

Impact of Spiritual Intelligence on Psychological Well-Being of the Pupil-Teachers

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Abstract

In the present scenario, the psychological well-being of teachers has gained increasing importance. Teaching requires emotional stability, value orientation, good self-esteem, right aspiration of life, positive thinking, etc, because a teacher is a creator of the future society. Spiritual Intelligence (SI), the capacity to find meaning, purpose, and inner harmony, contributes significantly to maintaining Psychological Well-Being (PWB) of a person. The present study investigated the impact of Spiritual Intelligence on the Psychological well-being of pupil teachers. This was the main objective of the study. The researcher used the Descriptive Survey Method for the research. Teacher education Institutes were selected through the Lottery method of Simple Random Sampling, and 400 Pupil teachers were selected through the computerised random number sampling method. Data were collected using the Sixfold Spiritual Intelligence Scale (Kaur, 2017) for spiritual intelligence and a self-constructed Psychological Well-Being Inventory for assessment of the psychological well-being of pupil teachers. Statistical techniques such as Mean, SD, F-ratio, and t-test revealed that pupil teachers with high levels of spiritual intelligence exhibited significantly higher psychological well-being, while those with low SI showed reduced mental, emotional, and social balance & life satisfaction. The findings confirm that spiritual intelligence enhances mental well-being, emotional regulation, social state, flourishing, environmental relationships, and positive outlook among pupil teachers. Hence, it may be inferred that cultivating spiritual awareness is very difficult in teacher preparation programs for the development of a peaceful society, with psychologically and spiritually healthy persons. Both pupil teachers and teacher education institutions should promote meditation, reflective practices, and value-based training modules to foster holistic well-being, resilience, and professional effectiveness among future educators. In conclusion, the results indicate that Spiritual Intelligence acts as a key determinant of teachers' Psychological Well-Being and professional effectiveness.

Keywords – Spiritual Intelligence, Psychological well-being, inner peace, emotional stability & meditation

1. Introduction

1.1 Spiritual Intelligence

The concept of intelligence has long been a focus of human curiosity and academic inquiry. Traditionally, intelligence was viewed primarily within the *Cognitive Domain (IQ)*—the capacity for logical reasoning, abstract thinking, and problem-solving (Mahasneh et al., 2015). However, this unidimensional view evolved with the emergence of *Emotional Intelligence (EQ)* (Salovey & Mayer, 1990), emphasising affective and social competencies. Further development in the understanding of human potential introduced *Spiritual Intelligence (SI)*, recognised as a higher-order form of intelligence that enables individuals to derive meaning, purpose, and interconnectedness in life (Zohar & Marshall, 2000).

SI fosters internal balance, resilience, and self-awareness, allowing individuals to respond to life's challenges with equanimity and insight (Peerzadah et al., 2018). This integrative capacity nurtures harmony between mind, emotion, and spirit—qualities essential for teachers, who influence not only the cognitive but also the moral and emotional development of learners.

1.2 Psychological Well-Being

In the educational field, *Psychological Well-Being (PWB)* represents an individual's optimal mental functioning, encompassing self-acceptance, autonomy, purpose in life, and environmental mastery (Ryff, 1989; Ryan & Deci, 2001). It is not merely the absence of distress but a dynamic process of growth and self-realisation. PWB enhances self-esteem, emotional stability, and interpersonal relationships, thereby improving overall life satisfaction (Ramnath & Singh, 2019; Sahebalzamani et al., 2013).

Findings of research demonstrate that individuals with higher PWB display better performance, healthier social functioning, and greater adaptability in stressful circumstances (Huppert, 2009). For teachers, whose profession involves constant interpersonal interaction and emotional regulation, PWB is crucial. Work conditions, job satisfaction, and especially spiritual orientation significantly influence teachers' mental health and performance (Dr. Razia, 2019). Thus, nurturing SI among prospective teachers can serve as a foundation for enhancing their psychological well-being and professional effectiveness.

1.3 Emergence and Justification of the Study

The relevance of this study arises from the enduring psychological and emotional challenges that have persisted from the post-pandemic educational environment. The global pandemic profoundly affected all types of well-being of individuals. The closure of schools and teacher education institutions disrupted social interactions and emotional support networks, leading to heightened stress, anxiety, and frustration among B.Ed. students.

Against this backdrop, *Spiritual Intelligence* offers a pathway for psychological restoration, self-reflection, and resilience. It enables individuals to transcend immediate stressors, find deeper meaning in adversity, and maintain a balanced perspective. Research over the past decades has consistently highlighted the significance of SI in reducing mental distress and enhancing overall well-being

(Mahmood et al., 2018; Liu et al., 2021). Students' creativity and motivation, often diminished under stress, can be rejuvenated through the application of SI, which promotes self-regulation, purpose, and inner harmony. Although SI has gained attention since the early 21st century, scholars continue to face conceptual and methodological challenges in defining its structure, differentiating it from related constructs, and developing reliable and culturally appropriate measurement tools. Moreover, the theoretical integration of SI within models of psychological well-being remains limited (Smartt, 2012). These gaps underscore the need for ongoing empirical research, particularly in the field of teacher education, where mental health and personal development are integral to professional preparation.

