

Beyond Content Knowledge: Predicting Teaching Effectiveness Through EQ, SQ, and Professional Ethics.

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ABSTRACT

It is a fundamental component of high-quality education that the mix of professional, emotional, and spiritual intelligence influences teaching effectiveness. Although all have been studied separately in relation to teaching effectiveness, reviews of the related literature find limited empirical research on their combined predictive value among secondary school teachers. The current study looks at how professional ethics and emotional intelligence have an impact on secondary school teachers' teaching effectiveness in G B Nagar District of Uttar Pradesh. The research used a descriptive correlational quantitative design. A total of 120 teachers from government and private schools were selected through stratified random sampling. One self-constructed and three standardised tools were utilised to assess teaching effectiveness from these variables. Multiple linear regression analysis and Pearson's correlation were used to investigate relationships and evaluate predictive contributions. Pearson's Correlation analysis revealed a significant positive relationship between teaching effectiveness and spiritual intelligence ($r = .49$), professional ethics ($r = .45$) and emotional intelligence ($r = .058$). It was revealed through multiple regression analysis that all three predictors commonly explained 49.8% of the variance in teaching effectiveness ($R^2 = .498$, adjusted $R^2 = .0485$). The findings demonstrated a strong correlation between teaching effectiveness and professional ethics, emotional intelligence and spiritual intelligence, all of which were strong predictors of effectiveness. The most important predictor among these three was emotional intelligence. The combined regression model explained a significant amount of the variance in teaching effectiveness and indicated that it was the outcome of interrelated emotional, spiritual and ethical capacities.

KEYWORDS: Multiple Regression, Teaching Effectiveness, Professional Ethics, Spiritual Intelligence, Emotional Intelligence, and Secondary School Teachers.

INTRODUCTION

Teaching effectiveness is still one of the most powerful indicators of student achievement and educational quality. It encompasses interpersonal competence of ethical professionalism, emotional regulations, and spirituality or value-based preaching in addition to mastery over content matter, which is acknowledged by the modern educational reforms.

The importance of teachers' emotional, ethical and spiritual competencies in influencing classroom effectiveness has been brought to light by recent educational researches, despite the fact that traditional teacher educational programs have prioritized pedagogical knowledge and instructional strategies (Goleman, 1998; Campbell, 2003; King, 2008).

Teachers with emotional intelligence are better able to control their emotions, build positive classroom relationships, and react to students with empathy. Spiritual intelligence fosters purpose, resiliency, compassion and meaning making in the classroom. Accountability, fairness, integrity and professional responsibility are all guaranteed in educational practice by professional ethics.

Although these factors have individually been connected with teacher performance, relatively few researches has evaluated their combined predictive influence on teaching effectiveness. By examining the relative contributions of emotional intelligence, spiritual intelligence and professional ethics in predicting teaching effectiveness among secondary school teachers, the current study fills this knowledge vacuum.

REVIEW RELATED LITERATURE

Professional accountability and teacher ethics are widely recognized as essential components of effective teaching. Ethical educators demonstrate honesty, justice, respect and accountability in their interactions with students, colleagues, parents and the general public.

According to Peliño (2026), found that teaching involves a tremendous social responsibility as a profession, vocation and public trust. This perspective emphasizes that teaching involves not only in classroom teaching but also a commitment to moral leadership and social service.

Additionally, Peliño (2026) highlighted the crucial role that teachers play in implementing curricula, emphasizing that they must make responsible decisions that align instructional strategies with learning goals and student needs. To meet these responsibilities, educators must use sound moral judgment and maintain professional standards in all aspects of their job.

Bansal (2026) discovered that teachers with emotional intelligence use more effective teaching techniques, manage the classroom better, engage students more, build stronger relationships with others, and have higher levels of job satisfaction. It has been found that emotional intelligence is necessary to sustain successful teaching and promote positive educational results.

Papakostas, (2025) discovered that a teacher with spiritual knowledge does more than simply teach; they assist students in growing closer to God, thinking critically and acting responsibly. This all-encompassing approach to education can boost students trust, respect and interest, all of which enhance the efficiency of instruction and learning.

