ABSTRACT

Education is a two way process. Teaching and learning has its two aspects. Teacher is a backbone of education process. There are many ways to deliver knowledge. According to learners ability we have general and special education system. In special education the group of visual impaired, hearing impaired, multiple disabilities and mentally challenge students need to different teaching process. Those students have the necessity of special teachers. These teachers have different abilities than general education school teachers. At the special school students have various disabilities, teacher have to challenge to adjust that profession. In general school also having various types of roles and responsibility that creates occupational stress. In day to day life emotional intelligence is an important aspect of life. Those who are emotionally sound they are satisfied in their job and also cope the occupational stress.

Emotional intelligence is the concept, which is currently in focus among the general public, practitioners and researchers. It’s being believed by the public that emotional and social competence is an important or even more important than traditional dimension of intellectual ability and personality (Goleman, 1995, 1998). Emotionally healthy behavior is reflected in characteristic ways of (1) thinking, (2) identifying, managing and expressing feelings and (3) choosing effective behaviors. Teachers who intentionally develop emotional skills and model of emotionally intelligent behavior experience are more successful and satisfied in their professional career and personal life.

Job satisfaction as involving, cognitive, affective and evaluative reactions or attitude and states it is a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences (Locke, 1976). Job satisfaction or dissatisfaction of teacher is depending on how they are perceive the situation and experienced it. Organizational climate, job security and financial status, nature of job, attitude towards job, gender differences, parent’s behavior, student achievement and expectation of society are the influencing factor of satisfaction. The job of special school teachers is much more demanding of experimentation with novel activities. Rewards will go a long way to motivate the teachers for their creative activities, but none of the school system has any extrinsic rewards for teachers doing the job well. In the special schools even the intrinsic reward of the student progress is denied to
teachers as children do not make a consistently upward progress. Children progresses slowly and erratically.

Occupational stress as harmful physical and emotional responses, that occurs when the requirements of the job do not match the capabilities, resources or needs of the worker (Erkutle & Chafra, 1983). Job stress can lead to poor health and even injury. When the challenge has turned into job demands that cannot be met, relaxation has turned to exhaustion, and a sense of satisfaction has turned into feelings of stress, the state is set for illness, injury and job failure. The Special education teachers undergo stress and strain because of various stressors arising out of diversified roles and responsibilities. These stress factors make the person cynical towards work, colleagues, children and the school as a whole and have low self-efficacy, less organizational commitment and results in job dissatisfaction which further deteriorates the performance. Dissatisfied teachers may deliver poor service to the children with disabilities and affects the well-being of the teachers themselves.

Education is the ability to meet life's situation, it is a character building process, enhancing one's personality and making him/her rational, capable, responsive and intelligent. Teacher plays an important role in shaping the behaviour of students especially in beginning year. It becomes important to take an overview of general school and special school teachers. Educators live in a time of rapid change and increasing demands. General school education involves presenting the standard curriculum set by education authorities using standard teaching methods. General education involves the typical classroom setting, wherein teachers address the needs of the class as whole. Teachers in general education implements procedures and teaching methods regardless of the differences between the students. Special education teachers help to develop an Individualized Education Program (IEP) for each student receiving special education. The IEP sets personalized goals for the student and is tailored to that student's individual needs and abilities. Special education uses a certain special curriculum which caters to a certain special student type. For example, the procedures and teaching methods used to attend to one special student are different from methodology implemented to another student. The focus of special education is to address the students' individual needs and differences. The human personality should be developed in terms of the minimum knowledge, skills and capabilities required to perform the functions for healthy living.
In this context, the present study is a modest attempt to identify the emotional intelligence, job satisfaction and occupational stress with special reference to special and general education male and female school teachers.

The main objectives of the present study were:

1. To study the difference in emotional intelligence, job satisfaction and occupational stress among special and general education school teachers.

2. To study the gender differences on emotional intelligence, job satisfaction and occupational stress among special and general education school teachers.

The following hypotheses were formulated based on the variables and objectives of the study:

1. Special education school teachers will have higher emotional intelligence as compared to general education school teachers.

2. General education school teachers will have greater job satisfaction as compared to special education school teachers.

3. Special education school teachers will have higher occupational stress than general education school teachers.

4. Female school teachers will have higher emotional intelligence than male school teachers.

5. Male school teachers will have greater job satisfaction than female school teachers.

6. Female school teachers will have higher occupational stress than male school teachers.

In the present study sample was selected by the following method:

In the present study, the researcher has selected 300 samples, out of them 150 teachers from general education school, it consists 75 male and 75 female teachers and 150 teachers from special education, divided into 75 male and 75 female school teachers. The sample of 300 special and general school teachers from various Tehasils; Nashik, Niphad, Yeola, Ikatpuri, Nandgaon, Sinnar, and around Nashik district; Srirampur, Kopargaon and Rahata in Maharashtra. In that area the researcher
has selected visually impaired, hearing impaired, multiple disabilities and mentally retarded schools, from these school teachers selected respectively 20, 44, 22 and 64 through purposive sampling method for each category. According to above sample it should be care to taken to select matching samples from general schools to respective places.

