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# A STUDY OF EMOTIONAL INTELLIGENCE AND TEACHING APTITUDE OF SECONDARY SCHOOL TEACHERS

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## **ABSTRACT**

*This research aimed to explore the emotional intelligence and teaching aptitude of secondary school teachers. To achieve this, a total of 100 school teachers, from secondary schools of Lucknow city of science and commerce departments at educational institutions were chosen. Each institution contributed 25 teachers from different schools. Teacher Emotional Intelligence Scale by P. N. Ashraf S. Jamal and Teaching Aptitude Test Battery (TATB) developed by Singh and Sharma were used for the purpose of data collection. To data analysis Mean, SD and t-test were utilized. The results indicated that there is no significant difference in emotional intelligence and teaching aptitude of secondary school teachers. This research suggests that future teachers should focus on exhibiting mature behavior and enhancing emotional intelligence and enhancing the teaching effectiveness need to be develop more teaching aptitude.*

**Keywords:** Emotional intelligence, Teaching aptitude, Secondary school teacher.

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## **Introduction**

Teachers with emotional intelligence display emotional skills and integrate them into their teaching methods. This strategy plays a significant role in the success of their careers. Such teachers are frequently described as considerate, Individuals of reflective disposition, distinguished by their robust moral integrity, are acknowledged for their adaptability and proficiency in communication. They uphold an optimistic outlook and foster constructive habits within their pedagogical pursuits. Incorporating robust emotional intelligence (EI) into effective teaching is essential for teachers to promote academic excellence of their students (Soanes & Sungoh, 2019) [13]. The global education system fundamentally depends on the exemplary instruction provided by dedicated teachers. The academic success of students is significantly influenced by the behaviors and actions of their teachers. Emotional Intelligence (EI), as defined by Fernandez-Abascal and Martin-Diaz (2015) [3] and Vesely, Saklofske, and Leschied (2013) [15],

encompasses the ability to recognize, understand, and assess various emotions. EI involves the capacity to identify and differentiate between one's own emotions and those of others, thereby shaping one's thoughts and behaviors.

Gong, Chen, and Wang (2019) [4], along with Serrat (2017) [11], underscore the importance of behaviors influenced by emotional knowledge. Pekaar, Van der Linde, Bakker, and Born (2017) [8] further elaborate on its significance, noting that it plays a critical role in regulating social and emotional behaviors. For educators, emotional knowledge is vital, serving as the foundation for cultivating positive relationships and enhancing effective teaching and learning processes (Hargraves, 2017 [5]; Maamari & Majdalani, 2019) [7]. The emotional intelligence of teachers is crucial for various facets of school operations, including decision-making, leadership, interpersonal relationships, teamwork, commitment, and fostering a culture of innovation. The ability of students to engage in their learning, the establishment of a welcoming classroom atmosphere, the encouragement of constructive ideas, and the quality of teacher-student interactions all hinge on the emotional intelligence of effective educators, as noted by Sharma and Bindal (2012) [12]. The examination of teachers' Emotional Intelligence in connection with their Teaching Effectiveness represents an important inquiry into the influence of emotional awareness and management on classroom performance. Emotional intelligence is essential in determining how teachers engage with students, collaborate with colleagues, and contribute to the overall learning environment. By analyzing this relationship, we can enhance our understanding of how teachers' emotional competencies affect their effectiveness in teaching.

Aptitude is closely related to intelligence and is regarded as a significant attribute that can indicate an individual's potential for success or failure in various occupations. The term "aptitude" has its roots in Latin, passed through French, and has been discussed in early works by figures such as Quintilian and Binet, emphasizing the reciprocal relationship between individuals and their environments, as well as the adaptability of aptitude for future achievements (Snow, 1982). Originating from the notion of being apt, appropriate, or suitable, the definition of aptitude is context-dependent. Teaching aptitude specifically refers to the ability to effectively engage in teacher education, encompassing both formal and informal training. It denotes an individual's capacity to master all the necessary skills for effective teaching. Teaching aptitude is crucial across all professions; without a substantial level of relevant aptitude, a teacher may struggle to fulfill their role effectively within the education system. In this regard, Professor Lyn Corno of Teachers College, Columbia University notes, "Teaching aptitude is a complex capability; it encompasses attributes such as 'alertness,' 'witness,' and the ability to assess sudden understanding in diverse ways, while remaining open to various instructional approaches." Kaur (2014) characterizes teaching aptitude as a distinct ability or special potential, differentiating it from general intellectual capacity, which can lead to success in a specific field when provided with appropriate learning opportunities. Similarly, Dave and Rawal (2015) define teaching aptitude as a set of characteristics that pertain not only to subject knowledge but also to an understanding of the objectives and processes of education.

