



COMPARATIVE STUDY OF PSYCHOLOGICAL HARDINESS AMONG TEACHER TRAINEES IN RELATION TO GENDER

Ms Sona Thakur¹ | Dr. Jaya Chawla²

^{1,2} Assistant Professor, Partap College of Education, Ludhiana (Punjab).

ABSTRACT

The present study attempted to explore whether male and female teacher trainees differ on Psychological Hardiness. The concept of hardiness focuses on the person that remain relatively healthy even after experiencing high amount of stressful life events. A sample consisting of 200 teacher trainees was taken from the Colleges of Education of Ludhiana district. Data was collected with the help of Singh Psychological Hardiness Scale (SPHS), (2007). On statistical analysis results clearly indicated that there exists a significant difference between male and female teacher trainees on the variable of psychological hardiness.

KEYWORDS: Psychological Hardiness, Gender, Teacher Trainees, Ludhiana

INTRODUCTION

Education is the sheet anchor and cradle of the personality. The aim of education is not merely imparting bookish knowledge but to make youth good citizens by bringing about their physical mental, emotional and intellectual development. That's why it is an important function of education to make the students emotionally competent and psychologically hardy individuals so that they may become well adjusted individuals. The concept of hardiness focuses on the person that remains relatively healthy after experiencing high a mounts of stressful life event. Psychological Hardiness is conceived of as personality based tendency to diminish the impact of stressful life event by optimistic cognitive appraisals decision coping action.

There are some persons who actually seem to thrive on stress instead of letting the stress wear them down. Such persons are called hardy personality a term first coined by Kobasa (1979) Hardiness is a personality style, which is characterized by a sense of commitment (rather than alienation), and of control (rather than powerlessness) and a perception of problems as challenges (rather than threats) In fact, psychological hardiness is composed of these three important characteristics :

- The first is a sense of commitment of the tendency to involve oneself in whatever one encounters. Hardy people has a deep sense of commitment to their values, beliefs, sense of identity, work and family life
- The second is the belief in control, the sense that one causes the events that happen in one's life and that one can influence one's environment. Thus hardy people feel that they are in control of their lives and what happens.
- The third component is challenge, that is, a readiness to undertake change and control new activities that represent opportunities for growth. Thus hardy people interpret events in primary appraisal differently than people who are not hardy. When things go wrong and events become unpredictable, they don't see a frightening problem to be avoided but instead a challenge to be met and answered.

Why are hardy people healthier? The explanation tendered by the health psychologists is that as a result of their sense of commitment, control and challenge, hardy individuals may appraise potentially stressful life events in a more favorable way in compar-

ison to those who are not so hardy. Consequently, they may take more direct action to find out about those events, to accept them into their lives and to learn from them what may be of value for the future. Not only this, hardy individuals appear to use effective, active coping strategies like problem-focused coping and seeking of social support and they are less likely to be avoidant copers . Thus, there are two important ways by which a hardy individual may avoid the illness that potentially stressful events can cause : One way is by transmitting these events into less stressful ones and second, by selecting successful coping strategies for dealing with stress.

REVIEW OF RELATED LITRETURE

In the early day of hardiness research, it was usually defined as a personality structure comprising the three related general dispositions of commitment, control, and challenge that function as a resistance resource in the encounter with stressful condition. Kobasa et al (1982) explored the concept of personality hardiness as a resistance resource that mediates the negative consequence of high level stress.

Hannah and Morrissey (1987) showed that sex, age, grade in school, religion and well being significantly associated with difference in hardiness. The analysis indicated the possible streams of causality age and grade in school and religion and happiness. Maddi (2006) found hardiness as an auditor to positive Psychological Hardiness is a combination of attitudes that provides that courage and motivation to do the hard strategic work of turning stressful circumstances from potential disasters in to growth opportunities.

Bartone (2006) considers hardiness as something more global than mere attitudes. He conceives hardiness as a board 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 around.