1.4 Integrated Review of Related Literature

Empirical findings confirm a strong association between *Spiritual Intelligence* and *Psychological Well-Being*. Smartt (2012) found an inverse, though statistically insignificant, relationship between SI and academic achievement, suggesting SI influences non-academic domains such as resilience and personal growth. Mahmood et al. (2018) identified SI as a critical factor in leadership and human resource development, contributing to holistic personal development. Cisheng et al. (2017) demonstrated that SI moderates the relationship between Emotional Intelligence and identity formation in adolescents, indicating that spiritually intelligent individuals maintain healthier identity outcomes even when emotionally less adept. Liu et al. (2021) further emphasized that cultural context shapes how SI and awe collectively enhance life satisfaction among teachers.

Parallel studies on PWB reinforce its multidimensional nature. López et al. (2019) reported that after investigating that well-being in adolescence is strongly influenced by personal relationships and developmental assets. De-Juanas et al. (2020) identified autonomy, environmental mastery, and purpose in life as significant dimensions of student well-being, while Morales-Rodríguez et al. (2020) highlighted self-acceptance and personal growth as core components of university students' mental health. Trudel-Fitzgerald et al. (2019) observed that institutional support and positive psychology interventions can moderately enhance PWB, indicating the importance of educational context.

Collectively, these studies affirm that SI is not an isolated psychological trait but an evolving construct that interacts with contextual, cultural, and emotional variables to foster well-being. Despite growing evidence show limited attention has been paid to *pupil teachers* (B.Ed. students), especially in post-pandemic conditions. Therefore, the present research addresses this critical gap by exploring how SI influences the PWB of prospective teachers and by identifying actionable insights for teacher education and mental health promotion.

1.5 Research Gap and Research Questions

Identified Gaps:

- **Post-Pandemic Context:** Most previous studies on SI and PWB were conducted before the pandemic (Razia, 2019); thus, updated data reflecting the transformed educational and emotional climate are needed.
- **Measurement and Dimensional Issues:** Existing studies often used international or outdated tools; hence, understanding the impact of SI on specific PWB dimensions (such as mental state, self-esteem, and purpose) remains limited.
- **Lack of Focus on Teacher Education:** Research on SI and PWB has been concentrated in organizational or health contexts, leaving teacher education relatively unexplored.

Research Questions:

1. What is the current status of Spiritual Intelligence (SI) and Psychological Well-Being (PWB) among prospective teachers (B.Ed. students)?
2. Is there a significant difference in the PWB of prospective teachers with high, average, and low levels of SI?
3. Does Spiritual Intelligence significantly influence the Psychological Well-Being of prospective teachers?

This study seeks to examine the *Impact of Spiritual Intelligence on the Psychological Well-Being of Pupil Teachers* within a post-pandemic educational context. By addressing conceptual, methodological, and contextual research gaps, it aims to enrich theoretical understanding and provide practical implications for fostering resilience, meaning, and holistic development among future educators.

2. Statement of Problem

Based on the above justification, the researcher frames the research problem as below: Impact of Spiritual Intelligence on Psychological Well-Being of Pupil Teachers

3. Definitions of the terms

3.1. Spiritual Intelligence - Robert Emmons (2009) defines spiritual intelligence as "The adaptive use of spiritual information to facilitate everyday problem solving and goal attainment."

Operational Definition of Spiritual Intelligence - In the present study, Spiritual Intelligence means the Connection of the person with their Inner self, Others, and Cosmos, seeking Inner peace for the broadening of vision and creating abundance.

3.2. Psychological Well-Being - Ryff, C. D. (1989). "Psychological well-being consists of positive relationships with others, personal mastery, autonomy, a feeling of purpose and meaning in life, and personal growth and development."

Operational Definition of Psychological Well-Being - Psychological Well-being is that which is related to an individual's mental, emotional, and social state. It also depends on flourishing, self-esteem, relations with the environment, and aspirations in life.

4. Objectives of the study

The primary aim of the research is to solve a problem through empirical procedures (Islam, M.D., and Samsudin, S. 2020). This highlights the significance of objectives as they provide a framework and narrow down the focus of the study. So, Objectives of this study were:

1. To assess the level of Spiritual Intelligence among pupil teachers.
2. To evaluate the Psychological Well-Being of pupil teachers.
3. To examine the effect of Spiritual Intelligence on the Psychological Well-Being of pupil teachers.