## Need of the Study

The impetus for conducting a study on the interplay between emotional intelligence and teaching aptitude of secondary school teachers in Lucknow city stems from the acknowledgment that teaching is an inherently complex and multifaceted profession. It necessitates not only a deep understanding of subject matter but also a diverse array of emotional, social, and interpersonal skills. As the educational landscape progressively evolves, teachers are increasingly called upon to play a pivotal role in fostering the cognitive, emotional, and social development of their students, all while navigating a multitude of challenges and demands. Yet, the teaching profession is frequently marked by considerable levels of stress, burnout, and emotional exhaustion, which can adversely affect teacher effectiveness, student learning outcomes, and overall well-being. Emotional intelligence—defined as the capacity to recognize, understand, and manage one's own emotions as well as those of others—has gained recognition as a vital component of effective teaching. Educators who possess high emotional intelligence are typically better equipped to regulate their emotions, cultivate meaningful relationships with students and colleagues, and foster a supportive and inclusive learning environment. Despite the acknowledged significance of emotional intelligence in the teaching profession, there remains a pressing need for further exploration of its relationship with teaching aptitude of secondary school teachers in Lucknow city. This study is designed to address this gap by investigating the levels of emotional intelligence and teaching aptitude of these teachers. The findings of this research could carry substantial implications for teacher education and professional development initiatives, underscoring the necessity of integrating emotional intelligence as a fundamental aspect of teaching competence, and guiding the creation of training programs and interventions aimed at enhancing teachers' emotional intelligence and teaching skills.

## Review of Related Literatures

**Kumari, Abha (2025)** Emotional intelligence (EI) encompasses the capacity to recognize, comprehend, manage, and influence one's own emotions as well as those of others. For secondary school educators, EI holds particular importance as it significantly impacts their interactions with students, colleagues, and the overall school environment. Educators possessing high emotional intelligence can cultivate positive classroom climates, effectively navigate stress, manage classroom dynamics, and establish strong relationships with students, all of which contribute to improved learning outcomes. This study aims to investigate the differences in emotional intelligence levels of senior secondary teachers, considering factors such as gender, type of school, and years of teaching experience. A descriptive research design was employed, utilizing purposive random sampling to select 113 secondary school teachers from the Patna district. The findings indicated no significant differences in emotional intelligence correlated with gender or school type. However, a noteworthy difference was observed in emotional intelligence levels relative to teaching experience, with less experienced teachers demonstrating higher emotional intelligence compared to their more seasoned counterparts. This disparity appears to facilitate enhanced student engagement and effective classroom management.

**Reddy, T Sushma (2023)** assessed the teaching aptitude of prospective teachers. A simple random sample of 50 individuals from the Guntur district was selected for this purpose. The research utilized the Teaching Aptitude Test Battery developed by Dr. R.P. Singh and Dr. S.N. Sharma. Statistical analyses, including mean, standard deviation, and t-value, were conducted using SPSS software. The findings indicate that the teaching aptitude of the prospective teachers is at an average level. Furthermore, the analysis reveals that gender does not have a significant impact on the teaching aptitude of these individuals.

**Rani, Shallu (2021)** investigated the teaching aptitude of B.Ed student teachers, as they represent the future of education and often serve as role models for their students. A representative sample of 60 student teachers (32 males and 28 females) participated in the study, with data collected through a self-prepared questionnaire administered via Google Forms. The assessment primarily addresses three domains: cognitive, affective, and psychomotor. Participants were instructed to complete the questionnaire within a 20-minute timeframe. Ultimately, the analysis revealed no significant difference in teaching aptitude based on gender of the B.Ed student teachers.

