

The Relationship between Excitative Intelligence and Attribution Way with Job Strain of Mental Log or Back Wardness Childrens Teachers & Comparison with Usual Schools Teachers in Mazandaran West

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ABSTRACT

Today, job importance and decisive role is evident in human life different dimensions. Because, job in addition to life costs preparing, it has direct relation to physical, spirit health and its satisfaction planning for many usual needs. Employed people who are involved in pressure type in his/her work environment, generally are involved job strain. This study has done in order between excitative intelligence and attribution style to job strain in mental deficiency children and its comparison with ordinary school teachers. Study participants were 205 of Mazandaran west school teachers (Challos, Tonekabon, Ramsar) that are measured us regional rational sampling way using bunched sampling and N-bar excitative intelligence Questionnaire, control place, job strain and Ashford. The results indicated which there is a relation between excitative intelligence & mental deficiency children and teachers job strain. For this subject explanation, it is said that basically people who has high excitative intelligence, benefit resistance ability against events and pressure position and job strain.

KEY WORDS: excitative intelligence, attributional style, job strain.

INTRODUCTION

Work not only is not respecta by life way, but also is social base important factor and meaning source in people life. (Yahyaei, 2006). Work can be satisfied some of human basic needs such as mental movement, physical, social relation, self-valuable feelings, trust and ability or powerful. Therefore, work can be important pressure source (Powell, 1997). Nature of many jobs is as type that enter much mental pressure to individual as way considerable percent of physical illnesses and mental stress result from unchanging and continual pressures. Employment people who are involving this pressures in her/his work environment generally involve job strain which job burnout victims difficulties are such as physical burnout (strength that for sleep disorder, nausea working), excitative strain (depression & desperation in work & etc) & looking strain (suspicion ratio to others, despise, self, others & etc) (Saatchi, 1997). Job strain is word for looking changes description, morale, behavior in negative direction, confrontation to related mental pressures. This strain is created in more job which people is spending more working day in near relationship to others. (Behina, 2000). One of sensible important jobs in society that is more important and in now position has worthy effect in society future is teacher job. Teacher job as job others has its self stress factor, teachers job strain. As a world problem has allocated many study to it self in different country. Now favorite models is referred to modifying mediator changes important roles. Such as changes that seem with job strain has relationship & such as resistance ways & comparison against strain, is excitative intelligence changes & attribution style (output & input control).

Excitative intelligence is one category of uncognitive skills and power that increase individual success power against pressures and environmental condition (Baron, 1999).

According to Goldman, excitative intelligences is involving not internal elements, note their outer elements. Internal elements including self awareness setting self imagination independence feeling & self actualizing capacity and firmness and outer elements including relation between personal, ease in union and responsibility feeling. Also excitative intelligence included individual capacity for real acceptance, excitative problems solution power flexibility and stress comparison ability shock (Goleman, 1989).

According all personality factor theory, human many thin lucid that he/she always look at world & then try to adapt them to reality that complex world is of them. These factors have prediction natural it means that individual can image others behavior results in this way and can predict that by attribution theory, individual possessing these motives that understand about itself environment especially about particular events reasons. As if achieve & understand this point he will be able to (Karimi 1990) control; what will happen in future (Korman, 1977. translation Shekar Kan, 1991).

In 1986 year Bernard Weiner proposed attribution dimension three, concerning people in addition to attribute it self behavioral return to reason and outer, inner factors.

It can attribute to other factors such as (stable, unstable) (controllable and uncontrollable) (Karimi, 1993). In fact, a common point that has in mind the theoretician that each one attribution type can effect in next behavioral method (Parvin translation Javadi & Kadivar the people who attribution type is internal is feeling that direction can effect as way power, skill efforts in their worker results and staff who attribution type is external is feeling that forcing forces control their working results. Therefore to attention to his/her attribution type can exert different behavior by self.

