

PSYCHOLOGICAL HARDINESS AMONG ELEMENTARY SCHOOL TEACHERS

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Abstract: This study explores the concept of psychological hardiness among elementary school teachers in the Purulia district and its potential impact on their well-being and professional resilience. The study employed a descriptive research approach, incorporating quantitative surveys to gather numerical data. The researchers administering the self-made Psychological Hardiness Scale (PHS) to a sample of elementary school teachers (N = 100) were 50 male and 50 female teachers collected through stratified random sampling and compared their hardiness, for statistical treatment of data researchers used mean, S.D, 't' test. The results show that the hardiness level is moderate in each group, and there are significant differences in psychological hardiness between male and female teachers. On the other side, differences exist between joint-family and nuclear-family groups of teachers in terms of their hardiness.

Keywords: psychological hardiness, elementary school teachers, professional resilience, well-being, Purulia district

Introduction:

Our lifestyle is growing faster than ever in this globalization era, which has left us puzzled by various problems. Sustainability is a prime need for every individual to overcome psychological issues. Psychological hardiness plays a vital role in maintaining resilience. It also makes it difficult for researchers to clarify whether different data on existing burdens can be attributed to objectively different working conditions or subjectively different teachers' perceptions. Furthermore, numerous unconscious physiological stress reactions are associated with psychosocial stress (Wettstein et al., 2020).

Historical Background

Psychologists also refer to the concept of psychological hardiness as personality hardiness or conative hardiness. It was first introduced by Suzanne C. Kobasa in 1979. She developed a theoretical framework for personality structure to manage life stress and live a healthy lifestyle. Salvatore Maddi and Kobasa later popularized and elaborated on this framework with their students at Chicago University. There are three key attributes included in this theoretical concept by Kosaba and her associates: commitment, control, and challenge.

Commitment: There is a tendency to get involved, show real interest in things, and wonder about the world.

Control: People who score high on the hardiness scale tend to think that they have some control over their environment and the outcomes of situations.

Challenge: In contrast to stability, change is a typical state of life that presents opportunities for personal growth rather than security risks.

These frames of mind provide the courage and drive needed elementary school teachers to transform difficult circumstances from possible disasters into chances for individual development.

Review of Related Literature:

Desai R. (2017) examined the psychological hardiness of college students in Rajkot district using simple random sampling. The sample consisted of 240 boys and girls. The result shows that notable differences exist concerning gender. Tantry, A., and Singh, P. A. (2016) conducted a similar study on different professionals in the Kashmir District, discovering significant differences in psychological hardiness between different professions. Biswas, T. (2018) conducted another related study among college and school students in the Surat district. Researchers discovered that sex plays a significant role in measuring remarkable differences. Singh, M., and Kaur, K. (2023) explored the psychological hardiness of secondary school students from Patiala. The study selected 200 students as a sample. The results indicated that gender differences exist in each dimension of the hardiness scale. Sinha, J. R. (2018). Investigate

the research on 'Psychological Hardiness among Adolescents' in the Patna region, with 200 subjects collected from Kendriya Vidyalaya. Results demonstrate that there was a significant difference in psychological hardiness between boy and girl adolescents.

Rationale of the problem:

Psychological hardiness is essential to every individual's ability to lead a healthy lifestyle in the present comprehensive society. This mental aspect is crucial in stress management and maintains emotional stability. We all know that the teaching profession is highly demanding and stressful. Teachers deal with students' behavioral issues, socio-political pressures, and administrative pressures, as well as complex emotional striations due to students' emotional and patient interactions. Psychological hardiness maintains teachers' resilience to face academic challenges while fostering management skills to perform at their best. Additionally, it fosters the achievement of high academic standards.

Researchers understand the overall concepts of psychological hardiness. Elementary school teachers must play their demanding role appropriately and ensure they maintain good teaching professionals with long-term health. The elementary stage is a very complicated educational stage. At this level, teachers face a variety of problems and workloads. In this field, researchers rarely find the psychological hardiness of teachers. Therefore, researchers have chosen this topic to study.

