

## SELF-AWARENESS AND COPING STRESS AS CORRELATES OF THE SPIRITUAL INTELLIGENCE OF STUDENT TEACHERS

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### Abstract

*The present study was undertaken to examine the relationship between Self-Awareness and Coping Stress and the Spiritual Intelligence of Student Teachers. The sample comprised of 500 Student Teachers studying in education colleges affiliated to Punjabi University Patiala. Data were collected by using Spiritual Intelligence Scale (2008) developed by Dr. Tirath Singh; Self-Awareness and Coping Stress sub scale of Life Skills Scale developed by Prawit Erawan (2010). The result revealed that there was positive and significant correlation of Self-Awareness with Gratitude, Self-Awareness, Vision and total Spiritual Intelligence of Student Teacher. There was also positive and significant correlation of coping stress with Inquisitive behaviour, Inner Peace, Mission and total Spiritual Intelligence of student teachers. Commitment and Field Independent had low, negative significant correlation. No other significant correlation was found.*

**Keywords:** Spiritual Intelligence, Self-Awareness, Coping Stress

Religious and spiritual coping is the ability to employ religion and spirituality to solve problems in life. Spiritual intelligence is a tool to solve problems regarding their place, meaning and value. Spiritual intelligence requires abilities which are obtained from spiritual subjects and predicts the function and individual conformity for growth of valuable results. In general, spiritual intelligence differs from spirituality and spiritual experiences like the phrase of religion or spiritual beliefs. Spiritual intelligence is a framework for detection and association of skills and abilities required for adaptive use of spirituality (Emmons, 1999). Emmons (2000) in his writings defined spiritual intelligence as "the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment". He identified at least four core abilities that characterize an individual as spiritually intelligent: (i) the capacity to transcend the physical and material (transcendence); (ii) the ability to experience heightened spiritual states of consciousness (mysticism); (iii) the ability to sanctify everyday experience (sanctification); and (iv) the ability to utilize spiritual resources to solve problems in living (coping). The first two core components of

spiritual intelligence are exceptional forms of consciousness. Transcendence has been described as a basic capacity that allows a person to sense what is beyond material things. It is a collection of abilities obtained from spiritual sources. Life skills can be numerous, some specific to certain risk situation and others of a generic nature. Common elements of life skills which were found across all cultures and settings, in the developed and the developing countries, are self awareness, interpersonal relationship skill, effective communication, decision making, problem solving and coping with emotions. Review of literature shows that Mitchell (2000) reported that a person who is highly spiritual is able to resist mental disease such as depression. Hackney & Sanders (2003) stated that spirituality also has been found to have a positive effect on one's self-acceptance, personal development, people skills and life goals. It is also believed to ward off stress and help to increase well being. Weatherly (2000) revealed that active involvement in spiritual activities may prevent people from feeling depressed. Wang et al. (2008) proved that as spirituality increased, older adults

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tended to experience not only better physical health but also general mental health. Skevingston (2005) found that Spirituality not only affects mental and physical health but also the social well-being of an individual. Suhail and Chaudhry (2004) found that spirituality gives meaning and purpose and acts as a barrier against negative emotions and increased the level of self awareness. Danish, et al. (1995) presented target-setting skill, coping skill, and communicative skill as items of life skills are considered to be necessary for controlling body conditions to maintain and strengthen health. Kujala (2002) reported that regular participating in spiritual activities and exercises contribute to preventing various diseases and are greatly beneficial psychologically and physically.

#### OBJECTIVES

1. To study the correlation of Self-Awareness with dimensions and total Spiritual Intelligence (SI) of Student Teachers.
2. To study the relationship of Coping Stress

#### with dimensions and total Spiritual Intelligence (SI) of Student Teachers.

#### METHOD

Descriptive survey method was used in the present study.

#### SAMPLE

Population for present study is Student Teachers studying in all colleges of education affiliated to Punjabi University Patiala. There are total 84 colleges of education affiliated to Punjabi University Patiala. Approximately 14,000 Student Teachers are studying in these colleges, out of these colleges 25 colleges will be selected through stratified random sampling technique. 500 Student Teachers in these colleges were selected through cluster sampling technique.

#### MEASURES

- Spiritual Intelligence Scale developed by Dr. Tirath Singh (2008).
- Self-Awareness and Coping Stress sub scale of Life Skills Scale developed by Prawit Erawan (2010).

