



Influence of spiritual intelligence on mental health and stress management of teacher educators

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Abstract

The present study was designed to examine the influence of spiritual intelligence on mental health and stress management of teacher educators of Tricity i.e. Mohali, Panchkula & Chandigarh. The study was conducted on a sample of 300 teacher educators who completed the spiritual quotient scale, Mental Health Checklist and Stress Management Scale. The data was collected with the help of tools. The findings of the study revealed a significant positive relationship between teachers' spiritual intelligence and their mental health and a significant negative relationship was found between spiritual intelligence and stress of teacher educators. The significant difference of the present study also showed that females were more spiritually intelligent, better mentally healthy and better manages their stress as compared to males.

Keywords: spiritual intelligence, mental health, stress management and teacher educator

Introduction

In the 21st century there are three main explosions; population explosion, knowledge explosion and the explosion of aspirations. Existence itself becomes a question in the period of so many evolutions; sometime shaking the inner peace of human being and challenging the spiritual intelligence.

In recent years, the term "spiritual intelligence" has attracted the attention of psychologists. Jain and Pourheit (2006) regarded emotional intelligence as experienced abilities in order to achieve better understanding and knowledge. Spiritual Intelligence can say all those things that we believe and the beliefs and norms, beliefs and values of the activities that we show. Personal beliefs play a vital role in various fields, especially the promotion and provision of mental health plays. According to the World Health Organization's definition of the experts are of the mind and mental health, harmonious relationships with others and the ability to modify individual and social environment, conflict resolution and personal desires, reasonably, is fair and reasonable. Mental health plays an important role in ensuring the effectiveness of every community and plays. Jacob (2010) points out that with increasing spiritual intelligence, happiness levels are also increased. Dickman (1990) refers to the mental health effects of spiritual intelligence & mental health.

Stress has naturally existed in human life. Although stress is always taken in negative contexts yet it has its positive aspect too. Stress is a Greek word used as difficulties, hardships, misery and suffering during 17th century. In 1910, Osler claimed that the prevalence of thoracic angina among Jews working in work settings was because of their harsh and emotional treatment (Cooper, 1981) [3]. Hans Stieglitz (1956) considered stress as nonspecific response of the body against his needs; he believes that whether these needs are internal or external, the response to stress follows a single pattern called as General Adaptation Syndrome or GAS (Ross & Altmaier, 1994). Although work is an aspect of the life which satisfies

both financial and some essential needs including mental and physical mobility, social needs and self-respect emotions, it can be a source of psychological pressure and stress. Stress considerably influences on performance and activities of organizational members. Under psychological pressures, directors, employees and clients of organizations experience certain mental states and act in a way which is directly reflected in organizational activities and efficiency of the organization. In recent decades, the issue of stress and its impact on organizations is been considered. Although causes and effects of stress and it has long been researched medical science, but this argument is new and does not have much experience in organizational behavior. Although there is also good stress and some stress is essential for the activity and effort, when the discussing is posed to stress, the effects of stress and its risks and problems is considered. However, stress has destructive effects on the performance and activities of organization members. Directors, employees and clientele under the specific mental states are affected with stress and carry out acts that directly reflect the efficiency of the organization. Stress has physical effects as well, and thereby creates severe damage to the organization. Acute stress is a waste of manpower, organization and objectives of the organization also makes it subject to instability. Number of experts in the field of organizational behavior named stress as the most common illness prevailing in the 21st century. One of the challenges of this century is the emotional turmoil, emotions and human relationships. Nevertheless, the organizations which suffer demoralization of insecure employees (Root, 2003) [16] under a considerable stress because of severe recession and weak institutional position seriously need spirituality (Hamilton & Jackson, 1998) [11]. In modern organizations, growth and development of spiritual and motivational growth of teachers are the real concepts of their lives. In this regard, it is helpful to introduce spirituality in the workplace (Harotanian *et al*, 2000). Spirituality leads to

