



## Study of Coping Styles Of Teacher Trainees In Relation To Spiritual Intelligence

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### ABSTRACT

Modern age is the age of stress. Stress can be experienced from a variety of sources. Everybody is victim of stress in one-way or the other. To overcome this stress we apply varied coping styles which may or may not relieve our stress. Spiritual intelligence plays a significant role in dealing with stress. Since stress is inevitable same is the case with teachers and a teacher's stress reflects on his teaching and is spilled over his students. So it is really important for a teacher to be able to use appropriate coping style. If a teacher is spiritually intelligent, he/she will be able to deal more appropriately. 'Ways of Coping' Test Booklet by Susan Folkman and Richard S. Lazarus (1988) and Spiritual intelligence self report inventory by King (2008) were used to collect data. Results revealed difference in coping styles opted by male and female teacher trainees. It also showed that spiritual intelligence and coping styles are highly correlated.

### KEYWORDS

Coping Styles , Spiritual Intelligence , Teacher trainees

Life today is becoming increasingly complex. Stress is an inevitable part of life. Stress can be experienced from a variety of sources. Everybody including students is victim of stress at one or the other time. Students perceive academic life as demanding and stressful. They have emotional and cognitive reactions to this stress, especially due to external pressures and self imposed expectations. The perception of high stress level in students if not properly coped up can lead to poor academic performance, depression and serious health problems. Coping plays a significant role in the process of adapting to stressful situations.

In this context, Spiritual intelligence is an important aspect of teacher's personality. A spiritually intelligent teacher can deal with his students effectively. Spiritual intelligence is the potent cause for teacher's adjustment and success. If teacher is able to keep his emotions under control, he can understand his students emotions then definitely it improves his teaching effectiveness. A spiritually intelligent person has capacity to withstand delay in satisfaction of needs. He has the ability to tolerate frustration to a reasonable amount and capable of delaying or revising his expectations in terms of demand or situation.

### COPING STYLES

Coping style is a person's characteristic strategies used in response to life problems or traumas. These can include thoughts, emotions or behaviors. In today's life due to increasing emotional and physical strain that accompanies stress individuals feel uncomfortable. So they are motivated to do 'things' to reduce their stress. These 'things' are what we call coping styles. Coping is a general term that describes the wide range of responses used by individuals to deal with their health problems.

**Fleming, Baun and Singer (1984)** has defined coping as the process individuals use to modify adverse aspects of their environment as well as to minimize internal threat induced by stress.

**Kao and Sinha (1997)** opine that coping can be studied in terms of specific styles and to handle a particular event or crisis. It can be studied in terms of personal style which tend to be more stable across situations.

Hence, Coping is an active effort to reduce stress by solving the problems that elicit it, coping involves both cognitive and

behavioral efforts to manage both environmental and internal demands and stressors.

### SPIRITUAL INTELLIGENCE (SI)

Spiritual intelligence helps not only to raise the fundamental questions of existence but it also helps an individual to find suitable answers and if need arises it helps to reframe the answers at different times of life. Spiritual intelligence has no necessary connection with any organized religion. It is thus a capacity to be aware of the world and find place in it. Moreover it helps an individual to be able to live peacefully with himself and society at large.

**Zohar and Marshall (1997)** " Zohar coined the term "spiritual intelligence" in 2004. The author upgraded the concept with notation of "spiritual capital". "Spiritual intelligence is the intelligence with which we access our deepest meaning, purposes and highest motivations."

**Emmons (2000)** defines it as "The adaptive use of spiritual information to facilitate everyday problem solving and goal attainment.

**King (2007):** describes that spiritual intelligence contributes to the awareness, integrations and adaptive application of the non material and transcendent aspects of one's existence, leading to such outcomes as deep existence reflection, enhancement of meaning, recognition of a transcendent self and maturity of spiritual states.

Greenglass, Burke and Ondark (1990), Olf, Prosschot and Godaet (1993), Mathur and Aggarwal (2003) and Saini Manmeet (2012) conducted studies on coping styles among teacher trainees with various variables. Sisk and Torrence (2001), Sarabjit (2004), Bhullar (2005), Hosaini et al. (2010), Krishan Hari (2012) conducted studies on spiritual intelligence but not on teacher trainees. So far no research has come to investigators notice pertaining to this issue. So present study is an effort to find out Study of Coping Styles of teacher trainees in relation to Spiritual Intelligence.

### STATEMENT OF THE PROBLEM

Study of Coping Styles of teacher trainees in relation to Spiritual Intelligence

### HYPOTHESES

There is no difference between Coping Styles among male

and female teacher trainees.

There is no relationship between 'various dimensions of Coping Styles and Spiritual Intelligence among teacher trainees.