#### RESULT AND DISCUSSION

*Table 1 : Coefficient of correlation between Self-Awareness, Coping Stress and the dimensions of Spiritual Intelligence (SI) of Student Teachers.*

| SI(Dimensions)        |             | Self-Awareness | Coping Stress |
|-----------------------|-------------|----------------|---------------|
| Commitment            | Correlation | -.015          | .146          |
|                       | Sig         | .831           | .039          |
| Divinity              | Correlation | .039           | .207          |
|                       | Sig         | .586           | .003          |
| Flexibility           | Correlation | .168           | .180          |
|                       | Sig         | .017           | .011          |
| Gratitude             | Correlation | .282           | .371          |
|                       | Sig         | .000           | .000          |
| Intuition             | Correlation | .175           | .074          |
|                       | Sig         | .013           | .301          |
| Inquisitive behaviour | Correlation | .029           | .199          |
|                       | Sig         | .682           | .005          |
| Field Independent     | Correlation | .106           | -.050         |
|                       | Sig         | .134           | .479          |
| Mission               | Correlation | .012           | .078          |
|                       | Sig         | .861           | .269          |
| Inner Peace           | Correlation | -.026          | .212          |
|                       | Sig         | .711           | .003          |
| Self Awareness        | Correlation | .284           | .064          |
|                       | Sig         | .000           | .369          |

|                        |             |      |      |
|------------------------|-------------|------|------|
| Vision                 | Correlation | .057 | .090 |
|                        | Sig         | .426 | .206 |
| Virtuous Behaviour     | Correlation | .055 | .189 |
|                        | Sig         | .435 | .007 |
| Spiritual Intelligence | Correlation | .177 | .259 |
|                        | Sig         | .012 | .000 |

The coefficient of correlation (table-1) between Divinity and Coping Stress was .207 which was significant at .005 level. It means that Divinity and Coping Stress of Student Teachers share variance significantly. In the light of this the null hypothesis that there was no significant correlation between Divinity and Coping Stress of Student Teachers, was rejected. Therefore it may be concluded that there was low, positive and significant correlation between Divinity and Coping Stress of Student Teachers. The shared variance is 4.284%.

The coefficient of correlation (table-1) between Flexibility and Self-Awareness was .168 which was significant at .005 level. It means that Flexibility and Self-Awareness of Student Teachers share variance significantly. In the light of this the null hypothesis that there was no significant correlation between Flexibility and Self-Awareness of Student Teachers, was rejected. Therefore it may be concluded that there was low, negligible correlation between Flexibility and Self-Awareness of Student Teachers. The shared variance is 2.822%.

The coefficient of correlation (table-1) between Flexibility and Self-Awareness is .180 which was significant at .005 level. It means that Flexibility and Self-Awareness of Student Teachers share variance significantly. In the light of this the null hypothesis that there was no significant correlation between Flexibility and Self-Awareness of Student Teachers, was rejected. Therefore it may be concluded that there was low, negligible and significant correlation between Flexibility and Self-Awareness of Student Teachers. The shared variance is 3.24%.

The coefficient of correlation (table-1) between Gratitude and Self-Awareness is .282 which was significant at .001 level. It means that Gratitude and Self-Awareness of student Teachers share variance significantly. In the light of this the null hypothesis that there was no significant

correlation between Gratitude and Self-Awareness of Student Teachers, was rejected. Therefore it may be concluded that there was positive and significant correlation between Gratitude and Self-Awareness of Student Teachers. The shared variance is 7.952%.

The coefficient of correlation (table-1) between Gratitude and Coping Stress was .371 which was significant at 0.01 level. It means that Gratitude and Coping Stress of Student Teachers share variance significantly. In the light of this the null hypothesis that there was no significant correlation between Gratitude and Coping Stress was rejected. Therefore it may be concluded that there was significant correlation between Gratitude and Coping Stress of Student Teachers. The shared variance is 13.764%.

The coefficient of correlation (table-1) between Inner-Peace and Coping-Stress is .212 which was significant at .001 level. It means that Inner-Peace and Coping-Stress of Student Teachers share variance significantly. In the light of this the null hypothesis that there was no significant correlation between Inner-Peace and Coping-Stress is rejected. Therefore it may be concluded that there was positive and significant correlation between Inner-Peace and Coping-Stress of Student Teachers. The shared variance is 4.494%.

