CHAPTER -I
INTRODUCTION

1.0.0 INTRODUCTION

Education plays a very vital role in realizing the hopes and aspirations of the society. In educational process, the teacher occupies a very important place. A teacher is the medium through which objectives and plan can be actualized. For this teacher must have sound mental and physical health. But the rapid development of technology, rich information system, explosion of knowledge has brought a corresponding change in the life and work of people. India in twenty first century is quite different from India of 1947 in terms of social, economic, political and moral values. India has reached at the threshold of space and made a mark information age due to industrialization and electronic revolution. The new diseases which is hitting the newspapers nowadays is the stress. Thus the modern world which is said to be the world of achievement is also world of stress. One can find stress everywhere, whether it is within family, business organization, enterprise or any other social and economic activity. Right from the time of birth till the last breath down, an individual is exposed to various stressful situations. Thus it is not surprising that in their issue has been rising with advancement of present century, which has been called ‘Age of anxiety, conflict and stress’

In the age of modernization, urbanization and globalization, tension, anxiety, stress and neurosis have become synonyms with the life today. Nowadays most of the work is done by machines. Thus leaving human being with different diseases,
consequently the human being do not have sound mind. Generally, people feel fresh after having slept for seven hours, but people complain for not having a sound sleep. It reflects that there is something which disturbs their sleep and this only happen if a person does not have sound mind and physical health. To keep oneself physical and mental healthy, people join club or become the members of different recreational classes. People do use their own cherished techniques like yoga, meditation, morning walk etc. But these may not be very effective, if one is under a great stress. So stress is a common phenomenon in everyday life. All the individuals face stress to some degree in one or another form throughout the life. Our educational institutions are also full of stressors of various kind. The teachers feel various kinds of pressure from the society. There exist stress between student and teachers, stress between teachers associations and head of educational institutions, stress between individuals and family life etc. In reality, stress is prevasive in all human experience in our educational institutions. There are different factors which causes stress among teachers. So it is necessary to understand the meaning and causes of stress, then we can cope with the stress for healthy development individual.

1.1.0 MEANING & DEFINITIONS OF STRESS

The word stress has a long history and is derived from Latin word ‘Stringer’ that refers to hardship, straits, adversity or affiliation to draw tight. (P.O. Strictus). One of the first recorded passages in which this word was used was that written by the early English Poet Robert Mannyng (Rober and Brunne or Bourne) about A.D. 1303 in his book ‘Handling Syne’. According to the Oxford English dictionary from the 14th century onwards a
large number of variant words are found in English literature stress, stresse, stresce, strest and straisse.

The concept of stress is elusive because it is poorly defined. There is no single agreed definition in existence. It is a concept, which is familiar to both layman and professional alike, it is understood by all when used in a general context but vary when a more precise account is required, and this seems to be the central problem. Stress is a term that is often related to a psychological or physical state of health (Sppolsky, 1994) and is used by many psychologists, sociologists and medical scientists as well as laymen. The field of psychology and ergonomics, psychiatry, internal medicine, physiology and pharmacology, sociology and anthropology all devote substantial resources to the study of stress, the types of phenomenon which the study vary enormously as do the interest.

The word stringer was popularly used in the seventieth century. In the 18\textsuperscript{th} and 19\textsuperscript{th} century it was used to denote force, pressure, strains or strong effort with reference to an object or person when it was used in engineering and physics. It implies external force or pressure exerted to distort and being resisted by the object or person on which it is being exerted. It was Hans Selye (1936) who introduced the concept of stress in Life Science. In the realm of life science/medical science Cannon’s homeostasis and Selye’s general adoption syndrome have considerably influenced the conceptualization of stress. Since then concept gained popularly in research literature and frequently used by behavioural and social scientists. Before Selye, Cannon (1935) a physiologist contemplated to describe stress in human and animals on observing the reaction of adrenal medulla and sympathetic nervous system under the
condition of cold, lack of oxygen, excitement and fear. Almost in the same way Selye (1946) observed the reaction to variety of emotive stimuli. He emphasized three stages under GAS (General Adaptation Syndrome viz Alram Reaction, Stages of Resistance and Stages of Exhaustions) which are described as under:

Alarm Stage: - This stage is the initial mobilization by which the body meets the challenge posed by stressor. In this stage, prompt response of the body, many of them mediated by sympathetic nervous system prepare us to cope with the stressor. When a stressor is recognized, the brain sends a biochemical message to all the body system. It mobilizes defense mechanism and sympathetic nervous system set in motion, autonomous changes occur blood pressure in increased, heart rate breathing rate is increases pupils dilate and muscles become tense. This stage is usually short lived. If threat is removed stress is removed and homeostatic is restored.

Stage of Resistance: - When threat continues stress also continues and second stage resistance over take and body resists the effects of the continuous stressors. However, resistance to new stressors is impaired during this stage. During this stage certain hormonal responses of body are an important line of defense in resisting the effects of stressors. Signs of being in the resistance stage include fatigue, anxiety and tension. Defense system in this stage remains continuously activated, it has to work faster, harder and continuous. So stress is continued higher blood pressure remain raised, breathing rate remains increased and sugar level too stay at higher side. Thus altered physiological reaction remains altered continuously if not intervened. In this stage, good management techniques are very important to restore balance and help to return to stage one.
Stage of Exhaustion: - The final stage of general adaptation syndrome is the stage exhaustion. In this stage body’s capacity to respond to both continuous and new stressor has been seriously compromised due to prolonged and continuous exposure to stressor the system fighting the stressor become exhausted. Many times, this stage is referred to as burnout. It is the danger zone and person feel very ill. Physically and mentally good stress management act this stage is vital before sever illness develops which may be life threatening. This stage is the one to be avoided at all costs.

The concise Oxford dictionary defines stress in five different ways. Three are of interest here. The first definition offered is that of a constraining or impelling force and one example used is under the stress of poverty. The second definition treats it as an effort or demand on energy as in the subjected to great stress. The third definition effort talks of a force exerted on a body. Wingrate sees stress as any influence which disturbs the natural equilibrium of the body and includes within its difference physical injury, exposure, deprivation and all kinds of diseases and emotional disturbance. The term stress has been defined by different psychologists, sociologists as under:

Cannon (1935) proposed the first definition of the term ‘stress’ and postulated that passing a critical stress level, triggered by physical and emotional stimuli, endangers the homeostatic control of an organism.

Rabkin (1952) has defined the stressful life events as discrete changes in the life conditions that are consensually recognized as entailly some degree of distress, challenge or hazard by the individual and members of his or her social group.
Hans Selye (1956) defined stress as a nonspecific bodily response to any demand caused by either pleasant or unpleasant conditions.

Holmes and Rahe (1967) defined stressful life events as those whose advents are either indicative of or require significant change in the ongoing life pattern of the individual.

Glimer (1970) defined stress as a general term to describe tense situation and reactions to them.”

Cox (1975) distinguished usage of the term stress in three different types: (i) the engineering model of stress referred to stress as a negative one like overload of work, role conflict, ambiguity, poor working conditions. (ii) the physiological model conceptualized stress as something within the individual. (iii) transactional stress conceptualized stress as result of imbalance or discrepancy between the demands on the individual and the ability to meet or cope with them.

Hans Selye (1976 p.64) defines this stress as “a state manifested by a syndrome which consists of all the non specifically induced changes in a biological system.”

Stokols (1979) has defined stress as a state of imbalance within an organism that (a) is elicited by an actual or perceived disparity between environmental demands and the organism’s capacity to cope with these demands and (b) is manifested through a variety of physiological emotional and behavioural responses (Murphy 1984)

According to Lazarus (1984) “It is internal state of individual who perceives threat to physical or mental state.” According to the cognitive transaction model proposed by them, stress is experienced as a process that is initially triggered by situational demands, but them mainly by the cognitive appraisal
of these demands and thus they viewed stress as a relational concept between individual and their environment.

According to Bloom et al. (1985) “Stress is a condition in which there is marked discrepancy between the demand made on organism’s capability to respond.”

According to Joyce and Weil (1985) “Stress is thought to be the product of anything that requires change in a system. As psychologists, Kagan and Segal (1988) defined stress as the body’s reaction to anything that threatens to damage the organism.

Skinner (1985) defined Stress as a cerebral reaction of a particular individual to a stimulus event.

Levin and Ursin (1991) have offered a comprehensive definition of stress, distinguishing between (a) Input (stress stimuli), (b) individual processing, and (c) Outcome (stress reaction).

Chrousos (1992) defined it as an internal state of disharmony or threatened homeostasis.

Darley (1991) defined stress as a state that occurs when people are faced by demands from environment that requires them to change in some way.

Pestonjee (1992) said that stress is that stimulus which imposes detectable strain that can not be easily accommodated by the body and so presents itself as impaired health and behaviour.

Carson and Butcher (1992) said that stress refers to the internal responses caused by application of a stressor.

Choruses and Gold (1992) defines: “Stress is a state of disharmony or threatened Romeo stases.”
Sharma (1995) thinks “Stress is a force tending to deform a system, defined as perception phenomenon arising from a comparison between the demand of the person and his ability to cope with “

According to Jerry and Jerry (1995):- “Stress is a state of tension Prudence by pressure or conflating demands with which the persons can not adequately cope.”

Webster’s dictionary (1996) stress in any stimulus(as fear or pain) the disturb or interferes with normal physiological equilibrium of an organism.

In the words of seaward(1997) “stress is the inability to cope with a perceiver or read (or imagined) spiritual well being which results in a series of physiological responses and adaptations.”

According to Scott (1998) “Stress in any unpleasant and disturbing emotional experience blue to frustration.”

According to Ellis (1999) “stress is defined as a feeling of tens that is bulk emotional and physical. It can occur in specific situation. Different people perceive different situation as stressful.”

Aamodt (1999) defined stress as the psychological and physical reactions to certain events or situations (called stressors) in life.

According to Dougles at al (2001) “Stress is the subjective feeling that is produced by events that are perceived as overturning and belong one’s control. It is an adaptive reaction to circumstances that are perceived as threatening.

According to World wide Encircle pedia (2004) “Stress is which cause a deformation (or strain) in a body. Tensile stress
tends to street a body bulk stress Tenos to compress it; and shear stress tends to twist it."

1.1.1 WHAT STRESS IS NOT:-

In the words of Hans Selye, ‘The word stress has been used so loosely, and so many confusing definitions of it have been formulated, that it will be best to explain what it is not. According to Selye:

1. Stress is not nervous tension: Stress reactions do occur in lower animals and even in plants, which have no nervous system. The general manifestations of an alarm reaction can be induced by mechanically damaging denervated limb. Indeed, stress can be produced under deep anesthesia in patients who are unconscious, and even in cell cultures grown outside the body.

2. Stress is not an emergency discharge of hormones from the adrenal medulla. An adrenaline discharge is frequently seen in acute stress affecting the whole body, but it play no conspicuous role in generalized inflammatory diseases (arthritis, T.B.) although they can produce considerable stress.

3. Stress is not that which causes a secretion by the adrenal cortex of its hormones. ACTH, the adrenal-stimulating pituitary hormone can discharge these hormones without producing any evidence of stress.

4. Stress is not the non specific result of damage only Normal and even pleasant activities can produce considerable stress without causing conspicuous damage.

5. Stress is not the deviation from homeostasis, the steady state of body.
6. Stress is not that which causes an alarm reaction. The stressor does not stress itself.

7. Stress is not identical with alarm reaction or with the G.A.S. as a whole. These are characterized by certain measurable organ changes which are caused by stress.

