

PERSONALITY HARDINESS OF COLLEGE TEACHERS IN RELATION TO TEACHING EXPERIENCE AND DEMOGRAPHIC VARIABLES

Varinder Kaur

Principal, GTB Khalsa College of Education, Dasuya (Hoshiarpur)

ABSTRACT

The study investigated the personality hardiness of college teachers in relation to teaching experience and demographic variables. The sample constituted 150 college teachers from urban and rural backgrounds drawn from government and private colleges of Hoshiarpur district affiliated with Punjab University Chandigarh.

The execution of personality hardiness of college teachers was studied with the help of a descriptive survey taking scores of personality hardiness as a dependent variable. The results revealed that values of the median of the scores of personality hardiness of college teachers in relation to teaching experiences and demographic variables are pretty proximate to each other, and the values of skewness and kurtosis distortions are relatively small. Therefore, the distribution can be taken as usual. At the same time, no significant difference was found in the mean scores of college teachers' personality hardiness regarding their teaching experience and marital status. However, a significant difference was found between mean scores of college teachers' personality hardiness regarding their gender, locality and organizational setup.

KEYWORDS: Personality Hardiness, College Teachers, Teacher Experience.

INTRODUCTION

Education plays a paramount and significant role in learning human life towards desirable goals. Education is an indispensable instrument in life that helps the individual meet the challenges of tomorrow. It is the crux of all social changes and progress. Education is considered a search for quality and excellence achieved in any education system depending upon the quality of the teachers working therein. So the role of the teacher is crucial in the teaching-learning process. Commitment in the education system is related to the teacher's excellence, willingness and professional preparedness. It requires a teacher with improved knowledge and teaching competence and a sound and hardy personality.

Personality hardiness is an emerging research area affecting not only ill or stress-prone teachers but also their mental health and wellbeing. Research studies on hardiness highlighted the association between stress and wellbeing as the function of the individual's internal strength.

Conceptually, hardiness is a personality variable stable over time, though amenable to change under certain conditions (Maddi & Kobasa, 1984). Hardy people have a high sense of life and work commitment, a more incredible feeling of control, and are more open to change and challenges in life. They tend to interpret stressful and painful experiences as part of an interesting and worthwhile life. A **hardy** personality style can be characterized by - **Commitment**- devotion to work, families, and other valued activities. Commitment refers to the recognition of and substantial involvement in personal values and goals (Kobasa, 1979); **Control**-a sense of personal mastery over their activities and lives. People in control imagine responsibility for their possessed deeds instead of feeling (Thomson,

1995); **Challenge-** a perception of life events as challenging (not threatening) and as an opportunity to test themselves. Individuals ranking high in challenge believe that change is necessary as a part of the growth process (Kobasa, 1982)

In today's world, India needs highly motivated, skilled, dedicated and professionally sound teachers. It is well-known that their subject knowledge influences students learning in the classroom setting. Teacher burnout was identified as a syndrome of physical and emotional exhaustion containing the development of a negative job attitude. Teachers play an essential role in the process of education. It is his efforts which make the dreams of education come true. Recently the quality of education has been declining tremendously for many reasons. The quality of teachers and teaching is the most dominating cause of this problem, and we often see teachers not interested in teaching. They teach for the sake of a job, they are just passing their time, which is allotted to them in the colleges. They lack patience, interest, attitude, spirit, teaching values, faith, and physical and do not maintain a healthy student's teacher relationship and cannot provide a suitable atmosphere to the students who have to sacrifice their lives against teachers' cruelty. Their rudeness is one of the causes of the increasing dropout rate. There are many other examples of dysfunction of teachers, and even we think about the reasons for these big blunders, burnout and hardiness emerge as the leading causes of psychophysical dysfunction.

