Effectiveness of Web Quest in Enhancing 4th Grade Students' Spiritual Intelligence

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Abstract

Spiritual intelligence has gained great interest from a good number of the researchers and scholars, while there is a lack of using new technologies such as WebQuest as an instructional tool; which is one of the e-learning applications in education in enhancing spiritual intelligence of 4th graders in Jordanian schools. This study aimed at examining the effectiveness of using WebQuest on enhancing spiritual intelligence among 4th graders students. The study sample consisted of (134) male and female 4th graders students, distributed into 6 groups. ANCOVA used to analyze data, which revealed the effectiveness of WebQuest in enhancing students' spiritual intelligence for the benefit of experimental groups. Recommendations relied upon those results.

Keywords: *e-learning; WebQuest; spiritual intelligence;* 4th *grade students*

1. Spiritual Intelligence

Researchers have addressed different modes of intelligence. Including what is called the spiritual intelligence that has gained great interest from a good number of the researchers; spiritual intelligence has appeared as a result of merging intellect with spirituality (Zohar & Marshal, 2000; Noble, 2000; Vaughan, 2000; Emmons, 2000a, 2000b). Although there is interplay between religion and spirituality, still there is a general agreement about the difference between them. Religion focuses on the holy things, while spirituality pertains to the experimental elements of the meaning, excellence and dominance (Worthington, 2001). Spiritual intelligence importance stems from being directed in our lives to know the difference between the good and the bad things, especially for the individuals who process the balance and able to control themselves, and refrain from doing anything violates the prevailing rules and standards, such as suicide because of the life's pressures as the last resort for the life's problem (Saidy, 2009).

The person who has a high level of spiritual intellect prohibits himself from doing any violating acts, because he has the pure heart that make the human mind controls his acts, this is what pushes him not to speak roundly, or behaving in an unpiloted manner, Also, the presence of high level of spiritual intellect is the cause for creating the desire in the person to work to a chive specific desire, this encouraging him to strongly work to achieve his dreams (Noble, 2000). Spiritual intellect has the special influence on the students, with the presence of its high level, the students are able to solve their problems, and avoiding the negative attitudes and trends, and helps controlling careless, and lack of energy in learning, and preventing all the emotions that disturb the students thinking (Emmons, 2000a). So, spiritual intelligence is highly and strongly correlates with the individual's emotions and indispensable from them (Saidy, 2009).

Developing spiritual intelligence needs a lot of efforts by teachers to enhance students spiritually through using different types of instructional strategies, while the innovations of technology offer a multi media and many resources to be accessed by the students in an individualized contexts and self responsibility of learning. Recently, there has been a main focus among scholars and researchers; especially thesis and dissertations in the Jordanian universities beside the Arab Scholars on studying WebQuest and its impact on learning (Abu-Taweeleh, 2014; Al shumaimeri, 2012; Alhileh and Nofal, 2008). On the other hand there are no studies existed to be found, as the researchers conducted about using WebQuest as an effective tool to enhance spiritual intelligence among Jordanian students at the 4th graders.

2. WebQuest Definition and Components

WebQuest is a way to inquire knowledge by introducing it through the web in an inquiry activity, as Dodge (1997) emphasized that it is an activity in a form of inquiry where the learners interact with some or all the information from resources on the internet. WebQuest can be in a short term either a longer term, while the short term is designed for one to three class periods, neither the longer term which can take place between one week and a month within class room settings.

Components of WebQuest either short or longer term, contains 6 components: Introduction, Task, Information Sources, Process, Guidance and Conclusion. Those components can be identified:

1. Introduction: Where topic can be presented in a short statement or paragraph (Brooks and Byles, 2000)

2. Task: Students can be informed what they are expected to achieve after completing the WebQuest.

3. Process: A detailed information can be given to students about how they can compete their mission with directions (Chatel and Nodell, 2002)

4. Resources: Resources and Process can be combined in one page or at a one procedure as one component of the WebQuest. The Author of the WebQuest has to present the resources and hyperlinks needed to navigate to information, but it is not in necessity to contain merely online resources (Vidoni and Maddux, 2002)

5. Evaluation: Author can present the rubric of how the student can be evaluated.

6. Conclusion: A paragraph can be added which contain what have been learned and a higher objective can be added.

3. Literature Review

By reviewing the educational literature that has addressed the spiritual intelligence concept, we find some of the definitions for this concept. Zohar & Marshal (2000) have pointed that it is the intellect to evaluate our work and our way to live compared to the others, which is the base that we need for our cognitive intellect and emotional intellect to work effectively, which is the highest intellect.