8. Stress itself is not a non-specific reaction. The pattern of the stress reaction is very specific; it affects certain organs (the adrenal, gastrointestinal tract) in a highly selective manner.

9. Stress is not a reaction to a specific thing. The stress response can be produced by virtually any agent.

10. Stress is not necessarily undesirable. It all depends upon how people take it. The stress of failure, humiliation or infection is detrimental; but that of exhilarating, creative, successful work is beneficial.

11. Stress can not and should not be avoided. Every body is always under some degree of stress. Even while quietly asleep, the heart must continue to beat, lungs to breathe and even brain works in the forms of dreams.

### 1.1.2 FORMS OF STRESS:

Stress is not the bane of our existence. When stress starts to interfere with one’s ability to keep going, it turns into a problem. Indeed certain level of stress can be used as a positive source of energy like increased self confidence and motivation. Harmful high level of stress occur when adverse effects crop up from everyday stress. The important effects of stress are—the body does not distinguish between negative and positive forms of stress. This means that the same physiological responses can take place whether individuals are happy or sad about a given situation. The words positive and stress may not often go
together. But there are innumerable instances of athletes rising to the challenge of stress and achieving the unachievable, scientists stressing themselves out over a point to bring into light the most unthinkable secrets of the phenomenal word and like wise a painter, a composer or a writer producing the best painting, the most liting of tunes or the most appealing piece of writing by pushing themselves to the limit.

Psychologists second the opinion that some stress situation can actually boost our inner potential and be creatively helpful. Sudha Chandran, an Indian dancer lost both of her legs in an accident but the physical and social inadequacies gave her more impetus to carry on with her dance performance with the help of prosthetic legs rather than deter her spirit.

Due to inappropriate usage, the word stress has assumed bad connotation in original sense a stress is neither good or bad. It becomes good or bad, desirable or undesirable, healthy or unhealthy depending upon what it does to us. They are neutral in nature take the following forms.

Distress:

The most familiar is the chronic feeling of being overwhelmed, oppressed and behind in one’s task. When the stressor becomes too demanding or when an individual has not adequate resources to meet the demand, he gets stressed up; the stressed up experience is called a distress. Distress conveys the most common meaning of stress, usually undesired, unwanted, accompanied with negative feelings eg. sorrow, frustration, grief may rise in situations such as failure, death of some loved one, inevitable catastrophe, notification of a tax audit by IRS etc. Thus distress is bad and unhealthy. Prolonged distress initiates number of reactions at the level of body and mind.
Eustress

This conveys the meaning of good stress. Eustress is a positive stress set off by a positive event in one's life. When a stressor put demand on resources and the persons experience stress--- not always had to distress. If the stressor is within limits and an individual has enough resources he will be able to cope up with the stress. When a stress makes individual – up with it. There is a feeling of satisfaction and joy stresses that make individual – with them culminate in better integration of personality. Such stresses are called eustress or useful stress. Examples may include winning a championship, a wedding, winning the lottery. The child who prepared well for the examination, wrote it effectively and came out successfully experiences better self worthy and increased self esteem. The examination though a stress had indeed beneficial effect on him. Thus eustress is the alternative form of stress that is actually beneficial. Eustress allows individuals to engage with the challenges in the life that are meaningful and offset boredom. What is perceived as negatively stressful for the person may be perceived as positively stressful by another.

Neustress:

It is a neutral stress – neither good nor bad in which persons remain indifferent. It may not be a stress like condition. Thought of concern may occupy mind but may not cause serious apprehension or arousal, may be in response to news typhoon hitting barren land.

Acute Stress:

Stress that lasts relatively for a short period of time. It is most common stress. Acute stress can demand all of one’s energy and leave him drained. This stress designates
quantitative dimension – duration of the stress, may be an aspect of ehstress or distress. This is usually a reaction to an immediate threat – may come from demands and pressure of the recent past or immediate future. Stressors such as noise, crowding, isolation or infection may result in acute stress. In some cases, it can even cause anxiety, attack or state of shock requiring medical attention. Short term health effects of acute stress include fatigue, irritability, depression and anxiety.

**Chronic Stress:**

This is also called long term stress. It is that stress that extends over a long period of time and is often present to perform one’s daily activities. This is generally a crushing stress, destroys mind, body and life – overall well being ness of the individual. Often an individual’s body react to this kind of stress slowly and he might even become accustomed to a certain level of tension. This stress is particularly harmful because it can lead to health problems which include – ulcers, heart diseases, colds, asthma. This stress is often ignored until the body shows sign of it, such as an increase in the frequency of headaches or fatigue. Individuals who are prone to chronic stress might feel depressed or incapable of getting through the day. Chronic stress may lead to violence, suicide, killings, heart attack and like. The examples of chronic stressors are highly pressured work, sustained long term interpersonal relationship, long lasting loneliness etc.

**1.1.3 SYMPTOMS OF STRESS**

Stress normally does not create disease instantly. Stress cautions us, gives us warning signals which we frequently fail to recognize. These symptoms or stress reactions portend about endangered healthiness, if recognized well within time and dealt
with properly they protect us from future loss. Quina (1989) has listed some of the important systems as under.

Physical Symptoms :- Haussler tension, cold and other illness, high blood pressure, indigestion, ulcer, difficulty in sleeping, fatigue, headache and backaches,

Emotional Symptoms: - Depression, anger, anxiety, feeling overwhelmed, mood swings, cognitive symptoms, forgetfulness, difficulty in concentration.

Mental Symptoms: - Forgetful, loss of concentration, poor judgment, confused, lack of interest, negative self talk.

Signal Symptoms of Stress: - Dryness of mouth / throat tightening of jaw or pain / pressure in jaw. Grinding of teeth, frequent, compelled effortful, breathing, heavy breathing, belching frequent yawning, headache / tension headache recurring complaint of gases in abdomen, burning sensation in chest, repeated attack of common cold, repeat complaints of indigestion, getting irritated without reason, difficulty in concentration.

Significant Symptoms of Stress :- Indigestion-constipation, increased pulse rate, breathlessness, increased heart beats, recurrent attacks of illness, sleepiness, increased irritability in general, persistent feeling of tiredness, increase in drug / alcohol intake emotional/behavioural outbursts, inner feeling of restlessness

Resultant Symptoms of Stress: - Deliberate belatedness, increased absenteeism and slowness, tendency to direct attention to unimportant things, becoming, irritable for miniscule reasons indecisiveness, becoming illogical, mechanical reading or doing same thing, reduced zest.
Indirect Symptoms of Stress: - Becoming mean in nature, becoming dull and slow blaming oneself, allowing one’s mind to roam in a varied way. Unexplainable frustration, sad smile, feel like hiding, bad dreams, indulging in asocial or antisocial behaviour, shallow feeling, loss of interest and initiative, cold attitude, lack of interest in caring and sharing, waiting for miracles of happen, diminution of sex drive, easily bothered, inability to trust others, becoming more and more undisciplined, markedly more or less eating than before, sleep excessively less or more, feeling tired before, sleep excessively les or more, feeling tired before long, pains and aches.

Other noticeable sudden contradictor changes :- Careless casual person working hard, miser individual spending money generously, liberal person behaving stingy, extravert social person preferring seclusion, generally a longer individual mixing with people, working conditionally, independent person leaning for comparing of others, straight forward truthful person behaving dishonestly, deceiving unethically person otherwise voluntarily accept responsibilities now shunning away from duties.

1.1.4 SOURCES OF STRESS/STRESSORS

If stress is to be prevented or minimized, it requires that the sources of stress be identified. The term sources of stress and the stressors are used interchangeably. The term ‘stressor’ refers to the stimulus situations that cause stress. No object is universally a stressor. These stressors may be concrete objects or abstract thing like somebody’s demeaning remarks, a feeling of loneliness, a failure in one’s endeavor etc. Vulnerability to different sources of stress may be determined by an individual’s personality characteristics, past experiences and cultural
background and so on. There are large numbers of sources of stress. These sources of stress either come from the physical environment in which man lives or they may emanate from his psychological and social world. Some of the important stressors are described as under.

**Environmental Source:-**

Men live and work in an environment that comprises of a variety of physical, chemical and biological condition that become source of stress, leading to adverse consequences, living and working in an uncomfortable physical environment may be stress inducing i.e. excessive noise, heat, lack of ventilation, unhygienic surroundings, crowd or an environment with strong smell, or bright light. Their existence and prevalence in any situation can be a cause of various psychological and physical symptoms like decreased efficiency, lack of satisfaction, loss of physical and mental health. Some of these environmental conditions, even if they are not causing stress, may increase vulnerability to various stressors like substances that have toxic or harmful effect that can disturb an individual’s well being.

There are a number of researches indicating a long performance under a noisy environment. The consequences of stress with headache, nausea and so on apart from mood swings like noise vibration can also cause stress. A variety of ill effects of exposure to vibrations have been identified. These include chest pain, stomach pain and pain in hand and joints.

Organic solvents like carbon monoxide, carbon disulphide, pesticides or strong aromas emitted into the living environment adversely affect the individual physical and psychological functioning. It is found that stress induced by exposure to
carbon-monoxide leads to symptoms like unusual fatigue, lack of energy and mood irritability (Srivastava 1998)

**Psychological stressors:**

The other group of stressors usually known as psychological stressors become stressors because of their meaning for an individual. Psychological stressors cause stress through the cognitive interpretation of the situation as a source of threat. These are called psychological stressors because their capacity to cause stress depends upon their subjective interpretation or appraisal and not on the objective situation. The personalities characteristics of an individual to a large extent are responsible for appraising a situation as stressful or otherwise. An individual’s self esteem, with its need for power, locus of control, and value system play a key role in cognitive mediation of appraisal of the situation. The strength of self esteem is related to fear of being judged and fear of failure or committing mistakes. An individual’s value system is closely related to feeling of guilt and feeling of 'not being good enough'. The perception of threat to well being caned emanate from anticipation of harm, losses, frustrations and through unusual body sensations.

**Organizational Sources:**

There are numerous factors within an organization which causes stress, pressure to avoid errors or complete task within a limited time, work overload, a demanding and insensitive boss and unpleasant co-workers are a few such examples. Other factors include task role, interpersonal demands, organizational structure and leadership in the organization. Task demands are related to an employee’s job and include the design of job, its autonomy, task variety degree of automation, working conditions
& physical layout. Jobs where level of temperature noise or other working conditions are dangerous or undesirable may increase anxiety. Similarly working in an over crowded room in visible location where interruption is constant may increase stress.

Role demands are related to pressure on employee as a function of the particular role they play in an organization. Role conflicts create expectation that may be hard to reconcile or satisfy. Role overload is experienced when employees are expected to do more than what time permits. Role ambiguity is created when role expectations are not clearly understood. Interpersonal demand refers to pressure created by other employees. Lack of social support from colleagues and poor interpersonal relationship causes stress. Excessive rules and lack of participation in decisions are also potential sources of stress.

**Stress Caused by System Issues:**

System refers to any organization, family, school, clubs and other social enterprises in which an individual functions. An average individual distributes his/her time between these systems. Life becomes tough if any of these places is excessively stress-inducing. The stress related to system has become highly relevant in Indian society in the context of changing demands in the family and workplace.

