



EMOTIONAL INTELLIGENCE AND SPIRITUAL INTELLIGENCE OF THE SECONDARY SCHOOL TEACHERS IN RELATION TO TEACHER EFFECTIVENESS

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Abstract

The purpose of this research is to find out the emotional intelligence, spiritual intelligence and teacher effectiveness of secondary school teachers with reference to gender, location of the school and types of institute. Normative survey method was used for the study by the researcher. For the purpose of this research a sample of four hundred teachers was selected through stratified random sampling technique. The data was collected and analyzed by using various statistical methods i.e. mean, standard deviation, skewness, kurtosis, t-test and coefficient of correlation. The findings of research are; that the level of emotional intelligence spiritual intelligence and teacher effectiveness of secondary school teachers is high and there are no significant impact of locality of the school and types of school on emotional intelligence, spiritual intelligence and teacher effectiveness of secondary school teachers but gender has significant influence.

Key Words: Emotional Intelligence, Secondary School Teachers, Spiritual Intelligence and Teacher Effectiveness.

Introduction

Teaching is a profession that forms the quality education. It is a core profession which formulates all other professions possible. Highly-qualified, caring and dedicated teachers improve curriculum and assess the schools are secure and of the maximum standards in the world. It can be accomplished merely when teachers have optimistic characteristics and qualities in them. A good quality teacher who is morally, ethically, and spiritually a model for the students, has realistic ideas and convictions, which he sets into action regardless of consequences. According to Sheela Mangla (2001), "Excellent teachers show a stability or balance of qualities, continuous development for excellence, willingness for guidance, set high-value principles so that they can equip the learner intelligently and effectively, they are purposeful whose energies and values are prearranged and focused on their instruction work; they are thinkers and well constructive workers with intellectual bend for achievements; they warm up the learners, appreciate their efforts and motivate them to work harder; they have a starvation for brightness, for completeness and wholeness in their ideas; they are receptive and responsive, they have a conscience, are tolerant and persistently inquisitive".

The greater quality teacher is concerned with what the student can do with the subject matter and how knowledge has an effect on the student, and not fundamentally by



means of the mastery of a subject for its own sake. The teacher starts with the innate competencies of the student, his experience in the residence and in the external world, his physical, moral, ethical, and spiritual potentialities and works with him to build up a person who can get together the problems of existence in an intellectual approach. Thus the great teacher is potentially the integrator of individualities, the counsellor and a guide to students, the developer of good citizens and the servant of the nation as protector of the individual.

During the past few decades, teacher effectiveness, emotional intelligence, and spiritual intelligence of teachers have assumed an immense importance in the realm of education throughout the nation and the world. In perspective of burning problems like excessive stress, depression, corruption, suicide, communalism, only mentally, emotionally, spiritually and culturally sublime teachers will lead learners to their good mental health, well being and finally facilitate them in achieving their goals. Spiritual intelligence and emotional intelligence facilitates in making optimistic attitude towards life and also lend a hand in personal effectiveness and career developments. Spiritual and emotional intelligence helps man to comprehend his rationale in life and his position in the universe. Emotional and spiritual intelligence facilitates in recognizing time honoured principles and regulations and applying the same to our modern situation.

Emotional Intelligence and the Teacher

Emotional Intelligence functions as a means to get better students' learning and facilitates teachers to increase accomplishment in their professional career. Teachers should have a consciousness of their emotions and feelings to assist them to solve their problems. People, who have the higher level of emotional intelligence advantage from a sense of creativity, build up a sense of believable thinking, supervise their nervousness, and establish a high-quality relationship with others. Emotional intelligence is a trigger for an individual to make happy his physical, mental, spiritual, and emotional needs, and to make a triumphant communication with other people (Singh, 2006). According to psychologists, emotional intelligence is dissimilar from other kinds of intelligence for the reason that it has a significant role in learners' contemplation and is very important in their academic achievement (Sharp, 2001).

