Spiritual Intelligence and its Relationship to Social Innovation among a Sample of Social Workers in Special Intellectual Education Schools

Mohamed Abdelhakim Khalaf (PhD)

Associate Professor

Department of Social Sciences, Qatar University

Abstract

This study aims to determine the level of spiritual intelligence and its relationship with social innovation among a sample of social workers in special education schools. Accordingly, the researcher adopted the comprehensive social survey approach. The spiritual intelligence scale and social innovation scale for social workers were applied to the study sample of 210 social workers who are working in the special intellectual education schools. The results of the study showed that the level of spiritual intelligence of social workers who are working in the special intellectual education schools is medium with arithmetic mean equals to 2.00. As for the level of social innovation among social workers (sample study), it is medium, and the arithmetic mean of (1.98). This means that if the spiritual intelligence in the sample of the social workers increases, the social innovation increases.

Keywords: *social work, spiritual intelligence, social innovation, social workers, special intellectual education schools.*

INTRODUCTION

Spiritual intelligence is one of the modern concepts in psychology. In addition, it is one of the most important changes in positive psychology as it is considered one of the important factors in avoiding fear of the difficulties and pressures that exist in the surrounding environment that have a direct impact on the moral dimension of individuals through the development of spiritual and moral values and internal awareness. This creates a positive view of life and provides individuals with social skills and experiences through which they can face the problems and pressures facing them (Al-Hammouri, 2017). Spiritual intelligence represents the individual's ability to use their spiritual capabilities in a manner that enhances their effectiveness in life and increases their psychological happiness. It includes awareness, meaning, grace, transcendence, truth, surrender, and an inward direction (Amram, 2007).

Social workers are the professionals who are responsible for the professional practice through contact with individual cases and work to provide them with various treatment services. Also, they develop unconventional methods through specialized training programs and their acquisition of skills through theoretical and practical preparation processes, which require social work institutions to make continuous efforts in identifying the professional and social needs of social workers (Khalaf, 2018). The effectiveness of social work practice

depends on the ability of social workers to achieve fruitful and proper communication with other members of the team conducting the case study. Therefore, the social worker practicing in the school field must be keen on facing several issues when dealing with individual cases inside the school. This is by providing their theoretical and practical knowledge and creating social methods that help the cases to refine and develop the skills available to them (McCullough, 2001, p 230).

LITERATURE REVIEW

The importance of developing and creating modern trends to deal with individual cases lies in working to create positive trends among practitioners to face the difficulties they encounter in their workplaces. The preparation of social workers must be based on sound scientific foundations and must provide a positive climate conducive to social innovation and work to identify obstacles to achieving the goals of professional practice (Johnston, 2001, p 23).

This is consistent with Rashwan (2017) who concluded that it is necessary to increase the awareness of social innovation in communicating with cases in various stages of treatment. In other words, the case goes through the methods of dealing with individual cases which differ according to the distinct types of problems. Therefore, social workers should be careful to focus on the most exciting and interesting practices available for application in the school environment. This includes the development of assessment tools and comprehensive standards that are close to the environment and society, enhancing intellectual responsibility of students and instructional staff, integration across curricula, social and professional development, and innovation to reach professional practice (Henning, 2016, p 233).

Several studies have found that spiritual intelligence can have a significant impact on various aspects of everyday living. For example, Hammouri et al (2021) showed the high percentage of spiritual intelligence among gifted students in the Kingdom of Saudi Arabia and Jordan. Oyewunmi et al (2021) indicate that spiritual intelligence is an influential factor in achieving positivity within the work environment and improving job performance, commitment, and satisfaction. Imani et al (2021) claim that there is a statistically significant relationship between spiritual intelligence and clinical competence of all students in medical colleges. Ebrahimi et al (2021) explained the existence of a relationship between spiritual intelligence and flexibility in the working group in the field of rehabilitation of

people with disabilities. Liu et al (2021) indicated that there is a relationship between spiritual intelligence and life satisfaction among Chinese primary school teachers. In addition, Moafi et al (2021) investigated the existence of a relationship between the use of spiritual intelligence as a strategy for dealing with and dealing with stress.

According to the presented results of studies that examined spiritual intelligence and its importance in many fields, this study attempts to determine the relationship between spiritual intelligence and social innovation among a sample of social workers in special intellectual education schools.