In several public office, certain types of assignments call for a coordinated functioning between several departments. Transfer of job and placement in higher cadre on promotion is a common phenomenon in public office. When an official replaces the existing person who was very popular among the colleagues in various sections, the person who replaced him is likely to face stress, at least in the initial days in the office.
Interpersonal Issues Causing Stress:-

Indian society is described as highly relation-oriented while western societies are task-oriented. Both have their own packages of stress. In task-oriented, one’s stress is likely to be limited to the time lines and task complexities vis-a-vis one’s own cognitive abilities in a relation-oriented society, stress and well-being are determined not just by one’s own disposition to others but also on the other person’s reaction to one’s initiative. Stress level is likely to be high in individuals with an external locus of control as compared to those with an internal locus of control. There are several interpersonal situations causing stress. The extreme negative stress reactions have their origin in interpersonal issues. In close interpersonal relationship deep emotions are involved. The situations may arise if a young man is emotionally attached to his mother and also develops strong emotional attachment/relationship with his wife. When there is a conflict between these facts, he faces difficulty in being assertive with either. Another common phenomenon observed in Indian society is an inability on the part of old men to cope with sudden loss of their wives except in case where old wives die after prolonged illness and in majority of cases are seen to manifest psychological and somatic stress symptoms within a few months of death of their wives. Inherent to the ancient Indian system of education has been its healthy teacher-student bonding. But with the expansion of higher education, the scenario has been changed. Large class strength and unrealistic work was on teachers are major causes of lack of healthy personal communication between teacher and students. As a consequence, both the teachers and students experience severe stress related to their interpersonal relationship.
1.1.5 AFTER EFFECTS OF STRESS:

The reactions to a stressful situation are manifested in a variety of responses at physiological and psychological level. The most important among these responses is coping or the efforts to control the stress. When situations are unpredictable or are such that cannot be controlled or coped with, stress continues for long and causes various disturbances in a person’s functioning. Such disturbances occur only when coping efforts fail or have to be continued over a longer period. Disturbances of this kind occur only if the demands put by a situation are so overwhelming that one cannot manage them with normal efforts or if the resources required for managing the stressful situation are so inadequate that the person cannot handle it. The adverse consequences of such prolonged stress have been named after effects of stress. Some of the after effects of stress are as under:

**Stress and Cognition:**

The changes in the functioning are noted in the cognition due to stress. These effects are important because cognitions are the first link in the chain of events that take place in response to a stimulus. While reacting to a situation, persons first perceive information about it through senses, interpret it, ‘store’ it in memory and then recall it when it is required. All these processes are encapsulated in the term cognition. Cognition appraisal is fundamental in adjustment to a situation since the appropriateness of response to the world depends upon a reasonable objectively appraisal to the situation. This objectively is lost under stress.

**Stress affects Attention:**

When people face a threatening situation they tend to focus their total attention on the most important aspect of the
situation. The total attention is paid to the most important cues. Under stress, attentions get narrowed. This is due to various physiological changes that take place as a part of stress response. These responses are cognitively interpreted as negative emotions that demand attention, and an extra effort is put to concentrate on most important cues.

**Stress Influences Memory:**

Memory involves storage and retrieval of information. Memory can be short term or long and both of these are influenced by stress. Results of researches suggest that items that cause low stress are stored better in short term memory and are therefore recalled immediately after these are received but are forgotten soon after. But the situation is different with items of high stress value. Such items are not only remembered longer but there is also some reminiscence about them and off and on they flash upon us and we tend to review them. These reminiscences affect our functioning as they interfere with our concentration on other tasks.

**Stress brings about Cognitive Shift:**

While responding to a situation people look for coherence in relationship among events within a situation. Most important of these relationships is between the person and the stressful event. An important way to handle the stressful situation is cognitive shift. The cognitive shift i.e. the changes in the meaning of the situation can take variety of forms. One such shift is called attribution process. Attribution is the process of ascribing situation we get direct message from the situation and give them meaning on the basis of our experience and knowledge about situation. An important form of attribution involves
ascribing situational characteristics to other persons rather than
to situation or the problem causing stress.

**Stress-Related Cognitive Shifts, Attributions and Self Image:**

A close related phenomenon of cognitive shift is a shift in
the self image. Under conditions of prolonged stress there is a
shift in cognition not only about the situation but also about
one’s own self. The shift in cognition depends upon the
experience of the person. When a person attributes the
experience of success to himself, it enhances his self image. But
if he attributes it to another external agent, it lowers his self
image. With the experience of failure the effect is likely to be
opposite. Attribution to failure to self lowers the self image but
its attribution to an outside source helps to protect the self
image. Thus both types of attributions are likely to have different
impact on self image.

**Stress Interferes with Decision making Capacity:**

The cognitive effect of stress i.e. narrowing down of
attention, incoherent recall of information and cognitive shift –
all of these processes are likely to interfere with rational thinking
and decision making ability of a person. Since the internal
changes take place during stress, the attention from important
aspects of a problem gets drifted as a result people take many
time incorrect decisions under conditions of stress. It so
happens because under stress cognitions are based on limited
information and decisions based on these facts get distorted and
is not likely to be productive.

**Stress Affects Performance:**

The relation of stress with work performance is complex.
This is so because many variables like motivation, style of
working and efforts etc. intervene the influence of stress on
performance. Stress causes adverse cognitive, emotional and motor effects that lower one's performance effectiveness. The effect of stress on work is seen either in decreased output, fall in quality, increase in cost through wastage of material or in increased effort. Sometimes the performance in one aspect may remain constant but the cost rises in another aspect of performance.

**Effect of Stress on Emotional Reactions:**

Emotional reactions are normally a part of stress response. When person has gone through a prolonged period of stress, he continues to experience unpleasant emotions even when the situation is over. The most common reaction to stress are anxiety, anger and agitation. When these emotions are not allowed to be expressed, a person may experience helplessness and depression. This depression is not of psychiatric nature but has an origin in the realistic response to high stress reaction. When exposure to stress is prolonged and negative emotions have also remained aroused for a long time, individuals stop reacting with emotions. They become cold, indifferent and detached and all these reaction have a detrimental effect on their social behaviour.

**Stress and Social Behaviour:**

Social behaviour of an individual is the expression of his basic psychological needs for affiliation. Many problems like social insecurity, selfishness and aggressions can be traced back to prolonged stress. When people are burdened with the efforts to cope with stress, they do not wish to add an extra burden to their load. As a result they avoid social interactions and withdrawal becomes their preferred mode of coping with stressful social situations. To begin with, withdrawal is used to avoid
unwanted social interaction but gradually it becomes a part of their nature. The people begin to avoid eye contact and conversation with others and show lesser and lesser cohesive behaviour. Another effect of stress is rise in aggressive behaviour. Fights and verbal attacks are commonly observed phenomena when people are upset due to some reasons. When people are coping with stress they get so engrossed in their problem that one cannot expect them to be very sensitive to the demands of social situation, leave alone, trying to help others. Being busy with their own problems people fail to appreciate or even differentiate between the roles different people are playing in social situation.

Highly stressed persons often fail to recognize the role they be playing in a given situation. In brief it is concluded that social after effects of stress are manifestations of changes in cognition, emotion and social sensitivity.

1.1.6 COPING WITH STRESS:-

Coping can be described as the effect made by an individual to eliminate or master the stressful situation so that his physical and psychological survival is ensured. Coping efforts are a manifestation of an individual’s struggle for existence. In other words, because prolonged stress has the potential to cause physical and psychological damage, coping efforts are directed towards saving oneself from such damages. An individual’s coping efforts are so well integrated into the web of life that people may not be conscious of the fact that their efforts are serving a special function to help them. Overcoming obstacles, avoiding unpleasant encounters and dangerous situations or changing the meaning of these situations are some ways of coping with stressful situations. Whatever be the circumstances
coping is invariably an attempt at manipulating a situation so that it can be managed within one’s available resources.

Coping is not any specific form of response. In fact any effort that makes a situation less demanding and manageable quantity is called coping. These efforts may not always be in the form of overt behaviour. Talking to oneself are such forms of coping that are carried on without being exposed to observation by others. Coping also occurs as active behaviour such as fighting, running away from a situation, crying or physically removing the source of stress.

**Coping involves adaptive changes:**

A stressful situation is a problem situation that demands some viable solutions. These solutions involve bringing about changes either in one’s own self or in the external circumstances so that the situation no more remains stressful. Adaptation may involve changing either oneself or the stressor situation. As both behaviours aim at reducing stress they deserve to be classed as coping.

**Coping has two goals:**

Whatever be the nature of coping, it aims at achieving things. Firstly it has to manage the stress response, specially the unpleasant emotions and thought. Secondly, it has to manage the stressors so that it is not allowed to cause stress. A person under stress either tries to deal with his internal state or the stressor or he may simultaneously try to manage both.

**Coping is not a one time effort:**

Under no circumstance is coping a one shot attack on stress. Rather it is a continuous process of evaluating a potential stressor and resource available, choosing appropriate strategies (coping effort), trying them out and re-evaluating the entire
situation. If stress is not dominated the cycle is repeated. Sometimes this cycle may continue for an unlimited time because the stressors situation tends to persist.

**Coping behaviour differs in its focus:**

Coping has to negotiate both the stressor and stress caused by it but at a given moment it has as its focus only on one of them: either the emotions or the stressor situation. In the first instance it is called focused coping and in the later case emotion, it is the ‘problem focussed’ coping. However, they are not two distinct forms of behaviour i.e. the same behaviour may be in one case problem focused coping and in another case it can be emotion focused coping. Problem focused coping is directed towards elimination or reducing the potential of a situation to cause any damage or harm. Emotion focused coping in any situation is directed towards dominating the distress caused by the presence of a stressor.

**Temporal dimensions of coping:**

When it is said that coping involves a series of transactions it implies that coping occurs over a period of time. Every transaction is followed by an evaluation and necessary modification in the response. The duration of these activities depends on the nature of the stressors, individual’s perspective about the stressful situation. Coping adopted by an individual can be long-term solution to a problem or a short cut to stress management. In emergency coping can be sudden and drastic. In other situation where stressor is persistent and is causing chronic stress, coping too can be persistent. Another temporarily dimensions of coping concerns the timing of its occurrence. Normally, coping is assumed to be a part of stress process and takes place when stress occurs. But coping can also takes place
before the occurrence of a stressor event (anticipatory coping). Coping can also occur after stressor event is over (post stress coping)

1.1.7 TYPES OF PSYCHOLOGICAL STRESS REACTIONS

There are different stress reactions which the persons used to cope with the stress. These stress reaction may be task oriented, defense oriented. Some of the important stress reactions or techniques to cope with the stress are described as under.

**Built in coping and damage repair mechanism:**

Certain coping reactions appear to come into operation automatically rather than as a result of deliberate choice. In any event these built in reactions are basically constrictive in alleviating tension and anxiety, repairing psychological damage and restoring psychological equilibrium. The more common and important of these mechanism are as under:

**Crying:-**

A built in mechanism which is useful in relieving emotional tension and pain is crying. This reaction is commonly seen in behaviour of children. This release in tension is apparent in grief reactions, in which crying appears to be an essential part of the ‘grief work’. That one must go through in the gradual regaining of emotional equilibrium. The individual may develop a pattern of ‘crying on someone’s shoulder’ – of sharing his miseries with others and gaining some emotional support from their experiences of sympathy. This pattern is known as sympathyism.

**Talking it out:**

Another built in way of relieving emotional tension is talking it out. This mechanism is very simple and widely used. Gaining emotional relief through putting one’s feelings into
words is an important part of most psychotherapy. Besides relieving emotional tension, talking it out may help the individual to see his situation more clearly, new ideas and viewpoints may emerge and there may be constructive sharing of views. In such a case talking it about is considered as both a task oriented response and a defense-oriented one.

**Laughing it off:**

Trying to view one’s problem with a sense of humor and laughing off set backs and hurt is a widely used means of tension reduction. In essence, this mechanism seems to be directed toward keeping things in perspective, toward an acceptance of inevitable hurts and setbacks, and toward not taking oneself too seriously. Humor is also frequently used to reduce the tension associated with aggressive impulses and hostility towards others.