An emotionally intelligent teacher may perhaps be enhanced identify the antagonizing factors of a position, be less likely to "take the bait" and competent of de-escalating or deflecting a condition by managing or controlling emotions. Emotionally intelligent teachers administer the emotions of learners most effectively. The contemporary classroom situations necessitate that learners be required to learn how to identify and accept dissimilarities in emotional expressions and organization among learners.

Spiritual Intelligence and the Teacher

International Commission on Education for Twenty-first century (UNESCO, 1996) has viewed that "Education should contribute to every person's complete development-mind and body, intelligence, sensitivity, aesthetics, appreciation, and spirituality". As a result in the current glance of innovation, the quality of being spiritually intelligent is essential for the teachers as well. According to Rego and Cunha (2008) when the individuals have the high level of spirituality in the workplace, it may be more and more responsible for the organization and they have a high loyalty. According to Emmons (2000), person who is spirituality intelligent encompass the ability of utilizing spiritual



resources to resolve conflicts and other issues. Noble (2001) assured that spiritual intelligence incorporates the qualities of flexibility and emotional resilience (that may happen out of spiritual experiences), which play a momentous role in psychological health and behaviour. Zohar & Marshall (2000) described that when Spiritual Intelligence is high, one should come out to be intellectual and comprise appropriate behaviour.

A teacher ought to be aware of what his students are thinking. Spiritual intelligence helps him enormous to comprehend this. Teachers are supposed to utilize the best practices and approaches to convene challenging demands of their profession. Teaching is not only conveying the subject matters but also inculcate the moral, ethical, spiritual and social values. Spiritual Intelligence creates self-efficacy, which ultimately facilitates them in managing their task performance at their respective professions, but also assists them in enhancing their relationships with colleagues, parents, and others. Hence, Spiritual Intelligence is very essential to the teacher to train the efficient, effective, and productive citizens to the nation.

Need and Significance of the Study

A nation is built by citizens and citizens are moulded by teachers. Teachers are the real nation builders and educational institutions are the functional heads of all that goes to make the foundation of a nation strong. Schooling is basically the stage of foundation formation for the students where their personality, behavior and character is being given a proper shape which in fact determines the future course of life of the youths. Teacher is acknowledged as the guide and philosopher, the man of higher ideals in shaping the society. They can develop the intellectual growth of the children effectively. The ideal character of teachers leaves an everlasting impression on the minds of their students.

The more emotionally intelligent teachers are, the better equipped they will be as instructors to encourage the positive attitude and happier outlook of their students. Emotional intelligent teacher not only produce happier and well all-rounded students but also the ones who are better adjusted and more successful. Therefore the skill is really required to make the teacher performance very effective. This skill can make the teachers not only able to deal better with their students but with their colleagues as well. Emotional intelligence includes to control own and others feelings and emotions and a balanced state of emotions of a teacher will have healthy influence on student's achievement. Lack of emotional intelligence among the teachers may lead to the development of neurotic behavior of students. So it is obvious that without emotional intelligence and normal behavior of teachers, one cannot think of a well developed society.

The importance of a teacher in an institution is unquestionable. The entire edifice of an organization is shaky if the teaching is weak and ineffective. So the success of an institution is mainly determined by its effective teachers. Effective teachers are the role model of their students. Teachers who play a critical role in the positive development of the youth in all aspects must have teacher effectiveness, otherwise they will do harm than good. Moreover effective and productive learning on the part of the pupils can be achieved by employing effective teachers. Teachers can be the effective source of knowledge when they possess essential skills, knowledge and talents.



Thus spiritual and emotional intelligence of secondary school teachers in relation to teacher effectiveness is the important topic for study. A number of studies have been conducted in the western countries to find out the various factors associated with teacher effectiveness. As far as the investigator knows only a few studies have been conducted in India. That is why, that the present study therefore, is a humble effort in this direction to throw light on the significance of spiritual and emotional intelligence on teacher effectiveness of secondary school teachers. The present study is valuable contribution to the process of improvement in education and will be of immense value for the secondary school teachers.

