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 plans 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 in the Information age due to industrialization and electronic revolution. The new disease which is hitting the newspapers nowadays is the stress. Thus the modern world which is said to be the world of achievement is also the world of stress. One can find stress everywhere, whether it is within the family, business organization, enterprise or any other social and economic activity. Right from the time of birth till the last breath, 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 stresses.

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 one 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 pervasive in all human experience in our educational institutions.

**STRESS: MEANING AND SOURCES**

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 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 term stress emerged in the literature from Latin word
‘Stringer’ that refers to hardship, straits, adversity or affiliation. The word stringer was popularly used in the seventieth century. In the 18th and 19th 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.

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.

Hans Selye (1956) defined stress as a non specific bodily response to any demand caused by either pleasant or unpleasant conditions.

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

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

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

Pestonjee (1992) said that stress is that stimulus which imposes detectable strain that can not be easily accommodated.

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 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.

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

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

The conditions of imbalance or disequilibrium between body and mind is due to some agents or demands. Those agents or demands which causes stress are known as stressors. After going through related literature it was found that Copper and Marshal (1977) divided stressors into seven major categories based on the sources. These are (i) Factors intrinsic to the job (ii) Role in the organization (iii) Career development (iv) Organizational structure and climate (v) Relation within organizations (vi) Individual or personal factors and (vii) Extra
organizational sources of stress. Mohanah and Hekelar (1984) identified four major sources of stress. These are (i) personal (ii) financial (iii) relations and (iv) occupational stressors. Shapre (1993) identified six life style stressors ie (i) performance (ii) threat (iii) frustration (iv) boredom (v) bereavement and (vi) physical stressors.

COPING:-

How to cope with stressors? How can we be successful without damaging the equilibrium of perfect body and mind and still maintain the kind of speed required. What are coping skills required to deal creatively with stress eclipse? Coping helps in reducing the stress. Coping can be described as the effect mode 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 qualities to be 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. By adopting one or two coping skills we can save ourselves before, during and after stress attack. Some of the coping positive attitude problem solving, goal setting, life style assessment, decision making, listening faith, contact, support groups, networking, interpersonal skill training, commitment, internal motivation, auto suggestions, belief in one self, positive believing and learning to say "No."

EMOTIONAL INTELLIGENCE

There are different psychological factors which affect the stress and coping behavior of an individual. One of them is emotions. Emotions are reactions consisting of physiological reactions, subjective cognitive state and expressive behaviors. Emotions influence the way we think to how we process information about ourselves or external world. People who have a control over their life can manage and know their feelings well and reach and deal effectively with other people's feeling. While the people who can not have control over their emotional life fight inner battles that sabotage their ability to focus on work and think clearly (Goleman 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 (1996), Greenspan (1989) also put forward and El Model followed by Salovey and Myer (1990) and Goleman (1995). Emotional intelligence is a type of social intelligence which involves the capacity for recognizing our
own feelings and those of others for motivating our self and for managing our emotions well in our selves and in our relationship. Various characteristics make up emotional intelligence such as self motivation, ability to control impulses, regulate moods and keep distress away from swamping the ability to think. The term was coined in 1990 by Peter Salovey a Yale psychologist and Johan Mayer of University of Hampshire. It is regarded as the prime parameter to measure an individuals chance of success in life. Emotional intelligence explains the characteristics in a person such as self awareness, self motivation, impulse control and empathy. Emotional intelligence is not based on logic and reason, structure or system. It is a skill set developed on experience the emotional experience individual develops through trial and error, values and feelings. Huber found that successful senior leaders have a strong combinational and cognitive abilities. Salovey (1990) developed a definition of emotional intelligence which involves five characteristics of self awareness or knowing one's own emotions, the ability to manages one's emotion and impulses self motivation skills, empathy or the ability to sense how others are feeling and finally, social skills or ability to handle the emotions of other people.

