



A holistic approach to student well-being in Hindu education: The effects of spiritual teaching practices, community involvement, and classroom environment

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ABSTRACT

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Purpose: In today's rapidly evolving religious and educational landscape, understanding the intricate relationship between educational factors and student well-being is paramount. **Objectives:** This study examined the impact of spiritual teaching practices, community involvement, and classroom environment on students' well-being in Hindu higher education centers in Indonesia. It also sought to explore the mediatory role of students' motivation and self-efficacy and the moderating role of interest in extra-curricular activities. **Methodology:** A cluster sampling technique was utilized to select 530 students from various Hindu Higher Education. Data were collected through a self-administered questionnaire comprising validated scales measuring the abovementioned variables. The statistical analysis was performed using SPSS v.27.

Findings revealed that spiritual teaching practices, community involvement, and a positive classroom environment significantly influenced students' well-being. Students who exhibited higher levels of motivation and self-efficacy experienced greater levels of well-being under the influence of all three factors. Additionally, students strongly interested in extra-curricular activities displayed heightened positive effects of motivation and self-efficacy on their overall well-being. **Implications for Research and Practice:** This study provides valuable insights for practitioners, researchers, and policymakers seeking to improve students' educational experiences and well-being in Hindu higher education centers. The findings suggest that implementing effective spiritual teaching practices, fostering community involvement, and creating a positive classroom environment can positively impact students' well-being. Additionally, considering students' motivation, self-efficacy, and interest in extra-curricular activities as important factors in enhancing well-being can inform the development of targeted interventions and policies in religious and educational settings.

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Introduction

Imagine entering a classroom where the air is thick with inquiry and excitement, and the students exude a profound sense of contentment and fortitude. Many educators and parents view such an environment as a distant fantasy, but it contains the potential to transform education into a transformative experience (Damayanti et al., 2022; Winia et al., 2020). This experience embodies the essence of religious education and presents the significance of spirituality in the context of a genuine educational experience. In addition, Hindu education profoundly comprehends that academic knowledge alone cannot adequately prepare a student for life's challenges (Joshi, Vinay, & Bhaskar, 2021). Consequently, an approach incorporating spiritual, mental, emotional, and physical development is essential to the educational experience. In student well-being, however, there is a growing awareness that spiritual, social, and cultural factors must support academic achievement (Zheng, 2022). Therefore, this research paper explores the complex relationship between spiritual teaching practices, community involvement, classroom environment, and their impact on students' well-being. We hope to illuminate the keys that unlock a student's path to success by investigating these dimensions and uncovering the underlying mechanisms.

Although spirituality is frequently associated with religion, it transcends particular dogmas and rituals (Santayasa, Yadnyawati, & Suda, 2022). Spiritual instructional practices are an integral part of Hindu education. Hinduism values the cultivation of values such as empathy, compassion, thankfulness, and interconnectedness, which contribute to a sense of purpose and meaning in the lives of students (Paul & Jena, 2022). By examining the effect of spiritual teaching practices on student well-being within the Hindu educational context, we hope to comprehend how nurturing the interior life of students can improve their emotional and psychological health. Participation in the community is another crucial aspect of Hindu education. Vasudhaiva Kutumbakam, meaning "the world is one family," emphasizes the significance of social responsibility and community involvement (Goering et al., 2022). Community involvement fosters a sense of belonging and allows students to develop social skills and appreciate diverse viewpoints (Suriyankietkaew, Krittayaruangroj, & Iamsawan, 2022). By examining how community involvement influences student well-being within Hindu education, we hope to comprehend how it fosters resilience and a sense of social responsibility.

In addition, the classroom environment serves as the setting for the educational voyage. It is another important aspect of Hindu education. The classroom's physical, social, and emotional aspects significantly impact students' well-being (Anand & Lall, 2022; Meigs, 2022). Hindu education recognizes the significance of fostering positive emotions, promoting active engagement, and fostering healthy teacher-student relationships. By examining the dynamics of the classroom environment within the Hindu educational context, we hope to identify the essential elements of a classroom that fosters the well-being of its students.

Motivation and self-efficacy have been integral components of Hindu education for millennia (Winia et al., 2020). Motivation and self-efficacy are acquiring recognition in the modern world for their potential to improve health. Mindfulness, self-awareness, motivation, and self-efficacy allow students to manage tension, regulate emotions, and develop a stronger connection with themselves and others (Kryshko et al., 2022).

While numerous studies have examined the impact of various educational factors on students' well-being (Chang & Tsai, 2022), an academic vacuum within Hindu education resembles an undiscovered treasure. The complex interplay between spiritual teaching practices, community involvement, classroom environment, motivation and self-efficacy, and student well-being within the Hindu educational framework has not yet received scholarly attention. By undertaking this research, we hope to fill this academic void and cast light on the specific mechanisms and dynamics underlying the influence of these dimensions on Hindu students' holistic well-being. In doing so, we hope to reveal the untold tale of how these distinctive aspects of Hindu education can unlock the doors to a genuinely thriving educational experience. In addition, we acknowledge that student well-being is a multifaceted concept influenced by various factors within and beyond the educational context. As a result, we also investigate the moderating role of students' interest in extra-curricular activities, recognizing its potential to amplify or mitigate the effects of the previously mentioned dimensions within the Hindu educational context.