Therefore, the social worker must seek innovative methods in social work in the light of the various modern changes and according to the changing nature of the practice. If the social worker succeeds in preparing himself for the tasks entrusted to him, and he works to refine the skills in an unconventional manner that results in achieving the goals of the institution and society as a whole (Menkerios and Abu Al- Maati, 2000, p.16).

The social worker needs knowledge and skills, starting from the formation of the professional relationship through study then diagnosis and the selection of therapeutic methods that are appropriate to the situation and finally the therapeutic intervention and follow-up. This situation indicated by many studies dealt with a gap between the theoretical preparation of the social specialist and the field reality (Hanrahan & other, 2019, p 25). The complex situations a social worker face requires him to be able to innovate in a direct practice with clients. Smyth (2014). Moreover, one of the most critical issues in the practice of social work that must be focused on nowadays is the innovative ways of dealing with various individual cases to confront complex issues which require honing the skills and abilities of social workers. (Lawrence, 2016, pp. 218-219).

Innovations are one of the scientific methods that enhance the effectiveness, efficiency, and capabilities of enterprises of all kinds to competitiveness. As many researchers pointed out that there is a correlation between innovation and quality achievement in the level of performance of workers in various institutions (Bosch & Alex, 2006, p. 120). This is indicated by Samar Kandi's study (2018), aimed to identify the concept of innovation, which is an excellent opportunity to promote sustainable development and encourage the improvement of innovative capabilities. The study concluded the importance of the diversity of methods that provide sufficient awareness to develop

innovative ideas through periodic discussions, lectures, and work to enhance the concept of social innovation. Also, Elliott (2013) and Oeij et al (2011) aimed to identify the concept of social innovation and its role in achieving a social return. The results of the two studies revealed the positive impact of social innovation in educational institutions, and that there is a strong positive correlation regarding innovation in the workplace and that innovation in the workplace may be a necessary mechanism for improving performance and productivity in it.

It is necessary to conduct many studies and research on the relationship between spiritual intelligence and social innovation to improve the performance of social workers in special intellectual education schools. In addition, they should identify the factors that help develop spiritual intelligence and prevent things that affect them negatively.

PURPOSE OF THE STUDY

This cross-sectional study seeks to determine the level of spiritual intelligence and social innovation of social workers in special intellectual education schools. Moreover, it determines the relationship between some of the demographic characteristics of social workers in special intellectual education schools and their level of spiritual intelligence.

STUDY HYPOTHESES

The current research attempts to test the following hypotheses:

First Hypothesis: There is a statistically significant positive relationship between spiritual intelligence and social innovation among social workers in special intellectual education schools.

Second Hypothesis: There is a statistically significant relationship between some demographic variables (age, gender, educational qualification, and years of experience) and the average degrees of spiritual intelligence of social workers in special intellectual education schools "study sample."

Third Hypothesis: There is a statistically significant relationship between some demographic variables (age, gender, educational qualification, and years of experience) and the average degrees of social innovation among social workers in special schools of intellectual education "study sample."

METHOD
Study Design:
The current study is part of a cross-sectional study designed to assess the relationship between two variables, namely: spiritual intelligence and social innovation among social workers in special intellectual education schools in Egypt.

Study Sample:
In this study, an inventory was made of the study population of 465 social workers affiliated to Cairo Directorate of Intellectual Education Schools. Robert Mason equation was applied to determine the sample size. Accordingly, the sample size became 210 social workers. The research tool was directed to social workers by using both paper and electronic questionnaires. The selection of participants was based on a purposive sampling technique. Data was collected in 2020.

Data Collection Procedure and Ethical Considerations:
For this study, two measures were created and administered to collect data for analysing the subject of the study a cover letter explaining the purpose of the study, potential confidentiality issues, and informed consent to the respondents. Consent was obtained from each of the social workers. Letters facilitating a scientific work assignment were sent from the Higher Institute of Social Work in Benha before directing data collection tools to social workers in private schools of intellectual education. The data collection process lasted 30 days.

