

## COPING STYLES AMONG TEACHER TRAINEES IN RELATION TO EMOTIONAL MATURITY

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### ABSTRACT

In the present study an attempt was made to elaborate the relationship between coping styles and emotional maturity among teacher trainees of Ludhiana district. The sample of 160 teacher trainees (80 boys and 80 girls) taken from colleges of Education. Data was collected with the help of 'Ways of Coping' Test Booklet by Susan Folkman and Richard S. Lazarus (1988) and Emotional Maturity Scale (EMS) by Dr. Yashveer Singh and Mahesh Bhargava (1993). Subsequently the data were subjected to statistical analysis. Results clearly indicated that a positive and non significant relation was found between coping styles and emotional maturity among teacher trainees. No significant difference was found between coping styles and emotional maturity of boys and girls teacher trainees.

**KEYWORDS:** Coping Styles, Emotional Maturity, Teacher Trainees

### INTRODUCTION

Life today is becoming increasingly complex, stress is an inevitable part of life. Stress can be experienced from a variety of sources. Students perceive academic life as demanding and stressful (Hammer, Grigspy and Woods, 1998). 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 can lead to poor academic performance depression and serious health problems (Misra and McKean, 2000). Coping plays a significant role in the process of adapting to stressful situations.

Coping style is a person's characteristics strategies used in response to life problems or traumas. These can include thoughts, emotions or behaviours. In today's life due to increasing emotional and physical strain that accompanies stresses 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. Lazarus and Folkman 1984 said that, "Coping is viewed as a response to perceived stress and defined as constantly changing cognitive and behavioural efforts to manage specific external or internal demands that are appraised as taxing or exceeding the resources of the person". The word "manage" refers to different coping efforts that are quite varied and do not necessarily lead to the solution of a problem. Cohen and Lazarus (1979), Lazarus and Folkman (1984), Lazarus and Laulier (1978) said that coping can serve two main functions. It can alter the problem causing stress (problem focused coping) or it can regulate the emotional response to the problem (Emotion focused coping).

Our emotions play quite a significant role in guiding and directing our behaviour. All emotions are feeling, but not all the feelings are emotions. Feelings that are not emotions this includes pain hunger, thirst, cold warmth, fatigue, tension,

relaxation etc. Emotions have the origin in our body. They cause us to be aware of certain changes that take place in the part or the whole of our body. They alert our bodily conditions and needs.

Biggie and Hunt (1977) point out that maturity is a developmental process within which a person manifests from time to time the blue prints inherited from the time of conception. Singh and Bhargava (1990) quote Emotional maturity is not only the effective determinant of personality patterns but it also helps to control helps to control the growth of adolescent development. A person who is able to keep his emotions under control, who is able to avoid delay and to suffer without self-pity might will be emotionally stunned. Bessel (2004) viewed emotional maturity as those behavioural patterns that make for good adjustment in life.

Researches like Mathur and Aggarwal (2003), Kaur (2004), Verma and Rishi (2005) concluded that experienced teacher used more and more self-care strategy for minimizing the effect of different stressors. Females showed more stress symptoms than male teachers. Lekhi (2005) Bansibihari (2006) Pastey and Aminbhavi (2006) revealed that there is difference in the emotional maturity of male and female adolescents. While there have been numerous investigations over a period extending to several decades, regarding coping styles in relation to many variables like occupational stress, job satisfaction, job anxiety, adjustment, intelligence and many others. A lot of research work has also been done in the field of emotional maturity in relation to parental involvement, adjustment, adolescence problems so on. But the investigator did not encounter and work intending to find out the coping styles favoured by the teacher trainees, coping styles in relation to emotional maturity of teacher trainees of Ludhiana district. Thus the topic of present study actually emerged from critical perception of the scenario relating coping styles.

## OBJECTIVES

- To study the relationship between coping styles and emotional maturity among teacher trainees.
- To study the difference between coping styles of boys and girls teacher trainees.
- To study the difference between emotional maturity of boys and girls teacher trainees.

## HYPOTHESES

- There is significant relationship between coping styles and emotional maturity among teacher trainees.
- There is significant difference between coping styles of boys and girls teacher trainees.
- There is significant difference between emotional maturity of boys and girls teacher trainees.

