CHAPTER- II

REVIEW OF RELATED LITERATURE

2.0.0 INTRODUCTION:-

Previous chapter namely Introduction dealt with the origin and statement of problem, objectives, hypotheses, operational definitions of key terms used and rationale of the present study. The chapter in hand named 'Review of Related Literature' is concerned with comprehensive review of studies in India & abroad related to variables involved in the present study. Reviews of related studies develop the insight in selecting samples, tools for data collection and statistical techniques to be used for analysis of data.

Thus reviewing the literature is one of the most indispensable part of the research. This helps an investigator in many ways like knowing quantum of works done in the field knowing how to tackle his own problem and avoiding the risk involved in duplication of research. Besides, it gives an understanding of problem related to this field. Essentially, review economizes time and energy of investigator.

Survey of related literature equip the investigator with adequate information regarding the field in general and problem in particular. It provides the investigator an up to date information in the concerned field. The findings of earlier experiments encourage the new workers to embark upon useful project in education, on the basis of earlier pertinence, avoiding the past mistakes or defeats. It will be useful to see as what has already been done concerning the problem at hand. Moreover, researches conducted in the respective field have not been
published owing to lack of publishing facilities. Thus there is a scarcity of Indian literature as well researcher in related field.

Survey of related literature is an essential prerequisite to actual planning and execution of any research project. It is like surveying the area and judging the distance first and then to formulate a plan. It helps the researcher in avoiding duplication on the one hand, and in getting benefit from similar studies or the other in respect of method adopted and devices used in the collection of data and their organization and interpretation. For all these reasons, research worker has to go through the available relevant literature before actually commencing the work of his own research.

"The review of related literature is must for scientific approach in all areas of scientific research. One can develop an insight into the problem to be investigating unless and until one has learnt what others have done in a particular area of his own interest. Thus the related literature forms the foundation upon which all work can be built" (Page VI, Bery 1967)

In the words of Good, Barr and Scates 'The competent physician must keep abreast of the latest discoveries in the field of medicine' obviously the careful students of education or investigation should become familiar with the location and use of source of educational information. C.V.Good thinks 'The key to vast stock house of published literature may open doors to the source of significant, problems and explanatory hypotheses and provides helpful orientation for definition of problem, background for selection of procedure and comparative data for interpretation of results, in order to be truly creative and original. One must read extensively and critically as a stimulus to thinking.
According to Best (1978), 'Practically all human knowledge can be found in books and libraries. Unlike some other animals that start a new with each generation man builds upon the accumulated and recorded knowledge of the past.' Best has further said, 'A familiar study with the literature keeps the students to find out, what method of attack have to be promising and disappointing and problems remain to be solved.'

Further, the remark made by Van Dale in this context is worth noting. The review of educational research gives you an excellent overview of the work that has been done in the field and helps to keep up with recent developments. It helps to move further in the right direction.

In the present chapter, the investigator has presented comprehensive and detailed review of research studies related to concerned field. Research studies for the review were from encyclopedia, journals, abstracts and other published materials. Some unpublished Ph.D. thesis and dissertations were also reviewed from university libraries and are included in this chapter.

2.1.0 STUDIES RELATED TO STRESS IN INDIA AND ABROAD

Numerous studies have examined job stress among faculty (Barnes, et. al 1998; Blackburn and Bently 1993, Blix, et al 1994, Bowden 2000, Lease 1999, Genelch et al 1986; Marcy, 1996; Thompson and Dly, 1998; Thorsen, 1996). The most widely accepted framework for conducting research on job stress has been Person Environment (PE) theory Edward and Cooper (1990); Spiel Berger and Vagg (1999). Researches have consistently reported time pressure (Barnes et. al 1998), Thompson and Dly, 1998; Smith et al 1995; Gmelch et al 1986) high self expectations (Smith et al 1995) and research and
publication demands (Astin. 1993; Blix et al 1994), as significant sources of stress. Marcy (1996), reported that untenured faculty had higher level of stress than tenured faculty. Blix et al (1994) found that faculty having less than 10 years of experience had higher stress than faculty with more than 20 years of experience. Smith et al (1995) found that stress level differed among faculty in different academic disciplines. The association of job stress has been found with enduring properties of the persons such as locus of control (Anderson 1977, Kobasa 1979; Conard, 1982; Chadrow, 1984) with characteristics of interpersonal relations such as social support (Sandler, 1980; Broadhead, 1983; Leavys, 1988) and with job involvement (Wiener & Mrickey 1987)

Anderson (1977); Bulman and Wortman (1977; Kaplan and Denour (1980; Farkas (1983) has showed that internality is inversely related to the level of perceived occupational stress. Chadrow, Clayson and Frost (1984) have also found that a subject with internal locus of control indicate low stress.

Able and Sewell (1999) investigated differences in the sources of stress between rural and urban schools. The main findings of the study were significantly greater stress was found for urban versus rural schools from (i) poor working conditions, including inadequate resources (ii) lack of recognition and advancement prospects and (iii) poor staff relations, including both colleagues and school administer. For both urban and rural schools, student misbehaviour and time pressure were the leading sources of stress, with no significant differences between groups.

In an investigation of teacher stress by Boyle, Borg, Folzon and Baglion (1995), dimensions of stress were workload, student misbehaviour, professional recognition needs, time/resource
difficulties and poor colleagues relations students misbehaviour and workload emerged as the strongest predictors of stress and were entirely consistent with studies reported elsewhere. However, results of time/resource difficulties and professional recognition needs, contradicted, the findings of other researchers. Poor relations with colleagues failed to emerge as a direct predictor of stress in its own right, in contrast to results generally reported by other researchers. Regardless of the contradiction in some of these results, the study still offers the support for notion of multiple sources of teacher stress in line with similar search.

Czubaj (1996) cited several studies that explored how the effectiveness of one’s stress coping may be related to motivational differences in the face of objective stresses. Some of the variables identified as intrinsic motivators were internal locus of control, self efficiency, outcome expectations, psychological attachment to teaching profession and failure tolerance. The study also reveals that in contrast, people who were higher on external locus of control and lower on the remaining dimensions were more likely to experience stress or burnout when external stressors accumulated. The results highlighted the idea of stress as transactions between person and environment and points to a need for robust supportive cultures to counter balance individual variation in stress coping.

Chaplin R.P. (2008) investigated a relationship between stress and psychological distress among trainees secondary school in England specially. The study examined the structure of a teacher stress scale and its relationship to mental health as measured by the 12 Item General Health Questionnaires. The factors identified were behaviour management, workload lack
and support. Differences were identified between men and women in respect of stresses and psychological distress. Stress attribute to perceived occupational stress was found significant predictors of psychological distress.

David and Wilson (2000) examined the results of efforts to empower teachers to reduce stress and improve job satisfaction and motivation. They conceptualized personal power as part of intrinsic motivation and included cognitive and behavioural aspects such as competence, meaningfulness, impact and choice. The findings of the study revealed that the more principles participated in empowering behaviour, the more teachers were encouraged to make effective choices in fulfillment of job tasks. While no direct relationship was found between principals empowering behaviour and stress or job satisfaction, a moderately strong positive association was found between both variables and improvements in teacher’s sense of personal power.

McCormick and Solman (1992) examined the nature of occupational stress for teachers, with an emphasis on blame as the behavioural externalization of low job satisfaction among teaching professionals. The analysis of data revealed four factors likely to engender teacher stress (i) supervision (ii) extrinsic factors such as low salary level and poor working conditions (iii) school culture (iv) low satisfaction with advancement opportunities.

