

Intellectual Intelligence, Emotional Intelligence, and Spiritual Intelligence Among Prospective Teachers: A Meta-Analysis

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Abstract—This meta-analysis examines the roles of intellectual intelligence (IQ), emotional intelligence (EI), and spiritual intelligence (SI) in the development of prospective teachers. The source review covered 39 national and international studies and synthesized evidence relating to levels of intelligence, interrelationships among the three constructs, effects on academic achievement and teaching effectiveness, instrument development, and demographic differences. The reviewed literature generally indicates average levels of IQ, EI, and SI among prospective teachers and predominantly positive associations between emotional and spiritual capacities, teaching attitude, teacher efficacy, academic achievement, resilience, and professional performance. However, the effects of demographic variables such as gender, locality, socioeconomic status, marital status, and type of institution were inconsistent across studies. The synthesis suggests that cognitive capability alone is insufficient for the complex interpersonal and ethical demands of teaching. Teacher-education programmes should therefore integrate intellectual development with structured opportunities for emotional self-regulation, empathy, reflective practice, meaning-making, and value-based decision-making. Because the reviewed reports did not provide homogeneous effect-size data, the findings are presented as a structured qualitative synthesis rather than a pooled statistical estimate.

Index Terms—emotional intelligence, intellectual intelligence, prospective teachers, spiritual

intelligence, teacher education, teaching effectiveness

I. INTRODUCTION

Quality teacher preparation requires more than disciplinary knowledge. The National Education Policy 2020 emphasizes motivated, professionally prepared, multidisciplinary, and holistic teachers who are connected with the communities they serve [1]. Within this context, intelligence should be understood as a multidimensional capacity that supports academic learning, interpersonal judgment, professional resilience, and ethical action.

Earlier approaches to teacher competence emphasized intellectual ability and academic performance. Studies of prospective teachers have linked intelligence, teaching attitude, academic achievement, and performance in teacher-education programmes [2]- [4]. Nevertheless, classroom effectiveness also depends on motivation, curiosity, empathy, communication, emotional regulation, and the ability to respond constructively to uncertainty. Evidence concerning emotional intelligence among teacher trainees indicates associations with teaching attitude, academic stress, emotional maturity, and teaching competency [5]- [14].

Spiritual intelligence extends the discussion beyond cognition and emotion by addressing meaning, values, self-awareness, inner stability, and purpose. Research has examined its relationship with teaching autonomy, teaching effectiveness, academic achievement, well-being, resilience, and

burnout [15]- [25]. Intervention-oriented studies further suggest that emotional and spiritual capacities can be strengthened through planned educational programmes [26], [27].

The central premise of this review is that IQ, EI, and SI are complementary rather than competing constructs. Intellectual intelligence supports analysis and content mastery; emotional intelligence supports self-regulation and relationships; and spiritual intelligence supports meaning-oriented and value-sensitive decision-making [28]- [32]. The present synthesis therefore examines their levels, relationships, impact, measurement, and demographic variation among prospective teachers.

II. OBJECTIVES

The review was undertaken to: (1) synthesize reported levels of intellectual, emotional, and spiritual intelligence among prospective teachers; (2) examine relationships among these forms of intelligence and educational outcomes; (3) summarize their reported impact on academic achievement, teaching attitude, teacher efficacy, and teaching effectiveness; (4) identify evidence relating to assessment tools and enhancement programmes; and (5) examine variations associated with demographic and institutional variables.

III. REVIEW METHOD

A. Design and Corpus: The source manuscript identified 39 studies and organized the evidence through a meta-analytic review framework. Eight studies were reported from international contexts, including Indonesia, Iraq, Iran, Spain, Malaysia, Pakistan, and Nigeria. Thirty-one studies were reported from Indian states and union territories, with the largest representation from Punjab and Tamil Nadu. The available studies covered prospective teachers, B.Ed. trainees, teacher interns, and related teacher populations.

B. Synthesis Strategy: Studies were classified under five analytic areas: level, relationship, impact, tool construction or intervention, and demographic variation. Findings were synthesized narratively because the source reports did not provide a common effect-size metric, comparable outcome instruments, or sufficient statistical details for pooled estimation. Accordingly, the term meta-analysis is used in the broad sense adopted by the source manuscript, while the actual synthesis presented here is qualitative and evidence-mapping oriented.

IV. RESULTS

A. Geographical Distribution:

Of the 39 studies reported in the source review, 31 (79.5%) were conducted in India and eight (20.5%) were conducted internationally. This distribution shows strong national interest in the psychological and professional development of prospective teachers, but it also limits the extent to which the conclusions can be generalized across teacher-education systems and cultural contexts.

TABLE I
SYNTHESIS OF REVIEWED EVIDENCE

Dimension	Representative Evidence	Consolidated Finding
Level	Intellectual ability and teacher-education performance [2]-[4]; emotional intelligence and maturity [5]-[9]; spiritual intelligence and well-being [23]-[27].	Most studies reported average or moderate levels of IQ, EI, and SI. Some studies reported group-specific or above-average patterns, indicating variation by sample and instrument.
Relationships	Teaching attitude and competency [6], [10], [13]; stress and achievement [7]; teacher effectiveness	The dominant pattern was positive association. Higher EI and SI were generally linked with more favourable teaching attitudes, efficacy, coping, and professional outcomes, although some studies

	[12], [14]-[19]; resilience and burnout [18]; integrated quotient-performance models [31].	reported weak or no significant relationships.
Impact	Academic achievement and teacher effectiveness [19]-[22], [28]-[31]; well-being and professional functioning [23], [25].	EI and SI generally showed positive predictive or contributory effects. Evidence for SI effects on academic achievement was less consistent than evidence for EI.
Tools and Interventions	Spiritual-intelligence enhancement [26]; emotional and spiritual intelligence enhancement [27].	Structured programmes and instruments were reported as useful, but replication, psychometric standardization, and long-term follow-up remain limited.
Demographic Factors	Gender, locality, socioeconomic status, and institutional type [5], [8]-[14], [23], [24].	Findings were mixed. Significant differences appeared in some samples but not others, suggesting that demographic effects are context-dependent rather than universal.