MEASUREMENT INSTRUMENT:
The researcher relied on two measures to collect data for analysing the subject of the study:

A- Spiritual Intelligence Scale: Designed by the researcher: (Mohamed Khalaf, 2019)
When designing the scale, the researcher reviewed previous studies and research and theoretical writings that focused on the spiritual intelligence of social workers. The scale consists of (40) items divided into five main dimensions: The first dimension: the ability to transcend, the second dimension: awareness, the third dimension: finding meaning, the fourth dimension: gratitude, the fifth dimension: social communication, the scale was evaluated on Likert scale on three responses agree = 3 somewhat agree = 2 disagree = 1. The final instrument was reviewed for validity by five experienced social work professors. The total score of the scale represents the sum

of the scores of its partial scales, and for the partial scales, the sum of the scores of their items. The higher the total score, the more an indicator of the spiritual intelligence of social workers. 40).

Reliability of the scale:

1- **Alpha Cronbach**: where the researcher applied the scale to a sample with the same sociometric properties to ensure the stability of the scale, and a score of 0.801 was obtained, which indicates that most variables have a high degree of reliability.

2- **Split-half:** The researcher used the Spearman-Brown Prophecy Formula for the semantic fraction: where the statements of each variable were divided into two halves, the first section includes the values obtained from the responses in the individual paragraphs, and the second section includes the values expressed in the double paragraphs, and a score of 0.931 was obtained, which indicates that most of the reliability coefficients for the variables have a degree of High stability and therefore reliable results.

B- Social Innovation Scale: (Prepared by: Mohamed Khalaf, 2019)

The scale consists of 40 paragraphs to measure the social innovation of social workers divided into five dimensions: (acceptance and flexibility, ability to analyze and connect, deal with problems, intellectual fluency, ability to focus and pay attention). Response options were presented on a three-point Likert-scale assessing agreement with the stem: 1 = disagree, 2 = Somewhat Agree, 3 = Agree. The final instrument was reviewed for content validity by five social work professors with expertise in this area in order to assure that the survey content was appropriate.

The total score of the scale present in the sum of its partial scores, and for partial measures present in the sum of its item scores. If the total score higher, this was an indicator of the social innovation of social workers. The maximum score that can be obtained on the scale is 120 and the minimum score 40.

Measuring the scale:

The researcher in the current study re-honesty and reliability as follows:

A - Honesty: The researcher relied on two types of honesty:

1. The validity of the arbitrators (the virtual): It includes the ratios of the agreement of the arbitrators on the paragraphs of the scale, where the Scale of social innovation of social workers was present to a number of professors of social work, psychology, and field practitioners to be judged in light of:

1. The extent to which the phrase is linked to each axis of the study.

2. In terms of phrase formulation.

3. In terms of content.

Accordingly, the general dimensions of the scale have been modified. Some phrases have been changed, and the sentences with less than 85% of the agreement have been deleted. The ratio of the agreement has been calculated according to the Geithman equation.

2. Internal consistency reliability (factor): The researcher calculated the internal consistency of the scale paragraphs on a sample size of 21single:

Reliability of the scale:

1- **Alpha Cronbach:** where the researcher applied the scale to a sample with the same sociometric properties to ensure the stability of the scale, and a score of 0.851 was obtained, which indicates that most variables have a high degree of reliability.

2- **Split-half:** The researcher used the Spearman-Brown Prophecy Formula for the semantic fraction where the statements of each variable were divided into two halves: the first section includes the values obtained from the responses in the individual paragraphs, and the second section includes the values expressed in the double paragraphs. Moreover, a score of 0.921 was obtained, which indicates that most of the reliability coefficients for the variables have a degree of High stability and consequently reliable results.

Statistical methods: After the process of data collection and review, the researcher encoded data and discharged by using the Statistical Analysis Program (SPSS V 26.0) and applied the following few statistics:

1. **Duplicates and percentages:** To describe the characteristics of the study community.

2. Arithmetic level:

Table (1) Levels of arithmetic mean of the Triple -point scale

If the average value of the phrase or dimension ranged between 1 – 1.66	low level
If the average value of the phrase or dimension has varied between more than 2.33 - 1.67	Middle level
If the average value of the phrase or dimension has varied between more than 2.34 - 3	High level

1. Standard deviation.
2. Cronbach's Alpha
3. Pearson Correlation Coefficient
4. Spearman Brown Coefficient
5. Chi-Square
6. Gamma

ETHICAL CONSIDERATIONS

Before collecting the data, a permit was obtained from the General Administration of Schools of Intellectual Education to apply the study tools, and verbal consent was obtained from the respondents before the start of the study.

