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 dimensien. Because, job in diffition to life cosets preparing, it has direct relation to physical, spirit health and its insatisfaction plaining for many usual needs. Employed people who are involved in pressure type in his/her work envibm ent, generary are in volved 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 (Challoos, Tonekabon, Ramsar) that are measured us regional rational sampling way using bunched sampling and N- bar excitative intelligence Question naric rater, contron place, job strain and ashfort. the re swlys indicated which there is a relation between excitative intelligence & mental deficiency children and teachers job strain. for this subject explanation, it is say that basically people who has high ex citative intelligence - benefit resistance ability against events and pressure position and job strain.

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

INTRODUCTION

Work not only is not respecta biy life way, but also is social base important factor and meaningy source in people life. (yahyaei,2006). work can be satis fied some of human basic needs such as mental movement, physical, social relation, self - valuable feelings, trust and ability or power ful. there fore, work can be important pressure source ( powel,1997). Nature of many jobs is as type that enter much menta pressure to individual as way considerable percent of physical illeneses and mental stress result from unchanging and continual pressures. Employment people who are involving this pressures in her/his work envirant ment. generally involse job strain which job burnout victims difficulties are suchas physical burnout (strenght that for sleep disorder, nausea working), excitative strain ( defression & desperation in work & etc) & looking strain (suspicion ratia to others, despise, iself, others & etc). job strain is word for looking changs description, morale, behaviar in negative direction, confrontation to related menteal presswers, this strain is created in more job which people is stending more working day in near relation ship to others. (Behina,2000). one of sensible important jobs in society that is more important and in now posision has worthy effect in society future is teacher job. teacher jab as job others has it self stress factor, teachers job strain. as a world problem has allocted many syudy to it self in diferent country . now favorit models is refer to modi fying mediator changes imporyant roles. such as changs that seem with job strain has relation ship & suchas resistance ways & comparison against strain, is excitative intelligence changsings & attribution style (out put & input conrol).

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

According to golman, excitative intelligenes is invdeng not internal elements, notei ther outer elements. Internal elements including self awareness setting self imagination independence feeling & selfacta lizing capacity and firmne ss and outer elements includin relation between personal, ease in union and resposibility feeling. Also excitative intelligence in chuded individual capa city for reals acceptence, excitative problems solution power felxibility and stress comparasion ability shock (Goleman,1989).

According all personality factor theory, human amny thin lucid that he / she crwa lookat to world & then try to adapt them to reals that complex world is of them. this factors have priection natural it means that individual can image others behavior results in this way and can predict that by attribution theory, individual passessing thise motive that under stand about itself environment especially about particular events reasons, as if achieve & understannd this point he will be able to (karimi 1990) contro; what will happen in future (korman,1977. translation shekar kan,1991).

In 1986 year Bernard vainer propound attribution dimension three, con cerning people in addition to attribut itself behaviaral re turn te reason and outer, inner factors.

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It can attribute to other factors such as (stable, unstable) (controllable and uncontrollable) (Karimi, 1993). In fact, a common point that have in mind theorician that cause 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 forieng 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 for having proper style from training & teaching in school environment must attention ti this point and has been pay to relation between attribution styles and excitative intelligence and job strain. (Mirblook 2006)

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

Excitative intelligence is subject that try to anatomy in excitmens position and emotion in human ability and it is type of social intelligence that feelings control ability and excitation 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’t be successful & prominent (Karimi Shari, 2006)

Today it onot enough perfect attention to planning & process for this people are who edits program and control do Access creat 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 (Khayel Elahi, 2003).

If emotional intelligence can creat 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 efficasy 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 attribut or relate by understanding man to events, namely persons attribut events reasan to causes and situational element or to causes and person elements. How evere result effects on next behavior will be dfferent by which attributon is done (Korman 1977 translation Shokkran, 1991).

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

Also has suggested that externa contron concept divided in tw parts: one fortune others is power sources (Levenson 1973 according to Mirblook, 2007)

Control source always shows that persons that belive to internal control have tendency when have independence in works cooperat & helpe to others. This persons in comparison with persons to external control prohibition, have more favorite looking ratio to powers symbolics (Heaven, 1988 according to Mirblook, 2007).

