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**| RESEARCH ARTICLE**

**Mediating Effect of Resilience on Spirituality and Psychological Well-being**

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**| ABSTRACT**

Teaching is regarded as the most respectable profession in any society. It is believed as the best job in the world. Any institute gives optimum results only when its human resources are utilized effectively. A teacher is the most important factor that not just works as a mentor and trainer for getting an education but inculcates morals and transforms conscience. The current education system is particularly aimed at increasing the student's attainment, but teacher well-being is ignored or not considered essential to take care of. If a teacher has poor health and experience high levels of stress, he will not perform well at the workplace and do not make the best of their ability. The psychological well-being of a teacher can influence the ability of the teaching methods used by him in his teaching. Therefore, it is important to identify those factors that can enhance the well-being of teachers. This research is undertaken to find the effect of resilience in explaining the relationship of spiritual intelligence and psychological well-being among teachers. To achieve this aim, a sample of 200 teachers (100 male teachers and 100 female teachers) within the age range of 25-40 years from different schools of Haryana was selected. The teachers' well-being was assessed with the Scale developed by Ryff (1989), spiritual intelligence by David King (2008) Resilience Scale by Wagnild and Young (1987). Linear Regression analysis revealed that resilience predicts psychological well-being among teachers in a significant way. This shows that teachers who were resilient reported higher levels of psychological well-being.

**| KEYWORDS**

Resilience, Spiritual Intelligence, psychological well-being

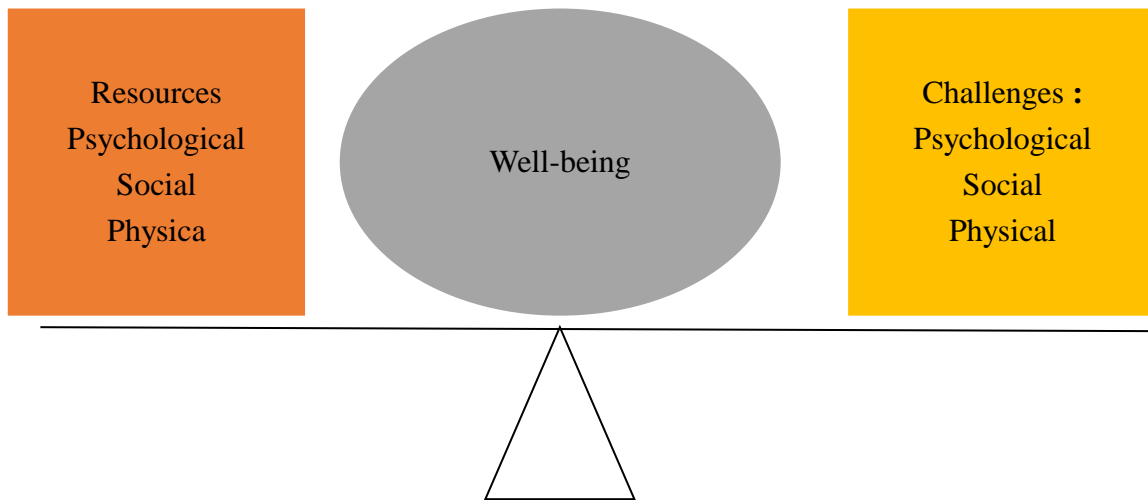
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**1. Introduction**

**1.1 Psychological well-being**

Human beings always look for the things that make them happy. The notion of happiness has always been the heart of interest of individuals; they always tried to look for the foundation of happiness right from their existence. As a result, the idea of happiness is described in different ways. Socrates believed that being honest is happiness. Happiness means awareness of own nature and potential. Happiness is the supreme goal of all human wishes. The chief target of human existence is to get happiness. All these definitions show that the discipline of psychology pays attention to the concept of happiness and well-being of individuals. Psychological well-being theory states that a person's psychological health depends on his positive performance in different aspects of his life. An individual should have an intimate and good relationship with others; should have control over the environment; should acknowledge himself and his past; should have an objective and meaning in his life; should have personal growth and the skill to make wise decisions. Huyton and Sanders (2012) defined well-being as "the equilibrium position between an individual's resource collection and the challenges faced by him/her as illustrated in Figure 1.

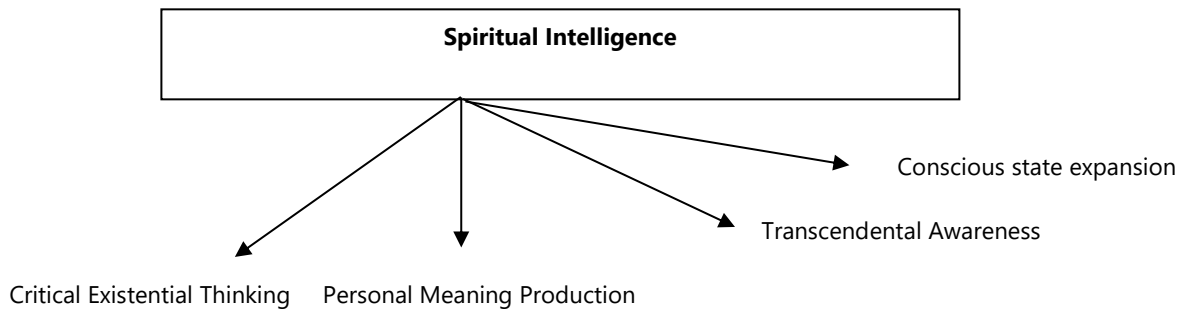


**Fig. 1: Huyton and Sanders (2012) model of well-being**

Carol Ryff defined psychological well-being along 6 different dimensions, namely: personal growth, positive relations with others, autonomy, environmental mastery, purpose in life and self-acceptance. They devised a scale known as Psychological well-being in 1989, which measures all the 6 dimensions mentioned above. The higher the score on this scale, the greater the well-being.

