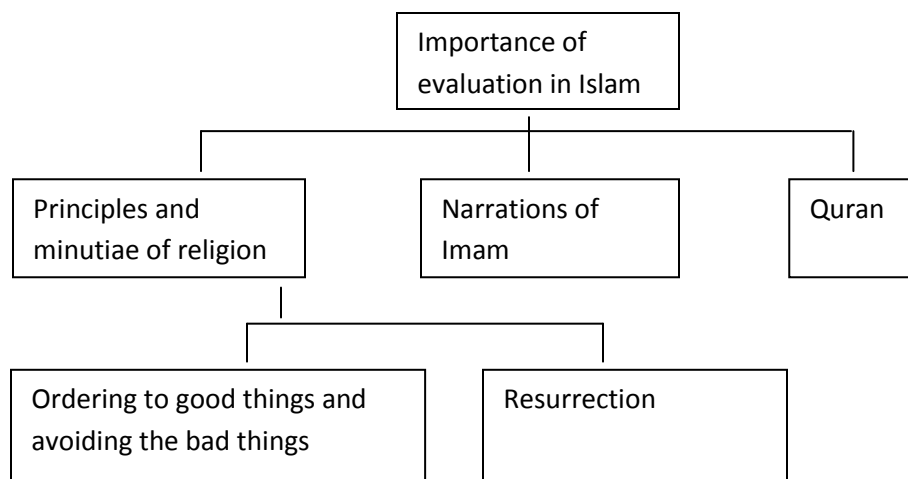


Figure1. Evaluation in Islam from The Holy Qur'an and Religion view

Specifications of evaluation in Islam

The subject of evaluation is an important item in general and in all affairs and it has insisted on it in Islam and allocates value of Jihad to it. As mentioned, there are Ayes in The Holy Qur'an that discuss about evaluation and also there lots of narrations from Imams that emphasis on this subject. A quick look to the The Holy Qur'an's Ayes and narrations of Imams shows that among believing subjects, the evaluation of actions and award and punishment and executing the justice has a special importance. The teachers and evaluators in educating system need to have some principles and criterions by which they can evaluate the performed actions and measure the capabilities of learners. These principles which have key role should accord with our believing criterions and therefore get the religious responsibility and principles of evaluation from this doctrine. (Afjei, 1986).

There is different specifications and understandings in The Holy Qur'an and Islamic narrations about evaluation which have important message. From the most important specification of the evaluation in Islam, we can mention to self evaluation, several methods of evaluation, speed in evaluation, consideration to individual differences, avoiding from mistakes and preventing hesitation which will be explained more in following.

Self-Evaluation

Islam considers the subject of self evaluation as control and dominating the ego and emphasizing on it as one of the educating methods. The God says: "Read your record. Sufficient is yourself against you this Day as accountant." (Surat Al-'Isrā', 17: 14). In this Aye, it is speaking about evaluator of the actions of the creations who is God but it says to people that they can be their evaluator themselves. One of the new subjects which has raised after years of development and scientific growth and management and planning is the subject of self evaluation. It has tried in educative system to reach people to a level of growth that they can be their manager and evaluate their actions and compensate the mistakes. We can find out the best form of this meaning in above Aye. By obeying these statements, we can develop the educative and training system to the best. (Lankarani, 1988). There are several narrations about self evaluation.

Therefore self-evaluation in educating system can be considered as one of the most important methods of correction and development of education. The point which is taken from all these narrations is that in educative evaluation, both evaluator and evaluated persons are learners and h should always evaluate himself and the criterion on this evaluation is development against last day. (Sadough, 1417).

Plurality of evaluation's tools:

There are several explanation about plurality of evaluation's tool. Some says that it may be a balance for every human or for every nation or for each action. For example, praying will be evaluated by a balance and fasting

or Haj and Jihad with other special ones. Some other says that the balance in fact is the same and they mentioned to greatness of it. In Surat Al-'Anbyā' (21: 47) has stated "And We place the scales of justice for the Day of Resurrection, so no soul will be treated unjustly at all. And if there is [even] the weight of a mustard seed, We will bring it forth. And sufficient are We as accountant". This Aye is related to subject of balance of evaluation of actions and this tool is as precise that even the smallest act which has referred to a seed as an example of smallness will be evaluated. On the other side, balances have used which is plural of balance and shows that at that day, there will be several balances. (Makarem Shirazi, 2003) Any way, it shows that balance means the tool of evaluation and balances shows the plurality of this tool. Because everything has its own tool of evaluation and our tool should be convenient for the thing which we want to evaluate. In educative system, based on this sample of The Holy Qur'an in evaluation, we have to use the methods which are convenient with educative goals and the characteristics of the learners and use different methods and tools. The evaluation tools should be in a way that learners have the opportunity to show their knowledge, skills and capabilities in different ways. Now a day, we need systems in evaluation that respect the learner and present his natural and human talents in all aspects. In this case, teacher should believe that each student has the capability of development and learning provided that we forget the old evaluation tools which were just looking for mistakes without consideration to difference of individuals. We should find out the capabilities by using different and new tools and make self confidence in students which is very insisted in Islam. With regards to Islamic training goals which are reaching to human perfection, taking consideration to these subjects is very important and necessary.

Speed in evaluation:

This subject that God evaluate the acts of humans with speed is seen in different parts of The Holy Qur'an and this repeat shows the importance of it. In one side it is an enunciation for good peoples who will receive their award rapidly and on the other side; it is a treat for bad guys that their punishment will not be delayed. There is a narration from Imam Ali that God will evaluate all his creations acts as soon as squeezing the milk of a sheep. (Majmaol Bayan, 3), God will evaluate his entire creations act in a glance. (Same source, 1)

The reason of such a speed is clear because evaluation is provided to complete knowledge, power and justice and God has all these characteristics in complete way and he can evaluate all acts in a glance. One of the hidden educative points in these Ayes is that the necessity of speed in evaluation is having high level of knowledge and the following of this speed is on time punishment and encouragement. Psychologist says that most of the behaviors of the humans are the result of encouragement. In education, the probability of reaction of learners change by encouragement and punishment is a way that removes or weakens the reaction. (Parsa, 2005). There are different types of punishment and encouragement and discussion in this case is vast but one of the ways of on time punishment and encouragement is speed in reaction. Considering to these narration and Ayes, we can understand that the role of teachers as evaluators is undeniable in effective evaluation. Therefore, augmentation of social place of teachers and increasing their knowledge and skills will lead to speed in evaluation and the result of it will be on time punishment and encouragement. Imam Ali in his letter to one of the king states that choose the best one from the people for justification. And then he says that do not choose them by your own will and without consultation... they should be experienced. Besides he advises in another place to choose reliable and trusted officer for control and evaluation.

Taking consideration to individual differences:

Based on justice principle, there should be methods in educational system that is a symbol of justice. The principle of justice has a special sensibility in evaluation. From the points which should be considered in making justice in evaluation, is taking consideration to individual differences. People's different capacity of knowledge and action. In Islamic evaluation, consideration to individual differences is considered as social justice. God sates that God will not give responsibility to someone unless in consideration to his capabilities (Surat Aṭ-Ṭalāq, 65: 7). The Holy Qur'an has discussed about differences of humans in several parts and also the source of these differences and necessity of their existence. "It is We who have apportioned among them their livelihood in the life of this world and have raised some of them above others in degrees [of rank] that they may make use of one another for service. But the mercy of your Lord is better than whatever they accumulate". (Surat Az-Zukhruf: 43, 32). "And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge." (Surat Ar-Rūm: 30, 22).

