

Teaching Effectiveness In Secondary Education: Exploring Spiritual Intelligence And Professional Attitude Through Existing Research

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Teaching effectiveness is an important determinant of the quality of educational experiences and learning outcomes in secondary education. Contemporary educational research increasingly recognizes that effective teaching cannot be explained only through subject knowledge, pedagogical skills, or classroom management. Teachers' psychological resources, professional attitudes, instructional behaviour, classroom environment, and students' learning processes also contribute to the effectiveness of teaching. Among the emerging teacher-related constructs, spiritual intelligence has received attention because of its association with meaning, self-awareness, values, reflection, and purposeful action, whereas professional attitude reflects teachers' orientation towards teaching responsibilities, learners, colleagues, and professional development.

The present paper undertakes a thematic review of existing research to examine the factors associated with teaching effectiveness in secondary education, with particular emphasis on spiritual intelligence and professional attitude. Relevant literature concerning teaching effectiveness, teaching competence, spiritual intelligence, professional attitude, teacher psychological characteristics, and professional competence is integrated with literature reviewed in the attached thesis concerning educational environment, study habits, problem-solving ability, and academic achievement. The thesis literature is used as contextual evidence concerning the learner and environmental dimensions of the teaching-learning process and is not treated as direct evidence of spiritual intelligence or professional attitude.

Seven themes emerged from the synthesis: (1) **spiritual intelligence as an internal professional resource**; (2) **professional attitude as a foundation of effective teaching behaviour**; (3) **translation of teacher characteristics into instructional processes**; (4) **educational environment as a contextual dimension of teaching effectiveness**; (5) **study habits as a learner pathway associated with effective educational experiences**; (6) **problem-solving ability as a higher-order learning pathway**; and (7) **academic achievement as a distal educational outcome**. The reviewed literature generally indicates positive associations among spiritual

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intelligence, professional attitude, teaching competence, professional behaviour, and teaching effectiveness. However, most available studies are cross-sectional and correlational, limiting causal interpretation. The paper proposes an integrated conceptual framework in which teacher characteristics influence professional behaviour and instructional processes, which operate within classroom and institutional environments and may influence learner engagement, study habits, problem-solving, and ultimately academic achievement.

Keywords: Teaching Effectiveness; Spiritual Intelligence; Professional Attitude; Teaching Competence; Educational Environment; Study Habits; Problem-Solving Ability; Academic Achievement

1. Introduction

Teaching effectiveness is one of the central concerns of educational research because the quality of teaching influences classroom interaction, student engagement, learning opportunities, and educational outcomes. In secondary education, teaching effectiveness becomes particularly important because students are simultaneously developing academic knowledge, learning strategies, problem-solving abilities, attitudes, and independent study behaviours.

Traditionally, effective teaching has been associated with subject knowledge, pedagogical competence, classroom management, instructional planning, and assessment practices. However, contemporary research suggests that these technical dimensions do not fully explain variations in teaching effectiveness. Teachers' psychological characteristics, beliefs, motivation, self-regulation, interpersonal behaviour, professional orientation, and classroom practices may also influence instructional quality and student development (Kunter et al., 2013; Kim et al., 2019; Voss et al., 2022).

Teaching is inherently interpersonal. Teachers work with learners from different academic, social, cultural, and emotional backgrounds. They are required to communicate effectively, manage classroom challenges, respond to individual differences, make professional decisions, maintain relationships, and create an environment that supports learning. Therefore, effective teaching depends not only on what teachers know but also on how they use their knowledge and how they approach their professional responsibilities.

Within this broader perspective, **spiritual intelligence** has emerged as a potentially relevant psychological resource. Spiritual intelligence is associated with meaning-making, purpose, self-

awareness, reflection, values, and the capacity to understand situations from a broader perspective. In educational contexts, these characteristics may support reflective decision-making, patience, empathy, ethical judgement, and constructive responses to difficult classroom situations.