The role of the teacher is essential worldwide at all levels of education. This study aims to determine teachers' hardiness level and attitude towards the teaching profession. Nevertheless, the role of college teachers is most prominent in the educational system because college teachers shape the country's youth, which is at the vital stage of human growth towards excellence and participation in the country's development. Thus, college teachers are expected to have a hardy personality to contribute towards a hardy young generation and build a scholarly and coherent society. Personality hardiness also affects the job of teachers. The study aims to find the personality hardiness and job burnout level of college teachers in the district of Hoshiarpur.

REVIEW OF LITERATURE

The Key to Psychological Hardiness is not luck and is not inherited, but is a learned approach to stress. Learning involves interpreting or perceiving stressful events adaptively (Kobasa, 1982). Maddi (2006) said that hardiness combines three attitudes (Commitment, Control, and Challenge) that 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. Kobasa, Maddi and Zola (1983) examined under highly stressful life events, male executives who were high in Type A and low in hardiness tended toward higher general illness scores than any other executives. Funk and Houston (1987) suggested that hardiness buffers the effects of stressful life events. Rhodewalt and Zone (1989) indicated that, although hardiness is not associated with the likelihood of reporting any specific life events, non-hardy subjects appraise a significantly higher proportion of their life experiences as more undesirable than hardy subjects and report that each adverse event requires greater adjustment. Helen (1991) reported that higher levels of hardiness demonstrated a better perception of their mental and social health, not physical health. Florian, Mikulincer and Taubman (1995) concluded that Commitment improved mental health by reducing the appraisal of threats and the use of emotion-focused strategies and by increasing secondary appraisal. Control improved mental health by reducing the appraisal of threats, increasing secondary appraisal, and using problem-solving and support-seeking strategies. Skirka (2000) reported a significant positive correlation between the

personality scales of hardiness and sense of Coherence for college varsity and non-athletes. David (2003) described stress, positive hardiness, and negative hardiness as having a leading, independent and significant impact on emotional exhaustion and depersonalization, whereas only positive hardiness had a significant main effect on personal accomplishment. Cole, Heike and Bernd (2006) described that employees' positive and negative emotions experienced amidst an organizational crisis fully accounted for the relations between perceived supervisor support and cynicism and psychological hardiness and cynicism. Ferudun (2009) revealed that psychological hardiness is positively and significantly related to teacher commitment's identification and internalization components.

In contrast, it significantly and negatively correlates to the Commitment predicated on compliance. Teacher compliance commitment is negatively associated with both identification and internalization. Azeem (2010) examined that Commitment, challenge, control and total personality hardiness are found to be negatively related to emotional exhaustion. Commitment and total personality hardiness are also negatively related to depersonalization. Rasouli, Hosseini and Dokanee (2012) investigated that there is a positive and meaningful relationship between hardiness and job satisfaction of faculty members and staff.

Finally, high-hardy subjects displayed higher frustration tolerance and appraised the task as less threatening. They responded to the task with more positive and less negative affect than low-hardy subjects. Hardiness was found to be positively related to adaptive coping variables and negatively related to maladaptive coping variables.

OBJECTIVES

1. To study personality hardiness of college teachers.
2. To compare college teachers' personality hardiness at different teaching experience levels.
3. To compare personality hardiness of male and female college teachers.
4. To compare personality hardiness of rural and urban college teachers.
5. To compare personality hardiness of married and unmarried college teachers.
6. To compare personality hardiness of private and government college teachers.

HYPOTHESES

1. (a) There exists no significant difference in the mean scores of personality hardiness of college teachers with experience below 5 and 5-10 years.
(b) There exists no significant difference in the mean scores of personality hardiness of college teachers with experience 5-10 and above 10 years.
(c) There exists no significant difference in the mean scores of personality hardiness of college teachers with experience below 5 and above 10 years.
2. There exists no significant difference in the mean scores of personality hardiness of college teachers in regard to their gender.
3. There exists no significant difference in the mean scores of personality hardiness of college teachers in regard to their locality.
4. There exists no significant difference in the mean scores of personality hardiness of college teachers in regard to their marital status.