NEED AND IMPORTANCE OF THE STUDY

In implicit words, hardiness is a feature of mental health that constitutes "Positivity and resiliency in meeting life of challenges" and is a positive expression of mental health. As mediator of relationship between stressful life events and health status, hardiness is taught to promote the use of social resources and to facilities "transformational coping", an approach to managing stressful life

events that results in less strain and ultimately reduced illness and enhanced well-being.

There are two important ways by which a hardy individual may avoid the illness that potentially stressful events can cause: One way is by transmitting these events into less stressful ones and second, by selecting successful coping strategies for dealing with stress. Shirkan (2000) found that there was a significant positive correlation between personality scale of hardiness & perceived stress and psychological symptoms among college students. Gonnella (1999) in his study showed the positive correlation between overall hardiness score & overall score of student adaptation to college questionnaires.

One must be more agile, adaptable and resilient in this changing, increasingly complex, connected and fast-moving world. The present study will enable the teachers to know the Psychological Hardiness of students according to their gender and make them effective in shifting environment. It will lead them to make arrangements for better environment for enhancing their psychological hardiness which will in turn help the teacher trainees in their future life to cope with stressful events

OBJECTIVES OF THE STUDY

1. To study Psychological Hardiness among teacher trainees.
2. To compare the Psychological Hardiness of male and female teacher trainees.

HYPOTHESES

There exists a significant difference between Psychological Hardiness of male and female teacher trainees.

DELIMITATIONS OF THE STUDY

1. The study was restricted to Ludhiana district only.
2. The study was limited to 200 teacher trainees only.

DESIGN OF THE STUDY

As the present study is descriptive in nature therefore the descriptive and survey type method was employed. Significance of difference between means was worked out to know the difference between males and females teacher trainees on the variable of Psychological Hardiness.

SAMPLE OF THE STUDY-

For the present study, the sample was selected from different educational colleges of Ludhiana district. The sample consisted of 200 students (40 males and 160 females) educational colleges of Ludhiana district.

RESULT AND DISCUSSION-

In order to screen the data for meaningful purpose and to test the hypotheses, the data was analyzed with the help of various statistical techniques.

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

Table 1: Showing Descriptive Statistics of scores of teacher trainees on the variable of Psychological Hardiness (N = 200)

| Group | Mean | Median | S.D. | Skewness | Kurtosis |
|------------------|--------|--------|-------|----------|----------|
| Teacher trainees | 124.73 | 125.00 | 11.10 | 0.02 | 0.81 |

The values of mean and median of the scores of the variable of psychological hardiness of teacher trainees as 124.73 and 125.00 respectively which are quite proximate to each other. The values of skewness and kurtosis in case of teacher trainees are 0.02 and 0.81

respectively showing the distribution as positively skewed and leptokurtic. But these distortions are quite small. Therefore the distributions can be taken as normal.

Table II- Descriptive statistics of scores of Male and Female Teacher Trainees on the variable of Psychological Hardiness. (N = 200)

| Group | Mean | Median | S.D. | Skewness | Kurtosis |
|--------|--------|--------|-------|----------|----------|
| Male | 132.10 | 132.00 | 11.14 | 0.65 | 1.84 |
| Female | 122.88 | 124.00 | 10.33 | -0.33 | -0.06 |

Psychological Hardiness was measured on the basis of gender and the following polygon was obtained. (Fig. I)

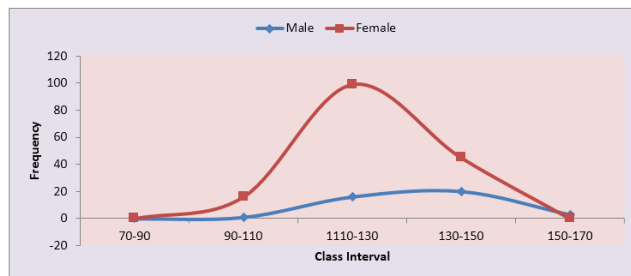


Fig. I: Frequency Polygon of scores of Male and Female Teacher Trainees on the variable of Psychological Hardiness (N = 200)

SIGNIFICANCE OF DIFFERENCE OF MEANS

To investigate the significance of difference between the means, if any, of psychological hardiness of teacher trainees in terms of their gender (male and female), the variables were assessed in terms of their scores in the test in these variables and t-test was employed as shown in table III.