Intelligence & scientific duties have more position actu in scholastics works better than persons who are external contron source. It is say other wise: purpose of control internal source that person know special event result of behavior or it’s stable relatively charcterist. On the other hand. control external source is meaning that person isn’t knowing it’s behavior. But also know it cancurence & event result or attribut it to power ful persons in fuence or putting forward environmental factor isn’t deny it prediction possibility (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 famili life. Important one is staff absence in work, consecutive delay, psychosomatic different complaints, contrast & rassin in work environment, teaching job changing or other jobs & finally service abandonmet (Karimi, 2001)

According shafly, Maslach & Marek 1994, job strain psychological, syndrom including emotional tiredness, personality prohi biton, personal suffi ciency those in cubic meaning of job strain, emotional tiredness know of mental presswer 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 leving, absence of work or week silit job strain syndrom isn’t mental dis order and time view point spread slowly & can change to mental dis ability (Ghadimi Moghadam, Hossein Tabtabai, 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 Saidi, 2006).

Meaning that person has information & controlof it's feeling and controller shakes. (Golman and Enkare) one personal is ableto emotobional management in other persons and collol core of each relation and thise characteric, intelligencee between person.

Attribution: attribution according to Heider (1985), attribution is proceses that persone apply which unite events (behavior) to their substructural sitration. Attribution denote otherey behavior caues clarification way (Lutanz translation Sormad 1993).

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

People behvar causes expansion proceses called attribution (Shoari Nejad, 1992).

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

Group of attribution attribute theory knowledgeables believe that persons attribut 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 vazed on jolian Rater. According to this theory, two attributive style is determined as follows:

1. Internal attribution style: group of people attribute success and lassesgenerally to self (personal effort & ability). This persons are internal control source (internal attribution style).
2. External attribution style: Group of persons attribute success & lossed 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 educufr ican high school & guidance principals head ship method. In a sample, show about 103 principals and 303 teachers in highschool & guidance that there isn't relation between emotional intelligence and head shid method and also emotional intelligence – compomennnt there is just tionship between 3 element one emotional intelligence and headshin method namely mental pressure respect one self and relation between person creat.

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 compleemt 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 revie and time management to high school teachers job stress has done a sampl including 128 man & 75 woman in Yazd town that show emotional intelligence and time management meaningly 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 malasia students and shown low emotional intelligence has relation to low union level and ability loking in managemet.

In behaviors appearance signs / emotional intelligence low level has relation with academic progres and sexual difficulties high level and emotional intelligence high level has direct relation to behavioral difficulties apperanace low level suchas educational agiation, depression, physical complaint, stres, remon statal, criminal.

Karatekotos and yeadou (2003) has analysed relation between emotional intelligence and interest in adults and reswits show unsafe interest involved person (agittatuie avoiding agittative – two – way) in comparision with persons had safe interest has got fewer mark in emotional intelligence.

Trinidad and Johnson (2002) reviewed modes including 205 girs 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 coequal undesanted pressures, this abilities cause resistance increasing against alcohol and tabaco.

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

Javadi (2001) done a review about contion ource 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 (belife to others powerful).

Zareie (2001) deal with to relation review between attributive style and progress motive to education progress between arak towen 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 (averal average, 4 mathematics overall score, 4 literature score) there is meaningful and positive realization 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 funcita there is positive relation 2. There is positive relation between control source and girl students educo tianafunction 3. There is positive relation between control source and students educational 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 contro soure ratio to external have better inproment about natural needs knowldwge and theire job needs and their belfies is more relative to control on advantage success & job research.

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

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

Kate timoni (1986) to study doing show that tests which have internal control posistion , 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 characteristics to sexual notical to control soure &progess that external control source has unity with women progess scores while internal control source has unity with men progess scores. epitin deko notia (1971) to research doing found that these rest have average and lower self– respect as such are external contron posistion.

Kaplen & green 1968 show persons who have internal contion tendency, 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 inferon 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 posistion use modern ways the teachers have more external control posistion use old ways.


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

According to Maslach & Jackson (1981) job strain is syndrom that including emotional tirdness, 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 negative elements in job strain making. according to this research findings, where as job control and social suppe be in high level, pressures result from ambiguity role, rale contradiction and overability responsibility will has fever negative effectivenss.