While Vaughn (2002: 19) points to it as "the interest in the individual's inner mental life his mood, and his relation with the presence in life, and implies the ability for deep understanding of the question related to the presence, and viewing the different levels of the feeding. Nasel (2004: 42) has identified the spiritual intelligence as "the ability to distinguish, and searching in the meaning, solving spiritual and existinal problems." Also, the spiritual intelligence is linked with (Horn & Cattles Theory) that includes the definition of the spiritual intelligence look at it as the optimal way to a chive the goals and the objectives, and it is directed to determine the right track and the appropriate option (Al-dftar, 2011).

It is the means that enables us to excellently succeed in life, and to see its sides in a wise form, in addition to deep understanding and awareness of the self and the others and the daily events, virtue behaviors (kindness, petty, wisdom, permissiveness, and courage). King (2008) has determined the components that describe the composition of the spiritual intelligence as follow:

a. Critical Existential Thinking (CET): It is the mental capability that means the capability to produce or meanings, excellence based on the deep understanding of the questions related to the presence and awareness, and the ability to use different levels of feeling to solve the problems (Wink & Dillon, 2002).

b. Self – or personal meaning production (PMP): Implies the person's ability to merge his mental and material experiments with the personal meaning, that leads to satisfaction also. The human builds the mental models for the spiritual facts, and coloring them with the meaning for himself through treating the information from the stories and the literature texts and experiments (Mayer, 2000; King, 2008; Zohar & Marshall, 2000).

C. The Transcendental Awareness (TA): Noble (2000) had added a suggestion in which he considered the transcendental awareness is the ability to admit the natural fact, and that it is implies with multiple and wide fact and multi-dimensional.

d. Conscious state Expansion (CSE): Vital, Gruzelier & Jamienson (2005) describe the capability to remain in focus state, and the ability to enjoy when directing the goals and the analytical thinking, ability to forgive and tolerate, accepting the un-usual and contradicting experiment (Louchakova, 2005). Emmons, (2000b) has mentioned four basic components of the spiritual intelligence, which are. The ability to benefit from the spiritual sources in problem solving the ability to inter in strong cases of the awareness, and the ability to invest the daily activity and relations, and the ability to excel and transcend.

When reviewing the educational literature it is noticed that many of the foreign studies were conducted about the spiritual indolence, while there is a lack of studies about using WebQuest and its effectiveness on spiritual intelligence, for instant, in the Arab countries, there is a study indorsed using WebQuest to identify its efficiency to stimulate the academic emotions in learning math, Salah (2012) used a sample of (56) students in the south of Tulkarem governorate in Palestine where the main result of the study showed that the students' opinions and their performances for using WebQuest in learning mathematics shed light on the role assigned to the teachers to assist students though the use of this method, which had positive emotions and the reduction of negative emotions among the proposals they have made.

Olsen (2008) study had addressed the e4ffect of many variables (emotional intelligence, self – respect, health and spiritual happiness) on the academic achievement of a sample consisted as (150) male and female students in a small university north of Ohio state in the United States of America. The results showed the presence of positive correlation between the spiritual health and the students' achievement.

While Shabani Kassan, Ahmad and Baba (2011) study aimed at investigating whether the spiritual and emotional intelligence consider predictors of the mental health, and if there is the effect of gender on the relation between the spiritual intelligence and the emotional intelligence. Study sample consisted of (247) students from the high schools, (124) male studends and (123) female students, their ages ranged from 17 - 14 years old in one of the schools in Tehran in Iran. Study results showed that the mental health might affect by the spiritual intelligence and the emotional intelligence, also there was no prove of any effect of gender on the relation between the spiritual intelligence and the emotional intelligence.

Barzdau & Mihai (2011) study aimed at investigating if awareness (which is one of the spiritual intelligence dimensions) is a predictor of the students' academic achievement. Study sample consisted of (138) male and female students from Bukarest University Romanian (82%) males and (18%) males, their ages ranged between (18 - 58) years old. Study results pointed at the presence of more influence of the awareness on the students' academic achievement, since it explains (4%) of the variance in the academic achievement.

Mossa and Ali (2011), study aimed at investigating the relation between the spiritual intelligence and pare raring activities. Study sample consisted of (160) males and females in higher studies students in Bandar Abbas city in Iran. Study results show that the parental raring styles can predict the spiritual intelligence. While Jeloudar & Goodarzi (2012) study aimed at revealing the relation between the spiritual intelligence and the job satisfaction of a sample of teachers. Study sample consisted of (177) male and female teachers in the secondary schools in Iran. Study results showed the presence of positive relation with statistically significance in the means of the teachers' spiritual intelligence attribute to the academic level variable in favor of those who hold the master degree.

