

## EXAMINING THE ROLE OF EDUCATIONAL STREAM, RESIDENTIAL SETTING AND PERSONALITY HARDINESS AMONG PROSPECTIVE TEACHERS

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### ABSTRACT:

A research study was undertaken to examine Personality Hardiness among Prospective Teachers in relation to their Stream of Study (Arts and Science) and Residential Background (Urban and Rural). The study focused on 100 pupil-teacher trainees enrolled in Colleges of Education, with an equal distribution of participants based on their academic streams and residential settings. To assess personality hardiness, the study employed the Personality Hardiness Scale developed by Dr. Nowack (1990). The primary objective was to determine whether prospective teachers from different academic backgrounds and living environments exhibit varying levels of resilience and psychological toughness, which are essential traits in the teaching profession. The findings revealed that prospective teachers from the Science stream exhibited significantly higher levels of personality hardiness compared to their counterparts from the Arts stream. This suggests that students with a scientific academic background may possess greater resilience, adaptability, and stress-management skills. However, when comparing urban and rural prospective teachers, the study found no significant difference in personality hardiness between the two groups. This indicates that residential background, whether urban or rural, does not play a crucial role in shaping the hardiness levels of future educators. Additionally, the results demonstrated no significant interactional effect between the stream of study and residential background on personality hardiness. In other words, the combined influence of these two factors did not lead to any substantial variations in the personality hardiness levels of prospective teachers. Overall, the study highlights the potential influence of academic discipline on resilience and stress tolerance among aspiring educators, while suggesting that geographical upbringing has little impact on these traits.

**Key Words:** Hardiness, Prospective Teachers of Arts and Science, Residential Background, Urban and Rural.

### INTRODUCTION

Education plays an important role in the development of human life towards enviable goals. Education is indispensable instrument in life, which helps the individual to meet the challenges of tomorrow. Schools are the nurseries of the nation and the teachers are the architects of the future society. It is the teacher, who shapes the personality and modifies the behaviour of the students. The work of a teacher is physically and mentally challenging. A teacher needs to use a lot of energy in the classroom and is tied down with personal and family commitments. Many factors like heavy workload, daily interaction

with students, co-workers, demands of teaching often leads to various pressures & challenges which in turn leads to stress. This results in various negative physiological, psychological & behaviour problems. So the well-being of teacher is affected by stress which he perceives from his job. Thus it is a pre-requisite for teachers not only to have improved knowledge and teaching proficiency but also bear a good and hardy personality. Teaching Training Programmes in India are very comprehensive. Teacher trainees have to follow the approved curriculum along with a large number of co-curricular activities within a short span of time. These students belong to different academic streams like arts, commerce, medical, non medical etc. but in spite of different streams and individual differences the training program has the same expectation from all of them. In such situation they feel stress but if they have a hardy personality then they can manage to deal with all such problems. Hardiness is defined as a constellation of personality characteristics that function as a resistance resource in the encounter with stressful life events (Kobasa, Maddi and Hoover, 1982). The hardiness concept dates back to 1975 when Dr. Salvatore R. Maddi, founder of the hardiness concept, began his research at Illinois, Bell Telephone Company, after experiencing high amounts of stressful life events. In recent years, considerable attention has been paid to the construct of hardiness as an inner resource that may moderate the effects of stress on physical and mental health.

According to Kobasa (1979) hardiness is a cognitive appraisal process composed of three characteristics (1) control was described as a belief that people could control or influence the events of their experience; (2) commitment was described as an ability to feel deeply involved in the activities in their lives; and (3) challenge was described as anticipating changes as an exciting challenge to further development.

Maddi (2006) has characterized hardiness as 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

Bartone (2006) considers hardiness as something more global than mere attitudes. He conceives of hardiness as a broad personality style or generalized mode of functioning that includes cognitive, emotional and behavioural qualities. This generalized style of functioning, which incorporates commitment, control and challenge is believed to affect how one views oneself and interacts with the world.

Hardiness is a pattern of attitudes and skills that provides the courage and strategies to turn stressful circumstances from potential disasters into growth opportunities. Hardiness is even relevant in the stressful settings such as teaching. Healthy and motivating teachers have positive implications for society as a whole because their way of coping with the situations undoubtedly also have an impact on student's attainment and overall school performance. Chan (2003) in his study found that stress, positive hardiness, and negative hardiness all had a key, independent, and significant impact on emotional exhaustion and depersonalization dimensions of burnout and found no evidence to support that positive hardiness or negative hardiness had stress-buffering effects on teacher burnout. Thus, it becomes necessary for the prospective teachers to develop coping skills to reduce stress at workplace so as to enhance the strength of teacher's internal resources such as hardiness and to act as a buffer while encountering any stressful events in life.

Kilinc (2014) conducted a study on Examining Psychological Hardiness of primary school teachers of demographic variables. The sample consisted of 369 teachers working in 12 primary schools in Ankara and studied the impact of personality hardiness on demographic variables such as gender, branch, age, seniority and years in current school. The result revealed that Psychological hardiness was not significantly related to the variables gender, branch, age, seniority and years in current school.

Personality hardiness has been studied in relation to different components of teaching such as classroom control, school climate, alienation, efficacy, locus of control, stress, burnout, occupational stress, teachers' commitment and job involvement. Several Studies showed that having high hardiness can reduce the level of stress Kobasa (2011), Greenleaf (2011), Erkutlu (2012).

## **OBJECTIVES**

- 1 To study the personality hardiness of prospective teachers in relation to stream of study.
- 2 To study the personality hardiness of prospective teachers in relation to Residential background.
- 3 To study the interactional effect of stream and residential background on personality hardiness of prospective teachers.