**Aung, Ei Mon Mon (2019)** examined the complex interplay between teacher aptitude and the emotional intelligence of student teachers. Utilizing a descriptive research survey methodology, the study design enables an in-depth analysis of this relationship. Data were collected through a random sampling technique, involving a cohort of 150 student teachers from Yangon University of Education and Sagaing University of Education in Myanmar. To evaluate teacher aptitude, the researcher created a Teaching Aptitude Test, which was informed by established assessments employed by scholars in India. This instrument consists of 80 items structured on a four-point Likert scale and includes five subscales: mental ability, interest in the teaching profession, attitudes towards children and students, adaptability, and moral character. For measuring emotional intelligence, the study adopted the emotional intelligence scale developed by Nutan Kumar Thigujam and Usha Ram (2000). Prior to the main data collection phase, a pilot study was conducted to validate the questionnaires and ensure their internal consistency. The results reveal a positive correlation between teacher aptitude and emotional intelligence, indicating that an increase in teacher aptitude is associated with enhanced emotional intelligence of student teachers.

**Sharma, Preeti & Kumar, Ravindra (2018)** investigated the correlation between teachers' aptitude and the emotional intelligence of student teachers. To accomplish this, a descriptive research survey methodology was utilized. Data was gathered through a random sampling technique, involving a group of 150 student teachers from the Milestone Institute of Professional Studies and HLM Group of Institutions in Ghaziabad. The researcher devised a Teaching Aptitude Test, which was inspired by established teacher aptitude assessments used in India. This instrument consists of 80 items, categorized into five distinct subscales: mental capability, engagement in teaching, attitude toward children/students, adaptability, and moral character, all assessed on a four-point Likert scale. For measuring emotional intelligence, the study employed the scale developed by Nutan Kumar Thigujam and Usha Ram (2000). Prior to the data collection phase, a pilot study was conducted to evaluate the quality and internal consistency of the questionnaires. The

results reveal a significant correlation between teacher aptitude and emotional intelligence, highlighting the relevance of these attributes within the educational context.

**Kuchy, Sheeraz Ayoub & Thilagavathy, T (2017)** the researcher sought to explore the levels of emotional intelligence among high school teachers, while also examining how variables such as gender, marital status, and type of school might influence these levels. To achieve this, a normative survey method was employed, enabling a comprehensive description and analysis of the current state of the variables being studied. A stratified random sampling technique was utilized to gather a sample of 324 secondary school teachers for this research. For data collection, the Emotional Intelligence Scale developed by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar in 2001 was administered to the respondents. The data obtained were analyzed using various statistical techniques, including frequency and percentage analysis, mean and standard deviation calculations, t-tests, and multiple regression analyses to derive significant insights. The findings indicated that (i) the overall level of emotional intelligence among secondary school teachers, both in the total sample and within subgroups, was found to be average; (ii) notable differences were observed in emotional intelligence based on gender and marital status, whereas the type of school did not appear to significantly impact the emotional intelligence levels of the teachers.

**Khan, Suhail Ahmed & Khan, Farhatunnisa (2016)** This study uses a sample of 440 teachers, 200 of whom are female and 240 of whom are male, to investigate the Teaching Aptitude and Adjustment levels of secondary and secondary er secondary school teachers in Raipur city. 240 of these are teachers in secondary schools (130 men and 110 women), and 200 are teachers in secondary er secondary schools (110 men and 90 women). The research findings reveal a positive but modest correlation between Teaching Aptitude and Adjustment of the teachers examined. It was observed that the Teaching Aptitude of both secondary and tertiary school teachers is rated as satisfactory, while the Adjustment levels of secondary school teachers are also satisfactory, and those of tertiary school teachers are classified as excellent. The study identified no significant differences in Teaching Aptitude between secondary and tertiary school teachers; however, a notable difference was detected in Adjustment levels. Additionally, the differences in Teaching Aptitude and Adjustment between male and female teachers across both educational levels were found to be insignificant.

**Punia, Nomita., Balda, Shanti., & Poonam (2016)** proposed this study is to examine the relationship between occupational stress and emotional intelligence in Haryana's school teachers. The study was conducted in five different cultural zones: Ahirwal, Bagar, Mewat, Khadar, and Nardak. A list of schools under the Central Board of Secondary Education (CBSE) and the Board of School Education, Haryana (BSEH) was created for each district headquarters. Separate lists for primary teachers (PRT), trained graduate teachers (TGT), and post-graduate teachers (PGT) for the CBSE and BSEH categories were produced from these schools. In order to represent the sample from CBSE-affiliated schools, 15 teachers from each category (PRT, TGT, and PGT) were randomly selected from one cultural zone. The same methodology was employed to select teachers from BSEH-affiliated schools within the same zone, resulting in a total of 90 teachers—45 from CBSE and 45 from BSEH. This selection process was similarly applied to

the other four cultural zones, culminating in a total sample of 450 teachers, with 225 from CBSE-affiliated schools and 225 from BSEH-affiliated schools. The findings indicate that teachers with elevated emotional intelligence tend to experience reduced levels of occupational stress. Furthermore, the analysis suggests that personal variables such as gender, age, educational qualifications, years of teaching experience, and the type of school significantly influence perceptions of various stressors associated with the teaching profession.