Such problems in education and organization is visible too and it is thus a teacher can select what attribution method perhaps mostly be dependent. his/her attribution be others behavior. School teachers also not are exception of this rule and for reason having proper style from training & teaching in school environment must attention to this point and has been pay to relation between attribution styles and excitative intelligence and job strain. (Mirbloom 2006)

Interest to excitative intelligence mostly is reflecting this claims that accordingly is predicting individual differences in process, emotional / excitative data, success in persons life (Goleman 1996 – school – Mayer, 1997).

Excitative intelligence is subject that try to anatomy in excitement position and emotion in human ability and it is type of social intelligence that feelings control ability and excitement it self others between them from this data for leading thinking act included. one to excitative intelligence. Looking if spend the best education term can be successful & prominent (Karimi Shari, 2006)

Today it not enough perfect attention to planing & process for this people are who edit program and control do access create sentimental instinct which attention to self others measure them and response to them properly and benefit in life day working of power and emotion information actually. The teachers needs to such characteristic that done effective role in organization advancement goals (Khaef elahi, 2003).

If emotional intelligence can create motives and necessary attractiveness in educational working environment many teachers done her/his working to more motive and this cause more efficacy in schools and to attention to emotional intelligence in increasing motive that cause efficacy in schools.

One of theories that can be responsible for this problems is attribution theory that in many recent years many researchers & knowledgeable edit for cognition and behavior analyse directly and causality meaning must attribute or relate by understanding man to events. namely persons attribute events reason to causes and situational element or to causes and person elements. However result effects on next behavior will be different by which attribution is done (Korman 1977 translation Shokrkan, 1991).

On the other hand water to presenting expectations such control prohibition, in his personality theory he present that persons to internal control direction or orientation, is feeling that has control on environment while external orientation feels that are persons depended to environment (Rand & Molavi, 1965).

Also has suggested that external control concept divided in two parts: one fortune others is power sources (Levenson 1973 according to Mirbloom, 2007)

Control source always shows that persons that believe to internal control have tendency when have independence in works cooperate & help to others. this persons in comparison with persons to external control prohibition, have more favorite looking ratio to powers symbolics (Heaven, 1988 according to Mirbloom, 2007).

Intelligence & scientific duties have more position act in scholastic works better than persons who are external control source. it is say other wise: purpose of control internal source that person know special event result of behavior or it's stable relatively characteristic. On the other hand. control external source is meaning that person isn't knowing it's behavior. but also know it consequence & event result or attributes it to powerful persons in influence or putting forward environmental factor isn't deny it prediction possibly (Anastasi, 1978, translation Boraheni, 1985).

Every job go in with stress but some job have much stresses this work is result of that work duties type, such job responsibilities teachers job and teaching has say as much stress job part. teachers is facing to different stress that one of stress result is job strain appearance between them. this strain that result from reaction related to stress, put away many problems in social & individual family life. Important one is staff absence in work, consecutive delay, psychosomatic different complaints, contrast & rasisin in work environment, teaching job changing or other jobs & finally service abandonment (Karimi, 2001)

According Shafly, Maslach & Marek 1994, job strain psychological, syndrome including emotional tiredness, personality prohibition, personal sufficiency those in cubic meaning of job strain, emotional tiredness know of mental pressure and feeling is pressure and lose emotional source in person. person lity source is negative & cruel response to persons who usually are service receiver of same person. it refer to person negative understanding of social case finally is personal sufficiency reduction or lockong, sufficiency feeling reducing in duties doing and person negative measured about it self in work field. they believe that job strain can cause quality reduction, service shawing and a factor for job leaving, absence of work or week silit job strain syndrome isn't mental disorder and time view point spread slowly & can change to mental disability (Ghadimi Moghadam, Hossein Tabatabaei, 2006).

Emotional intelligence : emotional intelligence theory prepare new pointview in field prediction success factor & also first prevention in mental dis order . that complet is growth & cognition sciences (Baron , 1995 . according to Poor Saaid ,2006) .

