

STUDY OF PERSONALITY HARDINESS IN RELATION TO TEACHING EXPERIENCE AND TYPES OF SCHOOL

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ABSTRACT

The present study reveals the personality hardness of secondary school teachers in relation to teaching experience and types of schools of Ludhiana District. For this study 150 secondary school teachers were taken. Hardiness scale (Nowack, 1990) was used to collect the data. There was no significant difference between mean scores of personality hardness of secondary school teachers of Ludhiana District with regard to types of school and teaching experience.

Keywords- Personality hardness, Teaching experience, types of school, secondary school teachers

Personality is all about the most essential psychology aspects of a person's life – that includes person's thoughts, feelings, motives, skills and behaviours. The term is coined from the Latin word 'persona' meaning mask. This means the people put on a mask that distinguishes them from the rest. We can choose to portray different personas which constitute to our personality but our inner selves have a greater representation of our true characters. Personality is a dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment (Allport, 1948). Conceptually, Hardiness is a personality variable stable over time, though amenable to change under certain conditions (Maddi & Kobasa, 1984). Hardy person have a high sense of life and work commitment, a greater feeling of control, and are more open to change and challenges in life. They tend to interpret stressful and painful experience, part of life that is overall interesting and worthwhile. Hardiness is one such moderator variable and has a major aspect of the recent resurgence of interest in the role of personality factors in physical health (Kobasa, 1982). Hardy persons are hypothesized to display commitment or involvement in daily activities, perceived control over life events, and a tendency to

view unexpected change or potential threat as a positive challenge rather than as an aversive event. No hardy people in contrast, are hypothesized to display alienation (i.e. a lack of commitment), an external locus of control, and a tendency to view change as undesirable. The collection of personality characteristics composing hardiness mitigates the potential unhealthy effects of stress and prevents the organism strain that often leads to illness (Gentry and Kobasa, 1984). The key to psychological hardiness is not luck and is not inherited, but is a learned approach to stress. The learning involves interpreting or perceiving stressful events in an adaptive way (Kobasa, 1982). According to Maddi (2006), hardiness is a combination of three attitudes (Commitment, Control, and Challenge) that together provide the courage and motivation needed to turn stressful circumstances from potential calamities into opportunities for personal growth, while acknowledging the importance of the three core dimensions.

Teaching is an interactive process, primarily involving classroom interaction between teacher and pupil. Experience comprises knowledge of or skill of some thing or some event gained through involvement in or exposure to that thing or event.

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OBJECTIVES OF THE STUDY

1. To study personality hardness of secondary school teachers.
2. (a) To compare personality hardness of secondary school teachers with experience below 5 and 5-10 years.
- (b) To compare personality hardness of secondary school teachers with experience 5-10 and above 10 years.
- (c) To compare personality hardness of secondary school teachers with experience below 5 and above 10 years.
3. To compare personality hardness of P.S.E.B. and C.B.S.E. secondary school teachers.

METHOD

Sample

Present study was a descriptive survey which was conducted on 150 senior secondary school teachers. The aim of the investigation was to study personality hardness of teachers of secondary schools of Ludhiana District. The sample was heterogeneously divided on the basis of teaching experience and type of schools of senior secondary school teachers. A convenient portion of total population to be investigated was selected randomly with the assumption that they truly represent the total population. For the present study, 150 secondary school teachers were taken randomly from the secondary school teachers of Ludhiana district. The sample includes 58 teachers from C.B.S.E. schools,

92 from P.S.E.B. schools respectively. The teaching experience of 62 teachers was below 5 years, 46 teachers' experience was between 5-10 years and 42 teachers' experience was above 10 years.

Measures

In the present study, the investigator selected Hardiness scale by Nowack (1990). This scale intends to measure the tendency to have dedication to a purpose, a sense of control over events and perceiving events as opportunities and challenges rather than stressors. The scale is having 30 items to be responded on a 5 point continuum. The scale has been translated in Hindi. The bilingual version was shown to experts in the field of education for establishing content validity of scale. The distribution of items in the hardness scale is shown below:

Control(2,5,7*,11*,17*,21*,23,25*,29*,30)

Commitment(1*,6*,8*,9*,10,13,14,18,20*,22)

Challenge(3,4,12*,15*,16,19,24*,26*,27*,28*)

*Negatively worded statements to be scored in reverse order.

The internal consistency of the scale was determined on a sample of students. The coefficients of correlation came out to be ranging from 0.75 to 0.05 for dimensional score and 0.82 for total hardness scale. The test reliability coefficients of the dimensional scores turned out to be 0.82, 0.84, 0.78 and 0.83 for control, commitment, challenge of the total hardness scales.

RESULTS AND DISCUSSION

TABLE 1: Showing Mean scores of personality hardness of secondary school teachers with a teaching experience (below 5 years and 5-10 years)

Teaching experience	N	M	SD	SEd	t-ratio
Below 5 year	62	85.68	10.14	1.92	1.3 (Non Significant)
5-10 year	46	88.18	9.7		

Table 1 shows the mean scores of personality hardness of secondary school teachers of Ludhiana district with teaching experience below 5 and 5-10 years. The mean scores of personality hardness of secondary school teachers below 5 years' experience are 85.68 and of 5-10 years' experience are 88.18. SD of personality hardness of secondary school teachers below 5 and 5-10 years of teaching

experience was 10.14 and 9.7 respectively, whereas SEd is 1.92. The t-ratio is 1.30 which is non-significant at either levels of confidence. This shows that the two groups do not differ significantly at both 0.05 and 0.01 level of confidence.