This is because of individual differences that the divine test is different for peoples. He tests some ones by difficulties, hungry, poorness, illness and sadness and some ones with rich, money, power and some ones by putting in corrupted or healthy places. Individual differences are the reason of variety in tests. Because it is possible that some people can bear hunger and problems but they cannot bear comfortable, rich or full.

(Baharestan, 2003) The prophet states that anyone who has strong believe and good action, he will be tested more difficult and anyone who has weak believe and less action will have more simple test. (Majlesi, 1982). The individual differences has considered as a define principle in Islam logic. It has narrated in Osul Kafi from religious leaders about different ranks of believe and their means is that people are not in same level of talent and mind, therefore religious leaders advise that there should be responsibility for each person based on his talent and there should not be hard responsibility for the ones who are in lower level so that it would be out of his capability. The financial, cultural and social conditions and inner talent and also existence of conditions like level of parent's education, their consideration to educative points and their relation with school and books, have important effect in quality of learning of children. In evaluation system of our country which is looking for reach of all students to special point and getting point of 20, speaking about individual differences is not very correct and there should be serious review on it because by small consideration, we can find out a clear contradiction which is contradiction between getting point 20 and consideration to individual differences. The Islamic Prophet sates that people are like mines, some are gold mines and some silver mines. (Sadegh Ardestani, 1992). It means that people are in different levels of talent and they are not all the same, therefore planners and teacher should take consideration to principle of individual differences.

Deviation from mistake and changing the sentence:

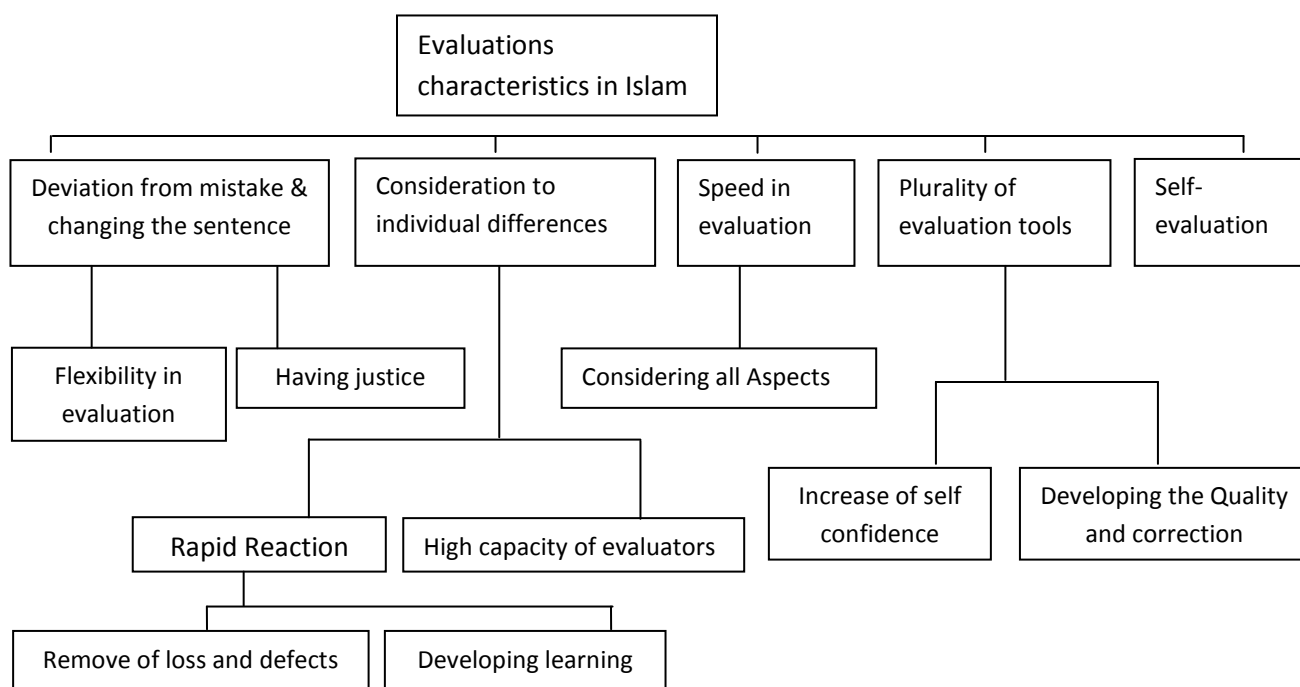


Figure 1. Subject of evaluation in Islam and its components

The subject of evaluation in Islam has summarized in upper graph. It has insisted in Nahjolbalaghe that if there was a mistake in a sentence, change that. Don't be afraid of coming back to justice whenever you find it out (Bagheri, 2004). The method of review is mentioning as one of the educating methods and pointed that God has used it several times in treating the humans. God is not ashamed on reviewing his first sentence, so we should not also avoid reviewing in education and be ashamed of it. Although there is no question of review in evaluation and sentence but it can be used also in educational evaluation. There are several stories in The Holy Qur'an which shows that God has changed the sentence which was defined and informed by prophet because of the charity or repentance or other items. Teacher in term of evaluation can make changes in evaluating points of students based on his recognition in consideration to his wise, experience and knowing complete goals of education. Teacher should be able to understand the conditions and make the necessary changes and this should be done by considering time and place conditions and justice.

DISCUSSIONS AND CONCLUSION

In consideration to what presented about place of evaluation in Islam and its importance and necessity, we can understand that evaluation has a special importance in education special in teaching. This necessity will be cleared more while it would be looked from Islam point of view so that educational system can be reached to goal of Islamic education which is human perfection. Considering to what discussed about specifications of Islamic evaluation like self evaluation, plurality of evaluation tools, speed in evaluation, consideration to individual differences and deviation from mistake and changing sentence, it is proposing to:

1-Due to make responsibility and self confidence in students during education, there should be conditions for involving learners in evaluation process.

2-Use different tools based on educational goals and characteristics of learners.

3-Encouraging the social position and increasing the knowledge level and skills of teachers as the most important persons in evaluation position, should be placed in priority of education plans and activities.

4-The individual differences should be considered by planners and teachers.

5-Giving more place and authority and trust to teachers in place of evaluation.

Considering to current situation and condition of evaluation system in education in our society and considering to loss of consideration to religious teaching in evaluation process in general and educational evaluation in specialty, it is necessary to make effective solutions with regards to investing the usage of Islamic evaluation principles. In this regard, following proposal is given:

1-Educational specialists and researchers should find out the scientific criterions in field of evaluation by using Islamic religious teaching and perform of realization of these criterions by informing and teaching the executers of educational system.

2-The culture of consideration to these principles in educational system should be developed by holding seminars, making articles and encouraging to writing about position of evaluation in Islam and its principles.

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*Original Article*

The Study Relationship between Parenting Styles and Spiritual Intelligence

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ABSTRACT

The aim of the present study was to examine the relationship between parenting styles and spiritual intelligence among high-school students. Participants included 160 high-school students selected randomly from high schools of Bandar Abbas city. Multiple regression analysis was used to test research hypothesis. Data collecting tools of the research include questionnaire of spiritual intelligence and parenting styles questionnaire. Results showed that parenting styles can predict spiritual intelligence. Authoritative parenting style had a positive and significant relationship with spiritual intelligence but authoritarian and neglecting parenting styles had negative and significant relationship. Permissive parenting style had no significant relationship.