### **1.2. Spiritual Intelligence**

Howard Gardner (1998) first suggested the idea of spiritual intelligence in his theory known as the 'theory of multiple intelligence'. Afterwards, this concept was termed by Zohar (1997). Amram (2007) declared spiritual intelligence as a talent to use apparent and represent spiritual means, morals and traits to enhance everyday accomplishment and happiness. It makes a person prosper and grow. It is the mean that helps us to give sense and experience to the power of superior to ourselves. It is a special type of intelligence that may be inculcated individually and also helps to improve psychological health and complete growth of humans (Vaughan, 2002). The four elements of S.I. are conscious state expansion, personal meaning production, transcendental awareness, and critical existential thinking. CET is defined as the person's ability to gravely think about the sense and goals of life and additional supernatural matter and to contemplate non-experiential matters concerning one's survival. An aptitude to get own connotation and reason from every corporal and psychological experience, together with the ability to construct and master a goal in life, is termed as personal meaning production. Transcendental awareness is the power to recognize an inspirational example of the person or another person and the world in a conscious position, followed by the ability to see its connection to oneself and humankind. Conscious state expansion is the ability to go into and way out an advanced state of awareness at one's own circumspection. Considerable association between spiritual intelligence and well-being has been found in prior research as discussed by Emmons in 2000. This type of intelligence can be utilized to improve well-being (West, 2004). Amirian (2016) accomplished the positive relationship between spiritual intelligence and communal health and showed that critical thinking is inversely significantly related to general health among the elements of spiritual intelligence. Amirian et al. (2015), on the basis of their study, concluded that spiritual intelligence has noteworthy prognostic value towards overall health and contentment.



### **1.3. Resilience**

One path through which spiritual intelligence can help to increase psychological well-being lies in increasing resiliency (Azerbaijani, 2006). Resilient individuals are optimistic, have flexible intellectual skills, search for problems as an expensive lesson, have high self-worth, have a sense of humour, and persevere in stressful and adverse situations. They preserve their psychological health and add to their ability to tackle new problems faced by them in their lives (Masten, 2001).

Powerful resilience training proves to be helpful to teachers in balancing both the inner and outer demands of their job. Schools and districts use up much time, energy, effort, and wealth to train new teachers and build joint teams to get better student achievement and engagement (Barnes, Crowe, & Schaefer, 2007).

Research shows the influence of resilience as a response to relieve stress and as a proactive mindset for well-being (Reivich&Shatté, 2002). Resilience is characterized as “the skill to recover from depressing emotional experiences and pliable adjustment to the varying requirement of traumatic experiences” (Tugade 2004). People who show high resilience display an ability to flourish in the face of hardships (Masten, 2001). Teacher resilience is a new area of concern worldwide. Resilience is the ability to “beat odd situations” and show the personal strengths desirable to cope with sufferings or harsh conditions. Current investigations have highlighted the implications of adult resilience both in daily life and at the place of work.

### **1.4. The rationale of the present study**

Teaching is the most respected profession in our society. Working in the education field is demanding as well as exciting. Due to changing scenarios, teaching in schools has been a stressful job. The causes of stress include technological development, parents over expectations from teachers as well as from their child, lack of discipline on the part of students, increased competition etc. has laid great pressure on the teachers working in the school. This increased pressure makes the teacher leave the profession in the later years of their job, or if they continue to do their job, their psychological well-being may have harmful negative effects. Teachers' great levels of stress can lead to exhaustion, burnout, and other psychosomatic problems. Without improving the well-being of individual teachers, values of education and the learning experience of youth will suffer from extensive financial and social costs for the country. Spiritual exercises are valuable to health and can facilitate to lessen of the threat of developing various severe diseases. Resilience is believed to be a shielding method that works while facing negative stressors (Masten, 2001). The rationale of the current study is to discover whether resilience mediates the relationship between spiritual intelligence and teachers' psychological well-being. To explore this, the present research is designed.

## **2. Objective**

To study the mediating effect of resilience on teachers' spiritual intelligence and psychological well-being.

### **2.1 Hypothesis**

There will be a significant mediating effect of resilience on teachers' spiritual intelligence and psychological well-being.

## **3. Methodology**

### **3.1 Sample**

This study included a sample of three hundred school teachers (one hundred and fifty males, one hundred and fifty females) on the basis of their availability. Teachers voluntarily interested in taking part in the research were involved in the sample. Participants were in the age range of 25 to 40 years. The sample was selected from various districts of Haryana State.

### **3.2 Tools**

The following tools were used in the study:

#### **3.3 Spiritual Intelligence Self Report Inventory (David B. King 2008)**

To assess the spiritual intelligence level of the subject, the SISRI (Spiritual Intelligence Self Report Inventory developed by David B. King (2008) was used. This inventory measures spiritual intelligence along four different dimensions: transcendental awareness, personal meaning production, critical existential thinking and conscious state expansion. It is 24 items scale which is scored on a Likert type scale ranging from 0 to 4. The Spiritual Intelligence scale has a good internal consistency and good validity.