Mondal and Das (2025) concluded that teachers with higher spiritual intelligence demonstrate greater emotional resilience, ethical responsibility, reflective thinking, and classroom effectiveness. Spiritual intelligence was found to foster empathy, compassion, purposeful teaching, and positive teacher–student relationships, all of which improve teaching effectiveness. The review recommends incorporating spiritual intelligence into teacher education programmes to promote holistic teacher development.

Migri and Lal Muan Zuali (2025) concluded that increased teaching effectiveness is regularly linked to ethical responsibility and professional dedication. Instructors who exhibit a dedication to professional principles are more driven, better equipped, and more successful in the classroom. The authors recommended strengthening ethical attitude through continued professional growth.

Anshu (2025) concluded that teachers with higher emotional intelligence frequently demonstrate improved classroom management, closer relationship with students and increased effectiveness in the classroom management, closer relationship with students, increased effectiveness in the classroom, improved communication, and a stronger commitment to their careers. Emotional competencies such as self-awareness, empathy, emotional control and interpersonal skills have been demonstrated to have a substantial impact on effective teaching.

Aponte, Vargas Sánchez, and Arnao Vasquez (2025) coined that emotional intelligence training significantly enhanced teachers emotional control, classroom management communication skill, resilience, instructional confidence and professional performance. The trained EI teachers exhibits better classroom performance and closer relationship with students.

Zeeshan, Ain, & Murtaza (2024) looked how professionalism affects secondary school teachers professional development and discovered that following professional ethics significantly improves teachers instructional competency, commitment, accountability and classroom performance.

Sharma and Sharma (2024) demonstrated a strong positive correlation between teachers' spiritual intelligence and their teaching effectiveness as educators. Stronger interpersonal ties, better classroom management, increased professional commitment, and enhanced instructional competency were all displayed by teachers with higher spiritual intelligence levels. The writers came to the conclusion that a key factor in successful teaching is spiritual intelligence.

OBJECTIVES

- To examine the relationship between professional ethics and teaching effectiveness among secondary school teachers.
- To examine the relationship between emotional intelligence and teaching effectiveness among secondary school teachers.
- To examine the relationship between spiritual intelligence and teaching effectiveness among secondary school teachers.
- To determine the predictive influence of professional ethics, spiritual intelligence, and emotional intelligence on teaching effectiveness among secondary school teachers.

HYPOTHESES

H₀₁: There is no significant relationship between professional ethics and teaching effectiveness among secondary school teachers.

H₀₂: There is no significant relationship between spiritual intelligence and teaching effectiveness among secondary school teachers.

H₀₃: There is no significant relationship between emotional intelligence and teaching effectiveness among secondary school teachers.

H₄: Professional ethics, spiritual intelligence, and emotional intelligence significantly predict teaching effectiveness among secondary school teachers.

Research Methodology

Research Design

This study utilized descriptive survey with a predictive correlational design.

POPULATION AND SAMPLE

All Secondary school Teachers working in all schools of G B Nagar. A sample of 120 secondary school male and female teachers working in various rural and urban areas, government and private schools selected through stratified random sampling.

Tools

One self-prepared tool and three standardized tools were selected for the study:

1. Teacher professional ethics scale (TPES) self-prepared tool
2. Emotional Intelligence Scale (TES) developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar, 2001.
3. Spiritual Intelligence Scale (SES) Santosh Dhar and Upinder Dhar, 2010.
4. The Teaching Effectiveness Scale (TES-SSDA Scale), Developed by Dr Subhash Sarkar and Abhijit Deb (2021).

RESULT AND DATA ANALYSIS

Inferential statistical techniques were employed to test the hypotheses of the study. Pearson's product-moment correlation coefficient was used to determine the relationship among the study variables, while multiple regression analysis was employed to examine the predictive contribution of professional ethics, emotional intelligence and spiritual intelligence towards teaching effectiveness.

Relationship between Professional Ethics and Teaching Effectiveness

Objective 1: To examine the relationship between professional ethics and teaching effectiveness among secondary school teachers.

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H₀₁: There is no significant relationship between professional ethics and teaching effectiveness among secondary school teachers.

Variables	N	Pearson Correlation Coefficient (r)	Level of Significance
Professional Ethics ↔ Teaching Effectiveness	120	0.45	Significant at both 0.05 and 0.01 levels.