Meaning that person has information & control of it's feeling and controller sheaks . (Golman and Enkaret) one person is able to emotional management in other persons and called core of each relation and this characteristic , intelligence between person .

Attribution : attribution according to Heider (1985) , attribution is process that persons apply which unite events (behavior) to their substructural situation . Attribution denote other behavior causes clarification way (Lutz translation Sormad 1993)

Attribution of general pointview (1967) , Attribution is process that person by grasping it , events considers as special part effect of stable relatively environments , search reason for then (saebi , 1992)

People behavior causes expansion process called attribution (Shoari Nejad , 1992)

Purpose of attribution type : included three dimensions (internal , external),(stable , unstable)(controllable & uncontrollable (parvin translation javadi and kadivar 1995).

Group of attribution attribute theory knowledgeable believe that persons attribute it's success and loss or to special elements or to environment elements , thus has identified control important source internal and external . this theory has fame control place & source and it is based on Julian Rotter . According to this theory , two attributive style is determined as follows :

1. Internal attribution style : group of people attribute success and losses generally to self (personal effort & ability). this persons are internal control source (internal attribution style) .
2. External attribution style : Group of persons attribute success & losses to it's external . Environmental elements.(fortune and luck and duty hard level) . this persons have external control source (external attribution style)(saif, 1996).

Karimi shahri (2005 – 2006) deal with relation review between emotional intelligence and mashhad 5 part educational high school & guidance principles head ship method . In a sample , show about 103 principals and 303 teachers in high school & guidance that there isn't relation between emotional intelligence and head ship method and also emotional intelligence – component there is just relationship between 3 elements one emotional intelligence and head ship method namely mental pressure respect one self and relation between person create.

Rostami 2004-2005 deal with to relation review between religious to tehran pre university students emotional intelligence , in a sample including 450 girls student & preuniversity boy of 4 , 11 , 18 parts of of tehran town education shown religious problems training and moral principles is a complement way in emotional training to preuniversity girls & boys and present or bring gift a better life for them .

Dehshiri 2003-2004 in order to emotional intelligence relation review and time management to high school teachers job stress has done a sample including 128 men & 75 women in Yazd town that show emotional intelligence and time management meaningfully predict teachers job stress.

Lieu and others (2003) sample including 203 high school students in order to review of emotional intelligence effect on behavioral difficulties done on Malaysia students and shown low emotional intelligence has relation to low union level and ability looking in management .

In behaviors appearance signs / emotional intelligence low level has relation with academic progress and sexual difficulties high level and emotional intelligence high level has direct relation to behavior difficulties appearance low level such as educational agitation, depression, physical complaint, stress, remonstrial, criminal.

Kafetsios and yeadou (2003) has analysed relation between emotional intelligence and interest in adults and results show unsafe interest involved person (agitation avoiding agitation – two – way) in comparison with persons had safe interest has got fewer mark in emotional intelligence .

Trinidad and Johnson (2002) reviewed models including 205 girls high school student and boy of different racial , relation between emotional intelligence and teenager using of alcohol and tobacco . This show persons who have high emotional intelligence maybe have more mental ability in others the good understanding and pay to same age cocqual unwanted pressures , this abilities cause resistance increasing against alcohol and tobacco.

Zareie (2002) done a research as relation review between control prohibition with job stress & shobestar part teachers job satisfaction and show that there is indirect and negative relationship between internal control source to job stress and there is direct relation between internal control source and job satisfaction .

Javadi(2001) done a review about control source relation and Karag multiple part high school advisors job strain. and show that there isn't meaningful between this variable (job strain- internal place) and there is meaningful relation between external control source (believe to others powerful) .

