

Emotional Intelligence and Level of Burden Among Caregivers and Teachers of Special Need Children

Anamika Jyothis

UG Student, Integrated M.Sc. Psychology, St. Thomas College (Autonomous), Thrissur, Kerala

E-mail: anamikajyothis@gmail.com

Kochuthressia Sebastian

UG Student, Integrated M.Sc. Psychology, St. Thomas College (Autonomous), Thrissur, Kerala

E-mail: kochuthressiasbastian12e@gmail.com

Alka Krishna

Assistant Professor, Department of Psychology, St. Thomas College (Autonomous), Thrissur, Kerala

E-mail: alkakrishnaofficial@gmail.com

ABSTRACT

Caregivers and teachers play a crucial role in determining the overall wellbeing of special needs children. Due to their physical or intellectual deficits, these children need constant supervision. Emotional Intelligence is necessary for the efficient functioning of their responsibilities. Both caregivers and teachers may feel burdened due to various stressors. The current study assesses Emotional intelligence and level of burden among caregivers and teachers of special need children. The data was collected from various institutions across Thrissur, Kerala (50 caregivers, 50 teachers). The measures used included the Caregiver Burden scale and Emotional Intelligence Scale. The findings revealed that there is no significant correlation between level of burden and emotional intelligence among caregivers and teachers of special needs children. The study also shows that there is significant difference in emotional intelligence among caregivers and teachers of special need children and there is no significant difference in burden among caregivers and teachers of special needs children.

Keywords: *Emotional Intelligence, Burden, Caregivers, Teachers, Special Need Children.*

INTRODUCTION

Mental health is the term used to describe psychological social and emotional wellbeing (Kessler et al.,2007).Mental health is a state of mental wellbeing that enables people to cope with stressors of life, realize their abilities, learn well and contribute to their community(WHO).Mental health is a basic human right determinants of mental health include psychological, biological, social, environmental, economic and geopolitical factors such as poverty, emotional skills, violence, substance use, inequality and environmental deprivation also increases individuals risk of experiencing mental health conditions. Exposure to genetics vulnerabilities may cause a significant negative impact on mental health. Detrimental nature of risk factor varies from individual to individual, but its maximum effect is expressed when exposed during early childhood, the most sensitive period. Protective factors include individual, social and emotional skill as well as quality education, safe neighborhood, positive social interactions, decent work, family, peer group and so on. Determinants of mental health can be reshaped by prevention programmes such as education, welfare sectors, facilitatory multisectoral collaboration, prevention efforts and requires action beyond the health sector itself, one of the prominent areas that need focus is among child and adolescents. School based social and emotional learning programmes, improving quality of community, supporting caregivers, provide nurturing care, policies and laws that promote and protect mental health and so on are some of the effective strategies that can promote mental health. Mental disorders, psycho-social disabilities, mental state associated with significant distress, functional impairment, risk of self-harm are some of mental health conditions. (WHO) According to the American Psychological Association,2023 child with special need is an outdated term for child with disabilities who requires special education, specialized healthcare or other functional needs or services. Such children may have developmental, learning, intellectual, physical, sensory, emotional, and/ or behavioral disabilities. Special need children may include autism, deafness, blindness, dyscalculia, dyslexia, cerebral palsy, dyspraxia, dysgraphia, ADHD, cystic fibrosis and so on. IQ of the special need child and the security of special need plays the major role in its classification. This title helps them in getting appropriate services, setting goals and gain better understanding for the child as well as the stressed families (American

