

Emotional Intelligence and Psychological Well-Being of Special Educators in Sivaganga District

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ABSTRACT

The present study highlights the level of emotional intelligence and psychological well-being of the special educators. Major objective of the study was to find out the level of emotional intelligence and psychological well-being of the special educators working in Sivaganga district. The investigator selected 62 special educators as a sample. Descriptive survey method was used to collect the information's. the investigator developed Emotional Intelligence scale and psychological well-being scale developed by Ryff was used in the present study. Result of the study showed there is significant difference between the mean scores of emotional intelligences of special educators. And also, there is significant difference between the mean scores of psychological well-being among special educators the result implies the need for training to enhance emotional intelligence and psychological well-being of special educators in teacher education programmers. It promotes emotional stability, compassion and skill to meet the diverse learners in inclusive education.

Keywords: Emotion, Emotional intelligence, Well-being, Psychological Well-Being, Purposeful Life, Special Educators.

INTRODUCTION

Emotion plays an important part in everyone's life. Most people like to feel good, without any reason its positive emotions. Experiencing emotions like happiness, trust, joy, motivation it's all are led to the happiest and healthy life of the individuals. Emotions are connected with a teacher's life and overall human life. The teachers are the backbone of the future educational society. Dealing with special children causes them excessive mental movements and to get rid of it they need to be aware of the skills of how to handle their mental arousal. Teachers need emotional stability skills because they are dealing with special children who are experiencing stress or depression. They face more challenges while teaching these children. Emotional intelligence is nothing but its ability to manage emotions in discomfort situations. Psychological well-being is good for our mental stability and as well as our physical health. It's the association between happiness and a good mood. Emotional intelligence and psychological well-being are like two sides of a coin. Special educators need to enhance their emotional intelligence as well as psychological well-being for achieving their teaching passion.

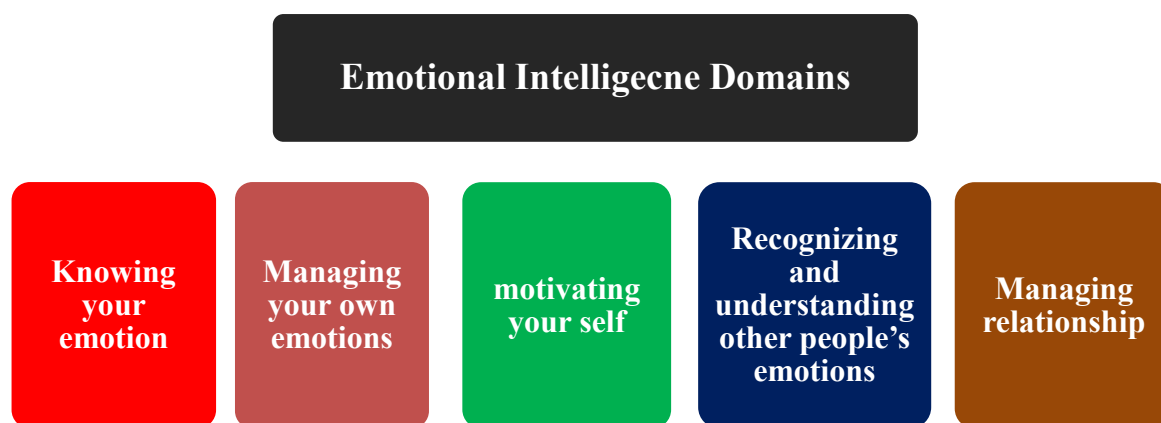
Emotional intelligence

Emotional intelligence plays an important role in human life. It's Individuals how they manage their emotions in the commonplace.

Emotional intelligence is the ability to control and manage their emotion. Emotional intelligence is categorized into five domains - self-awareness, self-control, empathy, conflict management, and adaptability. Emotional intelligence determines the individual social connectivity with others. Special educators need to recognize one's

own feelings and as well as others. Goleman (1995) defined emotional intelligence as the ability to understand and recognize one own emotion and also others. Special educators need to exhibit their emotion as well as makes positive relationship with others.

Emotional intelligence principles



Emotional intelligence domains given by Mayor and Salovey and Caruso in 1998. These domains determine the human wellness. Emotional intelligence involves abilities in your emotions, managing your own emotions. Emotional intelligence increases teacher-students relationship in a positive way.

environmental mastery, and purpose in life. These six key elements determine a good and healthy life. Psychological well-being makes balance wellness to handle the critical situation. Prospective teachers in particular special educators must possess all these six factors in their teaching-learning environment.