INTERPRETATION AND DISCUSSION OF RESULT

A Pearson product-moment correlation was conducted to examine the relationship between professional ethics and teaching effectiveness among secondary school teachers. The analysis revealed a moderate positive correlation between professional ethics and teaching effectiveness, $r(118) = .45$, $p < .001$. According to this research, educators who exhibit higher levels of professional ethics also likely to be more successful educators. As a result, the null hypothesis, which claimed that professional ethics and teaching effectiveness had no meaningful connection, was disapproved. The findings imply that effective teaching methods among secondary school teachers are significantly influenced by professional ethics. The result suggests that professional ethics have a major impact on secondary school teachers' effective teaching strategies. There is a positive association between professional ethics and teaching effectiveness.

This positive direction indicates that a teacher's effectiveness as a teacher rises in tandem with their dedication to professional ethics. Professional ethics alone account for 20% of the variance in teaching effectiveness, according to the coefficient of determination ($r^2 = 0.2025$). The null hypothesis H₀₁ is rejected since the p-value ($p < 0.01$) is significantly below the conventional significance threshold of 0.01.

The close connection demonstrates that professional ethics are more than just a set of guidelines; they are a major factor in academic achievement. Teachers' instructional approaches are directly influenced by their ethical framework, which includes fairness, transparency and dedication.

This robust empirical association demonstrates that a teacher's success in the classroom is entirely influenced by their internal ethical framework. Teachers who uphold high ethical standards inevitably show a greater dedication to students' learning. Darling Hammond's (2006) work on teacher quality, which emphasized that professional accountability and a commitment to equity immediately improve instructional practices, serves as an intellectual foundation for this interpretation. It is also aligned with Noddings (2005) care theory, which proposes that moral instructors emphasized emotional safety and classroom equity in order to establish a foundation of trust that promotes engaged student engagement.

Furthermore, these results match the empirical findings of Campbell (2003) and Sharma and Saini (2018), who concluded that ethical awareness is fundamental to teaching quality and positively correlates with instructional outcomes among secondary educators.

Relationship between Spiritual Intelligence and Teaching Effectiveness

Objective 2: To examine the relationship between spiritual intelligence and teaching effectiveness among secondary school teachers.

H₀₂: There is no significant relationship between spiritual intelligence and teaching effectiveness among secondary school teachers.

Relationship between Spiritual Intelligence and Teaching Effectiveness

Variables	N	Pearson Correlation Coefficient (r)	Level of Significance
Spiritual Intelligence ↔ Teaching Effectiveness	120	.49	Significant at both 0.05 and 0.01 levels.

Interpretation and Discussion of Results

The association between Spiritual Intelligence and Teaching Effectiveness among 120 secondary school teachers was investigated using a Pearson product-moment correlation analysis. The findings showed that Spiritual Intelligence and Teaching Effectiveness had a somewhat favourable and statistically significant association ($r = .49$, $p < .01$). According to this research, educators who possess greater spiritual intelligence also likely to be more successful educators. The null hypothesis was rejected since the obtained correlation coefficient was statistically significant at both the 0.05 and 0.01 levels. Thus, it can be said that among secondary school teachers, spiritual intelligence and teaching effectiveness are positively correlated.

This coefficient confirms that higher levels of spiritual intelligence correspond to greater teaching effectiveness among secondary school teachers. The calculated coefficient of determination ($r^2 = 0.2401$) shows that spiritual intelligence accounts for 24% of the variance in teaching effectiveness scores. Since the significance value meets the criteria ($p < 0.01$), the null hypothesis H_{02} is rejected. As a result, the null hypothesis is rejected and the research hypothesis is accepted, supporting the idea that spiritual intelligence plays a significant role in teaching effectiveness.

Spiritual intelligence is essential for teaching effectiveness in addition to enhancing teacher performance, particularly for secondary school teachers in the G B Nagar district of Uttar Pradesh. Teachers with higher SI exhibit greater resilience and patience, which are essential for managing demands of teaching, in addition to being more motivated by intrinsic values. By incorporating religious and ethical concepts into their teaching methods, they are able to uphold the school's objective by setting a good example for children. This outcome is consistent with research by Kamaluddin et al. (2020) and Vasconcelos (2020) which highlighted the role that spiritual intelligence plays in teachers' motivation and sense of purpose.