Research involving secondary and higher-secondary teachers has reported positive relationships between spiritual intelligence and teaching effectiveness, teaching competence, or related professional outcomes. Sharma and Sharma (2024), for example, reported that higher spiritual intelligence was associated with higher teaching effectiveness among higher-secondary school teachers. Other research has reported relationships between spiritual intelligence and teaching competence or teacher effectiveness.

A second important construct is **professional attitude**. Professional attitude refers to teachers' orientation towards their profession, professional responsibilities, learners, colleagues, and continuous development. It may become visible through commitment, responsibility, punctuality, communication, flexibility, cooperation, creativity, discipline, learner-centred behaviour, and willingness to adopt improved practices.

Research examining teachers with favourable and unfavourable professional attitudes has indicated differences in teaching competence and professional functioning. Studies have also directly examined the relationship between professional attitude and teaching effectiveness or teaching performance among secondary and high-school teachers.

However, teaching effectiveness cannot be considered exclusively as a teacher-level phenomenon. The teaching-learning process operates within an educational environment that shapes classroom interaction and student learning behaviour. The thesis

examined in the present review provides a complementary body of literature concerning educational environment, study habits, problem-solving ability, and academic achievement among secondary-school students. These dimensions are important because effective teaching ultimately operates through learner experiences and behaviours.

The literature therefore supports a broader conceptual perspective in which teacher characteristics influence professional and instructional behaviour; instructional behaviour contributes to classroom and educational environment; the environment influences learner processes such as engagement, study habits, and problem-solving; and these processes may contribute to academic achievement.

The purpose of the present paper is therefore to synthesize existing research thematically and to develop an integrated understanding of **teaching effectiveness in secondary education**, particularly through the interaction of spiritual intelligence, professional attitude, instructional behaviour, educational environment, and learner processes.

2. Conceptual Foundations

2.1 Teaching Effectiveness as a Multidimensional Construct

Teaching effectiveness refers to the quality with which teachers plan, implement, manage, assess, and adapt instructional processes to support meaningful student learning. It may involve instructional clarity, classroom management, communication, student engagement, adaptability, assessment practices, professional responsibility, and responsiveness to learner diversity.

Kunter et al. (2013) demonstrated that teacher professional competence consists of interconnected dimensions including professional knowledge, beliefs, motivation, and self-regulation, which are related to instructional quality and student development.

Similarly, Kim et al. (2019) showed through meta-analytic evidence that teacher personality is associated with teacher effectiveness and burnout, although relationships vary according to the specific characteristics and measures used.

Voss et al. (2022) further emphasized that teachers' psychological characteristics are relevant to teacher effectiveness, well-being, retention, and interpersonal relationships.

Thus, teaching effectiveness should not be reduced to a single teacher characteristic. It is better understood as an outcome of the interaction among professional

competence, personal resources, professional attitudes, instructional behaviour, and contextual conditions.

2.2 Spiritual Intelligence and Teaching Effectiveness

Spiritual intelligence concerns the use of meaning, values, self-awareness, reflection, and purpose in understanding and responding to situations. It should not be treated as equivalent to religious identity. In the present paper, it is considered a psychological and value-oriented construct.

Teachers regularly face interpersonal and ethical challenges. They must deal with learner diversity, classroom conflict, academic pressure, behavioural difficulties, and professional decision-making. Spiritual intelligence may potentially support teachers in reflecting on these situations and responding with greater self-awareness and value orientation.

Sharma and Sharma (2024) reported a positive relationship between spiritual intelligence and teaching effectiveness among higher-secondary teachers. Research from Visakhapatnam has also reported a significant relationship between spiritual intelligence and teacher effectiveness among secondary-school teachers (Nagaraja Kumari & Dayamani, 2025).

Studies examining spiritual intelligence and teaching competency have produced broadly similar patterns (Talukdar & Ghosh Gayen, 2017; Dar, 2022; Lallianvungi et al., 2026).

Recent research has also examined spiritual intelligence together with other teacher characteristics. Parmar and Dwivedi (2026), for example, examined emotional intelligence, spiritual intelligence, and professional ethics in relation to teaching effectiveness.

