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Exploring the Relationship of Emotional Intelligence and Social Competence in Teachers of Students with Intellectual Disabilities

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Abstract

Emotional and social competencies are very important for any special education teacher as their teaching methodology and behavior are greatly influenced by these factors. This study is aimed to explore the relationship between social competence and emotional maturity of special education teachers teaching children with intellectual disabilities and to find out the differences between emotional maturity and social competence based on demographic variables. The data was collected from 25 special education centers and schools, of which 8 centers are for special-needs children with intellectual disabilities while 7 schools provide education for intellectually disabled students. Out of these, a convenient sample of 100 teachers was taken from both public and private centers and schools. A quantitative method data collection was carried out using questionnaire and analyzed using independent sample t-test, mean and standard deviation. The study was conducted using the two adopted scale. The findings indicate that there is a positive and moderate relationship between emotional intelligence and social



competencies of teachers who work with children with intellectual disabilities. Future studies may evaluate the emotional intelligence and social competence of teachers who work children with intellectual challenges to find any potential differences. To meet the unique needs of children with intellectual disabilities, fostering a positive classroom environment, and building strong relationships with these children are recommended.

Keywords: Emotional Intelligence, Social Competence, Special Education Seacher, Intellectual Disabilities

Introduction

Teachers of students with intellectual disabilities have a positive correlation between social competence and emotional intelligence (MacCann et al., 2020). Teachers who scored higher on emotional intelligence tests were more adept at handling difficult child behaviors. Emotional intelligence is the only way to achieve social competence. Teachers with high emotional intelligence are better able to understand their students' emotional needs, which helps them establish a supportive and inclusive learning environment (Skura & Świdarska, 2022). Two critical components that help teachers who work with students who have intellectual disabilities succeed are emotional intelligence and social competence. Teachers with higher emotional intelligence are better able to identify and control their own emotions, which results in more constructive interactions with their students. Teachers who possess great social competency abilities are also better able to build trusting connections with their pupils, communicate clearly, and settle disputes amicably (Khoirunikmah et al., 2022; Skura, 2024).

Globally, students with intellectual disabilities affect both directed and directed-instrumental (verbal, motor, and manual abilities) activities. Therefore, the teacher's duties include utilizing real-world examples, giving precise instructions on how to do a task, referencing students' experiences, and repeating



lectures (Department of Education and Training, 2017; Munna & Kalam, 2021). The cognitive and motor capabilities of students with significant intellectual disabilities are diverse. They usually require assistance moving due to their lack of dexterity, uncontrollable attention, or weak or absent perception. Students with vision, hearing, paralysis, or paresis are affected by this issue (Jeoung, 2018). However, working with a student who has severe disabilities calls for more than just improving movement; it also calls for a deep comprehension of all of the student's tics and reflexes as well as the ability to accurately convey the satisfaction and dissatisfaction that are sometimes not expressed directly (Bonvillian et al., 2020).

The study investigated the quality of teaching and learning in the classroom by looking at the relationship between social competences and emotional intelligence. The study also found that teachers' well-being when working with students who have intellectual disabilities is correlated with their emotional intelligence and social competencies. The training and professional development of teachers who work with students who have intellectual disabilities may benefit from this study. This study could contribute to improving teaching practices, which could ultimately benefit kids with intellectual disability. The study might also provide light on how social skills and emotional intelligence affect teachers' overall wellbeing. Additionally, to raise the standard of instruction and learning for kids with intellectual impairments in classrooms, which could benefit their academic, social, and emotional growth. This research study is delimited to the teachers of public and private special schools in Lahore, Pakistan and teaching faculty of selected centers of teachers teaching children with intellectual disabilities.



Literature Review

The teachers who work with students with intellectual disabilities have unique challenges. Two ideas that have been proposed as crucial for teachers who work with these kids are emotional intelligence and social competence. Emotional intelligence is the ability to comprehend, manage, and control one's own emotions as well as those of others. Social competency is the ability to effectively communicate and resolve issues with others. We examine the relationship between instructors' social and emotional intelligence and their ability to instruct students with intellectual disabilities in this review of the literature (Rotschild, 2023; Sandu & Bîrzu, 2023).

