

# Impact of Spiritual Intelligence on Mental Health of Pre-Service Teachers

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## ABSTRACT

Spiritual intelligence (SI) can be defined as the ability to behave with compassion and wisdom while maintaining inner and outer peace regardless of the circumstances. Mental health (MH), in simple words, includes our emotional, psychological, and social well-being. In this paper, the investigator has tried to find the impact of SI on pre-service teachers' MH. The survey method and correlation design of research were used in the study. A simple random sampling method was used to collect the data from 100 pre-service teachers of Delhi/NCR. An integrated SI scale was used to find out the SI level of the pre-service teachers. A self-made questionnaire and focused group discussion were used to determine the respondents' MH in the study. The Pearson correlation coefficient was used to determine the relationship between pre-service teachers' SI and MH. The results showed a high level of a positive correlation between SI and MH. The respondents also mentioned stress, anxiety, and fear related to family and work-related issues.

**Keywords:** Mental health, Pre-service teachers, Spiritual intelligence.

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## INTRODUCTION

It is seen that psychologists usually use the terms intelligence quotient (IQ), emotional intelligence (EQ) to explain the individual's abilities, rational and reason, and emotions, and excitement. However, in recent years, the term "SI" has attracted psychologists' attention. Jain and Pourheit (2006) regarded EQ as an experienced ability to understand better and know. SI usually includes all those things that we believe and the beliefs and norms and our activities' beliefs and values. The term Spiritual Intelligence (SQ) in psychology is a term indicating the state of ultimate intelligence coming after IQ and emotional quotient (EQ). In the words of Danah Zohar, SQ is what we use to develop our longing and capacity for meaning, vision, and value. Being intelligent spiritually facilitates a dialogue between reason and emotion and between mind and body. SI allows the integration of the intrapersonal and the interpersonal and transcends the gap between self and other. Another psychologist, Vaughan (2002), offered the description: "Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world."

The belief system that we have plays a vital role in various fields, especially MH's promotion and provision. The World Health Organization defines health as "a state of well-being, in which the individual realizes his or her abilities, can cope with the normal stresses of life, can work productively and fruitfully, and can make a contribution to his or her community" (Wikipedia). According to The American Heritage Dictionary of the English Language (2009), MH is "A state of emotional and psychological well-being, in which an individual can use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life." It is seen that MH plays an important role in ensuring the effectiveness of every community. Jacob (2010) points out that with increasing SI, happiness levels are also increased. Dickman (1990) refers to the MH effects of SI. In this study, the investigator has tried to determine the impact of SI on pre-service teachers' MH. Pre-service teachers are in the initial teacher training phase to become good teachers and serve society. To become a good

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teacher, one has to be contended and lead a happy and stress-free life. Therefore, pre-service teachers should have good MH. Since no study has been done so far to study the impact of SI on pre-service teachers' MH, the present study has been undertaken by the investigator.

## OBJECTIVES

The objectives of the study are:

- To study the SI level of the pre-service teachers.
- To study the MH of the pre-service teachers.
- To find out the correlation between the SI and MH of the pre-service teachers.

## LIMITATIONS

The limitations of the study are:

- The present study is restricted to Delhi/NCR only.
- The study was conducted on pre-service teachers.

## HYPOTHESES

The hypotheses of the study are:

- There is no difference in the SI of male and female pre-service teachers.
- There is no difference in the MH of male and female pre-service teachers.

**Table 1:** Comparison of SI of male and female pre-service teachers

<i>Spiritual intelligence (SI)</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t value</i>	<i>Results</i>
Male teachers	50	38.23	7.91	0.86	Not Significant (NS) at 0.05 level of significance
Female teachers	50	40.32	8.95		

Degree of freedom = 198

**Table 2:** Comparison of MH among male and female pre-service teachers

<i>Mental health</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t value</i>	<i>Results</i>
Male teachers	50	39.32	6.91	0.89	NS at 0.05 level of significance
Female teachers	50	38.22	7.95		

Degree of freedom = 198

**Table 3:** Correlation of SI and MH of pre-service teachers

<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Coefficient of correlation "r"</i>
Spiritual intelligence	100	52.32	6.91	0.89
Mental health	100	48.22	7.95	