### 3.4 Resilience Scale (Wagnild and Young 1993)

In order to ascertain resilience level, The Resilience Scale developed by Wagnild and Young (1993) was used. It includes 25 items where responses are scored on a Likert-type rating scale from 1 (strongly disagree) to 7 (strongly agree). The resilience scale has a good internal consistency and good validity.

### 3.5 Ryff's Psychological Well-being scale (Carol Riff 1989)

Carol Ryff's Psychological Well-being Scale prepared by Carol Riff (1989) was used for the assessment of psychological well-being. It is a 42 items scale along 6 different dimensions (environmental mastery, purpose in life, autonomy, self-acceptance, positive relations, and personal growth). Items are scored on 6 point scale (strongly agree to strongly disagree). This test has good internal consistency reliability 0.86 to 0.93.

### 3.6 Procedure

Before starting the administration of the measures, genuine efforts were made to maintain a relationship of trust and warmth with the participants. After building rapport, subjects were told about the nature of the research and the tests also. Their queries were also answered before starting the test administration. Tests were conducted on those who were willing to take part. All the tests were administered properly according to the administration procedure mentioned in the manual. After that, scoring was done according to the scoring method prescribed in the manual by the test authors; data collected were analyzed with the help of various statistical techniques, keeping in view the purpose of the study, such as descriptive statistics and multiple regression analysis.

### 3.7 Statistical Analysis

The collected data were analyzed by the mean of the SPSS program (version 20.0). Furthermore, descriptive statistics for mean values and standard deviation for the variables included in the study were computed. To study the association between variables, regression analysis was done.

## 4. Results and Discussion

**Table 1: Showing coefficient of correlation of spiritual intelligence with psychological well-being**

| Variables |        | A      | EM     | PG     | PR     | PIL    | SA     |
|-----------|--------|--------|--------|--------|--------|--------|--------|
| CET       | Male   | .192*  | .215** | .167*  | .200*  | .165*  | .244** |
|           | Female | -.009  | .023   | .131   | .042   | .118   | .022   |
| PMP       | Male   | .235** | .184*  | .262** | .280** | .236** | .274** |
|           | Female | .261** | .202*  | .141   | .054   | .280** | .344** |
| TA        | Male   | .157   | .023   | .239** | .113   | .064   | .154*  |
|           | Female | -.061  | .036   | .174*  | .113   | .105   | .175*  |
| CSE       | Male   | -.009  | .013   | .019   | -.152  | -.135  | .077   |
|           | Female | -.008  | .663   | .088   | -.077  | .076   | .044   |

Observations of table 1 show that critical existential thinking had positive and significant correlations with autonomy ( $r=.192$ ,  $p<0.05$ ), environmental mastery ( $r=.215$ ,  $p<0.01$ ), personal growth ( $r=.167$ ,  $p<0.05$ ), positive relations with others ( $r=.200$ ,  $p<0.05$ ), purpose in life ( $r=.165$ ,  $p<0.05$ ), self-acceptance ( $r=.244$ ,  $p<0.01$ ) of male teachers. Similarly, personal meaning production had positive and significant relationship with autonomy ( $r=.235$ ,  $p<0.01$ ), environmental mastery ( $r=.184$ ,  $p<0.05$ ), personal growth ( $r=.262$ ,  $p<0.01$ ), positive relations with others ( $r=.280$ ,  $p<0.01$ ), purpose in life ( $r=.236$ ,  $p<0.01$ ), self-acceptance ( $r=.274$ ,  $p<0.01$ ) of male teachers. In the same way, personal meaning production had positive and significant relationship with autonomy ( $r=.261$ ,  $p<0.01$ ), environmental mastery ( $r=.202$ ,  $p<0.05$ ), purpose in life ( $r=.280$ ,  $p<0.01$ ), self-acceptance ( $r=.344$ ,  $p<0.01$ ) of female teachers. Transcendental awareness had positive and significant correlations with personal growth ( $r=.239$ ,  $p<0.01$ ) and self-acceptance ( $r=.154$ ,  $p<0.01$ ) of male teachers. Results in the tables also show that Transcendental awareness had positive and significant correlations with personal growth ( $r=.174$ ,  $p<0.05$ ) and self-acceptance ( $r=.175$ ,  $p<0.01$ ) of female teachers. No correlation was found between conscious state expansion and all the dimensions of psychological well-being in male and female teachers.

**Table2& 2.1: Showing multiple regression analysis of spiritual intelligence on autonomy**

**Table4: Model Summary**

| R    | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of Estimate | R <sup>2</sup> Change | F Change | df1 | df2 |
|------|----------------|-------------------------|------------------------|-----------------------|----------|-----|-----|
| .289 | .084           | .071                    | 4.710                  | .084                  | 6.740*   | 4   | 295 |

**Table2.1: Showing Coefficients of regression analysis of spiritual intelligence on autonomy**

| Variables | Unstd. Beta | Std. Error | Std. Beta | T       |
|-----------|-------------|------------|-----------|---------|
| CET       | .130        | .085       | .106      | 1.526   |
| PMP       | .554        | .122       | .294      | 4.530** |
| TA        | -.144       | .105       | -.107     | -1.374  |
| CSE       | -.087       | .099       | -.058     | -.879   |