**Thinking it through:**

Often a hurtful failure leaves the individual not only damaged but some what confused as to what went wrong and as to the nature of his values and actions that may have contributed to traumatic event. He may need to think about how to salvage what he can from the situation and perhaps to restructure the situation in his own mind. Sometimes thinking it through is the only action available for dealing with situation.

**Seeking Support:**

People often want to be with others and may seek emotional support in the period of stress. The individual may temporarily need to rely on others for emotional support and assistance until he can regain his equilibrium.
Sleep and Dreams:

Although people often have difficulty sleeping when they are under stress, when sleep is possible it does appear to have a healing function. Mead (1942) reported in an early study that on the island of Bali, accused prisoners often escaped from the stress of their trial by falling asleep.

1.1.8 TASK-ORIENTED REACTIONS:

Task-oriented reactions, being aimed at realistically coping with adjustive demand, tend to be based on an objective appraisal of the stress situation and on a conscious, rational and constructive course of action. The action itself may involve making changes in one’s self or one’s surroundings or both; depending upon the situation. The action may be overt – as in improving one’s study habit, or overt – as lowering one’s level of aspiration or changing one’s attitude. An action may involve attacking the problem, with drawing from it, or finding a coorkable compromise. These are described as under:

Attack:

People size up the requirement of the situation and try to meet them by direct action. Attack responses usually take somewhat different forms depending on whether the stress involves frustration, conflict or pressure.

(i) Frustration and aggression:-

Here the attack behaviour takes the form of attempting to remove or surmount obstacles that block our path way to goals. Such responses are apparently based on tendencies of living organisms toward increased activity and variation in mode of attack when obstacles to goal are encouraged. When appropriate to the individual’s resources and the stress situation, such coping behaviour is often effective.
(ii) **Conflict and vacillation:**

Choices bring frustration; people in conflict situations tend to avoid the frustration of either choice. A choice must be made if a conflict is to be resolved by conscious intent on the part of the individual rather than by the less predictable outcome imposed by time.

(iii) **Pressure and resistance:**

Individual resists pressure on him especially when he sees them as arbitrary and unwarranted. Resistance to pressure may be important in helping the individual to maintain his integrity and in protecting him from excessive demand or overloading. Pressure on a group also tend to elicit resistance, active or passive. Children often develop highly effective techniques of resistance in coping with perfectionist parents or teachers. Defiance and rebellion are active form of resistance but the passive form may be such as inattention, drawling, helplessness and deliberate under achievement. An attack reaction of stress may often be the most effective means of coordinating and using resources in constructive action.

**Withdrawal:**

Sometimes it is better part of valor to avoid or withdraw from a difficult situation that is exerting demands people cannot or prefer to meet.

**Escape:**

The human infant learns to withdraw physically from situations that are unpleasant or dangerous. He also learns to withdraw in various psychological ways such as by admitting defeat or reducing his emotional involvement in situation. Although many stress situations cannot be escaped or avoided,
others can be successfully dealt with in this way. Although people cannot cope with most pressures satisfactorily by withdrawal, there are other sources of pressure from which withdrawal is possible and may be a task oriented reaction.

**Compromise:**

Most task oriented behaviour is neither entirely attack nor entirely withdrawal but a compromise. Two common compromises reactions are substitution and accommodation. These are described as under:

(i) **Substitution:**

In a situation of sustained or quite inescapable frustration, the individual often tends to reduce the stress by accepting whatever goals and satisfactions he can attain in the situation. In more severe stress situations, compromises may be rather extreme in degree. Whereas in a somewhat less dramatic way, a frustrated person may find symbolic satisfaction. The extent to which the individual accept such substitute and symbolic goals depend on the character and strength of the barriers and on his motivation, values and ability to withstand stress.

(ii) **Accommodation:**

Here the term accommodations refer to compromise behaviour in which people settle for part of what they wanted. Resolution of so many our problems is dependent on the action of others as well ourselves mutual accommodation is often needed, in which both parties give a little and get a little. In this compromise behaviour, the participants accommodate their requirement and get part of what they wanted but not all. If the compromise reaction succeeds in meeting the essential requirement of the situation, the stress problem is satisfactorily resolved and individual can devote his energies to other matters.
Task oriented reactions of all three types – attack, withdrawal and compromise involve the same basic steps of...

(i) Defining the problem (ii) working out alternative solutions and deciding on an appropriate course of action. (iii) Taking action. (iv) Evaluating the feedback.

1.1.9 DEFENSE ORIENTED REACTIONS:-

The individual who face severe stress has two problems:

(i) To meet the adjective demand (ii) to protect him from psychological disorganization.

In defense oriented coping behaviour, the individual is concentrating on the later i.e. utilizing reactions aimed primarily at alleviating tension and anxiety, lessening emotional hurt, and avoiding self devaluation. All of us make use of such defense mechanism. Ego – defense mechanism protect the self from external threats, such as devaluing failures, as well as internal threats such as unacceptable desires or impulses or guilt resulting from action already taken. The important ego defense mechanisms are described as under:

Denial of reality:-

A primitive defense mechanism for restricting experience is to deny reality. People evade many disagreeable realities simply by ignoring or refusing to acknowledge them. Our tendency towards perceptual defense is a part of this tendency to avoid or deny unpleasant reality. People run away from unpleasant sights, refuse to discuss unpleasant topics, ignore or deny criticism and refuse to face many of there real problems. By ignoring or denying unpleasant reality, they do protect us from a great deal of stress.
**Repression:**

This is a defense mechanism by means of which threatening or painful thoughts and desires are excluded from consciousness. Repression is an important means of helping the individual to cope with the potentially disorganizing effects of painful experiences and desires regarded as dangerous and unacceptable. Repression is an unconscious device and thus not subject to conscious evaluation and control. It differ from suppression, in which one decides not to express a feeling or not to act on a desire or even not to think about a disturbing even. Suppression is a healthy process, necessary for mature functioning in a social context; repression is a pain softening but potentially very dangerous process.

**Fantasy:**

People tend to use fantasy to picture things as they would like them to be. Fantasy is stimulated by frustrate desires and grows out of mental images associated with need gratification. In fantasy, the person achieve his goals and meets his needs in his imagination escaping temporarily from the stresses of everyday life into a more pleasant fantasy world is often helpful in adding the dash of excitement and encouragement that enables to return to the struggle.

**Rationalization:**

This is a defense mechanism in which people justify their behaviour by imputing logical and admirable or at least acceptable motivation to it. Rationalization is also used to soften the disappointment of thwarted desires. Rationalization is a very complex mechanism and one that is often difficult to detect because rationalization frequently contain elements of truth.
Like repression, rationalization enters in varying degree into a number of other defense mechanisms.

**Projection:-**

This is reaction in which people blame others for their own mistakes and shortcomings or ascribe to others their own acceptable motivation. Projection appears to be a common mechanism among individual with rigid moral values and conscience development. Rationalization and projection probably develop from their early learning that advancing social approved reasons from their behaviour or putting blame on others helps then to avoid disapproval and punishment.

**Reaction Formation:-**

Here the person protect himself from dangerous desires by not only repressing them but actually developing conscious attitude and behaviour patterns directly opposed to such desires. These new feelings or attitude help the individual to keep his real but dangerous desires from entering consciousness or being carried out in action. Reaction formation helps to maintain socially approved behaviour and protects a person from the knowledge that he has desires which he considers in moral.

**Introjuction:-**

It is closely related to identification. It means acceptance of other’s values and attitudes as one’s own as a safety measure, even they are contrary to one’s previous value. Though introjuction may have defensive value in protecting the individual from hopeless frustration and enabling him to maintain some control over his fate, it is obviously a primitive and potentially destructive defensive mechanism.
**Emotional Insulation:**

Here one reduces his degree of emotional involvement in potentially hurtful situations. Such reactions are well expressed in common saying ‘I did not dare to hope.’ In extreme conditions of long continued frustration, many people lose hope and become resigned and apathetic. Emotional insulation provides a protective shell that prevents a repetition of previous pain, but in so doing it also prevents the individuals’ healthy, vigorous participation in living.

**Intellectualization:**

This mechanism is related to both emotional insulation and rationalization. Here the emotional feelings that would normally accompany a hurtful event are avoided by a rational significance and painful feeling. Intellectualization may be utilized under extremely stressful conditions as well as in dealing with milder stresses of everyday life.

**Compensation:**

In compensation the individual defends himself against feeling of inadequacy by disguising or counter balancing a weak or undesirable trait while emphasizing or developing a desirable one. Compensatory reactions take many forms and may actually have considerable adjective value. Unfortunately all compensatory reactions are not desirable or useful. The compensatory reactions may ineffective because the activities engaged in are aimed not a positive goal but at balancing a deficit.

**Displacement:**

Here the term displacement refers to a redirection of hostility towards some object or person other than one actually causing the frustration. When the individual is not able to
express his feeling directly due to some practical reason, he finds some relief by expressing it towards a less dangerous target; displaced aggression may also take other forms. The commonly used as a means of discharging feeling elicited by frustration is swearing. Another is to find a scape goat who can be blamed for one's problems and can not fight back. Displacement may be of adjustable value, since it is a means of discharging dangerous emotional tension without the risk of ambivalent feelings, towards some powerful figure.

**Undoing:-**

This is a mechanism designed to negate or atone for some disapproved thought impulse or act. It is as if the individual has spelled a word wrong and then uses an eraser to clear the paper and start over. Apologizing for wrongs against others, repentance, and under going punishment are some common forms that undoing may take. This is one of the our most valuable defense mechanism because it promotes ethical human relations and helps us to maintain our feelings of self esteem and worth.

**Acting Out:-**

One may reduce the tension and anxiety associated with forbidden desires by acting out – by permitting their expression. All of us have probably experienced times of acute stress or conflict when tension and anxiety have built up to such a level that they welcomed almost any action that would 'get it over with' under most circumstances acting out is not feasible expect for those who have very weak reality and ethical control. Most people are deterred not only by their own values but also by the likelihood of social disapproval or perhaps punishment. Although acting out may reduce emotional tension, it does not
usually cope with the adjustive demand and often makes matters more badly.

1.1.10 GENERAL PRINCIPLES UNDERLYING STRESS REACTIONS:-

Since stress beyond a minimal level endangers our well being, it leads to persistent attempts to cope with it; it forces to do something about resolving it.

What individuals do depends upon a host of factors including frame of reference, motive, competencies and stress tolerance, as well as the environmental resources available and the demands and expectations of others. Often people meet the adjustive demand without undue difficulty, in other cases people may be only partially successful in meeting the demand and in some case the adjustive demand may exceed the coping resources. But whatever the outcome, there are certain general principles underlying our stress reactions. Understanding these principles help to gain a perspective on our coping behaviour. These principles are as under:

i. Reactions are Holistic:-

The human organism functions as a whole. Just as our biological functioning is integrated in terms of a centrally controlled pattern, so our psychological functioning also follows as an integrated pattern. Thus perceiving, remembering, learning, reasoning, feeling desiring and acting are coordinated in our efforts to meet adjustive demands. The behaviour of a healthy organism is not a jumble of disconnected activities but an integrated sequence of activities directed towards achieving specific goals. The healthy organism strives to maintain its integration and wholeness. Thus under normal circumstances,
the organism functions as an integrated unit in coping with stress.

ii. **Reactions are Economical:**

The individual not only react to stress as an integrated unit but also he reacts in a way which involves the most economical expenditure of his coping resources. Since the person’s resources are limited, he tends to be very thrifty in the business of living. J.G. Miller (1965b) has pointed out that the organisms that survive whether lower or higher on the evolutionary scale – are those that tend to employ the least expensive defenses against stress first; if these are ineffective, additional and more expensive resources are brought into operation. The individual represent the most economical way of dealing with stress situation. However, the principle of economy may breakdown under pathological conditions.

iii. **Reactions may be Automatic or Planned:**

Reactions to stress situations may be undertaken with conscious planning, with only partial awareness, or with no conscious involvement at all. Some psychological tension reducing such as crying, repetitive talking, and rationalization also take place automatically. Even if the individual is aware of what he is doing, such responses are not usually planned or consciously thought out. Automatic functioning is also seen in the form of habits which people use in dealing with a wide range of adjustive demands that once required our conscious attention such as walking, driving, and carrying out routine work duties. Such automatic function is of great value in helping people to deal with routine adjustive demands without taking attention from more important events which require conscious thought. In all but routine stress situations, the ability to cope effectively
depends on conscious thought about the situation and the flexibility to choose an appropriate response.