The available evidence therefore suggests that spiritual intelligence may be an important internal professional resource. Nevertheless, the predominance of correlational studies means that it cannot be concluded that spiritual intelligence directly causes higher teaching effectiveness.

2.3 Professional Attitude and Teaching Effectiveness

Professional attitude represents the orientation that teachers bring towards their profession and professional responsibilities. It includes commitment to teaching, responsibility, communication, flexibility, cooperation, creativity, punctuality, discipline, learner-

centred behaviour, and openness to professional development.

Ahmad et al. (2013) examined the effects of teachers' professional attitudes on their teaching performance and highlighted the relevance of professional attitude to professional functioning.

Dar and Khan (2018) reported differences between teachers with favourable and unfavourable professional attitudes in relation to teaching competence and spiritual intelligence. Teachers with favourable attitudes demonstrated constructive behaviours including communication, flexibility, discipline, creativity, and encouragement of student participation.

Meti and Ksheerasagar (2022) specifically examined the relationship between teaching effectiveness and professional attitude among high-school teachers. Sheergugri and Gupta (2022) similarly examined professional attitude in relation to teaching performance among secondary-school teachers.

Professional attitude should nevertheless be distinguished from professional ethics. Professional ethics refers to principles governing professional conduct, whereas professional attitude represents a broader orientation towards teaching, learners, colleagues, and professional responsibilities.

3. Methodology: Thematic Review of Existing Research

3.1 Review Approach

The present study adopts a **thematic review approach** rather than primary empirical research or statistical meta-analysis.

The objective is to identify recurring patterns across existing research and integrate evidence from different but related strands of educational literature.

Two broad evidence streams were considered:

1. Research specifically concerning spiritual intelligence, professional attitude, teaching effectiveness, teaching competence, teacher psychological characteristics, professional competence, and teacher performance.
2. Relevant literature contained in the attached thesis concerning educational environment, study habits, problem-solving ability, and academic achievement.

The second evidence stream is treated as contextual learner- and environment-level evidence. It is not interpreted as direct evidence concerning spiritual intelligence or professional attitude.

3.2 Search and Selection Logic

The review prioritised recent research, particularly literature published from 2020 onwards, while retaining earlier studies where they provided important theoretical or empirical foundations.

The literature considered included research relating to:

- spiritual intelligence and teaching effectiveness;
- spiritual intelligence and teaching competence;
- professional attitude and teaching performance;
- professional attitude and teaching effectiveness;
- teacher psychological characteristics;
- professional competence;
- educational environment;
- study habits;
- problem-solving ability; and
- academic achievement.

The attached thesis was examined specifically for its literature-review evidence concerning educational environment and learner processes.

3.3 Thematic Analysis Procedure

The analysis followed a thematic synthesis procedure:

Identification of evidence → comparison of findings → grouping of related findings → interpretation → conceptual integration

Individual studies were therefore not treated as isolated units. Instead, their findings were grouped according to recurring conceptual patterns.

Seven themes emerged from the synthesis:

1. Spiritual Intelligence as an Internal Professional Resource
2. Professional Attitude as a Foundation of Effective Teaching Behaviour
3. From Teacher Characteristics to Instructional Processes

4. Educational Environment as the Context of Teaching Effectiveness
5. Study Habits as a Learner Pathway
6. Problem-Solving Ability as a Higher-Order Learning Pathway
7. Academic Achievement as a Distal Educational Outcome

This thematic organisation allows the review to move from teacher-level characteristics to instructional behaviour, learning environment, learner processes, and educational outcomes.

4. Thematic Analysis and Synthesis

4.1 Theme 1: Spiritual Intelligence as an Internal Professional Resource

The first theme concerns spiritual intelligence as an internal psychological resource that may support effective professional functioning.

Teachers regularly encounter situations that require emotional regulation, ethical judgement, reflection, patience, empathy, and decision-making. Spiritual intelligence may help teachers interpret professional situations in terms of meaning, purpose, values, and broader perspectives.

Sharma and Sharma (2024) found that higher spiritual intelligence was associated with higher teaching effectiveness among higher-secondary teachers. Nagaraja Kumari and Dayamani (2025) similarly reported a significant relationship between spiritual intelligence and teacher effectiveness among secondary-school teachers.