Plastidou, Maria, Agaliotis and Loannist (2007) studied the perceived level of burnout, job satisfaction and job related stress factor. The study was conducted on 127 Greek special education teachers at primary school level by using 'Maclach Burnout Inventory', the 'Employee Satisfaction Inventory' and
the 'Inventory of Job related Stress Factor' (an instrument developed by investigators). The results indicated that Greek special education teachers reported average to low level of burnout. They reported moderately high levels of satisfaction with their job, the principals and the school organization as a whole, they also reported average satisfaction with prospects of promotion and pay. The following four factors were identified on job related stress factors (i) teaching is a multi category classroom (ii) programme organization and implementation (iii) assessment of students (iv) collaborations with other special education experts & parents.

Punch and Tuetteman (1996) investigated the relationship between support found in the work environment and amelioration of teacher stress in Western Australian secondary schools. The following stressors were identified in the present study (i) inadequate access to facilities (ii) intrusion of school related work into recreational time (iii) student misbehavior and (iv) excessive societal expectations.

Employers and governments have had increasing concern about occupational stress for over twenty years (Le Fevre, Matheny and Kort 2003) in the post decade, affects effects of economic globalization and rapid technological changed have resulted in increased work loads and faster pace in work places (Dollord 2003) Modern trends such as organizational downsizing, competition for funding and high demand jobs have led to rising occupational stress (Dollord 2003). The cost of occupational stress in the US is estimated to range between 200 and 300 billion dollars annually (Le Fevre, Matheny & Kort 2003). One study in US revealed that 54 percent of absence from work is estimated to be stress related (Elkin & Rosch, 1990). Another
report was that 75 percent to 90 percent of physician visits are estimated to be stress-related complaints and illness. Unmanaged stress for employees can result in short and long term negative health effects including exhaustion, physical pain, depression, sleep disturbances and even death. (Brock & Grady 2002, Le Fevre, Matheny & Kort 2003)

Teachers are perennially exposed to high levels of stress, cutting across all cultures (Cooper & Kelly, 1993; Gaziel, 1993; Reglin e Reitzammer, 1997, Chan 1998; Mokdad, 2005). The combination of long working hours, insufficient pay, role ambiguity, poor teaching facilities, lack of social recognition, poor organizational climate, stressful recipe. As kyriacou (1987) points out “It is the insidious day to day sources of stress with their calculative effect, and not the less frequent but occasionally intense sources of stress, which teachers are concerned with.

Teachers lives are adversely affected by stress. Leading to physical ill health (otto, 1986, Mokdad, 2005) and mental ill health (Fletcher & Payne, 1982; Finlay – Jones, 1986; Beer & Beer, 1992) Teacher stress often affects the teacher’s ability to function effectively (Blase, 1984). Sometimes to the extent of causing teacher burnout (Seldman & Zager, 1998)

Kysiacou (2001) reported that main sources of teacher stress stem from teaching/students who lack motivation, maintaining discipline in the classroom, confronting general time pressure and workload demands, being exposed to a large amount of change, being evaluated try others, having difficult or challenging relationship with colleagues, administration or management and being exposing to generally poor working conditions. For teachers, however, situational constraints
impinge heavily on their capacity to manage stress, regardless to its intensity

For this occupational, the sources of stress are manifold and intensity the conflict between preservation of well being and continuing to function in the face of such influences. Like their colleagues, teachers are subject to the interaction of organizational and individual level factors typically associated with work and work stress. The outcomes for teachers are more pronounced in light of the well documental isolation they experience in normal course of their work (Cochran Smith & Lytle 1992) Isolation produces a double bind for teachers, in that it allows for privacy, but can also lead to loneliness and while it permits autonomy, it can amplify one’s sense of separation

Ojha, Sandhya & Urmila Rani (2004) conducted a study to examine & compare (i) The level of life stress and various dimension of mental health (positive self evaluation, perceptions of reality, integration of personality, group oriented attitudes, autonomy and environmental mastery) among working and non working Indian women. (ii) Nature of relationship between life stress and mental health among working and non working Indian women. (iii) The relative contributions of various dimensions of mental health in the prediction of life stress among working and non working Indian women.

The present study was conducted on 60 Indian women (30 working and 30 non working) by using Presumptive Stressful Life Events Scale (PSLE) developed by Singh, Kaur & Kaur (1981) and Mental Health Inventory developed by Jagdish & Srivastva (1983). The results indicated that working women significantly scored higher on life stress in comparison to non working women. How ever the differences between these two groups were
not found to be significant on all the dimensions on mental health. The findings further revealed that in both working and non working women, significantly negative correlations were found between life stress and positive self evaluation and between life stress and integration of personality.

Vijay Laxmi Aminabhavi, V. Kambley (2004) conducted a study to study the relation between work motivation and stress coping behaviour of technical personnel. The sample comprised 30 technical personnel (engineers) working in railway workshop carriage repair at Hubli, Karantaka state. The study was conducted by using Work Motivation Questionnaire developed by A.G. Agarwal (1988) and ‘How you cope with Stress’ developed by Cooper, Sloan & William (1988). Product movement correlation co-efficient was worked out for work motivation and stress coping behaviour score. The findings showed that the technical personnel working in railway workshop have high work motivation as well as significantly higher stress coping behaviour. The study reveals that middle aged technical personnel of railway workshop have significantly higher stress coping behaviour when compared to order technical personnel.

The study conducted by Kamaljeet & Ira Das (1997) concluded that stress, strain and coping was not affected by the personality patterns of the individual but that some other environmental factors and circumstances were responsible for these aspects.

Ahuja P. Harshpinder (2000) to study the mental stress management techniques utilized by women in Ludhiana city. A total sample of 150 respondents were studied under 6 subheadings (meditation, psychotherapy, social support, altering situation, planning and reducing responsibilities).
Results show that prayer, recreation, talking, proper-house management, setting priorities were the most common stress management techniques utilized by women. Working women were significantly making more use of certain tasks during time shortage and changing standard of job performance. Use of mental stress management techniques was found in both categories though the frequency was more in working women.

Jain, Meena & Shardha Singh (2006) conducted a study to study the effect of emotional intelligence and personality type on the role stress among medico-couples. A sample of 160 couples from government and private sector was taken from Basti city (District of Uttar Pradesh). The medico couples were in the age group of 35-50 years. The study was conducted by administering (i) Emotional Intelligence Scale by N.k chadha (1998).(ii) Personal type scale by G.Melch(1982) and Role Stress Scale by Udai Pareek (1981) 2X2 factorial design was employed . The results indicate that both the variable had significant effect on role stress. The natures of organization also make significant difference in their emotional intelligence and personality.

Gayatri, B. V.S. Yadav, K.V. Asholatha & P.B. Khodi (2009). conducting a study to know the Stressful life events among male students of pre university courses. The sample of 1999 pre university students were selected randomly from five colleges of Bidar city stressful life events schedule (Biradar, 2007) was used for data collection. The study revealed that 18 percent, 25 percent, 18 percent, 6 percent and 5 percent of students had always experienced stress by family relations, peer relations, academic, physical health and psychological aspects respectively and majority of male students had not been always
experienced stress from family, peer relations, academic, physical health and psychological aspects.