5. Hypothesis of the study

Hypothesis is an assumption made in the form of a research problem to test whether it is true or not. A hypothesis provides the right direction to be followed by a researcher. So, to check whether the impact of Spiritual Intelligence on the Psychological Well-being of pupil teachers or not, the researcher has proposed the following null hypothesis.

H0: There is no significant impact of Spiritual Intelligence on Psychological Well-Being of pupil teachers.

6. Delimitations of the study

Present research work has been conducted under the following delimitations, i.e.

- The study was delimited to Agra City.
- The study was confined to the faculty/Department of Education.
- The study was conducted on pupil teachers (B.Ed. students) only.

7. Variables of the study

- Independent Variable - Spiritual Intelligence
- Dependent Variable - Psychological Well-Being
- Controlled Variables - Age, class standard, intelligence quotient (IQ), Environment of Institute, Socio-economic background of the pupil teachers, etc.

8. Research Design

Fig 1: Research Design of the Study

Research Method	Sampling Method	Research Tools	Statistical Technique
• Descriptive Survey Method	• Lottery method of Simple Random sampling method (for Institute selection) • Computerised random number method (for pupil teacher selection)	• Sixfold Spiritual Intelligence Scale developed by Sarabjit Kaur (for Spiritual Intelligence) • Self- Constructed Psychological Well-Being Inventory (for psychological well-being)	• Mean • Standard Deviation • Skewness and Kurtosis • F ratio • T- test

9. Sample of the study

The sampling procedure employed in the present study involved a combination of random and non-random techniques to ensure representativeness and practicality. The population comprised all students enrolled in recognized teacher training institutions, while the sample consisted of 400 B.Ed. pupil teachers from Anand College of Teachers Training, Keetham; B.D. Jain Kanya Mahavidhyalaya, Agra; Baikunthi Devi Kanya Mahavidyalaya, Agra; Dayalbagh Educational Institute, Agra. A probability sampling approach was used for selecting teacher education institutions. Institutes were selected through a Simple random sampling technique using the lottery method. Subsequently, the selection of B.Ed. pupil teachers was carried out using the computerised random number method of random sampling, considering their relevance as future educators who would influence students' learning and development. This sampling approach ensured that the participants were suitable and aligned with the study's objectives.

10. Research Tools

10.1. Sixfold Spiritual Intelligence Scale by Dr. Sarabjit Kaur (2017)

To collect data on the spiritual intelligence of pupil-teachers, the Sixfold Spiritual Intelligence Scale developed by Dr. Kaur S. (2017) was used. In this tool, spiritual intelligence is categorized into six dimensions: Connection with Inner Self (CIS), Connection with Others (CWO), Connection with Cosmos (CWC), Seeking Inner Peace (SIP), Broadening of Vision (BOV), and Creating Abundance (CA). The scale consists of 51 items that measure spiritual intelligence across these six dimensions. The test-retest reliability of the scale was 0.90. For establishing validity, experts' views, along with item analysis and the determination of discriminating values, were utilized. For scoring all the items, a 5-point scale was used. Reverse scoring was applied for positive and negative items. In the case of positive items, a score of 5 was given for 'Strongly Agree' and 1 for 'Strongly Disagree,' whereas for negative items, the scoring was reversed, with 1 point for 'Strongly Agree' and 5 points for 'Strongly Disagree.' Thus, the total scoring range was from a minimum of 51 to a maximum of 255.

10.2. Psychological Well-Being Inventory (self-constructed)

A self-constructed Psychological Well-being Inventory was developed to measure the psychological well-being of pupil teachers. Firstly, the research had undertaken an in-depth study of the extant literature, like Fitzgerald, T. et al. (2019) and Topp, C. et al. (2015) related to psychological well-being and its dimensions. Several dimensions had been identified from these studies. Finally, seven dimensions were selected through review of related literature and discussions with experts, which are found to be most appropriate for the present context of psychological well-being. Initially, 136 questions were framed keeping in view the objective of constructing the tool. All items were framed as 5-point Likert-type statements with responses ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). Finally, based on the 10 experts' views, the CVR and CVI were calculated and the final draft of the tool retained 45 items, consisting of both Positive and negative Statements covering all the dimensions of Psychological Well-being. On the basis of these criteria, the content and construct validity of the presented tool were established. Subsequently, to check the reliability of the inventory, it was administered to 500 pupil-teachers at an interval of one month and its reliability was determined using the test-retest method. The inventory found a reliability coefficient of 0.86, which is significant for establishing its reliability. In addition, reliability was also assessed through Cronbach's alpha, which was found to be 0.886.

