

The Effectiveness of Positive Intelligence Training on Character Strengths and Life Meaning of the Elementary Teachers

Akram Shaterdalal Yazdi*

Abotaleb Saadati**

Hassan Asadzadeh***

Khadijeh Abolmaali****

Introduction

This study aimed to investigate the effects of positive intelligence training on character Strengths and the life meaning of elementary school teachers. Having efficient human resources is an indicator of an organization's superiority that increases the productivity and performance of that organization. Teachers are one of the most important forces in the educational organization and are considered as the front-line forces. The results of various studies indicate that teacher actions in the classroom are more important than other officials in the educational system. Teachers' personality traits are among the factors that affect their efficiency and performance.

Method

The present study is a semi-experimental study of pre-test, post-test, and follow-up assessments. Forty-four elementary school teachers were selected regarding the inclusion and exclusion criteria and randomly allocated to the positive intelligence training group (n=16), and control group (n=16). All participants were assessed at baseline, post-test, and follow-up by the Values in Action-Inventory of Strengths questionnaire and Meaning of Life Questionnaire. The training group received eight 1-hour training sessions

* PhD Candidate of Educational Psychology, Tehran Science and Research Branch, Islamic Azad University, Tehran, Iran.

** Assistant Professor, Department of Educational Psychology and personality, Tehran Science and Research Branch, Islamic Azad University, Tehran, Iran. *Corresponding Author: seadatee@srbiau.ac.ir*

*** Associate Professor of Department of Educational Psychology, Allame Tabatabaei University, Tehran, Iran.

**** Associate Professor of Department of Educational Psychology, Rudehen branch, Islamic Azad University, Rudehen, Iran.

online. Data were analyzed by mixed analysis of the variance test.

Results

The results showed that the trend of changes in character strength subcomponents such as creativity, curiosity, social intelligence, spirituality, and hope in the experimental group compared to the control group was significant ($P= 0.0001$). In addition, on the meaning of life, a significant increase was observed in the positive intelligence training group ($P= 0.0001$). According to the results of the present study, it could be said that positive intelligence training has successfully improved character Strengths and life meaning in elementary school teachers, so it is recommended for other teachers and educators.

Conclusion

The study aimed was to determine the effect of a positive intelligence training package on improving and enhancing the skills of the secretary and the meaning of life for elementary school teachers. The results showed that the trend of changes in the subcomponents of character abilities such as creativity, curiosity, social intelligence, spirituality, and hope in the educational group was significant compared to the control group. In addition, the changes made in the 1-month follow-up remained stable and did not decline. Since the research related to determining the effectiveness of positive intelligence training is very limited, the findings of the present study are explained in terms of the subcomponents of character empowerment and the meaning of life.

Keywords: Positive Intelligence, Character Strengths, Meaning of Life, Elementary Teachers

Author Contributions: Akram Shaterdalal Yazdi, general framework planning, content editing and analyzing, submission and correction. Dr. Abotaleb Saadati & Dr.Hassan Asadzadeh, collaboration in general framework planning, selection of approaches; final review.Dr. Khadijeh Abolmaali, comparison of approaches, conclusions. All authors discussed the results, reviewed and approved the final version of the manuscript.

Acknowledgments: The authors thank all dear colleagues and professors who have helped us in this research. We would also like to thank Dr. Saeed Azami, Director of the Institute for Psychological and Psychological Health Research Services, for her sincere cooperation in conducting this research.

Conflicts of Interest: The authors declare there is no conflict of interest in this article. This article extracted from the Ph.D. thesis, with the guidance of Dr. Abotaleb Saadati & Dr.Hassan Asadzadeh and with the consultation of Dr. Khadijeh Abolmaali.

Funding: This article did not receive financial support