In addition, this research is conducted among Hindu higher education students in Indonesia. Despite the significant presence of Hinduism in Indonesia (Adnyana & Sudaryati, 2022), particularly in regions such as Bali and parts of Java, there is a shortage of academic research on the impact of Hindu education on student well-being in the Indonesian educational landscape. Hinduism, with its rich spiritual teachings and distinctive cultural practices, offers a distinctive educational framework that fosters values such as dharma (righteousness), karma (actions and their consequences), and moksha (liberation) (Merliana & Tantri, 2022; Pratama & Swarniti, 2021). In Indonesia, where Hindus are a minority, it is crucial to comprehend how Hindu education contributes to the well-being of Hindu students, considering the cultural, social, and religious contexts specific to this country. By examining the interplay between spiritual teaching practices, community involvement, classroom environment, students' motivation and self-efficacy, and students' well-being within the context of Hindu education in Indonesia, we can unearth the invaluable insights required to enable educational stakeholders, policymakers, and practitioners to create nurturing educational environments that cater to the diverse needs of Hindu students. Taking into account the academic and contextual limitations, the objectives of this study are as follows:

- Explore the impact of spiritual teaching practices, community involvement, and classroom environment on Hindu students' motivation, self-efficacy, and well-being.
- Investigate the mechanisms and dynamics of students' motivation and self-efficacy through which spiritual teaching practices, community involvement, and classroom environment contribute to the well-being of Hindu students.
- Investigate the contingent role of students' interest in extra-curricular activities in augmenting the influence of students' motivation and self-efficacy on their well-being.
- Provide evidence-based insights and recommendations to empower educational stakeholders in enhancing the educational practices and policies that promote the holistic well-being of Hindu students.

By addressing this contextual gap through rigorous research, we can contribute to the existing corpus of knowledge and provide evidence-based insights into the unique aspects of Hindu education in Indonesia. Such analysis can ultimately inform educational policies, curriculum development, and pedagogical practices, fostering an inclusive and holistic

educational environment that promotes the health, cultural preservation, and spiritual development of Hindu students in Indonesia.

Literature Review

Several well-established theories and concepts from the disciplines of education, psychology, and human development serve as the theoretical basis for this study. Self-Determination Theory (SDT), Social Cognitive Theory (SCT), and the Transactional Model of Stress and Coping are the primary theories that inform this study. Self-Determination Theory (SDT) offers a comprehensive framework for comprehending the influence of spiritual teaching practices, community involvement, and classroom environment on students' well-being (Xia et al., 2022). SDT stresses the significance of satisfying the innate psychological needs for autonomy, competence, and relatedness to promote optimal functioning and well-being. Spiritual teaching practices, such as cultivating values of empathy, compassion, and interconnectedness, can cultivate a sense of relatedness and meaningful connections among students, thereby contributing to their well-being (Hassan, Ansari, & Rehman, 2022). Involvement in the community can also provide students with opportunities for autonomy and competence as they engage in social activities, nurturing a sense of belonging and fulfilment. The classroom environment, with its potential to foster autonomy, competence, and relatedness, can also significantly impact students' well-being (Gagné et al., 2022).

Social Cognitive Theory (SCT) provides insight into students' motivation and self-efficacy as mediators of the relationship between spiritual teaching practices, community involvement, classroom environment, and well-being (Zainuddin et al., 2023). According to SCT, an individual's self-efficacy and intrinsic motivation are crucial in their engagement, achievement, and overall well-being. Spiritual teaching practices, community involvement, and a positive classroom environment can increase students' self-efficacy beliefs and intrinsic motivation, resulting in greater well-being. Students who feel competent, motivated, and empowered will report greater well-being. The Transactional Model of Stress and Coping aids in comprehending the moderating function of interest in extra-curricular activities in the relationship between students' motivation, self-efficacy, and well-being (Teel, Caron, & Gagnon, 2022). According to this model, individuals' appraisals of stressors and coping strategies can be influenced by their characteristics and interests (Teel et al., 2022). Interest-driven extra-curricular activities can buffer against stress, boosting students' motivation and self-efficacy. This can positively affect their well-being as they engage in pleasurable and meaningful activities. By integrating these theoretical perspectives, this study examines the complex relationships between spiritual teaching practices, community involvement, classroom environment, students' motivation and self-efficacy, and their well-being. It attempts to elucidate the mechanisms through which these dimensions interact and influence the well-being of students as a whole.

Spiritual Teaching Practices, Community Involvement, Classroom Environment, and Students' Well-being

Spiritual teaching practices have the potential to affect students' well-being (Pong, 2022) profoundly. These practices, rooted in religious and philosophical traditions, emphasize the cultivation of empathy, compassion, gratitude, and interconnectedness (Crozier et al., 2022). Students are exposed to a holistic approach that promotes their emotional, social, and psychological development by incorporating these teachings into the educational

environment. Hafeez et al. (2022) discovered a positive correlation between school spiritual practices and students' psychological well-being, resilience, and character development. In addition, a study by Santyasa et al. (2022) revealed that spiritual practices contribute to students' moral reasoning, positively affecting their overall well-being. On the other hand, community involvement is crucial to the well-being of students within the context of education. Students develop a sense of belonging, social connection, and civic responsibility through active participation in their community (Khan, Khan, & Nisar, 2020). Goering et al. (2022) discovered that community school engagement was associated with increased positive adolescent development, such as higher academic achievement, self-esteem, and emotional well-being. Engaging students in community service and collaborative initiatives fosters a sense of purpose and affords them opportunities to positively affect the lives of others, thereby enhancing their well-being (Goering et al., 2022).