Saini D.S. and S. Saini (2009) conducted study to find out the effect of stress in treatment outcome relapsed and recovered in alcoholics. The study also aimed to study the effect of depression in treatment outcome relapsed and recovered in alcoholics. The sample 300 male (150 urban and 150 rural) were administered Langer’s stress scale and Beck’s depression inventory. The sample of alcoholics was categorized into two groups on the basis of their treatment outcome-relapsed and recovered. t’ test and point bi-serial correlation was computed. The findings of this study revealed that alcoholics with low level of stress and low score on depression were more recovered than high score on stress and depression.

Srivastava, S. and M. Ashana (2007) conducted a study to find out relationship between role stress and mental health of working women. The study was conducted on 150 working women {Clerks, teachers (secondary education) and lecturers (Degree College)} from various government institutions of Varanasi. The age range of the sample was from 25-50 years. The study was conducted by using organizational role stress scale (Parcek 1983) and Mental Health Inventory by Jagdish and Srivastava (1983). ANOVA, ‘t’ test was applied to test the significance of mean differences on mental health regarding integration of personality (I. P.) dimension of working women with different occupational level. The study revealed that occupational status of working women is not related to those dimensions of mental health. But there is significant difference of occupational status on mental health regarding integration of personality (IP) at 0.05 level. The study also shows that I P
dimensions of mental health is negatively correlated with each dimension of role stress and overall stress. Results revealed better mental health in lecturers in comparison to teachers. A significant negative correlation ($r = -.496$) revealed that working women experiencing role stress have poor mental health.

Mehra and Mishra (1999) found that integration of personality (I.P.) has moderating effect on the intrinsic job satisfaction – occupational stress relationship.

Sharma and others (2001) found that the age and the interaction of age and job stress had no significant effect on scores of the general health questionnaire and mental health inventory. The moderate job stress group was less prove to psychological depression manifested least symptoms of neurotic disorders and had better mental health as compared to low or high job stress group.

Mishra and Jain (1997) found that stress is related to mental health. The relationship between stress and mental health is medicated by individual characteristics (eg. commitment, control, coping and personality), situational characteristics and social support are responsible for stress vulnerability. The extent of stress vulnerability varies across sexes and culture.

Majed, M.A. and A.B. Fatema (2009) conducted a study to determine the differences between the total samples of Kuwait and India. Moreover to find out the relations between stress on the one hand and aggression, social anxiety and social skills on the other hand among adolescents in secondary schools for cross cultural study. The study was conducted on two samples one from Kuwait (150 males and 150 females) and other from Republic of India (150 males and 150 females). The study was
conducted by administering stress scale & aggression scale developed by Majed, social anxiety scale by Liebowitz (2004) and social skill scale developed by Albert (2006). The result of the study has shown that there are differences between the variables except in social skills. The results of correlation relationship revealed that there are positive relationship between stress with aggression and social anxiety but negative relationship with social skills among the total samples of Kuwait and India.

Malhotra, N. and M. Kaur (2009) conducted a study ‘stressful life events and gender differences’ The main purpose of this study was to examine the difference in male–female perception of stressful life events. The sample of this study included 100 employed respondents (50 males and 50 females). In the age range 30-45 years taken from Patiala city. The life stressor check list taken from social Readjustment rating scale of Holmes and Rahe (1987) was administered to each respondent in the individual setting. It was hypothesized that females would perceive some stressful life events more seriously and would report more physical and psychological effects as compared to males. There was a significant difference (t = 2.93, P<.01) between mean score of male (M = 83.64) and female (M = 145.02). The findings of the study revealed that female employed group take the sever effect of stressful life events physically and psychologically as compared to male employed group. According to the findings of this study it is evident that stress effects for females employed group are higher than male employed groups. This finding is supported by the fact that women usually develop sense of responsibility and perceive stressful life events as threatening. On the contrary, men are not vulnerable to stress as women. Research conducted by Gupta (1992) showed that
dual responsibilities of the home and work call for multiple roles which put great strain on working women and this may affect their capacity to make marital adjustments.

Shashirekha. T. and Shiva Kumar Chengti (2008) conducted a study to know the occupational stress of employees selected randomly from different sectors of occupations from Gulbora City. The sample consisted of 200 employees having equal number in the form of four levels of occupational status and gender. The data were collected by administering occupational stress scale developed by Srivastav and Singh (1981). The scoring was done with 5 points scale to assess the stress of sample.

‘t’ test was used for analysis of data. The ‘t’ value of 2.46 which is significant tells that there are significant differences between male and female workers in the level of occupational stress. The female employees exhibited higher occupational stress than the male sample. Managers have higher occupational stress than engineers, supervisors and clerks.

Bhatnagar and Bose (1985) found that branch managers scored differently on areas of stress. KedarNath (1986) studied the effect of organizational climates, stress and locus of control of job involvement among banking professionals. He observed that several behaviour scientists in the west as well as in India have recognized that these varieties are crucial casual factors for job involvement among bank profession. Sen (1981) in his study investigated that main stress experienced by employees in bank at different levels.

Gur Pyari Prakash (2009) attempted to examine the effect of coping strategies as moderator variable which buffer the relationship between stress and strain in his study “Effective
moderators of stress – strain relationship among university teachers". The sample consisted of 185 male and 115 female teachers (age range 25 to 55 years. The participants had teaching experience of 1 to above 20 years. It was hypothesized that (i) the effect of role overload (RO), role inefficiency (RI) and role ambiguity (RA) stressors is moderated by cognitive coping strategies (ii) the effect of responsibility (R) and role boundary stressors (RB) is moderated by self care coping strategy (SC) (iii) the effect of physical environment stressor (PE) is moderated by social support coping strategy.

Occupational Stress Inventory (OSI) developed by Osipow and Spokane (1987), comprised of three scales i.e. Occupational Roles Questionnaire (ORQ), Personal Strain Questionnaire (PSQ) and occupational Resources Questionnaire was used to collect the data from sample. The results of moderated regression analysis revealed the fact that social support and self care coping strategy significantly moderate stress – strain relationship among university teachers. It was also concluded that for this sample physical environment (PE) role inefficiency (RI) and role boundary (RB) were the significant stressors contributing to all four types of strain.

Bhatt. S.J. (1997) conducted a study on job stress, job involvement and job satisfaction of teachers. The sample consisted of 120 male and 120 female teachers in the age range of 18-59 years of private and public schools of Jam nagar city. The major findings of the study were (i) the teacher job stress was highly significantly negatively associated with their job involvement, (ii) highly significantly correlated with teachers job satisfaction, (iii) four factors of job stress were significantly negatively with their overall job satisfaction (iv) there existed a
significant negative partial correlation with their overall teacher’s job stress and their job involvement but there was a negative insignificantly partial correlation between a job stress and job satisfaction.

Kumar, Anil (2004) conducted a study of perceived stress of teachers in relation to job satisfaction and certain personality characteristics. The major findings of the study were (i) teachers with less job satisfaction are more prone to perceived stress than those with average or high job satisfaction. (ii) Teachers with favourable personality characteristics experience less than those with less favourable personality characteristics.

Upadhayaya, Bal Krishna and Bhupender Singh (2001) studied the occupational stress among college and school teachers. The findings of the study revealed that (i) higher secondary school teachers showed significantly higher level of stress than the college teachers on the factors related to role overload, role conflict and role ambiguity. (ii) poor relationship with peer group is always a cause of stress to anyone. College teachers and high school teachers differed significantly on this factor.