Psychological Well-Being

Psychological well-being is nothing but the positive mental state of an individual. It is related to our cognitive behaviors and it also reminds the wellness of mental and physical. According to Ryff (2007), psychological well-being is the root of the purposeful life of an individual full of happiness or satisfaction. She introduced the Eudaimonic well-being of the individual, it refers to the purpose of life. Brackett (2018) conducted a study to know the emotional intelligence of students and educators. Goleman defines emotional intelligence as the ability to self-control, persistence, and motivate ourselves, despite frustrations. And psychological well-being defines into six key elements, they are Self-acceptance, personal growth, positive relation with others, autonomy,

Emotional intelligence and Psychological Well-being of Special Educators

Nowadays, the teacher's and students' bonds are very complicated. This bond establishes a good relationship, pure, truest, ability to communicate, advocacy skills, and also know how to manage their conflict. Special education is an emerging field in the current scenario. The students with disabilities turn into a big challenge for the teachers, especially those who handle the children with special needs with a high level of disabilities. According to Porter (1998) experiences two important points while choosing the special education teaching field are technical competence and emotions. Emotional intelligence and psychological well-being are important qualities of life for special educators. Students with disabilities face lots

of problems in their daily life. According to Silva (2001) intelligence is defined as the ability to relate to other personal, and individual skills used to learn and reason. The students with disabilities have different levels of aptitudes, protentional and cognition abilities. Special educators have to handle different types of children, so special educators should know how to manage their emotions and as well students' emotions. The teacher must also demonstrate psychological well-being because this is an important component in one's teaching competency. This study focuses to find out the level of emotional intelligence and psychological well-being of the Special educator.

Need for the study

The reviews gave background knowledge for this study. And also, aimed to analyze the different elements between emotional intelligence and psychological well-being among special educators in Sivaganga District.

Akyol & Aksemir (2019) described the comparison level of Emotional intelligence and problem-solving skills of prospective teachers. The aim of the study is to find out the level of emotional intelligence and problem-solving skills of the prospective teachers according to their demographic variables. Investigator collects data from 1033 Special educators. This study used Bar-On Emotional intelligence Scale and the Problem-solving scale. The result of the study showed there is no difference between gender and class level in their problem-solving skills. And also, emotional intelligence did not differ in gender and class levels. But there was a significant difference in age and dependent variables.

Medley and Shannon (1994) described three extents of teacher quality in its place. There are interpersonal skills, classroom procedures, and also subject knowledge. Interpersonal skills associated with social competence. Social competence is the ability to manage social interaction in a cool manner. Social competence is one of the main factors of psychological well-being, it

refers to getting or maintaining a close relationship with others. The special educator should know this social competence, to make good and positive relationships with the students with disabilities, and understanding their emotions as well as their learning difficulties. This study helps the Special educators to know the student's abilities.

Joan et al, (2019) analyzed the association between the dimensions of emotional intelligence and psychological well-being in adolescents. The objective of the study was to find the association between emotional intelligence and psychological well-being in adolescents. The investigator used the Spanish version of the Trait Meta Mood Scale to measure emotional intelligence. And they used Oxford Happiness Questionnaire to measure of happiness of adolescents. Multinomial logistic regression analysis and receiver operating characteristic curve analysis were used to find the results. The result showed the capacity of emotional intelligence is increasing, the happiness also increases. This study concludes the need to carry out practice to enhance individual emotional intelligence.

Pablo et al, (2017) described teacher's affective well-being and teaching experience: the protective role of perceived emotional intelligence. The aim of the study was to examine how emotional intelligence and year of teaching experience are related to affective well-being in teachers. The investigator used Trait Meta-Mood Scale for measuring emotional intelligence which was evaluated three basics scales, there is Attention to one's feelings, Emotional Clarity, and Mood Repair. And also, the investigator used positive and negative affect schedules for measuring affective well-being. Results of the study revealed that teaching experience and attention variables are determining lower positive affect and higher negative affect. Clarity and repair are significant of positive affect and negative affect which means higher clarity and repair determining higher positive and lower negative affect. And moderator analyses showed how teaching experience

significantly decreased the positive effect of teachers who are had average or low levels of repair. This study showed the important role of repair as a protector of affective well-being in teachers.

Razia (2016) conducted a study on the emotional intelligence of pupil teachers in relation to their well-being. This study focused on finding the level of emotional intelligence and well-being of the B.Ed. students who are studying in Aligarh Muslim University and two private colleges in Aligarh. This study used a standardized tool to collect the data from the students. statistical analysis was done, using Mean, Standard Deviation, and t-test to find values between male and female pupil teachers. Results of the study showed emotional intelligence has a positive and significant relationship with the overall well-being of the B.Ed. students.