In addition, the classroom environment influences students' well-being considerably by providing a supportive and conducive space for learning and personal development (Lee, 2022). A positive classroom environment includes strong teacher-student relationships, emotional stability, and opportunities for active participation (Meigs, 2022). According to Dornyei and Muir's (2019) research, a positive classroom climate increases students' social-emotional competence and decreases stress levels. A study by Pabba and Kumar (2022) highlighted the significance of a positive classroom environment for fostering students' motivation, engagement, and psychological health. Therefore, the research supports the claim that;

H1: a) spiritual teaching practices, b) community involvement, and c) classroom environment significantly impact students' well-being.

Spiritual Teaching Practices, Community Involvement, Classroom Environment, and Students' Motivation and Self-Efficacy

Spiritual instruction frequently emphasizes values, beliefs, and purpose, which can profoundly resonate with students and give them a sense of meaning and direction in their academic journey (Hafeez et al., 2022). According to Paul and Jena (2022), the satisfaction of psychological requirements for autonomy, competence, and relatedness, which are central to spiritual teaching practices, is closely associated with intrinsic motivation. Motivation and self-efficacy are likely to increase when students feel a sense of autonomy in their learning, perceive themselves as competent in their abilities, and experience positive social interactions within the framework of spiritual teaching. This positive impact on motivation and self-efficacy can be observed in various educational settings integrating spiritual teachings (Crozier et al., 2022). When students are actively engaged in their community, they have opportunities to implement their knowledge and skills in real-world contexts, which can increase their sense of competence and efficacy (Lee, 2022).

Moreover, community involvement frequently entails collaborative and social interactions, which foster a sense of relatedness and belonging, thereby cultivating students' motivation to learn and succeed (Khan et al., 2020). Moreover, a positive and supportive classroom environment offers students opportunities for autonomy, competence, and relatedness, which are essential for nurturing intrinsic motivation and self-efficacy (Pabba & Kumar, 2022). When students feel respected, valued, and supported by their instructors and peers, they are more likely to develop self-efficacy and the motivation to engage in their learning actively. The literature and the preceding arguments, therefore, support the notion that;

H2: a) spiritual teaching practices, b) community involvement, and c) classroom environment significantly impact students' motivation and self-efficacy.

Students' Motivation, Self-Efficacy, and Well-being

Chang and Tsai (2022) and Kryshko et al. (2022) identify the impact of students' motivation and self-efficacy on their well-being as crucial areas of education research. Motivation is the drive, enthusiasm, and determination students bring to their learning experiences, whereas self-efficacy is their belief in their ability to succeed and complete tasks (De Backer et al., 2022). Both variables have a significant impact on the overall well-being of students. Students are more likely to experience positive emotional states, such as contentment, satisfaction, and fulfillment, when they are motivated and have a high level of self-efficacy (Cayubit, 2022). The research of Hassan et al. (2022) indicates that intrinsic motivation, which stems from an individual's internal desires and interests, is especially beneficial for the well-being of students. Students with firm self-efficacy beliefs view themselves as competent, resulting in greater confidence and resiliency when confronted with obstacles or setbacks. Warshawski (2022) emphasized that self-efficacy beliefs positively affect students' emotions, motivation, and well-being. Students with a strong sense of self-efficacy and a high level of motivation are more likely to set ambitious objectives, persist in the face of obstacles, and view setbacks as learning opportunities (Kryshko et al., 2022). Thus, motivation and self-efficacy contribute to students' well-being by nurturing a sense of accomplishment, personal agency, and a positive self-perception. Therefore, it is hypothesized that;

H3: Students' motivation and self-efficacy significantly impact their Well-being.

Mediatory Role of Students' Motivation and Self-Efficacy

It is well known that spiritual teaching practices, community involvement, and a positive classroom environment directly affect students' positive outcomes. However, understanding how these variables indirectly affect students' well-being via motivation and self-efficacy adds dimension to our understanding of the complex interplay between these variables. Important mediators of this relationship are the students' motivation and self-efficacy. When intrinsically motivated students have high self-efficacy, they engage in learning activities out of personal interest and satisfaction. They feel a sense of independence and autonomy (Damayanti et al., 2022). This intrinsic motivation, fueled by spiritual teachings, community involvement, and a positive classroom environment, fosters a strong sense of purpose, happiness, and personal development (Affuso et al., 2023). Consequently, students' well-being is enhanced due to their educational experiences providing them satisfaction and fulfillment. In addition, it is anticipated that spiritual teaching practices, community involvement, and a positive classroom environment will allow students to develop and demonstrate their competencies (Dörnyei & Muir, 2019; Goering et al., 2022; Pong, 2022). As pupils achieve success and gain confidence in their abilities, their motivation and self-efficacy increase, resulting in greater well-being. In addition, the mediating role of students' motivation and self-efficacy suggests that these psychological factors are not only influenced by spiritual teaching practices, community involvement, and classroom environment but also serve as channels through which these factors influence students' well-being. Therefore, it is hypothesized that;

H4: Students' motivation and self-efficacy are a significant underlying mechanism between the association of a) spiritual teaching practices, b) community involvement, and c) classroom environment with students' well-being.

