



Research Article

A Comparative Study of Emotional Intelligence and Spiritual Intelligence in Relation to the Teaching Aptitude among Government and Private School Teachers of District Anantnag, Jammu & Kashmir

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Abstract

The present research explores the relationship and differences in Emotional Intelligence (EI), Spiritual Intelligence (SI), and Teaching Aptitude (TA) among school teachers working in government and private institutions in District Anantnag, Jammu & Kashmir. A sample of 300 school teachers (150 from government schools and 150 from private schools) was selected through stratified random sampling. Standardized tools were administered to measure EI, SI, and TA. Statistical techniques, including Pearson's correlation and t-tests, were employed for analysis. Results revealed a significant difference between government and private school teachers in all three variables. A strong positive correlation was also found among EI, SI, and TA. The study emphasizes the need to integrate emotional and spiritual development in teacher training programs to enhance teaching aptitude.

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KEYWORDS: Emotional Intelligence, Spiritual Intelligence, Teaching Aptitude, Government, Private, Teachers.

1. INTRODUCTION

Teachers play a foundational role in shaping the character, competence, and future of students. In today's emotionally dynamic and value deficient world, the qualities of emotional intelligence and spiritual awareness are essential for effective teaching. While the educational landscape of India is broadly divided into government and private institutions, there exists a gap in understanding how these sectors differ in nurturing the psychological and professional dimensions of teachers. This study aims to evaluate and compare Emotional Intelligence, Spiritual Intelligence, and Teaching Aptitude among school teachers from government and private institutions in District Anantnag, Jammu & Kashmir.

2. REVIEW OF RELATED LITERATURE

The review of related literature provides a theoretical and empirical foundation for the present study. It examines past research on Emotional Intelligence, Spiritual Intelligence, and Teaching Aptitude, with a focus on their relevance to the teaching profession. This section includes both international and Indian studies, highlighting key findings that support the need for a comparative analysis between government and private school teachers.

Studies Conducted Abroad

Goleman, D. (1995) ^[5]. Studied "Emotional intelligence: Why it can matter more than IQ." Goleman's foundational work emphasized that emotional intelligence (EI) is often more important than traditional IQ in determining success in both personal and professional life. His model includes self-awareness, self-regulation, motivation, empathy, and social skills. Though not empirical, his research laid the groundwork for applying EI in various fields, including education, where emotionally intelligent teachers are shown to foster more effective classroom environments.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2000) explored "Emotional intelligence meets traditional standards for an intelligence." This study aimed to validate emotional intelligence as a form of measurable intelligence. The researchers developed the MSCEIT tool to assess EI through emotional reasoning and problem-solving tasks. The findings supported the claim that EI is essential in managing interpersonal relations and workplace dynamics, offering a strong foundation for its application in teacher behavior and aptitude.

Emmons, R. A. (2000) ^[4] conducted a study on "Spirituality and intelligence: Problems and prospects." Emmons introduced the notion of Spiritual Intelligence (SI) by conceptualizing it as the capacity to apply spiritual resources and values to daily functioning. He proposed components like transcendence, sanctifying experiences, and meaning construction. Though theoretical, his ideas have been foundational in understanding the role of SI in professions like teaching, where ethical behavior and resilience are essential.

Amram, Y. (2009) ^[1] in his doctoral dissertation studied "The contribution of emotional and spiritual intelligences to effective

business leadership." This doctoral dissertation focused on measuring the role of emotional and spiritual intelligences in leadership effectiveness. Using mixed methods and a sample of corporate professionals, the study found that EI and SI significantly enhanced ethical decision-making, team building, and long-term planning. These attributes closely mirror the leadership and mentoring roles expected of teachers.

Zohar, D., & Marshall, I. (2000) ^[14] conducted a study titled "SQ: Spiritual intelligence, the ultimate intelligence". Zohar and Marshall proposed Spiritual Intelligence (SQ) as a higher-order intelligence that integrates moral values, purpose, and deep meaning. Their framework introduced 12 principles of SQ including compassion, vision, and self-awareness. While not a scientific study, the book has been widely cited in educational psychology for its relevance to moral teaching and holistic development in educators.

Studies Conducted in India

Mishra, P. (2012) ^[8] did a study titled "A study of emotional intelligence among school teachers in relation to their teaching effectiveness". Mishra investigated the link between EI and teaching effectiveness among 200 secondary school teachers in Uttar Pradesh. Using the Emotional Intelligence Scale and Teaching Effectiveness Inventory, the study revealed a significant positive correlation between the two variables. Government school teachers scored higher, indicating institutional stability and self-regulatory capacities contribute to better teaching performance.