change and growth of working values; it also causes more cooperation among employees in case of stressful situations (Malik and Naeem, 2011) ^[15]. The product of teacher is not commodity but the students which are future of any Nation. That's why it's very important for a teacher to be healthy; physically, mentally and spiritually. Health and growth of the society are a result of healthy teachers; therefore, teachers contribute the social damages (Saroukhani, 1991). Unfortunately, job satisfaction decreases among teachers over a period of time mainly due to poor mental health, lower spiritual intelligence and increasing job stress. A highly important variable like spiritual intelligence is not merely inheritable but it has some achievable aspects too. Therefore, the purpose of the present study is to examine the relationship between spiritual intelligence and stress management among male and female teacher educators.

Spiritual intelligence, stress management & mental health

Stress is defined in terms of the event or situation in the environment that contributes to or causes a noxious or disruptive experience; that event or situation is called a stressor. In organizational research, as cited by Sulksy and Smith (2005) ^[18], Caplan defined stress as "any characteristic of the job environment that poses a threat to the individual." That is, by occupational stress is meant negative environmental factor or stressor associated with a particular job. In identifying work stressors, the study considered the four main causes of work stress cited by Daff (2003) ^[6]. First stressor is task demands. They are stressors arising from the tasks required of a person holding a particular job. Second stressor is physical demands. They are stressors associated with the setting in which an individual works. Third stressor is role demands. They are challenges associated with a role - that is, the set of behaviors expected of a person because of that person's position in the group. Some people encounter role ambiguity, meaning they are uncertain about what behaviors are expected of them; and role conflict, which occurs when they perceive incompatible demands from others. Fourth stressor is interpersonal demands. Spirituality, on the other hand, is understood in the light of the description of spirituality as authored by the 1995 Summit on Spirituality: "It is the capacity and tendency that is innate and unique to all persons. This spiritual tendency moves through the individual toward knowledge, love, meaning, hope, transcendence, connectedness, and compassion. Spirituality includes capacity for creativity, growth, and the development of a value system. Spirituality encompasses the religious, spiritual, and transpersonal." (As cited by Gold, 2010) ^[10] Furthermore, an objective measure of the spirituality construct spirituality is spiritual intelligence. Many definitions of spiritual intelligence have been suggested. Zohar and Marshall (2001) ^[21], for instance, define spiritual intelligence as "the ultimate intelligence 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." To Wigglesworth (2004), it is "the ability to behave with Compassion and Wisdom while maintaining inner and outer peace (equanimity) regardless of the circumstances."

David King (2008) further defines spiritual intelligence as "a set of mental capacities which contribute to the awareness, integration, and adaptive application of the nonmaterial and transcendent aspects of one's existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states.... When applied, these processes are adaptive in their ability to facilitate unique means of problem-solving, abstract-reasoning, and coping. Rinju George, Baby Shari (2012) found that low emotional intelligent group was high in stress and high emotional intelligent group had low stress. EQ is play very important role in stress management and in physical and psychological well-being. The much talked concepts these days in psychology are IQ, EQ and SQ, according to Nathawat's (2001) simple definition "a close inspection of these concepts will suggest us that IQ is important for entrance in educational institutions, EQ is essential for success in life and SQ is useful for meaningful life."

Objectives

- To study the significant relationship between spiritual intelligence and mental health of teacher educators of Tricity
- To study the significant relationship between spiritual intelligence and stress of teacher educators of Tricity
- To study the significant difference between spiritual intelligence of male and female teacher educators of Tricity
- To study the significant difference between mental health of male and female teacher educators of Tricity
- To study the significant difference between stress of male and female teacher educators of Tricity

Hypothesis

- There is no significant relationship between spiritual intelligence and mental health of teacher educators of Tricity
- There is no significant relationship between spiritual intelligence and stress of teacher educators of Tricity
- There is no significant difference between spiritual intelligence of male and female teacher educators of Tricity
- There is no significant difference between mental health of male and female teacher educators of Tricity.
- There is no significant difference between stress of male and female teacher educators of Tricity

Sample

For the present study a sample of 200 (100 male and 100 female) teacher educators of B.Ed colleges of Tricity has been taken up by adopting simple random sampling technique.