Moderating Role of Interest in Extra-curricular Activities

The moderating effect of interest in extra-curricular activities on the relationships between students' motivation, self-efficacy, and well-being is a fascinating aspect that enriches our understanding of the complex interaction between these variables. Motivation and self-efficacy are well-established predictors of students' happiness. However, interest in extra-curricular activities may influence the relationship between motivation and self-efficacy and students' overall well-being. Extra-curricular activities allow students to pursue their passions, investigate diverse interests, and acquire new skills outside of the academic realm (Nie et al., 2022). Students' engagement and motivation in extra-curricular activities are enhanced when they have a high level of interest in them (Winstone et al., 2022). Participating in activities aligned with their interests brings them happiness, satisfaction, and a sense of accomplishment, positively impacting their overall well-being. In addition, participation in extra-curricular activities may serve as a catalyst that strengthens the connection between students' motivation, self-efficacy, and well-being. Strongly interested students are likelier to channel their motivation and self-efficacy into extra-curricular activities (Feraco et al., 2023). Their interest is a propelling force that sustains and amplifies their motivation and self-efficacy beliefs, resulting in enhanced commitment, perseverance, and a sense of accomplishment. Consequently, their well-being is enhanced as they experience greater positive emotions, self-worth, and personal development. Educators can amplify the positive effects of motivation and self-efficacy on students' well-being by nurturing an environment that encourages and supports students' exploration of various activities aligned with their interests. Therefore, it is hypothesized that;

H5: *Interest in extra-curricular activities moderates the relationship between students' motivation and self-efficacy with their well-being.*

Theoretical Model

Figure 1 presents the study's theoretical model based on integrating Self-Determination Theory (SDT), Social Cognitive Theory (SCT), and the Transactional Model of Stress and Coping, along with a detailed literature review.

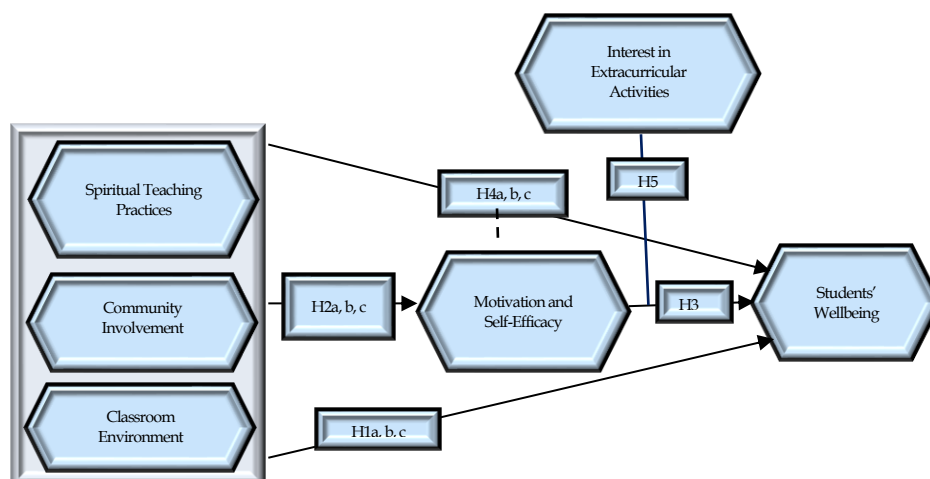


Figure 1. *Theoretical Model of the Study*

Method

Indonesian Hindu higher education institutions were sampled using a cluster sampling method for the research. This study's research methodology began with an exhaustive online search for Hindu higher education centers in Indonesia. After identifying the institutions, their administrative departments were contacted via email to request permission to participate in the study. The university's ethics committee approved the investigation, and all participants provided informed consent. The research design was cross-sectional, and self-administered questionnaires were used to collect data. The questionnaire included several validated instruments for all variables of the study. The compilation of data occurred between June and September of 2021. The administrative departments of the designated institutions were notified of the study, and consent was obtained to survey students. Using a cluster sampling technique, the researchers randomly selected students, ensuring that each student had an equal chance of being selected. The questionnaire was distributed to the selected students, who were also informed of the purpose of the study. Personally completed questionnaires were collected. The total number of responses received was 530. The data were then codified and analyzed using sophisticated statistical methods. Version 27 of the SPSS statistical software was used for data analysis.