Statement of the Problem

Emotional Intelligence and Spiritual Intelligence of the Secondary School Teachers in relation to Teacher Effectiveness

Research Questions

For this study following research questions were made that researcher wanted to get answer in his study:

1. What are the levels of teacher effectiveness, spiritual intelligence and emotional intelligence of the secondary school teachers?
2. Which demographic variables have influence on teacher effectiveness, spiritual intelligence and emotional intelligence of the secondary school teachers?
3. Is there any relationship between teacher effectiveness and spiritual intelligence of the secondary school teachers?
4. Is there any relationship between teacher effectiveness and emotional intelligence of the secondary school teachers?
5. Is there any relationship between spiritual intelligence and emotional intelligence of the secondary school teachers?

Objectives of the Study

This study aimed at realizing the following objectives:

1. To find the level of emotional intelligence, spiritual intelligence and teacher effectiveness of secondary school teachers.
2. To find and compare the emotional intelligence of secondary school teachers in relation to gender, location of the school and types of institute.
3. To find and compare the secondary school teacher's spiritual intelligence in relation to gender, locality of the school and types of institute.
4. To find and compare the teacher effectiveness of secondary school teachers in relation to gender, locality of the school and types of institute.
5. To find the relationship between teacher effectiveness and spiritual intelligence of the secondary school teachers.
6. To find the relationship between emotional intelligence and teacher effectiveness of the secondary school teachers.
7. To find out the relationship between spiritual intelligence and emotional intelligence of the secondary school teachers.

Hypothesis of the Study

Following hypothesis were formulated to carry out the study:

1. The level of emotional intelligence of secondary school teachers is high.
 2. The level of spiritual intelligence of secondary school teachers is high.
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3. The level of teacher effectiveness of secondary school teachers is high.
4. There is insignificant impact of demographic variables i.e. gender, locality of the school and types of institute on emotional intelligence of secondary school teachers.
5. There is insignificant impact of demographic variables i.e. gender, locality of the school and types of institute on spiritual intelligence of secondary school teachers.
6. There is insignificant impact of demographic variables i.e. gender, locality of the school and types of institute on teacher effectiveness of secondary school teachers.
7. There is insignificant relationship between spiritual intelligence and teacher effectiveness of the secondary school teachers.
8. There would be insignificant relationship between emotional intelligence and teacher effectiveness of the secondary school teachers.
9. There is insignificant relationship between emotional intelligence and spiritual intelligence of the secondary school teachers.

Methodology

Normative survey method has been adopted for the present investigation. The present study is an attempt to find the effect of the independent variables namely gender, locality of the school, type of institution, spiritual intelligence and emotional intelligence on dependent variable i.e., teacher effectiveness of secondary school teachers. The present investigation has been confined to a representative sample of 400 secondary school teachers from private and government schools. The sample has been taken from twenty eight secondary schools located in G. B. Nagar, Uttar Pradesh. Stratified random sampling technique has been used for the selection of the sample.

Tools for the Study

The following standardized tools have been administered in the study for the collection of data for the study.

- Spiritual Intelligence Scale (SIS-DD) by Santosh Dhar and Upinder Dhar.
- Emotional Intelligence Scale (EIS-HPD) by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar, 2001.
- Teacher Effectiveness Scale (TES) For Secondary Teachers, Constructed and Standardised by Dr. Pramod Kumar and Prof. D.N.Mutha, 1976.

Analysis and Interpretation

The present study intends to find the teacher effectiveness, spiritual intelligence and emotional intelligence of the secondary school teachers. The formulated hypotheses were tested using suitable statistical methods and techniques like mean, standard deviation, t-test, co-relation and tabulated according to the objective.

Data Analysis of Emotional Intelligence, Spiritual Intelligence and Teacher Effectiveness of the secondary school teachers

Objective 1: To find the level of emotional intelligence, spiritual intelligence and teacher effectiveness of secondary school teachers.