Emotional intelligence (EI) refers to a person's ability to recognize and respond to the emotions of others as well as their ability to understand, regulate, and express their own emotions. To put it another way, having emotional intelligence (EI) is understanding one's own feelings, effectively controlling them, and having empathy for other people. Since it may facilitate effective communication, the growth of solid relationships, and a constructive attitude to stress and conflict resolution, emotional intelligence (EI) has been shown to be a crucial element of both personal and professional success (Kilby et al., 2018).

Since emotional intelligence is now widely recognized as a critical component of both professional and personal success, it is regularly discussed in training and educational programs. For example, schools might provide emotional intelligence training to help kids learn how to manage their own emotions and understand those of others. In a similar vein, companies may provide emotional intelligence training to support employee relationships and teamwork. Emotional intelligence is distinguished by its connection to learning, achievement, or the ability to forecast future performance. This assertion is supported by researchers



that evaluate job presentations and management skills using emotional intelligence (EI) (Hodzic et al., 2018; Landry, 2019).

Being able to identify and comprehend your own feelings as well as how they affect your actions and interpersonal interactions is a sign of self-awareness. Self-aware people are better able to control their emotions and react appropriately and productively to circumstances. Stronger interpersonal bonds and improved communication may result from this. It is the ability to discern how one's own emotional and mental states differ from those of others and to utilize these insights to inform one's actions (Drigas & Papoutsis, 2018; Pretorius & Plaatjies, 2023).

Emotional intelligence is the capacity to recognize, understand, and regulate our own emotions as well as those of others. Since it helps us to successfully navigate difficult social circumstances and develop strong relationships with others, it is a crucial part of our social lives. Strong emotional intelligence is often associated with improved conflict resolution, effective communication, and stress management abilities. Emotional intelligence is necessary for effective teaching, especially when working with kids who struggle academically. Emotionally intelligent teachers are better equipped to control the classroom climate and comprehend the needs and emotions of their students. They are also more likely to create close relationships with their students, which could lead to improved academic achievement (James, 2018).

Conversely, social competence refers to the set of tools we use in our interactions with other people. These skills include effective communication, active listening, empathy, and the ability to build and maintain relationships. People with great social skills are often more successful in both their personal and professional life because they are better able to manage social situations and build strong relationships with others. "Social competence" is the ability to interact with people in a clear and concise manner. When it comes to teaching children with



intellectual disabilities, social skills could include things like providing constructive criticism and gratitude, creating a warm and inclusive classroom environment, and effectively interacting with parents and other stakeholders (Kluger & Itzchakov, 2022; Tustonja et al., 2024).

There is a dearth of research on the relationship between social and emotional competencies and the difficulties teachers have when teaching kids, especially those with intellectual disabilities. Thus, this study sought to ascertain if differences in respondents' social and emotional intelligence (EI) levels were related to the difficulties teachers encounter while interacting with students who have intellectual disabilities. If a correlation is established, find out if the type of school or teacher has the most influence on the assertions made regarding this work (Skura & Świdarska, 2022; Nwosu et al., 2023; Amponsah et al., 2024).

Research Objectives

The objectives of the study were to:

1. Examine the social and emotional intelligence of teachers of students with intellectual disabilities.
2. Determine how teachers' social and emotional intelligence varies when working with students with intellectual disabilities.
3. Explore how teachers' social skills and emotional intelligence relate to their work with students with intellectual disabilities.

Research Questions

On the bases of objectives, the following questions were developed:

1. What social and emotional intelligence skills are necessary for teachers working with students with intellectual disabilities?
2. Based on demographic factors, how do the social and emotional intelligence of teachers of students with intellectual disabilities differ from one another?



1. Do teachers of students with intellectual disabilities have a correlation between their social skills and emotional intelligence?

Research Methodology

Research Design

Positivism paradigm was used to conduct the research because it produces quantitative research and measures the relationship between two variables rather than seeking a quantitative explanation for those associations. In order to gather quantifiable data on the relationship between teachers' social competency and emotional intelligence, this study uses a correlational methodology.

Population

The population of this research was 150 special education teachers from both public and private special education centers and schools. The data was collected from special education teachers of twenty-five special education centers and schools.

