

EFFECT OF SPIRITUAL INTELLIGENCE ON WELL-BEING OF PROSPECTIVE TEACHERS

***Dr. B . Razia,**

ABSTRACT

Quality teaching depends on several teacher related factors that include life style, attitude, interest, teaching experience, teaching efficiencies, job satisfaction and well-being etc. Apart from these factors a teacher needs to possess various kinds of Intelligences as well. Spiritual Intelligence is one of the novel constructs which is found to affect well-being. It is vital to explore such variables in order to know the dynamics in the personality make up of Prospective teachers. The researcher attempted to examine the effect of Spiritual Intelligence on Prospective teacher's Well-being. Sample comprising of 203 B. Ed students studying in 4 different colleges of Education including Department of Education, AMU in Aligarh city of Uttar Pradesh state was selected randomly. Standardized tools were administered to collect the data. Results revealed that Spiritual Intelligence is significantly correlated with mental, emotional and spiritual dimensions of Well-being but not with its physical and social dimensions. There is a significant effect of Spiritual Intelligence on the Well-being of Prospective teachers. Higher the Spiritual Intelligence of trainees better is their Well-being.

Introduction

The success of an education system largely depends upon quality teaching. In other words the standard of performance of students is inseparably inter-related with quality teaching. Teachers' professional commitment, competence as well as personal factors are vital in this regard. Nowadays emotional and spiritual factors are also considered significant to excel in any profession. Moreover, there is a problem of lack of Spiritual Intelligence within individuals in India today because each and every educational institution suffers from affective ability and it is because of this problem that entire educational system is going aimlessly (Srivastava, 2016). Well-being and job satisfaction are significantly related and therefore becomes more important for teachers to maintain healthy well being but in this demanding time, teaching profession is often accompanied by diverse situations where teachers have to face many challenges and conflicts. They often face emotional turmoil and therefore factor like Spiritual Intelligence is the need of the hour for proper functioning of emotions which may contributes to Well-being.

*Assistant Professor, Department of Education, Aligarh Muslim University, Aligarh

Research also says that well-being of teachers is closely related to well-being of students (Harding et al, 2019). Therefore a humble attempt has been made through this research to explore the level of spiritual intelligence and its effect on well-being of prospective teachers.

Spiritual Intelligence

Spiritual Intelligence is a prerequisite for the effective functioning of both general Intelligence and emotions. The term ‘Spiritual Intelligence’ has been given different meaning in different context by various psychologists. Zohar and Marshall (2000) described Spiritual Intelligence as “The intelligence with which we address and solve problems of meaning and value; the intelligence with which we can place our actions and our lives in a wider, richer, meaning giving context; the intelligence with which we can assess that, one course of action or one life-path is more meaningful than another”. It also plays an important role in psychological well being. Noble (2000, 2001) opines that Spiritual Intelligence is an innate human potential that can be a catalyst for psychological growth and healing. Spiritual Intelligence is not a static product, but a dynamic and fluid process that can transform one’s personal and community life. It enhances an individual’s capacity to reason, to reframe and also to have vision in life. Psychologists also stress that spiritual intelligence assists in solving problems of life as Emmons (2000a, 2000b) ascertained that spiritual intelligence can predict functioning as well as adaptation and enhances our capacities to solve problems and goal attainment. In the context of education Srivastava (2014) expresses that spiritual intelligence enhances capabilities, capacities, competencies and skills of the individual to solve the everyday problems creatively and constructively in the new situation of the social environment for attaining ultimate aims of education.

The research studies have identified many qualities of this particular variable which claims that it adds meaning to life. It is very much concerned with the inner life of mind and spirit and its relationship to being in the world (Vaughan, 2002) and it is also a capacity for a deeper realization of existential questions.

According to King (2008) there are 4 core components of Spiritual Intelligence

Critical Existential Thinking: It is the capacity of an individual to critically think over various aspects of life like meaning, purpose and other metaphysical issues (e.g., existence, reality, death, the universe); to arrive at original existential conclusions and also to think over non-existential issues in relation to one’s existence.

Personal Meaning Production: It is the ability to derive meaning and purpose from the overall physical & mental experiences of life. It also embraces the capacity to create and master a life purpose to live accordingly.

Transcendental Awareness: It is the ability to identify transpersonal or transcendent self, of others and also of the materialistic world .It embodies the capacity to identify their relationship to one's self and to the physical world.