Psychological Association,2023). Apart from this title, the development of the special needs children takes place efficiently only if there is proper support from the caregivers and teachers. Caregivers play a relevant role in daily lives of special need children. With appropriate assistance and guidance, children are better capable to gain and refine their essential skills, thereby facilitating their integration into society. Family is the primary caregiver. Caregivers are invested in various dimensions including physical, mental, emotional and financial areas for the betterment of the children. Caregivers should have good wellbeing and state of mind inorder to perform their work efficiently. (Yadav & Haokip, 2020) According to Golman, emotional intelligence is a skill which helps a person to be control of his life by making right decisions through emotional awareness of the self as well as the others and managing them with clear perception of the repercussions of his action. Person with high emotional intelligence is said to have a clear idea about themselves, their needs, downfall, strengths and able to form good and healthy relationship by managing all those emotions according to situations and the environment, both in their personal and work life. (Aggarwal, 2024). Emotional intelligence as a necessary factor for caregivers of special needs children. The role of emotional intelligence and psychological wellbeing among caregivers of children with autism spectrum disorders emphasized the importance of emotional intelligence in helping caregivers while managing the emotional demands of raising a child with ASD and maintaining their own wellbeing (Salleh et al., 2023). Caregivers with higher levels of emotional intelligence experienced lower level of stress and where better equipped to handle the challenges of caring for a child with special needs. (Aggarwal, 2024) Caregiver burden defined as a gamut of challenges is perceived by caregivers due to homecare situations with respect to their physical and emotional wellbeing, financial status work and family relations (Kuipers Onwumere J & Bebbington P, 2010). The wellbeing of both the caregiver and the beneficiary is significantly influenced by caregiver burden (Thomas K S, Venkateswaran C & Alexander A V, 2020). Children with disabilities face several issues which may include difficulties during emotional expression, social initiation, anger outburst and behavioral regulations. These difficulties along with their underlying conditions, significantly exacerbate the burden experienced by the caregivers (Spiker D, Boyce G C & Boyce L.K, 2002). Teacher is not only an individual who teaches the people but the teacher is a society builder as well. The strength of the entire system of education relies on the

teachers as they are the pillars. In the field of special education, special educators play a crucial role. There is a huge chance for marginalization of special need children in the society. However, with the guidance of specialized teachers, they can attain societal standards. (Maurya & Singh, 2019). The psychological wellbeing of a special education teacher is a crucial factor in the overall development of the students. (Fu W et al, 2021). Teachers experience a broad spectrum of negative and positive emotions while teaching their students. (Bracket & Katulak, 2006). Their work requires a high degree of emotional intelligence to effectively address the emotional needs of students, parents, colleagues and administrators. Special education teachers utilize their emotional intelligence to analyze the social cues and act in the most appropriate way. EQ positively influences the level of job satisfaction of employees by fostering their attitudes and behaviors at work. (Lee & Ok, 2012). High perceived EQ of special education teachers have negative correlation of burnout, which in turn result in their improved job-related wellbeing (Li, 2016). Teaching as a profession is characterized by its high emotional demands. This can result in elevated stress levels which induces job dissatisfaction, psychological disorders and reduced wellbeing (Chang, 2009; Brackett et.al., 2010; Keller et.al., 2014). Special education teachers face a number of substantial occupational stressors which includes individual therapy design, unclear economical structure, slow progress in children and handling the problematic behavior of children. These stressors along with conflicting expectations and role ambiguity can result in high end stress levels (Shak & Mansuri, A, 2022).

Hypotheses

The main hypotheses of the present study are:

1. There will be significant correlation between level of burden and emotional intelligence among caregivers of special need children.
2. There will be significant correlation between level of burden and emotional intelligence among teachers of special need children.
3. There will be significant difference in emotional intelligence among caregiver and teacher of special need children.

4. There will be significant difference in level of burden among caregivers and teachers of special need children.

REVIEW OF LITERATURE

Studies related to Emotional Intelligence

Moosivand et al. (2024) conducted a cross-sectional descriptive study on predictors of emotional intelligence among family caregivers of cancer patients. 226 family caregivers were used for the study. Emotional intelligence was measured using the tool Wong and Law's emotional intelligence scale [Wong and Law, 2002]. Kings' spiritual intelligence scale was used to measure the spiritual intelligence of the participants. Result shows that emotional intelligence correlates with age, spiritual intelligence, duration of care and academic degree. The predictive factors for emotional intelligence of caretakers were age and spiritual intelligence. The regression model showed a variance of 12.4% for emotional intelligence with $\beta = 0.16$, $p < 0.21$ for age and $\beta = 0.26$, $p < 0.001$ for spiritual intelligence.

Salleh et al. (2023) conducted a study on role of emotional intelligence and psychological wellbeing among caregivers of children with autism spectrum disorders. The study was conducted in an exploratory descriptive survey research method in a sample of 105 caregivers out of which only 99 respondents were finally included in study. The research used the questionnaire that have been adopted to include the items features in Schutte Self report Emotional Intelligence Test (SSEIT, 1998). Result shows that the caregivers of children with autism spectrum disorders experience high level of stress compared to the caregivers of typical developing children and children with other disability also shows positive correlation between emotional intelligence of caregivers and their ability to promote psychological wellbeing of their children.

Iqbal and Noor (2023) published a systematic review on Emotional Intelligence among the teachers of special needs children. The literature for the review was collected over from 520 articles, which were later filtered precisely to 35 significant articles. The aim of the study was to delve deep into the relevance of Emotional Intelligence among special educators. The study reveals

that Emotional Intelligence of special educators play crucial role in understanding their student's behavior, attitude management and in improving their performance.