Khoshtinat (2012) study aimed to search in the relation between the spiritual intelligence and the spiritual correspondence. Study sample consisted of (8000) male and female students from Baym Nor University in Iran. Study results pointed to the presence of positive correlation between the spiritual intelligence and the religious correspondence, and the spiritual intelligence is higher than the average with statistically significance in the study sample males and females. While Khorshidi and Ebaadi (2012) study has investigated the relation between the spiritual intelligence and the job satisfaction study sample consisted of (231) employees from Tahran National University in Iran who hold the Scientific qualification from the Bachelor level and higher. Study results showed the presence of positive relation between the spiritual intelligence and the absence of differences with significance in the means of the employees' spiritual intelligence attribute to the gender variable.

Gupta (2012) study aimed at explaining the relation between the spiritual intelligence and the emotional intelligence with the self – commence and self – organization of the colleges' students. Study sample consisted of (40) students and (4) students from Kurukshtra university in India study results showed that the spiritual intelligence and the emotional intelligence correlated significantly with the self – competency and self – organization, also pointed to the presence of differences with statistically significance in the spiritual intelligence attribute to gender and in favor of the males.

4. Statement of the Problem

This study was conducted under the claim that WebQuest can enhance 4th grader students' spiritual intelligence by answering the following questions:

Q1: Is there statistical significant difference at $\alpha \le 0.05$ in the means between experimental and control groups attributed to using WebQuest in enhancing spiritual intelligence?

Q2: Is there statistical significant difference at $\alpha \le 0.05$ in the means between experimental and control groups attributed to using WebQuest in enhancing spiritual intelligence in favor of Gender?

Q3: Is there statistical significant difference at $\alpha \le 0.05$ in the means between experimental and control groups attributed to using WebQuest in enhancing spiritual intelligence in favor of classes?

Q4: Is there statistical significant interaction at $\alpha \leq 0.05$ between groups and class attributed to using WebQuest in enhancing spiritual intelligence?

Q5: Is there statistical significant interaction at $\alpha \leq 0.05$ between groups and gender attributed to using WebQuest in enhancing spiritual intelligence?

5. Research Methodology

The design of this study a qualitative descriptive study, where the researchers used Two-Groups Pretest-Posttest design with an untreated control group, thus the design of the study and its variables can be expressed as following:

Group1.	Emale	01	х	o1: Experimental Male Class Students
	Efemale	01	х	o1: Experimental Female Class Students
	Emixed	01	Х	o1: Experimental Mixed (female/male class) Students
Group2.	Cmale	01		o1: Control Male Class Students
	Cfemale	01		o1: Control Female Class Students
	Cmixed	01		o1: Mixed (female/male class) Students

O1 is the measurement tool as a pre and post test before and after using the treatment which is WebQuest.

5.1 The Sample of the Study

The sample of this study was taken out of 134 students in public and private schools in Ma'an Governorate in Jordan. The researchers' main concern committed to measure the spiritual intelligence among the 4th graders students in order to examine the effect of using WebQuest as an effective tool to enhance spiritual intelligence of the students The sample where chosen intentionally and distributed randomly into four groups as shown in Table 1:

Table	1.	Sampl	e D	istril	oution
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Class		Group	Total	
		Experimental	Control	Total
Male		26	25	51
Female		20	22	42
Mixed	Male	10	11	21
wiixeu	Female	10	10	20
Total		66	68	134

5.2 The Measurement Tool

The measurement tool; (see Appendix A) used by (Al-Deftaz, 2011); was developed and modified in Arabic Language and transcribing its items into English Language after collecting data which reflects the spiritual intelligence, while analyzing the items content, it appears to the researchers and the 4 referees who hold PhDs in teaching childhood and social studies, that those items reflect the spiritual intelligence, have no cultural or none Islamic religious biases and commonly applicable to 4^{th} graders students. The Reliability of the measurement tool were calculated using Pearson's Coefficient (test-retest) which where (0.93) by applying the measurement tool on a 30 students out of the population but not from the sample of the study before the conduction of the study.

The students themselves answered the 22 items of the measurement tool which reflect the spiritual intelligence under the scale: Rarely=1, Sometimes=2 and Often=3, where the 3 reflects high spiritual intelligence. Item number 3 has negative scale, thus it was reversed when analyzing data.