Sample of the Study

A sample of 100 teachers of students with intellectual disabilities was chosen for this study. Special education teachers from both public and private centers and schools, both male and female, were included in the sample. Teachers from Lahore's public and private centers made up the study's sample (17 males and 83 female). One hundred teachers who work with students with intellectual disabilities, 51 teachers from the private sector and 49 teachers from the public sector were chosen.

Data Collection

The researcher initially obtained a letter of authorization from the university to collect data, after which they traveled to pertinent institutions to conduct the study in both public and private schools with resources for students with intellectual disabilities. In order to gather data, the researchers got consent from



these schools as well as any teachers who might take part in the study. The researchers also followed the ethical considerations which include getting special education teachers' informed consent and protecting data privacy and confidentiality. The researcher ensured the participants that their information would be kept private.

Data Analysis

Data pertaining to the social and emotional intelligence of instructors of students with disabilities were analyzed in this study using both descriptive and inferential statistical techniques, both descriptive and inferential, with SPSS 20. In order to ascertain the degree of significance for the inferential statistical test, the research samples were described using descriptive statistics markers such as the mean and standard deviation, and $p=0.05$. The association between the emotional intelligence and social competence of instructors of children with intellectual impairments and demographic factors like gender, sector, and qualification was examined using an independent sample t-test. A correlation test was used to investigate the connection between social competence and emotional intelligence. A pie graph was then used to illustrate the data and show how the demographic variables were distributed.

Demographical Information

Table No. 1: Frequency Distribution on Gender, Sector and Qualification Basis

Gender		Sector		Qualification	
Male	Female	Public	Private	Master	M Phil
17%	83%	49%	51%	48%	52%

Table No. 1 describes that 17% of sample consisted of males and 83% of female special education teachers in private and public sector. The 49% respond from public special education teachers and 51% respond from private special

education teachers. Further indicating that 48% of teachers consisted of master and 52% of MPhil teachers teaching children with intellectual disabilities.

Descriptive Data Analysis

Emotional Intelligence Scale Results

Table No. 2: Frequency Distribution of Self Awareness

Statements	SDA	DA	U	A	SA	M	SD
I aware mine emotional weakness.	3%	3%	15%	63%	16%	3.86	0.829
I know my emotional problems.	2%	3%	11%	62%	22%	3.99	0.798
I readily discuss my difficulties with my coworkers.	6%	18%	23%	35%	18%	3.41	1.156
I am aware of my deepest emotions.	3%	4%	16%	59%	18%	3.85	0.869
I am aware of the impact of my emotional expression.	1%	4%	11%	58%	26%	4.04	0.790
I know the perspective of emotional problem.	3%	3%	17%	61%	16%	3.84	0.838
I want to know when I'm sad ,did not feel well.	1%	7%	28%	40%	24%	3.79	0.924
I know when I'm sad, did not feel well.	1%		15%	53%	31%	4.13	0.734
I know my emotional intelligence.	3%	9%	18%	45%	25%	3.80	1.015

Table No. 2 shows that a number of teachers scored high self-awareness in knowing their emotions. Indeed, 63% agreed with teachers knew of their

emotional weakness ("I am aware of my emotional weaknesses"). In addition, 62% of the respondents confirmed knowing their emotional problems ("I know my emotional problems"), as well as 59%, who indicated knowing their innermost feelings ("I know my innermost feelings"). Other measures include the following: 58% are aware of how their emotional expression affects others ("I know how my emotional expression affects others") and 61% have agreement with having the understanding of the perspective of their emotional problems ("I know the perspective of emotional problems"). In the final measure, 53% reported recognizing when they are sad or unwell ("I know when I'm sad, did not feel well").