**Table 3 &3.1: Showing multiple regression analysis of spiritual intelligence & resilience**

**Table5: Model Summary**

| R    | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of Estimate | R <sup>2</sup> Change | F Change | df1 | df2 |
|------|----------------|-------------------------|------------------------|-----------------------|----------|-----|-----|
| .223 | .050           | .037                    | 17.901                 | .050                  | 3.846**  | 4   | 295 |

**Table 3.1: Showing Coefficients of regression analysis of spiritual intelligence & resilience**

| Variables | Unstd. Beta | Std. Error | Std. Beta | T       |
|-----------|-------------|------------|-----------|---------|
| CET       | .784        | .324       | .171      | 2.422** |
| PMP       | .986        | .465       | .140      | 2.122*  |
| TA        | .004        | .399       | .001      | .010    |
| CSE       | .946        | .377       | .168      | 2.506** |

**Table 4&4.1: Showing multiple regression analysis of spiritual intelligence and resilience on autonomy**

**Table6: Model Summary**

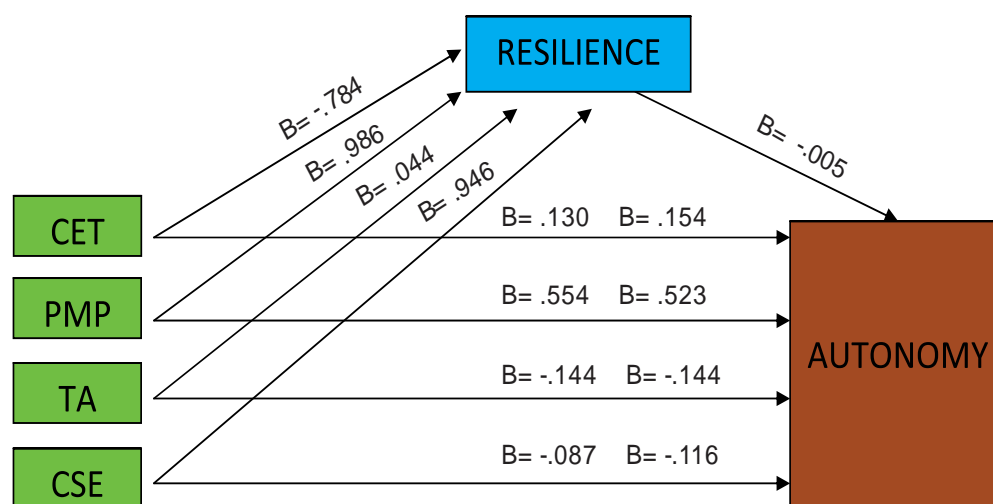
| R    | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of Estimate | R <sup>2</sup> Change | F Change | df1 | df2 |
|------|----------------|-------------------------|------------------------|-----------------------|----------|-----|-----|
| .310 | .096           | .081                    | 4.686                  | .013                  | 4.071*   | 1   | 294 |

**Table 4.1 Showing Co-efficient of regression analysis of spiritual intelligence, resilience and autonomy**

| Variables | Unstd. Beta | Std. Error | Std. Beta | T       |
|-----------|-------------|------------|-----------|---------|
| CET       | .154        | .086       | .125      | 1.801   |
| PMP       | .523        | .123       | .278      | 4.272** |
| TA        | -.144       | .105       | -.107     | -1.382  |
| CSE       | -.116       | .100       | -.077     | -1.166  |
| RES       | .031        | .015       | .115      | 2.018   |

**Table 4.2: Table showing B values of step 1 and step 4 for figure 1**

| Variable | Step 1 | Step 4 |
|----------|--------|--------|
| CET      | .130   | .154   |
| PMP      | .554** | .523** |
| TA       | -.144  | -.144  |
| CSE      | -.087  | -.116  |



#### 4.1 Mediation model of mediating effect of resilience in the relationship of spiritual intelligence and autonomy.

**Table 5&5.1: Showing multiple regression analysis of Spiritual Intelligence on Environmental Mastery****Table 7: Model Summary**

| R    | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of Estimate | of R <sup>2</sup> Change | F Change | df1 | df2 |
|------|----------------|-------------------------|------------------------|--------------------------|----------|-----|-----|
| .228 | .052           | .039                    | 4.063                  | .052                     | 4.030**  | 4   | 295 |

**Table 5.1: Showing Coefficients of regression analysis of spiritual intelligence on environmental mastery**

| Variables | Unstd. Beta | Std. Error | Std. Beta | T       |
|-----------|-------------|------------|-----------|---------|
| CET       | .113        | .073       | 1.08      | 1.538   |
| PMP       | .357        | .105       | .224      | 3.390** |
| TA        | -.158       | .091       | -.138     | -1.738  |
| CSE       | -.002       | .086       | -.002     | -.029   |

**Table 6 & 6.1: Showing Coefficients of regression analysis of spiritual intelligence, resilience on environmental mastery****Table 8: Table Model Summary**