**iv. Reactions Involve Emotions:**

The particular emotional stress accompanying stress reactions may vary greatly. In the context of skill or other stressful situation where the person feels he has a good chance of winning, he may experience exhilaration. More often, however, stress elicits unpleasant emotions as in the grief experienced at the death of a loved one. Anger, fear and anxiety may be aroused singly or in various combinations. These negative emotions may be terminated with more positive emotions such as love. In general, perception of the stress situation determines the specific emotional pattern elicited.

**v. Reactions have inner and outer Determinants:**

The behaviour of every living thing is determined by both its own inner properties and nature of its predominant role; at other times external factors, such as social demands, are of primary importance. Any adjective action reflects the interplay of inner and outer determinants.

**1.2.0 MEANING AND ORIGIN OF EMOTIONAL INTELLIGENCE:**

Before defining ‘Emotional Intelligence’ it would be desirable to define the term emotion itself. Psychologist have defined and explained the term ‘emotion’ differently but all agree that it is a state of mind involving bodily changes of widespread character such as breathing, pounding heat, flushed face, sweaty palms, high pulse rate and gland secretion on the psychological side and on the mental side a state of excitement marked by strong feelings. Cross cultural studies have identified various quite distinct and universally felt emotions (Joy, anger,
sorrow, love etc) There is no generally accepted theory of emotion among psychologists though there are areas of agreement.

Emotions originate from exposure to specific situations. The nature and the intensity of emotions are usually related to cognitive activity in the form of perception of the situation. Emotions are human being warring system that alert them to what is really going on around them. Emotions are our responses to the world around us and they are created by our thought, feeling and actions. The term emotion is an umbrella which includes the situation, the interpretation /perception of the situation and the response or feelings related to the perception of the situation. Thus emotions are reactions consisting of physiological reactions, subjective cognitive state and expressive behaviors. Emotions influence the way we think i.e. how we process information about ourselves of the external world. Smith and Shaffer (1991) findings suggest that person in a good mood are able to process information effectively but they are less motivated to do so when in a neural mood. When emotions are good constructively, the enhance intellectual performance. Roenthal (1991) has shown that when the subjects are treated warmly while being administered Intelligence Quotient (IQ) Test, they scored higher as compared to when they were treated harshly. People who have control over their life can manage and know their feelings well and read and deal effectively with other peoples feeling. While the people who do not have control over their emotional life fight inner battles that sabotage their ability to focus on work and think clearly (Goleman 1996). This all is controlled by a type of social intelligence which is termed as emotional intelligence.
The most distinct roots of emotional intelligence can be traced to Darwin’s early work on the importance of emotional expression for survival and second adoption. In the 1900, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem solving, several influential researchers & psychologists had begun to recognize the importance of non cognitive aspects such as feelings, moods etc.

Thorndike (1920) has long ago identified a dimension of intelligence and named it social intelligence. Thorndike kept a special place for social intelligence away from other types of intelligence. He described social intelligence as the ‘ability to understand and manage men and women, boys and girls to act wisely in human relations’. It is an ability that shows itself abundantly in nursery, on the play ground, in factories and sales room. He found that social intelligence was a complex of several abilities and measuring these traits was not as simple as measuring IQ. Thus Thorndike definition included almost everything relating to human intelligence ranging from social, psychological, economic, emotional, personality types, affective and non affective.

Similarly David Wechsler (1940) described the influence of non-intellectual factors on intelligent behavior and further argued that models of intelligence would not be complete until we can adequately describe these factors. Wechsler defined intelligence as ‘the aggregate or global capacity of the individual to act purposefully, to think rationally, and deal effectively with his environment’. He referred to intellective and non intellective elements by which he meant affective, self and social factors. He proposed that non intellective abilities i.e. emotional abilities are
essential to determine one’s ability to succeed in life. Thus Wechsler (1943) emphasized the affective ability in general intelligence.

In 1983, Howard Gardner’s ‘Frames of Mind: The theory of Multiple Intelligence’ which include both interpersonal intelligence and the capacity to understand the intentions, motivations and desires of other people) and intrapersonal intelligence (the capacity to understand oneself, to appreciate one’s feelings, fears and motivations) In Gardner’s view, traditional types of intelligence, such as IQ fail to fully explain the cognitive ability. Thus even though the names given to the concept varied, there was a common belief that traditional definition of intelligence and lacking in ability to fully explain performance outcomes. Although his reference to interpersonal and intrapersonal intelligence has attracted the least attention from the academic world so far. Nonetheless, the fact remains that Gardeners did mention, emotional intelligence as a concept to define ‘Interpersonal’ and Intrapersonal intelligence.

Stenberg (1985) talked about triarchi theory of intelligence that consists of componential intelligence, experiential intelligence and contextual intelligence. The third component contextual intelligence is very much overlapping with EI because it manages our ability to handle every day life affairs in an efficient and practical way. The central ideas are our capacity to make adjustment to various contacts with proper selection of context that we can improve our environment in a better way to meet our need. Street mart or business senses are the best word to express contextual intelligence without having high IQ one can have high contextual intelligence (Zimbardo and Gerring, 1996)
The first use of the term ‘Emotional Intelligence’ is usually attributed to Wayne, Payn’s doctoral thesis ‘A study of Emotion “Developing Emotional Intelligence from 1985. However, prior to this the term emotional intelligence had appeared in Leuner (1966), Greenspan (1989) also put forward an EI model followed by Salovey and Mayer (1990) and Goleman (1995). In his doctoral thesis Wayne (1985) say emotional intelligence involves relating creativity to fear, pain and desire and offers guidance on ‘how to relate them in emotionally intelligent ways.’

1.2.1 DEFINITIONS OF EMOTIONAL INTELLIGENCE

Substantial disagreements exist regarding the definition of EI, with respect to both terminology and operationalizations. There has been much confusion regarding exact meaning of the construct. These definitions are so varied, and the field is growing so rapidly, that researchers are constantly amending even their own definition of the construct. There are three main models of Emotional Intelligence

Salovey and Mayer (1990) coined the term emotional intelligence as described it as a form of social intelligence that involves the ability to monitor one’s own and other feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action. Following their continuing research, their initial definition of EI was revised to ‘the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth. The ability based model views emotions as useful source of information that helps one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate
emotional processing to wider cognition. The model proposes that EI include four types of ability

(i) Perceiving emotions – the ability to detect and decipher emotions in faces, pictures, voices and cultural artifacts- in cladding the ability to identify one’s own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible (ii) Using emotions:- the ability to harness emotions to facilitate various cognitive activities such as thinking and problem solving. (iii) Understanding emotions: - the ability to comprehend emotion language and to appreciate complicated relationship among emotions. (iv) Managing emotions:- the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions even negative over and manage them to achieve intended goal.

Daniel Goleman introduced the emotional competencies model. This focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman (1998) defines emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationship. Goleman has also identified a set of emotional competencies that differentiate individuals from each others. The capacities fall into four clusters:

(i) Self awareness: the ability to read one’s emotions and recognize their impact while using gut feelings to guide decisions. (ii) Self management: capacity for effectively managing one’s motive and regulating one’s behavior. (iii) Social awareness: the ability to sense, understand and react to others emotions
while comprehending social network. (iv) Relationship management: the ability to inspire, influence and develops others while managing conflicts.

According to Goleman emotional competencies are not innate talents but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman points that individuals are born with a general emotional intelligence that must be worked on and developed to achieve outstanding performance & determine their potentials for learning emotional competence.

Bar-On (2006) developed one of the first measures of EI that used the term 'Emotion Quotient' Bar-On, a clinical psychologist with Trent University in Canada defined emotional intelligence as 'an array of non cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures”

Bar-On points that emotional intelligence develops over time and it can be improved through training, programming and therapy of success and existence of emotional problems.

Petrides and colleagues proposed a conceptual distinction between the ability based model and trait based model of emotional intelligence. Trait emotional intelligence is a constellation of emotion–related self-perceptions located at the lower levels of personality. In lay terms, trait EI refers to an individual’s self perception of their emotional abilities. This definition of EI encompasses behavioral dispositions and self perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities which have proven highly resistant to scientific measurement. An
alternate label for the same is construct is trait emotional self efficacy.

Robert K. Cooper (1999) defined emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy and influence.

Salovey, Mayer and Caruso (2002) have stated that emotional intelligence refers to the ability to process emotion laden information competently and to use it to guide cognitive activities like problem solving and to focus energy on required behaviors”.

S. Hein (2004) defined emotional intelligence as the mental ability we are born with which gives us out emotional sensitivity and our potential for emotional learning management skill which can help us maximize our long time happiness and survival.

David (2004) defined emotional intelligence as the ability to accurately identity emotions, use of emotions to help, what you think, understand, which causes emotions and manage to stay open to these emotion in order to capture the wisdom of feelings.

Most of the researches in this area have been carried out in U.S. with some stray research findings in Europe and Canada. The definitions given by the American psychologists had a defined cultural bias. The emotional characteristics as defined by psychologist’s world wide do not cover the whole range of human behavior and its reactions to divergent stimuli in day to day life. The Indian context requires a specific cultural, social, psychological and behavioral definition based on a distinct cultural and social milieu to explain the concept of emotional intelligence.
Dr. Dalip Singh has defined emotional intelligence in Indian context as under.

Emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. Emotional intelligence constitutes above mentioned three dimensions which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior.

Dr. Dalip Singh referred his model of emotional intelligence as a theory of personality. There are some researches who call emotional intelligence as ‘Theory of Personality’. There are some recent researches who prefer to call emotional intelligence as ‘Theory of Performance’ by making a business case out of it.

1.2.2 DIMENSIONS OF EMOTIONAL INTELLIGENCE.

The team of experts on psychological testing from University of Delhi and Defense Institute of Psychological Research, Govt. of India and department of psychology, Punjab University Chandigarh studied the responses to identify the dimensions constituting emotional intelligence as felt by Indian population. Based on the analysis of responses, the following key dimensions of emotional intelligence emerged.

(i) Emotional Competency:-

It constitutes the capacity to trace fully respond the emotional stimuli elicited by various situations, having high esteem and optimism, communication, tackling emotional upsets such as frustration, conflicts and inferiority complexes, enjoying emotions, doing what succeeds, ability to relate to others, emotional self control, capacity to avoids emotional exhaustion
such as stress burnout, learning to avoid negativity of emotional handling egoism.

(ii) **Emotional Maturity:**
This constitutes evaluating emotions of one self and others, identifying and expressing feelings, balancing state of heart and mind adaptability and flexibility, appreciating other’s point of view, developing others delaying gratification of immediate psychological satisfaction.