Cano Garcia etal (2004) by studing personality 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 capicity role, control scule wage or reward, not having social relationship, bias in work environment, value contrast between individul value and work environment values in job strain making.

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

Tatar and Horenzyk (2003) measures students cultural variety effect on teachers job strain and con clued student cultural variety cose classes heter ogencil and many sitties 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 colleague found that horder work condition follow more job stain.

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

Antoniou , valtersand poly Coronary(2000) shown that special work condition suchos high ratio students to teachers progress imitation and teachers job promation and work high capacity double creat psychological pressures and are more teachers mental jobs stress and leads to job strain.

Bultman and kant (1999) in Hasricht coolege shown other elements which influence in job strain increasing been independence loking in planing and colleague support.

Nagy(1992) shown that job stain in primary school teachers is more than school &guidance teachers . and in principle working to younger children that are fewe famiar to education environment and have fewer academic experiences is harder and leat to job strain in mast teachers.

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

Freed man (1991) in his searchs shown that educational aricipale job strain influenced by expectatinns , satisfaction & social statuse.

Research theories that analyse in this study, including:

1. There is relation ship between emotional intelligence and back word childen or retardation children job strain.
2. Ordinary and mental retardation children teachers job strain scal is different.
3. Job strain scale in mental retardation children teachers attributive 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 is different of ordinary school teachers.
7. Emotional intelligence scale in attributive styles (internal, external) in mental retardation children teachers is different.

METHOD

Statistical society, model & method for research coring out: all of this teseh include ordinary & mental retardation children school women teachers in mazandaran west in 2008-2009 educational year that is educationg. all of them are 452 persons omang all education teachers in mazandaran west that utmost have hod service past 2 years. has been selected ordinary primary school women teachers and mental retardation children primary teachers and selected in , Chaloos , Tonekabon and Ramsar town lot. According to samplingregional sharie or (lody) educational sexuality characteristics, selected education and primary education time using bunchad sampling model copacity accidentally. Question nares 205 distributed between ordinary & exce ptional children teachers that completed only 148 one for reason workmat lacking that include 36 one mental retardation children teachers and 112 ordinary school children teachers.

Measurement tool.

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

This test include 117 question and 115 measure (scal) that done by Bar-N on 3831 persans of country 6 (Argentine , Germany , India , Nigerie , south Africa) that 48/8 percent of them man &51/2 percent were womwnth systematically become methodology in North American. there sult of this methodology shown that test has proper valid. test response has been conducted on scal of 5 degree in likret gamut. (completeagree , agree, amautly , diagree, complet disagree).

Test measures are: emotional self – awarness , self expression, d'self csteen, self – actualizing , independence , intimacy , social reponsibility , relation between individual , realism , flexiblity , problem solution, mental pressure endurance.

Shoching control , otimism, happiness.

Torgiv credit to test with analytic metod explorator factorial show that among factor 13 hat get in North American model factorial stracture (Baron1991) measure & was for Irania test had valid.

Fixed joint agents (coefficient) average was using was using 0% Kronbakh & method and using restetesting method %72/6 monthly. Also in his reseh from getting measure 13 in North American measure 9 had variance higher than 1 but measures 7 including shoking control , emotional self – awarness . and problem solution , self – regard , indepen- dence , firmness , social responsibility and relation between persons (poor saeed 2007) scoring of 5 to 1 (complet agree 5 & disagree complet1) and detimined in some questions by negative or convert capacity and done 1 to 5 (agree complet 1 and disagree complet 5). All score for each measure is equal to total

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scale 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 measure of attribution style & control place used Rotter external – internal control core questionary(1996) . this measure including hall 29 selection compulsory . In each hall 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 function in researh work . one of the mast measure valid for measure is attribution style . Rotter 1972 in his report , idienci ficational story like of this measure has reported ideal , he announced meaningful unity this measure to kron marlo social satification 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 & Ashfort (1996) theory include question 40 that including strain basic axis three namely emotional strain, personality disintegration and job behavior strain (yazdi 1997).

Between different measures that has edited for control place measuring , this measure has hod themost function in researh work . one of the mast measure valid for measure is attribution style . Rotter 1972 in his report , idienci ficational story like of this measure has reported ideal , he announced meaningful unity this measure to kron marlo social satification 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.