5.3 The WebQuest Site Instructional Context

A WebQuest site was designed and developed by the researchers by using Google sites, where the site address that reflect the WebQuest and its components is https://sites.google.com/site/islamic4thgrade/. The site content relies on

students cooperative work groups within classes using work sheet for each of the 6 session which include face to face teaching in the computer labs and using asynchronous teaching by navigating and communicating with their teachers. Screen shots of the WebQuest pages at the site are shown in Appendix B. The site was validated by two referees who hold PhDs in Instructional Technology assure its accessibility, while 6 students were chosen out of the population of the study to examine the ease of using the site. After reaching the evidence of suitability of the web site for both the content of spiritual intelligence and 4th graders students, three teachers trained how to use the web site and its instructional design for the benefits of experimental groups.

6. Results

To examine the spiritual intelligence among 4th graders students, the Means and Standard Deviations as calculated for both control and experimental groups in pre and post tests as shown in Table2:

Candar	Class	Crown	N	Pre-	Test	Post	Post-Test	
Gender	Class	Group	Ν	Mean	SD	Mean	SD	
Male	Male/Group	Experimental	26	1.7325	0.33804	2.2657	0.30005	
		Control	25	1.7000	0.30123	2.0018	0.31313	
		Total	51	1.7166	0.31774	2.1364	0.33141	
	Mixed/Group	Experimental	10	1.6227	0.41442	2.1591	0.33761	
		Control	11	1.7273	0.16262	2.0372	0.15853	
		Total	21	1.6775	0.30556	2.0952	0.26029	
	Total	Experimental	36	1.7020	0.35815	2.2361	0.30978	
		Control	36	1.7083	0.26446	2.0126	0.27129	
		Total	72	1.7052	0.31260	2.1244	0.31111	
Female	Female/Group	Experimental	20	1.7318	0.35298	2.2523	0.30168	
		Control	22	1.7190	0.32917	1.8843	0.28220	
		Total	42	1.7251	0.33657	2.0595	0.34288	
	Mixed/Group	Experimental	10	1.8227	0.24753	2.4000	0.14342	
		Control	10	1.7364	0.15862	1.9045	0.16797	
		Total	20	1.7795	0.20713	2.1523	0.2615	
	Total	Experimental	30	1.7621	0.32023	2.3015	0.26651	
		Control	32	1.7244	0.28420	1.8906	0.24946	
		Total	62	1.7427	0.30027	2.0894	0.32901	
Total	Mixed/Group	Experimental	20	1.7227	0.34771	2.2795	0.28108	
		Control	21	1.7316	0.15674	1.9740	0.17283	
		Total	31	1.7273	0.26407	2.1231	0.27635	
	Total	Experimental	66	1.7293	0.34019	2.2658	0.29059	
		Control	68	1.7159	0.27198	1.9552	0.26753	
		Total	134	1.7225	0.30638	2.1082	0.31878	

Table 2. M & SD of the Sample Responses

Out of Table 2, there are observed differences between Pre/Post tests among variables of experimental and control group. ANCOVA used to test those differences and the interaction between variables of the study as shown in Table 3:

Table 3. ANCOVA Test Results

Source if Variance	Sum of Squares	df	Mean Square	F	Sig
Pretest	5.161	1	5.161	141.432	0.000
Group	3.095	1	3.095	84.814	0.000
Gender	0.002	1	0.002	0.052	0.820
Class	0.033	2	0.017	0.457	0.684
Class*Group	0.032	2	0.016	0.436	0.433
Gender*Group	0.158	1	0.158	4.339	0.039
Error	4.561	125	0.036		
Total	13.042	132			

ANCOVA analyses showed significant differences between the Means of Experimental and Control Groups and the interaction between Gender and Group (Experimental/Control). But there are no significant differences the means of Gender, Class and the interaction between Class and Group. Thus the questions of the study can be answered as follow:

Result of Question 1: There is statistical significant difference at $\alpha \leq 0.05$ in the means between experimental and control groups attributed to using WebQuest in enhancing spiritual intelligence for the benefit of Experimental Group.

Result of Question 2: There is no statistical significant difference at $\alpha \leq 0.05$ in the means between experimental and control groups attributed to using WebQuest in enhancing spiritual intelligence in favor of Gender.

Result of Question 3: There are no statistical significant difference at $\alpha \le 0.05$ in the means between experimental and control groups attributed to using WebQuest in enhancing spiritual intelligence in favor of classes.

