



Influence of Spiritual Intelligence on the Psychological Well-Being of Student Teachers in Colleges of Education

Shivaprasad M, Research scholar, DOS in education, University of Mysore, Karnataka India.

Dr. Praveena K B, Professor, DOS in education, University of Mysore, Karnataka India.

Abstract

The present study was conducted to investigate the effect of spiritual intelligence on the psychological well-being of student teachers in colleges of education. Spiritual intelligence is the ability of a person to reflect on existential issues, create personal meaning, identify transcendent dimensions of experiences, and regulate consciousness. Psychological well-being is positive psychological functioning and optimal development. The study used a quantitative correlational research design. For the purpose of the present methodological demonstration, a synthetic dataset of 400 student instructors was simulated. Spiritual intelligence was operationalized as a total score on the Spiritual Intelligence Self-Report Inventory (SISRI-24). Psychological well-being was operationalized as a total score on an 18-item Ryff-oriented scale. Descriptive statistics, Pearson's product moment correlation and simple linear regression were used. On the simulated data, student teachers achieved a mean score of 58.14 (SD = 10.95) in spiritual intelligence and 70.12 (SD = 9.92) in psychological well-being. Spiritual intelligence was found to be significantly positively correlated with psychological well-being $r(398) = .670, p < .001$. The results of simple linear regression revealed that spiritual intelligence was a significant predictor of psychological well-being, $R^2 = .448, F(1, 398) = 321.8, p < .001$. The results indicated that student teachers with higher levels of spiritual intelligence tend to have higher levels of psychological well-being. However, because the data in this manuscript are simulated, the conclusions should be used simply as an illustration of how an empirical research report might be structured and examined.

Keywords: spiritual intelligence, psychological well-being, student teachers, teacher education, positive psychology, regression

1. INTRODUCTION

Teacher education is a significant developmental framework in which potential teachers develop the professional knowledge, the pedagogical abilities, the interpersonal skills, and the personal resources that are necessary for effective teaching. Beyond professional and academic competencies, student teachers' psychological well-being is vital as teacher preparation encompasses academic demands, practicum experiences, interpersonal interactions, performance expectations, and adaptability to professional responsibilities.

Psychological well-being is not just the absence of psychological issues. Ryff's multidimensional paradigm stresses positive functioning as measured by characteristics such as autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. This approach sets psychological well-being within a broader view of human growth and optimal functioning (Ryff, 1989).

Spiritual intelligence has been suggested as a construct associated with the ability to apply existential and transcendent knowledge in relation to life problems. King and DeCicco (2009) developed a four-dimensional model that includes critical existential thinking, personal meaning production, transcendental consciousness, and conscious state extension. To operationalize these capacities, they developed the Spiritual Intelligence Self-Report Inventory (SISRI-24).

The plausible theoretical relationship between spiritual intelligence and psychological well-being is grounded in the ability to create meaning, reflect on existential questions, and interpret experiences within a larger framework that may assist individuals in coping with challenges and sustaining positive psychological functioning. Moreover, empirical studies have found beneficial connections of spiritual intelligence with psychological well-being among university students. Anwar and Rana (2023) revealed that spiritual intelligence was a major predictor of psychological well-being among university students in Pakistan. Similarly, research on university students has found links between spiritual well-being and psychological health. The results make it worthwhile to investigate the association in teacher training contexts.

The present study thus focuses especially on student teachers, a population for whom psychological resources may have implications not just for personal adjustment but also for future professional functioning.

2. REVIEW OF RELATED LITERATURE

King and DeCicco (2009) have proposed a model of spiritual intelligence consisting of four main capacities: critical existential reasoning, personal meaning production, transcendental awareness, and conscious state expansion. The SISRI-24 was designed based on this conceptual model and was found to have adequate psychometric properties in the original research.

Ryff (1989) characterized psychological well-being as multidimensional positive functioning, rather than just the absence of psychological discomfort. The approach includes self-acceptance, pleasant relations with others, autonomy, environmental mastery, purpose in life and personal progress.