Tools Employed

Roqan Spiritual Intelligence Test (RSIT) designed by Prof. Roquiya Zainuddin and Ms. Anjum Ahmed was used to measure five different dimensions of SQ. The dimensions were namely the inner self, the inner self, biostoria, life perspectives, spiritual actualization and value orientation. In total, there were 80 items in the form of sentences which were

rated as Likert rating scale and judged on 5 point scale. The reliability of the test was determined by calculating Cronbach's Alpha Coefficient on the sample of 300 subjects. Cronbach's Alpha Coefficient computed is .73, and the Guttman Split-Half coefficient calculated is .70. This shows that the test has a high reliability. Validity of the test was also high on account of being .85.

Mental Health Checklist developed by Pramod Kumar (1992), it consists of 11 items for somatic health. It measures mental health status of an individual. Responses to be rated on 4 point scale i.e., Rarely means (1), At time means (2), often means (3) and Always means (4). The numerical value was 1,2,3,4 is assigned to the 4 response categories the total scores of a person will vary between 11-44 as per manual, higher the scores indicates poor mental health and lower the scores indicates good mental health. The split half reliability correlated with odd-even items (applying the spearman-Brown formula) as reported was found to be 0.70 with an index of reliability of 0.83, and the test-retest reliability found to be 0.65 with an index reliability of 0.81. The face validity of the MHC appears to be fairly high as items were prepared by asking respondents and the content validity was adequately assumed as only those symptoms which showed 100% agreement amongst the judges regarding their relevance to the study of mental health were selected. The mental health status of the participants is being measured and interpreted accordingly.

Stress management Scale Developed by V.Kaushik and N.A. Charpe having 36 items in all. These statements had item correlation value higher than 0.9 and also high item discrimination (with 't' values ranging between 2.10 to 10.39). The scale with 36 items was administered on a sample of 200 respondents i.e. 100 males and 100 females in the age group of 25-35 years. The final version of 36 items scale on Stress Management Techniques has half of the items randomly identified and worded as negative statements and the rest worded as positive. The item responses are to be elicited on a Likert Scale that range from zero (strongly disagree) to 5

(strongly agree). While scoring, the positively worded items will get higher scores for agreement and lower for disagreement; whereas the scoring pattern for negatively worded statements will be reversed. The split half reliability of the scale is 0.91.

Procedure

The tools were administered in manageable group of participants, after establishing the rapport with teacher educators. After completion the data collection responses of each participant of tests were scored by the scoring keys.

Statistical Analysis

Table 1: Correlation between different variables of teacher educators of Tricity

S.No	Variables	N	r	Level of Significance
1.	Spiritual Intelligence	200	0.64	P< .01
	Mental health	200		
2.	Spiritual Intelligence	200	-0.51	P<.01
	Stress	200		

From table 1, it is depicted that correlation coefficient between spiritual intelligence and mental health of teacher educators of Tricity is 0.64 which is positive and significant at 0.01 level with df=198. Hence higher the spiritual intelligence of teacher educators better is the mental health. It may, therefore, be said that there is significant positive relationship between spiritual intelligence and mental health of teacher educators of Tricity. The correlation coefficient between spiritual intelligence and stress of teacher educators of Chandigarh is -0.51 which is negative and significant at 0.01 level with df=198. Hence higher the spiritual intelligence of teacher educators betters the stress management of teacher educators. It may, therefore, be said that there is significant negative correlation between spiritual intelligence and stress of teacher educators of Tricity.