Table III: Significance of the Difference between Mean Scores of Psychological Hardiness of Male and Female Teacher Trainees (N=200)

| S.No. | Group | N | M | S.D | SEM | t-value |
|-------|--------|-----|--------|-------|------|---------|
| 1. | Male | 40 | 132.10 | 11.14 | 1.76 | 4.97** |
| 2. | Female | 160 | 122.88 | 10.33 | 0.82 | |

**significant at .01 level

Table III revealed that the mean scores of male and female teacher trainees on the variable of psychological hardiness are 132.10 and 122.88 respectively. The t-ratio was calculated as 4.97 which is significant at 0.01 level of confidence. This reveals that significant difference exists between male and female teacher trainees on the variable of psychological hardiness. Hence, the hypothesis stating that there exists a significant difference between psychological hardiness of male and female teacher trainees is accepted.

As the mean scores of male teacher trainees are higher than that of female teacher trainees on the variable of psychological hardiness, it may be concluded that male teacher trainees have higher level of psychological hardiness than their female counterparts. Thus these findings are in line with the findings of Hannah and Morrissey (1987), who showed sex difference in Hardiness

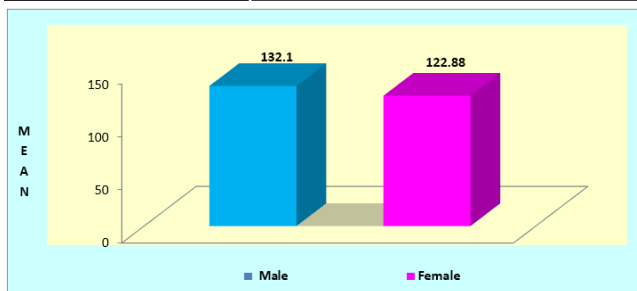


Fig. II Bar Graph showing Difference of Mean Scores of Psychological Hardiness of Male and Female Teacher Trainees (N=200)

Educational Implications of the Study

The present study reveals that to live in society, an individual should be psychologically hardy only then he will be able to lead comfortable and stress free life. If the students are psychologically hardy they will be more emotionally competent.

The findings of the research reveals that cooperative environment develop confidence because they will have ability to interact with others in a pleasant way. Ranjana (2010) found a significant relation between academic stress and personality hardiness of B.Ed. trainees. Singh et al (2008) revealed that psychologically hardy persons demonstrated better mental health behaviour as compared to psychologically non-hardy persons. The study has a great bearing for the teachers and administrators for selecting teachers at two levels pre training and pre service level. Psychological hardiness can also be criterion for selection because a teacher who himself is psychologically hardy can develop personalities which are hardy.

REFERENCES

1. **Bartone, P.T. (2006)** Resilience under military operational stress: Can leaders influence hardiness? *Military Psychology* 18: 131-148.
2. **Gonnella (1999)**. Hardiness and college adaptation. Unpublished thesis for degree of B.A., Deptt. of Psychology. Manchester: Saint Anselm College, New Hampshire.
3. **Hannah, T.F., & Morrissey (1987)**. Correlates of Psychological Hardiness in Canadian Adolescents, *Journal of social psychology* 127(4), 339-344.
4. **Kobasa, Maddi, S.C Kelin, S.R (1982)** Hardiness and Health: A prospective study. *Journal of Personality & Social Psychology*. 42, 168-177
5. **Maddi (2006)** Hardiness the course to grow from stress. *Journal of Psychometrics and Education*, 3 July 2006, 160-168.
6. **Singh A.K. (2007)** Manual for Psychological Hardiness Scale, Agra: National Psychological Corporation.
7. **Shirkan (2000)** The relationship of hardiness, sense of coherence & parts participation and gender to perceived stress and Psychological symptoms among college student." *Journal of Sports Medicine and Physical Fitness*. 40(1), 63-70.]
8. **Ranjana (2010)** Academic stress among teacher under trainees in relation to personality hardiness. *Un-published M.Ed Dissertation* Punjab University, Chandigarh.