Shukla Indira (2008) conducted a study entitled ‘Burnout and stress among secondary school teachers in relation to their teaching effectiveness’ The study was conducted to (i) ascertain the relationship between burnout in terms of frequency and intensity and teaching effectiveness as perceived by teachers and students (ii) to ascertain the relationship between teacher’s experienced stress and teaching effectiveness (iii) to ascertain the relationship between teacher’s experienced stress and their perceived burnout (iv) to compare the relationship between perceived burnout in terms of frequency, intensity and teaching
effectiveness as perceived by (i) teachers and students on the basis of teacher’s qualification, experience, subjects taught, type of school and age. (v) to compare the relationship between teacher’s experienced stress and teaching effectiveness as perceived by teachers and students on the basis of teacher’s qualification, experience, subject taught and type of school and age.

The study was conducted by taking 93 secondary school teachers from eleven secondary schools of greater Bombay by using stratified sampling technique. The study was conducted by using Maslach Burnout Inventory (MBI), Teaching Stress Survey (TSS) of M. Mishra, teaching effectiveness – Teacher’s Self Evaluation of teaching effectiveness Rating Scale of M.N. D'Silva. The data were analyzed by using ‘t’ test, Fisher’s Z, product moment co-efficient of correlation and one way ANOVA.

The main finding of the study shows that teaching effectiveness as perceived by teachers and burnout due to intensity and frequency of emotional exhaustion as well as personal accomplishment are significantly related. Teaching effectiveness as perceived by students and burnout due to frequency of personal accomplishment are significantly correlated. Teachers have the perception that teaching effectiveness is not influenced by the level of stress. Students have also the perception that teaching effectiveness is not influenced by the level of stress that teachers perceive. Teachers have shown positive relationship between stress and burnout due to intensity of emotional exhaustion. Relationship of teaching effectiveness as perceived by teachers and burnout did not make any difference between (i) experienced/inexperienced teachers (ii) qualified/overqualified teachers (iii) aided/unaided
school and subject taught (language/social science/science) with
the exception of (i) age of teachers (ii) single sex/Co.ed school.
Relationship of teaching effectiveness as perceived by students
and burnout did not make any difference between (i)
experienced/inexperienced teachers (ii) age of teachers (iii) single
sex/co-ed school (iv) aided/unaided school with exception of (i)
qualified/overqualified teachers and subject taught
(language/social science/science). Teachers have shown that
their stress and teaching effectiveness on the basis of (i)
qualification (ii) experience (iii) subject taught (iv) type of school
and (iv) age of teachers are not related. Similarly teachers stress
and teaching effectiveness as perceived by students on the basis
of (i) qualification (ii) experience (iii) subject taught (iv) type of
school and age of teachers are not related.

A study entitled ‘The effect of emotional intelligence and job
burnout on mental and physical health’ was conducted by
Mohammad Ali Mohammad far, M.S Khan and Bahman Kord
Tamini (2009). The aim of this study was the determination of
the effect size of emotional intelligence and occupational stress
on mental and physical health. The study was conducted on 250
primary and high school teachers which were selected by using
stratified random sampling from schools of Tehran, (Iran).

The study was conducted by using Emotional Intelligence
Scale (EIS), Teacher’s Occupational Stress Questionnaire (TOSQ)
and Mental Health Inventory (MHI) and one Checklist (Physical
health checklist). The result showed that emotional intelligence
was negative significant predictor (b= -0.431, P<.001) .The
teachers who have reported higher emotional intelligence have
better mental health. That is higher perceived stress will produce
worse physical health. This variable was also significant positive predictor in prediction of mental health (b0.383 P (<.001)

A.R Ghaderi, Venkatesh Kumar and Sampath Kumar studied the depression, anxiety and stress among Indian and Iranian students. The purpose of the study was to understand and compare the experience of stress, anxiety and depression among Indian and Iranian students. The sample was selected by using random sampling technique. The sample consisted of 80 Indian and 80 Iranian postgraduate and PhD students from different departments of the University of Mysore. The age of Indian students ranged from 20 to 29 years while those of Iranian students it ranged from 22 to 53 years. The study was conducted by using Depression, Anxiety, Stress Scale by Lovibond and Lovibond (1995) to assess depression, anxiety and stress. The 2x2x3 ANOVA was used for statistical analysis. The findings revealed that the depression, anxiety and stress level of Indian students are significantly higher than those of Iranian students. Further more gender differences were not found significant.

Gayatri, B., V.S Yadav K.V. Ashalatha and P.B. Khadi (2009) conducted a study the status of stressful life events among male students of pre university courses. The sample of the study was drawn from pre university classes of Bhomreddy College, Karnataka College, Govt. Junior college, HeeraLal and PannaLal college of Bidar city. Twenty percent of the total male students present at the time of testing from each of the classes, course of the college were selected randomly. Thus 199 male students of PUC were the sample of study. ‘Stressful Life Event Schedule’ developed by Biradar, (2007) was used to collect the data. The findings revealed that 18 percent, 25 percent, 18
percent, 6 percent and 5 percent of students had always experienced stress, always of family relations, academic, physical health and psychological aspects respectively and majority of male students had not been always experienced stress always from family relations, peer relations, academic, physical, health and psychological aspects.

Badola, Sunita (2009) conducted a study with the objectives like: (i) to find out the difference between sex and stress of primary and secondary school teachers. (ii) To find out the difference between locality and stress of primary and secondary teachers in relation to the category of job. The investigator collected the data by using the Teacher ‘Stress Inventory’ developed by Singh and Srivastava. The data was collected from 101 teachers taken from six blocks of district Chamoli (Uttarakhand). Only govt. primary and secondary schools situated in rural and urban remote hilly areas were selected. It was found that stress did not make any major impact on primary and secondary school teachers since the difference between the mean scores of male and female teachers on this dimension was found to be insignificant.

The other finding was that in rural area male teacher scored higher value in comparison to their male counterparts. In urban areas both primary and secondary female teacher showed insignificant difference on their stress level.

Parmod, K.K and K.P Santosh Kumar (2009) studied the academic stress of teacher students. The aim of study was to compare the mean score of academic stress between male and female, aided and unaided and rural urban sample. The study was conducted on a sample of 500 B.Ed. students which were selected through proportionate stratified random sampling
technique from Malappuram and Kozhikode district of Kerala in affiliation to University of Calicut. Student Academic Stress inventory developed & standardized by Parmod and Santosh (2006) was used.

The study showed that there is significant difference in the mean scores of rural – urban sub samples only. But there is no significant difference in the mean scores of male- female and aided – unaided sub samples. The analysis showed that only the difference in locality affects significantly on academic stress of the teacher trainees, but not by the difference in the gender and type of institutions.

Singh et al. (2000) found in his study that urban female teachers have shown higher mean score than the corresponding mean scores of rural female teachers on certain personality traits viz. pure diligent, studious, patient & more intelligent.

Bhaiyam B and Chaudhary M (2002) reported that married teachers were more positive towards job satisfaction than unmarried teachers. Gakhar, S.C.Paul V.P (2003) Showed that public school teachers were found to have high job stress, high job satisfaction and better adjustment. The findings from another research indicated that both male and female teachers were equally stressed and secondary school male teachers were more stressed than their counterpart female teachers. Anil Kumar (2004) showed in his study that teachers with low job satisfaction are more prone to perceived stress and that of teachers with favourable personality characteristics experience less stress.