Table 2: Significance of difference between means, Sd, SEd and t-ratio of different variables with respect to gender of teacher educators of Tricity

Variables	Group	N	Mean	Sd	SEd	t-ratio	Level of Significance
Spiritual Intelligence	Male	100	307.19	25.81	2.91	2.63	P< .01
	Female	100	314.87	24.57			
Mental Health	Male	100	13.88	2.58	0.28	3.96	P< .01
	Female	100	14.99	2.39			
Stress	Male	100	114.10	16.34	1.82	2.61	P< .01
	Female	100	118.86	15.32			

Table II indicates that, t value is 2.91 which is significant at 0.01 level with df = 198. It shows that the mean scores of spiritual intelligence of male and female teacher educators differ significantly. Thus, the null hypothesis that there is no significant difference between spiritual intelligence of male and female teacher educators of Tricity is rejected. Further, the mean score of spiritual intelligence of females is 314.87 which are significantly higher than that of males whose mean score of spiritual intelligence is 307.19. It may, therefore, be said that female teacher educators are spiritually more intelligent than their counter part male teacher educators.

Further, the t value is 3.96 which is significant at 0.01 level with df = 198. It shows that the mean scores of mental health of male and female teacher educators differ significantly. Thus, the null hypothesis that there is no significant difference between mental health of male and female teacher educators of Tricity is rejected. Further, the mean score of mental health of females is 14.99 which are significantly higher than that of males whose mean score of mental health is 13.88. It may, therefore, be said that female teacher educators are more mentally stable than their counter part male teacher educators. Further, the t value is 2.61 which is significant at 0.01 level

with $df = 198$. It shows that the mean scores of stress of male and female teacher educators differ significantly. Thus, the null hypothesis that there is no significant difference between stress of male and female teacher educators of Tricity is rejected. Further, the mean score of stress of females is 118.86 which are significantly higher than that of males whose mean score of stress is 114.10. It may, therefore, be said that female teacher educators manage their stress in more effective manner than their counter part male teacher educators.

Conclusions

- There is a significant positive relationship between spiritual intelligence and mental health of teacher educators of Tricity. So, it may be concluded that higher the spiritual intelligence of teacher educators better is the mental health.
- There is significant negative relationship between spiritual intelligence and stress of teacher educators of Tricity. Hence higher the spiritual intelligence less is the stress of teacher educators.
- There is significant gender difference in the spiritual intelligence of teacher educators of Tricity. This shows spiritual intelligence of female teacher educators is higher than that of male teacher educators.
- There is significant gender difference in the mental health of teacher educators of Tricity. This shows mental health of female teacher educators is better than that of male teacher educators.
- There is significant gender difference in the stress of teacher educators of Tricity This shows stress of female teacher educators is lower than that of male teacher educators.

Educational Implications

- Exercise reduces anxiety and depression and increases self-esteem. Exercise is a great way to release energy savings and this is a very enjoyable and relation and anxiety, and control are essential mental and physical health, especially students and gave them up. Participate in sports activities and socialization skills and competence and friendships and healthy relationships with peers helps them increases the amount of endorphins released during extreme sports activities and exercises so athletes feel comfortable after a while.
- Recently spirituality as one of the tools that can affect the mental health of the people, is taken into consideration. This is the spiritual intelligence and spirituality research on the impact of mental health and improves it. In other words, people with high spiritual intelligence have better mental health.
- Spiritual intelligence leads to a new insight into self and increasing self-confidence. It also helps to own a stable self, increase anxiety and concerns and communicate with others more deeply (King, 2008).
- Teaching is inherently stressful. Causing stress are several interplaying factors such as physical conditions, intellectual demands, role expectations, interpersonal demands, task demands, organizational practices, and personal expectations towards work, colleagues, and the organization itself. How stressful teaching can be depends

not only on the individual teacher's spirituality but also on other moderating factors such as the teacher's level of analytical problem-solving skill, interpersonal skill, emotional quotient, and support system.

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