Table 1
Teacher Effectiveness, Emotional Intelligence and Spiritual Intelligence of the secondary school teachers

Variable	N	Mean	% of Mean	S.D
Emotional Intelligence	400	142.2	83.65	13.75
Spiritual Intelligence	400	222.6	84	11.96
Teacher Effectiveness	400	300.6	87.13	12.86

From the table 1, it can be seen that the mean and standard deviation of emotional intelligence of the secondary school teachers is 142.2 and 13.75 respectively. The percentage of the mean is 83.65, from which it can be inferred that the secondary school teachers are exhibiting a high range of emotional intelligence. So the research hypothesis, “the level of emotional intelligence of secondary school teachers is high” is accepted.

From the table 1, it can be seen that the mean and standard deviation of spiritual intelligence of the secondary school teachers is 222.6 and 11.96 respectively. The percentage of the mean is 84, from which it can be inferred that the secondary school teachers are exhibiting the high level of spiritual intelligence. So the research hypothesis, “the level of spiritual intelligence of secondary school teachers is high” is accepted.

Third research hypothesis is analyzed in the light of the mean scores for the total group. One can score the maximum of 345 for teacher effectiveness. The higher the mean score is the indication of high level of teacher effectiveness. The mean score of the total sample for the present study is found to be 300.06 which is higher than the mid value of 172.5. Hence it is concluded that the higher secondary teachers have high level of teacher effectiveness. So the research hypothesis, “the level of spiritual intelligence of secondary school teachers is high” is accepted.

Analysis of Emotional Intelligence in relation to certain demographic variables

Objective 2: To find and compare the emotional intelligence of secondary school teachers in relation to gender, locality of the school and types of institute.

Hypothesis 4: There is no significant impact of demographic variables i.e. gender, locality of the school and types of institute on emotional intelligence of secondary school teachers.

Table 2
Emotional Intelligence of secondary school teachers w.r.t Demographic Variables

	Demographic Variable	Sub-Group	N	Mean	SD	Critical Ratio	Level of Significance 0.05
Emotional Intelligence	Gender	Male	50	140.80	11.86	0.90	Not Significant
		Female	350	142.40	10.41		



nce	Locality of the School	Urban	22 5	140. 87	13. 64	2.54	Significa nt
		Rural	17 5	143. 90	10. 33		
	Types of Institute	Private	2 0 7	140. 89	12. 04	2.41	Significa nt
		Government	1 9 3	143. 6	10. 45		

From the above table 2, it is observed that obtained critical ratio (t) value of emotional intelligence of male and female teachers is 0.90, which is insignificant at 0.05 level. Consequently, the null hypothesis “there is no significant impact of gender on the emotional intelligence of the secondary school teachers” is accepted. The male secondary school teachers have comparatively similar levels of the emotional intelligence as their male counter parts. It may be inferred that gender does not have any significant influence on the levels of emotional intelligence of the secondary school teachers.

From the table 2, it can be observed that obtained critical ratio (t) value of emotional intelligence of residing rural and urban area is 2.54, which is significant at 0.05 level. Hence, the null hypothesis “there is insignificant impact in emotional intelligence of the secondary school teachers teaching in rural and urban schools” is rejected. The secondary school teachers working in rural schools had higher levels of emotional intelligence compared to secondary school teachers working in urban schools. It may be inferred that locality of school had a significant influence on the levels of emotional intelligence of the secondary school teachers.

From the above table 2, it can be observed that the obtained critical ratio (t) value of emotional intelligence of the secondary school teachers working in private schools is 2.41, which is significant at 0.05 level. Consequently, the null hypothesis ‘there is insignificant difference in emotional intelligence of the secondary school teachers working in private and government schools’ is rejected. The secondary school teachers working in government schools had higher levels of emotional intelligence compared to the working in private schools. It may be inferred that the type of school had a significant impact on the levels of emotional intelligence of the secondary school teachers.

Analysis of Spiritual Intelligence in relation to certain demographic variables

Objective 3: To find and compare the spiritual intelligence of secondary school teachers in relation to gender, locality of the school and types of institute.

Hypothesis 5: There is no significant impact of demographic variables i.e. gender, locality of the school and types of institute on spiritual intelligence of secondary school teachers.