Research examining spiritual intelligence and teaching competency has produced comparable findings. Talukdar and Ghosh Gayen (2017) investigated spiritual intelligence and teaching competency among secondary-school teachers, while Dar (2022) examined relationships between spiritual intelligence, emotional intelligence, and teaching competence.

Lallianvungi et al. (2026) also examined spiritual intelligence and teaching competency among higher-secondary teachers, indicating continued interest in this relationship in contemporary teacher research.

The literature therefore suggests that spiritual intelligence may contribute to the internal resources through which teachers approach their professional roles.

However, the relationship should not be interpreted causally. Most studies use cross-sectional designs and

correlational analyses. Spiritual intelligence should consequently be understood as an associated resource rather than a proven causal determinant of teaching effectiveness.

4.2 Theme 2: Professional Attitude as a Foundation of Effective Teaching Behaviour

The second theme concerns professional attitude as a foundation for effective professional and instructional behaviour.

Professional attitude is expressed through teachers' commitment, responsibility, punctuality, communication, cooperation, flexibility, creativity, discipline, learner orientation, and willingness to improve their practice.

Ahmad et al. (2013) examined the relationship between teachers' professional attitudes and teaching performance and highlighted the relevance of professional orientation to teaching.

Dar and Khan (2018) found differences between teachers with favourable and unfavourable professional attitudes in relation to teaching competence and spiritual intelligence. Favourable-attitude teachers were associated with constructive professional behaviours, including communication, flexibility, creativity, discipline, and encouragement of student participation.

Meti and Ksheerasagar (2022) directly examined teaching effectiveness and professional attitude among high-school teachers. Sheergugri and Gupta (2022) also investigated professional attitude in relation to teaching performance among secondary-school teachers.

Professional attitude can therefore be conceptualised as a bridge between internal characteristics and observable professional action.

A teacher may possess subject knowledge and pedagogical skills, but their educational value depends partly on commitment, responsibility, flexibility, learner orientation, and willingness to engage constructively with students.

Thus, effective teaching requires not only **professional competence** but also a constructive **professional orientation**.

4.3 Theme 3: From Teacher Characteristics to Instructional Processes

The third theme concerns the translation of teacher characteristics into observable instructional processes.

Spiritual intelligence and professional attitude become educationally meaningful when they are reflected in classroom behaviour. Such behaviour may include:

- effective communication;
- empathy;
- classroom management;
- student participation;
- adaptability;
- ethical decision-making;
- reflective teaching;
- constructive feedback;
- learner-centred instruction; and
- responsiveness to learner differences.

Kunter et al. (2013) demonstrated that professional knowledge, beliefs, motivation, and self-regulation are connected with instructional quality.

Kim et al. (2019) demonstrated associations between teacher personality and teacher effectiveness, although the strength of relationships varied according to the dimensions and measures examined.

Voss et al. (2022) further emphasized that teachers' psychological characteristics are relevant to effectiveness, well-being, retention, and interpersonal relationships.

Zee and Koomen (2016) also demonstrated the importance of teacher self-efficacy for classroom processes, student academic adjustment, and teacher well-being.

The thematic pathway can therefore be expressed as:

Personal Resources → Professional Attitude → Instructional Behaviour → Teaching Effectiveness

This pathway is a conceptual synthesis rather than an empirically confirmed causal sequence.

It suggests that personal characteristics do not automatically produce effective teaching. Their influence is likely to operate through professional and instructional behaviour.

4.4 Theme 4: Educational Environment as the Context of Teaching Effectiveness

The fourth theme concerns educational environment as the context in which teaching effectiveness operates.

The attached thesis places educational environment at the centre of its investigation of secondary-school students. Its literature review considers educational environment in relation to study habits, problem-solving ability, and academic achievement.

This evidence is important because teaching does not occur in isolation. Teachers operate within classrooms and schools that have particular leadership structures, institutional cultures, peer relationships, resources, expectations, and learning climates.