Skura and Swiderska (2022) conducted a study on role of teacher's emotional intelligence and competency with special educational needs students. The samples consist of 225 teachers from Polish schools. Two-dimension emotional intelligence questionnaire was used to measure their emotional intelligence and social competency questionnaire was used to measure social competency. The study implies that the difference expressed by the teachers working with certain types of special need students may be related to their level of emotional intelligence or social competency. It was seen that the difficulties of the teachers vary with severity of the intellectual disability, chronic illness and mental illnesses.

Gómez -Trinidad (2021) conducted a cross sectional, descriptive and analytical study on resilience, emotional intelligence and occupational performance in the family members who are caretakers of patients with dementia. The sample included 144 family members of dementia patients. The Trait Meta Mood Scale 24 scale was used in the study. The study showed that the caregivers had a mean of 78.48 ± 14.82 on emotional intelligence scale. The highest average level of emotional intelligence and resilience was seen in the caretakers of patients with mild phase of disease. It was also revealed that the increased level of resilience and emotional intelligence show better occupational performance in the caretakers.

Anjum, Shaukat, Muazzam and Ejaz (2020) recruited a study on Emotional Intelligence and life satisfaction among teachers working at Special Education Institution of Bahawalpur, Pakistan. There were 100 samples, out of which 50 teachers were working at special education institutions and rest of them in regular education institutions. Emotional Intelligence Inventory developed by Khaan and Kamal (2010) was used in the study. The result of the study indicated that special education teachers have higher level of emotional intelligence and life satisfaction as compared to the teachers in regular education institutions.

Saeed, Kiani and Javed (2019) conducted a cross-sectional study on the role of coping style and emotional intelligence of caregivers of mental ill patients. Study was conducted in 53

males and 47 females and the sampling was done using a convenient sampling method. Self-report measure of emotional intelligence by Schutte et al., 1998 was used to measure emotional intelligence of the samples. Result shows that emotional intelligence of caregivers of mental ill patients gets affected by taking care of these patients which interrupted the coping abilities of caregivers giving stress to their lives.

Campos et al. (2016) conducted a descriptive, epidemiological, cross-sectional study on quality of life and emotional intelligence among special school teachers. The sample for study was selected using non probability convenience method and consisted of 135 individuals i.e., 130 female teachers and 5 male teachers' map scale was used to assess the emotional quotient of the group. The study showed that emotional intelligence varied inversely with life occurrences and general health and had positive correlation with quality of life and satisfaction, relationship quotient and optimal performance.

Studies related to Burden

Dicks et al. (2022) conducted a nationwide cross sectional, online survey on psychological burdens among teachers in Germany during SARS-CoV-2 pandemic. One of the aims of the study was to find the highly burdened subgroup of teachers and address their interventions. A total of 39359 teachers participated in the survey and out of this 39089 was finally used as the sample. The teachers belonged to different category, including primary, secondary, special needs (9.6%) and so on. A German version of patient health questionnaire 4 (PHQ) was used to identify the symptoms of depression and generalized anxiety disorder and Maslach Burnout inventory (MBI) was used to measure the burnout of the participants. The study showed that psychological burden was greater in German teachers compared to the general population and was also unevenly distributed among different groups of teachers. It was seen that teachers working in especially children showed comparatively lower level of psychological burden than teachers working at other sectors.

Olagunju et al. (2021) conducted a study to assess the psychosocial wellbeing of Nigerian teachers in special Education schools. The study was conducted in 68 special school teachers. The data was collected using Zarit burden interview and general health questionnaire. The Result of

the study conveyed that perceived burden had correlation with psychosocial distress, social dysfunction and anxiety or depression, with a prevalence of 51.5% for significant burden. It was seen that longer teaching experience acted as a protective factor for psychological distress.

Siddiqui and Khalid (2019) conducted a cross-sectional study on factors associated with caregiver burden of family caregivers of patients with mental illness. The study recruited 120 family caregivers (60 male and 60 female, age range 18-65) of patients with mental illness like bipolar disorder, major depressive disorder, schizophrenia and was assessed through Zarit burden scale (ZBI). The results shows that the level of burden of the caregiver increased with the longevity and greater impairments of care recipient.