Table 3
Spiritual Intelligence of secondary school teachers w.r.t Demographic Variables

	Demographic Variable	Sub-Group	N	Mean	SD	Critical Ratio	Level of Significance 0.05
Spiritual Intelligence	Gender	Male	50	219.4	12.04	2.01	Significant
		Female	350	223.05	11.88		
	Locality of the School	Urban	22 5	221. 9	10. 80	1.31	Not Significant
		Rural	17 5	223. 5	13. 12		
	Types of Institute	Private	2 0 7	222. 4	11. 17	0.34	Not Significant
		Government	1 9 3	222. 81	12. 79		

From the above table 3, it can be observed that obtained critical ratio (t) value of spiritual intelligence of male and female teachers is 2.01, which is significant at 0.05 level. Consequently, the null hypothesis “there is no significant impact of gender on the levels of spiritual intelligence of the secondary school teachers” is rejected. The female secondary school teachers have comparatively higher levels of spiritual intelligence than their male counter parts. It may be inferred that gender had a significant influence on the levels of spiritual intelligence of the secondary school teachers.

From the above table 3, it can be observed that the obtained critical ratio (t) value of spiritual intelligence of residing rural and urban area is 1.31, which is not significant at 0.05 level. Hence, the null hypothesis “there is insignificant difference in spiritual intelligence of the secondary school teachers working in rural and urban schools” is accepted. The secondary school teachers working in urban schools have similar levels of spiritual Intelligence compared to working in rural schools. It may be inferred that locality of school did not have any significant influence on the levels of spiritual intelligence of the secondary school teachers.

From the above table 3, it can be observed that the obtained critical ratio (t) value of spiritual intelligence of the secondary school teachers working in the private schools is 0.34, which is not significant at 0.05 level. Therefore, the null hypothesis “there is no significant difference in spiritual intelligence of the secondary school teachers working in private and government schools” is accepted. The secondary school teachers working in the government schools have similar levels of spiritual intelligence as the working in the private schools. It may be inferred that type of school did not has any significant influence on the levels of spiritual intelligence of the secondary school teachers.

Analysis of Teacher Effectiveness in relation to certain demographic variables

Objective 4: To find and compare the teacher effectiveness of secondary school teachers in relation to gender, types of institute and locality of the school.

Hypothesis 6: There is insignificant impact of demographic variables i.e. gender, locality of the school and types of institute on teacher effectiveness of secondary school teachers.

Table 4
Teacher Effectiveness of secondary school teachers w.r.t Demographic Variables

	Demographic Variable	Sub-Group	N	Mean	SD	Critical Ratio	Level of Significance 0.05
Teacher Effectiveness	Gender	Male	50	296.4	9.06	3.35	Significant
		Female	350	301.2	16.66		
	Locality of the School	Urban	225	301.1	14.70	1.14	Not Significant
		Rural	175	299.95	11.02		
	Types of Institute	Private	20	301.81	13.41	1.53	Not Significant
		Government	19	299.3	12.31		

From the above table 4, it can be observed that the obtained critical ratio (t) value of teacher effectiveness of male and female teachers is 3.35, which is significant at 0.05 level. Hence, the null hypothesis “there is no significant impact of gender on teacher effectiveness of secondary school teachers” is rejected. The female secondary school teachers have comparatively higher levels of teacher effectiveness than their male counterparts. It may be inferred that gender makes a significant influence on the levels of teacher effectiveness of the secondary school teachers.

From the above table 4, it can be observed that the obtained critical ratio (t) value of teacher effectiveness of residing rural and urban area is 1.14, which is not significant at 0.05 level. Hence, the null hypothesis “there is insignificant impact of locality of teacher on teacher effectiveness of the secondary school teachers” is accepted. The secondary school teachers residing in the rural areas had similar levels of teacher effectiveness as residing in the urban areas. It may be inferred that locality of teacher did not have any significant influence on the levels of teacher effectiveness of the secondary school teachers.

