

Abstract

The present study aimed to compare the emotional empathy, anger and emotional regulation of the teachers of special education and the general education sector. For this purpose, 100 teachers were taken as sample from different government and semi government special education centers in and around Lahore and Faisalabad through purposive sampling. For comparison 100 teachers from the general education sector were also taken from different institutes on matched characteristics. Furthermore, age, education, monthly income, marital status, daily working hours etc. were considered as demographics and their effects were also measured. Emotional Empathy Scale (Ashraf, 2004), the Aggression Questionnaire (Buss & Perry, 1992) and Emotional Regulation Questionnaire (Gross & John, 2003) were used to measure emotional empathy, anger and emotional regulation respectively. Results indicated that special education teachers scored higher on the level of emotional empathy and anger as compared to the general education teachers, whereas, emotional regulation did not differ significantly between both the groups. Teachers' emotional empathy and regulation reported to be positively correlated i.e. the participants' having high level of emotional empathy also experience higher emotional regulation. The results also concluded that the age and marital status of the teachers did not affect their levels of emotional empathy, anger and emotional regulation. However, teachers' working hours did have effect on their level of anger.

Keywords: Emotional Empathy, Anger, Emotional Regulation