Table 1: Fridit tes result

<table>
<thead>
<tr>
<th>Number</th>
<th>df</th>
<th>meaningful level</th>
<th>prison unity coefficient</th>
<th>tfridili</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>34</td>
<td>0/01</td>
<td>-0/207</td>
<td>-5/99</td>
</tr>
</tbody>
</table>

According coearning results of t fridili that has calculated between emotional intelligence and mentaal retardation child teachers totl strain and in comparison it to earning t of level chart is /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 meaningful relation between retraadation children teachers job strain.

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

<table>
<thead>
<tr>
<th>Job strain in teachers</th>
<th>Number</th>
<th>Average</th>
<th>Standar varriance</th>
<th>Standard error average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordinary children school</td>
<td>112</td>
<td>13/39</td>
<td>4/894</td>
<td>0/462</td>
</tr>
<tr>
<td>Retardation children school</td>
<td>36</td>
<td>13/03</td>
<td>5/614</td>
<td>0/930</td>
</tr>
</tbody>
</table>

Table 3 : Test result , independenc group 2 average

<table>
<thead>
<tr>
<th>Number</th>
<th>Df</th>
<th>Meaning ful level</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>148</td>
<td>146</td>
<td>0/05</td>
<td>0/375</td>
</tr>
</tbody>
</table>

According getting results of independeny 2 group average t test has calculated between ordinary & mentaa retardation children teachers job strain and in comparison with it , getting t in chart in /2=0/05 leve & free degree df= 146 namery t=1/96 is smaller . there fore zero guess confirm & offense guess is failled by attention to no be meaningful full difference between two average concluded 0/95 confidence that there isnt 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

<table>
<thead>
<tr>
<th>Job strain in attributive styles</th>
<th>Number</th>
<th>Average</th>
<th>Standar varance</th>
<th>Standard error average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal</td>
<td>21</td>
<td>13/5x</td>
<td>6/005</td>
<td>1/31</td>
</tr>
<tr>
<td>External</td>
<td>15</td>
<td>12/33</td>
<td>5/736</td>
<td>1/326</td>
</tr>
</tbody>
</table>

Table 5: Indepen dence two group t test result

<table>
<thead>
<tr>
<th>Number</th>
<th>Df</th>
<th>Meaning ful level</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>34</td>
<td>0/05</td>
<td>0/622</td>
</tr>
</tbody>
</table>

Ghorbanshiroudi, 2012
According to getting results of indepenetc 2group 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 failled By attention to not be meaningful different job straini scale in mental retardation children teachers attributive styles.

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Df</th>
<th>Meaning ful level</th>
<th>Z fisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>148</td>
<td>146</td>
<td>0/05</td>
<td>0/47</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Emotional intelligence in teachers</th>
<th>N</th>
<th>Average</th>
<th>$s$ variance standard</th>
<th>Stansard error  over age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordinary</td>
<td>112</td>
<td>379/22</td>
<td>41/853</td>
<td>3/955</td>
</tr>
<tr>
<td>Retardation</td>
<td>36</td>
<td>326/61</td>
<td>30/682</td>
<td>6/114</td>
</tr>
</tbody>
</table>

Table 8: Independent two group t test results

<table>
<thead>
<tr>
<th>N</th>
<th>Df</th>
<th>Meaning ful level</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>148</td>
<td>146</td>
<td>0/05</td>
<td>0/948</td>
</tr>
</tbody>
</table>

According co getting results of independente two group average t test , retardation children teachers emotional intelligence $t=0/948$ has been calculated and in comparisoo it with getting t of chart in $/2=0/05$ level and writhe free degree $df=146$ namery $1/96$ is smaller there fore , zero guess confirm & offense guess fail . By attention to not been meaning ful 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

<table>
<thead>
<tr>
<th>Teachers attribution styles type</th>
<th>Ordinary</th>
<th>Frequency retardation percent</th>
<th>Retardation</th>
<th>$f.p$</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal</td>
<td>78</td>
<td>69/64</td>
<td>21</td>
<td>58/33</td>
<td>99</td>
</tr>
<tr>
<td>External</td>
<td>34</td>
<td>30/36</td>
<td>15</td>
<td>41/67</td>
<td>49</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>100</td>
<td>36</td>
<td>100</td>
<td>148</td>
</tr>
</tbody>
</table>