From the above table 4, it can be observed that the obtained critical ratio (t) value of teacher effectiveness of secondary school teachers working in private schools is 1.53, which is insignificant at 0.05 level. Hence, the null hypothesis “there is insignificant difference in teacher effectiveness of the secondary school teachers working in government and private schools” is accepted. The secondary school teachers working in government schools have similar levels of teacher effectiveness as working in private schools. It may be inferred that type of school did not have any significant influence on the levels of teacher effectiveness of the secondary school teachers.

Objective 5: To find the relationship between spiritual intelligence and teacher effectiveness of the secondary school teachers.

Hypothesis 7: There is insignificant relationship between teacher effectiveness and spiritual intelligence of the secondary school teachers.

To test this hypothesis, Karl Pearson's product moment correlation was used for estimating the extent of relationship existing between spiritual intelligence and teacher effectiveness of the secondary school teachers.

Table 5
Relationship between Teacher Effectiveness and Spiritual Intelligence of the secondary school teachers

Variable	Mean	S.D	Sample size N	Coefficient of Correlation (r)
Spiritual Intelligence	222.6	11.96	400	0.493
Teacher Effectiveness	300.6	12.86		

The above table 5 makes it understandable that the coefficient of correlation between spiritual intelligence and teacher effectiveness of the secondary school teachers with respect to the sample of the study is 0.493, which is greater than the tabulated value 0.062 with 398 degrees of freedom at 0.05 level. Hence the null hypothesis is rejected. It indicates that there is a strong positive relationship between spiritual intelligence and teacher effectiveness of the secondary school teachers. It suggests that with the increase in spiritual intelligence, the teacher effectiveness of secondary school teachers also increases to a great extent and with the decrease in spiritual intelligence, the level of teacher effectiveness is found to decrease to a great extent.

Objective 6: To find the relationship between emotional intelligence and teacher effectiveness of the secondary school teachers.

Hypothesis 8: There is insignificant relationship between teacher effectiveness and emotional intelligence of the secondary school teachers.

To test this hypothesis, Karl Pearson's product moment correlation was used for estimating the extent of relationship existing between teacher effectiveness and emotional intelligence of the secondary school teachers.

Table 6
Relationship between Emotional Intelligence and Teacher Effectiveness of the secondary school teachers

Variable	Mean	S.D	Sample size N	Coefficient of Correlation (r)
Emotional Intelligence	142.2	13.75	400	0.542
Teacher Effectiveness	300.6	12.86		

The above table 6 makes it understandable that the coefficient of correlation between emotional intelligence and teacher effectiveness of the secondary school

teachers with respect to the sample of the study is 0.542, which is greater than the tabulated value 0.062 with 398 degrees of freedom at 0.05 level. Hence the null hypothesis is rejected. This indicates that there is a strong positive relationship between emotional intelligence and teacher effectiveness of the secondary school teachers. It suggests that with the increase in emotional intelligence, the teacher effectiveness of secondary school teachers also increases to a great extent and with the decrease in emotional intelligence, the level of teacher effectiveness is found to decrease to a great extent.

Objective 7: To find the relationship between spiritual intelligence and emotional intelligence of the secondary school teachers.

Hypothesis 9: There is insignificant relationship between spiritual intelligence and emotional intelligence of the secondary school teachers.

To test this hypothesis, Karl Pearson's product moment correlation was used for estimating the extent of relationship existing between spiritual intelligence and emotional intelligence of the secondary school teachers.

Table 7
Relationship between Spiritual Intelligence and Emotional Intelligence of the secondary school teachers

Variable	Mean	S.D	Sample size N	Coefficient of Correlation (r)
Spiritual Intelligence	222.6	11.96	400	0.792
Emotional Intelligence	142.2	13.75		

The above table 7 makes it understandable that the coefficient of correlation between spiritual intelligence and emotional intelligence of the secondary school teachers with respect to the total sample of the study is 0.792, which is greater than the tabulated value 0.062 with 398 degrees of freedom at 0.05 level. Hence the null hypothesis is rejected. It indicates that there is a strong positive relationship between spiritual intelligence and emotional intelligence of the secondary school teachers. It was noticed that with the increase in spiritual intelligence, emotional intelligence of secondary school teachers also increases to a great extent and with the decrease in spiritual intelligence, the level of emotional intelligence is found to decrease to a great extent.

