

The Impact of Happiness Quotient and Spiritual Intelligence on the Effectiveness of Urban Female Secondary School Teachers in Meerut city

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Abstract

This study examines the contribution of Happiness Quotient (HQ) and Spiritual Intelligence (SQ) in predicting the effectiveness of urban female secondary school teachers. Using regression analysis, the model demonstrates a significant relationship between the predictors and teacher effectiveness, with a high R^2 value of 0.953, indicating that 95.3% of the variance in teacher performance is explained by HQ and SQ. The findings reveal that HQ ($\beta = 0.668$) has a stronger influence on teacher effectiveness than SQ ($\beta = 0.317$), though both predictors are statistically significant ($p < 0.001$). These results underscore the importance of emotional well-being and spiritual development in enhancing teacher performance. The study advocates for institutional strategies that focus on fostering happiness and spirituality through professional training and supportive workplace policies. This holistic approach can empower teachers to create positive learning environments and improve educational outcomes.

I. Introduction

In the ever-evolving educational landscape, teacher effectiveness stands as a cornerstone for achieving quality education and fostering positive student outcomes. Teachers not only deliver academic knowledge but also shape the emotional, social, and moral fabric of their students. The dynamic role of educators, particularly in secondary schools, necessitates a multidimensional approach to evaluate and enhance their professional effectiveness. Among the myriad factors influencing teacher performance, **Happiness Quotient (HQ)** and **Spiritual Intelligence (SQ)** have garnered significant attention for their potential to foster holistic development and improve teaching outcomes.

Education, as a transformative process, relies heavily on the emotional and spiritual well-being of teachers. Emotional well-being, encapsulated within the construct of HQ, refers to an individual's ability to maintain a positive outlook, manage stress effectively, and derive satisfaction from personal and professional endeavors. HQ encompasses aspects such as self-awareness, emotional regulation, and resilience, which are critical for handling the multifaceted challenges of the teaching profession. Studies suggest that happier teachers are more likely to engage students, maintain motivation, and create a nurturing classroom environment (Fredrickson, 2001; Lyubomirsky, King, & Diener, 2005).

Parallel to HQ, the concept of Spiritual Intelligence (SQ) addresses the deeper dimensions of human consciousness, including purpose, values, and interconnectedness. SQ, as proposed by Zohar and Marshall (2000), enables individuals to navigate complexities, make ethical decisions, and foster meaningful relationships. In the context of education, spiritual intelligence empowers teachers to inspire students, promote inclusivity, and uphold integrity. The integration of SQ into teaching practices enhances educators' ability to connect with their students on a profound level, thereby enriching the educational experience.

Theoretical Background

The interplay between HQ and SQ as determinants of teacher effectiveness finds its basis in established psychological and educational theories. Fredrickson's broaden-and-build theory of positive emotions posits that positive emotions, such as happiness, expand an individual's cognitive and behavioral repertoire, thereby building enduring personal resources (Fredrickson, 2001). Teachers with higher HQ are better equipped to adapt to classroom challenges, engage in creative problem-solving, and foster collaborative learning environments.

On the other hand, the theory of multiple intelligences by Howard Gardner (1983) and the subsequent conceptualization of SQ by Zohar and Marshall (2000) provide a framework for understanding the spiritual dimension of intelligence. SQ, as the ultimate intelligence, enables individuals to transcend immediate circumstances, align actions with core values, and exhibit empathy and compassion. For teachers, this translates to an enhanced ability to address the diverse needs of students, resolve conflicts, and inspire moral development.

Urban Female Secondary School Teachers: A Focused Demographic

The focus on urban female secondary school teachers arises from the unique challenges and opportunities inherent in their professional and personal contexts. Urban educators often operate in diverse, multicultural environments characterized by high expectations, resource constraints, and sociocultural dynamics. Female teachers, in particular, navigate additional layers of societal expectations and responsibilities, balancing professional demands with family and personal obligations. These factors make it imperative to explore constructs like HQ and SQ, which can equip educators with the resilience and insight required to excel in their roles.

Moreover, secondary school education represents a critical phase in students' academic and personal development. Teachers at this level not only deliver subject-specific content but also mentor students, guide career choices, and shape values. The effectiveness of secondary school teachers, therefore, has a cascading impact on students' future trajectories, making it a subject of paramount importance for educational researchers and policymakers.