Study Results:

First: Statistical description of the sample of the study according to personal data:

Table (2) Demographic characteristics of the participants (n= 210)

Sr.	Gender	X	%
1	Male	100	47.6
2	Female	110	52.4
Sr.	Age	X	%
1	20-29	112	53.3
2	30-39	44	21.0
3	40-49	44	21.0
4	50+	10	4.8
	Mean	32.21	
	SD	7.955	
1	Bachelor in social work	195	92.9
2	Masters	10	4.8
3	Ph.D	5	2.4
Sr.	Years of experience	X	%
1	5-	82	39.0
2	5-10	88	41.9
3	10+	40	19.0
	Mean	6.39	
	SD	3.969	

118

The demographic data of the study sample of social workers showed that ND 210, among them 52.4%, females were compared to males with 47.6%. The average age of the sample was 32.21 years, and the sample was concentrated in the age group (SD 7.955; Range D 20-29). Most of the sample of the study confirmed that they hold a bachelor's degree in social work by 92.9%. Their average work experience was 6.39 years and focused their proportion in the (SD 3.969; Range D 5-10).

Table (3) The level of spiritual intelligence of social workers (n=210)

Dimensions	Mean	Standard Deviation	Ranking	Level
Sublimation ability	1.62	0.309	5	Low
Awareness	1.83	0.211	4	Medium
Finding the meaning	1.88	0.222	3	Medium
Gratitude	2.37	0.354	1	High
Social communication	2.36	0.370	2	High
Total	2.00	0.137	-	Medium

It is clear from the previous table that: the level of spiritual intelligence of social workers in the special intellectual schools is medium; the arithmetic mean equal to 2.00, and the indicators are in the order of the arithmetic mean as follows: Gratitude dimension came first with an average of (2.37), in the second place, the social communication dimension with an average of 2.36, in the third order, the dimension of finding the meaning is with an average of 1.88. While in the fourth ranking came the dimension of awareness with an arithmetic average 1.83, and finally in the fifth level t, the dimension of the ability to sublimate with an arithmetic average 1.62.

Table (4)The level of social innovation of social workers (n=210)

Dimensions	Mean	Standard Deviation	Ranking	Level
Acceptance and flexibility	2.34	0.443	2	High
The ability to analyze and correlate	1.64	0.370	5	Low
Dealing with problems	1.73	0.500	4	Medium
Intellectual fluency	1.86	0.312	3	Medium
The ability to focus and pay attention	2.36	0.463	1	High
Total	1.98	0.265	-	Medium

It is evident from the table above that: the level of social innovation among social workers in special intellectual schools is average, where the arithmetic average of 1.98. The indicators for this according to the arithmetic mean: in the first place, a dimension of ability to focus and pay attention with an arithmetic average of 2.36, In the second place, the acceptance and flexibility dimension is with an average of 2.34, then in the third order, the intellectual fluency dimension with an average of 1.86, while the dimension of dealing with problems came in fourth place with an average of 1.73, and finally in the fifth order, the ability to analyze and correlate with an average of 1.64

Testing the study hypotheses:

First Hypothesis: There is a positive, statistically significant correlation between spiritual intelligence and social innovation among social workers in special intellectual education schools.

Table (5) The relationship between spiritual intelligence and social innovation for social workers

Dimensions	Sublimation ability	Awareness	Finding the meaning	Gratitude	Social communication	The total score of the spiritual intelligence scale
Acceptance and flexibility	0.130	0.161*	0.050	0.207**	0.245**	0.373**
The ability to analyze and correlate	0.179**	0.142*	0.070	0.198**	0.307**	0.342**
Dealing with problems	0.164*	0.181**	0.272**	0.159*	0.341**	0.316**
Intellectual fluency	0.135	0.383**	0.312**	0.151*	0.279**	0.310**
The ability to focus and pay attention	0.113	0.071	0.155*	0.061	0.229**	0.249**
Total Social Innovation Scale	0.197**	0.397**	0.223**	0.391**	0.388**	0.453**

It is clear from the previous table that there is a positive correlation statistically significant at the level 0.01 between the total of spiritual intelligence scale and the dimensions of social innovation

120

for social workers in special intellectual education schools, which confirms the validity of the hypothesis. This means that whenever the spiritual intelligence in the sample of study from social workers increases, their social innovation increases. Conversely, whenever the spiritual intelligence of social workers decreases, their social innovation decreases. This makes us accept the first hypothesis of the study, which was, "There is a positive, statistically significant correlation between spiritual intelligence and social innovation among social workers in special intellectual education schools."