Study Measures

The spiritual teaching practices scale adapted from [Latifah \(2022\)](#) was used to assess incorporating spiritual teaching practices in the educational setting. This gauge has fifteen items. Smith-Darden et al.'s (2017) scale was utilized to determine the extent of community involvement. This 12-item scale measures various aspects of community involvement. The classroom environment was evaluated using the classroom environment instrument created by [Fraser \(1998\)](#). This 35-item scale includes teacher support, student cohesion, and student involvement. Adapted from [Bailey \(1999\)](#), the motivation and self-efficacy scale consisted of twenty items. This scale measures various motivational and self-confidence dimensions. The well-being of students was measured using 25 items adapted from [Huppert \(2009\)](#). This scale evaluates several aspects of well-being, including life satisfaction, positive affect, and personal development. The Extra-curricular Activities Interest Scale developed by [Wang and Eccles \(2012\)](#) was used to evaluate students' extra-curricular interests. This ten-item scale measures the extent of students' engagement and enthusiasm for extra-curricular activities.

Respondents Characteristics

This study's respondents comprised a heterogeneous group of students from Hindu higher education institutions in Indonesia, representing a range of demographic characteristics. The age distribution of the 530 participants was as follows: 18-20 years (40%), 21-23 years (35%), and 24-25 years (25%). Most students pursued undergraduate degrees, with 65 percent enrolled in education-related disciplines, 20 percent in humanities and social sciences, and 15 percent in religious studies. Regarding gender representation, the study had an equal number of male and female participants: 52% male and 48% female. The pupils came from a variety of urban and rural regions throughout Indonesia. About 45% of the participants were from urban locations, while the remaining 55% were from rural areas. 30% of students were from low-income households, 50% were from middle-

income families, and 20% were from high-income families. This distribution ensured that the study reflected the socioeconomic diversity of the student body. The pupils were enrolled in a variety of Hindu institutions of higher education, including universities (60%), colleges (25%) and institutions specializing in Hindu studies (15%). This diverse representation of educational institutions enabled a comprehensive comprehension of the influence of educational factors on student well-being in various contexts.

Result

The data gathered was examined using two statistical software packages, SPSS 26 and AMOS 25. Initially, descriptive statistics were employed to determine each variable's mean, standard deviation, and range. Subsequently, inferential statistics were applied, including correlation analysis, regression analysis, and mediation analysis, to assess the hypotheses and explore the connections between variables.

Descriptive Statistics

Descriptive statistics were conducted for all variables in the study, including spiritual teaching practices, community involvement, classroom environment, students' motivation and self-efficacy, well-being, and students' interest in extra-curricular. [Table 1](#) presents all the values.

Table 1

Descriptive Statistics of Variables

Variables	Mean	STD.	Skewness	Kurtosis	Max.	Min.
Spiritual teaching practices	4.26	0.77	-0.32	-0.76	5.00	2.50
Community involvement	3.92	0.78	-0.14	-0.68	4.80	1.60
Classroom environment	3.33	0.92	0.08	-0.79	4.70	1.10
Students' Motivation and Self-efficacy	4.09	0.85	-0.61	-0.02	4.90	2.20
Students Well-being	4.20	1.15	0.49	-0.51	5.00	1.50
Students' Interest In Extra-curricular	3.56	0.86	0.03	-0.81	4.80	1.20

The participants' responses revealed a score of 4.26 on the spiritual teaching practices variable, with a standard deviation of 0.56. Responses were distributed with a minor negative skew (-0.32) and a moderately platykurtic shape (-0.76). 5.50 was the highest possible total reported, while 2.50 was the lowest. Similarly, the participants' mean score on the community involvement variable was 3.92, with a standard deviation of 0.58. The distribution of responses exhibited a moderately platykurtic shape (-0.68) and a minor negative skewness (-0.14). The highest reported score was 4.80, while the lowest observed score was 1.60. Similarly, [Table 1](#) provides descriptive statistics for all variables of the study.

Reliability Analysis

Reliability analysis was performed to determine the internal consistency of the variables. As a measure of reliability, Cronbach's alpha coefficient was utilized, indicating the degree of correlation between the elements within each variable. Cronbach's alpha coefficient for the variable spiritual instructional practices was 0.82. This suggests that the

items within this variable measure the construct of spiritual teaching practices with reliability. Similarly, Cronbach's alpha coefficient for the variable community involvement was 0.75, indicating adequate internal consistency. As shown in Table 2, the reliability analysis results suggest that the items within each variable accurately measure their respective constructs. These results support the internal consistency of the utilized measurement instruments (Henseler, Ringle, & Sarstedt, 2015).

Table 2

Cronbach's Alpha

Variables	Cronbach's Alpha
Spiritual teaching practices	0.82
Community involvement	0.75
Classroom environment	0.67
Students' Motivation and Self-efficacy	0.79
Students Well-being	0.86
Students' Interest In Extra-curricular	0.73

Correlation Analysis

To investigate the bivariate relationships between variables, Pearson correlation analyses were performed. The correlation analysis examined the connections between the variables. The correlation coefficients, which range from -1.00 to 1.00 and indicate the intensity and direction of the associations (Noor, Mansoor, & Shamim, 2022), are displayed in the table.