Zareie (2001) deal with to relation review between attributive style and progress motive to education progress between arak town public high school mathematical second years student in 2000-2001 educational year model including 380 individual (170 girls and 210 boys) show that between education progress motive (average average , 4 mathematics overall score , 4 literature score) there is meaningful and positive relation in

both sexual. there is meaningful and positive relation between attribution and between progress motive and attribution style for good hopping in internal , external , arecill , special and unstable dimensions.

Bromand (1994) ratio to researchs as relation review between control source & Dezful town guidance third grad student educational function show 1. Between control source and student educational functia there is possitive relation 2. There is possitive relation between control soure and girl students educo tianafunction 3. There is positive relation between control soure and students edu cational function.

Khatir pasha (1994) with study as control center revie between guidance students and it's relation to education grad changing & variables & sexuality in Mazondarant province, model including 223 girl & boy student show that what ever increase dueational grade, external contron center score average become less & go forwaral internal .

Estic study (1999) shoes that persons with internal contron soure ratio to external have better inpromention about natural needs knowlwdge and their job needs and their belifes is more relative to control on advantage success & job research .

Howerton & etal (1999) after study doing cancluded that there is menaing ful negetive relation between external contion soure & education progress . probably whenever can creat more internal contro soure in person, education progress. Probably whenever can creat more internal control soure in pereson & infact we in crease it's education progress.

Michel & et al (1995) in their study showe that staff with internal control source have more satis faction of their jobs have tendency set up in managerial possition .

Kate timoni (1986) to study doing show that tests which have internal control posission , are more success but it's effect is some for man & women . esen & chein suggeste that sexuality has not any effect on test success.

Kishor (1983) presentens control place relation , social base and education progeress in different racial groups . model included 545 boy & girl student show that there is any meaningful relation between control & social base but been observe meaningful relation between control source & education progress.

Weiner (1977) in his study concluded that : the tests which has weak self picture in comparison with persons who has more stengh self – picture , from the point view contronsource are more internal .

Toiki daster yekland (1973) in relation review between dependent characteristrs to sexual notical to control soure & progress that external control source has uninty with women progress scores while internal control source has unity with men progress scores . epitin deko notia (1971) to research doing found that rests have average and lower self – respect as such are external contron position.

Kaplen & green 1968 show persons who have internal contion trendency , have more succes in their work & Anderson 1977 concluded that managers have internal contro focus, they have better function & they are more obser vation to self inferron staff. When ever staff become intenally contiol , generally in comparison with person who control externally , has more satisfaction in it's jobs.

Lepa kremeh by study show the teachers have more internal control possition use modern ways the teachers have more external control possition use old ways.

Job strain mening sound first in eary 1970 s by Frevedenberger. Then its study continued by Maslach and Jacksan (1989) , Handi (1988) , Jahnson(1996) and Salivan 1993.

According to Frevedenberger (1975) , job sttain is state of life way tirdness or failure or contscts that is'nt result from favoritr effect.

According to Maslach & Jacksan (1981) job strain is syndrom that including emotional tirdenss , personality prohibition , individual success reduction which create in resut of chonic job weaving .

Lee etal (2005) found cases like ambiguity role , job responsibility over ability and role contradiction as effective negetive elements in job strain making . according to this research findings , where as job control and social supper be in high level , pressures result from ambiguity role , rale contradiction and overability resposinbility will has fever negetive effectiveness.

Cano Garcia etal (2004) by studing persanality role and knitted variables in teachers job strain exphasis on consensus personality elements role as supporter element against strain .

Maslach (2004) know important & effectiveness in much work capicatory role , control scole wage or reward , not having social relationship , bias in work environment , value contrast between individul valuse and work environment values in job strain making .

Lavanco (2003) in are search show that weak organizational culture existence in bad and unsafe environment in school lead to mental agtation , mental pressures & job pressures that injure to organization heealth and teachers , students public health .

Tatar and Horenczyk (2003) measures students cultural variety effect on teachers job strain and con clued student cultural variety cose classes heter ogenical and many sitifes and diffucties making in education programe. Inadition to such behaviar students been variety and involved varietal meaning so cause teachers job strain.