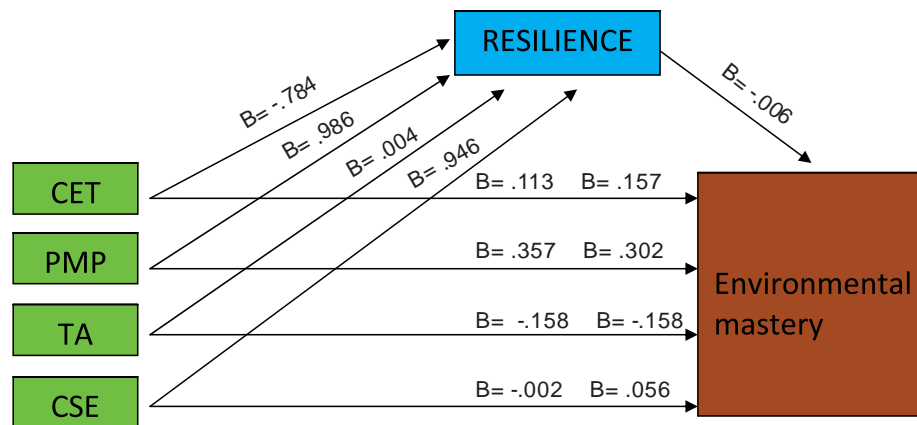
| R    | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of Estimate | of R <sup>2</sup> Change | F Change | df1 | df2 |
|------|----------------|-------------------------|------------------------|--------------------------|----------|-----|-----|
| .333 | .111           | .095                    | 3.942                  | .059                     | 19.426** | 1   | 294 |

**Table 6.1: Showing Co-efficient of regression analysis of spiritual intelligence, resilience and environmental mastery**

| Variables | Unstd. Beta | Std. Error | Std. Beta | T       |
|-----------|-------------|------------|-----------|---------|
| CET       | .157        | .072       | .151      | 2.186   |
| PMP       | .302        | .103       | .189      | 2.927** |
| TA        | -.158       | .088       | -.138     | -1.794  |
| CSE       | -.056       | .084       | -.044     | -.666   |
| RES       | .057        | .013       | .249      | 2.018   |

**Table 6.2: Table showing B values of step 1 and step 4 for figure 2**

| Variable | Step 1 | Step 4 |
|----------|--------|--------|
| CET      | .113   | .157   |
| PMP      | .357** | .302** |
| TA       | -.158  | -.158  |
| CSE      | -.002  | -.056  |



#### 4.2 Mediation model of mediating effect of resilience in the relationship of spiritual intelligence and environmental mastery

**Table 7&7.1: Showing multiple regression analysis of spiritual intelligence and personal growth**

| R    | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of Estimate | R <sup>2</sup> Change | F Change | df1 | df2 |
|------|----------------|-------------------------|------------------------|-----------------------|----------|-----|-----|
| .254 | .064           | .052                    | 4.705                  | .064                  | 5.070**  | 4   | 295 |

**Table 7.1: Showing Coefficients of regression analysis of Spiritual Intelligence on Personal Growth**

| Variables | Unstd. Beta | Std. Error | Std. Beta | T      |
|-----------|-------------|------------|-----------|--------|
| CET       | .064        | .085       | .053      | .757   |
| PMP       | .234        | .122       | .126      | 1.920* |
| TA        | .226        | .105       | .169      | 2.150* |
| CSE       | -.148       | .099       | -.100     | -1.496 |

Table 8&amp; 8.1: Showing multiple regression analysis of spiritual intelligence, resilience and personal growth

Table 10: Table Model Summary

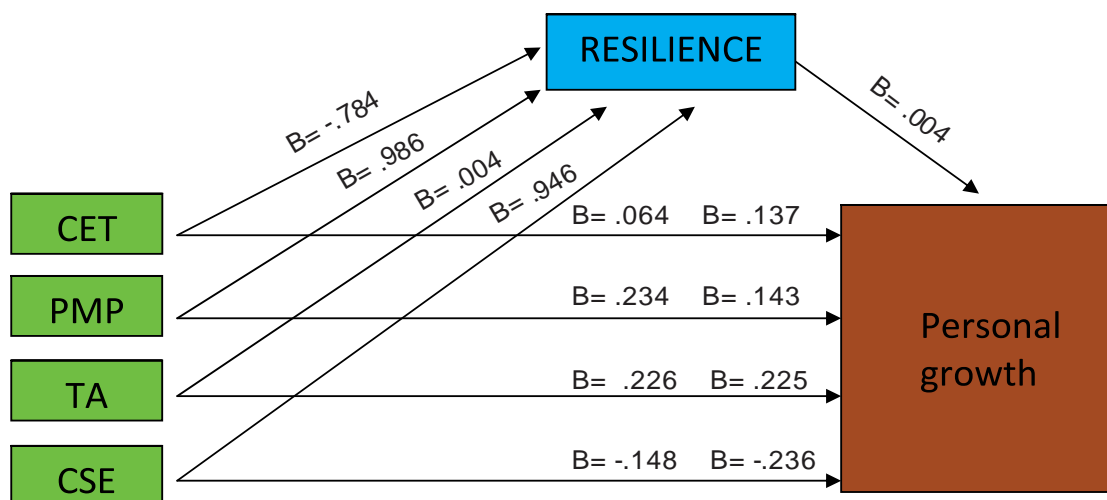
| R    | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of Estimate | R <sup>2</sup> Change | F Change | df1 | df2 |
|------|----------------|-------------------------|------------------------|-----------------------|----------|-----|-----|
| .427 | .182           | .168                    | 4.406                  | .118                  | 42.283** | 1   | 294 |

Table 8.1: Showing Coefficients of regression analysis of spiritual intelligence, resilience on personal growth

| Variables | Unstd. Beta | Std. Error | Std. Beta | T       |
|-----------|-------------|------------|-----------|---------|
| CET       | .137        | .080       | .113      | 1.709   |
| PMP       | .143        | .115       | .076      | 1.237   |
| TA        | .225        | .098       | .169      | 2.291*  |
| CSE       | -.236       | .094       | -.159     | -2.519  |
| RES       | .093        | .014       | .352      | 6.503** |