Table 3

Pearson Correlation Matrix

Variables	1	2	3	4	5	6
Spiritual teaching practices	1.00					
Community involvement	0.63	1.00				
Classroom environment	0.52	0.42	1.00			
Students' Motivation and Self-efficacy	0.47	0.33	0.28	1.00		
Students Well-being	0.35	0.45	0.31	0.61	1.00	
Students' Interest In Extra-curricular	0.48	0.55	0.39	0.50	0.42	1.00

As shown in Table 3, all variables were substantially and predictably correlated. Spiritual teaching practices correlated positively with community involvement ($r = 0.63$), classroom environment ($r = 0.52$), students' motivation and self-efficacy ($r = 0.47$) and students' extra-curricular interest ($r = 0.48$). According to these findings, higher levels of spiritual teaching practices are associated with increased community involvement, a positive classroom environment, increased student motivation and self-efficacy, and greater interest in extra-curricular activities. Similarly, community involvement demonstrated positive correlations with classroom environment ($r = 0.42$), students' motivation and self-efficacy ($r = 0.33$), students' well-being ($r = 0.45$) and students' extra-curricular interest ($r = 0.55$). This suggests that a positive classroom environment, increased student motivation and self-efficacy, enhanced student well-being, and a greater interest in extra-curricular activities are associated with greater community involvement. Positive correlations were found between the variable classroom environment and students'

motivation and self-efficacy ($r = 0.28$), students' well-being ($r = 0.31$), and students' interest in extra-curricular activities ($r = 0.39$), indicating that a positive classroom environment is associated with higher levels of student motivation and self-efficacy, improved student well-being, and a greater interest in extra-curricular activities. In addition, students' motivation and self-efficacy demonstrated positive correlations with students' well-being ($r = 0.61$) and extra-curricular interest ($r = 0.50$). Higher levels of student motivation and self-efficacy are therefore implied.

Direct and Mediation Analysis

The collected data were analyzed using the statistical software SPSS 26 and the structural equation modeling software AMOS 25. Using the AMOS 25 software, a regression analysis was performed. The procedure involved specifying a theoretical model comprising predictor variables (spiritual teaching practices, community involvement, and classroom environment), mediator variables (students' motivation and self-efficacy), and outcome variables (well-being). Using structural equation modeling techniques, the software allowed for estimating path coefficients (β -values) and their associated standard errors (SE). To determine the significance of the paths, t -values and p -values were calculated. As shown in Table 4, the regression analysis results shed light on the indirect and direct effects of the predictor variables on well-being via the mediator variable. In addition, the software enabled the examination of individual trajectories and their statistical significance, allowing for a comprehensive understanding of the relationships between variables.

Table 4

Direct and Mediation Analysis Results

Paths	β -value	SE	t -value	p -value
PTP \rightarrow SM&SE	0.112	0.030	3.733	<0.001
SM&SE \rightarrow SWB	0.225	0.039	5.769	<0.001
PTP \rightarrow SWB (Total)	0.251	0.059	4.261	<0.001
PTP \rightarrow SWB (Direct)	0.133	0.052	2.558	0.011
CI \rightarrow SM&SE	0.196	0.042	4.679	<0.001
SM&SE \rightarrow SWB	0.225	0.039	5.769	<0.001
CI \rightarrow SWB (Total)	0.440	0.074	5.959	<0.001
CI \rightarrow SWB (Direct)	0.244	0.070	3.474	<0.001
CE \rightarrow SM&SE	0.288	0.037	5.338	<0.001
SM&SE \rightarrow SWB	0.225	0.039	5.769	<0.001
CE \rightarrow SWB (Total)	0.355	0.064	5.547	<0.001
CE \rightarrow SWB (Direct)	0.157	0.060	2.612	0.009

Note: PTP = Spiritual Teaching Practices, CI = Community Involvement, CE = Classroom Environment, SM&SE = Students' Motivation and Self-Efficacy, SWB = Well-being.

The results showed that PTP \rightarrow SM&SE \rightarrow SWB: The path from PTP to SM&SE was significant ($\beta = 0.112$, $p < 0.001$), indicating that higher levels of spiritual teaching practices are associated with increased students' motivation and self-efficacy. Additionally, the path from SM&SE to SWB was significant ($\beta = 0.225$, $p < 0.001$), suggesting that increased students' motivation and self-efficacy are associated with increased well-being. These findings indicate a significant indirect effect of PTP on SWB through the mediating variable

SM&SE. Likewise, $CI \rightarrow SM\&SE \rightarrow SWB$: The path from CI to SM&SE was meaningful ($\beta = 0.196, p < 0.001$), indicating that higher levels of community involvement are associated with decreased students' motivation and self-efficacy. Moreover, the path from SM&SE to SWB was significant ($\beta = 0.225, p < 0.001$), suggesting that increased students' motivation and self-efficacy are associated with increased well-being. These results demonstrate a significant indirect effect of CI on SWB through the mediating variable SM&SE. At the same time, $CE \rightarrow SM\&SE \rightarrow SWB$: The path from CE to SM&SE was significant ($\beta = 0.288, p < 0.001$), indicating that a positive Classroom Environment is associated with increased Students' Motivation and Self-Efficacy. Additionally, the path from SM&SE to SWB was significant ($\beta = 0.225, p < 0.001$), suggesting that increased students' motivation and self-efficacy are associated with increased well-being. These findings reveal a significant indirect effect of CE on SWB through the mediating variable SM&SE.