Conscious State Expansion: It is the capability of a person to enter and leave higher/spiritual states of consciousness. The author believes that this state is achieved through deep contemplation, reflection, meditation, or prayer etc.

Well-Being

Well-being is a complex construct. It is the process and state of quest for maximum human functioning that involves the body, mind and spirit (Archer and Gage; 1987). It comprises of physical, social, psychological and spiritual attributes. According to Ryan and Deci, 2001 the two approaches to study well-being includes the hedonic approach that focuses on happiness and defines well-being in terms of avoidance of pain and attainment of pleasure. The other eudemonic approach focuses on meaning and self-realization that defines Well-being in terms of degree to which a person is fully functioning according to his potential. well-being of an individual depends on both personal as well as environmental factors. In the educational context, it depends on the web of relationships which can be in the form of quality of teacher- taught relationships or peer group influence. The work conditions, emotional maturity level, spiritual beliefs carried by teachers etc contributes to their Well-being. The intimacy and sense of belongingness in the teaching learning situation adds to wellness of teachers. The kind of support offered by personal relationships is also of immense value. Some of the important components of well-being as explained by Seaward (2009) are as follows:

- a) **Physical Well-being:** It implies optimal functioning of the body's major physiological systems.
- b) **Mental Well-being:** It is the ability to gather, process, recall and communicate information.
- c) **Spiritual Well-being;** It means maturation of higher consciousness through strong nurturing relationships with both the self and others; the development of a strong personal value system; and a meaningful purpose in life.
- d) **Emotional Well-being:** It is the ability to express the full range of human emotions and to control them rather than be controlled by them. According to the author, psychologists have incorporated social Well-being and environmental Well-being recently, as a part of wellness paradigm or Well-being.

Objectives of the study

The present study has following objectives:

1. To examine the level of spiritual intelligence and well-being of prospective teachers.
2. To find out the nature of relationship between spiritual intelligence and well-being of prospective teachers.
3. To study the effect of spiritual intelligence on well-being of prospective teachers.
4. To study the difference in spiritual intelligence of prospective teachers with respect to their levels of well- being.

Hypotheses of the study

The study was carried out with the following null hypotheses

1. There is no significant relationship between spiritual Intelligence and well-being of prospective teachers
2. There is no significant effect of spiritual intelligence on well-being of prospective teachers.
3. There is no significant difference in the spiritual intelligence of high and average well-being prospective teachers.
4. There is no significant difference in the spiritual intelligence of high and low well-being prospective teachers.
5. There is no significant difference in the spiritual intelligence of average and low well-being prospective teachers.

Methodology

Descriptive Survey method of research was employed and 4 different colleges of Education including Department of Education, AMU in Aligarh city of Uttar Pradesh State, India were selected randomly.

Sample

Study was conducted on 203 B. Ed students (Prospective teachers) which formed the sample of the present research.

Tools used

In order to collect the data following standardized tools were used.

i. The Spiritual Intelligence Questionnaire - SISRI (24)

The spiritual intelligence questionnaire standardized by King (2008) has been employed to assess the spiritual intelligence.

ii. Well-being Scale

Well-being scale standardized by Singh and Gupta (2001) was employed for the present study .

Statistical techniques

The data was analyzed by means of following statistical techniques namely Mean, Standard Deviation, Product Moment Correlation, ANOVA and t test.

Analysis and interpretation of the data

Table 1
Descriptive statistics of spiritual intelligence and well-being of prospective teachers

Group	N	Mean	S D
Spiritual Intelligence	203	58.96	13.38
Well being		168.47	28.74

Table 1 indicates that the mean score for spiritual intelligence of prospective teachers is 58.96 that lay in the average category similarly the mean score for well-being is 168.47 which also fall in the range of average well-being.

Table 2
Descriptive statistics of spiritual intelligence

Spiritual Intelligence	Items	Mean	SD
Critical Existential Thinking	7	20.22	6.02
Personal Meaning Production	5	12.23	2.68
Transcendental Awareness	7	18.7	4.91
Conscious state expansion	5	10.2	2.01

It is clear from table 2 that the mean score of critical existential thinking for the total sample was found to be 20.22 which is highest when compared to other dimensions. For transcendental awareness the participants scored better as the mean value (18.7) was higher in comparison to other two remaining dimensions. The participants scored less on personal meaning production (12.23) and conscious state expansion (10.2) dimensions.