(iii) **Emotional Sensitivity:**
It constitutes understanding threshold of emotional arousal, managing the immediate environment, maintaining rapport, harmony and comfort with others, letting others feeling comfortable in your company, it also in involves being honest in inter personal dealing, interpreting emotional cues truthfully, realizing communicability of emotions, moods and feelings and having an insight into how others evaluate and relate to us. The three dimensions are shown in the shape of a diagram.

1.2.3 **Characteristics of Emotionally Intelligence Individual**
Every individual has varying capacities and an ability with regard to one’s dealing with emotions. Depending upon the nature of this ability, he or she may be said to emotionally intelligent or lesser in comparison to others in the group. A person is termed emotionally intelligence in proportion if he is able to.
i. Identify and perceive various types of emotions in other through face reading, body language and voice tone etc.

ii. Sense his own feelings and emotions

iii. In corporate the perceived emotions in his thought such as using his emotions, feelings in analyzing, problem solving, decision making etc.

iv. Have Proper understanding of the nature, intensity and outcomes of his emotions.

v. Exercise proper control and regulation over the expression and use of emotions in dealing with his self and others so as to promote harmony. Prosperity and peace.

vi. Ability of emotional awareness (Knowing the feelings of self and others.

vii. Have a fresh look or acquire a desired attitude for proper utilization of emotional feelings.

1.2.4 MYTHS ABOUT EQ

There are certain widespread myths about emotional intelligence. Some of the most common one are described here.

i. Emotional intelligence (EQ) does not mean merely ‘being nice’. At strategic moments such intelligence may in fact demand not ‘being nice’ and instead bluntly confronting some with an uncomfortable but consequential truth they have been avoiding.

ii. Emotional intelligence does not mean giving free rain to feeling-letting fit all hangout rather it involves managing feelings so that these are expressed appropriately and effectively, enabling people to work together smoothly towards common goal.
iii. There are no sex differences in total intelligence. The strengths and weakness of men and women average out as far as overall rating are concerned.

iv. The level of emotional intelligence is not fixed genetically, not does it develop only in early childhood. Unlike, IQ which does not change much after adolescence, emotional intelligence is largely learned and continues to develop through out life.

v. EQ can be instrumental in many areas in the work place and can help in achieving organizational development. In work situations. EQ facilitate in resolving past issues, help in attaining emotional power, enables then to resolve internal and external conflicts, enables them to accomplish their goal all levels- physical, mental, emotional and spiritual and improve their mental abilities such as memory, clarity of thinking and decision making

12.5 IMPORTANCE OF KNOWING ABOUT ONE'S EMOTIONAL INTELLIGENCE (EQ):-

Knowing about one’s emotional intelligence in term of emotional quotient has wide educational and social implications for the welfare of the individual and the society. This fact has now been recognized and given practical shape and implications all round the globe. The credit of giving publicity and acquainting the world-wide population about importance and significance of emotional intelligence goes to the famous American Psychologist. Dr. Daniel Goleman through his best selling books like ‘Emotional Intelligence-Why it cans Matter More Than I.Q’. and ‘Working with Emotional Intelligence’ has stressed the following factors while showing the importance of emotional intelligence.
(i) Emotional intelligence is as powerful, and at times more powerful than I.Q. While I.Q. contributes only 20% of success in life, the other forces contribute the rest.

(ii) Unlike I.Q, emotional intelligence may be best predictor of success in life. Emotionally intelligent people are more likely to succeed in everything they undertake in their life.

(iii) Unlike what is claimed of I.Q. we can teach and improve in children and in any individual their life more healthy, enjoyable and successful in coming days.

(iv) The concept of emotional intelligence is to be applauded not because it is totally new but because it captures the essence of what children or all of us need to know for being productive and happy.

(i) I.Q and even standardized achievement test scores do not predict any person’s success in life. Even success in academes can be predicted more by emotional and social measures i.e being self assured and interested following directions, turning to teachers with other colleagues than by academic ability.

(ii) In working situations, emotional intelligence help more than one’s intellectual potential in terms of one’s I.Q or even professional skills and competencies. A professionally competent person having poor emotional intelligence may suffer on account of his inability to deal with his self or getting along properly with others.

(iii) A person’s emotional intelligence help him much in all spheres of life though its various constituents namely knowledge of his emotions (self awareness), managing the emotions, motivating oneself, recognizing emotions in others (empathy) and handing relationship.
(iv) Emotional intelligence plays a pivotal role in designing the required personality, build up the emotional maturity suitable to age, build up the ability in self adaptation for solving the stress problems and pressure of life in the status of an individual

(v) Emotional intelligence also helps to cope with the stressful situation so stress management largely depends upon striking an emotional balance between a potential stress condition & reaction to it.

(vi) Emotional intelligence re-enforces the concomitant drive to increase individualism. It enables to express one’s feeling and emotions at the appropriate occasion, with the understanding of feelings of self and others.

(vii) Emotional intelligence enhances the talent of artful leader in utilizing people and in capturing their hearts. It influences people to accomplish required task.

(viii) Emotional intelligence enables human beings to respond to right degree, at the right time for the right purpose and in the right way.

(ix) Emotional intelligence helps in stimulation motivation, improving communication, reducing stress and enhancing decision making power.

1.3.0 MEANING AND DEFINITIONS OF PERSONALITY:-

The term personality is derived from the Latin word persona which means mask that actors used to hide their identity on stage. This dramatic technique was later adopted by the Romans to whom persona denoted ‘as one appears to others’ no as one actually is, therefore there was a group of psychologists who take personality to be a mask, an appearance. Still others say that personality is not an appearance but a
substance behind the appearance. Then there is a third group of psychologists who put forth a viewpoint that personality is an intervening variable synthesizing the appearance with the substance. The question of how best to define or interpret personality has long exercised the minds of psychologists.

In 1937, Allport identified in the literature almost 50 definitions of personality. Today, there are doubtless more. Most of early psychological definitions emphasized the excessive aspects of personality and ignored or indirectly implied the interior organization. That is responsible for the observable aspects. Woodworth defined personality as the ‘quality of the individual’s total behaviour’. According to Dashiell, an individual’s personality is the total picture of his organized behaviour especially as it can be characterized by his fellow man in a consistent way. Munn gave a more comprehensive analysis, pointing out that personality is the ‘most characteristic integration of an individual’s structures and activities. Thus the early psychological definitions of personality stressed the manifest aspects of personality – what may be observed by others. Watson the father of behaviourism on the basis of his behavioural studies concluded ‘personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information’. To fully understand what personality is the intricacy of its structure and its all pervasive influence on the ‘quality of the individual’s total behaviour’. One must understand its motivational aspects. This become apparent when one considers what a false impression one often gets from judgement based solely or the manifest aspects of personality: the individual’s speech, behaviour and appearance. The deficiencies in early definitions led to attempt to
define personality in such a way as to include its motivational aspects as well as some of its other outstanding characteristics. Of these, the most widely accepted is the short but all inclusive definition proposed by the late Gordon W. Allport of Harvard University. After evaluating 49 such definitions he concluded that personality is a dynamic organization within the individual of those psycho physical systems that determine his unique adjustment to his environment. Although Allport tried to give a comprehensive definition of the term personality by recognizing its dynamic nature and organizational aspect and by emphasizing the role it can play in an individual's adjustment to his environment, his definition suffered from some serious defects. In emphasizing the dynamic organization within the individual he seems to view personality as somewhat different from the individual, residing within him, rather than an integrated unity of mind and body. Personality to him is something put into the individual like water is put into a jug and it takes the shape of the jug. Contemporary psychologists like Cattel (1970) Eysenck (1971) are of the opinion that the true nature of personality cannot be understood by considering only the behavioural or dynamic aspects.

According to Cattel (1970) "Personality is that which permits a prediction of what a person will do in a given situation."

According to Eysenck (1971): Personality is the more or less stable and enduring organization of a person's character, temperament, intellect and physique which determine his unique adjustment to the environment. In this definition character signified conative behaviour or will; physique meant bodily configuration and neuroendocrine endowments, temperament
stood for affective behaviour based on emotion and intellect implied the cognitive behaviour or intelligence. This definition has very strong points in its favour. However, on the other hand, it does have some weakness also in that human personality cannot be supposed to necessarily possess a physiological base but it can not be considered to be static and fixed as advocated by this definition.

S.R. Maddi (1976): an American psychologist in his work, ‘Personality theories– a comparative analysis’ views personality as an organized and integrated whole of definite characteristics and tendencies within the individual which make him correspond to the persons of his group, society, culture and nation and at the same time maintain the individuality and uniqueness of his personality. Personality is the stable set of characteristics and tendencies that determine those commonalities and differences in the psychological behaviour (thought, feelings and actions) of people that have continuity in time and that may or may not be easily understood in terms of social and biological pressures of the immediate situation alone.”

1.3.1 CHARACTERISTICS OF PERSONALITY:-

On the basis of various experimental studies and observations the following characteristics of personality have been identified.

i. Personality is something unique and specific. Everyone is a unique person in oneself. Everyone has specific characteristics for making adjustment.

ii. Personality exhibits self consciousness as one of its main characteristics.

iii. Personality includes all the behavioural patterns i.e. conative, cognitive and affective and covers not only the
conscious activities but goes deeper to sent-conscious and unconscious also.

iv. Personality is not just a collection of so many traits or characteristics but it is more than this. It is an organization of psychophysical system or some behaviour characteristics and functions as a unified whole.

v. It is dynamic and continuously in process of change and modification.

vi. Personality is sometimes subjected to disorganization and disintegration, leading to severe personality disorder on account of factors and conditions like severe anxiety, stress, prolonged illness, infections etc.

vii. Personality is the product of heredity and environment. Both these contribute significantly toward development of child’s personality.

viii. Learning and acquisition of experiences contribute towards growth and development of personality.

ix. The personality of an individual can be described as well as measured.

x. Personality is not synonymous with character. Character is an ethical concept. It represents a moral estimate of the individual, while personality as a psychological concept is a more comprehensive term which includes character as one of its constituents.

xi. Personality is distinguished from temperament which can be termed a system of emotional disposition.

xii. Every person’s personality has one more distinguishing feature. That is aiming to an end towards some specific goal.
1.3.2 THEORIES OF PERSONALITY:-

To understand the nature and types of personality, a number of theories have been propounded from time to time by different psychologists. These theories in one way or another try to describe the basic structure and underlying entities or constructs involved in personality along with the processes by which these entities interact. These theories of personality in general are classified as under:

(i) Theories adopting the type approach: The viewpoint of Hippocrates, Kretschmer, Sheldon and Jung belong to this category.

(ii) Theories adopting the trait approach: Theories like Allport’s and Cattle’s theory of personality are based on trait approach.

(iii) Theories adopting type-cum-trait approach: Theories like Eysenck’s theory of personality can be put under this category.

(iv) Theories adopting psycho-analytical approach: Theories like psycho-analytic theory of Freud, Adler, analytical psychology of Jung etc.

(v) Theories adopting the humanistic approach: Theories like Carl Roger’s self theory and Maslow’s self actualization theory belong to this category.

(vi) Theories adopting its learning approach: Dollord and Miller’s learning theory and Bandura and Walter’s theory of social learning are put into this category.