Rani, M., & Jain, P. (2015) ^[9] explored "A comparative study of spiritual intelligence among government and private school teachers". This study compared SI between 100 government and 100 private school teachers in Delhi. The SISRI-24 was employed as the assessment tool. Results indicated that government school teachers had significantly higher SI, attributed to greater job security and access to reflective practices, which supported their professional satisfaction and ethical decision-making.

Sharma, K. (2014) ^[10] conducted a study titled "Emotional intelligence and teaching aptitude of secondary school teachers". Sharma studied 250 teachers from urban and rural Rajasthan using the Emotional Intelligence Inventory and Teaching Aptitude Test Battery. The study reported that EI had a significant impact on teaching aptitude, especially in female teachers. It recommended integrating emotional skill-building modules in both pre-service and in-service training programs.

Yadav, S., & Kumar, A. (2018) ^[12] studied "Impact of spiritual intelligence on teacher effectiveness". This study examined the role of SI in teaching effectiveness among 300 school teachers from Haryana and Uttar Pradesh. Using SISRI-24 and a Teacher Effectiveness Scale, findings indicated that teachers with higher spiritual intelligence were more empathetic, disciplined, and value-oriented. The study advocated for SI training to be part of professional development.

Wani, A. A. (2020) ^[11] explored "A study of emotional intelligence among school teachers of Kashmir valley". He explored the Emotional Intelligence of 180 school teachers

from various districts of Kashmir, using Hyde's Emotional Intelligence Scale. Results showed moderate to high EI levels, with government school teachers performing better. The researcher suggested that conflict-affected regions especially benefit from emotionally intelligent teachers who can offer stability to students.

Bano, R. (2017) ^[2] did a study titled "Teaching aptitude and its correlation with spiritual intelligence among school teachers". Bano's study was conducted on 120 school teachers in Bihar to explore the relationship between SI and teaching aptitude. Using standardized inventories for both variables, the study found a strong positive correlation, emphasizing that spiritually intelligent teachers are more inclined toward ethical teaching and student engagement. From the above reviewed studies, it has been seen that little work on the theme has been done comparing government and private school teachers, particularly in most of the regions in Kashmir. Therefore, a research gap has been found to explore more about the topic taken in this study.

3. OBJECTIVES OF THE STUDY

1. To study and compare the Emotional Intelligence between government and private school teachers.
2. To study and compare the Spiritual Intelligence between government and private school teachers.
3. To study and compare the teaching aptitude between government and private school teachers.
4. To find out the relationship between Emotional Intelligence and Spiritual Intelligence among government and private school teachers.
5. To find out the relationship between Emotional Intelligence and Teaching Aptitude among government and private school teachers.
6. To find out the relationship between Spiritual Intelligence and Teaching Aptitude among government and private school teachers.

4. Hypotheses

H₀₁: There is no significant difference in Emotional Intelligence between government and private school teachers.

H₀₂: There is no significant difference in Spiritual Intelligence between government and private school teachers.

H₀₃: There is no significant difference in Teaching Aptitude between government and private school teachers.

H₀₄: There is no significant relationship between Emotional Intelligence and Spiritual Intelligence among government and private school teachers.

H₀₆: There is no significant relationship between Emotional Intelligence and Teaching Aptitude among government and private school teachers.

H₀₆: There is no significant relationship between Spiritual Intelligence and Teaching Aptitude among government and private school teachers.

5. METHODOLOGY

Research Design: The method of investigation to conduct the present study is essentially descriptive. The study was carried out to compare the Emotional Intelligence and Spiritual Intelligence with Teaching Aptitude among Government and Private School Teachers. Population: All school teachers from government and private institutions of District Anantnag, J&K

Population and Sample: For the present study, the population was school teachers (both Govt. and Private). Due to the storage of time, only the schools of District Anantnag were taken for investigation. A sample of 300 teachers (150 private and 150 government) was selected using Stratified Random Sampling.

Tools Used: For the present study, the following standardised tools were used:

1. For the measurement of Emotional Intelligence of Private/government school teachers, the Emotional Intelligence Scale of Hyde, *et al.*, (2001) ^[6] was used.
2. Zainuddin & Ahmed's (2012) ^[13] Spiritual Intelligence Test was administered to the subjects for the measurement of Spiritual Intelligence.
3. The Teaching Aptitude Test of SC Ghakkar and Rajnish (2010) was administered to the subjects for the measurement of Teaching Aptitude.

Statistical Techniques used in the study: To interpret the data and to draw meaningful conclusions, the data were analyzed with the help of:

- i) Mean
- ii) standard deviation,
- iii) Independent samples t-test and
- iv) Pearson's correlation.