Silamboli & Sujathamalini (2019) discussed the emotional intelligence and psychological wellbeing of Prospective Special educators. The aim of the study is to find out the impact of emotional intelligence and psychological well-being of the prospective Special educators. Investigator selected a prospective special educator as a sample. The sample size was 73 who are studying in the special education program at Alagappa University. Result discussed, most of the prospective special educators had a moderate level of Emotional intelligence and psychological well-being. It also concluded that there exist different levels of psychological well-being among prospective special educators.

Overall, the need for the study to explore the result of emotional intelligence did not differ in gender and class levels (Akyol & Aksemir 2019). And also, studies explored the capacity of emotional intelligence to increase happiness and happiness also increases emotional Intelligence (Joan et al 2019). Medley and Shannon (1994) explored how teachers express their interpersonal skills, classroom procedures, and subject knowledge in the classroom. And also, Pablo et al (2017) describe teacher's affective well-being and teaching experience. They found

teaching experience and attention variables are determining lower positive affect and higher negative affect. Teaching experience significantly decreased the positive effect of teachers who are had average or low levels of repair. And some of the studies discussed emotional intelligence and psychological well-being for prospective teachers and students. As only a few studies stated the emotional intelligence and psychological well-being of the teachers and there are very few studies that examined the special educator's emotional intelligence and psychological well-being the present study is carried out.

Title of the Problem

“Emotional Intelligence and Psychological Well-Being of Special Educators in Sivaganga District”.

Objective of the Study

- To develop a tool to assess the Special Educator' Emotional intelligence
- To develop a tool to assess the Special Educator's Psychological Well-Being.
- To find out the mean scores and the levels of Emotional intelligence and psychological well-being of Special Educators.

Hypothesis of the Study

- There exists a significant difference in the mean scores and the levels of Emotional intelligence of Special Educators
- There exists a significant difference in the mean scores and the levels of emotional intelligence statement-wise.
- There exists a significant difference in the mean scores and the levels of psychological well-being of Special Educators
- There exists difference in the mean scores and the levels of psychological well-being in statement-wise.

METHODOLOGY

The descriptive survey method was used in this study. Emotional intelligence and Psychological Well-Being tools are adopted

for this study. Data is collected from the Special Educators working in the Sivagangai district. The sample size was 62 Special educators who are working in the Sivaganga district. The investigator used the Purposive sampling technique. Data was collected through online mode. Mean, Standard Deviation analysis techniques were used to find out the significant difference in the

Emotional intelligence and Psychological Well-being of the special educators.

RESULT AND DISCUSSION

The main objective of the present study is to find out the emotional intelligence and psychological well-being of Special educators who are working in sivaganga district. The collected data was analyzed and presented in the table below.

Table 1: Number and Level of Emotional Intelligence of Special Educators

Variable	Levels		
	Low	Moderate	High
Emotional Intelligence	12	34	16

From the above table, the raw data were scored, and mean and standard deviation was measured. Then mean \pm 1SD was adapted and the number of special educators' level of emotional intelligence was categorized into three levels as High, Moderate, and Low. Mean scores falling between 2.78 and 2.06 are categorized as a moderate level and mean scores fall below 2.06 under a low level of emotional intelligence, and 2.78 falls high

level of emotional intelligence. Out of 62 special educators, 16 special educator's emotional intelligence fall under high level, 34 special educator's emotional intelligence fall under moderate level, and 12 special educators fall under low level of emotional intelligence. Thus, the hypothesis" there exists different levels of emotional intelligence among special educators is accepted.

Table 2: Number and Level of Psychological Well-Being of Special Educators

Variable	Levels		
	Low	Moderate	High
Psychological Well-Being	14	40	8

From the above table, the raw data were scored, mean and standard deviation was calculated. The mean \pm 1 SD was adapted and the number of special educators' level of psychological well-being was categorized into three levels-high, moderate and low. Mean scores falling between 2.72 and 2 are categorized under moderate level, mean value above 2.72 falls under high level and mean value below 2 falls under low level of

psychological well-being. Out of 62 special educators', 8 special educators have high level of psychological well-being, and 40 special educators have moderate level and 14 special educators fall under low level of psychological well-being. Thus, the investigator concluded with hypothesis "there exists different level of psychological well-being among special educators is accepted.