Ramasubramanian et al. (2019) conducted a study to compare and evaluate the caregiver burden and depression between special school going and non-school going children with intellectual disability. Study was conducted in 80 caregivers (40 intellectually disabled children who are going to special school and their caregivers, 40 intellectually disabled children who are not going to special school and their caregivers). level of burden of the caregivers assessed using Zarit burden interview scale. The result shows that the level of burden and depression was remarkably higher among caregivers of non-school going children

Pudelewicz, Thalarska and Bączyk (2019) conducted a study to assess the level of feeling of burden in caregivers of Alzheimer's patients. Study was conducted on 55 patients and their caregivers completed the survey with the help of polish version of caregiver burden scale by Elmstahl, Malmberg and Annerstedt, 1996. The result shows the level of burden of caregivers of Alzheimer patients was 2.6 points.

Gupta et al. (2015) conducted a study on psychological wellbeing and burden in caregivers of patients with schizophrenia. The sample of study included 100 schizophrenia diagnosed patients and their caregivers which included male and female. Burden assessment schedule [Indian Psychiatric Society and SCARF, 2002] was used to find the level of burden for the study. Result shows that 80% of caregivers experience a moderate level of burden. This was seemed to be higher among older caregivers and spouse.

Mashayekhi, Pilevarzadeh and Rafati (2015) conducted a cross sectional analytical descriptive study on caregiver burden in caregivers of hemodialysis patients. Study was recruited 51 participants completed the survey. Caregiver burden was assessed using caregiver burden questionnaire designed by Elmstahl et al. (1996). Result shows that 12 caregivers (23.5%) reported high level of caregiver burden, 25 caregivers (49%) expressed medium and 14 caregivers (27.5%) reported low level of caregiver burden.

Kobos and Imiela (2015) conducted a study on factors affecting the level of burden of caregivers of children with type 1 diabetes. The study was conducted in 112 direct caregivers of children with type 1 diabetes from four clinics in Poland and their level of burden was measured using caregiver's burden scale. The result of study shows that higher level of burden correlated with general strain and disappointment. Other associated factors include child's age, professional status and level of education of the parents, number of hospitalizations, frequency of hyperglycemic episodes and also with the number of glycemic tests and night time.

Garlo et al. (2010) conducted a study on the burden of caregivers of older adults with advanced illness. The study included caregivers of 179 community living persons aged 60 and older with advanced cancer heart failure (HF) or chronic obstructive pulmonary disease (COPD). Zarit burden inventory's short form was used to measure caregiver burden. Result shows that high burden was related with caregivers' report of need for greater help with daily tasks.

Studies related to Emotional Intelligence and Level Of Burden

Rao et al. (2023) Conducted a hospital based cross sectional study on caregiver burden and emotional intelligence in primary caregivers of psychiatric patients. Study was conducted in 150 primary caregivers of psychiatric patients where their emotional intelligence was assessed using Wong and law emotional intelligence scale [Wong and Law,2002] and level of burden [WHO SCARF and WHO,1998] was assessed using burden assessment scale. The population showed a Burden Assessment Schedule (BAS) score of 70.67 with SD equal to plus or minus 17.52. Out of the total caregiver population, majority of them show moderate level of burden - 33 percentage, 32.7% showed severe burden ,26.7 percentage showed mild and 2 percentage showed a very severe

burden. The results show that total emotional intelligence is more common in caretakers with less duration of care ($P = 0.226$) and less duration of illness ($P = 0.264$). It was seen that emotional intelligence is lower in case of caretakers of substance use and neurotic disorders than other groups.

Bustos et al. (2021) conducted an observational, descriptive, cross-sectional study to evaluate the relationship among emotional intelligence, emotional status, resilience and burden sensation of caregivers with cognitive behavioral impairment due to acquired brain injury in isolation circumstance during COVID-19. The study was conducted among 17 caregivers of patients with cognitive behavioral impairment due to acquired brain injury. Caregiver burden interview, 10 item Connor Davidson resilience scale, emotional health, trait meta mood scale, and positive negative affect schedule were some of the mainly measured outcomes. The study showed that 59 percentage of the caregivers showed low emotional attention and clarity and 47% of caregivers showed low emotional repair ability and 82 percentage showed no overload. From the study we can conclude that emotional intelligence shows strong proportion with resilience and mental health care. It was also seen that all of them had positive correlation with Positive emotion and negative correlation with negative emotions and overload.

Limonero, Palacio and Krikorian (2018) conducted a study to assess the effect of psychological factors like emotional intelligence and perceived competence on caregiver burden of caretakers of cancer patients. This quantitative study was conducted among 50 caregivers who completed the self-report assessments of burden, resilience, emotional regulation, perceived competence, positive aspect of care and emotional distress. On parametric test and multiple regression analyses was used for statistical analysis. The study showed that psychological factors like emotional regulation, resilience, perceived competence and positive aspects of care acted as positive factors against caregiver burden.

