

STUDY OF STRESS AMONG B.ED TEACHER TRAINEES IN RELATION TO SPIRITUAL INTELLIGENCE

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ABSTRACT

The study examined the stress among B.ed teacher trainees in relation to spiritual intelligence. Data was collected by random sampling technique from a sample of 200 B.ed teacher trainees of different colleges of education of moga district. Standardized tools for assessment of stress and spiritual intelligence were used in this study. The data were analyzed by employing mean, SD, t ratio, and r. Findings of the study shows that there exists no significant difference in spiritual intelligence of male and female B.ed teacher trainees. The correlation between these two variables stress and spiritual intelligence shows negative relationship.

Key words – Stress, Spiritual Intelligence and teacher trainees.

INTRODUCTION

Man is a rational being, being a rational, always try to solve the problems or face the situations with courage that is not possible without intelligence. A person, who handles the entire novel or crucial situations very carefully, we call him an intelligent person. Intelligence helps every person i.e. a student, a shopkeeper, a leader and especially a teacher, to deal effectively with the situation and to take right decision at right time because teacher has to face many problems in school and has to give guideline to the students.

Man is a spiritual being thus strives to fulfill the natural innate potentials and energies and uses his creative power to handle the situation. In the present scenario, where everything has become technical and mechanical, even human beings are also working like machines.

In order to explain the individual's abilities ration and reason, and also emotion and excitement, the psychologists benefit from intelligence (EQ) is used in these contexts. In recent years, the term "spiritual Intelligence" has attracted the attention of psychologists.

Jain and Pourheit (2006) regarded emotional intelligence as experienced abilities in order to achieve better understanding of knowledge. Spiritual intelligence can be said as all those things that we believe and values of the activities that we show.

Man is considered to be endowed with certain cognitive abilities, understand, adjust and face a new situation and work out solution of his problem while animals are not capable to act alike. All human being are also not alike and individuals also differ with one another. Some learn with a good speed while others remain lingering too long. These differences, no doubt to some extent can be attributed to interest, attitudes ect. But the main reason of it is to attribute to a fact which is known as intelligence. Since time immemorial, efforts have been made to understand the nature of intelligence but still there exists some fog around it.

STRESS

Stress is a general term applied to various psychological (mental) and physiologic (bodily) pressure experienced or felt by people throughout their lives. Stress is an individual response to change in circumstances or to a threatening situation. It can be viewed as a personal reaction to an external event demand like writing an exam or to an internal state of

mind like worrying about an exam of interest is the fact that stress tends to increase with the prospect of not being able to cope with situation at hand. For most people, stress is viewed as a negative concept. However stress can spur us on to achieve our best. For example, athletes often break world records under the stress and pressure of the Olympics. A moderate amount of stress helps to motivate us to write a term paper or prepare for an exam and in this case, is positive and necessary. Therefore a certain amount of stress is desirable but too much is detrimental.

Stress is a fact of nature in which forces from the inside or outside world affect the individual, either one's emotional or physical well-being or both. The individual responds to stress in way that affect the individual as well as their environment. Due to the overabundance of stress in our modern live, we usually think of stress as a negative experience, but from a biological point of view, stress can be a neutral, negative or positive experience.

Stress that continues without relief can lead to a condition called distress a negative stress reaction. Distress can disturb the body's internal balance or equilibrium, leading to physical symptoms such as headaches an upset stomach, elevated blood pressure, chest pain sexual Dysfunction and problems sleeping. Emotional problems can also result from distress. These problems include depression, panic attacks or other forms of anxiety and worry. Research suggests that stress also can bring on or worsen certain symptoms or diseases. Stress is linked to 6 of the leading cause of death: heart disease, cancer, lung ailments, accidents, cirrhosis of the liver and suicide. Stress also becomes harmful when people engage in the compulsive use of substances or behaviors to try to relieve their stress. These substances or behaviors include food, alcohol, tobacco, drugs, gambling sex, shopping and the internet. Rather than relieving the stress and returning the body to a relaxed state, these substances and compulsive behaviors tend to keep the body in a stressed state and cause more problems. The distressed person become trapped in a vicious circle.

SPIRITUAL INTELLIGENCE

Every people have their inborn spiritual capacities (Wolman, 2001) that give meaning and purpose to life. Understanding from Gardner's definition of intelligence that is the capacity to solve problems or to fashion products that are valued in one or more cultural setting, At the same time these recommendations followed by Zohar and Marshall (2000) who defined Spiritual Intelligence as intelligence which people address and solve problems of meaning and value, place their actions and live their life meaningfully. Spiritual intelligence is important to assist a person in finding the deepest and most inner resource from which the capacity to care, the power to tolerate and adapt is obtained (George, 2006). In workplace, spiritual intelligence helps worker in the context of relationships and align personal values with a clear sense of purpose that demonstrate a high level of integrity in work (Tee et al. 2011).