Anwar and Rana (2023) investigated the effect of spiritual intelligence as a predictor of psychological well-being of 250 university students of Pakistan. Their results showed that spiritual intelligence was a substantial positive predictor of psychological well-being. The present study is of particular relevance, as it directly assessed the two factors of interest in this investigation.

Pant and Srivastava (2019) evaluated spiritual intelligence and mental health in a sample of 300 Indian college students and found a strong link between spiritual intelligence and mental health. Results point to spiritual intelligence as an essential psychological resource for students in higher education.

In cross-sectional research of university students, Leung and Pong (2021) found that aspects of spiritual well-being were connected with psychological health and that personal and communal spiritual well-being were key predictors of psychological discomfort. While the construct of spiritual well-being is conceptually separate from spiritual intelligence, the findings lend credence to the more general premise that psychological resources connected to spirituality are relevant to student psychological functioning.

However, these results have received relatively less emphasis on student instructors in institutions of education. Teacher education constitutes a special developmental environment. Student teachers are confronted with the demands of higher education and the preparation for a career with considerable interpersonal and emotional responsibilities. The present study fills this contextual void.

3. PURPOSE OF THE STUDY

The purpose of the study was to examine the influence of spiritual intelligence on the psychological well-being of student teachers in colleges of education.

4. OBJECTIVES

1. To study the level of spiritual intelligence among student teachers in colleges of education.
2. To study the level of psychological well-being among student teachers in colleges of education.
3. To determine the relationship between spiritual intelligence and psychological well-being among student teachers.
4. To examine whether spiritual intelligence significantly predicts psychological well-being among student teachers.

5. HYPOTHESES

H1: There is a significant positive relationship between spiritual intelligence and psychological well-being among student teachers in colleges of education.

H2: Spiritual intelligence significantly predicts psychological well-being among student teachers in colleges of education.

6. METHODOLOGY

Research Design

A quantitative correlational research design was employed. The design was appropriate for examining the statistical relationship between spiritual intelligence and psychological well-being and for determining the extent to which spiritual intelligence predicts psychological well-being.

Participants

For this methodological demonstration, a synthetic dataset containing 400 student teachers was collected. The dataset represents student teachers enrolled in colleges of education.

Variables

The study contained two principal variables:

Variable	Role	Operational representation
Spiritual Intelligence	Predictor/Independent variable	SISRI-24-style total score
Psychological Well-Being	Criterion/Dependent variable	18-item Ryff-oriented total score

Measures

Spiritual Intelligence: Spiritual intelligence was operationalized using a total-score structure corresponding to the Spiritual Intelligence Self-Report Inventory (SISRI-24) developed by King and DeCicco (2009). The

measure is based on four conceptual dimensions: critical existential thinking, personal meaning production, transcendental awareness, and conscious state expansion.

Psychological Well-Being: Psychological well-being was operationalized using a total-score structure corresponding to an 18-item version of Ryff's multidimensional psychological well-being framework, covering the principal dimensions of positive psychological functioning.

Data Analysis

The following statistical techniques were used:

1. Mean and standard deviation
2. Pearson's product-moment correlation
3. Simple linear regression
4. Coefficient of determination (R^2)

Statistical significance was evaluated at the .05 level.

7. RESULTS

Descriptive Statistics

Table 1: *Descriptive Statistics of Spiritual Intelligence and Psychological Well-Being*

Variable	N	M	SD	Minimum	Maximum
Spiritual Intelligence	400	58.14	10.95	22	89
Psychological Well-Being	400	70.12	9.92	43	102

The simulated results indicate that the mean spiritual intelligence score was 58.14 ($SD = 10.95$), whereas the mean psychological well-being score was 70.12 ($SD = 9.92$). The standard deviations indicate considerable individual variation in both variables.

Relationship Between Spiritual Intelligence and Psychological Well-Being

Table 2: *Pearson Correlation Between Spiritual Intelligence and Psychological Well-Being*

Variables	Spiritual Intelligence	Psychological Well-Being
Spiritual Intelligence	1.00	.670**
Psychological Well-Being	.670**	1.00

Note. $p < .001$.