## **HYPOTHESES**

1. There exists no significant difference in personality hardiness of prospective teachers in relation to stream of study.
2. There exists no significant difference in personality hardiness of prospective teachers in relation to Residential background.
- 3 There exists no significant interactional effect of stream and residential background on personality hardiness of prospective teachers.

## **SAMPLE:**

The sample consists of 100 prospective teachers (50 of Arts Stream and 50 of Science Stream), of Education Colleges of Saharanpur District of Uttar Pradesh. Out of 50 Arts stream teachers, 25 were from Urban Residential Background and 25 from Rural Residential Background. In the same way out of 50 Science Stream teachers, 25 were from Urban Residential Background and 25 from Rural Residential Background.

## **DELIMITATIONS OF STUDY**

- The study was delimited to Colleges of Education of Saharanpur District.
- The study was delimited to Arts and Science Steam as well as urban and rural residential background of prospective teachers of education colleges
- The study was delimited to 100 pupil teachers trainees of Colleges of Education only.

**Tool for collection of Data:** Personality Hardiness Scale developed by Dr. Nowack (1990).

**Procedure:** In order to collect the relevant data, the personality hardiness scale were administered to the prospective teachers in relation to stream (arts and science) and residential background. Co-operation was sought from the head of the institution and a good rapport was established with the students before administering the tools.

## **Analysis and Interpretation:**

### **Hypothesis 1**

Mean SD and t scores were computed to test the first hypothesis "There exists no significant difference in personality hardiness of prospective teachers in relation to stream of study" and the results are discussed below

### **Table 1 Significance of Difference between Mean Scores of personality hardiness of**

**prospective teachers with respect to Arts and Science**

Category	Group	N	M	S.D	SE <sub>M</sub>	t-ratio	Sig./Not Sig.
<b>Personality hardiness</b>	Arts	50	94.14	8.46	1.19	5.00	<i>Significant</i>
	Science	50	102.52	8.26	1.16		

The table shows that the means of Personality Hardiness among Prospective teachers for art subjects is 94.14 with S.D 8.46 and for science stream prospective teachers mean score is 102.52 with S.D 8.26

The t-value came out to the 5.00 which is significant at 0.01 level of confidence. The mean of personality hardiness of prospective teachers belonging to science stream is higher as compared to the arts stream prospective teachers. It is clear that the prospective teachers belonging to science stream have more personality hardiness as compared to their counterpart's in arts stream. Hence the hypothesis there is no significant difference in personality hardiness of prospective teachers in relation to stream wise was rejected

**Hypothesis 2**

Mean SD and t scores were computed to test the second hypothesis "There exists no significant difference in personality hardiness of prospective teachers in relation to residential background" and the results are discussed below

**Table 2 Significance of Difference between Mean Scores of personality hardiness of prospective teachers with respect to Residential Background**

Category	Group	N	M	S.D	SE <sub>M</sub>	t-ratio	Sig./Not Sig.
<b>Personality hardiness</b>	Urban	50	99.02	8.65	1.22	0.73	<i>Not significant</i>
	Rural	50	97.64	9.99	1.41		

The table shows that the means of Personality Hardiness among Prospective teachers belonging to urban area is 99.02 with S.D 8.65 and for belonging to rural residential area prospective teachers mean score is 97.64 with S.D 9.99

The t-value came out to the 0.73 which is not significant at 0.05 level of confidence. So the result revealed that there is no significant difference among prospective teachers belonging to urban and rural area. Hence the hypothesis that there exists no significant difference in personality hardiness of prospective teachers in relation to Residential background was accepted

**Interactional Effect**

In order to find out the significance of main and interaction effects of Personality Hardiness among Prospective Teachers in Relation to Stream of study and Residential Background a Summary of one way analysis of variance on Personality Hardiness among Prospective Teachers in Relation to Stream of study and Residential Background was calculated.

Source of Variation	SS	df	MS	F-value	Significant
Stream	1755.610	1	1755.610	25.129	0.01
Residence	47.610	1	47.610	.681	NS
Stream * Residence	102.010	1	102.010	1.460	NS
Error	6706.880	96	69.863		
Corrected Total	8612.110	99			

## MAIN INFLUENCES

### Main influence A: Main Influence of type of Stream (Arts/Science) on Personality Hardiness among Prospective Teachers.

Table 1.6. reveals that the F-ratio for the difference in mean scores on Personality Hardiness among Prospective Teachers in type of stream arts and science came out to be 25.129 which is significant at 0.01 level of confidence, the means of arts and science prospective teacher were found to be 94.14 and 102.52 respectively

### Main Influence B: Main influence of type of Residential Background (urban /Rural) on Personality Hardiness among prospective teachers

Table reveals that the F-ratio for the difference in mean scores on Personality Hardiness among Prospective Teachers in type of Residential background (urban and rural ) came out to be 0.68 which is not significant at 0.05 level of confidence, the means of urban and rural prospective teacher were found to be 99.02 and 97.64 respectively

## INTERACTIONAL INFLUENCE (A x B)

### First order interactional influence of type of Stream and type of Locale on Personality hardiness among prospective teachers

Table reveals that the F-ratio for the difference in means scores of Personality hardiness among prospective teachers in educational institutions due to interaction between Type of Stream and type of residential background came out to be 1.46 which is not significant at 0.05 level of confidence

## Educational implications

The present study revealed that there is need to promote hardiness training programme , involving mastery learning, vicarious experiences, specific positive feedback and psychological skills should be organised in educational colleges that which that will help prospective teachers to behave normally under stressful conditions. Prospective Teachers have to attend seminars, workshops and refresher course to build up their personality in this fast growing world, which will help in how we cope with challenges.

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