Preski and group of coleague found that horder work condition follow more job stain.

Scott (2001) refers to environmental elements role in job strain appearance. According to Kilfere, Power & Vemeldon (2001) study among job strain dimensions. Leads to prohibition.

Michel (2001) considered job strain result from persons reaction to job nature, duties and its related responsibilities.

Antoniu, Valtersand & Poly (2000) shown that special work condition such as high ratio students to teachers progress limitation and teachers job promotion and work high capacity double create psychological pressures and are more teachers mental jobs stress and leads to job strain.

Bultman and Kant (1999) in Hasricht colege shown other elements which influence in job strain increasing been independence looking in planning and colleague support.

Nagy (1992) shown that job strain in primary school teachers is more than school & guidance teachers. and in principle working to younger children that are few familiar to education environment and have fewer academic experiences is harder and lead to job strain in most teachers.

Wells and Bengamin (2000) shown that persons who are working in human job, is exposed more job strain, teachers and advisors are job strain & stress victims.

Freedman (1991) in his research shown that educational principal job strain influenced by expectations, satisfaction & social status.

Research theories that analyse in this study, including.

1. There is relationship between emotional intelligence and back word children or retardation children job strain.
2. Ordinary and mental retardation children teachers job strain scale is different.
3. Job strain scale in mental retardation children teachers attribution styles is different.
4. Emotional intelligence relation and job strain in retardation children teachers is different of ordinary school teachers.
5. Emotional intelligence in retardation children teachers is different of ordinary school teachers.
6. The mental retardation children teachers attribution style type is different of ordinary school teachers.
7. Emotional intelligence scale in attribution styles (internal, external) in mental retardation children teachers is different.

METHOD

Statistical society, model & method for research coming out: all of this research include ordinary & mental retardation children school women teachers in Mazandaran west in 2008-2009 educational year that is education. all of them are 452 persons among all education teachers in Mazandaran west that utmost have had service past 2 years. has been selected ordinary primary school women teachers and mental retardation children primary teachers and selected in, Challos, Tonekabon and Ramsar town lot. According to sampling regional share or (lody) educational sexuality characteristics, selected education and primary education time using bunch sampling model capacity accidentally. Questionnaires 205 distributed between ordinary & exceptional children teachers that completed only 148 one for reason workmat lacking that include 36 one mental retardation children children teachers and 112 ordinary school children teachers.

Measurement tool.

Bar-N emotional intelligence questionnaire: Bar-N emotional intelligence questionnaire is one of the most measures valid for emotional intelligence measurement.

This test include 117 question and 115 measure (scale) that done by Bar-N on 3831 persons of country 6 (Argentina, Germany, India, Nigeria, south Africa) that 48/8 percent of them man & 51/2 percent were woman systematically become methodology in North American. there result of this methodology shown that test has proper valid. test response has been conducted on scale of 5 degree in Likert gamut. (complete agree, agree, somewhat, disagree, complete disagree).

Test measures are: emotional self-awareness, self expression, self-esteem, self-actualizing, independence, intimacy, social responsibility, relation between individual, realism, flexibility, problem solution, mental pressure endurance.

Shocking control, optimism, happiness.

Torgiv credit to test with analytic method explorator factorial show that among factor 13 that get in North American model factorial structure (Baron 1991) measure & was for Irania test had valid.

Fixed joint agents (coefficient) average was using was using Cronbach & method and using retesting method 72/6 monthly. Also in his research from getting measure 13 in North American measure 9 had variance higher than 1 but measures 7 including shocking control, emotional self-awareness. and problem solution, self-regard, independence, firmness, social responsibility and relation between persons (poor saeed 2007) scoring of 5 to 1 (complete agree 5 & disagree complete 1) and determined in some questions by negative or convert capacity and done 1 to 5 (agree complete 1 and disagree complete 5). All score for each measure is equal to total

score of each questions that measure and test total score is equal to total score of measure 15 . more scores earning in this test is better success sign in ideal measure or test total & converse.