The results demonstrate a statistically significant positive correlation between spiritual intelligence and psychological well-being, $r(398) = .670, p < .001$. The magnitude of the relationship indicates a moderately strong positive association. Thus, student teachers with higher spiritual intelligence tended to report higher levels of psychological well-being. Therefore, H1 was supported in the simulated dataset.

Predictive Influence of Spiritual Intelligence

Table 3: Simple Linear Regression Predicting Psychological Well-Being from Spiritual Intelligence

Predictor	B	SE B	β	t	p
Constant	34.83	—	—	—	—
Spiritual Intelligence	0.607	—	.670	17.94	< .001

Model summary: $R = .670, R^2 = .448, F(1, 398) = 321.8, p < .001$.

The regression analysis indicates that spiritual intelligence significantly predicted psychological well-being. The model accounted for approximately 44.8% of the variance in psychological well-being. The regression equation can be expressed as: Psychological Well-Being = $34.83 + 0.607 \times \text{Spiritual Intelligence}$. This means that, within the simulated dataset, a one-unit increase in spiritual intelligence was associated with an estimated 0.607-unit increase in psychological well-being. Therefore, H2 was supported in the simulated dataset.

8. DISCUSSION

The results of the simulation indicate that there is a favorable and significant relationship between spiritual intelligence and psychological well-being in student teachers. The correlation coefficient of .670 indicates that the higher the spiritual intelligence the higher the psychological well-being.

The conclusion is conceptually compatible with the model of King and DeCicco (2009) where spiritual intelligence includes capacities linked to existential reflection, meaning formation, transcendental awareness, and conscious-state regulation. Such capacities might serve as psychological resources that help comprehend problems, sustain purpose, and adjust to challenging conditions.

The finding also conforms to Anwar and Rana's (2023) empirical study of university students where spiritual intelligence had a substantial prediction of psychological well-being. Their work presents the first direct empirical evidence of spiritual intelligence as a predictor of well-being in pupils.

The present findings may be particularly important for teacher education. Student instructors face a plethora of developmental tasks related to curriculum, teaching practice, classroom administration, evaluation, professional identity development and interpersonal relationships. The meaning-making and reflecting capacities of spiritual intelligence may possibly be implicated in constructive answers to these demands. But the regression result should not be construed as evidence of a causal influence. The proposed research design is cross-sectional and correlational, hence the direction of the causality cannot be determined. Psychological well-being could also influence spiritual intelligence and/or other factors, such as social support, personality, resilience, emotional intelligence, socioeconomic conditions, or institutional climate, could potentially affect both variables.

9. EDUCATIONAL IMPLICATIONS

The findings suggest several possible implications for teacher education.

- a) Colleges of education may consider incorporating structured reflective activities that encourage student teachers to examine personal meaning, values, purpose, and professional identity.
- b) Teacher-education programmes may provide opportunities for mindfulness, reflective dialogue, value clarification, and meaning-oriented activities within appropriate educational and ethical boundaries.
- c) Teacher educators may consider psychological well-being as an important component of professional preparation rather than focusing exclusively on academic achievement and pedagogical competence.
- d) Counselling and student-support services in colleges of education could incorporate strengths-based approaches aimed at enhancing meaning, purpose, self-awareness, and adaptive coping.

10. CONCLUSION

The present methodological study investigated the suggested association between spiritual intelligence and psychological well-being among student instructors in colleges of education. The simulated dataset analysis indicated a substantial positive correlation between the two variables, with the variance in psychological well-being explained by Spiritual intelligence being roughly 44.8%. The findings point to a potentially relevant topic of research in teacher education: psychological resources connected to purpose, existential reflection and transcendental consciousness may be related to positive functioning among prospective teachers. However, the statistics in this publication are all from simulated data and should not be reported as conclusions from real student teachers. A publishable empirical article has real data from participants, recorded sampling, ethical permission when required, real instrument administration, reliability and validity evidence, and transparent statistical analysis.

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