**TOOLS USED**

- 'Ways of Coping' Test Booklet by Susan Folkman and Richard S. Lazarus (1988).
- Spiritual intelligence self report inventory by King (2008).
- ANALYSIS & INTERPRETATION

**Table 1.1**  
**Significance of difference of means of dimensions of coping styles among male and female teachers trainees**

| Dimension                | Mean males N=57 | S.D. males | Mean females N=143 | S.D. females | t- ratio |
|--------------------------|-----------------|------------|--------------------|--------------|----------|
| Confrontive coping       | 8.97            | 0.99       | 7.98               | 0.34         | 11.24*   |
| Distancing               | 9.4             | 3.57       | 6.5                | 0.72         | 9.49*    |
| Self control             | 10.92           | 4.25       | 9.56               | 0.25         | 3.81*    |
| Seeking social support   | 8.19            | 4.37       | 9.16               | 0.46         | 2.63*    |
| Accepting responsibility | 6.285           | 2.96       | 7.85               | 0.56         | 6.19*    |
| Escape avoidance         | 13.34           | 3.14       | 12.5               | 0.63         | 3.12*    |
| Planful problem solving  | 9.37            | 3.96       | 6.95               | 0.43         | 7.25*    |
| Positive reappraisal     | 11.435          | 3.84       | 12.56              | 0.78         | 3.43*    |

\* Value significant at 0.01 level at 2.58

Table 1.1 shows the significant t-ratios for various dimensions of coping styles for male and female teacher trainees. Male teacher trainees use confrontive coping, distancing, self control, escape avoidance and planful problem solving more than females where as more females prefer seeking social support accepting responsibility positive reappraisal. Hence hypothesis (1), "There is no difference between coping styles among male and female teacher trainees" stands rejected.

**Table 1.2 Coefficient of correlation between spiritual intelligence and various dimensions of coping styles among teacher trainees**

| Dimension                | r       |
|--------------------------|---------|
| Confrontive coping       | 0.283** |
| Distancing               | 0.365** |
| Self control             | 0.170*  |
| Seeking social support   | 0.060   |
| Accepting responsibility | 0.164*  |
| Escape avoidance         | 0.304** |
| Planful problem solving  | 0.342** |
| Positive reappraisal     | 0.295** |
| Coping styles            | 0.379** |

\* Value significant at 0.05 level at 0.138

\*\* Value significant at 0.01 level at 0.181

Fig. 1.1 Bar graph showing coefficients of correlation between spiritual intelligence and various dimensions of coping styles among teacher trainees

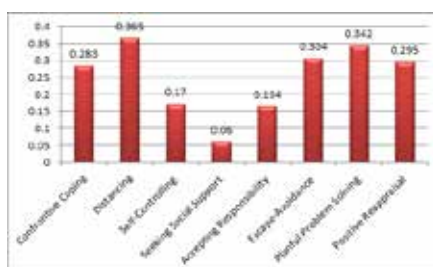


Table 1.2 shows that the coefficient of correlation between

the dimensions confrontive coping, distancing, self controlling, escape avoidance, planful problem solving, positive reappraisal and spiritual intelligence is 0.283, 0.365, 0.170, 0.304, 0.342, 0.295 respectively, which are positively related and are significant at 0.01 level of significance and hence they are related to each other. The coefficient of correlation between dimension accepting responsibility and spiritual intelligence is 0.164, which is significant at 0.05 level of significance. The coefficient of correlation between dimension seeking social support and spiritual intelligence is 0.060 which is not significant at 0.05 level of significance.

The coefficient of correlation between coping styles and spiritual intelligence among teacher trainees are 0.379 which is positively related and significant at 0.05 level of significant. Hence hypothesis 2 "There is no relationship between spiritual intelligence and coping styles dimension among teacher trainees" stands rejected.

**CONCLUSIONS**

There is a difference between coping styles among male and female teacher trainees. Male teacher trainees use confrontive coping, distancing, self controlling, escape avoidance, and planful problem solving more than females. Whereas more females prefer seeking social support, accepting irresponsibility, positive reappraisal.

There is a relationship between spiritual intelligence and various dimensions of coping styles among teacher trainees.

**EDUCATIONAL IMPLICATIONS**

The present study reveals that spiritual intelligence and coping styles are correlated or we can say being spiritually intelligent helps in proper selection of coping style to combat stress. Today's life is full of stress and train which may be physical or emotional making the individual uncomfortable. So everyone tries ways to reduce and cope with stress. These ways or styles may be classified into three main classes: task oriented, emotion oriented and avoidance oriented. Whatever the stressor and the coping style be, we can handle it better if we are aware of the higher self that is operating us all. When the ego or the 'I' feeling is replaced by feeling presence of God, stress is reduced and coping becomes easier.

So to enable people especially younger generation effectively cope with stress, spiritual intelligence should be developed. It should be taken care of as we take care for development of general and emotional intelligence.

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