Kumar Arun and Ashok Kumar (2004) studied the occupational stress and background factors among dual career couples. The study aimed to examine the relationship between
dual career stress and some background factors like education, distance of workplace from residence, length of service with number of dependents. The sample of present study consisted 90 dual career couples selected from urban region of Patana district. Samples were drawn from persons working in government schools and constituent colleges of university and nationalized banks.

The study was conducted by using Occupational Stress Index (OSI) developed and standardized by Srivastva and Singh (1981). The study confirmed that some background variables such as level of education, length of service, distance of workplace was positively correlated with the level of occupational stress.

Gur Pyari Prakash (2009) conducted a study to examine the role of coping strategies as moderators of stress strain relationship. The study was conducted on 185 male and 115 female teachers randomly drawn from different faculties of Dayalbagh Educational Institute and Agra University. The participants had teaching experience of 1 to above 20 years and their age ranged from 25 to 55 years. The study was conducted by using Occupational Stress Inventory developed by Osipow and Spokane (1987). The study showed that for this specific sample physical environment (PE), role insufficiency (RI) and role boundary (RB) were significant stressors contributing to all the four types of strain. Social support (SS) and Self Care coping strategies were the effective moderators for this sample.

Piar Chand and O.P Monga (2007) conducted a study to examine the correlates of job stress and burnout among university faculty. The main objectives of the study were: (i.) To find out the incidence and magnitude of perceived stress and
burnout among university teachers. (ii.) To explore the relationship of personality variables locus of control with job stress and burnout (iii.) To study the moderating effect of social support or job stress and burnout relationship (iv.) To study the relationship of job involvement with job stress with occupational stress.

The study was conducted on one hundred teachers (professors, associate professors and asst. professors) selected from two universities of Himachal Pradesh. The sample was purposive and incidental. The study was conducted by using (i) The Maslach Burnout Inventory (1981) (ii) Faculty Stress Index (Gmeich et. At. 1983) (iii) Locus of control (Rotter’s 1966) (iv) The Significant Other Scale (SOS) (Power, et. Al 1988) and Job Involvement scale (Aggarwal, 1976). The study shows that in teaching profession respondents with internal locus of control experience less stress and burnout than the respondents with external locus of control. Teachers who have maximum social support and job involvement have less stress and burnout. The study also reported that maximum stress is reported by professors and minimum stress by assistant professor. As professors generally belong to a higher age group, greater stress is reported by them; this might be due to poor health and poor coping mechanism. This findings is supported by Richard and Kvieshok(1989); Ryhal, P.C and Singh K(1986)

Mrinal, N.R (2003). conducted a study ‘Coping Resources as Mediator of Stress’. The study was conducted on 200 students age ranging from 20-25 years. These students were taken from P.G. Departments of Nagpur University. To asses the Copying resources coping Resources Inventory prepared by Hammer and Marting (1988) was used Bem’s Sex Role Inventory (BSR) (1974)
was also used. In this study the following hypotheses were formulated. (i) male and female differ significantly in the copying resources available to them (ii) masculine, feminine androgynous differ significantly in term of various copying resources available to them. (iii) high SES subjects have significantly higher copying resources than those belonging to low SES.

The main findings of the present study are (i) the male have significantly greater physical resources then females (ii) the feminine females have significantly lower emotional copying resources in comparison to androgynous males as well as females (iii) high SES males have greater overall coping resources.

Kochar. G.K and Abha Khetarpal (2010) conducted a study to study stress, job satisfaction and locus of control in permanent and temporary college teachers, working in different colleges of Yamuna Nagar, Jagadri, Kurukshtera, Chandigarh and Punchkula. Presumption Stress Life Event Scale by Gurmeet Singh (1984), Job Satisfaction Scale by Mudgil (1991) & Levenson’s scale for Locus of Control by Sanjay Vohra (1992) were used to collect the data. The study shows that mean stress score for permanent teachers was low as compared with temporary teachers, however, their job satisfaction and coping score was higher as compared to temporary teachers. The relationship between job satisfaction and internal-external control is positive and statistically significant. The study also shows that there is negative relationship between stress and job satisfaction and permanent teachers cope with stress in a better way. The study also showed that the most effective of reducing work stress in through organizational change in the work place.
Mathews, Alice conducted a study to find out the level of occupational stress among higher secondary school teachers of Idukki & Kotayam distt of Kerla, assuming that there will not be significant difference between the levels of stress among school teachers in these two districts. The study was conducted on 60 higher secondary school teachers (taking 30 from each district). To measure the occupational stress the investigator used the Occupational Stress Index developed & standardized by Dr. A.P Singh. The study shows that teacher stress is associated with a number of variables including those intrinsic to the job, individual cognitive vulnerability and systemic factors. This study also throws light on the fact that stress is quite a personal matter and that the perception of the situation enables one to cope with it effectively being aware of the causes of stress and monitoring the available resources to manage stress effectively world enable the individual to be well adjusted in a given situation.

Monika and Lovely Goyal (2009) conducted a study which aimed to study the management of stress through religiosity. Another aim of study was to evaluate the interactive effect of gender and religiosity on tolerance of stressful life events. The sample of the study comprised 20 male and 20 females. The age range was 40-55 years. Hindi version of Presumptive Stressful Life Event Scale developed by Singh, Kaur and Kaur (2002) and religiosity scale developed by Bhushan were used to collect data. Anova was computed using the 2x2 factorial designs. The ‘F’ value was found significant at 0.01 level (F= 71.4312 p< 0.01) which concludes that highly religious male and female are able to manage the stressful life events effectively in comparison to less religious one.
2.2.0 STUDIES RELATED TO STRESS AND COPING BEHAVIOUR

Gender differences in use of coping strategy have been reported in a number of studies. Billings & Moos, 1981, Pearlin and Schooler 1978, Placek, Smith and Zones 1992, Stein and Nymatthe 1999, Stone and Neale 1984, findings suggest that girls appear to favour social support, emotion focused and avoidant coping strategies relative to boys.


Haair and Morash’s (1999) study showed that significant difference come into play with respect to avoidance based strategies, with women reporting a significantly higher level use of avoidance than men.

(Rawson, Palmer and Handerson, (1999) also found that boys favour the use of task oriented methods and physical coping resources and are more likely to endeavour to make more use of emotional and social coping resources.

Forde & Ferari (1999) found in their studies that extroverts stressed the importance of motivational factors to them, while neurotics rates hygiene factors as more important to them in choosing a particular job. Knoop (1994) tested two predictions from two factor theory i.e. that intrinsic work values would have an inverse relationship with stress (individuals with a strong sense of achievement, recognition, responsibility should express less stress) and that the presence of extrinsic work values would
not lead to stress reduction. Knoop found that stress correlated negatively with most of intrinsic work values, but was not consistently related to extrinsic ones.

A study was conducted by Akkinnusi (1994) on Nigerian managers (male and female). The study disclosed a variation in the pattern of coping with stress. Married male managers exercised more than unmarried managers, those with higher qualifications tended to be absent more than the less qualified managers and those who earned higher salary tended to relax and do more exercise than those who earned less salary. With regard to the relationship between stress and coping styles, it was noted that a significant positive correlation existed between stress reactions and tow negative coping styles.

Kirkcaldy & Cooper (1992) conducted a study on German and British managers. The findings of study showed that German managers implemented more coping techniques to deal with potential work stressors particularly involvement, social support and task strategies. British managers used a single coping strategy more than German managers i.e. home/work relationship.

Barathan (1988) reported that the stress can be well managed with proper understanding of different processes that cause stress. Mental stress management techniques have proved to be very effective in combating stress.