A teacher may possess strong professional characteristics, but institutional conditions may either support or constrain the expression of those characteristics.

Similarly, effective teaching can contribute to a positive classroom environment through communication, participation, classroom management, supportive relationships, and opportunities for learning.

Therefore, the relationship can be conceptualised as reciprocal:

Teacher Characteristics ↔ Instructional Behaviour ↔ Classroom Environment ↔ Learner Processes

The thesis literature provides contextual support for considering educational environment as an important dimension of student development, but it does not establish a direct relationship between educational environment and spiritual intelligence or professional attitude.

This distinction is important for maintaining the conceptual integrity of the review.

4.5 Theme 5: Study Habits as a Learner Pathway

The fifth theme concerns study habits as an important learner-level pathway through which educational experiences may be reflected in learning outcomes.

Study habits include the patterns through which students organise, schedule, monitor, and conduct their academic work. They may include time management, concentration, regularity, preparation, revision, note-taking, and use of learning resources.

The literature reviewed in the thesis indicates that study habits are frequently associated with academic achievement, although the relationship varies across learner and contextual characteristics.

One study reviewed in the thesis involving secondary-school students reported a significant relationship

between study habits and academic achievement. The study reported that most students fell within an average study-habit category, while differences were also reported according to gender and residential background. The findings indicated a significant correlation between study habits and academic achievement.

Kumaravelan (2015), as reviewed in the thesis, reported that a substantial proportion of higher-secondary students demonstrated medium-level study habits. The study also reported relationships between study habits, examination stress, and academic self-efficacy.

Parsicha (2015) similarly reported relationships between study habits, academic stress, and academic self-efficacy.

Bala (2016) reported that study habits were significantly related to academic achievement and identified differences according to gender and other contextual factors.

These findings suggest that effective teaching may influence learners not simply by transferring subject knowledge but by supporting learning behaviours such as regular study, engagement, organisation, and self-regulation.

However, the reviewed literature does not justify treating study habits as a direct measure of teaching effectiveness. Instead, study habits are better conceptualised as a **potential learner pathway** through which educational experiences may influence outcomes.

4.6 Theme 6: Problem-Solving Ability as a Higher-Order Learning Pathway

The sixth theme concerns problem-solving ability as a higher-order learner process.

Problem-solving involves identifying problems, understanding relevant information, generating alternatives, evaluating possible solutions, making decisions, and applying knowledge to unfamiliar situations.

Effective teaching may provide students with opportunities to engage in such higher-order processes through questioning, collaborative learning, inquiry-based activities, problem-based tasks, and reflective learning.

The literature reviewed in the thesis includes research concerning problem-solving ability and learner development. It indicates that problem-solving

strategies and learning processes are related to students' academic and developmental experiences.

The thesis literature also includes evidence that cooperative and problem-solving-oriented approaches can produce more favourable learning-related outcomes than conventional instructional approaches in some contexts.

The significance of this theme is that teaching effectiveness should not be evaluated only through short-term academic achievement. An effective teacher may also facilitate students' capacity to analyse information, reason independently, identify alternatives, and solve unfamiliar problems.

This suggests another potential pathway:

Effective Instruction → Student Engagement → Problem-Solving Processes → Learning and Development

Nevertheless, the available literature does not establish that spiritual intelligence or professional attitude directly causes higher student problem-solving ability. The relationship should therefore be considered conceptually plausible and worthy of future empirical investigation rather than empirically established.

4.7 Theme 7: Academic Achievement as a Distal Educational Outcome

The seventh theme concerns academic achievement as an important but relatively distal outcome of the teaching-learning system.

Academic achievement is commonly reflected through examination performance, grades, assessment results, or other indicators of students' academic attainment.

The thesis literature demonstrates that academic achievement is associated with multiple learner and environmental factors, including study habits, educational environment, motivation, family variables, and other contextual characteristics.

The reviewed studies concerning study habits generally indicate positive relationships between constructive study patterns and academic achievement. Other studies in the thesis literature examine educational environment and student-related factors in relation to achievement.