## METHOD

Descriptive method of research was used to conduct the present study in the following manner:

## SAMPLE

The sample of 160 teacher trainees (80 boys and 80 girls) taken from 8 colleges of Education of Ludhiana district of Punjab.

## TOOLS USED

'Ways of Coping' Test Booklet by Susan Folkman and Richard S. Lazarus (1988) is used and consists of

66 items. In this test the subjects have to indicate which typical coping styles is adopted by them encountering stressful situation in their organization. The reappraises the stress is broadly categorized into eight different dimensions i.e. confrontive coping, distancing, self-control, seeking social support, accepting responsibility, escape avoidance, planful problem solving, positive reappraisal.

Emotional Maturity Scale was developed by Dr. Yashveer Singh and Mahesh Bhargava (1993) and consists of 48 items under five categories i.e. emotional instability, emotional regression, social maladjustment, personality disintegration, and lack of independence. The reliability of this test by test retest method is 0.75. Validity of the test is 0.64.

## PROCEDURE

Both psychometric measures were administered to 160 teacher trainees of colleges of education. Test was administered by the investigator herself in individual as well as in group situation. For this teacher trainees from the B.Ed. class selected randomly.

Teacher trainees available at the time when investigator visited the college, were taken as sample. Instructions were given to the students collectively and they were told that their results will be kept confidential. Scoring was done with the help of test manuals.

## RESULTS AND INTERPRETATIONS

Different test student t-test with unpaired group of data and Karl Pearson Correlation Coefficient based on the moment theory was used to analyse the data.

**Table 1: Showing Coefficient of Correlation between Coping Styles and Emotional Maturity among Teacher Trainees (N=160)**

Coping Styles And Emotional Maturity	$r = 0.180$	Not Significant at 0.05 level of significance
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Table 1 revealed that the value of correlation coefficients is 0.180 which is not significant at 0.05 level of significance. The value shows that Coping Styles and Emotional Maturity are positively and not significantly related with each others. This indicate that no relationship between these two variables. Hence hypothesis (1). There is significant relationship between coping styles and emotional maturity among teacher trainees is not retained.

**Table 2: Significance of Difference of Means of Coping Styles among Boys and Girls Teacher Trainees**

	Mean	SD	SE	MD	t-Value	Remark
Boys	86.85	15.10	2.52	0.25	0.10	Not Significant
Girls	86.60	16.70				

Table 2 shows that the mean scores of the Coping Styles of boys and girls are 86.85 and 86.60 respectively and their standard deviation values are 15.10 and 16.70. The standard error is 2.52. The t- ratio was calculated as 0.10 which is not significant at 0.05 level of significance. This reveals that there will not exist significant difference between boys and girls on the basis of Coping Styles. Therefore the hypothesis (2). There will be significant difference between coping styles among boys and girls teacher trainees is not retained.

**Table 3: Significance of Difference of Means of Emotional Maturity among Boys and Girls Teacher Trainees**

	Mean	SD	SE	MD	t-Value	Remark
Boys	68.28	33.54	4.73	8.18	1.73	Not Significant
Girls	60.10	25.85				

Table 3 shows that the mean scores of the Emotional Maturity of boys and girls are 68.28 and 60.10 respectively and their standard deviation value are 33.54 and 25.85. The standard error is 4.73. The t- ratio was calculated as 1.73 which is not significant at 0.05 level of significance. This reveals that there will not exist significant difference between boys and girls on the basis of emotional maturity. Therefore the hypothesis (3). There will be significant difference between emotional maturity among boys and girls teacher trainees is not retained.

## DISCUSSIONS OF RESULTS

A positive and non significant relation was found between Coping Styles and Emotional Maturity among teacher trainees. No significant difference was found between Coping Styles and Emotional Maturity of boys and girls teacher trainees.

## CONCLUSIONS

The above results indicates that there is no relationship between coping styles and emotional maturity. It means that a less mature person can also cope up with the situations. No significant difference was found between Coping Styles and Emotional Maturity of boys and girls teacher trainees.

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