**Type Approach:**

Theories adopting this approach advocate that human personalities can be classified into a few clearly defined types and each person, depending upon his behavioural
characteristics, somatic structure, blood type, fluids in the body or personality traits can be described as belonging to a certain type. Based on such an approach, the physician of ancient India broadly categorizes all human beings into three types. This classification was based on three basic elements of body, namely pitt (bile), vat (wind) and Kuff (Muces). An similar approach was followed by Greek physicians like Hippocrates, one of the disciple of great philosopher Aristotle. He divided persons into four types on the basis of their temperament, energy level, mood and style of life. These are: (a) a sanguine person is optimistic and full of energy. (b) a choleric person is energetic but irascible (c) a melancholic one is pessimistic and depressed. (d) a phlegmatic one is lazy but happy. This classification runs parallel to the ayurvedic classification of persons. Kretschmer divided persons into three types: pyknic, athlete and leptosomic. Pyknic persons are fat because their anabolic rate is faster than catabolic rate. Leptosomic persons are thin because their catabolic rate is faster than anabolic one. Athlete persons are of the medium built because their catabolic rate is equal to anabolic rate. Shildon divide person into endomorphic, mesomorphic and ectomorphic types. Endomorph person has big viscera, more fat but weak muscles and bones. A mesomorph person has strong muscles and bones whereas in an ectomorph all these parts of body are weak.

Jung divided all human beings basically on into two distinct types – introvert and extrovert – according to their social participation and the interest which they take in social activities. Later on he further sharpened his two fold division by giving sub types. In this process he took into consideration the four psychological function thinking, feeling, sensation and intuition.
This classification has been criticized on the ground that in general, the different types or cases as suggested by Jung do not exist. On the basis of typical characteristics prescribed for extrovert and introvert, most of us may belong to both categories at different times and may be called ambivert. This introduces a complication and hence the type approach does not give a clear classification or description of personality.

**Trait Approach:**

In the trait approach, the personality is viewed in terms of various traits. A trait is a dimension of personality which can be measured and must describe the consistent behaviour of an individual. The classification of personality in terms of traits is clearly superior to its classification in to types. A trait as a dimension is conceived quantitatively as a continuous scale of measurement from extreme positive and to the extreme negative and common traits which exist in some degree in almost all people can be studied statistically. These traits are the basic units of one’s personality that can be discovered through observing one’s behaviour in a variety of situations. The psychologists who subscribe to this approach believe that personality of an individual is but a combination or sum total of these personality or behavioural traits. Two personality theories namely Allport’s and Cattle’s theory are the best examples of traits approach.

Gordon W. Allport was the first theorist who by rejecting the notion of a relatively limited number of personality type adopted the trait approach. Allport distinguished three types of traits namely cardinal, central and secondary traits. Cardinal traits are the primary trait so dominant is one’s personal disposition that they colour virtually every aspect of one’s
behaviour and attribute. Central traits represents those few characteristics tendencies which can be ordinarily used to describe a person i.e. honesty, kindness etc. Secondary traits are not as dominant as cardinal or central traits. They appear lonely in a relatively small range of situations and not considered strong enough to be regarded as integral part of one’s personality.

R.B. Cattle, a British born American researcher developed the most recent advanced theory of personality based on traits approach (1973). He defined traits as a structure of personality inferred from behaviour in different situations and described four types of traits.

(i) Common Traits: The traits found widely distributed in general population like honesty, aggression cooperation.

(ii) Unique Traits: Traits unique to a person such as temperamental traits, emotional reactions.

(iii) Surface Traits: These can be recognized by manifestations of behaviour like curiosity, tactfulness, and dependability.

(iv) Source Traits: These are the underlying structures or sources that determine behaviour such as dominance, submission, emotionality etc.

Cattle adopted factor analysis as a technique for his work. Cattle identified 16 basic or source traits dimension and named as factors. He regarded these factors as the building blocks of personality i.e. the characteristics in terms of which one’s personality can be described and measured. Cattle made use of 16 factors of basic dimensions in measurement of personality by devising a personality inventory known as Cattle’s Sixteen Personality Factors Inventory (16 PF) consisting of suitable multiple choice questions. This theory is, however, criticized as a
trait theory on the grounds of (a) circularity of trait concept (b) excessive emphasis on overt behaviour (c) projection of a static picture of human functioning. It is also criticized for not making full use of the factor analytical approach to yield higher order factors for identifying fundamental categories or dimensions of personality.

**Type cum Trait Approach:-**

This approach tries to synthesize the type and trait approaches. Starting with the trait approach, it yield definite personality type. The Eysenck theory of personality reflects such an approach. He has been influenced in his theory of personality by Jung’s typology of extroversion and introversion and also by the work of Kretschmer and body or constitutional dimensions. As a theorist of personality, Eysenck is a strong advocate of parsimonious practically in theory construction. While Cattle has tried to use the factor analysis technique to give some basic dimensions to personality by enumerating 16 basic traits, H.J. Eysenck went a step further in adopting factor analysis technique by extracting second order factors and grouping traits into definite personality types. Eysenck’s work clearly demonstrated that human behaviour and personality can be very well organized into a hierarchy with specific responses at the bottom and definite personality type at the top.

The three basic dimensions (defined as clusters or groups of correlated traits) derived by Eysenck through his work are:

(a) Introversion – extroversion.
(b) Neuroticism (emotional – instability – emotional stability)
(c) Psychoticism.

These three basic dimensions refer to definite personality types i.e. introvert, extrovert, neurotic and psychotic. However,
the term type as applied by Eysenck stands clearly for a dimension along a scale with a long end and a high end for putting people at various points between two extremes. While the high and on first dimension introversion – extroversion includes the highly extrovert recognized as sociable, outgoing, impulsive, optimistic and jolly people, the lower and typifies the highly introvert recognized as quiet, introspective, reserved, reflective, disciplined and well ordered people. Eysenck believed that purely extrovert or purely introvert people were rarely found and he therefore, preferred to use a dimension i.e. a continuum ranging from introversion to extroversion instead of naming types as introvert and extrovert. The second major dimension suggested by Eysenck involves emotional instability at the lower end and emotional stability at upper end describing people as neurotic and nor neurotic. Thus at its lower end are persons who are moody, touchy, anxious or restless and at the upper end are persons who are stable, calm, carefree, even tempered and dependable. The third dimension is psychoticism. The people high on this dimension tend to be solitary insensitive, egocentric in personal, impulsive and opposed to accepted social norms while those scoring low are found to be more emphatic and less adventurous and bold.

**Psychoanalytical Approach:-**

This approach was first created and advocated by Sigmund Freud by viewing people as being engaged in a constant struggle to tame their biological urges. He propagated analysis of the psyche or mind by coining many new terms and used psychoanalysis as a method for understanding behaviour and for treating mental illness.
Freud’s theory of personality is built on the premise that the mind is topographical and dynamic; there are provinces or divisions which are always moving and interrelated. The human mind has three main divisions namely, the conscious, semiconscious and unconscious. These three levels of human mind are continuously in a state of clash and compromise to give birth to one or other type of behavioural characteristics resulting in a specific type of personality. Freud also believed that the anatomy of our personality is built around the three unified and interrelating systems namely id, ego and superego. In addition to above structure of personality built around the concept of id, ego and superego, Freud tried to provide an explanation of the development of human personality through his ideas about sex. He linked the whole development of personality with sex behaviour by putting his theory of psycho-sexual development. He outlined five different psycho-sexual stages for the development of personality namely oral, anal, phallic, latency and genital.

1.4.0 EMERGENCE OF THE PROBLEM

In educational process, the teacher occupies a very important place. A teacher is the medium through which objectives and plan can be actualized for this the teacher must have sound mental and physical health. The profession of teaching has a very prestigious place in all profession. A teacher is a kingpin in the entire system of education. Almost all cultures of civilized world have considered their teachers in a very high esteem. They are often been given names like 'Master', 'Mentors' and 'Guru' to achieve this status. Teachers throughout the history of civilization have come up to the expectations of world around them. Most thinkers and philosophers of the past
who are still remembered are because they had their disciplines and students. Time has changed and societies and cultures have been drastically diversified, but the tasks of teachers are primarily the same, which is the transfer of knowledge to the next generation.

Education in most pasts of world has undergone rapid changes in the last two decades. With the change in the cultural norms and traditions in the societies there has been a drastic change in the expectations from teachers. Some of these changes have limited the measures which a teacher in the past could exercise in disciplining of a student and some have additional burden of teacher in respect their preparation of lesson and adopting and maintains of teacher's styles.

The relationship between teachers and pupils is more informal and pupils are much more reluctant to accept a teacher's authority. Parents and pupils are increasingly aware of their 'rights' within the education system. All these changes were designed to benefit the 'clients' and have resulted in an even greater burden or staff to justify what and how they teach. Whilst welcoming the situation where teachers are no longer on pedestals but are more approachable, we must recognize that it is now more difficult to motivate pupils when the 'because I say so' line has been removed from teachers vocabulary.

Thus teaching has now become a very demanding occupation with a lot of stresses for a teacher who has a lot of deadlines to shoulders besides teaching a child what are in the text book. Teacher work daily with students, with numerous interpretation, student absenteeism, students with special needs, insufficient funding and lack of personal support, Moreover teachers have to perform a lot of work like preparation,
reference, correcting the note book, valuation etc., after they reach home. All these indicate that stress is always present with teacher. In addition to this the changes in education system are likely to increase rather than reduce the level of stress in teachers. Secondary schools teachers experience higher level of stress due to demanding situation while dealing with adolescent’s student’s overcrowded classes, heavy syllabus and inadequate facilities make the teacher’s work more complex. In the words of De Robbio and Iwanicki (1996). "Teaching can be a stressful occupation. The daily interaction with students and co-workers and incessant and fragmented demands of teaching often lead to overwhelming pressures and challenges, which may lead to stress. Where work stress is unrelenting, some negative physiological, psychological and behavioural consequences may result."

Teacher stress is a real phenomenon and is associated with problems of recruitment, health and retention of teachers. Researches have shown that teacher stress is reliably associated with a number of variables including those intrinsic to job individual cognitive vulnerability and system factors.

Many teachers would agree teaching is not only hard work, it can be full of stress. Pressure due to reform efforts, inadequate administrative support, poor working conditions, lack of participation in decision making, the burden of paperwork and lack of resources has all been identified as factors that can cause stress among staff. (Hammord and Qnikamaq, 1997)

Teacher stress has continued to be studied since 1930’s when article on the health and happiness of teachers began to appear in various educational journals (Smoth and Milsein, 1984). In a survey assessing the stress level of various jobs by
health and safety executive, teaching came out top, in may 2000, the National Association of Head Teachers (NAHT) conducted a survey related to stress among teachers. According to their report almost 40.0 teachers have visited their doctor to discuss a stress problem in last year. 25% teachers suffered from serious stress factored health problem like blood pressure, depression, gastrointestinal disorder etc 20% teachers had enough drinking to remove stress.

Prathe, (1978) reported that 60.4% of teachers felt some nervous strain in contrast with 51% of other professional and 36% of other employers who felt stress feel.

Cox. T. Macky C.J, Cox, Wall, C and Brockley (1978) in a study on school teacher's reported that 79% of teachers mentioned their jobs as the main source of stress in their life whereas only 38% of non teachers did so. Stress was cited as a major factor for teacher to quite the profession.

Fontana and Abouserie at the University of wales, found that 72.6% of teachers suffered from moderate stress and 23.2% had more serious problems. The stress level for male teachers was slightly higher than women.

Hoek & Roger (1996) indicated that the degree of stress which teachers experience is positively related to the degree which he perceives as a lack of control over a potentially threatening situation such as inability to meet the demands of students and lack of adequate coping mechanism.