Second Hypothesis: There is a statistically significant relationship between some demographic variables (age, gender, educational qualification, and years of experience) and the average degrees of spiritual intelligence of social workers in special intellectual education schools "study sample."

Table (6) The relationship between some demographic variables and spiritual intelligence among social workers

M	Demographic Variables	Spiritual Intelligence		
		Coefficient used	Value and significance	
1	Age	Pearson	0.215**	
2	Gender	Ka 2	116.995**	df=82
3	Educational Qualification	Gamma	0.088	
4	Years of Experience	Gamma	0.041	

** Significant at 0.01   * Significant at 0.05

It is clear from the previous table that there is a statistically significant relationship between two of the demographic variables (age and gender) and the spiritual intelligence of social workers in the study sample. This means that spiritual intelligence differs according to some demographic variables of social workers "study sample," and the rest of the other variables spiritual intelligence do not vary according to its difference. This makes us accept the second hypothesis of the study, which was, "There is a statistically significant relationship between some demographic variables (age, gender, educational qualification, and years of experience) and the average degrees of spiritual intelligence of social workers in special intellectual education schools "study sample."

Third Hypothesis: There is a statistically significant relationship between some demographic variables (age, gender, educational qualification, and years of experience) and the average degrees of social innovation among social workers in special schools of intellectual education "study sample."

Table (7) The relationship between some demographic variables and the level of social innovation among social workers

M	Demographic Variables	Social Innovation		
		Coefficient used	Value and significance	
1	Age	Pearson	0.179**	
2	Gender	Ka 2	42.755	df=41
3	Educational Qualification	Gamma	0.180**	
4	Years of Experience	Gamma	0.079	

** Significant at 0.01   * Significant at 0.05

It is clear from the previous table that there is a statistically significant relationship between two of the demographic variables (age and gender) and the social innovation of social workers in the study sample. This means that social innovation differs according to some demographic variables of social workers "study sample", and the rest of the other variables social innovation do not vary according to its difference. This makes us accept the third hypothesis of the study, which was "There is a statistically significant relationship between some demographic variables (age, gender, educational qualification, and years of experience) and the average degrees of social innovation among social workers in special schools of intellectual education "study sample."

Discussion

Spiritual intelligence is considered an essential skill in a person's life, as his lack may cause many of the problems faced by the individual and may lead to his inability to harmonize with himself and the surrounding environment, and in the result in a deterioration in personality and low self-esteem (Gardner, 2000). Thus, spiritual intelligence is a very important field that has a great influence on the personality of the individual. Therefore, the focus should be on this concept, which is best known in the humanities and social work (Eldiasty & Helal, 2018). Spiritual intelligence has a significant impact on the practice of social work, as addressing this concept and linking it with social innovation among social workers working in special education schools carries great importance in terms of its apparent impact on students.

The current study aimed to determine the level of spiritual intelligence among social workers in schools of special intellectual education as well as to determine the level of dimensions of social innovation they have. Besides, it determines the nature of the relationship between some of the demographic characteristics of social workers in special intellectual education schools and the level of spiritual intelligence and social innovation they have.

The results of the study showed that the level of spiritual intelligence of social workers in the special intellectual schools is medium; the arithmetic mean equal to 2.00, and the indicators are in the order of the arithmetic mean as follows: Gratitude dimension came first with an average of (2.37); in the second place, the social communication dimension with an average of (2.36); in the third order, the dimension of finding the meaning is with an average of (1.88). While in the fourth rank came the dimension of awareness with the arithmetic average (1.83), and finally in the fifth level, the dimension of the ability to sublimate with an arithmetic average (1.62).

Also, the results of the study showed that the level of social innovation among social workers in special intellectual schools is average, where the arithmetic average is (1.98). The indicators for this according to the arithmetic mean: in the first place, a dimension of ability to focus and pay attention with an arithmetic average on (2.36). In the second place, the acceptance and flexibility dimension is with an average of (2.34), then in the third order, the intellectual fluency dimension with an average of (1.86). However, the dimension of dealing with problems came in fourth place with an average of (1.73). Finally, in the fifth order is the ability to analyze and correlate with an average of (1.64).