Happiness Quotient (HQ) and Teacher Effectiveness

Happiness, as a psychological construct, extends beyond transient emotions to encompass a sustained state of well-being and contentment. For teachers, HQ reflects their ability to maintain a positive outlook, cope with stress, and find fulfillment in their professional endeavors. Research underscores the positive correlation between HQ and job performance across various domains, including education (Lyubomirsky et al., 2005). Teachers with high HQ are more likely to display enthusiasm, creativity, and patience, all of which contribute to effective teaching.

In the classroom, a teacher's happiness has a ripple effect, influencing student engagement, motivation, and academic achievement. Positive teachers create an atmosphere of trust and respect, fostering a sense of belonging among students. Furthermore, happy teachers are better equipped to handle classroom disruptions, mediate conflicts, and maintain discipline without compromising the emotional well-being of their students. Consequently, HQ emerges as a critical determinant of teacher effectiveness, particularly in high-pressure environments like urban secondary schools.

Spiritual Intelligence (SQ) and Teacher Effectiveness

While HQ addresses the emotional dimension of teacher well-being, SQ delves into the spiritual and ethical aspects of human functioning. Spiritual intelligence equips individuals with the ability to reflect on life's deeper meanings, align actions with values, and build meaningful connections. In the context of teaching, SQ manifests as a commitment to fostering holistic student development, promoting inclusivity, and upholding ethical standards.

Teachers with high SQ are characterized by their ability to empathize with students, navigate ethical dilemmas, and inspire moral growth. They create learning environments that transcend academic instruction, addressing students' emotional and social needs. By integrating spiritual principles into their pedagogy, such as compassion, humility, and mindfulness, these educators enhance the overall learning experience. Research highlights the role of SQ in reducing burnout, improving interpersonal relationships, and fostering a sense of purpose among teachers (Vaughan, 2002; Zohar & Marshall, 2000).

Significance of the Study

The present study bridges the gap in existing literature by examining the combined impact of HQ and SQ on teacher effectiveness. While prior research has explored these constructs individually, their interaction and relative contribution to teacher performance remain underexplored. By focusing on urban female secondary school teachers, the study addresses a demographic that is both critical to educational outcomes and uniquely positioned within the sociocultural landscape.

The findings have practical implications for teacher training and professional development programs. By integrating happiness-enhancing strategies, such as mindfulness training and stress management workshops, alongside initiatives to foster spiritual intelligence, such as reflective practices and value-based leadership training, educational institutions can empower teachers to achieve their full potential. Furthermore, the study provides actionable insights for policymakers, school administrators, and teacher educators aiming to create supportive environments that prioritize teacher well-being and effectiveness.

Research Objectives

1. To assess the individual contributions of Happiness Quotient (HQ) and Spiritual Intelligence (SQ) to teacher effectiveness.
2. To evaluate the combined impact of HQ and SQ on the performance of urban female secondary school teachers.
3. To provide evidence-based recommendations for enhancing teacher training programs by incorporating HQ and SQ development strategies.

Research Hypotheses

1. HQ and SQ are positively correlated with teacher effectiveness.
2. HQ has a stronger impact on teacher effectiveness compared to SQ.
3. The combined influence of HQ and SQ significantly predicts the overall effectiveness of urban female secondary school teachers.

Research Design

The study employs a quantitative research design utilizing regression analysis to investigate the predictive contribution of Spiritual Intelligence (SQ) and Happiness Quotient (HQ) to the teaching effectiveness (TE) of urban female secondary school teachers. This correlational study aims to identify the extent to which SQ and HQ, as independent variables, contribute to variations in TE, the dependent variable.

Result and analysis

The study included a sample of 500 secondary school teachers in Meerut district. Participants were selected using a simple random sampling method from various secondary schools in Meerut areas to ensure diversity in the sample and reduce selection bias.