**PERSONALITY TRAITS**

Another variable which has been taken in this study is personality traits (extroversion-introversion). 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. To understand the nature and types of personality a number of theories have been propounded from time to time by different psychogists. These are classified as type approach, trait approach, type-cum-trait approach, psychoanalytical approach. Jung as Swiss psychiatrist attempted to classify human being on two behaviour dimensions extrovert and introvert. A person who tends to withdraw into himself especially when faced by emotional conflicts and stress in his environment to the alone. Introvert individual is shy, avoid people and enjoys to be alone. Introverts are self centered, less social, more given to thinking, better in writing inclined to worries and lack flexibility. In contrast to introvert type extrovert person's orientation is towards the external world. He deals with people intelligently in social situations. He is conventional outgoing, social, friendly, adventure, cooperation, bold and free from worries.

**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 haves been drastically diversified, but the task 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 on teacher in respect their preparation of lesson and adopting and maintenance 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 there changes were designed to benefit the 'clients' and have resulted in an even greater burden on 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' 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 interruptions, 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 adolescents students 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, in adequate 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, gastro intestinal 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 employees who felt stress feel.

Cox. T. Macky C.J, Cox, Wall, C and Brockley (1978) in a study of school teacher reported that 79% of teachers mentioned their jobs as the main source of stress in their like 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.
JUSTIFICATION OF THE STUDY:

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 abuses 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 classroom. 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. As an outcome of stress and dissatisfaction, they lose interest in their professional responsibilities and consequently students' preparation for future life gets adversely affected. Stressful and dissatisfied teachers are likely to have less attachment with their institution and less dedication to their profession. The effect of teacher stress is not restricted to the classroom. It is obvious that a teacher under stress does not produce good results.

Their low level of involvement, unfavorable work values and dissatisfaction with teaching is deterrent for the interest of teaching as well as student community. This can lead to lowering the standard of equation. So it is necessary to understand the stresses felt by teachers. Thus the investigator though it will not be out of point but humble venture to make a study of stress and coping behaviour of teachers in relation to emotional intelligence and personality traits. Hence the study is justified.

**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

**OBJECTIVES OF THE STUDY:**

The objectives of present study were:

**Objectives related to stress and coping behaviour**

- To study the stress among teachers.
- To compare the stress of male and female teachers.
- To compare the stress of teachers belonging to rural and urban areas.
o To compare the stress of teachers working in Govt. and private schools.
o To study the coping behaviour of teachers.
o To compare the coping behaviour of male and female teachers.
o To compare the coping behaviour of teachers belonging to rural and urban areas.
o 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:-

o To study the emotional intelligence of teachers.
o To compare the emotional intelligence of male and female teachers.
o To compare the emotional intelligence of teachers belonging to rural and urban areas.
o To compare the emotional intelligence of teachers working in Govt. and private schools.
o To study the relationship between stress and emotional intelligence of male teachers
o To study the relationship of stress and emotional intelligence of female teachers
o To study the relationship of stress and emotional intelligence of teachers belonging to rural and urban areas.
o To study the relationship of stress and emotional intelligence of teachers working in Govt. and private schools.
o To compare the stress of teachers with high and low emotional intelligence.
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.

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.**

- To study the personality traits of Teachers.
- To study the relationship of stress and personality traits of male teachers.
- To study the relationship of stress and personality traits of female teachers.
- To study the relationship of stress and personality traits of teachers belonging to rural area.
- To study the relationship of stress and personality traits of teachers belonging to urban area.
- To study the relationship of stress and personality traits of teachers working in Govt. schools.
- To study the relationship of stress and personality traits of teachers working in private schools.
- To compare the stress of introvert and extrovert teachers.
- To compare the coping behaviour of introvert and extrovert teachers.
- 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.
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:-**

- There is no significant difference in stress of male and female teachers.
- There is no significant difference in stress of teachers belonging to rural and urban areas.
- There is no significant difference in stress of teachers working in Govt. and private schools.
- There is no significant difference in coping behaviour of male and female teachers.
- There is no significant difference in coping behaviour of teachers belonging to rural and urban area.
- 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:**

