
Impact of Spiritual Education on stress and spirituality

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Abstract

Today live in 21st century. This is a Stress full century. Children are also feel depression, anxiety, stress. They are more pressurized by our society, family etc. Education play vital role in all situation. Children need spiritual education. Gurukula, Tapovana give highly spiritual education to their children. They give not only knowledge of books but also give spiritual education. Spiritual education can change wrong thinking, feel relax and give good mental health. The present research makes an attempt to ascertain the impact of spiritual education on stress and spirituality. Total 120 students were taken as a sample with purposefully. The present study takes into consideration the two psychological tests. First was Stress Scale which was developed by Singh M..And second was Spirituality scale which was developed by Randy N. The data was analyzed by using t Test and correlation. Result shows highly Impact of spiritual education has been found on variables stress and Spirituality. Correlation between Stress and Spirituality was found negative correlation (-0.35).



Impact of Spiritual Education on stress and spirituality

By the close of the 20th century, stress became a prevalent experience not only for adults and the elderly, but also for children. The stress and pressure of daily existence have reached their maximum intensity. Mental stress, anxiety, emotional volatility, anger, impatience, fear, nervousness, depressive symptoms, and other stressful circumstances have a comprehensive impact on all individuals. According to Patel G (2001), certain experiences have a negative impact on our mental, emotional, and physiological well-being. Researchers have found that qualities such as courage, optimism, interpersonal skills, faith, self-concept, self-confidence, and hope can protect against mental illness. Stress is the psychological and physiological reaction that occurs when there is a perceived discrepancy between our desired outcomes and the current reality. The sense of this disparity is cognitive in nature, and hence individuals' tension arises from their thinking. Stress arises from psychological anguish.

Spirituality encompasses several interpretations, although fundamentally it provides us with a framework to understand the meaning and purpose of our life. It is not inherently associated with a particular set of beliefs or religious devotion. Instead, it emerges from our interpersonal connections, self-awareness, the cultivation of our own values, and the pursuit of life's purpose. Spirituality is often expressed through religious practices, such as observing rituals, engaging in prayer or meditation, or holding a belief in a supreme being. For individuals, it may be discovered in natural surroundings, musical expressions, artistic creations, or a non-religious social group. Each individual's spirituality is unique.

In the realm of child education, it is imperative to assist them in cultivating their moral and intellectual faculties, so equipping them to thrive in the world. Occasionally, family members and parents may discourage individuals from engaging with society, resulting in their inability to connect with current events and social dynamics. Spiritual education aims to equip individuals with the necessary tools to navigate society while maintaining their idealistic beliefs.

Historically, children used to attend gurukulas for their education. Every day, the organization of our school is undergoing changes. The school system is undergoing a transformation. They exclusively provide youngsters with assessments focused on education. Today's children exhibit reduced emotional expression and prioritises practicality. They lack potential. Spiritual education is the groundwork for the genuine process of acquiring knowledge and wisdom in life. It is beneficial to be in a perpetual struggle, as it serves as the battlefield of life. By providing our children with spiritual education, we can equip them with the necessary wisdom to make informed decisions in life, ultimately guiding them towards enduring happiness and spiritual fulfillment. Then they will attain the type of spiritual triumphs that embody the genuine essence of success in one's existence.

Spiritual education is a form of instruction that prepares students for the challenges and experiences they will encounter throughout their lives. The objective of spiritual education is to actualize the inherent potential of children and provide them with the necessary skills to continue learning throughout the various encounters they will face in life. When discussing spiritual education, it is imperative that we possess a comprehensive understanding of the subject matter. Spiritual education is guiding youngsters to recognise that they will experience more happiness by demonstrating kindness towards others and striving for lofty objectives. They can utilise their comprehension not only in educational settings, but also in their personal lives and in any other context. If society is able to impart this type of instruction to children, then it can be seen as spiritual education.

Definitions of Important Terms

Spiritual Education: Here spiritual education means learning system of Gurukula, Tpoovana, Jainism, Churches and etc. Religious based education.

Stress: Here Stress Means score obtained on stress Scale (Singh M.)

Spirituality: Here Spirituality Means Scores obtained on Spirituality Scale. (Randy N.)