Examining the relationships, the results of the study also showed that there is a positive correlation statistically significant at the level (0.01) between the total of spiritual intelligence scale and the dimensions of social innovation for social workers in special intellectual education schools, which confirms the validity of the hypothesis. This means that whenever the spiritual intelligence in the sample of study from social workers increases, their social innovation increases. Conversely, whenever the spiritual intelligence of social workers decreases, their social innovation decreases. This finding is consistent with Chin et al. (2012) who found a positive correlation between spiritual intelligence and innovation.

The study also indicates that there is a statistically significant relationship between two of the demographic variables (age and gender) and the spiritual intelligence of social workers in the study sample. This means that spiritual intelligence differs according to some demographic variables of social workers "study sample," and the rest of the other variables spiritual intelligence do not vary according to its difference. This finding is consistent with the Kataki et al. (2013) whose study indicates a positive and significant correlation between age and spiritual intelligence of social workers.

In the last hypothesis, the results indicated that there is a statistically significant relationship between two of the demographic variables (age and gender) and the social innovation of social workers in the study sample. This means that social innovation differs according to some demographic variables of social workers "study sample," and the rest of the other variables social innovation do not vary according to its difference.

By reviewing several previous studies such as Rashwan (2017), Henning (2016), Samar Kandy (2018), Elliott (2013), Oeij et al (2011) and also the study of Chinet al (2012), there is a compatibility between the results of the current study and the results of these studies on the direct relationship between spiritual intelligence and social innovation. Whenever the spiritual intelligence in the sample of study from social workers increases, social innovation increases.

Conclusion

The study focused on spiritual intelligence and its relationship to social innovation among a sample of social workers in special education schools. The present study is one of the rare studies linking the variable dimensions of spiritual intelligence and social innovation of social workers. The results of the study showed that the level of spiritual intelligence among social workers in special intellectual schools is average. Moreover, the results of the study indicated that that the level of social innovation among social workers in the study sample is also average. The results of the study also revealed that there is a positive correlation statistically significant between the total of spiritual intelligence scale and the dimensions of social innovation for social workers in special intellectual education schools. Thus, the results indicate that whenever the spiritual intelligence in the sample of study from social workers increases, the social innovation of social workers in special intellectual schools increases. Moreover, whenever

the spiritual intelligence of social workers decreases, the social innovation for social workers decreases. The study also found that there is a statistically significant relationship between two of the demographic variables (age and gender) and the spiritual intelligence of social workers in the study sample. This means that spiritual intelligence differs according to some demographic variables of social workers' "study sample." Besides, there is a statistically significant relationship between two of the demographic variables (age and gender) and the social innovation of social workers in the study sample. This means that social innovation differs according to some demographic variables of social workers' "study sample," and the rest of the other variables. However, social innovation does not vary according to its difference. This means that the level of social innovation varies according to some demographic variables and spiritual intelligence of the social workers' "study sample." Considering the findings of this study, the researcher recommends conducting many types of research on the relationship between spiritual intelligence and social innovation to confirm the generalization made in this regard. It also recommends the development of programs aimed at improving the social innovation of social workers who are working in special intellectual education schools.

References:

Al-Hammouri, K.A. (2017). The Level of Spiritual Intelligence among Gifted Students and its Relationship with Emotional Intelligence: A Field Study on Gifted Students at Prince Faisal Bin Khaled Center for Gifted People in Abha. Scientific Journal of the Faculty of Education-Assiut Universit 452, (5586)1-32.

Amram, Y. (2007). August. The seven dimensions of spiritual intelligence: An ecumenical, grounded theory. In 115th annual conference of the American psychological association, San Francisco, CA (pp. 17-20).

Bosch, V. & Alex, J. (2006). Slim and Managing Innovative Organizing, Eiffel Ism Financial Times, The Union & RSM, 23-69

Chin, S. T. S., Raman, K., Yeow, J. A., & Eze, U.C. (2012). Relationship between emotional intelligence and spiritual intelligence in nurturing creativity and innovation among successful entrepreneurs: A conceptual framework. Procedia-Social and Behavioral Sciences, 57, 261-267.

Ebrahimi Barmi B, Hosseini M, Abdi K, Bakhshi E, Shirozhan S. (2019) The Relationship between Spiritual Intelligence and Resiliency of Rehabilitation Staff. J Pastoral Care Counsel. Dec;73(4):205-210. doi: 10.1177/1542305019877158. PMID: 31829118.