Table 10: Khi do test results

<table>
<thead>
<tr>
<th>Number</th>
<th>Df</th>
<th>Meaning ful level</th>
<th>$x^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 group</td>
<td>1</td>
<td>0/05</td>
<td>1/573</td>
</tr>
</tbody>
</table>

According co earning results of khi $x^2$ test , two menta rearadotion children teachers attribution style has conculated $x^2=1/573$ and im comparison with getting khi f chart in $/2=0/05$ level & to 1 free degree namery $x^2=3/84$ is smiler there for zero guess confirm & offense gues faile . By attention to to been meenning ful $x^2$ tatio present to confidence 0/95 that menta retardation children teachers attribution type is not diferente frome ordinary school teachers.

Table 11: Central tendency index dispersdsion related to emotional intelligence in retaredation children teachers attributive style

<table>
<thead>
<tr>
<th>Emation inteliigence in attributive styles</th>
<th>Frequency</th>
<th>Average</th>
<th>Standard uvariance</th>
<th>Standard error average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal</td>
<td>21</td>
<td>323/67</td>
<td>34/334</td>
<td>7/492</td>
</tr>
<tr>
<td>External</td>
<td>15</td>
<td>330/73</td>
<td>40/603</td>
<td>10/484</td>
</tr>
</tbody>
</table>

Table 12: Indenndent two group average test results

<table>
<thead>
<tr>
<th>Number</th>
<th>Df</th>
<th>Meaning ful level</th>
<th>$E$</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>34</td>
<td>0/02</td>
<td>-0/564</td>
</tr>
</tbody>
</table>
And freedegree = 34 namey  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 calculated that emotional intelligence scale isn't different in attributable style of mental retardation children teachers.

**DISCUSSION**

According co getting results , as we expected there is mening ful relation ship between emotional intelligenc & mental retardation children teachers job strain . for explanation this item we can say that orginally persons have hight emotiona , intelligence benefit resistance ability againstr events and stress ful posssion 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 new changing and over coming ability on difficulties .
C: this feeling that person can control pressure possition or influence on it Emotional intelligence become etter for unity ability increasing and resistant against stress . namely to in creasing emotional intelligence , reduce job strain scale and cause comptititional skill increasing.

Maslach(2004) much work conten role , few control scale , few wage social relation shid looking , biasin work environment value contrast between individual values and work environment values know important & effectiveness in job strain creating . job strain syndrom influence negative way , skilled teachers services mental health students educational function and faced student to difference difficulties and obstacles on the other hand . job strain results is expresssive this fact that teachers for unsuitable possibillites and despit much efforts that done for children 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 expresive that is job strain respect tyhere is hnt important difference between ordinary and mental retardation children teachers . Nomely both ordinary and mental retardation children teachers benefits emotional stain and personally disintegration and same behavioral stain.

Job strain scale isn't differen attributive style in mental retardation children genarlly making elements can divided to categories three teachers : individual elements job elements and organization elements . Control word inpoint view of psychologis means that individual has what image ratio to it's acts results . especially the results are important for one. Also control depended to that one what image has of it's select in difference ways determined 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 against stress . namely to in creasing emotional intelligence , reduce job strain respecttyhere is'nt important difference between ordinary and mental retardation children teachers.

Discussin of results . the other fefures of this study is t

Teachers control increasing on basic parts can reduce job strain an the others hand study about depression show that staff haven't ability may belive that has any control on work considerable results. While such control there is actually control is one of the most sen silde making parts in job stress. Moreeve controol looking 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 .

Garnerly 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 responsable that planing possible and comparison to job strain out break in staff & teachers and emotional intelligence basic componat suchs emotion self awarness , having daring . self grade , self actualixing , act independence , and attributive style methods . even can be solution for catching countlygreat responsible eye suchas planing & management orginaztion and member of parl ment. Also planing & reserch assistance can act for maneger correct traning and staff and finally teachers for resistant to job strain and emotional intelligence training in future. By ottention to above cares and emotiond intelligence relation study importance and attributive style and job strain in education 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 & society is skilled & efficeint and motive human force because such human force comprepare fruiful & actulixing the more in training and teaching system.


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