Table No. 3: Frequency Distribution of Self-Management

Statements	SDA	DA	U	A	SA	M	SD
I show confidence in difficult situation.	3%	13%	24%	40%	20%	3.61	1.043
I monitor my actions during teaching.	2%	3%	17%	60%	18%	3.89	0.803
In challenging circumstances, I muster the fortitude to restrain my emotions.	5%	6%	16%	53%	20%	3.77	1.004
I am well-prepared for class so that I may increase my confidence.	4%	4%	11%	59%	22%	3.91	0.922
I am able to control my moods and emotions in constructive ways.	1%	6%	15%	55%	23%	3.93	0.844
I efficiently establish boundaries	2%	9%	19%	52%	18%	3.75	0.925

with pupils in a stern yet polite manner.								
I frequently experience discomfort when students provoke me.	3%	15%	30%	39%	13%	3.44	0.998	
I utilize my spare time efficiently.	1%	14%	20%	50%	15%	3.64	0.938	

Table No. 3 revealed that a high percentage of teachers showed high self-management skills. Among them, it was observed that 60% of the teachers who agreed with the statement say, "I monitor my actions during teaching." Also 53% among them agree along these lines: "I find the courage to maintain emotional control in a challenging scenario." Fifty-nine percent also teach this side: hiring well-prepared teaching to build their confidence while students are led into class, or they say: "I come to class well prepared to build up my confidence." Besides, 55 percent were able to mention that one knows how to manage emotions and moods in healthy ways ("I am able to control my emotions and moods in healthy ways"). The 52% affected said that they set very well boundaries with the pupils in a strict but polite way: "I successfully set boundaries with pupils in a stern yet courteous manner.

Table No. 4: Frequency Distribution of Emotional Self-Regulation

Statement	SDA	DA	U	A	SA	M	SD
I know when to speak about my personal problems to others.	2%	10%	22%	43%	23%	3.75	0.989
When my mood changes, I see new possibilities.	3%	6%	12%	59%	20%	3.87	0.906

I am aware of my emotions as I experience them.	2%	5%	15%	56%	22%	3.91	0.866
I seek out activities that make me happy.	2%	6%	13%	61%	18%	3.87	0.849
I easily recognize my emotions as I experience them.	2%	5%	14%	64%	15%	3.85	0.809
I motivate myself by imaging a good outcome to tasks I take on.	2%	5%	15%	58%	20%	3.89	0.852
Emotions are some of the things that make my life worth living.	1%	5%	23%	54%	17%	3.81	0.813
I nearly always use my positive emotions such as joy , and enthusiasm to help me motivate my students.	3%	4%	15%	55%	23%	3.91	0.900

Table No. 4 indicate that a high percentage of teachers have developed good emotional self-regulation skills. It was seen that 59% of teachers agreed that judging their mood creates new possibilities, or "When my mood Changes-I see new possibilities." Another 56% said they are aware of their emotions as they experience them: "I am aware of my emotions as I experience them." Additionally, as cited by 61% of teachers, they seek activities to make them smile: "I seek out activities that make me happy." Moreover, 64% admitted that they recognized their emotions as experienced: "I easily recognize my emotions as I experience them." Further, 58% self-motivate by imagining a good outcome for tasks which they take on ("I motivate myself by imagines a good outcome for tasks I take on"). Lastly, it also emerged that emotions are, according to 54% of teachers, some of the things that add worth to living ("Emotions are some of the things that make

my life worth living, according to me"). Furthermore, 55% of teachers reported using their positive emotions to induce motivation in their students: "I nearly always use my positive emotions, such as joy and enthusiasm, to help me motivate my students."

Social Competence Scale Results

Table No. 5: Frequency Distribution of Social Conscious

Statement	SDA	DA	U	A	SA	M	SD
I am capable of controlling my own emotions when interacting with others.	4%	6%	18%	48%	24%	3.82	0.999
I have curiosity and always have sympathy for people.	2%	7%	23%	46%	22%	3.79	0.935
In social settings, I am confident.	1%	6%	22%	48%	23%	3.86	0.876
I am aware of how my interests affect how I interact with students.	1%	7%	18%	56%	18%	3.83	0.842
I try to ensure that my instruction is attentive to cultural differences.	2%	7%	24%	56%	11%	3.67	0.842
I routinely thank students for their efforts.	1%	9%	10%	60%	20%	3.89	0.863
I am aware of how learners feel.	1%	7%	16%	61%	15%	3.82	0.809
I try to ensure that my instruction is attentive to cultural differences.	1%	4%	18%	61%	16%	3.87	0.761
I know my emotional strength.	0%	6%	17%	57%	20%	3.91	0.780