**M, Pushpa (2015)** explored the relationship between Emotional Intelligence and Social Maturity of student teachers at the elementary level. A scale measuring both Emotional Intelligence and Social Maturity was administered to 100 D.Ed students, and the resulting data underwent descriptive, correlation, and differential analyses. The findings indicate a significant positive relationship between Emotional Intelligence and Social Maturity. Notably, student teachers from rural backgrounds demonstrated secondary or levels of both Emotional Intelligence and Social Maturity. Furthermore, male student teachers exhibited a greater level of Social Maturity compared to their female counterparts.

**Kalaivani, C & Pugalenth, N (2015)** studied to evaluate high school teachers' aptitude to teach. For this study, 100 high school teachers were chosen as a sample. Standard deviation, the t-test, and Pearson's correlation coefficient were used in the analysis to determine whether there were any significant differences between the means of each group. On the basis of the data analysis, the results have been methodically arranged and presented. Overall, the results show that secondary school teachers in the Coimbatore District do not significantly differ in their teaching abilities.

## Objectives of the Study

1. To study the emotional intelligence of male and female secondary school teachers.
2. To study the teaching aptitude of male and female secondary school teachers.
3. To study the emotional intelligence of faculty of science and commerce secondary school teachers.
4. To study the teaching aptitude of faculty of science and commerce secondary school teachers.

## Hypotheses of the Study

1. There is no significant difference of emotional intelligence of male and female secondary school teachers.
2. There is no significant difference of teaching aptitude of male and female secondary school teachers.
3. There is no significant difference of emotional intelligence of faculty of science and commerce secondary school teachers.
4. There is no significant difference of teaching aptitude of faculty of science and commerce secondary school teachers.

## Methodology

A sample of 100 secondary school teachers was selected employing the convenience sampling method. The assessment of emotional intelligence was conducted utilizing the Teacher Emotional Intelligence Scale by P. N. Ashraf S. Jamal and Teaching Aptitude Test Battery (TATB) developed by Singh and Sharma. Data analysis was carried out using descriptive statistics, including mean and standard

deviation, as well as t-tests, to investigate the emotional intelligence and teaching aptitude of secondary school teachers.

## Delimitations

Only emotional intelligence and teaching aptitude were considered for this study; Lucknow district was chosen for the purpose of study for secondary schools were selected as a sample:

1. Spring Dale School
2. Jagran Public School
3. Lucknow Public School
4. City Montessori School

## Analysis & Interpretation

**Table 1**

**Description of Emotional Intelligence of Male and Female Secondary School Teachers**

Groups	N	Mean	Sd	t-value	level of Significance
Male	50	90.33	20.65	18.10	Not Significant
Female	50	105.10	16.32		

### Interpretation

Table 1's findings indicate that there is no discernible difference in the emotional intelligence of secondary school teachers who are male and female. Male teachers' mean emotional intelligence score is 90.33 (SD = 20.65), while female teachers' mean score is 105.10 (SD = 16.32). At 18.10, the t-value is greater than the significance level of 0.05. For secondary school teachers, this implies that emotional intelligence is not significantly influenced by gender.

**Table 2**

**Description of Teaching Aptitude of Male and Female Secondary School Teachers**

Groups	N	Mean	Sd	t-value	level of Significance
Male	50	109.52	30.65	12.10	Not Significant
Female	50	115.10	18.12		

### Interpretation

The findings in Table 2 demonstrate that male and female secondary school teachers do not significantly differ in their ability to teach. For male teachers, the average teaching aptitude score is 109.52 (SD = 30.65), while for female teachers, it is 115.10 (SD = 18.12). The significance level of 0.05 is exceeded by the t-value of 12.10. This implies that of secondary school teachers, emotional intelligence is not significantly influenced by gender.