## METHODOLOGY

The survey method and correlation design of the research are employed to collect the data. The obtained data are analyzed in view of the objectives and hypotheses of the study. For analyzing correlation, the Pearson correlation method is employed. For analyzing the significance of difference, t test is used. A survey is a research method, in which subjects respond to a series of statements or questions in a questionnaire or an interview. Surveys target some populations, which are the people who are the focus of research. Because populations are usually quite large, the researcher will target a sample, which is a part of a population that represents the whole. Questionnaires and interviews are the most common types of surveys. A questionnaire is a series of written statements or questions. Questionnaires can include open-ended questions (allowing the subjects to respond freely) or close-ended questions (including a selection of fixed responses). In correlation design, the relation between two or more variables is found. In the present study, SI and MH are the two variables. The population of the present study consists of pre-service teachers. The statistical technique used is a percentage analysis of the responses from the sample. Self-made questionnaires and focused group discussions were used to collect data for MH.

## Sample

Sampling is a process used in statistical analysis, in which a predetermined number of observations are taken from a larger population. Simple random sampling was used to select the students and collect the data from them. Simple random sampling is the basic sampling technique where we select a group of subjects (a sample) for study from a larger group (a population). Each individual is chosen entirely by chance, and each member of the population has an equal chance of being included in the sample. A total of 100 samples, 50 male pre-service teachers, and 50 female pre-service teachers were selected randomly from the teacher education institutes of Delhi/NCR.

## Tools

1. Integrated Spiritual Intelligence Scale (ISIS): This 83-item self-report instrument developed by Amram and Dryer (2008), provides a single, overall measure of SI, as well as, scores for 5 broad domains and 22 specific capabilities. A high score on this scale indicates high SI.
2. A self-made questionnaire was used to collect data for MH.

## Analysis and Interpretation of Data

In this study, the investigator has tried to determine the impact of SI and MH among pre-service teachers. Thus, the results of the study have been organized, keeping in view the objectives and hypotheses. At first, the investigator tried to explore the mean values and standard deviation of the two variables, SI and MH, and then narrate the results according to the hypotheses. However, it should be noted that a high score on the SI scale (ISIS) indicates high SI, and for MH, percentage analysis was done.

### Hypothesis-1

There is no significant difference between the SI of male and female pre-service teachers.

It may be observed from Table 1 that there is no significant difference in the SI of male and female pre-service teachers.

### Hypothesis-2

There is no significant difference in the MH of male and female pre-service teachers.

It may be observed from Table 2 that there is no significant difference in the MH of male and female pre-service teachers.

It may be observed from Table 4 that there is a high degree of a positive correlation between SI and MH.

## DISCUSSION

The findings of the study are given below:

- The majority of the pre-service teachers (75%) had a positive attitude towards life.
- The majority of the pre-service teachers (80%) were happy and contented with their chosen profession.
- 60% of the pre-service teachers had stress, anxiety, fear related to family, and work-related issues at some point in their life.
- There was no significant difference found in the SI of male and female pre-service teachers.
- No significant difference was found in the MH of male and female pre-service teachers.
- There is a high degree of a positive correlation between SI and MH.

## CONCLUSION AND SUGGESTIONS

The study concluded that pre-service teachers had a very high positive correlation between SI and MH. It was also seen that there is no difference in the SI of male and female pre-service teachers.



No difference was found in the MH of male and female pre-service teachers. However, due to increased work pressure and demands of the family and society, the pre-service teachers faced instances of stress, anxiety, and fear in their day to day life. Thus, it is suggested that yoga and meditation can be a part of pre-service teachers' daily life. Since teachers play a very important role in society, they must lead a happy and stress-free life. Yoga offers simple, safe, and practical techniques for the students and teachers to quickly reduce tension and stress at any time and place. Much research done previously has shown that mindfulness- and yoga-based skills, conscious breathwork, and body awareness improve academic performance and emotional regulation. Thus, it is suggested that training programs on yoga must be implemented in schools and teacher education institutions to improve mental well-being and teaching and learning quality.

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