Table No. 5 indicates a high level of social awareness among the teachers of interest: 48% attested to their ability to control their emotions when interacting with others (I am able to control my emotions when interacting with other people). Additionally, some 46% of the teachers indicated that they were ever sympathetic to others and were curious about how they behaved ("I constantly have sympathy for people and am curious"). Furthermore, 48% of teachers reported being confident in a social situation ("I have confidence in social situations"). Moreover, 56% of teachers admitted that they realize how their interests affect their relationship with students ("I am aware of how my interests affect how I interact with students"). Though it, however, 56% of teachers reported making an effort to cultivate their lessons as culturally responsive. A little over half or 60 percent of the respondents said that they "often recognize student activities".

Table No. 6: Frequency Distribution of Relationship Management

Statement	SDA	DA	U	A	SA	M	SD
By observing people's facial expressions, I can tell how they are feeling.	1%	6%	16%	60%	17%	3.86	0.804
I demonstrate my true self to people.	0%	12%	16%	55%	17%	3.77	0.874
I make people aware of my errors.	0%	8%	21%	51%	20%	3.83	0.842
I value the efforts people have made to build positive relationships.	1%	6%	18%	54%	21%	3.88	0.844
I often pass judgement without considering its ramifications.	1%	21%	18%	45%	15%	3.52	1.020

I show calmness when others disturb me .	1%	10%	25%	48%	16%	3.68	0.898
I take criticism without getting angry.	0%	11%	23%	50%	16%	3.71	0.868
I deals positively with ethnic learners.	0%	11%	23%	50%	16%	3.91	0.805
I treat all students equally .	1%	4%	13%	52%	30%	4.06	0.827
I help other people feel better when they are down.	2%	9%	10%	60%	19%	3.85	0.903

Table No. 6 indicate that many of the teachers possess proficient relationship management abilities. Amazingly, 60% of teachers agree that they can identify emotions in people by observing their facial expressions ("identifying emotions in people by observing their facial expressions"). Another 55% show that they are open to others ("I show them my true self as a human"). Similarly, 51 percent of teachers from the overall population admit their mistakes to others ("I admit my mistakes to others"). In addition, out of the total number of teachers, 54% acknowledged that they value the effort people have made to foster positive relationships ("I value the efforts people have made to build positive relationships"). Last, but not least, as part of their 50% of teachers said, they accept criticism without getting angry ("I take criticism without getting angry") dealing with cultural students positively ("I deal positively with ethnic learners").

Table No. 7: Frequency Distribution of Interpersonal Relationship

Statements	SDA	DA	U	A	SA	M	SD
I work well with students of diverse background.	2%	5%	16%	53%	24%	3.92	0.884
I have a close relationship with my students.	2%	4%	19%	60%	15%	3.82	0.809
I remain calm when addressing student misbehavior.	1%	6%	21%	55%	17%	3.81	0.825
Staff member seek my advice when resolving a problem.	1%	8%	23%	50%	18%	3.76	0.878
I am aware of how my entire class is feeling.	0%	5%	24%	57%	14%	3.80	0.739
I have no trouble comprehending viewpoints that are different from mine.	0%	11%	15%	56%	18%	3.81	0.861
I am aware of how my emotional outbursts influence how I engage with students.	0%	8%	16%	55%	21%	3.89	0.827
I feel comfortable talking to parents.	0%	6%	11%	56%	27%	4.04	0.790

Table No. 7 revealed that many of the teachers exhibit very strong skills in terms of interpersonal relationships. Of the respondents, 53 % affirmed that they actually deal well with students from diverse backgrounds ("I work well with students of diverse background"). Besides, 60 % supported that they have a closer relationship with their students ("I have a close relationship with my students").

Further, 55 % of teachers said that they could remain calm when handling misbehaved students: "I remain calm when addressing student misbehavior". Moreover, 57 % of teachers said that they know how all their students are feeling: "I am aware of how all of my students are feeling". Furthermore, 56 % of them testified that they have no problems in understanding other points of view: "I have no trouble comprehending viewpoints that are different from mine". Finally, 55 % of teachers divulged that they are aware of how their relationships with pupils are impacted by how they communicate their emotions: "I am aware of how my relationships with pupils are affected by my communication of emotions". Lastly, 56 % of teachers answered that they feel comfortable talking to parents: "I feel comfortable talking to parents".