Table -1 Dimension-wise distribution of Positive/Negative Items of Psychological Well-being Inventory

S.No.	Dimensions	Nature of items	Serial No. of the Items	Total No. of Items	Total
1.	Mental State	Positive	Q1,8,12,16,20,24	06	07
		Negative	Q28	01	
2.	Emotional State	Positive	Q2,6,10	03	05
		Negative	Q14,18	02	
3.	Social State	Positive	Q3,9,15	03	04
		Negative	Q7	01	
4.	Self-Esteem	Positive	Q4,11,17,35,38,44	06	09
		Negative	Q22,31,32	03	
5.	Flourishing	Positive	Q5,13,19	03	05
		Negative	Q21,23	02	
6.	Relation with Environment	Positive	Q26,29,33,34,42	05	08
		Negative	Q27,36,40	03	
7.	Aspirations in Life	Positive	Q30,37,39,41,43,45	06	07
		Negative	Q25	01	
Positive Items= 31 and Negative items=13 Total Items=45					

Each item was scored from **1 to 5**, and the total score represented the level of (**variable**) among respondents. Higher scores indicated a higher level of the construct. For scoring all the items, a 5-point scale was used. Reverse scoring was applied for positive and negative items. In the case of positive items, a score of 5 was given for 'Strongly Agree' and 1 for 'Strongly Disagree,' whereas for negative items, the scoring was reversed, with 1 point for 'Strongly Agree' and 5 points for 'Strongly Disagree.' Thus, for the present inventory developed to assess psychological well-being, the total scoring range was from a minimum of 45 to a maximum of 225. For establishing the norms, data collected from 500 pupil-teachers were analyzed, and norms were derived using the NPC (Normal Probability Curve) based on ± 1 sigma. Accordingly, the scores were categorized into three levels—high, average, and low psychological well-being based on the ± 1 sigma criterion.

11. Analysis and interpretation of data –

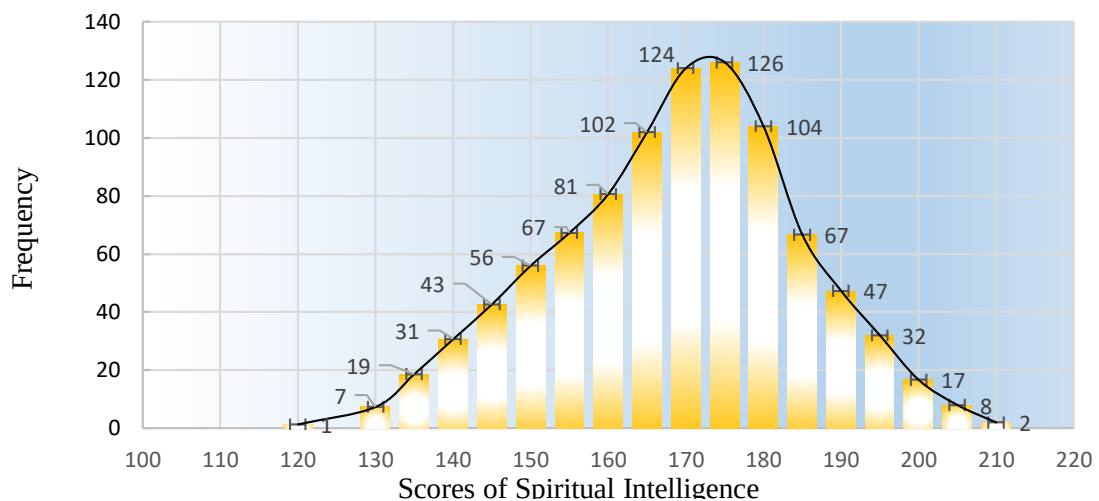
11.1 To study the Spiritual Intelligence of pupil teachers

Table 2: Depicting the values of Mean, SD., Skewness & Kurtosis of Spiritual Intelligence of pupil teachers

No. of pupil teachers	Mean	Standard Deviation	Skewness	Kurtosis
400	169.180	15.287	-0.304	0.021

The above table depicts the mean value of spiritual intelligence is 169.180, and the Standard Deviation is 15.287 of pupil teachers. The table showed the value of Skewness to be -0.304, which is the acceptable range, i.e. -0.5 to +0.5 for NPC (Dr Donald Wheeler). The positive value of kurtosis, i.e. 0.021 for the spiritual intelligence of pupil teachers, shows that the distribution is close to zero, which is an indication of normality (George & Mallery, 2019 and Hair et al., 2022)