Purpose of the study:

Today, we see that we are experiencing heightened levels of tension and anxiety. We exert diligent effort and refrain from taking breaks. We are unable to allocate time for a life filled with happiness, tranquilly, and joy. We often overlook our true identity. Our existence consists of three fundamental elements: the physical body, the intellect, and the spiritual essence. Corresponding to these elements, there are three essential requirements: physical well-being, intellectual growth, and inner tranquilly. Health is a fundamental requirement for our bodily well-being, knowledge fulfils our psychological needs, and inner peace satisfies our spiritual needs. When all three of these elements are present, harmony is achieved. Spiritual education holds significant importance in the daily lives of individuals. It enhances the physical and mental prowess of children and offers a multitude of health advantages. India holds a central or important position for global spiritual education. Our culture showcases spirituality to the world. India, the birthplace of the Vedic tradition, has produced numerous spiritual leaders. In the past, the Indian education system obtained information through the "Gurukula," which specifically focused on spiritual education. The offspring of the monarch of the Great realm would also attend a gurukula, where spiritual teachers would reside in remote forested areas, distant from the realm. The children engaged in various tasks under the guidance of their guru, which enabled them to develop an understanding of proper behaviour towards seniors, parents, and friends, as well as how to assist one another in society. In this school system, pupils receive comprehensive physical and mental instruction. Students receiving Spiritual Education were not subjected to any form of stress.

Review of Related literature

Krishna V. and Sujathamma C. (2013) Shown that spiritual Education Improve mental Health and Reduce Stress. Mishra P. and Vashit K. (2014) Shows Spiritual Intelligence has a significant influence on the quality of life and success for Adolescents in 21st century which needs to be understood. Haso Y.C. et al. Show that The Spiritual Learning program developed in this study may be used to improve spiritual health and reduce stress in nursing students' clinical practice. This SLP may be referenced when designing similar spirituality-related courses and applied to nursing student counseling.

Objectives

The main objectives of study were as under:

1. To measure Stress in student belongs with spiritual education school (Gurukula) and normal school.
2. To measure Spirituality in student belongs with spiritual education school (Gurukula) and normal school.
3. To measure correlation between Stress and spirituality.

Null-Hypotheses

To related objectives of this study, null hypotheses were as under:

1. There will be no significance difference in stress among student belongs with spiritual education school (Gurukula) and normal school.
2. There will be no significance difference in Spirituality among Student belongs with Spiritual education school (gurukula) and Normal school.
3. There will be no correlation between stress and spirituality.

Method

Participants

The 120 respondents were selected on the availability basis. They all are students. Out of 120 Student there were 60 belongs with spiritual Education school (gurukula) and 60 belongs with normal School.

Instruments

Stress Scale: This scale was developed by singh M. total 40 statements in this scale. This is three point scales. Reliability and validity of this scale was very high.

Cognitive Behavioral spirituality Scale (CBSS): The Cognitive behavioral spirituality scale (Randy Niederman, 1999) was developed within the frame work of cognitive behaviorism theory. During the administration, the respondents were asked to indicate the extent of their agreement with each of the items using a 5 point Likert Scale. It was also mentioned additionally that the respondents should go with their immediate responses and also to answer each and every item.

Procedure of data collection

In this study purposive sample method was used. Initial meeting with the participants was made at different school. Total 120 Participants were taken as a sample. They were informed about the purpose of the study. Upon initial meeting, each participants was also explained the nature of the study. Participants were informed about the confidentiality regarding information collected from them. A time for data collection was set up that was conducive for the participants. Before administering the scale, the purpose of the study was again explained to the participants. A good rapport was built with the participant for getting correct response. Some necessary instruction and guidelines were provided to them properly filling the scale. After this the both scale were provided to them and they were requested to fill up the both scales as per the instructions given in the scales. After completion of the scale participants returned the scale and they were thanked for their participation and co-operation.

Research Design

The aim of present research was to Know the “Impact of spiritual education on stress and spirituality”. For these total 120 samples were taken with used purposive method. To check significance between groups t-Test was used. Check relation between Stress and spirituality Pearson correlation ‘r’ method was used. Result and discussion of study is as under:

Result

The present study attempted to assess Impact of spiritual education on stress and spirituality. The data were selected by purposive method in Rajkot (Gujarat-India). The t-Test was applied for the purpose of statistical interpretation to test the significance of different between means. While to check co-relation, Karl-person ‘r’ method used. Result and discussion for the present study are as follows:

Result table-1

Showing the result of Stress (N=120)

Sample Group	N	Mean	S.D	t
Student belong with spiritual education school	60	172.10	41.30	3.84**
Normal School Students	60	161.88	35.88	

*** P < 0.05 , **P < 0.01, NS = Not Significant**

Result of Stress saw that Student belongs with normal school feel stress (Mean = 172.10 SD = 41.30), as compare with student belongs with spiritual education school (Mean = 161.88 SD = 35.88). The t-Test was 3.84 which are significant at 0.01 levels (P < 0.01). There is significant difference in Stress. It means first hypothesis was not accepted. (Close looks at Result Table – 1)