RESEARCH METHODOLOGY

Research Design

The present studies were descriptive in nature. Descriptive research is a research method that explains the characteristics of the population or phenomenon that is being studied. Descriptive

research can be conducted using different methods. Among these, questionnaire method was used for the present study. The sample was selected using purposive sampling. Data was collected using the tools having well established psychometric properties. The response was according to the manual. The data were analyzed with the help of appropriate statistical methods using SPSS and the findings are reported in the APA style.

Sample

The study was conducted on 50 caregivers and 50 teachers of special need children. A total of 100 participants were selected for the present study. The sampling method used was purposive sampling. Questionnaire was used for sample collection. The participants were selected from various institutions of Thrissur district of Kerala state. The institutions includes; St. Joseph special school Cheroor, AHMA Autism centre Ambadikulam, Pope paul mercy home Peringandoor, Autism care Centre, Autism society Thrissur, Swasrya special child development and vocational training centre Kuttur, Asha bhavan HSS for the deaf Padavarad, Daya CeDAHR Peringavu, Autism Sisu Kshema kendram Peringavu and Devamatha CMI international school Thrissur.

Inclusion criteria

- Participants who are either caregivers or teachers of special need children below 18 years of age were included in the study.
- Participants can be male or female aged above 18
- Only participants who have provided informed consent to participate in the study are included.

Exclusion criteria

- Participants who do not provide complete responses to all required questions
- Participants who are mentally challenged are excluded from the study.

Tools

Caregiver Burden Scale

The caregiver burden scale was developed by Zarit, Reever & Peterson in 1980. The scale was developed in order to determine the level of burden among caregivers. Items were generated based

on the clinical experience with caregivers and prior studies resulting in a 22 item self-report inventory that examines burden associated with functional or behavioral impairments and the homecare situation. Items are worded subjectively focusing on the affective response of the caregiver. Each question is scored on a 5-point Likert scale ranging from - never, rarely, sometimes, frequently and nearly always. Total scores range from 0 (low burden) to 88 (high burden). The reliability of the inventory was established by calculating Cronbach's $\alpha=0.83$ and 0.89 with excellent internal consistency. Test -retest reliability of 0.71 was obtained. Good construct validity of the inventory has been assured by many experts in the field.

Emotional Intelligence scale

Self-reporting scale was developed by Jayaraj B & Dr.H. Sam Sananda Raj in the year 1998. The scale is used to measure emotional intelligence. The major qualities used for test development are self-awareness, mood management, self-motivation, impulse control and people skills. 48 items were written based on the theory of Daniel Goleman (1994). Later on, these original 48 items were reduced to 42 at the time of first administration. The items are so stated that if the answer is positive, say 'strongly agree' a score of 5 is given, for 'agree' - 4, for 'undecided' - 3, for 'disagree' - 2 and for 'strongly disagree' - 1. Therefore, the higher the score on the scale greater the degree of Emotional intelligence. The reliability of the scale was determined by an odd even reliability method. This was measured by administering it upon a group of collegiate students N (50) including male and female students of 20-24 years. The product moment between the tests was found to be 0.75 . The scale was validated against external criteria that is the emotional maturity scale (EMS) for the general population. The number of items of this area is 48 product moment correlation obtained between total scores on all 26 is found to be 0.64 , N (50).

Personal Data sheet

A personal data sheet was prepared for use in the present study. The personal details consist of 6 items which involve name, age, gender, place of residence(urban/rural), educational qualification and participant status

RESULTS*Table-1 : Correlation coefficient between Emotional Intelligence and Burden among caregivers of special need children*

		Spearman's rho	p
EQ	BURDEN	0.118	0.420

*p<.05, **p<.01, ***p<.001

Table-2: Correlation coefficient between Emotional Intelligence and Burden among teachers of special need children

		Spearman's rho	p
EQ	BURDEN	0.085	0.563

*p<.05, **p<.01, ***p<.001

Table- 3: Comparing Emotional Intelligence among caregivers and teachers of special need children

Variable	Caregiver of special need children		Teachers of special need children		U	p
	M	SD	M	SD		
EQ	86.52	13.045	83.16	9.112	1584	0.021

Table- 4: Comparing Burden among caregivers and teachers of special need children

Variable	Caregiver of special need children		Teachers of special need children		U	p
	M	SD	M	SD		
Burden	20.90	13.610	19.52	10.812	1293.5	0.767