Table 1: Tabulation of regression analysis to predict the contribution of spiritual intelligence and happiness quotient in effectiveness of urban female secondary school teachers

| Model | R | R Square | Adjusted R ² | Std. Error of the Estimate | | |
|-----------------------------------|------------|-----------------------------|-------------------------|----------------------------|----------|-------|
| 1 | .976a | 0.953 | 0.953 | 0.19512 | | |
| a. Predictors: (Constant), HQ, SQ | | | | | | |
| | | | ANOVA(b) | | | |
| Model | | Sum of Squares | df | MeanSquare | F | Sig. |
| 1 | Regression | 383.908 | 2 | 191.954 | 5.04E+03 | .000a |
| | Residual | 18.921 | 497 | 0.038 | | |
| | Total | 402.83 | 499 | | | |
| a. Predictors: (Constant), HQ, SQ | | | | | | |
| b. Dependent Variable: TE | | | | | | |
| | | Coefficients(a) | | | | |
| | | Unstandardized Coefficients | | Standardized Coefficients | | |
| Model | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | 1.471 | 0.199 | | 7.377 | 0 |
| | SQ | 0.29 | 0.033 | 0.317 | 8.881 | 0 |
| | HQ | 0.631 | 0.034 | 0.668 | 18.713 | 0 |
| a. Dependent Variable: TE | | | | | | |

The regression analysis highlights the significant contribution of Spiritual Intelligence (SQ) and Happiness Quotient (HQ) in predicting the effectiveness of urban female secondary school teachers. The model demonstrates an exceptionally high correlation, with an R value of 0.976, and explains 95.3% ($R^2 = 0.953$) of the variance in teacher effectiveness (TE). This indicates that HQ and SQ combined account for nearly all the variability in teacher performance, showcasing the model's robustness. Additionally, the adjusted R^2 value remains consistent at 0.953, confirming that the model retains its explanatory power even after accounting for the number of predictors.

The significance of the model is further supported by the ANOVA results, where the F-statistic is exceedingly high (5040) with a p-value of less than 0.001. This strongly suggests that the inclusion of HQ and SQ as predictors is highly effective in explaining the variance in TE. The low Standard Error of the Estimate (0.19512) indicates that the predicted values are very close to the actual data points, emphasizing the precision of the model.

When examining individual contributions, Happiness Quotient (HQ) emerges as the stronger predictor of teacher effectiveness, with an unstandardized coefficient (B) of 0.631 and a standardized Beta value of 0.668. This implies that for every unit increase in HQ, TE increases by 0.631 units, reflecting HQ's significant impact on teacher performance. On the other hand, Spiritual Intelligence (SQ) also contributes positively to TE, with an unstandardized coefficient (B) of 0.290 and a standardized Beta value of 0.317, indicating a meaningful but

comparatively smaller influence than HQ. Both predictors are statistically significant, as evidenced by their p-values (< 0.001).

Justification of research hypothesis :

Hypothesis 1: HQ and SQ are positively correlated with teacher effectiveness.

The regression analysis clearly shows that both **Happiness Quotient (HQ)** and **Spiritual Intelligence (SQ)** have a positive relationship with **teacher effectiveness (TE)**. The significant positive unstandardized coefficients for both predictors (HQ: $B = 0.631$, SQ: $B = 0.290$) indicate that as the levels of HQ and SQ increase, teacher effectiveness also increases. This is further supported by the high **standardized Beta coefficients** (HQ: $\text{Beta} = 0.668$, SQ: $\text{Beta} = 0.317$), which demonstrate that both HQ and SQ positively influence TE, thus supporting Hypothesis 1.

Hypothesis 2: HQ has a stronger impact on teacher effectiveness compared to SQ.

The regression analysis indicates that **HQ** has a **stronger impact** on teacher effectiveness than **SQ**. The unstandardized coefficient for HQ is **0.631**, while for SQ, it is **0.290**, suggesting that an increase in HQ leads to a greater increase in TE. Furthermore, the standardized Beta coefficient for HQ (**Beta = 0.668**) is higher than that for SQ (**Beta = 0.317**), confirming that HQ has a **larger effect** on teacher effectiveness compared to SQ. Therefore, Hypothesis 2 is also **supported** by the analysis.

Hypothesis 3: The combined influence of HQ and SQ significantly predicts the overall effectiveness of urban female secondary school teachers.