Table 8.2: Table showing B values of step 1 and step 4 for figure 3

| Variable | Step 1 | Step 4 |
|----------|--------|--------|
| CET      | .064   | .137   |
| PMP      | .234*  | .143   |
| TA       | .226*  | .225*  |
| CSE      | -.148  | -.236  |





**4.3 Mediation model of mediating effect of resilience in the relationship of spiritual intelligence and personal growth.**

**Table 9 &9.1: Showing multiple regression analysis of spiritual intelligence on positive relations with others**

**Table 11: Model Summary**

| R    | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of Estimate | R <sup>2</sup> Change | F Change | df1 | df2 |
|------|----------------|-------------------------|------------------------|-----------------------|----------|-----|-----|
| .320 | .102           | .090                    | 5.205                  | .102                  | 8.396**  | 4   | 295 |

**Table 9.1: Showing Coefficients of regression analysis of spiritual intelligence on positive relations with others**

| Variables | Unstd. Beta | Std. Error | Std. Beta | T       |
|-----------|-------------|------------|-----------|---------|
| CET       | .173        | .094       | .126      | 1.834   |
| PMP       | .319        | .135       | .152      | 2.362** |
| TA        | .207        | .116       | .137      | 1.782   |
| CSE       | -.005       | .097       | -.005     | -.054   |

**Table 10&10.1: Shows multiple regressions Analysis of resilience on spiritual intelligence and positive relations with others**

**Table 12: Model Summary**

| R    | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of Estimate | R <sup>2</sup> Change | F Change | df1 | df2 |
|------|----------------|-------------------------|------------------------|-----------------------|----------|-----|-----|
| .457 | .209           | .195                    | 4.895                  | .107                  | 39.589** | 1   | 294 |

**Table 10.1: Coefficients of regression analysis of spiritual intelligence, resilience on positive relations with others**

| Variables | Unstd. Beta | Std. Error | Std. Beta | T     |
|-----------|-------------|------------|-----------|-------|
| CET       | .251        | .089       | .183      | 2.810 |
| PMP       | .220        | .128       | .105      | 1.721 |
| TA        | .206        | .109       | .137      | 1.891 |
| CSE       | .252        | .094       | .132      | 2.621 |
| RES       | .100        | .016       | .335      | 6.292 |

**Table 10.2: Table showing B values of step 1 and step 4 for figure 3**

| Variable | Step 1 | Step 4 |
|----------|--------|--------|
| CET      | .173   | .251   |
| PMP      | .319** | .220   |
| TA       | .207   | .206   |
| CSE      | -.005  | .252   |

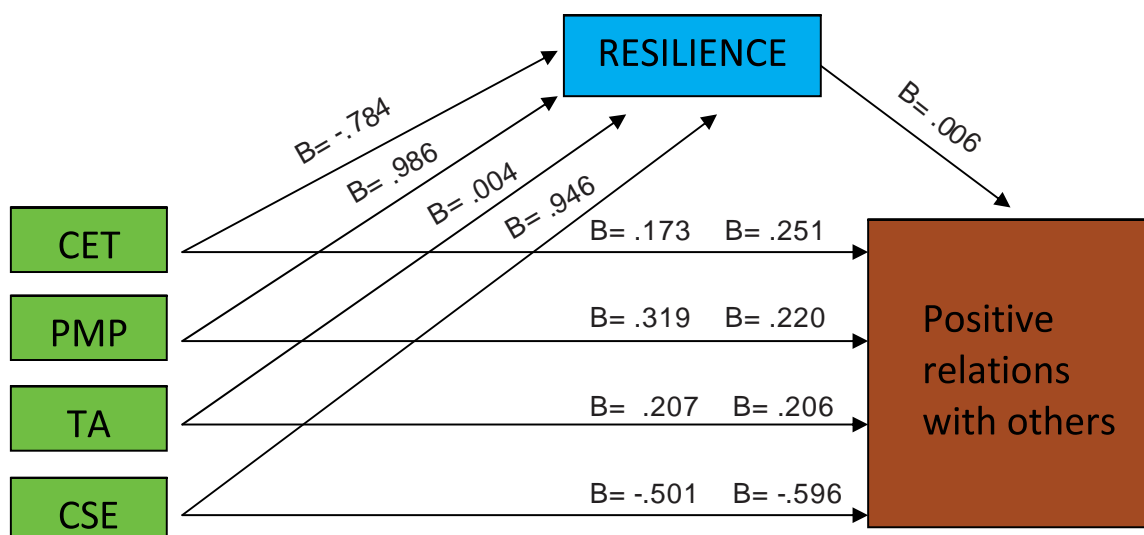


Table 11&amp;11.1: Showing multiple regressions Analysis of resilience on spiritual intelligence and purpose in life

Table 13: Model Summary

| R    | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of Estimate | R <sup>2</sup> Change | F Change | df1 | df2 |
|------|----------------|-------------------------|------------------------|-----------------------|----------|-----|-----|
| .286 | .08            | .069                    | 4.685                  | .082                  | 6.582**  | 4   | 295 |

Table 11.1: Showing Coefficients of regression analysis of spiritual intelligence on purpose in life

| Variables | Unstd. Beta | Std. Error | Std. Beta | T       |
|-----------|-------------|------------|-----------|---------|
| CET       | .130        | .085       | .106      | 1.530   |
| PMP       | .516        | .122       | .275      | 4.241** |
| TA        | -.075       | .105       | -.056     | -.718   |
| CSE       | -.164       | .099       | -.110     | -1.663  |