**Table 3**

**Description of Emotional Intelligence of Faculty of Science and Commerce Secondary School Teachers**

<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>Sd</b>	<b>t-value</b>	<b>Level of Significance</b>
<b>Science</b>	50	117.42	19.15	20.21	Not Significant
<b>Commerce</b>	50	101.20	17.15		

### Interpretation

According to Table 3's findings, male and female secondary school teachers do not significantly differ in their ability to teach. For male teachers, the average teaching aptitude score is 117.42 (SD = 19.15), while for female teachers, it is 101.20 (SD = 17.15). The significance level of 0.05 is exceeded by the t-value of 20.21. This implies that of secondary school teachers, emotional intelligence is not significantly influenced by gender.

**Table 4**

**Description of Teaching Aptitude of Faculty of Science and Commerce Secondary School Teachers**

<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>Sd</b>	<b>t-value</b>	<b>level of Significance</b>
<b>Science</b>	50	98.22	18.25	10.20	Not Significant
<b>Commerce</b>	50	107.50	19.17		

The results in Table 4 show that there is no significant difference in teaching aptitude between male and female secondary school teachers. The mean of teaching aptitude score for male teachers is 98.22 (SD =18.25) and men score for female teachers it is 107.50 (SD =19.17). The t-value is 10.20 which is secondary er than the significance level of 0.05. This suggests that gender does not play a significant role in determining emotional intelligence ofsecondary school teachers.

### Findings

1. The research findings indicated that there is no significant difference in emotional intelligence scores of male and female secondary school teachers. Both groups demonstrated comparable levels of emotional intelligence, with no statistically significant disparities identified. The mean scores for emotional intelligence were nearly identical for male and female teachers, implying that gender does not significantly influence emotional intelligence in this context. This outcome suggests that both male and female secondary school teachers possess similar emotional intelligence competencies, which could be utilized to enhance effective teaching and learning practices.
2. The research indicated that there is no noteworthy difference in the teaching aptitude scores of male and female secondary school teachers. The findings revealed that both groups exhibited comparable levels of teaching aptitude, with no statistically significant disparities identified. The average

teaching aptitude scores for male and female teachers were nearly the same, suggesting that gender does not substantially influence teaching aptitude within this demographic. This conclusion implies that both male and female secondary school teachers possess similar teaching capabilities, and that factors such as training, experience, and subject matter expertise may have a more pronounced effect on teaching effectiveness.

3. The research indicated that there was no notable difference in the emotional intelligence scores of secondary school teachers specializing in science and commerce. The findings revealed that both groups exhibited comparable levels of emotional intelligence, with no statistically significant discrepancies identified. The average emotional intelligence scores for both science and commerce teachers were nearly identical, suggesting that the subject area does not considerably influence emotional intelligence of secondary school educators. This outcome implies that both science and commerce teachers possess similar emotional intelligence competencies, including self-awareness, empathy, and interpersonal skills, which can be harnessed to enhance effective teaching and learning practices, irrespective of the subjects they teach.
4. The study concluded that there is no notable difference in the teaching aptitude scores of secondary school teachers specializing in science versus those in commerce. The findings suggest that both groups exhibit comparable levels of teaching aptitude, with no statistically significant variations detected. The mean scores for teaching aptitude of science and commerce teachers were nearly the same, indicating that the subject area does not significantly influence teaching aptitude. This outcome suggests that the teaching skills and capabilities of science and commerce teachers are alike, and that factors such as teacher training, experience, and pedagogical strategies may play a more critical role in determining overall teaching effectiveness.

## Discussion

The findings of the study, which reveal no significant difference in emotional intelligence and teaching aptitude of secondary school teachers, present an intriguing outcome that merits further examination. Several factors may have contributed to this result. Firstly, it is plausible that emotional intelligence and teaching aptitude are separate constructs that do not necessarily intersect or influence one another. Emotional intelligence pertains to the capacity to recognize and manage one's own emotions as well as those of others, while teaching aptitude encompasses a wider array of skills, such as lesson planning, classroom management, and student assessment. Although emotional intelligence can be a valuable asset for teachers, it may not directly determine teaching aptitude. Secondly, the sample used in the study may have included experienced teachers who have honed their teaching abilities and emotional intelligence over time, potentially obscuring any existing differences. Lastly, the instruments employed to measure emotional intelligence and teaching aptitude may not have been sufficiently sensitive to identify subtle variations of teachers. Despite the absence of significant findings, the study underscores the importance of recognizing both emotional intelligence and teaching aptitude as integral elements of effective teaching. Future research

could delve deeper into the relationship between these constructs, utilizing more refined measures and exploring potential moderating variables such as teacher experience, subject area, and student demographics.