TABLE II
GEOGRAPHICAL DISTRIBUTION OF THE REVIEW CORPUS

Study Context	Number of Studies	Percentage
India	31	79.5%
International	8	20.5%
Total	39	100%

B. Levels of Intelligence: Overall, studies categorized the intelligence of prospective teachers as average or moderate. Intellectual intelligence is linked to student performance and teacher education outcomes. Studies of emotional intelligence also showed moderate levels but varied by sex, locality, and institution category [5]-[9]. Research and enhancement studies on spiritual

intelligence and well-being have also reported moderate levels of these constructs, indicating that training may improve them [23]- [27].

C. Relationships among Intelligence and Educational Outcomes: Most correlational evidence was positive. Emotional intelligence is positively related to teaching attitude, teaching competency, emotional maturity and academic adjustment, and teaching effectiveness [6] [10]-[14]. The relationship between spiritual intelligence and teacher effectiveness, academic achievement, professional autonomy and resilience outcomes was explored in a few studies ([15]- [19], [23]-[25]). Studies analysing all three quotients indicate that the three dimensions jointly contribute to job performance and teaching competence [29], [31].

D. Impact on Achievement and Teaching Effectiveness: EI and SI contributed positively to the academic and professional outcomes the studies that tested impact or prediction [20]- [22], [28]-[31]. The association of emotional intelligence with academic achievement and effective teaching is quite stable. Spiritual intelligence was positively related to meaning, confidence, ethical orientation and professional functioning, though its statistical impact on academic achievement was statistically inconsistent in some reports [28].

E. Demographic and Institutional Variation: Gender, locality, socioeconomic status, marital status, and institutional type produced mixed results. Some studies identified significant group differences [8], [9], [13], [23], whereas others found no meaningful effect [5], [10], [14], [24]. These inconsistent findings suggest that demographic variables interact with local culture, institutional climate, measurement tools, and sample composition rather than operating as stable determinants of intelligence.

V. DISCUSSION

The inference is compatible with a holistic model of teacher competence. While intellectual intelligence is vital for knowledge of different subjects, reasoning and progress in learning, it does not explain everything about how future teachers manage emotions in the classroom, talk to students, adjust to uncertainty and take ethically sensitive decisions. Emotional intelligence includes the ability to self-regulate, empathies and regulate other's feelings. Spiritual intelligence lends a sense of purpose, values, reflection, inner stability, and understanding of professional responsibility.

By focusing attention on all three (IQ, EI, and SI), it may improve teaching effectiveness compared to focusing attention on just one. When a prospective teacher has excellent content knowledge but isn't able to regulate emotion, he or she is likely to have poor relationships in the classroom. Likewise, if a teacher is emotionally sensitive but lacking in intellectual rigour, his or her instructional decisions are likely to be weak. The connection between knowledge and emotion to bring meaning and ethical purpose is what spiritual intelligence can do. The evidence thus supports complementarity between the three forms of intelligence instead of hierarchy.

The inconsistencies in demographics noted in the study are also theoretically important. The data points to intelligence-related dispositions being contextually shaped and able to be developed through educational experience. This explanation lines up with findings from intervention studies that note improvements following certain structured programs. Teacher education can therefore treat these capacities as professional competencies that can be developed rather than personal traits that are fixed.

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VI. IMPLICATIONS FOR TEACHER EDUCATION

Teacher-education institutions should seek to incorporate emotional and spiritual development into pedagogy, rather than be seen as optional themes. An appropriate practice is to keep a reflective journal of one's teaching practice. This is designed to prompt you to think deeply about your teaching practice. It is also possible to create one using the template below. Evaluating students may involve looking at the teaching portfolio and other evidence.

The program's design must be balanced. The prospective teacher must not replace disciplinary knowledge and evidence-informed pedagogy with emotional or spiritual actions; rather, they must supplement the prospective teacher's ability to use knowledge responsibly and effectively. It's important to have teacher educators who can facilitate emotionally safe discussions, model reflective practice, and avoid imposing narrow cultural understandings of spirituality.

VII. LIMITATIONS & RESEARCH DIRECTIONS

The main restriction is differences in methodology. The different scales of intelligence, populations, outcomes, designs, and statistical procedures of the reviewed studies. Reproducible database search, risk-of-bias assessment, or standardized effect sizes were not reported in the source review; therefore, a conventional pooled meta-analysis could not be performed. Some references were also not completely cited. Limitations associated with causal interpretation and generalizability.

Owing to their dubious hypotheses, inadequate instruments, and defective methodology, most studies were flawed. Long-term studies and experiments are needed to establish if EI or SI improvement creates a durable advantage in teaching. Research investigating the aforementioned variables should conduct a test using cross-cultural studies to assess measurement equivalence. Multivariate models should assess whether EI and SI explain professional performance outcomes that go beyond the explanations provided by general cognitive capabilities, personality, and prior academic success.

VIII. CONCLUSION

The evidence reviewed indicates that emotional and spiritual intelligence are significant complements to intellectual intelligence in the preparation of prospective teachers. Combining these three dimensions supports academic development, teaching attitude, teacher efficacy, resilience, interpersonal competence, and value-oriented professional judgment. The framework of teacher education programs must, therefore, be a balanced one that integrates cognitive mastery with emotional control and reflective, purpose-oriented development. More rigorous research designs are needed to assess the individual and combined effects of these constructs.

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