Fig. 2: Normal Probability Curve of the Spiritual Intelligence of pupil teachers



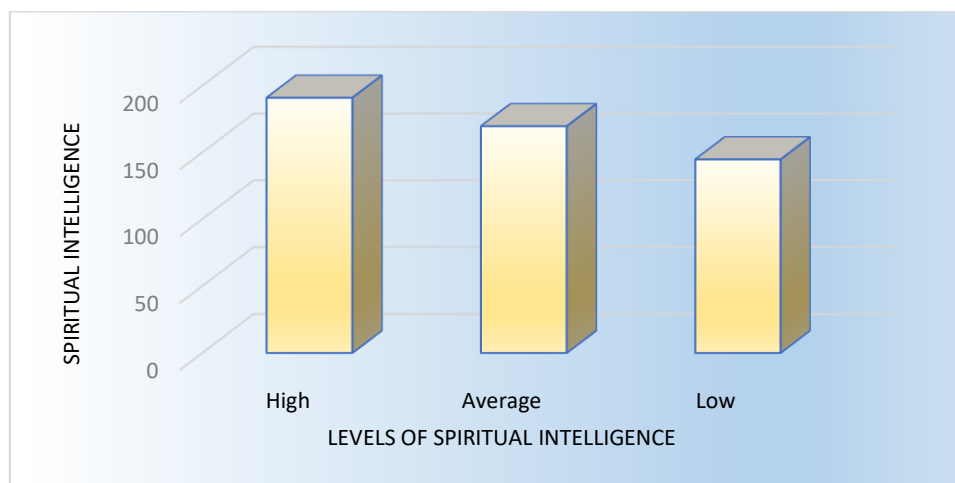
The Normal distribution curve of spiritual intelligence in the above graph shows that the data are normally distributed, as the value of Skewness is -0.304, which is considered “Fairly Symmetrical”. But the value of kurtosis is 0.021, which is close to zero; therefore, the pattern of responses is considered normal, and the shape of the curve is Mesokurtic. Based on the study of the above graph, it can be said that the responses gathered from pupil teachers regarding spiritual intelligence are normally distributed.

Table 3: shows the level-wise values of Mean, SD, Skewness & Kurtosis of Spiritual Intelligence of pupil teachers

Level of Spiritual Intelligence	No. of Students	Mean	Standard Deviation	Skewness	Kurtosis
High	64	191.000	5.850	0.889	0.202
Average	274	169.613	8.478	-0.283	-1.138
Low	62	144.740	7.949	-1.360	1.810

In the above table, Spiritual Intelligence was categorized as High level, which consists of 64 pupil teachers with the mean value of 191.000 & SD 5.850, Average level, which consists of 274 pupil teachers with the mean value of 169.613 & SD 8.478, and lower level, which consists of 62 pupil teachers with the mean value of 144.740 & SD 7.949. The Skewness value of 0.889 of the high-level categories shows that the distribution curve is further out towards the right and closer to the mean on the left, whereas the negative value of Skewness in the average and lower level depicts that the distribution is more skewed towards the left and further away from the mean. The kurtosis value of high level is 0.202 closer to zero depicts that the distribution is normal and mesokurtic in shape while in low level 1.81 the value is positive which shows that the distribution is peaked than normal hence leptokurtic in shape where as in the case of average level where the values are -1.13 which is a negative value closer to -2 is an indicative that the distribution is too flat therefore, NPC is platykurtic in shape.

Fig. 3: Bar Graph showing Means of scores based on high, average and low levels of Spiritual Intelligence of pupil teachers



The mean value of high-level spiritual intelligence is high, i.e. 191 with 64 pupil teachers; therefore, it represents the highest bar in the above graph. The pupil teachers fall under the high-level category of spiritual intelligence, possessing a high notion of self-awareness through which they can see beyond the materialistic world and form a deep connection with themselves, others, and the universe. Most number of pupil teachers i.e. 274 lies among the average level category of spiritual intelligence this shows that most of the pupil teachers have average level of Spiritual Intelligence this could be because of certain self-realization activities like yoga, meditation, social service etc. as practiced under the course of teacher's training programmer especially somehow aid in developing the Spiritual quotient of the pupil teachers. Therefore, with a mean value of 169.613, the second-highest bar represents the average level of spiritual intelligence of pupil teachers and lastly, third bar with the lowest mean value of 144.74 represents the lowest bar in the above graph. The reason for this could be the existence of stress in the life of today's individuals, which hinders the level of their spiritual growth. Although the number of pupil teachers under low-level spiritual intelligence is quite low but even then, this number highlights the need to inculcate various practices that will be able to enhance the spiritual intelligence of pupil teachers in the teacher education programme.