Table 3: Statement wise analysis of Emotional Intelligence of Special Educators

S. No.	Statement Mean Level	Mean	Level
1.	I know when to speak about my personal to others	2.306	L
2.	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	2.403	M
3.	I expect that i will be able to had best on most things I try	2.403	M
4.	Other people find it easy to confide in me	2.322	M
5.	Some of the major events in my life have led me to re-evaluate what is important and not important	2.370	M
6.	When my mood changes, I see new possibilities	2.580	H
7.	Emotional are some of the things that make my life worth living	2.45	M
8.	I am aware of my emotions as I experience them	2.435	M

9.	I expect good things to happen	2.467	M
10.	I like to share my emotions with others	2.274	L
11.	When I experience a positive emotion, I know how to make it last	2.483	M
12.	I arrange events others enjoy	2.370	M
13.	I seek out activities that make me happy	2.403	M
14.	I am aware of the non-verbal messages I send to others	2.258	L
15.	I always present myself in a good way that makes a positive impression on others	2.564	M
16.	once I am during a positive mood solving problem is easy for me	2.516	M
17.	I know why my emotions change	2.467	M
18.	When I am in a positive mood, i'm ready to come up with new ideas	2.596	H
19.	I have control over my emotions	2.387	M
20.	I easily recognize my emotions as I experience them	2.467	M
21.	I motivate myself by imagining a good outcome to task I take on	2.387	M

From the above table, it is evident that the special educators possessed different levels of emotional intelligence. The statement wise analysis revealed that, the mean score was calculated and its shows different scores, 2.53 and 2.33. the mean scores between 2.53 and 2.33 fall under moderate category, the mean scores above 2.53 fall under high level and means scores below 2.33 fall under low level of emotional intelligence. At the

juncture, the investigator used 21 statements, 2 statements high level of emotional intelligence, 3 statements have low level of emotional intelligence and remaining 16 statements, the special educators have moderate level of emotional intelligence. Therefore, the stated hypothesis that there exists significant difference in the level of emotional intelligence under each statement wise is accepted.

Table 4: Statement wise analysis of Psychological Well-being of Special Educators

S. No	Psychological Well-Being	Mean	Level
1.	I am not afraid to voice my opinions, even once they are con to the opinions of most of the people.	2.370	M
2.	My decisions aren't usually influenced by what everyone else is doing.	2.354	M
3.	I tend to stress about what people consider me.	2.370	M
4.	Being proud of myself is more important to me than having others approve of me.	2.435	M
5.	In general, I feel I'm responsible for the things during which I live.	2.483	H
6.	The demands of lifestyle often get me down.	2.370	M
7.	I don't fit all right with the people within the community around me.	2.274	M
8.	I am quite good at managing the various responsibilities of my lifestyle	2.435	M
9.	I am not curious about activities that will expand my horizons.	2.241	L
10.	I don't want to undertake new ways of doing things—my life is ok the way it's.	2.258	L
11.	I think it's important to possess new experiences that challenge how you think that about yourself and therefore the world.	2.387	M
12.	When I believe it, I have never really improved very much like an individual over the years	2.516	H
13.	Most people see me as loving and affectionate	2.483	H
14.	Maintaining close relationships has been difficult and frustrating on my behalf.	2.274	M
15.	I often feel lonely because I even have few close friends with whom to share my concerns.	2.435	M
16.	I enjoy personal and mutual conversations with relations or friends.	2.5	H
17.	I live the longer-term someday or some unspecified time in the future at some point at a time and do not really believe the future.	2.177	L
18.	I tend to specialize in this because the longer-term always brings me problems.	2.258	L
19.	My daily activities often seem trivial and unimportant to me.	2.129	L
20.	I don't have an honest sense of what it's that I'm trying to accomplish in my life	2.241	L
21.	When I check out the story of my life, I'm pleased with how things have clothed	2.306	M
22.	In general, I feel confident and positive about myself	2.580	H
23.	I desire many of the people I do know have gotten more out of life than I ever have	2.290	M
24.	I like most aspects of my personality.	2.403	M

For statement wise analysis, the mean scores were calculated and the scores between 2.47 and 2.25 falls under moderate category and the mean scores above 2.47 is under high level and 2.25 consider as low level of psychological well-being. Out of 24 statements, 5 statements fall under high level, 6 statements are low level of psychological well-being and remaining 13 statements fall under moderate level of psychological well-being of the special educators. Therefore, there exists the significant difference in the psychological well-being of special educators under each statement is accepted.

CONCLUSION

Emotional intelligence and psychological well-being play an important role in the teaching field. Teachers need to build their own teaching capacity, especially the special educators as they have to handle students with special needs. The current study describes how emotional intelligence and psychological well-being are important to special educators. The result showed that most special educators are having a moderate level of emotional intelligence and psychological well-being. The present study highlighted the need for training for special educators to develop their emotional intelligence and psychological well-being. Need to improve empathy and positive relationship with others to impart teamwork. Special educators need to enhance their emotional intelligence and psychological well-being which in turn helps them to keep a positive mental state while handling students with special needs.

Declaration by Authors

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