Findings

Findings arrived at the result of analyses of the data:

1. Secondary school teachers were found to have the high range of emotional intelligence.
2. Secondary school teachers were found to have the high range of spiritual intelligence.
3. Secondary school teachers were found to have the high range of teacher effectiveness.



4. Secondary school teachers had comparatively similar levels of emotional intelligence with their male peers.
5. Secondary school teachers working in rural schools had comparatively higher levels of emotional intelligence than their peers working in urban schools.
6. Emotional Intelligence of the secondary school teachers working in the private schools was significantly higher than their government school peers.
7. Female secondary school teachers have comparatively higher levels of spiritual intelligence than their male peers.
8. Secondary school teachers working in rural schools have similar levels of spiritual intelligence as their urban school peers.
9. Secondary school teachers working in government schools have comparatively similar levels of spiritual intelligence as their private school peers.
10. Teacher Effectiveness of the female secondary school teachers was significantly higher than their male peers.
11. Secondary school teachers working in government schools had similar levels of teacher effectiveness as their private school peers.
12. Secondary school teachers residing in rural areas have comparatively similar levels of teacher effectiveness as their urban residing peers.
13. A strong positive relationship was reported between teacher effectiveness and spiritual intelligence of the secondary school teachers. It suggests that with the increase in spiritual intelligence, the teacher effectiveness of secondary school teachers also increases to a great extent and with the decrease in spiritual intelligence, the level of teacher effectiveness is found to decrease to a great extent.
14. A strong positive relationship between emotional intelligence and teacher effectiveness of the secondary school teachers was noticed. It suggests that with the increase in teacher effectiveness, the emotional intelligence of secondary school teachers also increases to a great extent and with the decrease in emotional intelligence, the level of teacher effectiveness is found to decrease to a great extent.
15. A strong positive relationship between emotional intelligence and spiritual intelligence of the secondary school teachers was noticed. It was clear that with the increase in spiritual intelligence, emotional intelligence of secondary school teachers also increases to a great extent and with the decrease in spiritual intelligence, the level of emotional intelligence is found to decrease to a great extent.

In the light of the findings following practical implications have been mentioned:

An emotionally stable environment will improve students' mental wellbeing. Teachers should be capable of understanding the changing emotional classroom environment and should be capable of empathizing, supporting and engaging with students at emotional level. Hence, the Clinical Psychologists visits may be scheduled in the educational institutions to improve emotional well-being of teachers which might help in securing their psychological and emotional distress.

Educational policy makers and administrators should organize training programmes and workshops every year in the educational institutions to develop better strategies, techniques and programmes to enhance emotional intelligence, spiritual intelligence and teacher effectiveness skills among the secondary school teachers in line with recent



technological trends, problem solving attitude, creativity and critical thinking. Findings may also help teachers become more accountable to their occupation by ensuring that they perform at their best to enhance student learning by their encouragement, task assignments, and tenure considerations and to a range of consequences for their career.

Conclusion

The secondary school teachers possess high level of emotional intelligence, spiritual intelligence and teacher effectiveness. It have been confirmed in the present study that there is a significant contribution of emotional intelligence and spiritual intelligence on teacher effectiveness of secondary school teachers. Emotional intelligence and spiritual intelligence facilitates teacher effectiveness of secondary school teachers, as it is evidenced from the present study. Hence in general, the secondary school teachers should take keen interest in learning high standards of morality and etiquettes and should learn how to control ones emotions and feelings as well as that of others too in order to cope up with the odd situations successfully, which ultimately will prove fruitful in developing the personal as well as professional development of secondary school teachers. This will positively affect teachers to increase and use effective teaching skills while dealing with their students and colleagues as well. Once the students are taught by effective teachers, eventually it will result in taking the future generation in right direction which leads the nation in positive development.

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