5. There exists no significant difference in the mean scores of personality hardiness of college teachers in regard to their organizational setup.

SAMPLE

For the present study, 150 college teachers were taken randomly from the secondary school teachers of the Hoshiarpur district. The sample included 52 males and 98 females. There are 95 teachers from urban areas and 55 from rural areas. Out of the sample, 95 teachers are married, and 55 are unmarried. The sample includes 100 private and 50 government, respectively.

The teaching experience of 62 teachers was below 5 years, 46 teachers 5-10 years, and 42 teachers' experience was above 10 years.

TOOL USED

The investigator has selected the Psychological Hardiness Scale (NOWACK 1990) for the present study.

STATISTICAL TECHNIQUES USED

The Following statistical techniques were used:

1. Normality of data was tested with the help of descriptive statistics, i.e. mean, median, standard deviation, standard error, skewness and kurtosis.
2. T-test was employed to check the significance of the difference between the means of Personality hardiness and demographic variables.
3. Data were represented graphically.

ANALYSIS AND INTERPRETATION

Two types of analysis were carried out for this purpose

- (i) Description of the scores presented regarding the frequency distribution, mean, median, S.D., SEd, skewness and kurtosis.
- (ii) For comparison, t-ratio has been calculated.

SECTION I

- (i) The description of scores was presented in measures of frequency distribution median, skewness and kurtosis in Tables 1 and 2:

Table 1 Frequency Distribution of scores of Teaching Experience, Gender, Residential Background, Marital Status and Types of Institutions on the variable personality Hardiness											
Class Interval	Teaching Experience			Gender		Residential Background		Marital Status		Types of Institutions	
	Before 5 Years	5-10 Years	Above 10 Years	Male	Female	Urban	Rural	Married	Unmarried	Government	Private
60-70	6	2	4	3	10	9	0	7	3	10	1
70-80	12	5	10	7	22	21	7	19	9	21	7
80-90	21	20	16	17	37	37	19	37	18	39	16
90-100	19	16	10	20	25	24	23	26	21	25	21
100-110	4	2	2	5	3	3	6	5	4	4	5
110-120	0	1	0	0	1	1	0	1	0	1	0
Total	62	46	42	52	98	95	55	95	55	100	50

Table 2 Showing Median, Skewness and Kurtosis of scores of Teaching Experience, Gender, Residential Background, Marital Status and Types of Institutions on the variable personality Hardiness				
	Demographic Variables	Median	Skewness	Kurtosis
Teaching Experience	Before 5 Years	86.5	-0.386	-0.393
	Before 5 Years	88.5	.097	1.25
	Before 5 Years	86	-0.123	-0.56
Gender	Male	89.5	-0.550	-0.089
	Female	85	0.098	0.097
Residential Background	Urban	85	0.084	0.213
	Rural	92	-0.201	-0.597
Marital Status	Married	86	0.011	.263
	Unmarried	89	-0.505	-0.216
Types of Institution	Government	85	.025	.036
	Private	91	-0.268	-0.390