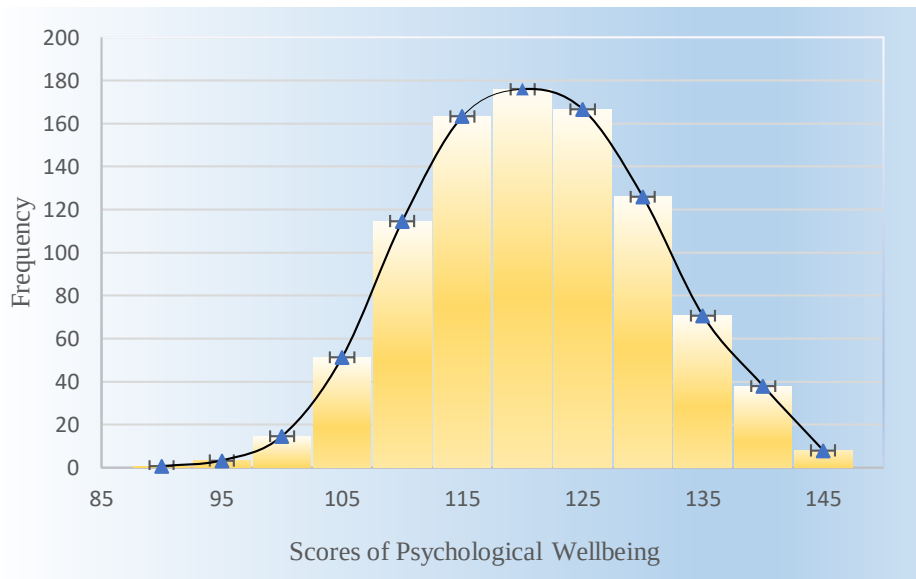
11.2. To study the Psychological Well-being of pupil teachers

Table 4: Dimension-wise values of Mean, SD, Skewness & Kurtosis of Psychological Well-Being of pupil teachers

S. No.	Dimensions	Mean N=400	Standard Deviation	Skewness	Kurtosis
1.	Mental State	16.840	3.124	0.140	-0.118
2.	Emotional State	14.525	2.893	0.085	-0.598
3.	Social State	19.721	2.171	0.188	-0.055
4.	Self-Esteem	23.480	3.162	0.056	0.307
5.	Flourishing	14.045	2.892	0.237	0.515
6.	Relation with Environment	21.495	2.977	-0.132	0.237
7.	Aspirations in Life	16.240	3.060	0.510	0.850
Total		116.540	8.787	-0.160	-0.109

In the above table, values of Mean, SD, Skewness and Kurtosis were computed on the basis of scores observed in all seven dimensions individually. The responses of each dimension formed a pattern of normal distribution as the Skewness value of each dimension of psychological well-being mentioned above is between -0.5 to +0.5, which is considered to be an acceptable range for normal distribution. Also, the shape of the NPC for each dimension of psychological well-being is mesokurtic, as the values of kurtosis of each dimension are close to zero. Mostly, pupil teachers have an average level of psychological well-being, which needs improvement. The SD values of each dimension are high compared to their means, indicating high variability among the scores observed in various dimensions.

Fig. 4: NPC graph showing the distribution of scores of Psychological Well-Being of pupil teachers



The graph above highlights the mean value of scores for psychological well-being of pupil teachers, i.e. 116.54, SD 8.787. These values may be due to the subjectivity in the overall personality of the people. The Normal distribution curve in the above graph shows that the data are normally distributed, as the value of Skewness is -0.16, which is considered “Fairly Symmetrical”. Also, the value of kurtosis is -0.109, which is close to zero; therefore, the pattern of responses is considered normal, and the shape of the curve is “Mesokurtic”.

Table 5 shows the Psychological Well-being of pupil teachers

Level of Psychological Well-being	No. of Students	Percentage of pupil teachers
High	76	19
Average	266	66.5
Low	58	14.5

Based on the data obtained regarding psychological well-being, it is evident that 76 pupil-teachers (i.e., 19%) demonstrate a high level of psychological well-being, while 266 pupil-teachers (approximately 67%) fall in the average category, and 58 pupil-teachers (14%) exhibit a low level of psychological well-being in their behaviour. Based on this, it can be stated that pupil-teachers need to make continuous efforts to enhance their psychological well-being. Teacher education institutions should also pay attention to this aspect, because unless pupil-teachers attain an adequate level of psychological well-being, they will not be able to contribute effectively to improving the psychological well-being of their students. Moreover, low psychological well-being may negatively influence other forms of well-being as well.