Key words: Parenting styles, spiritual intelligence, High-school students.

INTRODUCTION

Human being has different abilities so that the relationship and impact of these characteristics and attributes have an important role in his overall performance and behavior. Without considering the relationship and impact of these factors, it would be difficult to understand and interpret behavior. Spiritual intelligence is one of man's characteristics. It is the result of the influence of emotional, environmental, parenting and attitudinal factors. This feature can also have an important impact on the quality of man's life, beliefs and attitude while facing daily problems. On the other hand, parents' behavior and their way of dealing with children have profound and long lasting influence in forming their beliefs and ideas towards the essence of God, the Almighty, and children's attitudes are affected by parents' training styles. parenting styles refer to a model of attitudes, behaviors, values and criteria which in interaction with children, parents express at the time of their request, response, control and guidance and children cause parents to take them into consideration or to be oblivious to them (Dixon, Graber, and Brooks-Gunn, 2008). Therefore, parents' behavior with children causes formation of their psychological and social character and commensurate to the level of freedom and control, parents are classified as authoritative, authoritarian, permissive and neglecting models parenting styles cause the individual's knowledge and insight to himself and phenomena of the world to increase through search and spiritual experience. Following, the individual involves in creating change and a deep understanding of layers of his personality and considers life as something meaningful and valuable or imagines life as something absurd, meaningless and aimless (King, 2008). Reflection on the state of philosophy of existence, creation, death and life is an indication of spiritual growth. It roots in early childhood education and development by parents. This behavior results in affecting life quality and parenting style (Fry, 2000). In addition to affecting the individual's character and overall attitude, this way of thinking will impact on the amount satisfaction and life quality (Nasel, 2004). Having a purposeful attitude towards life is rooted in religious thinking. This viewpoint is emanated from critical existential thinking, creating personal meaning and

transcendental consciousness. As a shield, it protects the individual against mental- psychological stresses, anxiety, tension and worries and increase man's health and overall performance (Mascaro and Rosen, 2005)

According to Amram's definition (2009), spiritual intelligence is a kind of ability that causes self-consciousness, self-control, profound understanding of meaning of life, purposefulness, increase in peace, the ability to communicate effectively with others and mental health. Spiritual intelligence is the consequence of the highest level of individual growth in the fields of cognition, meaning attainment, transcendental and moral communication (Vaughan, 2002). Therefore, spiritual intelligence can be an important factor in the individual's compatibility in vicissitude and improvement of quality of life.

One of the main requirements of this study is paying attention to the factors affecting adolescents' intellectual and mental ability and growth which are essential conditions for developing ideas and empowered individuals for the future of a society. Another necessity that is sensed in today's contemporary social-historical system understands the relationship between spiritual intelligence and parenting styles. It is intended to provide this important feature in adolescents through strengthening and helping to the growth and development of these factors, thereby, to provide adolescents' success rate in dealing with challenging situations, and to understand better the feeling of purposefulness in life and having the critical view towards the philosophy of being and life. The present research has investigated the relationship between spiritual intelligence and parenting styles among high school students in Bandar Abbas.

The aim of the present study is the relationship and the effect of parenting styles on spiritual intelligence, firmness of beliefs and ideas towards a transcendental being while facing problems. The necessity of this spiritual aspect is felt more than ever in the lives of modern students and adolescents. Making life personally meaningful is one of the components of spiritual intelligence. It results in improving life quality and reducing the intensifying signs of cognitive affairs while facing difficulties, frustration and mental and psychological concerns (Krauss, 2009). Understanding the factors is related to strengthening the beliefs and attitudes which help to improve life quality and ability to deal with inevitable daily events. It causes to provide this important feature in adolescents through strengthening and helping to the growth and development of these factors. So, the main hypothesis of this study is that there is a relationship between parenting styles and spiritual intelligence.

One of the factors having a significant influence on the growth and development of spiritual intelligence is the parenting styles; Family and culture are two influential factors in developing creativity, thinking, spiritual values and activating the high levels of spiritual intelligence such as meditation (King, 2008). Childhood is a golden opportunity for forming the layers of thought and high levels of spiritual intelligence and recognition of self-essence (Saidy, Hassan, Pertiwi, Fadzulahmm, Habibian, IsmiArif, and Krauss, 2009). If in childhood, in the field of enriching spiritual intelligence, proficient trainers are accompanied with a child and help him in understanding meaning and symbols, this factor can help children and adults both in the area of developing spiritual intelligence. The child can realize the secret of many stories, events and spiritual metaphors and find out great questions and answers of life (Vaughan, 2002). Though cognitive features and abilities may be affected by numerous factors over different stages, but one of the most influential factors is parents' parenting style. Parents' behavior in early childhood can have long lasting and permanent effect on understanding principles and realizing the philosophy of being, such as spiritual intelligence (Hoffman, 1992, according to Vaugan, 2002).

One of the most fundamental functions of the family is the development of children's character and improvement of their abilities and intelligence. The prevalent atmosphere in the family environment is one of the influential factors in developing spiritual recognition and intelligence. Intimate parents, who give their children the necessary freedom and help them in intellectual reasoning, lead them to develop their intellectual growth. They assist their children in finding the answers to the questions related to being and life. Consequently, such parents help the growth and development of thinking levels, intellectual growth and existentialist thinking (Elhageen, 2004). Parents, who themselves think and pray God and devote some time to communicate with the creator, provide a better background for children to develop spiritual feeling. Moreover, observing parents' behavior is mostly considered as a good model for children's behavior. In their studies based on the effect of parents' performance on children's cognitive and mental structural growth, Gunti and Buri (2008) realized that parents' performance has everlasting impact on children's thoughts, emotions, cognition and behavior. They also got to know that parents' behavior can be regarded as a referential structure influencing children and their evaluation of themselves and the external world.

Materials and Methods

The statistical society of this research includes all high school male students in first up fourth grade of human sciences in Bandar Abbas. They are studying at high schools in this city in the academic year 2011-2012. The statistical sample included 160 of the above-mentioned students who were selected, from among all high school students from grade one to grade four, through multi stage random sampling. In this study, for evaluation of parenting styles, Shaffer's parenting styles of 77 items questionnaire (1991) has been used. It embodies 4 factors

including, authoritative, authoritarian, permissive and neglecting styles. The points in this questionnaire are graded in a range of 5 degrees from 1 to 5 (I really disagree to I really agree). This questionnaire has been designed on the base of children's interactions and experiences with parents and the kind of family relationship. It includes 2 aspects of affection and control, each of which embodies numerous parenting concepts. To determine 4 types of family environments, first the average of each aspect; that is, affection and control, is separately computed. Based on the scores obtained, 4 types of family environments were identified: little control and little affection (neglecting), too much control and too much affection (authoritative), little control and too much affection (permissiveness), little affection and too much control (authoritarian). This questionnaire the first time has been translated, edited and used in Shiraz by Naghashian (1980) on the base of Shaffer's works. Its final coefficient has been reported 0.87 by the creator. Naghashian (1980) has reported its final coefficient 0.87 by the use of half split method. In the present research, the final coefficient of the questionnaire has been calculated through Cronbach's alpha. In the study, the analytical method of confirmatory factor has been used to determine this instrument's validity. In the research, to evaluate spiritual intelligence, King's self-reporting questionnaire of spiritual intelligence was used. It has 24 items with 5 options each. The options are scored from 0 to 4 as the Likert Scale. There is not any proportion with my features=0, it does not match much with my conditions=1, it is partially true about me=2, it is consistent with my characteristics a lot, it is quite compatible with my features=4. It includes 4 factors such as existentialist critical thinking subscale, creating personal meaning, and transcendental awareness. The range of scores of self-reporting questionnaire of spiritual intelligence is from 0 to 96. A high score is the sign of high spiritual intelligence and a low score is the sign of low spiritual intelligence.