Statement of Problem:

The present study statement of problem is “**PSYCHOLOGICAL HARDINESS AMONG ELEMENTARY SCHOOL TEACHERS**”

Objectives of the Study:

There are two main objectives for conducted this study

1. To find out the psychological hardiness on elementary teachers in respect of their gender
2. To know the psychological hardiness on elementary school teachers in respect of their family type.

Hypotheses of the Study:

H₀₁: there is no statistically significance difference male and female teacher towards psychological hardiness

H₀₂: there are no significance difference joint family and nuclear family on their psychological hardiness.

Delimitation of study:

1. This study delimited Purulia district in west Bengal.
2. The present study delimited 100 elementary school teachers only.

Methodology of the study:

Method: in this study researchers have used descriptive type survey method based on qauantative data.

Sample and sampling technique: researchers was consist total 100 elementary school teachers of Purulia district in different blocks. Stratified random sampling has used for collecting sample.

Tool and data collection procedure: researchers have used self-construct five point likert type psychological hardiness scale. There are 30 items in this scale and maximum score is 150. Scoring procedure is 5 (strongly agree), 4 (agree), 3 (neutral), 2 (disagree), 1 (strongly disagree) if the statements are positive similarly 5 (strongly disagree), 4 (disagree), 3 (neutral), 2 (agree), 1 (strongly agree) if the statements are negative.

Statistical treatment: mean, S.D and 't' test use for data analysis by using SPSS 20.0 software.

Data analysis and Discussion:

H₀₁: there is no statistically significance difference male and female teacher towards psychological hardiness

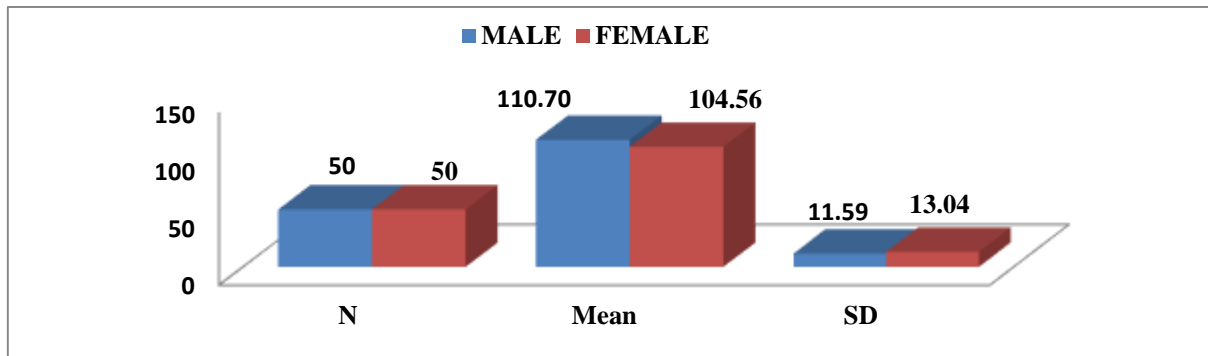
Table No. 1: COMPARISON PSYCHOLOGICAL HARDINESS OF ELEMENTARY SCHOOL TEACHERS IN RESPECT OF THEIR GENDER

Group	N	mean	SD	df	t- value	remark
Male	50	110.70	11.56	98	4.86	Significant At 0.05 level
Female	50	104.56	13.04			

Table No. 1 shows that the mean scores of male and female elementary teachers are 110.70 and 104.56, respectively. The SD scores are 11.59 and 13.04, respectively. The SD scores were 11.56 and 13.4, respectively. The calculated ‘t’ value is 4.86, which is more than the table value at the 0.05 level of significance.

Therefore, researchers reject null hypothesis H01 at the 0.05 level of significance. That means there is a statistical difference between male and female elementary school teachers in terms of their psychological hardiness.