## Conclusion

In summary, this study aimed to explore the connection between emotional intelligence and teaching aptitude of secondary school teachers. Unexpectedly, the findings indicated no significant difference in emotional intelligence or teaching aptitude of the participants. This outcome suggests that emotional intelligence and teaching aptitude may operate as separate constructs without direct influence on one another. The implications of these results for teacher education and training programs are noteworthy, as they indicate a potential need to cultivate emotional intelligence and teaching aptitude as distinct yet complementary skills. Additionally, the study underscores the importance of further research to examine the intricate relationships between emotional intelligence, teaching aptitude, and other factors that contribute to teacher effectiveness. Overall, this research enhances our understanding of the complex dynamics of teaching and emphasizes the necessity for ongoing inquiry and professional development to foster the growth and efficacy of secondary school teachers.

## Suggestions

The examination of emotional intelligence and teaching capability in secondary school teachers carries numerous educational ramifications:

- 1. Training in Emotional Intelligence:** Educational institutions can offer programs aimed at enhancing emotional intelligence for teachers, assisting them in cultivating their emotional skills and refining their teaching abilities.
- 2. Teacher Training Programs:** Teacher preparation programs can integrate emotional intelligence and teaching capability as vital elements of training, equipping teachers with the necessary skills and competencies to succeed in their roles.
- 3. Evaluation and Support for Educators:** Schools can establish teacher assessment systems that consider both emotional intelligence and teaching capability, providing teachers with valuable feedback and assistance to enhance their teaching methods.
- 4. Management of the Classroom:** Teachers with strong emotional intelligence are capable of fostering a nurturing and positive classroom atmosphere, which can result in better student behavior, increased motivation, and enhanced academic performance.
- 5. Relationships Between Students and Teachers:** Instructors with secondary emotional intelligence can forge more robust connections with their students, contributing to greater student engagement, motivation, and academic success.
- 6. Culture Within Schools:** Educational institutions can cultivate a supportive and positive school environment by encouraging emotional intelligence and teaching capability of teachers, which can enhance teacher morale, job satisfaction, and retention rates.

**7. Ongoing Professional Growth:** Schools can offer continuous professional growth opportunities for teachers to advance their emotional intelligence and teaching capability, allowing them to remain informed about the latest best practices in education.

**8. Recruitment and Selection of Teachers:** Schools can adopt emotional intelligence and teaching capability as criteria in the hiring and selection process, ensuring they recruit teachers who possess the necessary skills and competencies to be effective in their roles.

### **Educational Implication**

The examination of emotional intelligence and teaching capability of secondary school teachers carries numerous educational consequences:

**1. Training in Emotional Intelligence:** Educational institutions can offer programs focused on emotional intelligence training for teachers, assisting them in enhancing their emotional skills and boosting their teaching effectiveness.

**2. Teacher Preparation Programs:** Teacher preparation programs can integrate emotional intelligence and teaching capability as vital elements of teacher training, allowing teachers to cultivate the necessary skills and competencies to become successful instructors.

**3. Evaluation and Support for Teachers:** Schools can establish teacher evaluation frameworks that consider both emotional intelligence and teaching capability, providing teachers with valuable feedback and assistance to refine their teaching methods.

**4. Management of the Classroom:** Teachers with elevated emotional intelligence can foster a nurturing and positive classroom atmosphere, which can result in enhanced student behavior, motivation, and academic success.

**5. Relationships Between Students and Teachers:** Teachers who exhibit high emotional intelligence can forge stronger connections with their students, leading to increased student engagement, motivation, and academic performance.

**6. Culture within Schools:** Educational institutions can cultivate a positive and supportive school culture by encouraging emotional intelligence and teaching capability of teachers, which can enhance teacher morale, job satisfaction, and retention rates.

**7. Ongoing Professional Development:** Schools can offer continuous professional development opportunities for teachers to enhance their emotional intelligence and teaching capability, ensuring they remain informed about the latest best practices in education.

**8. Recruitment and Selection of Teachers:** Schools can utilize emotional intelligence and teaching capability as criteria for hiring and selecting educators, ensuring they recruit individuals who possess the necessary skills and competencies to be effective teachers.

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