Inferential Statistical Analysis

Table No. 8: Gender (Factors of Teachers' Emotional Intelligence)

Factors of Teachers' Emotional Intelligence	Male (17)		Female (83)		t	P
	M	SD	M	SD		
Self -Awareness	3.55	0.741	3.91	0.495	-2.510	0.014*
Self -Management	3.47	0.874	3.79	0.633	-1.765	0.081
Emotional Self -Regulation	3.57	0.879	3.91	0.602	-1.961	0.053*
Overall Emotional Intelligence	3.53	0.773	3.87	0.484	-2.368	0.020*

Note: * = sig < 0.05; df = 98

Table No. 8 describe some distinct gender gaps in emotional intelligence for the teachers of children with intellectual disabilities. Female teachers reported significantly more self-awareness ($t(98) = -2.510$, $p = 0.014$) and emotional self-regulation ($t(98) = -1.961$, $p = 0.053$) compared to men. No significant gender difference was found in self-management skills ($t(98) = -1.765$, $p = 0.081$), but female teachers had significantly higher emotional intelligence scores overall ($t = -$

2.368, $p = 0.020$). This indicates that female teachers in this population would tend to possess better capabilities in terms of self-awareness and emotional regulation.

Table No. 9: Gender (Factors of Teachers' Social Competence)

Factors of Teachers' Social Competence	Male (17)		Female (83)		T	P
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Social Conscious	3.65	0.614	3.86	0.667	-1.203	0.232
Relationship Management	3.65	0.579	3.83	0.605	-1.116	0.267
Interpersonal Relationship	3.75	0.627	3.87	0.637	-.704	0.483
Overall Emotional Intelligence	3.68	0.546	3.85	0.582	-1.119	0.266

Note: *= $\text{sig} > 0.05$; $\text{df}=98$

Table No. 9 indicates that there is no significant difference in social competence between the male and female teachers. This difference was applicable in all three subdomains: social awareness ($t(98) = -1.203$, $p = 0.232$), relationship management ($t(98) = -1.116$, $p = 0.267$), and interpersonal relationships ($t(98) = -0.704$, $p = 0.483$). There's also no substantial difference in overall social competence of male and female teachers ($t(98) = -1.119$, $p = 0.266$).

Table No. 10: Sector (Public and Private)

Factors of Teachers' Emotional Intelligence	Public (49)		Private (51)		t	P
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Self -Awareness	4.02	0.464	3.69	0.594	3.084	0.003*
Self- Management	3.82	0.589	3.66	0.763	1.204	0.231
Emotional Self -Regulation	4.01	0.603	3.70	0.692	2.340	0.021*
Overall Emotional Intelligence	3.95	0.455	3.68	0.612	2.484	0.015*

Note: *= $\text{sig} < 0.05$; $\text{df}=98$

Table No. 10 describe the contrasting emotional intelligence levels between public and private sector special education teachers have been recorded in this study. Whereas public teachers exhibited significantly higher results in self-awareness ($t(98)= 3.084, p= 0.003$), as well as with regard to the total emotional intelligence ($t(98)= -2.484, p=0.015$) than their counterparts in the private sector, no noticeable difference was found in skills pertaining to self-management ($t(98)=1.204, p=0.231$). However, public sector teachers compared to private sector teachers had higher mean levels in emotional self-regulation ($t(98)= 2.340, p=0.021$). From these findings, public sector special education teachers would likely display stronger self-awareness and overall emotional intelligence compared to their private sector counterparts, whereas the latter would portray greater emotional self-regulation.