This favourable link demonstrates how a teacher's spiritual intelligence serves as a crucial psychological resource within the classroom. Higher spiritual intelligence teachers are better able to develop existential resilience, find profound personal significance in their work, and keep a composed, focused demeanour in the classroom. According to Zohar and Marshall's (2000) hypothesis, spiritual intelligence is the brain's "ultimate intelligence" that solves meaning and value-related problems. This enables educators to see teaching as a profession rather than merely a collection of administrative duties.

Relationships between Emotional Intelligence and Teaching Effectiveness

Objective 3: To examine the relationship between emotional intelligence and teaching effectiveness among secondary school teachers.

H₀₃: There is no significant relationship between emotional intelligence and teaching effectiveness among secondary school teachers.

Relation between Emotional Intelligence (EI) and Teaching Effectiveness (TE)

Variables	N	Pearson Correlation Coefficient (<i>r</i>)	Level of Significance
Emotional Intelligence ↔ Teaching Effectiveness	120	0.58	Significant at both 0.05 and 0.01 levels.

Interpretation and Discussion of Results

In order to achieve the 3rd objective, Pearson correlation was computed to investigate the connection between teachers' emotional intelligence and their teaching effectiveness. A statistically significant and strong relationship was indicated by the computed correlation coefficient ($r = 0.58$).

Consequently, the results indicate that teaching effectiveness among secondary school teachers is significantly influenced by emotional intelligence. The null hypothesis is thus rejected. The finding illustrates the significant positive association between the variables investigated. Emotional intelligence is a crucial component linked to their success in the classroom. According to the coefficient of correlation ($r = 0.3364$), 33.6% of the variation in teaching effectiveness may be explained by emotional intelligence.

Emotionally intelligent teachers are able to manage classroom activities, maintain composure under duress, and adapt their teaching methods to meet the emotional needs of their students. These abilities are crucial for enhancing students' academic and socio-emotional development. The study conclusions are in line with related research that shows emotionally intelligent teachers improve students' performance by creating a kind and supportive learning environment (Siddiqui, 2025)

The high correlation coefficient highlights how emotionally taxing teaching is on a daily basis and how good interpersonal skills are necessary. High emotional intelligence teachers are excellent at observing classroom dynamics, patiently handling classroom dynamics, teenage behaviour issues and preserving a supportive learning atmosphere. As coined by Daniel Goleman's (1995) theory. Asserts that social empathy and emotional self-control are essential for professional success in human-centred disciplines. Mayer, Salovey and Caruso (2004) note that people who can recognise and control their emotions are very good at handling conflict and communicating.

These abilities translate into improved classroom management, more solid teacher-student relationships, and effective communication in an educational setting. The empirical work of Srivastava (2016) and Charoensumongkol (2016) showed that emotional intelligence is a strong predictor of teaching success and helps teachers avoid emotional exhaustion and maintain high instructional standards throughout the school years.

Objective 4: To determine the predictive influence of professional ethics, spiritual intelligence, and emotional intelligence on teaching effectiveness among secondary school teachers.

H₀₄: Professional ethics, spiritual intelligence, and emotional intelligence do not significantly predict teaching effectiveness among secondary school teachers.

Statistical Regression Model Matrices

The structural parameters, model validation parameters (ANOVA) and relative individual predictor contributions are detailed in the three standard tables below.

Multiple Regression Model Summary

Model	R	R Square (R ²)	Adjusted R ²	Standard Error of the Estimate
1	0.706	0.498	0.485	10.84

ANOVA Validation Summary of the Collective Model

Model Source	Sum of Squares	df	Mean Square	F-value	Significance (p)
Regression	13285.62	3	4428.54	37.68	<i>p</i> < .01
Residual	13630.84	116	117.51		
Total	26916.46	119			