Rotter- external – internal – internal place question nary : For measwre of attribution style & control place used Rotter external – internal control core questionnaire(1996) . this measwre including ball 29 selection compulsory . In each ball there is tow phrase and tester should select after studying among two phrase one more accepted and markit .

Between different measures that has edited for control place measuring , this measure has hod themost funnction in reserch work . one of the mast measure valid for measure is attribution style . Rotter 1972 in his report , identi ficational story like of this measue has reported ideal . he announced meaningful unity this measure to kron marlo social satifaction meassure in his report . In this report measure valid to harved method is equal to 0/73 and or has been announced 70% kodrichord- son method.

job strain questionnacy

This test has made according lee & Ashforth (1996) theory include question 40 that including strain basic axis three namely emotional strain, personality disintegration and job behavior strain (yazdi 1997).

Basic dimensions of this test are : 1. Job stress elements 2. Job supports 3. Job promotion chances 4. Enforce ment dependence 5. Behavioral looking results.

Generally we can propound that about test is factor , content and formal and generally including internal valid (lee & Ashforth , 1996)

Khakpoor 1996

Khak has valideted this test and has reported test validity coefficient %8555 yazdi (1998) has colculated %8523 krenbakh alpha coefficient using test elementary carrying out pattern.

Abobe test scoring method set up two option physical test (tru-fasle)

IN arrangementt , some of case if be trae ar fals be strain introducer get mark 1. In this test , all of tue options except . some question is job strain introducer and be longer . mark it. The scove minimum is zero & score maximum is 40.

Table 1 : Fridit tes result

Number	df	meaningful level	prison unity coefficient	tfridili
36	34	0/01	-0/207	-5/99

According coearning results of t fridli that has calculated between emotional intelligence and mental retardation child teachers tofl strain and in comparison it to earning t of level chart is $t/2 = 0/01$ and is $df=34$ free degree equal to $t = 2/750$ there fore certify zero guessand offense guess . pay attention to meaningful relation difference between two variable get %99 that there is meaning ful relation between retradation childern teachers job strain.

Table 2: Central tendency index and dis persion related to ordinary & mental re tardation children teachers job strain

Job strain in teachers	Number	Average	Stander varrionc	Standard error average
Ordinary children school	112	13/39	4/894	0/462
Retardation children school	36	13/03	5/614	0/930

Table3 :Test result , indepedece group 2 average

Number	Df	Mening ful level	T
148	146	0/05	0/375

According getting results of independeny 2 group average t test has calculated between ordinary & menta retardation children teachers job strain and in comparsion with it , getting t in chart in $t/2=0/05$ leve & free degree $df= 146$ namery $t=1/96$ is smaller . there fore zero guess confirm & offense guess is failed by attention to no be meaning ful difference between two average concluded 0/95 confidence that there is'nt difference between ordinary &mental retardation children teachers job strain.

Table 4: Central tendency index & disperasion related to Ordinary and mental retardation children teachers job strain

Job strain in attributive styles	Number	Average	Standard vorance	Standard error average
Internal	21	13/5x	6/005	1/31
External	15	12/33	5/736	1/326

Table 5: Indepen dence two group t test result

Number	Df	Meaning ful level	t
36	34	0/05	0/622

According to getting results of independent 2 group average t test has calculated mental retardation children teachers job strain scale $t = 0/622$ and in comparison it with getting t in chart $= 0/05$ level and 34 free degree is smaller namely $t = 2/042$ there for zero guess confirm & offense guess failed By attention to not be meaningful different job strain scale in mental retardation children teachers attributive styles.