This evidence is important for the present conceptual framework because it demonstrates that student achievement should not be interpreted as a simple direct indicator of teaching effectiveness.

Academic achievement is influenced by multiple factors. These include:

- teaching quality;
- learner motivation;
- study habits;
- problem-solving ability;
- family environment;
- educational environment;
- socioeconomic conditions;
- prior knowledge;
- assessment conditions; and
- individual learner characteristics.

Consequently, a teacher may demonstrate effective instructional behaviour without every student necessarily achieving identical academic outcomes.

Academic achievement should therefore be considered a **distal educational outcome** rather than a direct proxy for teaching effectiveness.

The conceptual pathway emerging from the review is:

Teaching Effectiveness → Learning Environment → Learner Engagement → Study Habits / Problem-Solving → Academic Achievement

This pathway does not imply a deterministic relationship. Rather, it provides an integrated framework for future research.

5. Integrated Evidence and Thematic Synthesis

The seven themes collectively demonstrate that teaching effectiveness is embedded within a broader educational system.

Table 1. Seven Thematic Dimensions of Teaching Effectiveness

Theme	Central Construct	Main Interpretation
Theme 1	Spiritual Intelligence	Internal resource supporting reflection, meaning, values and professional functioning
Theme 2	Professional Attitude	Professional orientation shaping commitment, responsibility and constructive behaviour
Theme 3	Instructional Processes	Mechanism through which teacher characteristics become observable teaching practices
Theme 4	Educational Environment	Context in which teaching and learning take place
Theme 5	Study Habits	Learner pathway through which educational experiences may influence learning
Theme 6	Problem-Solving Ability	Higher-order learner process associated with active and meaningful learning
Theme 7	Academic Achievement	Important distal educational outcome influenced by multiple learner and environmental factors

The synthesis suggests a layered model.

At the first level is the **teacher**. Spiritual intelligence, professional attitude, professional competence, motivation, self-regulation, and related psychological characteristics provide the internal foundation for professional action.

At the second level is **instructional behaviour**. Teacher characteristics become educationally

meaningful when they are expressed through communication, classroom management, adaptability, learner participation, reflective teaching, assessment, and instructional decision-making.

At the third level is the **educational environment**. Instructional behaviour contributes to classroom climate and teacher-student interaction, while

institutional conditions simultaneously influence teaching.

At the fourth level are **learner processes**. Students respond to educational experiences through engagement, study habits, motivation, problem-solving, and other learning behaviours.

At the fifth level are **educational outcomes**, including academic achievement and broader learner development.

6. Discussion and Integrated Conceptual Framework

The thematic review suggests that teaching effectiveness should be understood as a dynamic and multidimensional construct rather than as an isolated teacher attribute.

The first component of the framework is **spiritual intelligence**. Existing literature generally indicates positive associations between spiritual intelligence and teaching effectiveness, teaching competence, or related professional outcomes. Its potential contribution may arise through self-awareness, reflection, meaning, purpose, and values.

The second component is **professional attitude**. Professional attitude represents teachers' orientation towards their work and responsibilities. It becomes visible through commitment, responsibility, flexibility, communication, discipline, cooperation, creativity, and learner-centred behaviour.

The third component is **professional and instructional behaviour**. This is the mechanism through which internal resources and professional orientations are translated into actual teaching practices.

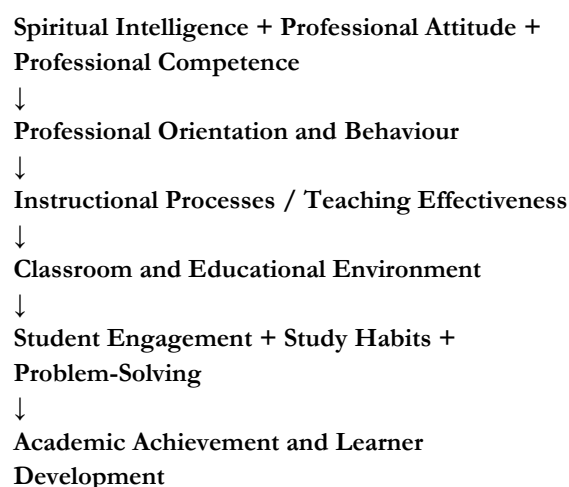
The fourth component is the **educational environment**. Teaching effectiveness is shaped by the

classroom and institutional environment in which teaching occurs. School leadership, institutional culture, resources, professional autonomy, workload, and teacher-student relationships may influence instructional quality.