Meditation (Traver, 1989) plays a positive role in reducing stress level in academics social and personal fields. Synder (1985) reported that pleasant activities support the stressed person to overcome stress. Similarly, talking to someone about a traumatic life event serves to ameliorate two negative effects to greater extent than simply thinking about it.
Sussaman (1989) found that individuals who talked about the event experience less as compared to those who thought about it. Nelson and Nelson (1981) reported that positive attitude towards life makers an individual to be stress free. Individuals with mature personalities use constructive personal resources to reduce likelihood of stress. Constructive personal resources (Laster, 1981) include self esteem, perceived control over one’s life, information processing skills and an integrated set of justifiable ethical principles as values to guide actions. Sense of humour (Minasian, 1990) plays a buffering role during stressful situations especially for those individuals who place a high value on the use of humour in their life.

Taylor (2002) stated that high emotional intelligence people have skills that help them towards success in various spheres of life both at work and in achieving a balance between work and family.

Osipow and Davis (1988) in their study found that self care was buffering the effects of responsibility (R) and physical environment stress (PE) on psychological strain. But on the contrary steffy, Jones and Noe (1990) found no evidence that health habits buffer the linkage between stress and strain. Schonfield (1990) found rational/cognitive coping. Beegr (1990) found social support coping strategy moderates the stress-strain relationship. Cunnigham (1982), Pandey R Tripathis (2001) found that teaching is a stressful occupation and teachers are at risk for developing burnout syndrome and subjectively defined job stressors such as role ambiguity, unreasonable group pressure that may play an important role in it.

Pearlin and Schdar (1978) found that coping strategies involving commitment and engagement with other were most
effective in dealing with stresses arising in interpersonal relations. In contrast, cognitive manipulation that distanced the person from problem were most effective for stresses in occupational and economic areas, domains more proper and less amenable to control (Pearling 1981). Folkman and Lazarus (1980) found that palliative or emotions-focused coping was more likely to be used than instrumental or problem-focused coping for health problems. There is sufficient evidence that suggest that depressed and non-depressed individual may be different in coping response. Coyne, Aldwin and Lazarus (1981) found that coping responses of 15 people who scores on the Hopkins symptom check list fell in depressed range differed from 72 non-depressed persons. The depressed persons tended to appraise situation as requiring more information before they could act.

Billing and Moos (1984) studies the effect of coping on unipolar depression among adults. Their study found that coping responses directed towards problem solving and effective regulation were associated with less server dysfunction whereas emotional discharge response, more frequently used by women, were linked to greater dysfunction. There are studies to support a link between childhood depression and problem-solving deficits (Mulins, Siegel and Hodges, 1985, Doerfler, Griffin and Richards, 1984, Kaslow at al. 1984, A bramson, Peterson and Seligman 1983) and researches with adults have indicated differences between the coping processes of individuals high and low in depressive symptoms (Folkman and Lazarus, 1986, Mitchell, Cronikite, 1983) Despite the extensive social problem solving literature linking deficiencies in the quantity and quality of children’s social problem solving strategies to poor adjustment
(Asarnow JR. and Challan, J.W. 1982) Rubin and Krasnor, 1984 Richard and Dodge 1982, Spivack, Platt and shure, 1987) studies have failed to find relations between depression and number of alternative strategies generated to solve emotional problems (Mullins at al 1985), Doerfler at al 1984)

Investigations have studies the effects of both problems focused and emotion focused coping strategies in dealing with negative life changes and chronic stain (Moos and Bilings, 1982, Folkman and Lazarus 1980, Pearlin and Schooler 1978). Among a group of unemployed person those who tired to re-evaluate their situation more favourably were les likely to experience increased symptoms of depression (Pearling at al 1981) Similarly Billings and Moos (1981) found that alcoholic patients and community residents who used more problem focused coping responses displayed fewer physical and depressive symptoms.

Several studies have demonstrated crucial roles of coping styles in buffering the impact of different stressor son the development of overt psychiatric morbidity (Folkman, Lazarus, Gruen and De Longis 1986) It appears that it is not the stressor alone that leads to serious outcome, but the way in which person perceives and responds to it. Several studies examined the impact of different coping styles on suicide risk. Kotler at al (1993) compared a group of suicidal and patients with a non suicidal group and reported that suicidal patients were less likely use the coping styles of minimization to deal with life problems. Botris et al (1984) compared similar groups and reported that the suicidal patients used almost all coping styles less frequently that non suicidal patient. In another study Josephe and Plutchik (1994) investigated the relationship between interpersonal problems, coping styles and suicide risk
among 71 adults psychiatric in patients. The study showed that interpersonal problems and the coping styles of suppression (tendency to avoid a threatening situation) were found to be significantly and positively correlated with suicide risk.

Gupta and Murth (1984) find out that most commonly coping strategy was personal role redefinition in Indian women. Sahu and Mishra (1995) reported in the study of life stress and coping styles among teachers reported that male are higher in their use of acceptance and females are in use of self blame as coping. Gurnakova (2000) concluded that males tends to use problem focused coping more than female.

Moorjari, J.D & Uma Sharma (2007) conducted to find out the gender differences in coping strategies used to deal with stressful situations. The study was conducted on 120 boys and 120 girls selected randomly from colleges of Bikaner city (Raj). The study was conducted by using Coping Response Inventory (CRI) developed by R.H. Moos (1993). The following hypotheses were formulated. (i) There would be significant difference in boys and girls regarding use of problem focused coping strategy. (ii) There would be significant difference on measure of avoidance coping strategy in boys and girls. (iii) There would be significant difference in boys and girls on use of cognitive coping strategy. (iv) There would be significant difference in boys & girls regarding the use of behavioral coping style. The findings indicate that the mean score of use of problem focused coping strategy was higher in boys than girls. Both the group differed significantly with regard to use of problem focused coping strategy. Boys approach problem focused strategy more than the girls. The study also shows that there was significant difference between boys and girls regarding used of avoidance coping
strategy. The girls use avoidance coping strategy more than boys. The study also indicates that mean score of use of cognitive coping strategy was higher in boys than girls. The study shows that boys use cognitive coping style more than the girls to deal with life’s stress. The male and female differ significantly regarding behavioral coping style. High mean score of boys reveals that girls use behavioral coping strategy more than the boys.

Piko (2001) conducted a study and found that boys have a decreasing tendency with growing age to take up more passive and support seeking ways of coping and use problem analyzing cognitive method.

A study ‘coping strategies in relation to social family role stress’ was conducted by Mohd. Ilyas Khan, Aqeel Khan and Shehla Khan (2007). The main objectives of the study were (i) to examine the difference between the mean scores of male and female teachers with high social family role stress on different types of coping strategies (ii) to examine the difference between the mean scores of male and female teachers with low social family role stress on different types of coping strategies. Vadra and Akhtar Social family Role Stress Scale (1990) was used to measure stress emanating from social and family situations and cope scale developed by Carver et al. (1989) was used to assess the coping strategies. The study was conducted on 140 males and 60 female teachers of Aligarh Muslim University. The findings reveals that female teachers in comparison to male teachers with high social family role stress scored significantly higher on use of emotional support. Male teachers with low family role stress scored significantly higher than their counterparts on acceptance dimension of cope scale.
2.3.0 STUDIES IS RELATED TO EMOTIONAL INTELLIGENCE

The popularity of the emotional intelligence during the past decade has led researchers to examine its potency in various areas of human functioning. Thus it has been found that trait or ability EI are related to life success (Bar-on, 2001), life satisfaction and well being (Palmer, Donaldson & Stongh, 2002) work success and performance (Vakola, T. Saousis & Nikolaou 2004), leadership (Palmer, Walls, Bergess & Stough, 2000) etc. In recent years, there has been an increasing interest in how emotional reactions and experiences affect both physical as well as psychological health. The negative emotional states are associated with unhealthy patterns of physiological functioning, whereas positive emotional states are associated with healthier patterns of responding in both cardio vascular activity and immune system (Herbert & Cohen, 1993) Extended research in the field of healthy psychology has demonstrated the effect of negative mood or unpleasant emotional experience on a number of habits or behaviours that have been accused for unhealthy conditions (Brandon 1994) several studies have also revealed a direct connection between emotional arousal and cardiovascular consequences (Friedman, 1992).