Table 6 :Unity coefficient 2 meaningful test results (zfisher)

Number	Df	Meaning ful level	Z fisher
148	146	0/05	0/47

According to getting results from (z fisher) unity coefficient 2 meaning ful test emotional intelligence relation & retardation teachers job strain $z = 0/47$ has calculated and by comparison it with z chart in $/2 = 0/05$ level & with free degree, $df = 145$ namely $1/96$ is smaller there fore, zero guess confirm & offense guess fail By attention to not been meaningful in difference between two average to $0/95$ confidence we can calculated that emotional intelligence relation and mental retardation children teachers job strain isn't different from ordinary school teachers.

Table 7:Central tendency index and dispersion related to ordinary & Mental retardation children teachers

Emotional intelligence in teachers	N	Average	Standard deviation	Standard error average
Ordinary	112	379/22	41/853	3/955
Retardation	36	326/61	30/682	6/114

Table 8: Independent two group t test results

N	Df	Meaningful level	T
148	146	0/05	0/948

According to getting results of independent two group average t test, retardation children teachers emotional intelligence $t = 0/948$ has been calculated and in comparison it with getting t of chart in $/2 = 0/05$ level and with the free degree $df = 146$ namely $t = 1/96$ is smaller there fore zero guess confirm & offense guess fail. By attention to not been meaningful difference between two average to $0/95$ confidence we can concluded that emotional intelligence relation and mental retardation children teachers job strain isn't different from ordinary school teachers.

Table 9: Attribution style observed and expectative frequency in ordinary & mental retardation children teachers

Teachers attribution styles type	Ordinary	Frequency retardation percent	Retardation	f.p	Total
Internal	78	69/64	21	58/33	99
External	34	30/36	15	41/67	49
Total	112	100	36	100	148

Table 10: Chi square test results

Number	Df	Meaningful level	Chi square
2 group	1	0/05	1/573

According to getting results of chi square test, two mental retardation children teachers attribution style has calculated $\chi^2 = 1/573$ and in comparison with getting chi square chart in $/2 = 0/05$ level & to 1 free degree namely $\chi^2 = 3/84$ is smaller there for zero guess confirm & offense guess failed. By attention to not been meaningful χ^2 ratio present to confidence $0/95$ that mental retardation children teachers attribution type is not different from ordinary school teachers.

Table 11: Central tendency index dispersion related to emotional intelligence in retardation children teachers attributive style

Emotional intelligence in attributive styles	Frequency	Average	Standard deviation	Standard error average
Internal	21	323/67	34/334	7/492
External	15	330/73	40/603	10/484

Table 12: Independent two group average test results

Number	Df	Meaningful level	E
36	34	0/02	-0/564

According to getting results from t test independent two group average has calculated emotional intelligence scale in mental retardation children teachers attributive style in comparison with it to earning from chart in $/2 = 0/05$ level

And freedegree = 34 namery $t = 2/043$ is smaller . there fore confire zero guess & fail offense guess . by attention to not been meaning ful difference between ,e overage with confidence 0/95 calcuded that emotional intelligence scole isnt different in attriubive style of menteal retardation children teachers.

DISCUSSION

According co getting results , as we expected there is mening ful relation ship between emotional intelligenc & menta retardation children teachers job strain . for explanation this item we can say that orginally persons have hight emotiona , intelligence benefite resistance ability againsr events and stress ful position and job stain .

According to Baron 1999 pressure endurance that is a dimension from emotional intelligence including follow abilities.

A: methods select capability for harmony to pressure.

B: optimism tendency to experineces and new changing and over coming ability on difficulties .

C: this feeling that person can control pressure position or influence on it Emotional intelligence become etter for unity ability increasing and resistance against stress . namely to in creasing emotional intelligence , reduce job strain scale and cause competition skill increasing.

Maslach(2004) much work cotent role , few control scale , few wage social relation shid loking , biasin work environment value contrast between individual values and work environment values know important & effectiveness in job strain creating . job strain syndrom influence negetive way , skilled teachers services menteal health students educational function and faced student to difference difficultios and obstacles on the other hoad . job strain results is experssive this fact that teachers for unsuitable possiblites and despit much efforts that done for childen haining in their job faced to strain.