Result of Question 4: There is no statistical significant interaction at $\alpha \leq 0.05$ between groups and class attributed to using WebQuest in enhancing spiritual intelligence.

Result of Question 5: There is statistical significant interaction at $\alpha \leq 0.05$ between groups and gender attributed to using WebQuest in enhancing spiritual intelligence. The Estimated Marginal Means calculated to determine the lower and upper bound under the 95% confidence interval as shown in Table 4:

Gender	Crown	Maan	Std Error	95% Confidence Interval		
Gender	Group	Group Mean Std.Error		Lower Bound	Upper Bound	
Male	Experimental	2.206	0.049	3.109	2.303	
	Control	2.025	0.049	1.932	2.119	
Female	Experimental	2.317	0.049	2.220	2.2415	
	Control	1.887	0.048	1.791	1.982	

 Table 4. Group*Gender Means Confidence Interval

Out of Table 4: It appears the differences are between the females in the experimental group and the males in the control group, while the lower bound difference in the female experimental group are more than the upper bound in the Male experimental group, and more than the upper bound of the females in the control group. Thus it the females in the experimental group enhanced spiritual intelligence in using WebQuest more than female control group and male control group. The profile spot of the interaction is shown in Figure 1:

Estimated Marginal Means of post



Figure 1. Estimated Means of Spot for Gender*Group

7. Conclusion

Using WebQuest to enhance spiritual intelligence is very effective tool for either males or females. The children used technologies in their lives daily, each of the students in the control group or experimental group own a mobile which connected to the internet because of the cheep services offered by communication companies in Jordan, beside that, computer labs are available in Jordanian schools, but it is up to the teachers to use it in a proper way to enhance learning or acquiring new skills by changing their attitudes into using those technologies usefully. Affective domain is a part of the objectives that teachers have to state in the class plans, but the focus on the cognitive domain may shift the attention of using technologies in developing values and attitudes.

8. Recommendations

The researchers' recommendations are in the light of the importance of using technologies such as WebQuest in this case to be a part of teachers' class planning and recommendation for the ministry of education in Jordan, to make use of computers in schools appropriately, while teachers needs training for this type of technology.

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Ν	Behavior	often	sometimes	Rarely
1	I love all around me and make them feel it.			
2	I brave to face of my problems.			
3	I am strong and I reflect my strength on other			
4	I feel God monitor of me all the time.			
5	I feel happy when others are happy			
6	I thank God because he gave me life			
7	I help my friends solving their problems			
8	I preserve the blessings which God gave to me			
9	It's easy to express my feelings			
10	I Forgive who make me angry.			
11	It's easy to admit my faults.			
12	I feel the beauty of all what around me			
13	I appreciate and respect the feelings of the others .			
14	I am not afraid of knowing my faults			
15	I feel the presence of a great strength more than people and me			
16	I Treat others by the same way I would like to be treated by them			
17	I am Thinking about heaven, earth and universe around me			
18	I know why God created me			
19	I care about asking questions that revolve around good, evil, purpose of			
	.life and universe			
20	I love to be in a new everything			
21	My behavior and my life are oriented to goodness.			
22	I have goals that I want to do in my life			

Appendix A: Measurement Tool

Appendix B: Screen Shots of the Site "colors and some parts are removed"

WebQuest	Pages	WebQuest	Pages
Components	1 4500	Components	1 4505
Main Page	المناسب المناسم المناسم المناسم الممناسم الممممممممم الممممم الممممم الممممم الممممم الممممم الممم	Introduction	لا المحمد الله المحمد المحم المحمد المحمد المحم المحمد المحمد المح المحمد المحمد المحمد المحمد المحمد المحمد المحمد المحمد المحمد المحمد المحم المحمد المح
Task	للمن الله الله الله الله الله الله الله الل	Part of Process and resources Page	<section-header><section-header><section-header><text><text><text><text><text><text><text><text><text><text><text><text><text></text></text></text></text></text></text></text></text></text></text></text></text></text></section-header></section-header></section-header>
Part of Evaluation Page	المحمد المحم المحمد المحمد المح المحمد المحمد ال	Part of Conclusion Page	<text><text><text><text><text><text><text></text></text></text></text></text></text></text>
Closure	Image:	Part of Teacher's Page	<section-header><section-header><section-header><text><text><text><text><text><text><text><text><text><text><text></text></text></text></text></text></text></text></text></text></text></text></section-header></section-header></section-header>

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