Through Cronbach's alpha method, the final coefficients of spiritual intelligence self-reporting questionnaire were obtained 0.92 for critical thinking, 0.78 for creating a personal meaning, 0.87 for transcendental awareness and 0.90 for expanding awareness by King (2008). In the present research, Cronbach's alpha and retest methods were used with an interval of one month for final calculation of this questionnaire. The questionnaire's validity was done through structural method by King (2008). It supported the underlying factors of and also reflected spiritual intelligence. In the present study, Cronbach's alpha method was used for final determination of this questionnaire, and the analytical method of exploratory and confirmatory factor for determining its validity.

RESULTS

As it is observed in table no. 1, 4 variables related to parenting styles (authoritative, authoritarian, neglecting and permissive) have a meaningful relationship with high school students' spiritual intelligence. Through entry method, a meaningful pattern was obtained ($n=153$ and 3 , $F=3.042$ and $R=0.453$ $P<0.001$). This model justifies 0.20 % of variance (0.206 =adjusted R square). Three variables are considered relatively good predictors of high school male students' spiritual intelligence. Authoritative, authoritarian and neglecting styles are respectively meaningful predictors.

Table 1. Relationship between spiritual intelligence and parenting styles

Variables Entered	R	R Square	Adjusted R Square	DF	F	Sig.
authoritative parenting's styles	0.453	0.206	0.138	3.156	3.042	0.026
authoritarian parenting styles						
permissive parenting styles						
neglecting parenting styles						
Variables Entered	β	T	Sig t	partial	semi	
authoritative parenting's styles	0.42	12.61	0.000	0.313	0.300	
authoritarian parenting styles	-0.34	-3.17	0.024	-0.032	-0.042	
permissive parenting styles	-0.18	-1.55	0.638	-0.003	-0.004	
neglecting parenting styles	-0.29	-2.97	0.012	0.014	-0.031	

DISCUSSION

The results achieved from data analysis imply that there is a meaningful relationship between parenting styles and high school male students' spiritual intelligence. According to table no. 1, the relation of authoritative parenting style with spiritual intelligence is 0.61. The results of this part of the research are consistent with Spota and Paulson researches (1996). In a study which was related to the parent-child relation, they concluded that the family texture has great impact on children's mental and intellectual growth and development and their sense of inquiry towards the internal and external world. According to table no. 1, the relation of authoritarian parenting style to spiritual intelligence is -0.32. The findings of this part are like the achievements of Tiller, Garrison, Block, Cramer and Tiller (2001). In a research, they realized that the children in authoritarian families are generally impatient and careless and they lack the ability to think

deeply. Inflexible and harsh parents cause children's intellectual and mental instability. They have pessimistic view towards the world. In addition to psychological and emotional stresses on children, this parenting style causes a negative impact on forming their beliefs and attitudes. Therefore, children who grow up in a family environment with imposed relations and without assertiveness do not have an opportunity for curiosity due to mental and emotional requirements dissatisfaction.

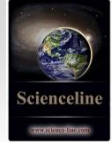
According to table no. 1, the relation of neglecting parenting style to spiritual intelligence is -0.28. Parents, who are neglecting to children's psychological and emotional needs, cause their children to have a sense of rejection and inadequacy and to conclude that they are worthless creatures and they lack positive characteristics. The findings in this part of the research are consistent with Gunti and Buri's research (2008). In their research, they concluded that neglecting children and forgetting them, due to life concerns, prevent the development of children's mental faculty and fertilization of their ideas and they will have a sense of aimlessness in life.

The findings in the table 1, showed that there is not a meaningful relation between permissive parenting style and children's spiritual intelligence. The findings in this section are partially like the achievements of Hosseini, Habibian, Krauss, and Aishah (2010) In a study, they concluded that close and intimate parent-child relations along with behavior control and raising responsible children lead to facilitating and strengthening children's mental faculty, and help them to engage in research for understanding and detecting self- internal and external world and find out a reasonable answer. Not dealing with problems has caused them to have a sense of wanting too much comfort and has prevented them from realizing purposefulness and critical thoughts.

Though formation of structures such as spiritual intelligence is related to individual differences and lots of factors, but the results of the study showed that one of the important and influential variables is parenting styles. The process of individuals' mental development happens over a relatively long period. One of the most important forming factors of individuals' mental approach towards the world is parenting styles.

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*Original Review*

Review literature about relationship between Spiritual Intelligence and Job Satisfaction

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ABSTRACT

Over the years, many researches have been done to find the best criteria to predict coordination of individuals with their surrounding environment, based on specific characteristics of each person. Hence, the concept of IQ was introduced. Many years after introduction of this intelligence and its applications all over the world, researchers found its limitations and introduced another type of intelligence, called Emotional intelligence. Emotional intelligence is the ability of inhibition and adjusting emotions and logic in a way that leads us to happiness. During late 20th century, some evidences revealed there is another type of intelligence which can complete the image of human intelligence. Danah Zohar (1997) introduced spiritual intelligence for the first time and proved its existence using some scientific reasons. Using this intelligence, people can view their lives with extended view and act efficiently in their lives. Today, spiritual intelligent is discussed not only in individual area but in organizational area, and has entered not only psychological domain, but other human science areas- such as management. Most of scientists believe that spiritual intelligence is the most important type of intelligence which has the power to change our life, society, and history.

Keywords: Spiritual Intelligence, Job Satisfaction, human intelligence.

INTRODUCTION

Over the years, many researches have been done to find the best criteria to predict coordination of individuals with their surrounding environment, based on specific characteristics of each person. Hence, when the concept of IQ was offered, it attracted the attention of many people all around the world. Since then, from early 20th century, IQ was introduced in psychological topics.

Many researchers agree that different aspects of intelligence structure include:

- 1) Series of related intellectual capabilities
- 2) Can be developed during life time
- 3) Simplifies problem solving process and compatibility with a natural specific environment
- 4) Enables individuals in accurate judgment and reasoning
- 5) Represents a compound component or biological bases of mind

Many years after introduction of this intelligence and its applications all over the world, researchers found limitations of this intelligence and understood that many people with higher IQ have problem in controlling their emotions and behaviors and cooperating with the other people, while people with lower IQ have achieved professional successes (Bradbury and Travis, translated by Ganji, 2005).

Emotional intelligence

Emotional intelligence or emotional Quotient (EQ) was first introduced by Salovey and Mayer (1990). In 1995, Daniel Golman represented it more applicable and harmonious. Development of this concept has its root on intelligence theories of early 20th centuries, when *Thorndike* defined social ability as the most important part of intelligence.

Emotional intelligence is the ability of inhibition and adjusting emotions and logic in a way that leads us to happiness. This intelligence is related to all areas of human life, since emotions are always with people.

Golman believes that emotional intelligence is a social skill that helps individual to have better social communications. People set their position on life events based on the level of their emotional intelligence. Those

with higher level of emotional intelligence experience less negative events, and are able to order their life using this intelligence.