Emotion feeling resulting compressed contact and longtime with student is created . It's sign are desperation feeling despair , frustrated and pessimistic to self & others.

Tis results re experssive that is job strain respect tyhere is'nt important difference between ordinary and mental retardation children teachers . Nomely both ordinary and menteal retardation children teacers benefits emotional stain and personally disintegration and same behavioral strain .

Job strain scale isn't differen attributive style in mental retardation children genarly making elements can divided to categories three teachers : individual elements job elements and organization elements .

Control word inpoint view of psychologists means that individual has what image ratioto it's acts results . especrally the results are important for one. Also control depended to that one what image has of it's select in difference ways determindd that control feeling on response against stress has effect and also play importance rolev in job strain . job strain understanding including knowing this object that working one what ever feels control work importance ports that of course work importance ports include working duties.

Teachers control increasing on basic parts can reduce job strain an the others hand study about depression show that staff haven't ability may believe that has any control on work cosiderable results. While such control there is actually control is one of the most sen silde making parts in job stress. Moreeve controol loking is features that most working are faced in employment co trma to it and is a element that has most great share in job strain making .

Genarly this study finding is that relation between emotional intelligence , attribution in telligence (internal , external control) pay to job strain in mental retardation children teachers and it's comparison to ordinary school teachers that this discussion measured serenctific . the other fefures of this study is that generally in past study is'nt deal eith it . the results of this study can awar teachers and education staff from job strain and pressure s that threaten them and achive to correct knowledy and correct of emotional intelligence and attributly style (external , internal control). Also the results of this study prepare for education respnsible that planing possible and comparison to job strain out break in staff & teachers and emational intelligence basic componat suches emation self awarness , having daring . self grade , self actualixing , act independence , and attributive style methods . even can be solution for catching countlygreat tesponsible eye suchas planing & management orginaziton and member of parli ment. Also planing & reserch assitance can act for menager correct traning and staff and finally teachers for resistent to job strain and emotional intelligence traing in future. By ottention to above cares and emotiond intelligrgence relation study importance and attributive style and job strain in educicition teachers has extraordinary importance & necessary.

Today all nations has special attention to education problem to each social & politic system that depende other social system activity to how function and education . the important problems can analyse in traning & teaching system in different & socity is skilled & efficrent and motive human force because such human force compprepare fruitful & actulixing the more in training and teaching system.

Above reserch is consontant with Javadi (2001) , Zarei (2002) Kishor (1983 according to Qorban Shirudi (2006) , Karimi shahri (2006) , Aghai & Jalavand (2004) , Zarei "(2002) , Kishor (1983 according to Qorban shirodi 2006) results .

And with reserchs results of Asadi (2005) , Jan Nethar (2004) , Vashiri (2004) , Rostami (2005) , Besharat (2005) , Brackett (2004 according to Ahmadi Regh Abodi (2005) , Hunt evans (2004) , Lieu & others (2003) , Kafetsios (2003) , Furnham(2003) , Kafetetsios (2003) , proorian (2003) , Frokhi (2002) , Zarei (2008) , zarei(2001) , Azami (2000) , dorabi (2000) , Heidari pahlavani (1999) , Bromand sheb (1993) , Maghdoori (2000) , kopai (1993) , Babangar (1992) , Arshid (1986) , Hedertoon & his et al (1999 according to Qorban shirodi 2006) , Caplan & Gurin (1968) , Anderson (1971) isn't consonant Disparinty this results to now results may be for reserch cognitive method details and different metodology . Rearchrs isn't show exact analyse about this problem but about now study society can be by reasond of mental back word children teachers fewer sample size ratio to ordinary children teachers more ever shouldn't forgonten cultural different between Iranian society and forengren society.

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