- There is no significant difference in emotional intelligence of male and female teachers.
- There is no significant difference in emotional intelligence of teachers belonging to rural and urban areas.
- There is no significant difference in emotional intelligence of teachers working in Govt. and private schools.
- There is no significant difference in stress of teachers with high and low emotional intelligence.
- There exists significant relationship between stress and emotional intelligence of male teachers.
• There exists significant relationship between stress and emotional intelligence of female teachers.
• There exists significant relationship between stress and emotional intelligence of teachers belonging to rural area.
• There exists significant relationship between stress and emotional intelligence of teachers belonging to urban areas.
• There exists significant relationship between stress and emotional intelligence of teachers working in Govt. and private schools.
• There is no significant difference in stress of teachers with high and low emotional intelligence.
• 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
• 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:-**
• There exists significant relationship between stress and personality traits of male teachers.
• There exists significant relationship between stress and personality traits of female teachers.
• There exists significant relationship between stress and personality traits of teachers belonging to rural area.
• There exists significant relationship between stress and personality traits of teachers belonging to urban area.
• There is no significant difference in stress of extrovert and introvert teachers.
o There is no significant difference in coping behaviour of extrovert and introvert teachers.

o 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

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 way's 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 when measured by Teacher's stress Inventory developed and standarised 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 qualities 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:-**

The term personality is device from Latin word persona which means mask that According to Cattle personality is that which permits a prediction of what a person will do in given situation, According to Eysenck 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 Introversion-Extroversion Inttentory' by P.Aziz and Agnihotry

**Teachers :-**

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

DELIMITATION OF THE STUDY:-
1. The present study has been delimited to south Haryana only. The present study has been delimited to four districts Gurgaon, Jhajjar, Rewari, Mewat districts of south Haryana only.
2. The present study has been delimited to teachers working in govt. and private secondary schools affiliated to Haryana board of school education.
3. The present study has been delimited to secondary schools teachers equally balanced among rural/urban area and male female.
4. The present study has been delimited to four variables of school teachers. These variables are stress, coping behaviour, emotional intelligence and personality traits.
5. The present study has been delimited to the use of only psychometric or attributed measures of different variables in Corporate in the study.
6. Identification of stress among teachers was delimited to the scores obtained on 'Teachers Stress Inventory' by Haridrader Singh & Srivastva.
7. The study has been delimited to dimensions of emotional Intelligence of teachers as measured by 'Emotional Intelligence Test', by Dalip Sing &
8. The study has been delimited to coping behaviour as measured by 'Coping Response Inventory-Adult' by Moos and Personality traits or measured by 'Introversion-Extroversion Inventory by Agnihotri & P.F. Aziz.'
**SAMPLE:-**

The study of total population is not possible and it is also impractical. The practical limitations, cost, time and other factors which are operative in the situation stand in the way of studying the total population. So the concept of sampling has been introduced with a view of making research findings economical and accurate. Thus sample is a small portion of population selected off the study. Validity and reliability of study depends upon the represent activeness of sample to a great extent. Results drawn on the basis of representative sample can be true for whole population.

The sample selected should be adequate and true representative of the population. The present study was a descriptive survey which was conducted on teachers. There are many techniques of selection of sample i.e. probability and non probability sampling. Keeping in view the objective of the present study, the investigator used multistage stratified random sampling technique due to heterogeneous characteristics of the population. The criteria or randomization are met when every individual in the population has ample chance for being chosen and when selection of one individual or thing has no influence on the choice of another.

The study was confined to 4 districts of Haryana state. Out of these four districts one block was selected randomly. Then from each block selected, 14 schools were selected. Then from 56 schools, 672 teachers were selected randomly from the list of teachers working in these schools. Thus the sample was equally balanced between teachers from rural/urban, private school as well as male and females.
VARIABLES INVOLVED IN THE STUDY:-

The present study involved two types of variables namely.