Spiritual intelligence

During late 20th century, some evidences revealed there is another type of intelligence which can complete the image of human intelligence. Danah Zohar, (1997) introduced spiritual intelligence for the first time and proved its existence using some scientific reasons. The term, spiritual intelligence, is named after him. After Zohar, other researchers also found that spiritual intelligence not only is complementary of Intelligent Quotient and emotional intelligence, but is necessary for their proper functioning. Spiritual intelligence shows the best way of life and creates meaning and deep understanding of life. In the other words, using this intelligence, people can view their lives with extended view and act efficiently in their lives. Latent values of life and main cause of human being can also be achieved with this intelligence.

Components of spiritual intelligence

1. Intuitive Wisdom: an insight which allow human to daydream special aspects of reality. It also allows people to understand majesty of creation and know self.

2. Reasoned understanding: it's in contrast with intuitive wisdom. This process includes tracing, developing, and analyzing insight acquired from intuition to clarify meaning and special details of insight.

3. Awareness of intention: incorporation of intuitive wisdom and reasoned understanding enables people to enter cognition phase, knowing the whole objectives of their desires.

4. Compassion and love: love represents unlimited stream of Love and Energy of Almighty.

5. Focused power and justice: limitation and constraints are opposite of love. When it evolves positively, indicates justice and fair. It creates order and responsibility and ability to control and evaluate behaviors of individual.

Comparison of spiritual intelligence with other types of intelligences from different points of view

IQ is the intelligence which seeks to find quiddity, EQ seeks to find and understand how something is, and SQ seeks to find whys.

Based on their development levels, Wilgorth consider body intelligence, cognitive intelligence, emotional intelligence and spiritual intelligence in a pyramid (figure 1).

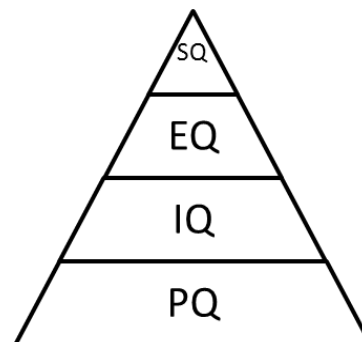


Figure 1. Classification of intelligence by Wilgorth

Based on this approach, his ideal pattern considers that: first of all a child is able to control its body (Physical Quotient), and then develops its oral and contextual abilities (Intelligent Quotient). This intelligence is important in school activities of children. Emotional Quotient is considered in people when they want to expand their relations with others. Finally, spiritual intelligence evolves when people try to find the meaning of issues and asking "is this all there is?"

McHaw believes that spiritual intelligence has close relation with non-religious teachings, realistic and intuitive knowledge, and wisdom. Its holistic and nonspecific nature develops understanding of people. This help in enrichment of relations and improvement of daily activities. Furthermore, self-actualization and spiritual development mostly depends on spiritual intelligence than self-control and adherence to rituals and customs. It seems people with integrated spiritual intelligence have different life style (Nazel, 2004, 44)

In his research, George (2006) found that the most important functions of spiritual intelligence in work environment include:

- 1) Peace of mind and its effect on self-effectiveness
- 2) Creating mutual understanding
- 3) Managing changes and solving problems

Nazel (2004) believes that spiritual intelligence is associated with intuition, insight and wisdom, than secular acquirements and practical knowledge. Being infinite, holistic, and using symbols in this intelligence make understanding of people to be deepened and enrich relation with others. Therefore, people with spiritual intelligence have different life style and don't obey customs.

Comparing people based on spiritual intelligence

Following table compares people based on level of their spiritual intelligence.

Table 2. Comparing people based on level of their spiritual intelligence.

People with lower spiritual intelligence	People with higher spiritual intelligence
They recognize themselves with their race, color, and status.	They don't introduce themselves with external factors, and believe that race, color, etc. are only labels.
They blame others because they afraid of being at fault. They need approval of others to feel good	They never blame others and always accept their responsibility, because they never afraid of losing their prestige, status, and respect
They depend on their job and salary to be secure	They are free of dependencies and feel secure
They easily feel anxious and threatened by changes	They never be anxious because of the surrounding changes
They seek love and joy from world and others, so always feel despair	They know that they can find whatever they seek within themselves
They consider people of work environment as objects to achieve their own objectives	They consider people of work environment as human, with all strengths and weaknesses
They take life serious and look at job as a work	They take life easy.

Spiritual intelligence and work environment

Nowadays, investigations and researches on this area are very challenging. The era we live in is called the age of complexity and change; organizations are placed in the edge of order and disorder and continuously change their place in this paradoxical state. To confront these circumstances, management science experts and theorists have offered different theories, such as learning organizations, holographic organizations, time management, productivity management, total quality management, objective-based management, quality of work life, and entrepreneurial organizations.

Today, spiritual intelligent is discussed not only in individual area but in organizational area, and has entered not only psychological domain, but other human science areas- such as management.

Mathew Fox (1994) state that: "we should find a way to heart. Without nourishing heart, we starve of mental hunger. Whatever we gain from work and any progress in job can't calm feeling of spiritual death in our inside".

By the increase of life standards in developing countries, employees of these countries are able to change concentration of their need from security and survival to spiritual needs and self-actualization.

Most of scientists believe that spiritual intelligence is the most important type of intelligence which has the power to change our life, society, and history. When a person is intelligent in spiritual aspects, he or she has a wider viewpoint. Wider viewpoint means having a great imagination of self and world, so having an extended imagination of objectives and our place in the world.

While many people believe that there is no spirituality in work and work environment, many researches show that spiritual intelligence can be used in most of work areas.

CONCLUSION

Although rational intelligence manages information, and uses logic and analysis in decision-making, emotional intelligence is necessary to understand and control emotions and understand and notice emotions of others. But spiritual intelligence is important due to the following results:

- Exploring and using deepest inner sources, to obtain flexibility and tolerance along with attention and accuracy

- Having sense of identity when a person confronts variable relations in work environment.
- Ability to recognize true meaning of events, circumstances and creating meaningful job
- Recognizing and balancing individual values with a clear understanding of objectives
- Maintaining values and being honest

Ability to make peace and having concentration when facing critics and confusion is another result of spiritual intelligence, it can also make altruistic tendencies toward others, and making intellectual viewpoint to life.

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Study the Effect of Research and Education on Women's Development

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ABSTRACT

Islam's philosophical view towards human is the same view that considers no difference between women and men in its truth level and human nature. Since in the view of Islam, women and men have the same human nature, the only distinction lies in the creation form or physical one. This distinction like other realities has influences in life with all its necessities. This duality or distinction is based on unit resource or human truth that is the same spirit. Spirit is the source of men and women deeds in their common life. Those societies would be successful that are able to keep all their human forces, whether men or women, develop correctly and enforce knowledge, cognition and necessary technical expertise along with self-assurance. Women mostly are vanished as a resource in under developed societies and weaker classes are under discrimination. The importance of education in for housewives must not be forgotten regarding the protection of environment, the role of women in women associations in achieving the aims of resistant development, role of women in optimizing energy consumption, historical role of women in protecting the environment, establishing environmental culture and role of villager women in resistant development. Woman is an influential element in society. One of these responsibilities is to popularize the concept of development in the society and prepare suitable bed for free activities and in her long resistance path try to persuade man that she is a human and could share in development of society in all national culture, education, research and globalization.