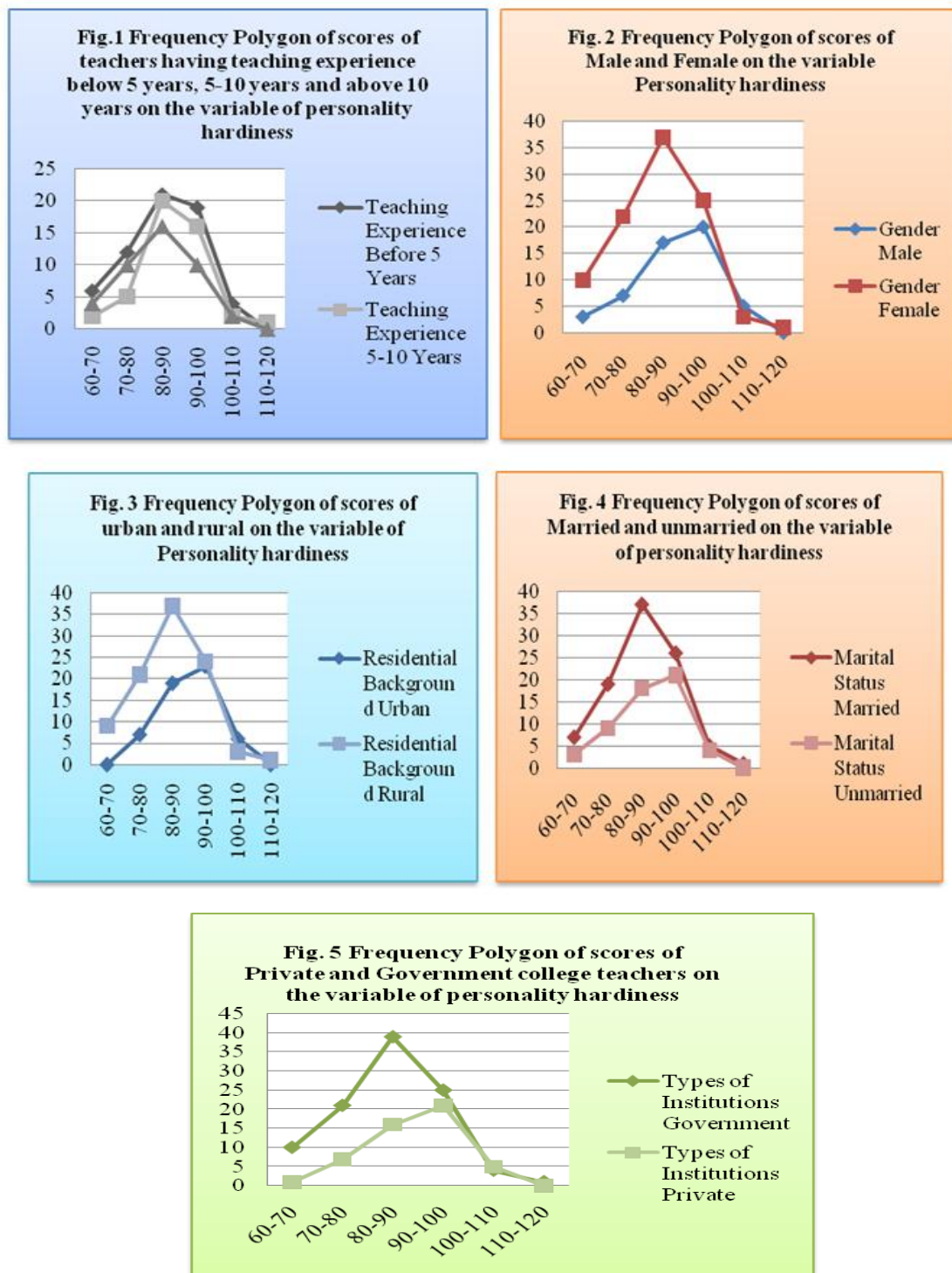


Table 2 shows that the median values of the teachers' scores experienced below 5 years, 5-10 years and above 10 years were 86.5, 88.5 and 86. Male and female were 89.5 and 85, urban and rural were 85 and 92, married and unmarried were 86 and 89, private and government were 85 and 91, respectively, which were reasonably proximate to each other.

The examination of the corresponding group skewness and kurtosis from Table 1 suggests that the values of skewness and kurtosis in the case of teachers experience below 5 years are -0.386 and -0.393, respectively showing the distribution as negatively skewed and leptokurtic. Teaching experience 5-10 years were 0.097 and 1.25, respectively, showing the distribution

as positively skewed and leptokurtic. The teaching experience was above 10 years, then skewness and kurtosis values were -0.123 and -0.56, which were negatively skewed and leptokurtic.