A Dependent variable is that factor which is observed and measured to determine the effect of the independent variable. In the present study, stress and coping behaviour are dependent variables.

B. Independent variable is that factor which is measured, manipulated and selected by the experimenter to determine the relationship to an observed phenomena. In the present study, The personality traits and emotional Intelligence are the independent variables.

METHOD:-

There main objective of present study was to study the stress and coping bahaviour of teachers in relation their personality treats and emotional Intelligence. In the context of different objectives, several hypotheses were formulated. So test the hypotheses data was collected by adopting appropriate method. There are member of methods which are commonly used in research like historical, descriptive survey method has been employed. The descriptive investigations are of immense value in solving problems about students, school organization, supervisor and administration, curriculum, teaching methods and evaluation.

This method is the most popular and most widely used research method in education. A survey method is organized and attempt to analyses, interprets and reports the present status of a social institution, group or area. Survey studies are conducted to collect detailed description of existing phenomenon with the intent of employing data to, justify current conditions and practices or to make more intelligent plans for improving them.
Thus keeping in view the objectives of the study, Descriptive survey method was used.

**TOOLS USED FOR DATA COLLECTION**

The investigator used the following tools to collect the data related to different variables involved in the present study.

1. 'Teachers Stress Inventory' developed and standardized by Harendra Singh and J.P. Srivastava
2. 'Coping Response Inventory- adult development and standardized by R H Moos
3. 'Emotional Intelligence Test' development by N K Chadda and Dalip Singh
4. Introversion–Extroversion Inventory developed and standardized by Agnihotri and P.F. Aziz

**PROCEDURE OF DATE COLLECTION:-**

The present study was based upon primary data. For the collection of data, the descriptive survey method was used. After selecting the schools the investigator visited the sampled schools. With the prior permission of head of the institutions, the investigator met the teachers. The rapport was established with the teachers. The objectives of the present study were explained in brief to the respondents. The respondents were told that their responses will be kept in complete secret and will be used only for research purpose. Every effort, was made to secure frank and sincere responses from the respondents. All the instructions related to the procedure of giving responses to the tools were given. Then the investigator distributed all the selected tools to the respondents and were asked to fill up the questionnaires as per instruction related to each tool. The respondents were very much co-operative. The head of the institution and teachers were very much considerate and
because of their sincere cooperation the investigator did not face any worth quoting difficulty. The filled up questionnaires were collected and scoring was done as per scoring method of each tools. The administration of different tools ended with thanks by investigator. The investigator collected the total data of teachers The collected data was then analysed by using different statistical techniques.

**STATISTICAL TECHNIQUES USED:-**

Keeping in view the objectives as well as the design of the study, descriptive, correlation, inertial statistics were used for analysis of data. Mean, standard deviations for each of the variables were computed. Pearson's coefficients of correlation were computed among different variables of study. 't' test was employed to see the difference on different variable under study. Regression analysis was used to ascertain the predictability of emotional intelligence, personality trait for stress and coping behaviour.

**CONCLUSIONS RELATED TO STRESS AND COPING BEHAVIOR OF TEACHERS**

1. The results related to stress reveals that 3% Teachers belong to very high level of stress whereas 14% teachers belong to high level of stress. It is also concluded that 67% teachers have average level of stress. The remaining 12% of teachers belong to low level of stress and 4% of teachers belong to very low level of stress.

2. There is significant difference in stress of male and female teachers. It means the stress among teachers is affected by their sex. The female teachers are more stressed as compared to male teachers.
3 Teachers belonging to rural and urban area do differ significantly on the variable of stress. So it can be concluded that stress of teachers is affected by rural urban background of teachers. Teachers belonging to urban area are more stressed as compared to teachers belonging to rural area.