DISCUSSION

Table 1 shows correlation coefficient between Emotional Intelligence and Burden among caregivers of special need children. The result shows that there is no significant correlation between Emotional Intelligence and Burden among caregivers of special need children, yet there exist a positive correlation between the variables. This is because higher Emotional intelligence can make caregivers worry more about their child's future and health conditions. It may also cause difficulties in help seeking or letting go behaviors due to emotional over involvement and may cause personal burden. When they often experience such stressors, this can cause a burden. Sometimes the increased amount of emotional intelligence may not be able to handle such chronic stress, social isolation and financial strain. Thereby over regulation of emotions can lead to internalized stress. Increased emotional intelligence will be helpful in better caregiving but intensifies stress, exhaustion in life and internal pressure for the caregivers.

Table 2 shows correlation coefficient between Emotional Intelligence and Burden among teachers of special need children. The result shows that there is no significant correlation between Emotional Intelligence and Burden among teachers of special need children. At the same time there exists a positive correlation between the variables. Involvement with children over time helps teachers to build a bond with them causing an emotional commitment. This can also cause an increased amount of emotional intelligence. Increased emotional processing can cause mental fatigues due to overthinking. They may also face difficulties to detach after work, creating problems in work life balance and cause significant burnout. Due to higher emotional intelligence among teachers for their students who are dependent towards them leads to form an emotional bond towards the special needs children. This may cause an emotional investment leads to burden among them. This Emotional intelligence may lead to complex needs of their students, will recognizing the challenges and difficulties they face and may lead to greater sense of burden in their personal and professional life. Increased in responsibility also cause burden among teachers.

Table 3 compares Emotional Intelligence among caregivers and teachers of special need children. From the result it is evident that, there is significant difference in Emotional Intelligence among caregivers and teachers of special need children. It is also observed that Emotional

Intelligence is higher among caregivers compared to the teachers. This may be because of the difference in nature of emotional bond. Caregivers have deep emotional bonds as they spend most of their time with their children. They undergo a great amount of stress from the initial days but gradually develop emotional resilience as well as build a deep empathy. Teachers also care for these children but their professional boundaries make them less emotionally involved. Caring for a special need children give parents a sense of purpose and meaning which leads to emotional intelligence. And also due to the unconditional love and deep commitment to their child's wellbeing will lead to high emotional intelligence in all means. The result of a study by Abu Karim et al. in 2023 among caregivers of children with autism spectrum disorders showed that high emotional intelligence helps the caregivers to promote the psychological wellbeing of their children supports our result.

Table 4 compares Burden among caregivers and teachers of special need children. The result shows that there is no significant difference in Burden among caregivers and teachers of special need children. It is observed that the burden is slightly higher among caregivers compared to the teachers. This is due to the difference in their role and responsibility. The role of caregiving is usually done by parents/guardians. Apart from providing care to those children 24/7, they have a sense of personal feeling and lifelong bond. The worry about their child's future, health and finances make them feel more mentally burdened than teachers. The latter being professionals, their main role is to help these children with their academic and developmental progress within the school hours. Managing the child's needs emotionally, financially also causes a burden among the caregivers. Also, the sufficient support services from the society is also very less. A study on caregiver burden and depression between special school going and non-school going children with intellectual disability showed that burden is more among caregivers of non-school going children (Ramasubramanian et al.,2019) supports the result of our study.

SUMMARY AND CONCLUSION

The current study assesses Emotional intelligence and level of burden among caregivers and teachers of special need children. The findings shows that there is no significant correlation between level of burden and emotional intelligence among caregivers and teachers of special needs

children. The study also reveals that there is significant difference in emotional intelligence among caregivers and teachers of special need children and there is no significant difference in burden among caregivers and teachers of special needs children.

Implications of the study

Caregivers and teachers have to assist and support these children throughout the day. These activities may sometimes create a burden. The study is useful in understanding the impact of burden or emotional intelligence. It also helps in identifying various determinants of burden and provides a scope to evaluate the major problems faced by them and address the key issues in public to create awareness. Also shows that burden and emotional intelligence is higher among caregivers than teachers and thereby highlights the need for social support among these groups and its social relevance. And it's very essential for caregivers and teachers to manage stress, improve coping strategies. Extreme support from their organizations and enhance their overall wellbeing. It is important to conduct personal training programmes for the psychological betterment of caregivers and teachers along with policies to improve financial situations, improved access to services and better working conditions. It will be better to provide opportunities for the caregivers to have financial needs of their own. Training programs in emotional intelligence can also help to reduce burnout and improve job satisfaction among caregivers and teachers can also be conducted in organizations and schools.