The values of skewness and kurtosis in the case of males were -0.550 and -0.089, respectively, showing the distribution as negatively skewed and platykurtic and in the case of females, were 0.098 and 0.097 respectively, showing the distribution as positively skewed and leptokurtic.

The skewness and kurtosis values in the case of urban were 0.084 and 0.213, respectively, showing the distribution as positively skewed and leptokurtic and in rural were -0.201 and -0.597, respectively, showing the distribution as negatively skewed and platykurtic. The values of skewness and kurtosis in the case of married were 0.011 and 0.263, respectively, showing the distribution as positively skewed and platykurtic and in the case of unmarried, were -0.505 and -0.216, respectively, showing the distribution as negatively skewed and leptokurtic.

The values of skewness and kurtosis in the case of private were 0.025 and 0.036, respectively, showing the distribution as positively skewed and platykurtic and in the case of government, were -0.268 and -0.390, respectively showing the distribution as negatively skewed and leptokurtic.

However, in all groups, these distortions were relatively small. Therefore the distributions can be taken as usual.

Section II

(ii) Significance of Difference of Means

Table 3 Mean scores of College Teacher with a Teaching Experience, Gender, Residential Background, Marital Status and Types of Institutions on the variable personality Hardiness						
Teaching Experience		N	M	SD	SEd	t-ratio
	Below 5 years	62	85.68	10.14	1.92	1.30 ^{NS}
	5 – 10 years	46	88.18	9.7		
	5-10 years	46	88.18	9.7	1.99	1.77 ^{NS}
	Above 10 years	42	84.64	9.82		
	Below 5 years	62	85.68	10.14	1.89	55 ^{NS}
	Above 10 years	42	84.64	9.82		
Gender	Male	52	88.4	9.2	1.65	2.42 *
	Female	98	84.4	10.3		
Locality	Urban	95	84.62	10.26	1.49	3.65**
	Rural	55	90.07	7.88		
Marital Status	Married	95	85.8	10.07	1.64	1.21 ^{NS}
	Unmarried	55	87.8	9.56		

*significant at the 0.05 level of confidence

**significant at the 0.01 level of confidence

It may be observed from Table 3 that means score of personality hardiness below 5 years and 5-10 years of teaching experience scores reveals that t-ratio was not found to be significant at .05 level of confidence. This indicates that the two groups do not differ significantly on mean scores of 'below 5 years' and '5-10 years of teaching experience'. Thus, the data did not provide sufficient evidence to reject hypothesis (1) H1a viz., "There exists no significant difference in the mean scores of personality hardiness of college teachers with experience below 5 and 5-10 years".

The examination of the mean scores of personality hardiness of 5-10 years of experience of College teachers were more than the below five years of experience because they are in the early years of their profession and do not have enough experience to face new challenges compared to experienced o

It may be observed from Table 3 that means score of personality hardiness of 5-10 years and above 10 years of teaching experience scores reveals that the t-ratio was not found to be significant at .05 level of confidence. This shows that the two groups do not differ significantly on mean scores of '5-10 years' and 'above 10 years of teaching experience'. Thus, the data did not provide sufficient evidence to reject hypothesis (1) H1b viz., "There exists no significant difference in the mean scores of personality hardiness of college teachers with experience 5-10 and above 10 years".

The examination of the mean scores of personality hardiness of 5-10 years experience of college teachers are more than the above 10 years experience of college teachers because they have specific goals that can be achieved only through accepting new challenges.

It may be observed from Table 3 that means score of personality hardiness of below 5 years and above 10 years of teaching experience scores reveals that the t-ratio was not significant at either level of confidence. This indicates that the two groups do not differ significantly on mean scores of 'below 5 years' and 'above 10 years of teaching experience'. Thus, the data did not provide sufficient evidence to reject hypothesis (1) H1c viz., "There exists no significant difference in the mean scores of personality hardiness of college teachers with experience 5-10 and above 10 years".