Figure no.1: GRAPHICAL REPRESENTATION OF MALE AND FEMALE TEACHERS ON PSYCHOLOGICAL HARDINESS



The aforementioned figure no. 1 of the graphical representation of numeric data indicates that the mean score on psychological hardiness of the male teachers is comparatively better than that of the female teachers. Researchers can assume that male teachers exhibit greater psychological hardiness compared to their female counterparts.

H₀₂: there are no significance difference joint family and nuclear family on their psychological hardiness.

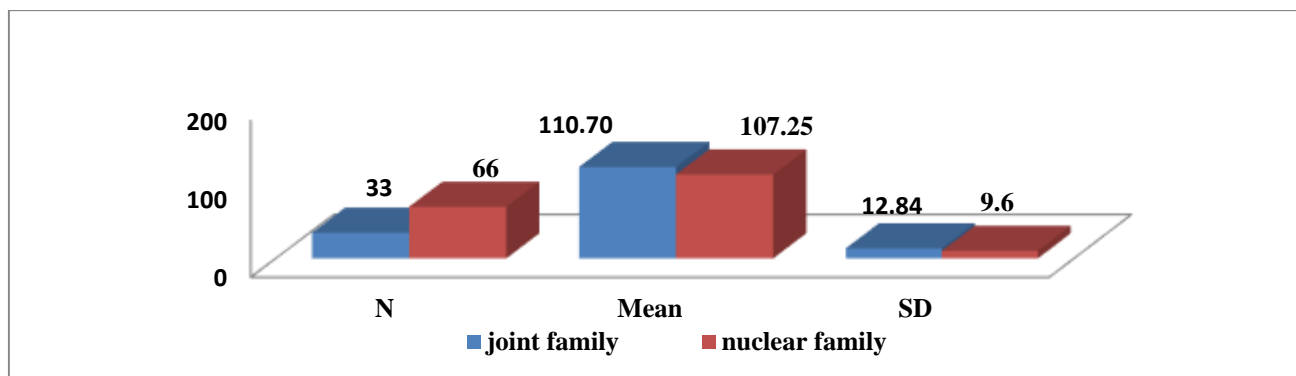
Table No. 2: COMPARISON PSYCHOLOGICAL HARDINESS OF ELEMENTARY SCHOOL TEACHERS IN RESPECT OF THEIR FAMILY TYPE

Group	N	mean	SD	df	t- value	remark
Joint family	33	116.81	12.84	98	0.85	Not Significant
Nuclear family	66	107.25	9.60			

Table 2 reveals that the calculated 't' value (0.85) falls below the table value at the 0.05 significance level. Therefore, the result is not significant, and researchers advocate that there is no remarkable difference between joint-family and nuclear-family school teachers in terms of psychological hardiness.

Therefore, both levels of significance accept the H02 null hypothesis.

Figure no.2: GRAPHICAL REPRESENTATION OF JOINT FAMILY AND NUCLEAR FAMILY TEACHERS ON PSYCHOLOGICAL HARDINESS



As per the data in the above-mentioned figure, the mean score indicates that joint-family teachers are comparatively harder than nuclear-family teachers.

Conclusion:

According to the above discussion, researchers have concluded that the psychological hardiness of elementary school teachers in the district of Purulia is moderate. Male teachers are psychologically harder than female teachers; on the other hand, it appears that it is harder for those who live in joint families.

However, psychological hardiness is more important for teachers to adjust to in the teaching profession; it could provide elementary teachers with sustainability in the teaching field.

The study's educational implications include:

1. Psychologically hardy teachers create an effective educational environment and lead stress-free work.
2. Hardy teachers improve learning outcomes through a positive mindset and job satisfaction.
3. Psychological hardiness enhances teachers' leadership and supervisory managerial qualities.
4. Highly hardy elementary teachers understand students' emotional states and treat them in demanding situations.
5. Psychological hardiness provides teachers with attitudes towards parents, administrative collaboration, and relational-oriented approaches.

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