Table No. 11: Sector (Factors of Teachers’ Social Competence)

Factors of Teachers’ Social Competence	Public (49)		Private (51)		t	P
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Social conscious	3.89	0.741	3.76	0.574	.923	0.358
Relationship Management	3.87	0.656	3.74	0.543	1.050	0.296
Interpersonal Relationship	3.90	0.710	3.81	0.555	.682	0.499
Overall Emotional Intelligence	3.88	0.643	3.77	0.506	.979	0.330

Note: *= $\text{sig} > 0.05; df=98$

Table No. 11 indicate that there is no significant differences in social competence between public and private sector teachers in special education. This was shown with respect to all subfactors: social ($t(98) = 0.923, p = 0.358$), relationship management ($t(98) = 1.050, p = 0.296$), and interpersonal relationships ($t(98) = 0.682, p = 0.499$). There was also no significant difference in overall social competence when comparing male and female teachers ($t(98) = 0.979, p = 0.330$).

Table No. 12: Qualification (Factors of Teachers' Emotional Intelligence)

Factors of Teachers' Emotional Intelligence	Master (48)		MPhil (52)		t	P
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Self -Awareness	3.82	0.560	3.88	0.557	-.560	0.577
Self- Management	3.68	0.664	3.79	0.706	-.769	0.444
Emotional Self -Regulation	3.89	0.619	3.82	0.708	-.477	0.635
Overall Emotional Intelligence	3.80	0.527	3.83	0.584	-.323	0.748

Note: *= $\text{sig} > 0.05$; $\text{df}=98$

Table No. 12 indicate the differences that were sought after in the study between emotional intelligence of a teacher with a Master's and that with an MPhil degree were null. Self-awareness shows no significant difference $t(98) = -0.560$ $p = 0.577$, self-management $t(98) = -0.769$ $p = 0.444$, emotional self-regulation $t(98) = -0.477$ $p = 0.635$ overall emotional intelligence $t(98) = -0.323$ $p = 0.748$. The evidence conjectures that level of academic qualification (Master's vs. MPhil) makes no remarkable difference in the emotional intelligence of teachers who work with children with intellectual handicaps.

Table No. 13: Qualification (Factors of Teachers' Social Competence)

Factors of Teachers' Social Competence	Master (48)		MPhil (52)		t	P
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Social Conscious	3.92	0.553	3.74	0.741	1.383	0.170
Relationship Management	3.85	0.527	3.76	0.664	.751	0.454
Interpersonal Relationship	3.93	0.497	3.78	0.736	1.153	0.252
Overall Emotional Intelligence	3.90	0.489	3.76	0.646	1.193	0.236

Note: *= $\text{sig} > 0.05$; $\text{df}=98$

Table No. 13 indicate the there is no significant difference found between teachers with Master's degrees and those with MPhil degrees in their competence in the social domain. This was seen across all the subfactors: social consciousness ($t(98) = 1.383, p = 0.170$), relationship management ($t(98) = 0.751, p = 0.454$), and interpersonal relationships ($t(98) = 1.153, p = 0.252$). There was also no significant difference in overall social competence of these groups ($t(98) = 1.193, p = 0.236$).

Table No. 14: Correlation between Emotional Intelligence and Social Competence of Teachers

	SA	SM	ER	SC	RM	IR	EI	SC
Self -Awareness	1							
Self -Management	.642**	1						
Emotional Self-regulation	.651**	.670**	1					
Social Consciousness	.414**	.356**	.577**	1				
Relationship Management	.459**	.387**	.559**	.795**	1			
Interpersonal Relationship	.377**	.291**	.458**	.687**	.778**	1		
EI	.900**	.906**	.926**	.543**	.655**	.578**	1	
SC	.540**	.590**	.627**	.928**	.946**	.896**	.642**	1

Note: **. Correlation is significant at the 0.01 level (2-tailed).

Table No. 14 indicates that there is a strong and moderate correlation found in this study, regarding the emotional intelligence of special education teachers as correlating with social competence for those working with children with intellectual disabilities. Among them were self-awareness ($r = .540$), self-management ($r = .590$), and emotional self-regulation ($r = .627$)—as the most



significant correlations between EI and its subcomponents) and their respective social competence factors. Overall, among the two constructs, an average positive bivariate relationship was established between the variables EI and SC $r = .642$).