Criteria of sample selection and Procedure of data collection:

Researcher has personally approached school teachers and finally selected 75 teachers from each group of age range 25 to 55, minimum five years primary school teaching experience and all are married teachers of both the groups. The researcher has got prior permission from the management of the school authorities and discussed about the study conducted, then the researcher personally approached school teachers individually and gives instructions with the help of test manual. Initially, teacher were instructed to fill up the bio-data sheet and delivered the test one by one, given sufficient time for responding the test. When they have completed their test, they were thanked for extending their cooperation to the researcher. Then response sheets were recollected from them.

The following tools were used for the present study:

a. Personal-data Sheet- To collect the general information of respondent related with age, sex, experience and marital status with the help of data sheet.

b. Emotional Intelligence Scale- developed by Hyde, Pethe and Dhar (2001).


Results and Discussion:

The research data has analyzed statistically by using descriptive statistics i.e. Mean, SD and then inferential statistics 2x2 ANOVA. After obtaining results, discuss on framed hypothesis with appropriate explanation. To find out the differences between type of school teacher and gender in the components of emotional intelligence, occupational stress and job satisfaction variables, researcher has used
separately two-way analysis of variance ANOVA. Because of the writing abstract, researcher has not drawn the tables of statistical values and also, not used graphical techniques for detailed explanation of results, only brief explanation were write here.

The F ratio for the main effect of type of school teachers on emotional intelligence is significant, $F_{(1,296)} = 73.757; p<.001$. The mean score of emotional intelligence is 120.65 and SD 15.96 for special education school teachers and the mean score of emotional intelligence is 109.11 with SD 13.88 for general education school teachers. Therefore, special education school teachers are higher emotional intelligence than general education school teachers. The second main effect for the gender is also significant, $F_{(1,296)} = 187.103; p<.001$. The mean score of emotional intelligence is 105.69 and SD 10.18 for male teachers and the mean score of emotional intelligence is 124.07 and SD 15.52 for female teachers. Therefore, results indicate that, the female teachers are higher emotional intelligence than male teachers.

The F ratio for the main effect of type of school teachers on job satisfaction is significant, $F_{(1,296)} = 68.52; p<.001$. The mean score of job satisfaction is 22.37 and SD 2.43 for special education school teachers and the mean score of job satisfaction is 24.57 and SD 2.81 for general education school teachers. Therefore, general education school teachers are higher job satisfaction than special education school teachers. The second main effect for the gender is also significant, $F_{(1,296)} = 49.985; p<.001$. The mean score of job satisfaction is 24.41 and SD 2.93 for male teachers and the mean score of job satisfaction is 22.53 and SD 2.43 for female teachers. Therefore, results indicate that, the male teachers are higher job satisfaction than female teachers.

The F ratio for main effect of type of school teacher on occupational stress is significant, $F_{(1,296)} = 27.296; P < 0.001$. The mean score of occupational stress is 143.36 and SD 20.95 for special education school teachers and the mean score of occupational stress is 131.11 and SD 24.1 for general education school teachers. Therefore, special education school teachers are higher occupational stress than general education school teachers. The second main effect for the gender is also significant, $F_{(1,296)} = 70.535; p<.001$. The mean score of occupational stress is 127.39 and SD 21.55 for male teachers and the mean score of occupational stress is 147.08 and SD 20.75 for female teachers. Therefore, results indicate that, the female teachers are higher occupational stress than male teachers.
On the basis of data analysis and research hypotheses, researcher has obtained following conclusions.

1) Emotional intelligence ability is differently found in special and general education teachers. Special education school teachers have higher emotional intelligence as compared to general education school teachers.

2) Job satisfaction found differently in special and general education school teachers. General education school teachers have greater job satisfaction as compared to special education school teachers.

3) Occupational stress found differently in special and general education school teachers. Special education school teacher’s are experiences more occupational stress than general education school teachers.

4) Gender plays a key role in developing emotional intelligence. Female school teachers have higher emotional intelligence than male school teachers.

5) Job Satisfaction is found differently in gender of the teachers. Male school teachers have greater job satisfaction than female school teachers.

6) Occupational stress found differently in gender of the teachers. Female school teachers have higher occupational stress than male school teachers.