In a Study, Salovey, Bedell, Detweiler and Mayer (1999) reported that individuals who can regulate their emotional states are healthier because they accurately perceive and appraise their emotional states, know how and when to express their feelings and can effective regulate their mood states. This set of characteristics, dealing with perception, expression and regulation of moods and emotions, suggested that there must be a direct link between E.I. and physical as well as psychological health. Taylor (2001) argues that if we are emotionally intelligent
then we can cope better with life’s challenges and control our emotions more effectively, both of which contribute to good psychological and physical health.

Bar on (1997) includes stress management and adaptability as two major components of EI while Mathews and Zeidner (2000) stated that adaptive coping might be conceptualized as emotional intelligence in action, supporting mastery emotions, emotional growth and both cognitive and emotional differentiation, allowing us to evolve in an ever changing world.

Ciarroch, Seane and Anderson (2002) identified the moderating role of EI in the relationship between stress and a number of measures of psychological health such as depression, hopelessness and suicidal ideation among young people. These studies indicate that a negative correlation exists between stress, ill health and EI levels, assuming that people scoring high in EI are expected to cope effectively with environmental demands and pressures such those commonly assessed by occupational stress and health measures (Nikolaou & T. Sausis, 2002).

Dulewicz, Higgs and Slaski (2003), using a relatively small sample of retail managers, examined the role that variables such as stress, distress, morale and poor quality of working life play in everyday life they demonstrated that EI was strongly correlated with both physical and psychological health.

Number of studies reported that females have scored higher than males on emotional intelligence scale (Bracketle and Mayer 2003; Mayer et. al, 2002; Schutle, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim, 1998 Thingujam and Ram, 2000). Argyle (1990) found that female being more perceptive, empathic and adaptable than male. Studies showed that females
to be more socially skilled than males (Argyle 1990, Hargle, Saunders and Dickson 1995) Schutle et al (1998) concluded that females score higher on emotional intelligence scale than males. Petrides and Furnham (2000) found lower correlation between measured and self estimated emotional intelligence for females than for males. Emotional intelligence is negatively associated with deviant behaviour in male adolescents (Brackett Mayer, and Warner, 2004) Quatter and Gardner (2007) found that adolescents who score high on emotional intelligence scale are rated by their peers as less aggressive and more pro social, more empathic and less likely to engage in tobacco alcohol consumption.

Lazarus (1991) focused on the regulation of emotional distress and efforts to regulate or influence the source of the problem focused coping. Persons when confronted with stress, he attempt not only to deal with emotional experience, expression and physiological reactions but also to coordinate motor behaviour, cognition and reactions from the social and physical environment.

Chan (2003) stated that the higher the level of emotional intelligence positively correlated with the more use of coping by valuing peer acceptance and involvement in activities and the less the use of coping by attempting avoidance. Significant difference was not obtained between male and female adolescents on emotional intelligence. Numbers of findings suggest that females use more frequently social support, avoidant and emotion focused coping strategies than males (Ptacek, Smith and Zanas, 1992, Stein and Nyamathe 1999).

Tiwari Manoj Kumar and Saroj Verma (2000) conducted a study ‘Emotional Intelligence and Coping Strategies among
Adolescents. The study was designed to examine the gender difference regarding the appraisal of the stressing situation and their coping strategies and relationship between emotional intelligence and coping strategies adopted by adolescents. The following hypothesis were formulated (i) There would be no difference in male and female adolescents regarding appraisals and coping behaviours (ii) emotional intelligence would be positively correlated with challenge, controllable, problem solving and would be negatively correlated with threatened, loss, detaching, distracting, aggression, and self criticism. The study was conducted on 300 adolescents (150 boys & 150 girls) from various educational institutions by using Emotional Intelligence Scale’ (Hyde and Pethe, 2002) and ways of Coping with Stress Questionnaire’ developed by Singh (2000) based on lozo us and Folkman (1984) model. The results of present study revealed that emotional intelligence was positively correlated with appraisal of situations to be changed and problem solving coping in male and female adolescents and appraising the situation controllable was related with emotional intelligence only in male adolescents. Threatened, loss, aggressive efforts and self criticism were negatively correlated with emotional intelligence in male as well as in female adolescents. Sex difference was found significant regarding the appraisal of situations as threatening. Female appraised the situation more threatening as compared to male respondents.

Miglani (2001) conducted a study to see the relationship of emotional intelligence to academic achievement of adolescents. The findings show that there is no significant difference between emotional intelligence of male and female adolescents. A
significant relationship between emotional intelligence and academic achievement was found.

Gill & Ghash (2003) described that children with high EQ are more confident, better learner, have higher self esteem, have behavioral problems and are successful entrepreneurs.

Banshibihari & Pathan (2004) conducted a study on 500 secondary teachers to study the emotional intelligence. The findings show that 98% of teachers had low emotional Intelligence and there was no significant difference between emotional intelligence of male & female teachers and age was independent of EQ.

Mandeep (2004) in her study ‘Impact of emotional intelligence on the well being of female teachers’ found that no significant difference exists between rural and urban teachers in emotional intelligence.

Tyagri (2004) studied emotional of secondary teachers in relation to gender and age. The finding of study shows that there is no significant difference in the level of emotional intelligence of male and female senior secondary teachers.

Katyal & Awasthi (2005) conducted a study on ‘Gender difference in emotional intelligence among adolescents of Chandigarh’ and found that majority of boys, girls and total sample had good followed by low emotional intelligence. Girls were found to have higher emotional intelligence than that of boys.


The finding of the study shows that: (i) there is no significant difference in emotional intelligence of male & female
student teachers. (ii) There is no significant difference in emotional intelligence of student teachers of Arts & Science faculty. (iii) There is no significant difference in emotional intelligence and academic achievement of student teachers.

Kaur & Jaswal (2006) conducted a study on strategic emotional intelligence of Punjabi adolescents. Results revealed that majority (86%) of the respondents exhibited high performance level of understanding. Emotions of remaining were almost equally distributed over the next levels i.e. competent and consider developing. Further high performance for understanding emotions does not guarantee high performance for both understanding and managing emotions make an individual high performer for strategic emotional intelligence.

Caur (2008) conducted a study to see the relationship between emotional intelligence and perceived stress and life satisfaction of teacher trainees. The study was conducted on 100 teacher trainees and study revealed that emotional intelligence and life satisfaction of teacher trainees were found to be positively correlated with each other.

Singh, Chaudhry & Asthana (2008) in their studies found that there is significant difference in emotional intelligence of rural & urban adolescents. This study also indicates that urban adolescents are better than their rural counterparts. Male and female adolescents exhibit same emotional intelligence.