Limitations of the study

1. The sample size selected for the study was limited.
2. The sample for the study was restricted to Thrissur district.
3. The investigator, due to the unavailability of an equal number of samples in socio demographic variables, only the relevant variables can be analyzed.
4. The relevant studies on emotional intelligence and burden among caregivers and teachers of special need children were limited.

Suggestions for future research

1. The study can be conducted within a large sample size.
2. Further study can be extended to more demographic areas.
3. The study can be extended by including other psychological variables like job satisfaction, quality of life, resilience, psychosocial wellbeing etc.
4. Longitudinal, intervention, qualitative or cross-cultural studies can also be conducted among these variables or sample

REFERENCES

Aggarwal, S. (2024). Emotional intelligence and level of stress among caregivers of special needs children. *International Journal of Trend in Scientific Research and Development*, 8(3), 1206–1212

Anjum A., Shoukat A., Muazzam A., Ijaz B., (2020). Emotional intelligence and life satisfaction of teachers working at special education institutions of bahawalpur, Pakistan, *Journal of Arts and Social Sciences*. VII (1), 21-27.

American Psychological Association. (n.d.). Child with special needs. *APA Dictionary of M Psychology*. Retrieved February 25, 2025, from [https://dictionary.apa.org/child with special needs](https://dictionary.apa.org/child%20with%20special%20needs)

Boyce, G., & Boyce, L.(2002). Parent-child interactions when young children have disabilities. *International Review of Research in Mental Retardation*, 25, 35–70.
[https://doi.org/10.1016/S0074-7750\(02\)80005-2](https://doi.org/10.1016/S0074-7750(02)80005-2)

Brackett, M. A., & Katulak, N. A. (2006). Emotional intelligence in the classroom: Skill-based training for teachers and students. In J. Ciarrochi & J. D. Mayer (Eds.), *Applying emotional intelligence: A practitioner's guide* (pp. 1–27). Psychology Press.

Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., and Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among British secondary school teachers. *Psychol. Sch.* 47, 406–417. doi: 10.1002/pits.20478

Campos, S., Martins, R., Martins, M.C., Chaves, C., Duarte, J. (2016). Emotional intelligence and a quality of life in special education teachers. *Journal of Teaching and Education*. ISSN: 2165-6266.05 (01).681-688.

Chang, M. (2009). An appraisal perspective of teacher burnout: examining the emotional work of teachers. *Educ. Psychol. Rev.* 21, 193–218. doi: 10.1007/s10648-009-9106-y

Diameta, E., Adandom, I., Jumbo, S. U., Nwankwo, H. C., Obi, P. C., & Kalu, M. E. (2018). The burden experience of formal and informal caregivers of older adults with hip fracture in Nigeria. *SAGE Open Nursing*, 4, 2377960818785155. <https://doi.org/10.1177/2377960818785155>

Farrell, M. (2012). *Educating Special Children: An Introduction to Provision for Pupils with Disabilities and Disorders*. Routledge

Garlo, K., O'Leary, J. R., Van Ness, P. H., & Fried, T. R. (2010). Burden in caregivers of older adults with advanced illness. *Journal of the American Geriatrics Society*, 58(12), 2315–2322. <https://doi.org/10.1111/j.1532-5415.2010.03177.x>

Goleman, D. (1995). *Emotional intelligence*. New York, Bantam Books.

Haokip, G., & Yadav, A. (2020). Wellbeing of caregivers of children with special needs. Zenodo. <https://doi.org/10.5281/zenodo.5843464>

Hemant, & Maurya, Kr & Singh, Seema & Maurya, Hemant. (2010). "A Study of Job Satisfaction of Special School Teachers". III. 83-88.

Iqbal, S., & Dr Farukh Noor,. (2023). Emotional intelligence among the teachers of special needs children: a systematic review. *International "Journal of Academic Research for Humanities"*, 3(2), 78–92.