Key words: woman, research, education, development, society, culture, ability, self-actualization

INTRODUCTION

Islam's philosophical view towards human is the same view that considers no difference between women and men in its truth level and human nature. Since in the view of Islam, women and men have the same human nature, the only distinction lies in the creation form or physical one. This distinction like other realities has influences in life with all its necessities. This duality or distinction is based on unit resource or human truth that is the same spirit. Spirit is the source of men and women deeds in their common life. Such distinction is a functional distinction not a natural one. The achievement of women and men form God's evolution is the bases of duty division, restrictions, and common fields in their works and it is concluded from the certain view of the Quran and tradition. This new view is able to create positive and wide changes for achieving the development that recognition of human and the role of women is among them. Emergence of new challenges has necessitated the method of thinking. Since regularly when individual does not touch the problems, would not be able to understand them, thus would not think of any solution. Thinking

and social motivations that has been created concerning the subject of women, helped many to think for new things and correcting the views has helped women either.

Considering that women form half of the human forces of the society and it is necessary to use all the potentials of the society in order to develop the society, nowadays it is impossible to ignore them and their role and place in development and education.

In the present paper, it is attempted while offering a brief definition of the word development, correct view towards women and their achievements in development process must be discussed both in education and research and the problems are diagnosed.

WOMAN, NECESSITY AND EDUCATION:

The developments in the society are based on logic, and activities of the humans in the mentioned society, human attempts to make progress in society. According to the experimental reasons and the economic in developed countries it is approved that achieving social, scientific, and cultural progress trends, without investment would be impossible, hence it is necessary that in addition to developing the physical and financial resources, human resources must be changed in accordance with needs of the country. In the sensitive periods, that planning for renewal and restoration of the country continues, the main lever of advance, science production and technical knowledge, grows up through investments in education, since it is the vital necessity of our society in order to achieve self-sufficient development that prepares the ground for gradual and continuous progress and development. Thus, it is necessary that we must believe in our natural and human wealth and it would be impossible except by preparing scientific and social grounds. In achieving the aims of restoration and progress in human and financial forces, we must take measures rather than only researches.

Although everybody confesses that the most important strategic resources in any organization and society are its human forces, however, normally in most societies half of these great sources are ignored. Those societies would be successful in which human forces whether man or woman are educated logically and develop and enforce their knowledge and technical expertise by observing the justice between the genders. Unfortunately, during the history women had less access to education than men did. Specially in developing countries, like Iran, women are literate 10 to 15 percent less than men do, men around 80 percent and women around 60 percent.

Although women are involved in social affairs more than the others are, but men would understand that women could function in social affairs more actively and it pushes men to educate the children to have more respect towards women and through the same the specific abilities of women in education and research would be usable and prevent the wastage of their talents.

The specification of women are not superficial, however they are influential in organic, psychological, logical and spiritual emergence of her and even most experts believe that in all the cells it could be found. Hence, each one could be used in its proper place. Otherwise, their talents would be wasted and here would be no use.

The applied psychological and social pressures on women are an important element in formation of their psychological and mental structures and external behaviors. The saying that women and the civilization are the same is among the signs of civilization and growth in a society. We must pay attention that the aims and hopes of women shows the rank and place of that territory in the world. The same world that is discussed today.

Social condition and the situations that make men as a man and woman as a woman, never must be ignored as De Beauvoir says, "We are not born as women, we turn to a woman." In fact, there is no scientific reason that shows the superiority of man over woman in both mind and body. Something that we witness today is the economic achievement of the past that was dominated by men. Different walls of prisons, first, surrounded woman, because of her gender and these corals were so normal for her that never was able to have awareness over her life. If men were under such conditions, never could achieve continuous successes.

Fear of elimination leads women to illogical actions and reactions. Specially, in societies which logic is weaker than intellectual one? All these issues, although are pure truth; however are not good excuses for removing the responsibilities and passiveness of women. In all patriarchal societies during the history, humanity always has had a great architecture as woman. An architecture that destroys her own house and builds a house of violence and ignorance for men. Of course, we must say that we have master women who play important role in educational fields and were able to show womanish values in educational sectors and have great successes.

The most important resource that a research organization has is its scientific treasury. No organization is able to produce knowledge without talents, logics and curious views. Human factor, in a research organization plays more important role than the other organizations. Scientific investment for human forces is the only investment that never perishes but increases the output and it is not measurable. For producing science and knowledge there must be grounds that the most important one is education. The importance of scientific and research insight is an unavoidable necessity and the role of education and research could be clear through contiguous and correct education in production and development of science and research.

THE OBSCURES OF WOMEN PARTICIPATION IN DEVELOPING SOCIETIES

Now that we are speaking of women participation in developing countries, it worth to study the concept of development before other issues.

Development is a process that begins after thinking changes in societies.

Development is a concept without affixation and in fact, political, economic etc concepts are wrong, since development includes all these. Underdeveloped societies remove human forces especially the weaker one i.e. women, and it is the destruction of resources, weaker classes goes under oppression and discrimination.

In our country, we attempt to prepare the necessary ground for scientific, cultural and social growth. Importance of educating housewives in protecting the environment, role of women associations in achieving the aims of resistant development, role of women in optimizing energy use, historical role of women in protecting the environment, and grounding the bio-environmental culture and situation of village women in resistant development must not be forgotten. In this regard ninth government in its new plans has started a new phase in women issues. The name of "Woman Participation Issues" has changed to "The Center for Women and Family Issues" and the center of attention is towards offering human benevolence and her influential role in social, cultural, economic, and political arenas and protecting the bases of family. This center helps to solve the real problems and make an aim for women researches and helps the research projects.

Moreover, as women service of Inoa reports, more than fifty journals are published regarding women subjects that is responsible for information delivering in the following fields; law, medical science, sport and family issues. These journals have special share in qualitative uprising of the family life and presence of women in society and removing the problems on the development of women roles. Nowadays, women are present in most fields such as education and employment. There is a great growth among the filmmakers and authors and entering the masculine arenas has changed to normal.

Formerly, women did not dare to enter these fields, however nowadays taboos are broken and they take measures. Pressing the society in order to open the space has special profit for them and they receive the best responses. However, if these issues are nor in harmony with laws and view of ruling power and if we think that we are in 14th century, it could cause to problems, since it would be without any plan and prediction and in this case the authorities must respond the history. If women does not work in west, she must compensate, thus facilities must prepare the ground for her presence. However, our society escapes production since in other case it would have bad results. Our society is based o trade. These conditions prepare the best opportunity for emergence of restriction and deprivation for them and women society is passive in production process.

Unfortunately, because of weakness sense imposed to women against men, they only feel the power against each other. Jealousy, wangling, gossiping, omitting the rivals form the same gender are the reactions that women use. The expression of "women craft" is the fruit of historical and social conditions; a way for showing the personality in order represent the same minimum for obtaining human identity.