Table 12&amp;12.1: Showing multiple regression analysis of spiritual intelligence and resilience on purpose in life

Table 14: Table Model Summary

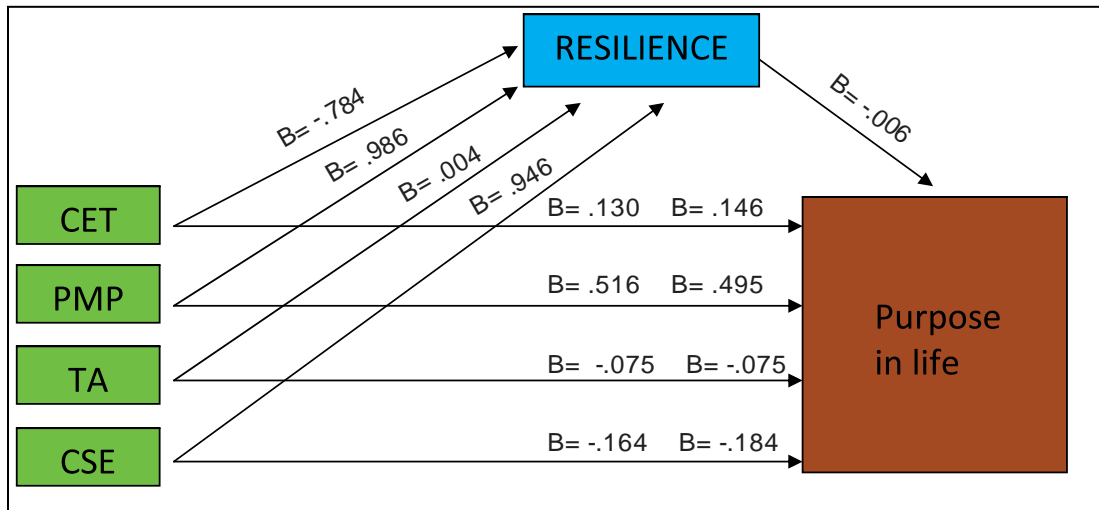
| R    | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of Estimate | R <sup>2</sup> Change | F Change | df1 | df2 |
|------|----------------|-------------------------|------------------------|-----------------------|----------|-----|-----|
| .296 | .088           | .072                    | 4.678                  | .006                  | 1.856**  | 1   | 294 |

Table 12.1: Showing Coefficients of regression analysis of Spiritual Intelligence and resilience on Purpose in Life

| Variables | Unstd. Beta | Std. Error | Std. Beta | T       |
|-----------|-------------|------------|-----------|---------|
| CET       | .146        | .085       | .119      | 1.707   |
| PMP       | .495        | .122       | .264      | 4.048** |
| TA        | -.075       | .104       | -.056     | -.720   |
| CSE       | -.184       | .100       | -.123     | -1.845  |
| RES       | .021        | .015       | .078      | 1.362   |

**Table 12.2:** Table showing B values of step 1 and step 4 for figure 5

| Variable | Step 1 | Step 4 |
|----------|--------|--------|
| CET      | .130   | .146   |
| PMP      | .516** | .495** |
| TA       | -.075  | -.075  |
| CSE      | -.164  | .000   |



#### 4.4 Mediation model of mediating effect of resilience in the relationship of spiritual intelligence and purpose in life.

**Table 13&13.1:** Showing multiple regression analysis of spiritual intelligence on self-acceptance

**Table 15: Model Summary**

| R    | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of Estimate | R <sup>2</sup> Change | F Change | df1 | df2 |
|------|----------------|-------------------------|------------------------|-----------------------|----------|-----|-----|
| .330 | .109           | .097                    | 5.008                  | .109                  | 9.031**  | 4   | 295 |

**Table 13.1: Showing Coefficients of regression analysis of spiritual intelligence on self-acceptance**

| Variables | Unstd. Beta | Std. Error | Std. Beta | T       |
|-----------|-------------|------------|-----------|---------|
| CET       | .042        | .091       | .032      | .469    |
| PMP       | .628        | .130       | .309      | 4.830** |
| TA        | .076        | .112       | .052      | .676    |
| CSE       | -.143       | .106       | -.088     | -1.354  |