NEED AND IMPORTANCE OF THE STUDY

Today's modern age of science and technology has increased the complexities of life because of rapid individualization, urbanization, technical advancement and desire for more success; individual's life has become chaotic, full of stress and strain. The teacher is one of the most exposed persons in the present era of stress and strain. He lives in a state of perceptual insecurity. To ensure good quality of education there is need to have efficient teachers who are spiritually strong. A teacher who has faith in the existence of God only can bring change in the negative attitude of students like drug addiction, suicide and other anti social activities. Faith makes us spiritually strong, because we have faith in God, then we take everything as

already destined. We do not lose our emotional stability in any situation. When teacher trainees have faith in ultimate power then they can make their students spiritually strong as presenting themselves role models for their students. Teacher can prevent their students to become machines of flesh and blood through their spiritual intelligence. So far a very few studies have been conducted on this topic so there is a need to investigate into this new subject. Keeping in mind of this view researcher will conduct research on this topic.

STATEMENT OF THE PROBLEM

STUDY OF STRESS AMONG B.ED TEACHER TRAINEES IN RELATION TO SPIRITUAL INTELLIGENCE

OBJECTIVES OF THE STUDY

The present study was undertaken to fulfill the following objectives:

1. To study the level of stress among B.Ed teacher trainees.
2. To find out the significant difference in stress among male and female B.Ed teacher trainees.
3. To find out the significant difference in spiritual intelligence among male and female B.Ed teacher trainees.
4. To find out the significant relationship between stress and spiritual intelligence among B.Ed teacher trainees.

HYPOTHESES OF THE STUDY

The study was carried out with the following hypotheses:

1. There will be no significant difference in the mean scores of stress among male and female B.Ed teacher trainees.
2. There will be no significant difference in the mean scores of spiritual intelligence among male and female B.Ed teacher trainees.
3. There will be no significant relationship between stress and spiritual intelligence among B.Ed teacher trainees.

DESIGN OF THE STUDY

Research design is a choice of an investigator about the components of his project and development of certain components of the design. A design of research does not consist of an order sequential step-by-step procedure. It is a planning stage of research components is done keeping in view of the objective and hypothesis of the research. The present study was conducted on 200 B.Ed teacher trainees.

SAMPLE OF THE STUDY

The present investigation aims to study of stress among B.Ed teacher trainees in relation to spiritual intelligence. The investigator had selected a sample of 200 B.Ed teacher trainees from different colleges of education of Moga District.

TOOLS USED

The instruments employed for the exploration of new fields are called tools. The selection of suitable tools and their application is an important step in collection of data after the problem has been selected. The collection should be sufficient, reliable and valid. The researcher is at

liberty to use one or more tools in combination for carrying out the study. In the present study, the following tools were used to collect data:

1. Stress Scale Vijay Lakshmi and Narain (2011)
2. Spiritual intelligence scale Dhar and Dhar (2000).

DELIMITATIONS OF THE STUDY

1. The study was confined to a sample of 200 B.Ed. teacher trainees.
2. The study was delimited to B.Ed colleges.
3. The study was restricted to the Moga district only.
4. The study include the variables like stress and spiritual intelligence.

MAJOR FINDINGS OF THE STUDY

1. 51% B.ed teacher trainees having high spiritual intelligence .
2. 49% B.ed teacher trainees having low spiritual intelligence.
3. 2% to 4% B.ed teacher trainees belong to very high level of stress.
4. 13% to 18% fall in the range of high level of stress.
5. 65% to 67% in average level of stress.
6. 10% to 15% in low level of stress .
7. 2% to 4% in the range of very low level of stress for the total as well as for male and female B.Ed. teacher trainees.
8. There is no significant difference in the mean score of stress among male and female B.Ed. teacher trainees.
9. There is no significant difference between spiritual intelligence of male and female B.Ed. teacher trainees.
10. There is a significant negative relationship between the stress and spiritual intelligence among B.Ed. teacher trainees.

CONCLUSIONS

It was found that there exists no significant difference in spiritual intelligence of male and female B.ed teacher trainees. Also there exists non-significant difference between stress of male and female B.ed teacher trainees. The correlation between these two variables stress and spiritual intelligence shows negative relationship. It means there exists negative significant relationship between stress and spiritual intelligence of male and female B.Ed. teacher trainees.

EDUCATIONAL IMPLICATIONS

1. It could help in organize guidance programme on spirituality for B.Ed. teacher trainees.
2. It could help the B.Ed. teacher trainees to develop insight which further lead to self realisation.
3. It could help in organize guidance programme for stress management for B.Ed. teacher trainees.

4. These results could be very beneficial in the development of the personality of B.Ed. teacher trainees.
5. These results could give immense help to researchers, guidance workers, teachers and counselors to develop and select suitable methods of their teaching to make teaching learning process more effective.

SUGGESTIONS

1. The present study is conducted only on B.Ed. teacher trainees. It may be conducted on college and university level teachers.
2. The present study is conducted on 200 B.Ed. teacher trainees. It may be repeated on large sample.
3. For the present study sample was drawn from B.Ed. teacher trainees of moga district only. The similar study may be extended to state and national level to make the results more valid and reliable.
4. The similar study may be undertaken with other variables like personality, mental health etc.

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