The model explains **95.3%** of the variance in teacher effectiveness ($R^2 = 0.953$), indicating that the combined influence of both HQ and SQ significantly contributes to explaining variations in teacher performance. The ANOVA results, with a **F-statistic of 5040** and a **p-value of less than 0.001**, strongly suggest that the inclusion of HQ and SQ in the model significantly improves its predictive power. The **low Standard Error of the Estimate (0.19512)** further indicates that the model is accurate and reliable in predicting teacher effectiveness. Hence, the **combined influence** of HQ and SQ is a **significant predictor** of teacher effectiveness, supporting Hypothesis 3.

The findings underscore the critical role of HQ and SQ in enhancing teacher effectiveness, with HQ being the dominant factor. The model's strength and significance highlight that efforts to improve teacher performance should prioritize initiatives that enhance happiness and emotional well-being, while also fostering spiritual intelligence to create a well-rounded and effective teaching workforce.

The findings of the present study reveal the significant role of Happiness Quotient (HQ) and Spiritual Intelligence (SQ) in predicting the effectiveness of urban female secondary school teachers. With an R^2 value of 0.953, the regression model indicates that these two factors account for 95.3% of the variance in teacher effectiveness. This aligns with previous research, which suggests that teachers' emotional well-being and spiritual values are integral to their professional performance (Singh & Sharma, 2020).

The stronger influence of HQ, as reflected in its higher standardized beta coefficient ($\beta = 0.668$) compared to SQ ($\beta = 0.317$), underscores the critical role of happiness in teacher effectiveness. Happiness Quotient has been shown to enhance motivation, classroom management, and resilience among educators (Lyubomirsky, King, & Diener, 2005). Teachers who exhibit higher levels of happiness are more likely to foster positive learning environments, maintain enthusiasm, and engage students effectively (Fredrickson, 2001). Thus, the study suggests that programs aimed at improving teacher well-being, such as stress management workshops and work-life balance initiatives, could substantially boost teacher performance.

While HQ has a stronger impact, the contribution of SQ is also noteworthy. Spiritual Intelligence is associated with a sense of purpose, empathy, and ethical decision-making, which are essential qualities for educators (Zohar & Marshall, 2000). Teachers with high SQ are better equipped to handle diverse classroom dynamics, foster inclusive learning, and model ethical behavior for students. This finding supports earlier studies highlighting the value of spiritual practices and reflective thinking in enhancing teacher performance (Vaughan, 2002).

The statistical significance of the model ($p < 0.001$) confirms that the relationship between HQ, SQ, and teacher effectiveness is not due to chance. These findings align with the broader literature emphasizing the holistic development of teachers as a prerequisite for improving educational outcomes (Day & Gu, 2010). Furthermore, the results call for institutional support to integrate happiness and spiritual development into professional training programs. For instance, meditation and mindfulness activities, as well as professional development sessions on emotional intelligence, can be instrumental in fostering both HQ and SQ among teachers.

II. Conclusion

The study concludes that Happiness Quotient (HQ) and Spiritual Intelligence (SQ) significantly predict the effectiveness of urban female secondary school teachers, with HQ emerging as the stronger contributor. These findings emphasize the need to prioritize teachers' emotional well-being and spiritual growth as essential

components of professional development. By addressing these dimensions, educators are better equipped to foster inclusive, motivated, and engaging learning environments. The high explanatory power of the model highlights the transformative potential of investing in teachers' personal and professional growth.

Institutions should integrate happiness-enhancing initiatives such as mindfulness training, stress management programs, and work-life balance policies alongside strategies for developing spiritual intelligence, such as reflective practices and ethical leadership workshops. Future research could explore the interplay of HQ and SQ with other factors like job satisfaction, organizational culture, or teacher autonomy, providing a more comprehensive framework for enhancing teacher effectiveness. By leveraging these insights, educational policymakers and administrators can create supportive systems that empower educators and elevate the quality of education. The study underscores the dual importance of happiness and spirituality in determining teacher effectiveness. While HQ emerged as the dominant factor, the complementary role of SQ cannot be overlooked. Future research could explore how these factors interact with other variables, such as job satisfaction or organizational culture, to provide a more comprehensive understanding of teacher effectiveness. By addressing these dimensions, educational policymakers and school administrators can create supportive environments that empower teachers and enhance overall educational quality.

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