**Table14&14.1: Showing multiple regression analysis of spiritual intelligence and resilience on self-acceptance**

**Table16: Model Summary**

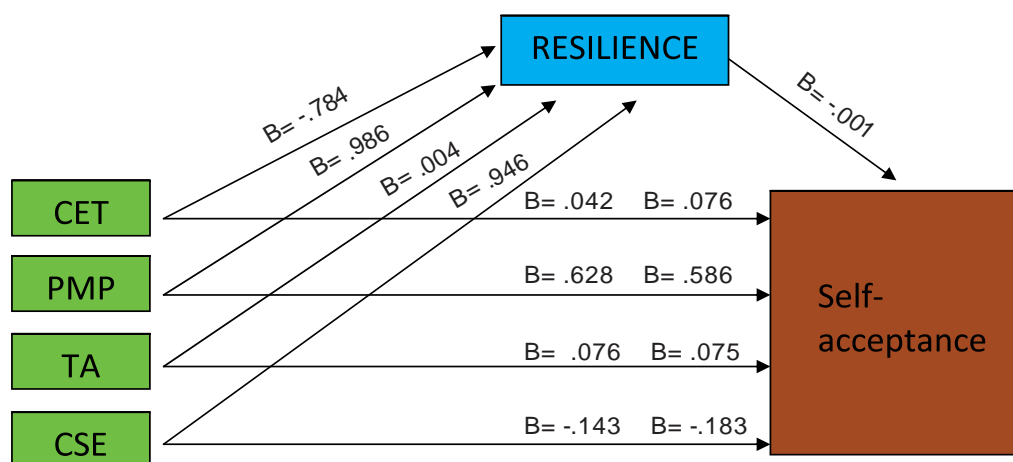
| R    | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of Estimate | R <sup>2</sup> Change | F Change | df1 | df2 |
|------|----------------|-------------------------|------------------------|-----------------------|----------|-----|-----|
| .360 | .129           | .115                    | 4.959                  | .020                  | 6.872**  | 1   | 294 |

**Table14.1: Showing Coefficients of regression analysis of spiritual intelligence and resilience on self-acceptance**

| Variables | Unstd. Beta | Std. Error | Std. Beta | T       |
|-----------|-------------|------------|-----------|---------|
| CET       | .076        | .091       | .057      | .835    |
| PMP       | .586        | .130       | .288      | 4.519** |
| TA        | .075        | .111       | .052      | .681    |
| CSE       | -.183       | .106       | -.113     | -1.732  |
| RES       | .042        | .016       | .146      | 2.621   |

**Table 14.2: Table showing B values of step 1 and step 4 for Figure 5**

| Variable | Step 1 | Step 4 |
|----------|--------|--------|
| CET      | .042   | .076   |
| PMP      | .628** | .586** |
| TA       | .076   | .075   |
| CSE      | -.143  | -.183  |



**CET- critical existential thinking**

**PMP- personal meaning production**

**TA- transcendental awareness**

**CSE- conscious state expansion**

#### Abbreviations:

**A- autonomy**

**EM- environmental mastery**

**PG- personal growth**

**PR- positive relations with others**

**PIL- purpose in life**

**SA- self-acceptance**

**RES- resilience**

**MF- mindfulness**

After finding the correlation between S.I. and PWB regression analysis was done to find whether resilience mediates the relationship between spiritual intelligence and psychological well-being. After doing analysis, it was observed that resilience partially mediates the relationship between personal meaning production (dimension of spiritual intelligence) and autonomy, environmental mastery, purpose in life and self-acceptance (the dimensions of psychological well-being) and completely mediates the relationship between personal meaning production and personal growth and positive relations with others (dimensions of psychological well-being). Furthermore, it was observed that resilience partially mediates the relationship between transcendental awareness, which is one of the dimensions of spiritual intelligence and personal growth (psychological well-being dimension).

The present research was conducted to get more information about the relationship between spiritual intelligence and psychological well-being as well as to know whether resilience mediates this relationship. Results indicate that there is a significant positive relationship between the components of spiritual intelligence and psychological well-being dimensions. Tabarsa and Jalaei (2015) conducted a study to find the relation between spiritual intelligence and mental health. The findings revealed a positive

relationship between spiritual intelligence and mental health exist. In fact, spiritual intelligence involves activities that, along with gentleness and pliability in behaviour, consequences in increased self-awareness and profound insight into the life and its goal that leads to the person's adjustment to the surroundings, which results in improving mental health (Farahbaksh et al., 2005).

Grounded on the research analysis, it can be concluded that spiritual intelligence affects psychological well-being positively. Having a sense and objectives of existence, being hopeful toward god in the difficult circumference of life, the satisfaction of communal and religious support are some of the methods that individuals with spiritual aptitude can undergo less harm in the face of traumatic life situations. People with strong holy values can manage better with stress and help to improve faster than people who are not religious when they are ill. They experience less negative emotions, and depression also feels less anxiety. It develops optimism and strengthens power, and produces a secure foundation of human beings in opposition to the problematic situations and hardships of living.

The findings also suggest that resilience notably predicts psychological well-being. The findings were in accordance with the research done earlier that suggests resilience mediates the relation between spiritual intelligence and psychological well-being. Sagone and De Caroli (2014) revealed a significant positive relationship between dimensions of psychological well-being (self-acceptance, environmental mastery and personal growth) and resilience.

Research indicates that the wellness of a person is greatly influenced by his thought, behaviour and emotions in addition to external influences. Teachers play an important role in the school, among the many others. The all-round development of children is affected by many factors. One such factor that positively or negatively affects the development of children is the teachers' mental health. To deal with the delicate minds effectively and fulfil the expectations of parents and society, it is very important that the teacher be psychologically healthy. Mentally unhealthy teachers are responsible for developing mentally unhealthy students. The purpose of the study was to check how resilience paves the way to psychological well-being. To provide quality education to the students, teachers must have positive mental health. Resilience is a positive feature that promotes well being of an individual. The ability to deal with the adverse situation effectively involves risk to their well-being & mental health. Resilience is defined differently in the literature. According to Bonnano(2004), Resilience is the capability to uphold a constant mental equilibrium. A process that helps a teacher to grow in an encouraging way from stressful life events. The research done earlier in this field suggests that the presence or absence of resilience affects the individual's reaction to stressful events of life. People who were found low at resilience identified an event as stressful more than those with high levels of resilience (Hardy et al.,2004).

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