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Studying the personal specifications of the directors in Kalileh & Damneh

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ABSTRACT

Divine management, is a management based on recognizing the truth of humanity and his rank that is actualized through managing the hearts. This type of management is special for prophets and his followers; to withdraw human out of animal rank and import him to divine one, from darkness to light and towards God. Using special individual and divine specifications, prophet direct human towards God, their management is based on respecting and against contempt, Moses like management against Pharaoh. In evaluating system of prophets, human and his reality, is the perfecting point for all creatures. Writers and poets of Persian classic literature using these religious lessons, have prepared a -perfect managing course for dynamism of the society, the idea that Henry Faiol (1841-1925) the French theorist, Stephen Robins the theorist of management science and Robert Kentz the author of influential skills and the former president of Porx Company, HerodlKontez, CirilOdanel, and finally Heinz Miehrisch the authors of "Management principles" and Donald Kondal the managing director of Pepsi Cola and others emphasized the same years after. In the present paper it is attempted that personal specifications of managers in Kalileh & Damneh book are studied using the theories of some management science theorists to open a new way against the researchers for the Persian literature.

Key words: special specifications of the manager, kalileh & damneh, Henry Faiol, Robert Kentz, Robins.

INTRODUCTION

Perhaps it is impossible to determine a special date for start of thinking in managers and their specifications. Of course, studying the institutes that are managed by Muslims, Judas and Greeks and Italians, we could learn many things. Although, in accordance to the findings of J. M. SheferTizoji and Stephen Out the authors of Organization Theory books, Aristotle was the first person who spoke about the importance of culture in managing systems. IbnTimeh used scientific method for counting the administrative principles of Islamic Organizations and Machiavelli in his final studies introduced the ways of using power to the world.

Studying the different resources of ancient world, we read in trip out (A part of Old Testament- Chapter 18) that Shoaib father-in-law of Moses blamed him that he must have formed an organization and placed the related responsibilities on the shoulders of judges and others.

In verse 25 of the same resource, Moses accepts his suggestion, selects competent men from among them, and appoints them as head for groups of thousand, hundred, fifty and ten people. However, Moses himself solved the hard issues and his authorities solved the small problems. This main standpoint in management, exists in under the title of "Management on exceptions" of Aristotle in ancient era for a manager and says,

"The director who is aware of the needs and could support them. Somebody could be a good director who could direct a musician band, a family a city and an army." (Xenophon, 1869)

Socrates introduces the duties of governmental and private presidents, discusses them, and emphasizes their special points.

Although drowning in Knowledge Sea of the formers such as IbnTimeh and Socrates is full of pleasure, however those who have studied the roots of management believe that it roots in production systems and establishment of economic centers. Thus, authors and poets of Persian literature, using Quranic issues have prepared a perfect and dynamic management rules that theorists of management science achieved them many years later.

Understanding the individual behaviors by studying the role of psychology in organizational behavior is possible, and as Stephen P Robins believes, the role of psychology could be divided to four categories of insight, personality, understanding and learning.

Now, studying one of the masterpieces of Persian literature (Kalileh & Damneh) from the standpoint of personality of directors we would study the compatibility of theories and some other theories.

Kalileh & Damneh; is among the knowledge books that has collected the ideas of old and experienced people and it is written for their sons and is respected for many centuries and learned many things from it.

Although the original book is Indian and its name was "PancheTantereh" however, NasrollahMonshi in his translation of the work did not observe the fidelity and his translation was a free one. It deserves to mention that this great masterpiece is written by the aim of managing a society and recognizing the specification of individuals that is necessary for a director.

NasrollahMonshi lived in the era of Ghaznavis, and he was the secretary of Bahram the King of Ghaznavies. The book is one of practical knowledge books and especially pays special attention to country and society managing that after many years other theorists prepared and theorized them for present era.

Robert Kentz the famous theorist of management science in his book "Influential skills" page 23 believes that four skills are necessary for directors as human, technical, understanding and planning skills.

Directors must be able to design valuable practical skills considering the facts.

Other French theorist, Henry Faiol (1841-1925) has a similar standpoint as Kentz. He started his life as mining engineer. He spent all his life in a company and when he was 47, he became the director of the same company and after his seventy-seventh birthday, he was retired. When he took the responsibility, the company was in bankruptcy; however, under his scientific management the company obtained great success.

His job creating success brought great fame for him and when in 1916 he published his work on management, eternalized his name in the history forever. 2

The researchers of the US believe that Henry Faiol that was the director of a mining company from 1888 to 1918 is one of the oldest and perfect theories in managing affairs.

During three years and as a director of the company and through nurturing different concepts, he changed a bankrupt company to one of the biggest companies of the France. Most of his works are applicable and are influential in current management. In order to introduce the work of Faiol, he is considered as father of management process. 3

In order to develop the general theories, Faiol declared that management must be studied from a scientific standpoint. In this regard, a scientific method must be followed that Descartes the French philosopher used it in 1637. As ZigridHonke in his PhD dissertation refers, Iranian mathematician Omar Khayyam in his mathematical ideas influenced Descartes. Descartes scientific method used the following issues in his works.

1. What in the world does take its roots from experimental documents?
2. Why a phenomenon behaves in a determined way?
3. Why we must classify the data of a phenomenon in the world?

Following Descartes, Faiol like Persian literary men believes that the aim of the research is to prepare the ground for different events that could predict the future strategies.

THE PERSONAL SPECIFICATION OF A DIRECTOR FROM THE STANDPOINT OF MANAGEMENT SCIENCE AND ITS COMPATIBILITY WITH INSTRUCTIONS OF KALILEH & DAMNEH

Robert Kentz believes that working with people, doing group works, creating evenness and harmony in an environment that everybody states his beliefs freely, is among the human skills of a director.

Henry Ford the director of Ford Company and Donald Kendal the director of Pepsi Cola describe the dignity and personality of director as the most important factor.

Faiol believes that the moral and ethical specifications of the managers of the organizations must be as follows; moral power and stability, moral and ethical principles, desire for accepting the responsibility, having creation power, being exact and having discrimination nature, being in peace with necessities of time and environment, having suitable speech and behavior and having glory and loyalty to others to draw the respect of others.

In Kalileh & Damneh it is suggested that directors must have high moral and ethical abilities.

a. "The stability and dignity makes kings more acceptable, if morality is along with religion and patience, with a small anger the world never is destroyed and people never feel hatred."

(Kalileh & Damneh, The chapter of kings and clergymen)

If some elements makes instability and it were not be important from the standpoint of government, there would be no attempt to solve it, an individual who is not able to state his ideas freely, would rebel and achieving managerial aims would turn difficult.

The authors of Kalileh & Damneh believe that nature, dignity, kindness, justice, grace, generosity, patience and keeping secrets are among the most important moral qualities of rulers that ignoring them brings unwanted results.

“Three things could not be ignored except by will of power, the deeds of Sultan and sea trade, and overcoming the enemy and men of thought say that it is good to praise the men of power; to be among the kind rulers or respected men of knowledge.” (Kalileh & Damneh, 2536, 67)

The bases of primary researches that is carried out by manager and his behaviors shows that they have relations i.e. the insight of manager is a function. Thinking about goodness makes the deeds better.

As Robert Kentz and Henry Faiol believe moral power and stability, respecting other, generosity and bravery of the director makes the bases of a system more firm and these are obvious in the works of the authors of Kalileh & Damneh;

Attraction is different from beauty. It is possible that a person does not have attractive face, but his appearance is attractive and vice versa. Being attractive is an acquisition and important factor in directors. Faiol believe that a director must have power and physical energy along with an attractive face. It is emphasized in the Persian literary texts. In Kalileh & Damneh a lion which is selected as the ruler of the forest is both the symbol of power and health and a sample of beauty and attraction.