4 There is significant difference in stress of teachers working in govt and private schools. The teachers of govt. schools have less stress as compared to stress of teachers of private schools.

5 The male and female teachers differ significantly on the variable of coping. It means the coping behavior of teachers is affected by their sex. The female teachers use seeking alternative rewired, seeking guidance and supports and emotional discharge responses more as compare to male teachers. The male and female teachers do not differ in using other cognitive and avoidance responses.

6 The teachers belonging to rural-urban areas do not differ significantly in their coping behavior. So it is concluded that the rural urban background of teachers do not affect the coping behavior of teachers.

7 There is no significant difference in coping behaviors of teachers of govt and private schools. So it was concluded that coping behavior of teacher is not affected by nature of schools.

CONCLUSION RELATED TO EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP WITH STRESS AND COPING BEHAVIOUR OF TEACHERS.

1. It was concluded that 14 % teachers belong to high emotional intelligence group 69% teachers have moderate
(average) emotional intelligence while the remaining 17% have emotional intelligence lower than moderate.

2. There is no significant difference in emotional intelligence of male and female teachers. Thus it was concluded that emotional intelligence of teachers is not affected by their gender.

3. The teachers belonging to rural and urban areas do not differ significantly on the variable of emotional intelligence. Thus emotional intelligence is not affected by rural-urban background.

4. No significant difference exists in emotional intelligence of teachers working in govt. and private schools.

5. There is significant and negative relationship between emotional intelligence and stress of teachers. As the emotional intelligence increases the stress among teaches decreases and vice versa.

6. There is significant and negative relationship between stress and emotional intelligence of male and female teachers.

7. There exists significant and negative relationship between stress and emotional intelligence of teachers belonging to rural and urban areas.

8. There exists significant and negative relationship between stress and emotional intelligence of teachers of govt and private schools.

9. There is significant difference in stress of teacher having high and low emotional intelligence. Teachers with high emotional intelligence have less stress as compared to teacher with low emotional intelligence.
10. There is significant and positive relationship between coping behavior and emotional intelligence of teachers. Teachers with high emotional intelligence have good coping behavior as compared to teachers with low emotional intelligence.

CONCLUSIONS RELATED TO PERSONALITY TRAITS AND ITS RELATIONSHIP WITH STRESS AND COPING BEHAVIOUR OF TEACHERS
1. On analysis of data, it was concluded that 66% teachers are ambivert, 16% teachers are introvert while the remaining 18% teachers are extrovert in nature.
2. There is significant relationship between personality traits and stress among teachers. Male teachers who are extrovert a nature are less stressed as compared to introvert teachers.
3. There is significant relationship between personality traits and stress of teachers. The teachers who are extrovert have less stress as compared to ambivert teachers.
4. There exists significant difference in stress of ambivert and introvert teachers. The ambivert teachers have less stress as compared to introvert teachers.
5. The teachers having extrovert nature have less stress as compared to teachers having introvert nature.
6. There exists significant and positive relationship between personality traits and coping behaviour of teachers. Extrovert teachers have good coping bahaviour as compared to their counterpart introvert teacher.

EDUCATIONAL IMPLICATIONS
Research studies are conducted with the view of advancement of knowledge in concerned field thereby building
new principles and theories. The present research was conducted to study the stress among teachers in relation to emotional intelligence and personality traits. All the research in the field of education has implications. A perusal of the present study makes it evident that the investigator attempted to break new ground in research related to this topic. The quantitative findings of preset study are discussed earlier. However, some of its practical implications can be pulled together to consider its importance.

The findings of present study have a bearing for the researchers, educational planners, principals, counselors, teachers and other personnel related to teaching profession. Therefore, the placations of research findings of present study are mentioned as under:

1. The findings of present study will serve as basic data for the research scholars of education and psychology for undertaking research work related to stress, emotional intelligence, personality traits and coping behaviour.

2. The finding of present study will serve as guides to principal, administer or of schools in creation conducive environment for reducing the stress among teachers by knowing the causes of stress which are directly related to school environment.