1.5.0 JUSTIFICATION OF THE PROBLEM:

Stress is involved in every body's life. Even the primitive people lived with animals in dense forest. There was no security or safety for life, shelter, medicine or treatment. Their survival itself was not definite. These threatening stressful situations
might have probably changed now. But even with the present level of progress and advancement, today's individual is a victim of stress for different reasons. So for all individuals, stress is inevitable at some time or other.

Thus stress can not be avoided totally in any society. One has to learn to live with it and manage it and cope with it, if possible overcome it. Stress influences all people including teachers at one time or the other. In fact, the teachers are more prone to stress because dealing with students and casing for their better performance throughout the day is itself a stressful situation. Teachers work in a constant socially isolated environments surrounded by hostile, views and some times threat of physical abuse of sometimes under a constant fear and threat of accountability for each and every action of both own self and that of peoples.

Teacher plays an important role in nation building. If a teacher is mentally fit and free from all stress and strain, he will teach effectively in the class room. His wisdom, knowledge and management of the class depend upon the level of mental health. If a teacher runs, students will walk, if a teacher walks, students will sit, if a teacher will sit, students will sleep. The whole edifice of education stands on the shoulders of the teacher. His teaching motivates and inspires the future generation of the country.

No system of education can rise above the level of its teachers. The teachers work under varying amount of stress and stress. The effect of teacher stress is not restricted to the classroom. It is obvious that a teacher under stress does not produce good results.

As an out come of stress and dissatisfaction, they lose interest in their professional responsibilities and consequently
student's preparation for future life gets adversely affected. Stressful and dissatisfied teachers are likely to have less attachment with their institution and less deduction to their profession. Their low level of involvement, unfavorable work values and dissatisfaction with teaching is deterrent for the interest of teaching as well as student community.

Thus doubtlessly, the success of teaching is very much interrelated to the qualities of a teacher. Teacher stress has become an area of interest among researchers and practitioners in many fields during the past few decades. Researchers have identified numerous personal background characteristics of teachers, who appears to be experiencing stress, is reflected in recent studies. The effect of occupational stress vary from individual to individual depending upon such variables as personality traits, age, sex, type of school, emotional intelligence and family history. Emotional intelligence is one of the major factors which affects the performance in every field of work. The success or failure depends upon emotional intelligence. Theories support that if one has a good amount of emotional intelligence, he will have good ability to adjust and special capacity to solve the problems confronting in daily life. Similarly personality traits also affect the stress in one's life. The person who has good personality may have less stress. Coping with stress is very important to reduce the stress and lead a healthy life. After review of the literature and researches related to stress, the investigator found there are number of researches on personality traits, stress separately. Only very few researches have been conducted to study the stress and coping behavior of teachers. Similarly the emotional intelligence is less explored because most psychologists and researches have devoted thousand of
hours to cognitive intelligence. As no study has been conducted to study the relationship of emotional intelligence and personality traits with stress and coping behavior of teachers. Hence the investigator took this study and hence the study is justified.

1.6.0 STATEMENT OF THE PROBLEM:-

The problem emerged is stated as:

"A STUDY OF STRESS AND COPING BEHAVIOUR OF TEACHERS IN RELATION TO EMOTIONAL INTELLIGENCE AND PERSONALITY TRAITS"

1.7.0 OBJECTIVES OF THE STUDY:-

The objectives of present study were:

Objectives related to stress and coping behaviour

1.1 To study the stress among teachers.
1.2 To compare the stress of male and female teachers.
1.3 To compare the stress of teachers belonging to rural and urban areas.
1.4 To compare the stress of teachers working in Govt. and private schools.
1.5 To study the coping behaviour of teachers.
1.6 To compare the coping behaviour of male and female teachers.
1.7 To compare the coping behaviour of teachers belonging to rural and urban areas.
1.8 To compare the coping behaviour of teachers working in Govt. and private schools.
Objectives related to emotional intelligence and its relationship with stress and coping behaviour:-

2.1 To study the emotional intelligence of teachers.

2.2 To compare the emotional intelligence of male and female teachers.

2.3 To compare the emotional intelligence of teachers belonging to rural and urban areas.

2.4 To compare the emotional intelligence of teachers working in Govt. and private schools.

2.5 To study the relationship between stress and emotional intelligence of male teachers.

2.6 To study the relationship of stress and emotional intelligence of female teachers.

2.7 To study the relationship of stress and emotional intelligence of teachers belonging to rural and urban areas.

2.8 To study the relationship of stress and emotional intelligence of teachers working in Govt. and private schools.

2.9 To compare the stress of teachers with high and low emotional intelligence.

2.10 To study the relationship between emotional intelligence and coping behavior of teachers w.r.t.
   (i) Male- female
   (ii) rural – urban areas.
   (iii) Govt. and Private Schools.

2.11 To compare the coping behaviour of teachers with high and low emotional intelligence.
Objectives Related Personality Traits and its Relationship with Stress and Coping Behaviour.

3.1 To study the personality traits of Teachers.
3.2 To study the relationship of stress and personality traits of male teachers.
3.3 To study the relationship of stress and personality traits of female teachers.
3.4 To study the relationship of stress and personality traits of teachers belonging to rural area.
3.5 To study the relationship of stress and personality traits of teachers belonging to urban area.
3.6 To study the relationship of stress and personality traits of teachers working in Govt. schools.
3.7 To study the relationship of stress and personality traits of teachers working in private schools.
3.8 To compare the stress of introvert and extrovert teachers.
3.9 To compare the coping behaviour of introvert and extrovert teachers.
3.10 To study the relationship of personality traits and coping behaviour of teachers w.r.t. -
   (i) Male- female
   (ii) rural – urban areas.
   (iii) Govt. and Private Schools.

1.8.0 HYPOTHESES OF THE STUDY:-

In order to achieve the objectives of the present study the following hypotheses were formulated:

Hypotheses related to stress and coping behaviour of Teachers:-

H_{1.1} There is no significant difference in stress of male and female teachers.
H 1.2 There is no significant difference in stress of teachers belonging to rural and urban areas.
H 1.3 There is no significant difference in stress of teachers working in Govt. and private schools.
H 1.4 There is no significant difference in coping behaviour of male and female teachers.
H 1.5 There is no significant difference in coping behaviour of teachers belonging to rural and urban area.
H 1.6 There is no significant difference in coping behaviour of teachers working in Govt. and private schools.

Hypotheses Related to Emotional Intelligence and its relationship with stress and coping behaviour:

H 2.1 There is no significant difference in emotional intelligence of male and female teachers.
H 2.2 There is no significant difference in emotional intelligence of teachers belonging to rural and urban areas.
H 2.3 There is no significant difference in emotional intelligence of teachers working in Govt. and private schools.
H 2.4 There is no significant difference in stress of teachers with high and low emotional intelligence.
H 2.5 There exists significant relationship between stress and emotional intelligence of male teachers.
H 2.6 There exists significant relationship between stress and emotional intelligence of female teachers.
H 2.7 There exists significant relationship between stress and emotional intelligence of teachers belonging to rural area.
H 2.8 There exists significant relationship between stress and emotional intelligence of teachers belonging to urban areas.
H 2.9 There exists significant relationship between stress and emotional intelligence of teachers working in Govt. and private schools.

H 2.10 There is no significant difference in stress of teachers with high and low emotional intelligence.

H 2.11 There exists significant relationship between emotional intelligence and coping behaviour of teachers' w.r.t.
   (i) rural - urban
   (ii) male – female
   (iii) Govt. – Private schools

H 2.12 There is no significant difference in coping behaviour of teachers with low and high emotional intelligence.

**Hypotheses Related to Personality Traits and its Relationship with Stress and Coping:-**

H 3.1 There exists significant relationship between stress and personality traits of male teachers.

H 3.2 There exists significant relationship between stress and personality traits of female teachers.

H 3.3 There exists significant relationship between stress and personality traits of teachers belonging to rural area.

H 3.4 There exists significant relationship between stress and personality traits of teachers belonging to urban area.

H 3.5 There is no significant difference in stress of extrovert and introvert teachers.

H 3.6 There is no significant difference in coping behaviour of extrovert and introvert teachers.

H 3.7 There exists significant relationship of personality traits and coping behaviour of teachers' w.r.t
   (i) male – female
   (ii) rural – urban background
   (iii) Govt. & private schools
1.9.0 OPERATIONAL DEFINITIONS OF KEY TERMS USED:-

The key terms used in the present study are operationally defined as under.

**Emotional Intelligence:-**

Salovey and Mayer described emotional intelligence as a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions. Emotional intelligence is ability to perceive emotions, integrate emotions to facilitate thought, understand emotions and to regulate emotions to provide personal growth. In the present study emotional intelligence means the score obtained by teachers on 'Emotional Intelligence Test' constructed and standardized by N.K Chadha & Dalip Singh.

**Stress:-**

Stress has been defined in different ways by different educationists and psychologists. According to Cannon and Butcher, stress refers to internal responses caused by application of a stressor. Stokols defined stress as a state of imbalance within an organism that (a) is elicited by an actual or perceived disparity between environmental demands and organism's capacity to cope with these demands and (b) is manifested through a variety of physiological emotional and behavioural responses. In the present study, stress is operationally defined as the score obtained by teachers on 'Teacher's stress Inventory' developed and standardized by Harendra Singh and J.P. Srivastava.

**Coping Behaviour:-**

Coping can be described as the effect made by an individual to eliminate or master the stressful situations so that his physical and psychological survival is ensured. In fact, any
effort that makes a situation less demanding and manageable quantity is called coping. Here coping behaviour is operationally defined as the score obtained by teachers on Coping-Response Inventory-Adult by Rudelf H. Moos.

**Personality Traits:**

According to Cattle personality is that which permits a prediction of what a person will do in given situation, According to Eysenk 'Personality is more or less stable and enduring organization of a person's character, temperament, intellect and physique which determines his unique adjustment to the environment'. In the trait approach, the personality is viewed in terms of various traits. A trait is a dimension of personality which can be measured and must describe the consistent behaviour of an individual. In the present study the personality traits means the score obtained by teachers when measured by score obtained by teachers when measured by Introversion-Extroversion Inventory' by P.F. Aziz and Agnihotry

**Teachers:**

Teachers means the people engaged in teaching profession who have acquired the required qualification for teaching & are working in educational institutions. In the present study teachers means the individuals teaching in secondary govt. and private schools of Haryana.

**1.10.0 DELIMITATION OF THE STUDY:**

- The present study was delimited to south Haryana only.
  The present study was delimited to four districts Gurgaon, Jhajjar, Rewari, Mewat districts of south Haryana only.
- The present study was delimited to teachers working in govt. and private secondary schools only
The present study was delimited to secondary schools teachers equally balanced among rural-urban area and male-female.

The present study was delimited to four variables of school teachers. These variables are stress, coping behaviour, emotional intelligence and personality traits.

The present study was delimited to the use of only psychometric or attributed measures of different variables incorporated in the study.

Identification of stress among teachers was delimited to the scores obtained on Teachers Stress Inventory by Haridrader Singh & Srivastva.

The study was delimited to dimensions of emotional Intelligence of teachers as measured by Emotional Intelligence Scale by Dalip Sing & N.K. Chadha

The study was delimited to coping behaviour as measured by Coping Response Inventory-Adult by Moos and Personality traits as measured by Introversion-Extroversion Inventory by Agnihotri & P.F. Aziz.

**CHAPTERISATION**

The present study has been organized in the following chapters.

- Chapter-I Introduction
- Chapter-II Review of the Related literature
- Chapter-III Method of Procedure
- Chapter-IV analysis interpretation and discussion
- Chapter-V Conclusions, Educational Implications and suggestions for further research.

Summary

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