Coefficients Matrix and Collinearity Diagnostics

Predictor Variables	Unstandardized Coefficients (B)	Standard Error	Standardized Coefficients (β)	t-value	Significance (p)	Tolerance	Collinearity (VIF)
(Constant)	39.82	4.86	-	8.19	< .01	-	-
Emotional Intelligence	0.428	0.058	0.471	7.38	< .01	0.79	1.27
Spiritual Intelligence	0.191	0.041	0.248	4.66	< .01	0.76	1.32
Professional Ethics	0.176	0.055	0.182	3.20	.01	0.82	1.22

Statistical Interpretation and Model Formulation

To find out if teaching effectiveness among 120 secondary school teachers was significantly predicted by emotional intelligence, spiritual intelligence, and professional ethics, a standard multiple regression analysis was performed. The entire regression model explained 49.8% of the variance in Teaching Effectiveness ($R^2 = .498$, Adjusted $R^2 = .485$) and was statistically significant ($F = 37.68$, $p < .01$).

The best predictor of teaching effectiveness was found to be emotional intelligence ($\beta = .471$, $t = 7.38$, $p < .01$), followed by spiritual intelligence ($\beta = .248$, $t = 4.66$, $p < .01$) and professional ethics ($\beta = .182$, $t = 3.20$, $p = .01$). There was no indication of multicollinearity, with tolerance values ranging from 0.76 to 0.82 and Variance Inflation Factor (VIF) values ranging from 1.22 to 1.32.

$$\text{Teaching Effectiveness} = 38.82 + 0.428(\text{EI}) + 0.191(\text{SI}) + 0.176(\text{Ethics})$$

Conceptual Discussion and Theoretical Integration

The regression model showed that these three factors together accounted for a significant amount of the variance in teaching effectiveness, indicating that teachers' emotional, spiritual, and ethical qualities had an impact on effective teaching in addition to their pedagogical skills. Teachers who are able to comprehend, control, and appropriately express their emotions are more likely to build supportive learning environments, effectively manage instructional challenges, and foster positive classroom relationships. Out of three, emotional intelligence was determined to be the most reliable predictor. Additionally, by highlighting the need of purpose-driven education, reflective practice, integrity, fairness and professional accountability, spiritual intelligence and Professional Ethics greatly increased teachers' effectiveness.

To comprehend these findings, Bandura's Social Cognitive Theory, Mayer and Salovey's Ability Model of Emotional Intelligence and concepts of Spiritual Intelligence and Professional Ethics can all be combined. Bandura's thesis holds that through reciprocal interactions with the teaching environment, teachers' personal characteristics affect their professional behaviour and classroom performance. The ability model states that teachers with emotional intelligence are able to regulate their feelings, communicate effectively and positively attend to their pupils' needs. Spiritual intelligence provides teachers with a sense of purpose, resilience and ethical awareness, while professional ethics guides responsible decision-making and commitment to educational objectives.

All these theoretical perspectives support the notion that instructors who are emotionally competent, spiritually grounded and ethically responsible are more likely to demonstrate higher levels of teaching effectiveness, hence contributing to improved educational outcomes.

CONCLUSION

This study sought to determine how secondary school teachers' performance is impacted by professional ethics, emotional intelligence and spiritual intelligence. The findings provide compelling evidence that three predictors have a major impact on raising teacher performance. Professional ethics accounted for 57.4%, emotional intelligence for 57.4% and Spiritual intelligence for 60.6% of the variation in teacher performance. Together, these three forms of intelligence explained 49.8% of the difference in teacher performance.

The results suggest that teachers with higher levels of emotional intelligence and professional ethics are better able to manage classroom dynamics, build trusting connections with students and remain composed under pressure. A supportive learning environment is necessary for effective teaching, which is made possible by their ability to regulate their emotions, inspire themselves and connect with students. Higher spiritual intelligence teachers, on the other hand view teaching as a devotion or service, which heightens their intrinsic motivation and dedication to their work.

The important contribution of all three professional ethics, emotional intelligence and spiritual intelligence, it is recommended that secondary school teacher development programs focus on fostering these aspects of intelligence. By developing teachers' professional, emotional and spiritual capacities, it is possible to raise their general performance and enhance students' educational outcomes. The study's findings emphasize the value of a whole approach to teacher professional development that places equal emphasis on technical proficiency and ethical emotional and spiritual well-being.

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