3. The findings of present study shows that I have is negative correlation between stress and emotional intelligence. Higher the intelligence among teachers, lower is the stress. So the authorities should conduct such types of in-service (workshop & refresher courses) programmes for teachers which are very helpful in enhancing the emotional intelligence
4. The findings of present study will serve as guide to school authorities responsible for teachers' selection the teachers to be recruited can be screened for different dimensions of personality traits, emotional intelligence and stress etc.

5. The findings of present study show the relationship between stress, emotional intelligence and personality traits of teachers. So to reduce the stress among teachers, some counseling and clinical intervention programmes can be designed and organized. By reducing the stress among teachers the teaching outcomes can be increased.

6. The findings of present study will be helpful for psychologists in studying the relationship between stress, coping behaviour and emotional intelligence and personality traits of teachers.

7. The present teacher education programmes in the country are heavily loaded with the theoretical content. It lacks the integration of knowledge with emotional and other human situations. There is strong need of emotional education and educational and moral training of teachers.

8. Teachers should not be rigid in their thinking and in ways of dealing with students and staff. The findings of present study will be helpful to individual teachers to evaluate their own behaviour and knowing their stress and its causes.

9. By being aware the teachers can reduce stress by sympathetic handling the situation and adopting the coping strategies to acquire positive and useful goals for growth and motivation.

10. Coping strategies helps in reducing the stress. So school authorities should organize different orientation programmes workshops and seminars for giving practical
knowledge of these strategies so that by acquiring these in their life teacher may be able to reduce stress. This can be done by organizations informal social gathering and various kinds of extra-curricular activities for teachers to promote mutual understanding.

11. One of the causes of stress among teachers is heavy workload. The school authorities should find ways to lessen heavy workload by lifting some of none teaching duties of teachers and distributing workload evenly among teachers.

12. The findings of present study have educational implications for education department, too. The education department should see the needs of teachers by discussing with Govt. for increasing welfare benefits and upgrading the social status of teacher for reducing the stress among teachers.

13. The education department should provide more teaching aids and resources for different subjects so that teachers can get more information and make teaching more effective and interesting.

14. Opportunities should be provided to teachers to fulfill their needs in order to avoid the feeling of stress. The school authority should help the teachers to develop their potential in teaching by allowing them a higher degree of flexibility and independence in teaching. The school authority respect to reduce stress

15. Personality traits are relatively stable disposition of a person. The present findings have highlighted the significant correlates of personality traits and stress. So the
teachers to be recruited can be screened of personality traits which appear to make them vulnerable to stress.

SUGGESTIONS FOR FURTHER RESEARCH:

Researches are never completed. One research opens various new directions for further research. The same is true for present study. Due to paucity of time and resources at the disposal of the investigator, all the aspects of the problem can not be expected to deal with. Therefore, the present study opens up certain avenues for further research which are briefly given below:

1. The present study was confined to 672 teachers of 5 districts of Haryana. Further study can be replicated on a larger sample taken from other states or districts.

2. The present study was confined to teachers belonging to high schools of Haryana. The study can be extended to other categories of teachers i.e. primary, senior secondary schools and college teachers.

3. Further studies can be conducted on teachers of other institutions like engineering, polytechnics, medical and colleges of education.

4. The present study was confined to teachers of Haryana state. Similar studies can be conducted on adolescents or students of different types of institutions.

5. The present study was confined to stress, emotional intelligence, coping behaviour and personality traits only. Further studies can be conducted by involving other variables like personality needs, adjustment, creativity, home environment, mental health etc of teachers.

6. Further studies may be conducted by involving variables like job satisfaction, organization climate, experience, age
and teachers, participation in decision making, attitude, and intelligence of teachers

7. A comparative study can be undertaken to study stress among teacher educators and students of government/govt aided colleges of education and self financed colleges in Haryana.

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