Hence hypothesis stating, "There exists no significant difference in the mean scores of personality hardness of secondary school teachers

with experience below 5 and 5-10 years" stands accepted. Further it is observed that the mean scores of personality hardness of 5-10 years' experience of secondary school teachers are more than the below 5 years' experience of secondary

school teachers because they are in early years of their profession and do not have enough experience to face new challenges as compared to experienced one's.

TABLE 2: Showing Mean scores of personality hardness of secondary school teachers with a teaching experience (5-10 years and above 10 years)

Teaching experience	N	M	SD	SEd	t-ratio
5-10 years	46	88.18	9.7	1.99	1.77 (Non Significant)
Above 10 years	42	84.64	9.82		

Table 2 shows the mean scores of personality hardness of secondary school teachers of Ludhiana district with 5-10 years and above 10 years of teaching experience. The mean scores of personality hardness of secondary school teachers with 5-10 years' experience are 88.18 and above 10 years are 84.64. SD of personality hardness of teachers with 5-10 years of experience and above 10 years of teaching experience is 9.7 and 9.82 respectively, whereas SEd is 1.99. The t-ratio is 1.77 which is non-significant at both 0.05 and 0.01 level

of confidence.

Hence hypothesis stating, "There exists no significant difference in the mean scores of personality hardness of secondary school teachers with experience 5-10 and above 10 years" stands accepted. Further it is observed that the mean scores of personality hardness of 5-10 years' experience of secondary school teachers are more than the above 10 years' experience of secondary school teachers because they have specific goals which can be achieved only through accepting new challenges.

TABLE 3: Showing Mean scores of personality hardness of secondary school teachers with a teaching experience below 5 years and above 10 years

Teaching experience	N	M	SD	SEd	t-ratio
Below 5 years	6285.	68	10.14	1.99	(Non Significant)
Above 10 years	4284.	649.	82		

Table 3 shows the mean scores of personality hardness of secondary school teachers of Ludhiana District below 5 years and above 10 years of teaching experience. The mean scores of personality hardness of secondary school teachers of below 5 years' experience is 85.68 and above 10 years is 84.64. SD of personality hardness of teachers below 5 years and above 10 years of teaching experience of secondary school is 10.14 and 9.82 respectively and SEd is 1.89. The t-ratio is 0.55 which is non-significant at either levels of confidence. This shows that the two groups are non-significant at both 0.05

and 0.01 level of confidence.

Hence hypothesis stating, "There exists no significant difference in the mean scores of personality hardness of secondary school teachers with experience below 5 and above 10 years" stands accepted. Further it is observed that the mean scores of personality hardness of secondary school teachers with below 5 years' experience is more than the secondary school teachers with above 10 years' experience because they are more committed towards their job.

TABLE 4: Showing Mean scores of personality hardness of C.B.S.E. and P.S.E.B. secondary school teachers of Ludhiana District

TYPE OF SCHOOL	N	M	SD	SEd	t-ratio
C.B.S.E.	58	87.45	10.76	1.70	0.72
P.S.E.B.	92	86.21	9.3		(Non Significant)

Table 4 shows the mean scores of personality hardness of C.B.S.E. and P.S.E.B. secondary school teachers of Ludhiana District. The mean scores of personality hardness of C.B.S.E. secondary school teachers is 87.45 and of P.S.E.B. secondary school teachers is 86.21. SD of personality hardness of C.B.S.E. and P.S.E.B. secondary school teachers is 10.76 and 9.3 respectively, whereas SEd is 1.70. The t-ratio is 0.72 which is lesser than 1.96 and 2.58 respectively, so the difference is not significant at both the levels of confidence.

Hence, hypothesis stating, "There exists no significant difference in the mean scores of personality hardness of C.B.S.E. and P.S.E.B. secondary school teachers" stands accepted. Further it is observed that the mean scores of personality hardness of C.B.S.E. secondary school teachers is more than the P.S.E.B. secondary school teachers because they work under the guidelines of the NCERT which helps to make them more hardy.

CONCLUSIONS

On the basis of the statistical analysis of data, the following conclusions can be drawn:

1. No significant difference was found in the mean scores of personality hardness of secondary school teachers in regard to their type of school. Mean scores of personality hardness of C.B.S.E. secondary school teachers are more than the P.S.E.B. secondary school teachers.
2. No significant difference was found in the mean scores of personality hardness of secondary school teachers

in regard to their teaching experience. Mean scores of personality hardness of secondary school teachers having experience of 5-10 years are more as compared to others.

EDUCATIONAL IMPLICATIONS

On the basis of results and conclusions the under mentioned implications can be drawn:-

Teachers those having experience of 5-10 years are hardier than below 5 years of teaching experience. So, schools must employ specific provisions to motivate those teachers who are in earlier days of their profession. C.B.S.E. school teachers like to face new challenges and are more committed towards their profession. Principals of schools does have to organise various seminars, conferences and workshops for their teachers. The promotion should be based on professional integrity and not on seniority.

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