The coefficient of correlation (table-1) between Spiritual Intelligence and Self Awareness is .284 which was significant at .001 level. It means that Spiritual Intelligence and Self Awareness share variance significantly. In the light of this the null hypothesis that there was no significant correlation between Spiritual Intelligence and Self Awareness is rejected. Therefore it may be concluded that there was positive and significant correlation between Spiritual Intelligence and Self Awareness of Student Teachers. The shared variance is 4.494%.

The coefficient of correlation (table-1) between Spiritual Intelligence and Coping Stress is .259 which was significant at .001 level. It means

that Spiritual Intelligence and Coping Stress share variance significantly. In the light of this the null hypothesis that there was no significant correlation between Spiritual Intelligence and Coping Stress is rejected. Therefore it may be concluded that there was positive and significant correlation between Spiritual Intelligence and Coping Stress of Student Teachers. The shared variance is 6.708%.

### CONCLUSIONS

1. Self Awareness skill of student teachers was low, positive and significantly correlated with dimensions of Gratitude, Empathy, Self Awareness, Vision, Virtuous Behavior and total Spiritual Intelligence.
2. Self Awareness skill of student teachers was negligible, positive and significantly correlated with Flexibility, Inquisitive behavior and Mission dimensions of Spiritual Intelligence.
3. Self Awareness skill of student teachers was not significantly correlated with Commitment, Divinity, Field Independent, Mission and Servant Leader and Inner Peace dimensions of Spiritual Intelligence.
4. Coping Stress Skill of student teachers was low, Positive and significantly correlated with Divinity, Gratitude, Intuition, Inquisitive behavior, Mission and total Spiritual Intelligence.
5. Coping Stress Skill of student teachers was low, negative significantly correlated with Field Independent dimension of Spiritual Intelligence.

### DISCUSSION

Results on the basis of correlation showed that most of the dimensions of Gratitude, Inquisitive behaviour, Inner peace, Self Awareness and total Spiritual Intelligence were positively related with Self Awareness. The shared variance varies from (2.822% to 13.764%). It indicates the degree of commonness between these variables or sub variables. While reviewing previous literature no research was found which examined the correlation between dimensions of Spiritual Intelligence and Self Awareness and coping stress life skills. There were some studies which directly examined the relationship between Spiritual Intelligence and Critical Thinking. Some previous findings which

were indirectly related with such as Hassan (2012) Spiritual Intelligence was moderately positively inter-correlated with mental health problem (Stress Management) and significantly reduces mental health problems. Lukoff (2000) showed the effects of the spirituality and religion in preventing mental issues and there is similar relationship between the spirituality and mental health. Kragg et al. (2006) considered the stress management programs in reducing the signs of the stress increasing the ability and skills of coping against the stress. Larson (2001) showed the effects of religious beliefs and spiritual tasks on the process of mental diseases treatment increasing the positive feelings in this regard. Elmer (2003) also showed the effects of the religious lessons on people's health that the spirituality makes people lifelong along with lowest disease. Wang et al. (2008) found the relationship between spirituality and all aspects of health, including physical, mental and social well-being. In relation to physical health, findings have suggested that spirituality is associated with better stress management. Hackney and Sanders (2003) who concluded that a person who has spiritual intelligence tends to have life meaning and goals, be appreciative of life's purity, and make better decisions and handle stress more constructively. Shahbazirad and Mo'meni (2012) revealed that there is a meaningful relationship between resiliency and spirituality and coping strategies with the quality of life. The person who has high level of spiritual intelligence is flexible, self-awareness and s/he has the capacity to face difficulties and hardships; beyond this, s/he has the ability for inspiration, intuition, and holistic view toward the universe and s/he tries to find the answers of the basic questions. Hofmann (2009) studied that the spiritual practices that increase the awareness and self-controlling of a person who benefits from it in controlling the behaviors and instincts despite of excitation. Tekkeveettil (2014) suggested that individuals with spiritual awareness reveal the self-flexibility and ability of self-awareness the ability to face and learn from failure and fears. Emmons (2000) revealed that spiritual intelligence helps individuals to deal and cope with problems better. Arcury et al. (2000) found that those who were stronger spiritually were also inclined to experience

better physical, mental and social health than those with lower spirituality. Pourfarokh (2014) showed that there is a significant relationship between spiritual intelligence and self esteem with ways of coping stress among the students. Rezapour et al. (2011) considered the religious thoughts and lessons in coping against and tensions and stressful stimulants.

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