“I could not be free from the revenge of other kings, being at the service of him is like a year for me, my weakness is obvious and his glory is powerful.” (Kalileh & Damneh, 2536, 293)

One of other necessary skills for directors is the ability to solve the problems that Robert Kentz notes it as “understanding skill”. He believes that a manager must have ability to recognize the important elements to establish relations between the elements.

As he believes, directors must be able to understand the issues, recognize the affairs, and determine the relations and methods for any action and measuring the methods along with the power of judgment. The director must never feel tiredness in following the affairs and never replace the thinking solidity with logic.

Obviously, literature has some duties that through them missions find their meaning and it includes preparing strategies for prosperity and success, determining the limitations and keeping secrets to avoid the violators. It is emphasized in all parts of Kalileh & Damneh;

“If king maintains his secrets and have suitable viziers, people would afraid of him, and his dignity would prevent all wrongs and awarding the good doers would be an obligation and punishing the violators would be a must. King must award anybody who deserves and nothing could remove this glory, and they all would serve him, since world is a betraying one and world oppressor.” (Kalileh & Damneh, 2536, 200)

In the chapter of kings and clergymen, they are introduced as the authorities of world, stability and logic.

It is taken for granted that the mind quality and using the logical ideas and consulting the intellectuals in removing the problems could create prosperity for society.

Harold Kontez, CirilOdanel and HeintzVihrischin their book, “The principles of management”, introduce the bases of leading and management in four basic elements:

1. The ability of using power influentially and with sense of responsibility
2. The ability of understanding the human senses in different eras and situations from different motivating forces
3. The ability of empowering the others
4. The ability of taking measures for affairs that creates proper space for motivation and reaction against motivations

As Faiol believes these types of abilities include the issues that do not have relation with special duties of the organization, however the leading and managing abilities necessitate them. Having a general understanding from modern science form the bases of mentioned knowledge.

In Persian texts especially in Kalileh & Damneh, the knowledge of director is not related only to his managing knowledge, however if he is the Alexander of the era, consulting the men of knowledge is useful for him.

“And when the king observed my art he would be interested to keep me rather me to serve him.” (Kalileh & Damneh, 2536, 66)

As it was mentioned, Robert Kentz believes the technical skills to be necessary for directors and using them would raise the aims of the organization and create jobs.

In Kalileh & Damneh it is emphasized that anybody who has not understood the aims of the organization and is not familiar with his duties, does not deserve to be a leader and if somebody does not have these condition, the inferior never trust him and would go after a deserved one.

The weakest of the kings is the one who ignores the results of the works, and does not pay attention to the significant issues, when there is a devastating event he takes refuge and when situation is lost and enemy found the opportunity sentences the friends and blames them.

It is necessary for directors to compensate the problems and avoid the success of enemy and handle the issues with policy and never open the way for enemy, since the ideas of old and forces of youth carry out all works. The property without trade and science without negotiation is void.

This specification is the most valuable factor for a director. Of course, selecting the first rank authorities and evaluating the results is impossible considering their past management, since these individuals are without experience and regarding the successes of former directors, we could select the higher and regular directors.

As Faiol believes, having experience along with executing the special duties is obtained by individual's special works. Therefore, professional experiences are obtained through time. As it is observed in Kalileh & Damneh,

"Lion the king of forest attempted to select an assistant, he invited jackal that was famous to be God-fearing and tested him. After several days, he told: I heard that thou are the best in devotion and we want to trust and raise thou, thus thou are our friend and among the specials.

Jackal answered: kings deserve for significant affairs and they select the best assistants, I am not aware of these issues that I do not have any experience.

"Since we wish, do not bother yourself," the lion said.

Lion made a contract with him and trusted the treasury to him.

His friendship was harsh for friends of lion, and started animosity with jackal. They accused him of rubbery. Lion turned angry and ordered to kill jackal.

The mother of lion became aware of jackal's innocence and warned the son of precipitation. Lion accepted his mother and thought about the issue and released jackal and punished the enemies. However, it was a great experience for him. 1

As it is mentioned, the inexperienced jackal learned many experiences while executing his duties. In fact, in the first stage jackal was only a witness to the events and did not have any experience in creating events.

"Lion said, it could not be because of his weakness, and he never is enchanted, since a harsh wind never breaks a weak plant and only the strong trees collapse. Higher ones and kings only know the higher and guilty ones rather the real enemy and never use their glory for everybody. Since kindness is only for those who value it."(Kalileh & Damneh, 2536, 72)

If we accept these points, thus people would be divided to three groups as follows:

Rare ones who create events

Many who witness the events

The majority who ignore the events

Consequently, directors are employed or selected to create events. Gary Delsler believes the point. Desler believes that a director as a type has a specification that necessarily does not mean management, but have relation with the personality of the director.

Reymond Katel a member to psychology association of The US believes that personality theory aims to predict human behavior in different situations, in other word it includes the issues that allows us t predict what would be our behavior in special conditions.

In environments that we witness the reduction of motivation among personnel, we must not be surprised since employers ignore the laws and do immoral acts. If in a managerial system the ruler or manager ignores the moral behaviors and does not pay attention to beauties as a capital in social life, the society would go to decline.

Aalst, awareness and beauty is the root and capital of life, all creatures is common in this sense. Only human achieves understanding and recognition. If human is educated one, this management is obtained. The ability to analyze the past and predict the future is only for humans and for those who have released themselves from the conditions of past. Achieving this place is impossible without leadership.

Literature in addition to artistic perfection is the result of nation's thoughts and heritages. Since literature is used everywhere and human achieves a genre from time to time. S/he attempts to state all knowledge in terms of fluent sentences.

CONCLUSION

As it is observed, the psychologists and literary men recognize different types and personalities and management knowledge suggests special persons for managerial posts. Considering that specifications of the managers is the same in Kalileh & Damneh and theories of Faiol, Robert Kentz, Harold Kontez and others, we could conclude that the literary men of Persian literature have known the dimensions of human psyche for many centuries.

The main subject of the present research is focusing on the personal specifications and individual responsibilities that in selecting a director must be considered since progress is not a random one.

Kalileh & Damneh is the laboratory of social events and guidance light for people that is both a predicator and leader. It is the duty of the authors to transfer this cultural heritage to next generation if it is restated in a fluent and beautiful language to understand the past and seize the future.

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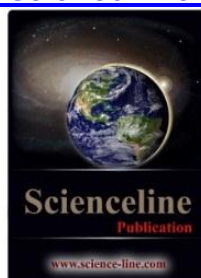
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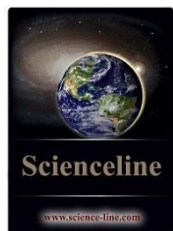
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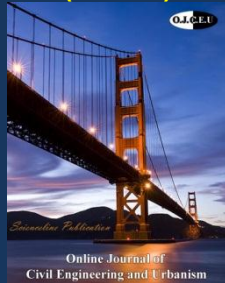
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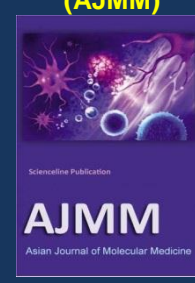
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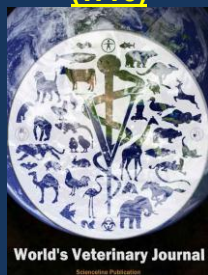
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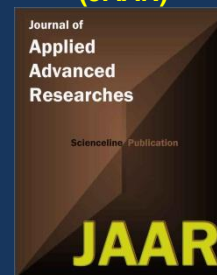
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