Eldiasty, A.M., & Helal, A.T. (2018). The Relationship between Spiritual Intelligence and a Student's Adaptation to College Life: Implications for Social Work Practice. Egyptian Journal of Social Work, 5(1), 19-46.

Elliott, G. (2013). Character and impact of social innovation in higher education. International Journal of Continuing Education and Lifelong Learning, 5(2), 71.

El-Megharbel, N. (2015). Sustainable Development Strategy: Egypt's vision 2030 And Planning Reform. Retrieved November.

Gardner, H.E. (2000). A case against spiritual intelligence. The International .Journal for the Psychology of Religion, 10(1), 27-34.

Gibson, M. (2017). Social worker or social administrator? Findings from a qualitative case study of a child protection social work team. Child & Family Social Work, 22(3), 1187-1196.

Gibson, M. (2017). Social worker or social administrator? Findings from a qualitative case study of a child protection social work team. Child & Family Social Work, 22(3), 1187-1196.

Hanrahan, B.V., Yuan, C.W., Rosson, M.B., Beck, J., & Carroll, J.M. (2019). Materializing interactions with paper prototyping: A case study of designing social, collaborative systems with older adults. Design Studies, 64, 1-26.

Hammouri, K., & Aldalham, M. (2021). Spiritual intelligence among talented students in both saudi arabia and jordan "a comparative cross-cultural study". Dirasat: Human and Social Sciences, 48(2), 18-32.

Henning, M.B. (2016). Inspiring Case Studies of Elementary Social Studies Teachers, Book Review of Exemplary Elementary Social Studies: Case Studies in Practice.

Imani B, Imani G, Karampourian A. (2021). Correlation between Spiritual Intelligence and Clinical Competency in Students Who Are Children of War Victims. Iran J Psychiatry. Jul;16(3):329-335. doi: 10.18502/ijps.v16i3.6259. PMID: 34616467; PMCID: PMC8452839.

Johnston, R. (2001). Challenges in human resource development practitioner preparation. Studies in Continuing Education, 23(1), 37-53.

Khalaf, M. (2018). School climate and its relationship to social innovation in working with individual cases "A study applied to social workers in special schools of intellectual education", Journal of Studies in Social Work and Humanities, 1(48), 107-147.

Kataki, Z.M., Rezaei, F., & Gorji, Y. (2013). A social work study on the effect of spiritual intelligence and psychological capital on sense of vitality. Management Science Letters, 3, 1559-1564.

Lawrence, R.J. (2016). Professional social work in Australia. ANU Press.

McCullagh J.G. (2001). NASW and school social work: Selected events, developments, and publications, Journal of School Social Work, vol. 12, 5–30.

Liu, Z., et al. (2021). "Effects of Ethnicity and Spiritual Intelligence in the Relationship Between Awe and Life Satisfaction Among Chinese Primary School Teachers." Frontiers in Psychology 12(2719

Menkerios, N, Abou El-Maati, M. (2000). Professional practice skills for social work, Cairo, Faculty of Social Work, Helwan University, Center for publishing and distributing the university book.

Moafi, F., et al. (2021). "Spiritual Intelligence and Post-abortion Depression: A Coping Strategy." J Relig Health 60(1): 326-334.

Murray, R., Caulier-Grice, J., Mulgan, G. 2010. The open book of social innovation. London: The Young Foundation & NESTA.

Oeij, P.R., Dhondt, S., & Korver, T. (2011). Workplace innovation, social innovation, and social quality. The International Journal of Social Quality, 1(2), 31-49.

Oyewunmi, Adebukola E.; Esho, Ebes; Oyewunmi, Olabode. A.(2021). Spiritual Intelligence and Employee Outcomes in an African Sample.Journal of Management, Spirituality & Religion, Volume 18, Number 2, April 2021, pp. 151-171(21)

Rashwan, H.A. (2007). Innovation psychological and social foundations, Alexandria, the modern university office.

Samar Kandi, N. (2018). Perception of creativity and innovation in the era of sustainable development, King Fahd National Library Journal, 1(24), 223-252.

Smyth, N.J. (2014). Innovation in social work: where does it come from? [Web log post]. Retrieved from http://socialworksynergy.org/2014/04/23/innovation-in-social-work-where-does-it-come-from/#comments [Google Scholar]