Bansal Ajay Kumar (2007) conducted a study on a sample of 200 male students of 11th class of U.P. Board Secondary Colleges. The sample was selected randomly from Mathura city. The study aimed to study the emotional & spiritual intelligence of science achievers. Another objective of study was to study the relationship between achievement in science, emotional &
spiritual intelligence. The data were collected by using Emotional Intelligence Scale by Ankool Hyde, S. Pethe and Upinder Dhar. Spiritual intelligence was collected by using Indian adoption of the questionnaire prepared by Daarah Zohar & Marshall. The results showed that high positive correlation ($r = 0.65$) was found between science achievement and emotional intelligence, very high positive correlation ($r = 0.73$) was found between science achievement and spiritual intelligence.

Thangapandian R. and D. Prithivikashini (2007) conducted a study to see the relationship between emotional intelligence and organizational citizenship behaviour among 70 professionals working in various software companies in Coimbatore city. Emotional intelligence scale developed by Schatic et al. (1998) and the organizational behaviour scale developed by chaithanya & Tripathi (2001) were used to collect data. The results indicated that all five dimensions of organizational citizenship behaviour i.e. altruism, civil sense, courtesy, conscientiousness and sportsmanship have a significant relationship with emotional intelligence in general higher the emotional intelligence higher is organizational citizenship behaviour.

Singaravela, S. (2007) conducted study to find out the level of intelligence of student teachers and to study the difference in the level of emotional intelligence between the groups regarding sex, locality and martial status. The sample for the study consisted of 220 student teachers selected randomly from Union Territory of Puducherry. Scale of Emotional Intelligence developed and standardised by Balasubramanium (2003) was used to collect data. The finding shows that emotional intelligence of student teachers was above average. No significant difference occurred in emotional intelligence of men and women
student teachers. The study reveals that men and women student teachers have same intelligence level. The study also reveals that locality of residence and martial status has a significant effect on emotional intelligence of student teachers.

Gupta, Jyotika and Rajwinder Kaur (2008). Conducted a study to study & compare emotional intelligence of prospective teachers of different groups. Samples of 200 B.Ed. students were selected randomly from different educational colleges under the jurisdiction of Guru Nanak Dev University, Amritsar. Results revealed that there were 9% male and 22 % female B.Ed. students with high emotional intelligence while 6% male and 12% female students have low emotional intelligence. Male and female B.Ed. students differed significantly on self management, dimension of emotional intelligence while arts and science stream B.Ed. students differed on social skills dimension of emotional intelligence. B.Ed. students of non working mothers were scoring more on internality while B.Ed. students of working mothers were scoring more on empathy.

Gaurav Singh and Girijesh Kumar (2009) conducted a study on secondary school teachers of convent and Saraswati schools to analyses their emotional Intelligence. The sample of the study consisted of 74 teachers (40 teachers of Convent schools and 34 teachers of Saraswati schools) in Bareally city. Researcher used Emotional Intelligence Scale developed by Anukool Hyde Sanjot Pathe and Upinder Dhar. ‘t’ test was used to test the null hypothesis. The findings of study reveal that teachers of convent schools and Saraswati schools differ in their emotional intelligence. The teachers of convent schools are better as compared to Saraswati schools on self awareness, self development, managing relation, integrity and altruistic aspect.
On the other hand Saraswati schools teachers have greater mean on self motivation, value orientation and commitment aspects of emotional intelligence. The study also shows that the teachers of convent and Saraswati school teachers do not differ on empathy and emotional stability aspects of emotional intelligence.

**2.4.0 STUDIES RELATED TO STRESS & PERSONALITY TRAITS**

Abush et. al (1984) studied the relationship among midlife working women’s type-A personality, perceived job characteristics and feeling of job tension. The study was conducted by using Type-A personality Index-short form, the Job characteristics inventory and job related tension index. Multiple reg. analysis reveals a significant relationship between job tension and linear combination of type-A personality and job characteristics.

Johnson et al (1986) explored different types of job stressors suggested by cognitive approached to stress. The study was conducted on forty six social work staff by using Maslach Burnout Inventory, Work Environment Scale, Jenkins Activity Survey and Hassles scale. The study revealed that stress is related to minor irritating events that characterize daily-living subjects with type-A behaviour pattern experienced greater feeling of personal accomplishment.

Holt et. al (1987) studied the variation in individual personality characteristics of teachers having different level of burnout despite high level of stress. The study was conducted on 134 female teachers by using Maslach Burnout Inventory and measures of stress, alienation and internal locus of control. The findings of study shows that subjects with high stress and low
burnout were less alienated than the subjects with high stress and high burnout. Results further indicate that incidence of stress related to physical illness was significant correlated with level of stress, emotional exhaustion and alienation.

Nowack and Kenneth (1987) conducted a study to see the effect of health habit and type-A behaviour on psychological health outcomes in the face of daily life stress. The study revealed that the health habits contributed significant main effects of psychological distress but not to burnout. Type-A behaviour, but not life stress or health habits directly affected both job burnout and psychological distress.

Golembeiwsky and Kim (1989) conducted a study on Air Force Personnel by using Maslach Burnout Inventory. The findings show that there is an inverse relationship between burnout and self esteem.

Sandoral and Jonatan (1993) conducted a study on 100 school psychologists to see the relationship between personality characteristics and burnout. The study was conducted by using California Psychological Inventory and Maslach Burnout Inventory. The study revealed that subjects with well integrated personalities were less prone to burnout that others.

Michelle (1997) examined the relationship among hardiness, stress, temperament, coping and burnout in a sample of 448 health care professionals. Multivariate statistics showed that hardiness did not account after stress and coping had entered the regression equations. Subsequent analysis identified significant relationship between stress coping, temperament and burnout.

Kokkinos (2007) investigated the association between burnout, personality characteristics and job stressors in 447
primary teacher results of this study indicated that both personality and work related stressors were associated with burnout dimensions. Neuroticism was a common predictor of all dimensions of burnout although personal accomplishment had a different direction.

Martinez et. al (2008) investigated the presence of burnout syndrome and characteristics personality patterns in 78 dentists. The study was conducted by using Maslach Burnout Inventory, Socio-Demographic Variables and Personality test (IPDE). Major findings revealed that in general no high level of burnout were registered in population. Only 2%-3%. If applying strict definition of burnout.

Shimizutani et. al (2008) conducted a study to investigate the relationship of nurses burnout with personality characteristics and coping behaviour. The study was conducted on 770 nurses by using Copenhagen Burnout Inventory, Nursing Job Stressor Scale, Eysenck Personality Questionnaire and Japanese version of brief COPE. Covariate structure analysis revealed that among the nurses with high neuroticism and low extraversion, client centered burnout was found to be correlated with stressors in relation to conflict with patients and with positive coping behavior. The study also revealed that among the nurses with low neuroticism and high extroversion, client related burnout correlated with coping behaviour of behavioural disagreement and conflict with patients.

Stoeber and Rennert (2008) conducted a study to investigate the relation among perfectionism, stress coping and burnout in 118 school teachers. Results obtained on doing multiple regression analysis indicated that striving for perfection was positively related to challenge appraisals and active coping
and inversely to threat loss appraisals and active coping. Major findings suggested that striving for perfection and perceived pressure from colleagues do not contribute to stress and burnout in teachers, whereas negative reactions to imperfection and perceived pressure from students and student’s parents may be contributing factors.

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