The fifth component consists of **learner processes**, particularly engagement, study habits, and problem-solving ability.

The final component is **academic achievement and broader learner development**.

The resulting conceptual framework can therefore be represented as:



This framework integrates teacher-level literature with learner- and environment-level literature from the thesis without treating the two evidence streams as equivalent. The teacher-focused literature provides evidence concerning spiritual intelligence, professional attitude, teaching competence, and teaching effectiveness, whereas the thesis provides contextual evidence concerning educational environment, study habits, problem-solving ability, and academic achievement.

Table 2. Integrated Conceptual Framework

Level	Construct	Proposed Role	Research Implication
Teacher	Spiritual Intelligence	Internal psychological and value-oriented resource	Longitudinal research should examine mechanisms
Teacher	Professional Attitude	Shapes commitment and professional orientation	Should be examined with contextual factors
Teacher/Classroom	Professional Competence	Provides knowledge and pedagogical capacity	Should be assessed using multiple indicators
Classroom	Instructional Behaviour	Converts teacher characteristics into observable teaching	Classroom observation should complement self-report

Level	Construct	Proposed Role	Research Implication
Environment	Educational Environment	Provides context for teaching and learning	Teacher and school variables should be studied together
Learner	Study Habits	Potential pathway linking learning experiences to outcomes	Mediation should be empirically examined
Learner	Problem-Solving Ability	Represents higher-order learning processes	Requires performance-based assessment
Outcome	Academic Achievement	Distal educational outcome	Should not be treated as a direct proxy for teaching effectiveness

Theoretical Contribution

The principal theoretical contribution of the review is the integration of **teacher-level, classroom-level, environmental, learner-level, and outcome-level perspectives**.

Existing research often examines one construct at a time. Spiritual intelligence studies focus on spiritual intelligence and effectiveness or competence. Professional-attitude research examines professional orientation and teaching performance. Other studies examine educational environment, study habits, problem-solving, or academic achievement.

The present synthesis connects these strands into a broader educational pathway.

The framework does not claim that all relationships have already been empirically established. Rather, it identifies a theoretically coherent structure for future research.

The review particularly highlights the potential mediating role of instructional behaviour. Spiritual intelligence and professional attitude may be relevant to teaching effectiveness not simply because they exist as teacher characteristics, but because they may influence how teachers communicate, manage classrooms, respond to learners, make decisions, and design learning experiences.

Similarly, teaching effectiveness may not influence academic achievement directly. Its effects may operate through learner engagement, study habits, problem-solving, motivation, and the learning environment.

8. Practical Implications

The findings have implications for teacher education, professional development, school leadership, and educational policy.

First, teacher education programmes should not focus exclusively on technical pedagogical skills. They may also incorporate reflective practice, professional identity, value-based decision-making, communication, emotional regulation, learner engagement, problem-solving, and continuous professional learning.

Second, professional development programmes can provide opportunities for teachers to reflect on their professional attitudes and understand how their beliefs and orientations are expressed in classroom practice.

Third, school leadership should create institutional conditions that allow positive professional attitudes to develop. Supportive leadership, collaboration, professional autonomy, constructive feedback, and opportunities for professional development may strengthen teachers' capacity for effective instruction.

Fourth, educational environment should be treated as an important part of teaching effectiveness. Effective teachers require supportive environments in which they can plan, innovate, collaborate, and respond to learner needs.

Fifth, learner processes should be included when evaluating the broader consequences of teaching. Study habits and problem-solving ability may provide useful indicators of how students engage with learning.

Finally, academic achievement should be interpreted carefully. Examination results are important but cannot independently capture the complete quality of teaching.