Result table-2

Showing the result of Spirituality (N=120)

Sample Group	N	Mean	S.D	t
Student belong with spiritual education school	60	59.32	11.89	5.32**
Normal School Students	60	41.88	9.11	

*** P < 0.05, **P < 0.01, NS = Not Significant**

Result of Spirituality saw that Student belongs with spiritual education school have high spirituality (Mean = 59.32 SD = 11.89), as compare with student belong with normal school (Mean = 41.88 SD = 9.11). The t-Test was 5.32 which are significant at 0.01 levels ($P < 0.01$). There is significant difference in Spirituality. It means Second hypothesis was not accepted. (Close looks at Result Table – 2)

Correlation between Stress and Spirituality is -0.35. This is Negative correlation. It means the Stress increases, Spirituality Decreases and when Stress decreases spirituality Increases. (Close looks at Result Table – 3)

Result Table-3

Correlation between Stress and spirituality

Variables	N	Mean	r
Stress	120	166.99	-0.35
Spirituality	120	50.60	

Discussion

Education in the 21st century has transitioned from being primarily focused on social development to becoming a lucrative industry. Both higher education and early childhood education have become a burden for the general population. If we, as parents, fail to contribute to the social and economic development of the nation, it is imperative that we acknowledge the significance of spiritual education. In contemporary times, we have neglected the pursuit of spiritual education, resulting in a heightened sense of stress in our lives. The results indicate that students who have received spiritual education exhibit higher levels of spirituality and experience less stress. Spiritual education facilitates the comprehensive and interconnected development of children's personality and intelligence. Spiritual education offers numerous advantages, such as alleviating stress, cultivating happy emotions, fostering benevolence, and nurturing a helpful disposition.

Spiritual education enhances children's benevolence, focus, determination, moral fortitude, honesty, and other elevated virtues, so enriching their lives. These aspects are of great significance for the growth and progress of children, but they are not currently included in the curriculum of public school. The ultimate objective of life is not solely to obtain a decent career. A significant number of individuals lead their lives in this manner and subsequently pass away. Money enables us to acquire tangible possessions, but it does not directly contribute to our emotional well-being. At this location A negative association has been discovered between stress and spirituality. At times, it is seen that when we experience stress, depression, or worry, our spirituality and belief in a higher power tend to strengthen. During adverse circumstances, we tend to turn to our faith and become more spiritually inclined. Based on this information, there is a direct relationship between stress and spirituality. However, there are instances where people who adhere to the principle of Karma do not observe any discernible changes in their circumstances. Excessive guilt, shame, and diminished self-worth can be detrimental when caused by a strong sense of spirituality. Parents should not be compelled to impose specific spiritual practices on their children. Merely relying on spiritual education and spiritual practice is inadequate for medical healing. The idea should be: "Maintain faith in a higher power, but ensure the security of your home by locking it whenever you leave."The user's text is enclosed in tags.

Conclusion

There was significance difference on stress and spiritual education among student of spiritual based school and normal school. Student belongs with spiritual education feel low stress and they are high spiritual. There was Negative correlation between stress and spirituality. Spiritual education affects our whole life. For using spiritual education we maintain our relation, remove negative emotion, stress, depression, anxiety etc. and improve our mental health.

Limitations

This study is not without its limitations, which should be noted. The present investigation was carried out under the following delimitations.

The major limitation of this study is that the sample size was small. So it was not sufficient for generalizing the result obtained by the study. The Data was collected only from some Normal schools and gurukula, If the data would be collected from different schools than the results would be probably different. If the sample size would be increased then the result would be quite transparent. This study was conducted only in Rajkot City (Gujarat). Time was a limiting factor. The findings made in the study May be biased by the incorrect information given by participants. No other mental except questionnaires had been adopted in the present research work for the collection of information. In sample selection for this research purposive method was followed. The present research is only a part of the study, thus generalization should not be consummated, and the scientific is not approached in the selection of sample. The conclusions of present research is significant so one aspect the limitation reveals that stress and spirituality is internal aspect of a person's personality and character. There for in this practical world all persons take differently and act differently. Here using only t-Test and correlation no other statistical techniques used for data analysis.

Directions for future study

Endeavour can be executed to analyze more than 120 data of sample to attain better results. Increase reliability of the measures. Increase study design sensitivity Increase adequacy of statistical analyses for the accumulation of information, variegated methods except questionnaires can be adopted. Generalizations drawn from this research study are to be evaluated by conducting further researches. To crown the edifice of the research work, other method of selecting sample can be appropriated. Comparative studies may be conducted by taking sample from a larger area or inter District comparison can be made.

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