11.3.To study the impact of Spiritual Intelligence on the Psychological Well-Being of pupil-teachers

Table 6 Exhibiting values of Mean, SD and F-ratio of the psychological well-being of pupil teachers based on levels classified through the scores of Spiritual Intelligence

S.No.	Level of Spiritual Intelligence	Level of Psychological Well-Being			df	F-Ratio	Sig.
		No.	Mean	SD			
1.	High	64	119.530	9.133	2 197	2.269	> 0.05
2.	Average	274	116.036	8.800			
3.	Low	62	104.000	7.956			

In the way to analyse whether Spiritual Intelligence had any impact on the psychological well-being of pupil teachers, the researcher first categorised the scores of pupil teachers into three different levels, i.e. High, Average and Low, as shown in Table 6. These levels are formed using the scores of the Spiritual Intelligence Scale. Then, the means of predetermined groups or levels of spiritual intelligence have been compared by applying a one-way F-ratio. The value of the F-ratio calculated is 2.269. Therefore, the calculated value of the F-ratio was found to be significant at the 0.05 level of significance. This shows that there are 95% chances that the means of the three groups are significantly different from each other. But it is well-known that one way the F-ratio could only highlight that at least one pair of means is significantly different, but it can't tell us which pairs are different. So, in order to find out which pair of groups are significantly different from each other, further t-tests have been applied as shown below.

Table 7 Exhibiting the Mean, SD and t-value of psychological well-being of pupil teachers based on groups classified according to the level of Spiritual Intelligence of the pupil teachers.

Groups	Levels of Spiritual Intelligence	Psychological Well-Being			df	t-value	Sig.
		No.	Mean	SD			
1.	High	64	119.53	9.133	167	2.008	> 0.05
	Average	274	116.036	8.800			
2.	Average	274	116.036	8.800	166	0.227	< 0.05
	Low	62	104.000	7.956			
3.	Low	62	104.000	7.956	61	2.01	> 0.05
	High	64	119.53	9.133			

The above table depicts, status of the psychological well-being of pupil teachers based on the spiritual intelligence of pupil teachers. Here, Group-1 is of High and Average level of spiritual intelligence which shows the calculated t-value of 2.008 which is greater than 1.96 and the calculated t-value of Group-3 i.e. 2.01 of Low and High level of spiritual intelligence as shown in table 6 is also greater than 1.96 and is found to be significant at 0.05 level which mean that there exists significance difference in the psychological well-being of pupil teachers having high spiritual intelligence to that of psychological well-being of pupil teachers having low and average spiritual intelligence. The results of the analysis have shown that pupil teachers having a high level of Spiritual Intelligence have high psychological well-being. This can be because people with high spiritual intelligence have a strong connection with themselves and others. They always seek inner peace, which helps them maintain good physical, mental, emotional, and social health, and ultimately results in high psychological well-being (Razia, B., 2019). Spiritual Intelligence develops higher-order thinking skills of a person, which further results in finding the real meaning of life, which portrays the essence of psychological well-being of a person (Tamannaeifar M, Hossain Panah M. 2019 & Jahangir, N., et al., 2020). Thus, the null hypothesis that 'There is no significant impact of spiritual intelligence on psychological well-being of pupil teachers' has been rejected at the 0.05 level of significance, indicating that Spiritual Intelligence impacts the Psychological Well-Being of people. But the calculated t-value of group-2 is 0.227, which is insignificant at the 0.05 level of significance. This shows that there is no significant difference in the mean scores of average and low-level spiritual intelligences on the psychological well-being of pupil teachers. People with lower spiritual intelligence are not very aware of themselves, which affects them internally as a consequence, they witness average and somehow lower levels of psychological well-being (Sahebalzamani, M. et al., 2013 & Khadijeh, A., Mahbobeh, F. & Ramezan, H., 2017).

The inferences drawn from the above analysis indicate that the level of spiritual intelligence of most of our pupil teachers falls under the average level category. which needs to be improved by incorporating more self-realization practices in the teacher education programme. By analysing the responses collected with the help of psychological well-being inventory, it has been found that there is high variability in the responses recorded of the pupil teachers related to psychological well-being due to the subjectivity in the personality of the pupil teachers. The mean value of psychological well-being of pupil teachers was found to be at an average level, which is not a good indicator of the personality of the pupil teachers. Psychological well-being of pupil teachers categorised based on their level of spiritual intelligence appears to be significantly influenced by the spiritual intelligence. Therefore, in the wake of data analysis, it has been found that concrete focus should be given on enhancing the Spiritual Intelligence of prospective teachers to achieve a high level of psychological well-being of our future teachers. If our future teachers have a high level of psychological well-being, then they could be able to showcase their best in the classroom and handle workplace situations more rationally, which will further help in enhancing their overall personality. Also, teachers are the mirrors of the society for their students, so a psychologically well teacher will be able to inculcate these traits in his/her students.

12. Educational Implications of the Study

The findings of the present study reveal that Spiritual Intelligence (SI) exerts a profound influence on the Psychological Well-Being (PWB) of pupil teachers. Since teachers play a pivotal role in nation-building, it becomes essential for all stakeholders—policy makers, teacher educators, training institutions, and society—to focus on practices that enhance spiritual growth and inner balance among future educators. Strengthening Spiritual Intelligence among pupil teachers ensures not only their psychological well-being but also the holistic development of their students.