9. Research Gaps and Future Research Directions

The thematic synthesis identifies several important research gaps.

9.1 Limited Integrated Models

Research frequently examines spiritual intelligence, professional attitude, professional competence, or teaching effectiveness independently. Future studies should examine these constructs simultaneously within integrated theoretical models.

9.2 Insufficient Causal Evidence

Most studies are cross-sectional and correlational. Longitudinal research is required to determine whether changes in spiritual intelligence or professional attitude precede changes in teaching effectiveness.

9.3 Measurement Variation

Teaching effectiveness is measured through different combinations of teacher self-report, student assessment, supervisor ratings, classroom observation, and teaching competence measures. Greater consistency and triangulation would improve comparability.

9.4 Professional Attitude and Professional Ethics

Professional attitude and professional ethics are related but conceptually different. Future research should examine their independent and combined contributions to teaching effectiveness.

9.5 Contextual Variables

School leadership, institutional culture, workload, professional development, school type, teacher experience, class size, and available resources may moderate the relationship between teacher characteristics and teaching effectiveness.

9.6 Learner-Level Mechanisms

The role of learner engagement, study habits, problem-solving ability, and motivation as mediating mechanisms remains insufficiently examined. Future studies should investigate whether these learner variables explain part of the relationship between teaching effectiveness and academic achievement.

9.7 Mixed-Method Research

Quantitative studies can identify relationships among variables, while qualitative research can explain how teachers experience meaning, values, professional identity, classroom challenges, and professional decision-making. Mixed-method designs could

therefore provide a more complete understanding of teaching effectiveness.

10. Conclusion

Teaching effectiveness in secondary education should be understood as a multidimensional and context-dependent phenomenon. The thematic synthesis presented in this paper demonstrates that effective teaching extends beyond subject knowledge and instructional technique and involves the interaction of psychological resources, professional attitude, professional competence, instructional behaviour, educational environment, learner processes, and educational outcomes.

The first theme identified spiritual intelligence as a potentially important internal professional resource. Existing research generally reports positive associations between spiritual intelligence and teaching effectiveness, teaching competence, or related professional outcomes. Its potential relevance appears to lie in self-awareness, meaning, purpose, reflection, values, and constructive responses to professional challenges. However, the existing evidence remains insufficient to establish a direct causal effect.

The second theme identified professional attitude as an important foundation of professional behaviour. Commitment, responsibility, communication, flexibility, discipline, creativity, cooperation, and learner-centred orientation may support constructive teaching practices.

The third theme highlighted instructional behaviour as the mechanism through which teacher characteristics become educationally meaningful. Teacher characteristics alone cannot guarantee effective teaching unless they are translated into appropriate classroom practices.

The fourth theme demonstrated the importance of educational environment. Teaching effectiveness operates within classrooms and institutions, and school leadership, institutional culture, resources, workload, and relationships may influence teachers' capacity to teach effectively.

The fifth and sixth themes focused on study habits and problem-solving ability. The thesis literature suggests that these learner processes are important components of the broader teaching-learning system. They may represent pathways through which students respond to educational experiences.

The seventh theme positioned academic achievement as an important but distal outcome. Academic achievement is influenced by multiple learner, teacher, family, and environmental factors and should therefore not be treated as a direct proxy for teaching effectiveness.

The integrated conceptual framework consequently proposes a layered relationship:

Spiritual Intelligence + Professional Attitude + Professional Competence → Professional and Instructional Behaviour → Teaching Effectiveness → Educational Environment → Student Engagement, Study Habits and Problem-Solving → Academic Achievement

The proposed sequence is a conceptual synthesis rather than a claim of established causality. Future research should test it using longitudinal, mixed-method, multilevel, and theoretically integrated designs.

Overall, the review indicates that effective secondary-school teaching is not merely a matter of technical competence. It emerges from the interaction of teacher characteristics, professional orientation, instructional practices, classroom environment, learner processes, and institutional context. Understanding these relationships can contribute to stronger teacher education, professional development, school leadership, and future research on teaching effectiveness.

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