Kessler, R. C., et al. (2007). Lifetime prevalence and age-of-onset distributions of mental disorders in the World Health Organization's World Mental Health Survey Initiative. *World Psychiatry*, 6(3), 168–176. <https://doi.org/10.1002/j.2051>

Keller, M. M., Chang, M.-L., Becker, E. S., Goetz, T., and Frenzel, A. C. (2014). Teachers' emotional experiences and exhaustion as predictors of emotional labor in the classroom: An experience sampling study. *Front. Psychol.* 5:1442. doi: 10.3389/fpsyg.2014.01442

Kobos, E., & Imiela, J. (2015). Factors affecting the level of burden of caregivers of children with type 1 diabetes. *Applied nursing research: ANR*, 28(2), 142–149. <https://doi.org/10.1016/j.apnr.2014.09.008>

Koestner, C., Eggert, V., Dicks, T., Kalo, K., Zähme, C., Dietz, P., Letzel, S., & Beutel, T. (2022). Psychological burdens among teachers in Germany during the SARS-CoV2 pandemic-subgroup analysis from a nationwide cross-sectional online survey. *International journal of environmental research and public health*, 19(15), 9773. <https://doi.org/10.3390/ijerph19159773>

Kuipers, E., Onwumere, J., & Bebbington, P. (2010). Cognitive model of caregiving in psychosis. *The British Journal of Psychiatry*, 196(4), 259–265.

Lee J. J., Ok C. (2012). Reducing burnout and enhancing job satisfaction: critical role of hotel employees' emotional intelligence and emotional labor. *Int. J. Hospital. Manag.* 31 1101–1112. 10.1016/j.ijhm.2012.01.007

Li Y. Z. (2016). On the relationship between special education teachers' emotional intelligence and work engagement. *Chin. J. Spec. Educ.* 187 56–63. 10.3969/j.issn.1007-3728.2016.01.009

Mashayekhi, F., Pilevarzadeh, M., & Rafati, F. (2015). The assessment of caregiver burden in caregivers of hemodialysis patients. *Materia socio-medica*, 27(5), 333–336. <https://doi.org/10.5455/msm.2015.27.333-336>

Moosivand, S., Nazari, O., Shahverdi, A., Gholami, M., Mohammadi, R., & Yarahmadi, S. (2024). Predictors of emotional intelligence among family caregivers of cancer patients: A cross-sectional study. *Cancer reports (Hoboken, N.J.)*, 7(1), e1943. <https://doi.org/10.1002/cnr2.1943>

Musich, S., Wang, S. S., Kraemer, S., Hawkins, K. M., & Wicker, E. (2018). Purpose in life and positive health outcomes among older adults. *Population Health Management*, 21(2), 139–147. <https://doi.org/10.1089/pop.2017.0063>

Olagunju, A. T., Akinola, M. A., Fadipe, B, Jagun, O. O., Olagunju, T. O., Akinola, O. O. O., Ogunnubi, O. P., Olusile, O. J., Oluyemi, O. Y., & Chaimowitz, G. A. (2021).

Psychosocial wellbeing of nigerian teachers in special education Schools. *Journal of autism and developmental disorders*, 51(4), 1131–1141. <https://doi.org/10.1007/s10803-020-04606-0>

Palacio, C., Krikorian, A., & Limonero, J. T. (2018). The influence of psychological factors on the burden of caregivers of patients with advanced cancer: Resiliency and caregiver burden. *Palliative & supportive care*, 16(3), 269–277. <https://doi.org/10.1017/S1478951517000268>.

Pudelewicz, A., Talarska, D., & Bączyk, G. (2019). Burden of caregivers of patients with alzheimer's disease. *Scandinavian journal of caring sciences*, 33(2), 336–341. <https://doi.org/10.1111/scs.12626>

Ramasubramanian, V., Chellamuthu, R., Selvikumari, R., Pandian, P. R. S., & Gopi, R. (2019). Caregiver burden in children with intellectual disability: does special school education help? *Industrial psychiatry journal*, https://doi.org/10.4103/ipj.ipj_7_15 28(2), 176–184.

Rao, U. R., Ephraim, Y. R., Tara, R., Eswar, K. V., & Krishna, N. H. (2023). A study of caregiver burden and emotional intelligence in caregivers of psychiatric patients. *International Journal of Pharmaceutical and Clinical Research*, 15(10), 478–496.

Saeed, Ashar & Kiani, Shoaib & Javed, Saira & Centre, Karachi & Pakistan, & Ghq, Rawalpindi & Kidney, Pakistan & Association, Patients & Pakistan, Rawalpindi. (2019).

Caregivers of Mentally ill Patients: Role of Coping Style and Emotional Intelligence. *Pakistan Armed Forces Medical Journal*. 69.

Salleh, Nurjannah & Md Jani, Syahrina Hayati & Rasool, Mohamed & karim, rizuwan. (2023).

Role of emotional intelligence and psychological well-being among caregivers of children with autism spectrum disorders in melaka, malaysia. *Russian Law Journal*. 11. 1854-1865.