For Policy Makers and Administrators:

After the pandemic, improving the psychological well-being of citizens has become a pressing national concern. This study provides evidence to support the inclusion of spiritual intelligence frameworks in policies of teacher education programmes. Policy makers and administrators should develop structured training programs with the incorporates strong guidance & counselling services, Connection with inner self (CIS), Connection with others (CWO), Connection with cosmos (CWC), Seeking inner peace (SIP), Broadening of vision (BOV), and Creating abundance (CA) within teacher education to foster emotional resilience, ethical sensitivity, higher-order thinking, and many more. Establishing such frameworks can strengthen the foundational structure of education and create psychologically balanced, spiritually aware educators capable of guiding future generations effectively.

For Teacher Training Institutions:

Teacher training institutions should organise and promote courses and workshops on spiritual intelligence and psychological well-being to cultivate a positive vision with social welfare, mindfulness, reflection, peace education and value-based decision-making among pupil teachers. Because of less stress and less anxiety, a relaxed life, as well as a high spirituality, makes individuals stronger and brings about opportunities to take part in a vital role to enhance performance of the pupil teachers. Therefore, various activities related to healthy relationships with others, group activities, collaborative work, meditation and many more activities should be conducted by these institutions, which bring about the required changes in the behaviour of the pupil teachers and make them ready to face real-life situations rationally. Those persons who have high level of spiritual intelligence show beyond the body and material, experience the optimum level of consciousness, solve various types of problems in the help of spiritualistic manner, and they have ultimately characterised by forgiveness, modesty, justice, and compassion. This facilitates them in developing balanced psychological well-being. This type of behaviour could be done by incorporating various mindfulness activities for the pupil teachers. Above said activities would help trainees handle real-life situations calmly and rationally. Incorporating such practices encourages holistic development of students, enhances teaching effectiveness of pupil teachers, and fosters a balanced and compassionate professional identity to develop in future teachers.

For Teacher Educators:

Teacher educators must model spiritual and psychological balance in their own professional conduct. They should encourage pre-service teachers to develop patience, tolerance, and leadership skills—qualities derived from strong spiritual intelligence. So that they construct a dynamic and competitive personality. When teacher educators have higher levels of spiritual intelligence, they will surely strive to deliver it to their students, which in turn results in the creation of outstanding pupil teachers. As a teacher has to deal with several students who are subjective in nature, so to deal with them, teachers must have above said tendencies, which can be achieved by developing a balanced psychological well-being, also with the support of a broad vision and creating abundance as important dimensions of spiritual intelligence. By embedding spiritual intelligence into instructional methods, teacher educators can nurture creativity, empathy, and purpose-driven learning, thereby shaping reflective practitioners capable of fostering well-being in their classrooms.

For Pupil Teachers:

Pupil teachers should actively engage in mindfulness exercises, reflective journaling, and moral reasoning to strengthen their spiritual quotient. A spiritually and psychologically balanced teacher is more able to create a positive classroom climate, make right decisions, and guide students toward studies and their lives. Spiritual intelligence is the ultimate intelligence reflecting values, mental adjustment, emotional stability, capacities and leading to non-materialistic and non-obligatory aspects. It contains spiritual sources, values, and specifications that enhance individuals' daily function and health. So, an increase in spiritual growth can act as a base for a better and more coordinated life for individuals. Therefore, pupil teachers should enhance spirituality in their inner life during the pre-service agenda itself. The pupil teachers also need to be psychologically fit, as their emotional, logical, social and spiritual realms have a profound influence on the development of students. If teachers were satisfied and happy, they would become accountable for each action, and they would always be ready for the holistic development of the students. Psychological well-being provides satisfaction and helps people (teachers & students) to evident happiness in everything. At the same time, it will provide right direction to the person with socially acceptable ways, which will aid pupil teachers to look towards the deeper side of everything and to make good decisions while handling their class. Therefore, Pupil teachers should focus on enhancing their spiritual intelligence and psychological well-being.

For Society:

Society plays a vital role in sustaining the holistic health of its members. Teachers are a reflection of society for their future generation, and their surroundings leave a high impact on the psychological well-being of a person. So, spiritual and religious activities in society tend to provide individuals with the necessary strength to adjust to their surroundings. This study will help highlight important factors of spiritual intelligence, like connection with self, others and cosmos, which guide people to work on these dimensions by indulging in various mindful activities like meditation, chanting, breathing, etc., in the way to attain satisfaction in life as an indicator of good psychological well-being. The dimension of the study highlighted the importance of individuals' relations with the environment as a strong predictor of balanced psychological well-being. So, society should maintain coordination with persons to achieve a high level of psychological well-being of live a more meaningful and purposeful life.

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