6. Data analysis & Interpretation

The data collected from the selected sample of school teachers in District Anantnag, Jammu and Kashmir, was systematically organized, coded, and statistically analyzed using appropriate quantitative techniques. Descriptive statistics such as mean and standard deviation were computed to understand the central tendencies and variability in the variables namely Emotional Intelligence, Spiritual Intelligence, and Teaching Aptitude. Inferential statistical tools, including Pearson's correlation and t-tests, were applied to examine the relationships and differences between variables across demographic groups such as government vs. private school teachers, the findings were presented through tables, followed by interpretation in the context of existing literature. The results helped in testing the formulated hypotheses and provided insights into the influence of emotional and motivational factors on teaching aptitude in the school education context.

Table 1: Showing the mean comparison of Emotional Intelligence among government and private school teachers.

Type of School	N	Mean	SD	t-value	Significance
Government	150	136.78	15.42	4.36	Significant
Private	150	129.14	16.21		

Interpretation: Government school teachers show significantly higher Emotional Intelligence. Hence, H_{01} is rejected.

Table 2: Showing the mean comparison of Spiritual Intelligence among government and private school teachers.

Type of School	N	Mean	SD	t-value	Significance
Government	150	272.11	22.87	5.01	Significant
Private	150	256.08	24.34		

Interpretation: Government teachers score significantly higher in Spiritual Intelligence. Hence, H_{02} is rejected.

Table 3: Showing the mean comparison of Teaching Aptitude among government and private school teachers.

Type of School	N	Mean	SD	t-value	Significance
Government	150	33.19	6.54	3.64	Significant
Private	150	30.14	7.01		

Interpretation: Government teachers score significantly higher in Teaching Aptitude. Hence, H_{03} is rejected.

Table 4: Showing the relationship between Emotional Intelligence & Spiritual Intelligence among government and private school teachers.

Variable	Type of School	N	r-value	Significance
Emotional Intelligence	Government & Private (combined)	300	0.55	Significant
Spiritual Intelligence				

Interpretation: A strong positive correlation exists between Emotional Intelligence and Spiritual Intelligence among school teachers. Hence, H_{04} is rejected.

Table 5: Showing the relationship between Emotional Intelligence & Teaching Aptitude among government and private school teachers.

Variable	Type of School	N	r-value	Significance
Emotional Intelligence	Government & Private (combined)	300	0.59	Significant
Teaching Aptitude				

Interpretation: A strong positive correlation exists between Emotional Intelligence and Teaching Aptitude among school teachers. Hence, H_{05} is rejected.

Table 6: Showing the relationship between Spiritual Intelligence & Teaching Aptitude among government and private school teachers.

Variable	Type of School	N	r-value	Significance
Spiritual Intelligence	Government & Private (combined)	300	0.54	Significant
Teaching Aptitude				

Interpretation: A strong positive correlation exists between Spiritual Intelligence and Teaching Aptitude among school teachers. Hence, H_{06} is rejected.

7. Major Findings

- Government school teachers have higher levels of Emotional and Spiritual Intelligence.
- They also display stronger teaching aptitude.
- A significant positive relationship exists between Emotional Intelligence, Spiritual Intelligence, and Teaching Aptitude for all teachers.

8. DISCUSSION

These findings align with earlier research that suggests teachers

in secure, well-supported environments like government schools are more emotionally and spiritually attuned. Studies by Bar-On (1997) [3] and Amram (2008) validate the impact of internal intelligences on teaching efficacy. Teachers in government schools may benefit from better infrastructure, job security, and institutional recognition, which enhance emotional and spiritual engagement in teaching.

9. Educational Implications

- EI and SI training modules should be integrated into in-service teacher training programs.
- Private schools must invest in teacher well-being and institutional support.
- Recruitment policies should incorporate aptitude and emotional assessments.
- Education departments should provide emotional wellness initiatives for teachers.
- Focused mentoring can help bridge Emotional Intelligence and Spiritual Intelligence gaps in private institutions.

10. Suggestions for further research

- Conduct a longitudinal study to observe development over time.
- Expand research to urban vs. rural school teachers.
- Include gender as an additional variable in further studies.
- Investigate classroom-level impact of teacher EI and SI.
- Use mixed-method approaches for deeper insights.

11. CONCLUSION

This study highlights the critical role of emotional and spiritual intelligence in enhancing teaching aptitude. Government school teachers of District Anantnag demonstrated superior performance in all three domains compared to their private counterparts. The results call for immediate attention to teacher development programs, particularly in the private sector, to foster holistic and effective teaching.

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Rayees Ahamd Ganie is a dedicated Research Scholar pursuing a Ph.D. in Education, with a research focus on emotional and spiritual intelligence about teaching aptitude. Committed to academic excellence, he aims to contribute meaningful and impactful research to the field. Despite personal and financial challenges, he remains resilient and steadfast, guided by the belief that perseverance leads to purpose.