The direct effects of PTP, CI, and CE on SWB were also examined. The immediate impact of PTP on SWB was significant ($\beta = 0.133, p = 0.011$), indicating that spiritual teaching practices directly impact well-being. Similarly, the immediate effect of CI on SWB was significant ($\beta = 0.244, p < 0.001$), suggesting that community involvement directly influences well-being. Furthermore, the direct impact of CE on SWB was significant ($\beta = 0.157, p = 0.009$), indicating that the classroom environment has an immediate positive effect on well-being. Hence, the results supported all direct and mediation hypotheses of the study.

Moderation Hypothesis

A multiple regression analysis with interaction terms investigated the relationship between students' motivation, self-efficacy, and well-being.

Table 5

Moderation Analysis Results

Predictor Variables	Beta	t-value	p-value
Students' Motivation and Self-efficacy	0.55	8.35	0.000
Students' Interest in Extra-curricular Activities	0.24	5.76	0.000
Interest in Extra-curricular Activities x Motivation and Self-efficacy	0.19	5.35	0.000
Control Variables			
Age	0.09	2.52	0.010
Education Level	0.08	2.23	0.013

Note: DV = Students' Well-being.

The results, as shown in Table 5, indicate that students' motivation and self-efficacy have a significant positive effect on students' well-being ($\beta = 0.55, p < 0.001$). Similarly, students' interest in extra-curricular activities has a significant positive impact on students' well-being ($\beta = 0.24, p < 0.001$). Importantly, the interaction term between students' interest in extra-curricular activities and students' motivation and self-efficacy is significant and positive ($\beta = 0.19, p < 0.001$), indicating that students' interest in extra-curricular activities moderates the relationship between students' motivation and self-efficacy and students' well-being. To further understand the interaction effect, the simple slope of students' motivation and self-efficacy on students' well-being was examined at different levels of students' interest in extra-curricular activities (low, medium, and high). The results

revealed that the effect of students' motivation and self-efficacy on students' well-being was strongest for students with increased interest in extra-curricular activities ($\beta = 0.54$, $p < 0.001$), followed by students with a medium interest in extra-curricular activities ($\beta = 0.38$, $p < 0.001$), and students with low interest in extra-curricular activities ($\beta = 0.24$, $p < 0.001$). These findings highlight the importance of considering students' extra-curricular interests when promoting their motivation and self-efficacy to enhance their well-being.

Discussion and Conclusion

Findings

According to the findings of this study, spiritual teaching practices play a crucial role in Hindu education, as they seek to foster students' spiritual and moral development. These practices incorporate Hindu scripture teachings, philosophical ideas, and ethical principles. This study found that exposing students to spiritual teachings significantly improved their well-being. This finding is consistent with previous research highlighting the positive influence of spirituality and moral values on students' psychological, emotional, and social development (Hassan et al., 2022; Paul & Jena, 2022). Community engagement, an additional significant predictor of student well-being, highlights the significance of involving students in the larger community. Community service, volunteering, and participation in cultural and religious events are frequently emphasized in Hindu education (Anand & Lall, 2022). This study confirms that student participation in community activities positively affects their well-being. Literature supports the notion that student engagement in the community fosters positive self-perception, resilience, and overall life satisfaction (Baur, 2022). Moreover, the significant positive impact of the classroom environment observed in this study suggests that a nurturing classroom environment contributes to the overall well-being of Hindu students. According to the research, a positive classroom environment increases students' motivation, engagement, and self-esteem (Choe et al., 2022; Seltzer, 2022).

This study's results also shed light on the significant positive impact of spiritual teaching practices, which provide students with a deeper comprehension of their cultural heritage and instill a sense of purpose and meaning in their academic pursuits (Hassan et al., 2022). By incorporating spiritual teachings into the educational framework, Hindu schools foster their students' intrinsic motivation, fostering a sense of connection to their cultural origins and a desire to excel academically (Santayasa et al., 2022). Moreover, results demonstrated that community involvement plays a crucial role in enhancing students' motivation and sense of competence. Education in the Hindu tradition emphasizes social responsibility and community service. By engaging students in community activities, they develop a sense of belonging and become conscious of their responsibility to improve society (Khan et al., 2020). Increased motivation and self-efficacy result from this sense of purpose and connectedness.

In addition, the results demonstrated that the classroom environment substantially influences students' motivation and self-efficacy. A positive and supportive classroom environment, characterized by effective communication, positive teacher-student relationships, and opportunities for active participation, fosters a sense of autonomy, competence, and relatedness, which are crucial factors for promoting students' intrinsic motivation (Lu, Xie, & Liu, 2022; Pabba & Kumar, 2022). The results also revealed that the

motivation and self-efficacy of students play a significant role in determining their well-being. Hindu education promotes student well-being by fostering motivation and self-efficacy, which derive from a sense of purpose, autonomy, and relatedness. This is consistent with previous research demonstrating a positive relationship between cause and well-being in educational settings (Damayanti et al., 2022; Hassan et al., 2022).

This study demonstrates that students' interest in extra-curricular activities significantly moderates the relationship between their motivation within the context of Hindu education and their well-being. This outcome is consistent with the existing literature, which emphasizes the significance of extra-curricular participation to increase the positive impact of students' motivation on their overall well-being (Feraco et al., 2023; Nie et al., 2022). In Hindu education, which emphasizes holistic development, extra-curricular activities allow students to explore their interests, acquire new skills, and cultivate a sense of accomplishment and fulfillment. This participation amplifies the beneficial effects of students' motivation, resulting in improved well-being outcomes.