Discussion

This study emphasizes how crucial it is for teachers to receive emotional intelligence training in order to improve their social skills and have a positive influence on the growth of their students. Seeing how these attributes can improve the lives of children from different backgrounds is encouraging. In a variety of settings, including education, prior studies have repeatedly demonstrated a substantial correlation between social competence and emotional intelligence. Higher emotional intelligence teachers are more likely to be socially competent and engage with their students in more positive ways, according to studies. This has been noted in particular groups, such kids with intellectual disabilities, as well as in the whole student body. The significance of emotional intelligence in creating a welcoming and inclusive learning environment for all students is underscored by these findings (Kgosiemang & Khoza, 2022; Khassawneh et al., 2022).

Two critical components that help teachers who work with students who have intellectual disabilities succeed are emotional intelligence and social competence. More positive relationships with their students result from teachers with higher emotional intelligence being better able to identify and control their own emotions. Furthermore, teachers with good social competency are better able to build trusting connections with their pupils, communicate clearly, and settle disputes amicably (Bibi et al., 2022; Rahman et al., 2024).

It is also consistent with previous research that has emphasized the importance of adapting education to fit the needs of different learners that the majority of instructors are eager to embrace new instructional technology and



change instruction to better assist children's learning. The need for teacher training programs to help instructors regulate and control their emotions is highlighted by the fact that a negligible percentage of teachers employ reinforcement techniques or involve kids in the creation of rules. By using self-awareness and self-regulation approaches, the majority of instructors are shown to have strong emotional control. Teachers can foster a peaceful and upbeat learning atmosphere in the classroom by acknowledging and controlling their emotions (Grimus, 2020; Stumbrienė et al., 2024).

Examining the differences in social and emotional intelligence among teachers who work with students who have intellectual disabilities depending on demographic factors including gender, industry, and education was the study's second goal. By analyzing these variations, one can learn more about how these factors might affect teachers' social and emotional intelligence when interacting with kids. The outcome demonstrates that teachers may effectively teach and support children with intellectual disabilities with the use of targeted interventions (Mokhlesi & Patil, 2018; Herut et al., 2024; Kausar et al., 2024).

Conclusion

The results showed that self-awareness and self-management are important components of emotional intelligence and social competence, and that teachers' levels of emotional and social competence vary. When it comes to lesson planning, employing the right teaching aids, and scheduling activities according to the students' learning levels, most teachers exhibit strong EI and SC. Nonetheless, teacher management training sessions are still required. The male and female special education teachers who work with children who have intellectual disabilities differ significantly in their overall EI. The results also demonstrate that while working with students who have intellectual challenges, teachers must learn to regulate their anger. All things considered, the study offers useful data that



teacher preparation programs can use to create beneficial effects on kids with intellectual disabilities. This contributes to the healthy creation of a good and encouraging atmosphere.

Furthermore, this study found that special education teachers working in the public and private sectors differ significantly in their social competencies. There seems to be a statistically significant difference between the SC of private sector instructors and those of public sector teachers. On the other hand, there was no discernible difference in the EI scores of special education teachers in the public and private sectors, suggesting that resilience is generally the same in both. The study also found that when comparing teachers with varying degrees of education, particularly Masters and MPhil degrees, there is no statistically significant difference in either EI or SC. This study offers important new information about the social and emotional intelligence of special education instructors who work with students who have intellectual disabilities. In order to guarantee the improvement of special needs children and the general efficacy of special education, these findings highlight the beneficial association between EI and SC among special education teachers in this field.

Recommendations

The findings led to the following recommendations:

1. Developing the abilities to communicate clearly and succinctly by employing basic language and, if required, visual assistance. As a result, Students with intellectual disabilities will be better able to comprehend and interact with the content.
2. Celebrate diversity and promote teamwork to create a secure and friendly environment where all children feel appreciated and respected, cultivate a healthy and inclusive classroom culture.



3. Modify the teaching approach to meet a range of learning styles and skill levels. Repetition and practical exercises can help strengthen the concepts.
4. Develop solid bonds with each student in order to create a connection based on trust and support. Learn about their issues, interests, and strengths. Then, give them tailored comments and attention.
5. To provide a thorough and customized approach to teaching and assisting students with intellectual disabilities, collaborate closely with therapists, special education instructors, and other experts.

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