Table 3
Descriptive statistics of well-being

well-being	Items	Mean	SD
Physical well being		28.73	5.12
Mental Well-being		33.27	6.45
Social Well-being	10	30.92	5.03
Emotional Well-being		34.43	7.45
Spiritual Well-being		37.7	8.04

Table 3 indicates that the participants have scored highest on the dimension of spiritual well-being (37.7) followed by emotional well-being (34.43). The participants have scored mean scores (33.27) on mental well-being and (30.92) on social well-being respectively. The mean score (28.73) on physical well-being appears to be least in comparison to other dimensions.

Table 4
Correlation of spiritual intelligence and well-being
of prospective teachers

Well - being	Physical Well-being	Mental Well-being	Social Well-being	Emotional Well- being	Spiritual Well- being	Total Well- being
Spiritual Intelligence	0.181	0.281*	0.19	0.31*	0.37 *	0.377*

* Significant at 0.05 level

Table 4 shows the correlation values of spiritual intelligence with different dimensions of Well-being. It shows that spiritual intelligence is positively correlated with all the well-being dimension measures of Prospective teachers. Maximum correlation exists with spiritual well-being (0.37) followed by emotional well-being (0.31). Least relationship was found to be with physical well-being dimension (0.181). spiritual intelligence has a correlation value of 0.281 with mental well-being. The spiritual intelligence of the participants was found to be significantly correlated with the total well-being measure ($r=0.377$) at 0.05 level and hence null hypothesis is not accepted.

Effect of Spiritual Intelligence on Well-Being of Prospective Teachers

Table 5

One way ANOVA results of spiritual intelligence on well-being of prospective teachers

Category	Sum of Squares	df	Mean Square	'F' value	Sig.
Between Groups	7395.001	2	3697.500	25.713	.000
Within Groups	28759.600	200	143.798		

One way ANOVA results indicate that spiritual intelligence has a significant effect on well-being of prospective teachers as 'F' value of 25.713 was found to be significant at 0.05 level. Therefore null hypothesis is not accepted.

Table 6

Spiritual intelligence of prospective teachers at various levels of well-being

Levels of well-being	N	Mean	SD	't' value	p value
High well-being	78	63.45	12.84	0.92	0.36
Average well-being	71	61.58	11.83		
High well-being	78	63.45	12.84	6.75	0.00
Low well-being	54	49.02	10.87		
Average well-being	71	61.58	11.83	6.09	0.00
Low well-being	54	49.02	10.87		

Table 6 reveals that 't' value calculated for high and average well-being of prospective teachers is found to be (0.92), which is insignificant at 0.05 level and so the null hypothesis is accepted. High well-being and low well-being groups with 't' value of (6.75) achieved the required level of significance similarly in the case of average well being prospective teachers with a mean of 61.58 and low well-being prospective teachers with a mean of 49.02 reached the acceptable level of significance when their mean difference was tested ('t' value 6.09). In both the cases null hypothesis is not accepted.

Findings

The present study intends to explore the effect of spiritual intelligence on well-being of prospective teachers. It was found that the prospective teachers are enjoying average level of spiritual intelligence and well-being.

Spiritual intelligence has significant and positive correlation with overall well-being of prospective teachers as well as with its spiritual, emotional and mental well-being dimensions but not with physical and social well-being dimensions. The researcher also observed that spiritual intelligence of prospective teachers has a significant effect on their well-being.

When a comparison was made on spiritual intelligence measure of prospective teachers with respect to different levels of well-being it came into light that high and average well being groups of prospective teachers did not differ in their spiritual intelligence. On the other hand prospective teachers with high well-being are spiritually intelligent than low well-being groups similarly prospective teachers with average well-being and low well-being differ statistically in their spiritual intelligence wherein prospective teachers with average well-being are spiritually intelligent than low well-being prospective teachers.

Conclusion

Spiritual intelligence is a significant variable which plays an important role in the enhanced well-being of prospective teachers but unfortunately due emphasis is not being paid in the present system of teacher education in the country. Enhancement of spiritual intelligence and well-being of prospective teachers is the need of the hour in the present scenario so that, in real teaching situations the would-be teachers are able to deal efficiently with both the inner world of self and outer world of interactions with the students, colleagues and the society in general. Stake holders may realize the importance of spiritual intelligence for teachers. The present study is an indication that questions based on spiritual intelligence need to be incorporated in the entrance exams being conducted for B. Ed students to select spiritually intelligent candidates. Moreover topics related to spiritual intelligence needs to be integrated in the teacher education curriculum as a part of educational psychology for better mental health and well-being of the future teachers.

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