



A Study of Emotional Intelligence among Special Education Teacher and Normal Education Teachers

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Abstract

Aim of study:- To find out the Emotional Intelligence among Special Education Teacher and Normal Education Teachers. Hypothesis:- There will be significantly difference between Special Education Teacher and Normal Education Teachers. Sample:- Total 100 Teacher were selected study among them 50 subjects were Special Education Teacher and 50 subject's Normal Education Teachers belonging to Parbhani District. The age range were 20 to 35 year's (M= 35.62, SD= 8.09). Non-Probability purposive sampling was used. Tools- emotional intelligence test This scale was developed by Hyde, Pethe and Dhar (2001). Conclusion:- Special Education Teacher had significantly high Emotional Intelligence than the Normal Education Teachers.

Keyword: Emotional Intelligence, Special Education Teacher, Normal Education Teachers

Introduction:-

The primary function of a special education teacher in Jordan is to accept students with special needs and provide them with equal opportunities to learn. The instructor is also required to monitor the implementation of special education programs and provide periodic reports on the status of these programs and services, to participate in the meetings, training courses, workshops and special activities aimed at improving the quality and delivery of special education programs and services. Furthermore, a special education teacher is expected to

conduct assessment to determine a student's level of academic performance, to perform the necessary diagnosis of the children with learning disabilities, measure the forms of disabilities and coordinate regular classes with parents, school administrators, and the educational counselor in order to identify the case and the need for joining a special resource room (Ministry of Education, 2010).

Silva (2001) states that emotional intelligence (EI) or Emotional Quotient (EQ) was initially understood as social intelligence by Thorndike and defined as the ability to relate to other people. Later it was better defined as the ability to handle emotions in four key areas: to perceive and express emotion, to assimilate and integrate emotions in thought, to understand and reason with emotion, to regulate and manipulate one's own emotions and those of others in different contexts. In short, emotional intelligence includes the ability to monitor one's own emotions and the emotions of others. Intelligence has been defined and studied in different ways. According to Silva (2001), in a more familiar sense, intelligence is defined as individual skills used to learn and reason. Different individuals have different aptitudes, capabilities, and distinct cognitive abilities. On the other hand, in a broader sense, intelligence can be defined as the ability or capacity to solve problems. Emotional intelligence includes qualities such as understanding one's own emotions, the ability to put oneself in the place of others and the ability to control one's emotions in order to improve one's quality of life (Boeck and Martin, 1997).

The effectiveness of an educational program depends on the level of competence and dedication of its professional staff. Teachers who are assigned to teach should have a high level of emotional intelligence so they can provide effective impact on their students. A high level of people emotional intelligence is the more emotionally stable and they able to manage his emotions very well, especially the negatively in nature (John, Robins & Pervin, 2008). A high level of emotional intelligence found to be more happy and satisfied with life and very concerned about the well being of the world. According to the Five Factor Model of personality theory which is presented in Patrick and Susan (1995), the high level of intelligence emotions people shows there is low neuroticism factor such as calmness, less emotional, able to control themselves, caring for the well-being and strong (hardy). According to another theory, people with high level of intelligence emotions is a person who can control and manage their emotions

very well and in turn can carry out their duties effectively and succeed in the job and career (John, Robins & Pervin, 2008).

Research Method

Aim of study:-

To find out the Emotional Intelligence among Special Education Teacher and Normal Education Teachers.

Hypothesis:-

There will be significantly difference between Special Education Teacher and Normal Education Teachers.

Sample:-

Total 100 Teacher were selected study among them 50 subjects were Special Education Teacher and 50 subject's Normal Education Teachers belonging to Parbhani District. The age range were 20 to 35 year's (M= 35.62, SD= 8.09). Non-Probability purposive sampling was used.

Variable :

Independent Variable: - -Types of Education of Teacher -

1) Special Education Teacher 2) Normal Education Teachers

Dependent Variable :- 1) Emotional Intelligence

Tools

This scale was developed by Hyde, Pethe and Dhar (2001). It contains 34 items, Ten factors of emotional intelligence are included in this scale. The split-half reliability co-efficient was found to be 0.88 and validity co-efficient is also very high i.e. 0.93.

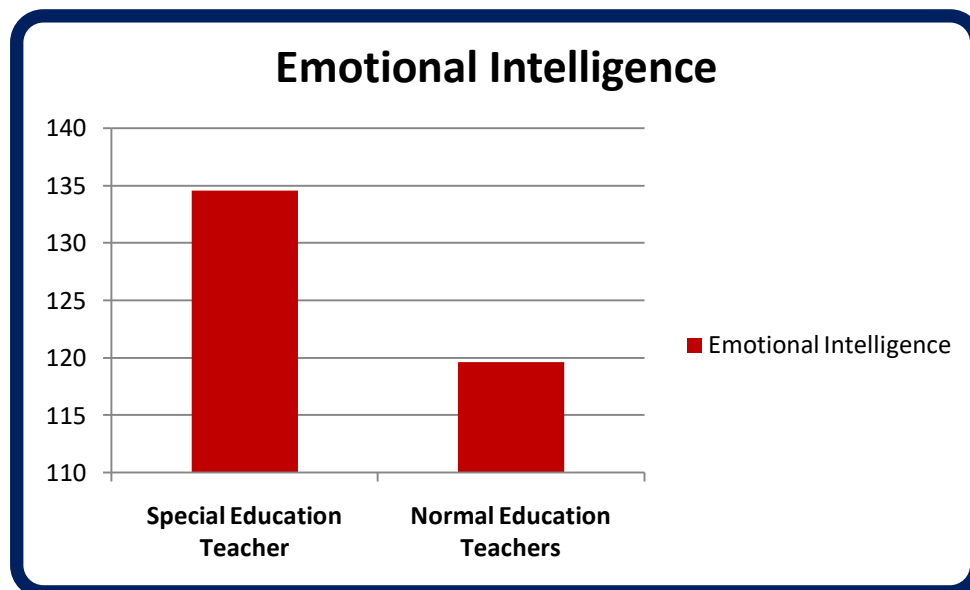
Procedures of data collection :-

For data collection permission has been taken from respective sources than the subjects have been selected for data collection Personal data sheet (PDS) has been given for the preliminary information with respect to subject’s related variables then standardized test administer to the subjects. Before that report was established with subject.

Statistical Data Analysis

“t” Value Showing the significance of difference between Special Education Teacher and Normal Education Teachers Respect to Emotional Intelligence

Dimension	Special Education Teacher (N=50)			Normal Education Teachers (N=50)			t-ratio	df	p
	Mean	SD	SE	Mean	SD	SE			
Emotional Intelligence	134.52	7.56	1.06	119.63	6.88	0.97	10.30**	38	0.01



Emotional Intelligence score of the Special Education Teacher Mean is 134.52 and Normal Education Teachers Mean is 119.63 value is (98) 10.30 and two mean is highly

significant at both level. Our null hypothesis is rejected and alternative hypothesis is accepted it concluded that the Special Education Teacher had significantly high Emotional Intelligence than the Normal Education Teachers.

The Quality of Life is the variable with the greatest predictive value of teachers' emotional intelligence, in line with research carried out by Marques (2010) investigating higher education teachers. The same questionnaire was used and the results also suggest that the Life Events and Overall Health have a negative influence on emotional intelligence, whereas Quality of Life, Life Satisfaction, Relationship Quotient and Excellent Performance indicate greater emotional intelligence.

Conclusion:-

Special Education Teacher had significantly high Emotional Intelligence than the Normal Education Teachers.

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