The examination of the mean scores of personality hardiness of those below 5 years' Experience College teachers were more than the above 10 years experience college teachers because they are more committed towards their job.

Table 3 shows that the means score of personality hardiness of male and female college teachers reveals that the t-ratio was significant at the .05 levels of confidence. This shows that the two groups differ significantly in mean scores of 'male' and 'female college teachers'. Thus, the data provide sufficient evidence to reject hypothesis (2) H2 viz., "There exists no significant difference in the mean scores of personality hardiness of male and female college teachers".

The examination of male college teachers' mean scores of personality hardiness is more than the female college teachers. It is clear that male teachers are more committed towards their jobs. They accept new challenges and have proper control over working.

Table 3 shows that the means score of personality hardiness of urban and rural college teachers reveals that the t-ratio was significant at the .01 level of confidence. This shows that the two groups differ significantly in mean scores of 'urban' and 'rural college teachers'. Thus, the data provide sufficient evidence to reject hypothesis (2) H2 viz., "There exists no

significant difference in the mean scores of personality hardiness of urban and rural college teachers".

The examination of the mean scores of personality hardiness of college teachers is more than the urban college school teachers. It is clear that college teachers face more challenges than urban teachers, so they become more hardy and accept new challenges easily.

It may be observed from Table 3 that the means score of personality hardiness of married and unmarried college teachers reveals that the t-ratio was not significant at the .05 levels of confidence. This shows that the two groups do not differ significantly on mean scores of 'married' and 'unmarried college teachers'. Thus, the data did not provide sufficient evidence to reject hypothesis (2) H2 viz., "There exists no significant difference in the mean scores of personality hardiness of married and unmarried college teachers".

The examination of the mean scores of personality hardiness of unmarried college teachers is more than the married college teachers. It reflects the hardy personality of unmarried college teachers because they are free from family responsibilities and easily concentrate on college challenges.

Table 3 shows that the means score of personality hardiness of private and government college teachers reveal that the t-ratio was significant at the .01 levels of confidence. This shows that the two groups differ significantly in mean scores of 'private' and 'government college teachers'. Thus, the data provide sufficient evidence to reject hypothesis (2) H2 viz., "There exists no significant difference in the mean scores of personality hardiness of private and government college teachers".

Examining the mean scores of personality hardiness of college teachers means scores of personality hardiness of Government College teachers are more than the private college teachers because of a better chance of getting a promotion, higher salary, and job security.

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 college teachers' personality hardiness regarding their teaching experience. Mean scores of personality hardiness of college teachers with experience of 5-10 years were higher than others. This indicates teaching experience was negatively skewed in case of below 5 and above 10 years of experience.
2. A significant difference was found between mean scores of college teachers' personality hardiness regarding their gender. The mean scores of personality hardiness of male college teachers were more than the female college teachers. This indicates that the personality hardiness of teachers differs on the basis of their gender. Moreover, they were negatively skewed and leptokurtic in the case of males, but they were positively skewed and platykurtic in the case of females.
3. A significant difference was found in the mean scores of college teachers' personality hardiness regarding their locality. The mean scores of personality hardiness of rural college teachers were more than that of urban college teachers. They were positively skewed and platykurtic in the case of urban but negatively skewed and leptokurtic in the case of rural.
4. No significant difference was found in the mean scores of college teachers' personality hardiness regarding their marital status. Mean scores of personality

hardiness of unmarried college teachers were more than that married college teachers. This indicates they were positively skewed and platykurtic in the case of married but negatively skewed and leptokurtic in the case of unmarried.

5. A significant difference was found in the mean scores of college teachers' personality hardiness regarding their organizational setup. Mean scores of personality hardiness of government college teachers were more than the private college teachers. This indicates that private teachers were positively skewed and platykurtic, but government teachers were negatively skewed and leptokurtic.

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