The findings of this study indicate that, within the context of Hindu education, student motivation plays an important mediating role in the relationship between spiritual teaching practices, community involvement, classroom environment and student well-being. Spiritual teachings increase students' intrinsic motivation by instilling a sense of purpose, values, and a connection to their cultural heritage, nurturing a profound engagement in their academic pursuits and overall personal development. Similarly, study results indicate that involvement in the community positively affects students' motivation, thereby enhancing their overall well-being. It demonstrates that positive community experiences give students a sense of purpose and meaning, which drives their motivation to flourish academically and positively contribute to the community. A nurturing classroom environment positively affects students' motivation and overall well-being. In Hindu education, a supportive classroom environment that respects students' cultural identities and encourages active participation paves the way for motivation to flourish, resulting in enhanced well-being.

Theoretical Implications

This study provides a comprehensive theoretical framework to explain the underlying mechanisms by integrating three prominent theories: Self-Determination Theory (SDT), Social Cognitive Theory (SCT), and the Transactional Model of Stress and Coping. Following Self-Determination Theory (SDT), the findings emphasize the significance of nurturing students' intrinsic motivation via spiritual teaching, community involvement, and a supportive classroom environment. These factors contribute to students' autonomy, competence, and relatedness, which are fundamental to their motivation and well-being. This is consistent with SDT's emphasis on satisfying psychological requirements as the driving force behind motivation and positive outcomes. Second, the study contributes to Social Cognitive Theory (SCT) by explaining the mediating role of student motivation in the relationship between the abovementioned factors and student well-being. According to SCT, personal characteristics, such as motivation, are crucial in shaping behavior and outcomes. This study expands SCT's understanding of the processes underlying the relationship between environmental factors and well-being by establishing students' motivation as a mediator. The study examines the moderating effect of students' interest in extra-curricular activities, bridging the Transactional Model of Stress and Coping with

the association between students' motivation and well-being. Engagement in extra-curricular activities is a protective factor that augments the positive effect of motivation on well-being. This finding is consistent with the transactional nature of stress and coping, in which individuals' resources and coping strategies can influence their responses to environmental factors (Teel et al., 2022); these theoretical implications provide a foundation for future research and inform educational practices intended to promote student well-being and holistic development within the Hindu education system. Integrating multiple theories provides a nuanced comprehension of the complex interactions and pathways involved, enhancing the study's theoretical rigor and practical relevance.

Practical Implications

The findings of this study have significant practical implications for Hindu education educators, policymakers, and practitioners. The results emphasize the significance of incorporating spiritual teaching practices, encouraging community involvement, and fostering a positive classroom environment to improve students' well-being. Educators should integrate spiritual teachings into the curriculum, emphasizing empathy, compassion, and mindfulness. This can be accomplished by incorporating topics, discussions, and experiential activities encouraging self-reflection and personal development. By providing students with opportunities to participate in social service projects, collaborative initiatives, and cultural events, community involvement should be encouraged. Such involvement fosters a sense of belonging and strengthens students' community connections.

Moreover, it is essential to foster a positive classroom environment. Educators should foster a supportive, inclusive, and respectful environment that encourages active participation, collaboration, and open communication. This can be accomplished through effective classroom administration techniques, student-centred teaching methods, and positive reinforcement. In addition, recognizing the mediating role of student motivation, educators should design interventions and practices to promote intrinsic student motivation. This may include providing options, fostering autonomy, and providing meaningful learning experiences aligned with their interests and aspirations.

Regarding the moderating function of students' interest in extra-curricular activities, schools should offer various extra-curricular opportunities, including sports, arts, clubs, and community service, to accommodate students' diverse interests. Encouragement of active participation in these activities can amplify the beneficial effects of student motivation on their health. Educators and parents can collaborate to identify and support students' interests, ensuring they can access the resources and direction necessary to pursue their inclinations.

Limitations and Future Research Directions

The potential lack of generalizability of the findings beyond the context of Hindu education is a limitation of this study. The study's emphasis on a particular cultural and educational context may limit the applicability of its findings to other educational systems or cultural contexts. Future research could replicate the study in various cultural and educational contexts to assess the validity of the results. The cross-sectional design also hinders establishing causal relationships between the variables. Future research could employ longitudinal or experimental designs to investigate the temporal relationships and

potential causal mechanisms among spiritual teaching practices, community involvement, classroom environment, student motivation, and well-being. Despite efforts to control for confounding variables, unaccounted factors may still influence the associations between the variables studied. The observed relationships may be affected by socioeconomic status, prior educational experiences, or personal circumstances. Future research could include additional control variables or investigate potential moderating variables to gain a more complete understanding of the complex dynamics involved. Comparative analysis across diverse educational systems and cultural contexts can shed light on Hindu education's distinctive contributions to students' motivation and well-being. Comparative studies can aid in identifying similarities and differences among the factors that influence student outcomes, thereby expanding our understanding of educational practices.

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