

Prospective Teachers' Effectiveness in Relation to their Hardiness

Parul Vats^[1]

Abstract:

The present research was conducted on prospective teachers to analyze their teacher effectiveness in relation to their Hardiness. For this purpose, a representative sample of 200 prospective teachers (100 from urban and 100 from rural area) of Panipat district has been taken for the investigation of the study. Teacher Effectiveness Scale (TES) developed by Kumar and Mutha's (1999 Revised) and Hardiness Scale developed by Singh's (2008) was used to access teacher effectiveness and hardiness of prospective teachers. The result of this study shows that there is no significant difference between the teacher effectiveness of prospective teachers with respect of locale and the research is also shows that there is positive co-relation between teacher effectiveness and hardiness.

Keywords: Teacher Effectiveness and Hardiness.

Article History: Received: 10th March 2019, Revised: 23rd March 2019, Accepted: 23rd March 2019, Published: 30th March 2019.

I. INTRODUCTION

Teachers are the most valued assets of any country. They impart knowledge and skills to the students, who after completion of their studies, join the different sectors of country and start contributing towards the development of country's economy. As the new innovations are emanating day by day, there are high expectations from teachers by the society that they will inculcate all the desired skills and train their wards wholly for a better career and teach them to walk hand in hand with fast growing innovations in all spheres. Owing to this, teachers are under immense pressure and often they may be stressed and strained.

As stated earlier, hardiness is defined in terms of more specific dimensions of commitment, control and challenge characteristics that may influence both cognitive appraisal and behavior in response to stressful events. A competent and committed teacher is in demand for today's revolutionary era. Teacher commitment has been identified as one of the most crucial factor for the success of the education and schools. Teacher's commitment is closely associated with their work performance. Control refers to the belief that one can control or influence occurrences in one's life, that personal efforts can modify stressors so as to reduce them into a more manageable state. Challenge reflects the belief that change is not a threat to personal security, but an opportunity for personal development and growth. Teaching nowadays is a very challenging profession especially for teachers, so teachers who are highly challenged anticipate change as affording them an opportunity for further development and create an environment that reinforces within the child the belief that not only are mistakes and failure are to be expected, they are acceptable and provide an opportunity for learning and growth. In terms of total hardiness, teachers who are hardy are better able to successfully cope with stressful situations. Overall hardiness in teachers is important if

teachers are expected to function in a stressful environment, and deal with new and ongoing problems. Moreover being in control of their circumstances promotes the attitude among teachers that what they are doing is important, and they recognize that accepting challenge is necessary for personal and professional growth. **Jotwani (2016)** conducted a study on "*Hardiness and Psychological Distress among University Students Studying In Madhya Pradesh*". This co-relational study examines the relationship between hardiness and psychosocial distress among 100 university students studying in Madhya Pradesh. The sample was selected on purposive basis. These dimensions with reference to demographic factors are included for analyses and their relationships with the levels of psychological distress measured by Kessler Psychological Distress Scale (K10) (2003) and hardiness measured by Bartone's Dispositional Resilience Scale (DRS-15) (1993) are investigated. In addition, possible domicile and gender differences in the pattern of associations are explored. The data were compiled using self-administered questionnaires, and the collected data were processed and interpreted using comparative statistics and correlation analyses. The results indicate that there is a significant negative correlation between hardiness and psychological distress among university students. Furthermore, students belonging to rural areas showed higher levels of psychological distress than urban students. In contrast, there is no significant difference in the levels of hardiness as well as in psychological distress between male and female university students. **Jalali & Amarqan(2015)** conducted a study on "*The Relationship Between Psychological Hardiness And Creativity With Job Stress In Personnel of Emergency Social Services of Golestan Province*". The main purpose of the present project is the study of the relationship between the psychological hardiness and creativity with the job stress. The research method was

^[1] Designation

descriptive correlation one. The chosen population for the study was all the personnel of Emergency Social Services of Golestan Province, Iran. Due to the limited size of this community, the sample size was considered equal to the total population. For the collection of the data, Health and Safety Executive Job Stress (HSE), abridged Hardiness Scale Kobasa, Abedi Creativity questionnaires were used. Data Analysis was carried out using statistical measures like Pearson's Correlation Coefficient and Stepwise Multiple Regression. These analyses were performed via Statistical Package for the Social Sciences (SPSS) software. The results indicate a negative and significant relationship between the hardiness and creativity with job stress. Hardiness and creativity are both predictive of job stress, but hardiness is a stronger predictor. There is a negative and significant relationship between components of hardiness, i.e. challenge, control, and commitment, with the components of creativity, i.e. flexibility, originality, fluency, and elaboration. Multiple Regression analysis indicated that control, fluency and elaboration were the best predictors of job stress.

As teacher is a nation builder, there are high expectations from teachers by the society. Due to this, teachers are under immense pressure and often they may be stressed and strained. Teachers who are able to successfully cope with stressful situations. Emotional maturity, hardiness and job satisfaction in combination had a significant influence on teaching effectiveness of school teachers irrespective of their years of teaching experience.

II. OBJECTIVES OF THE STUDY

1. To assess the teacher effectiveness of prospective teachers.
2. To compare the teacher effectiveness of prospective teachers with respect to marital status.
3. To study the relationship of teacher effectiveness and hardiness of prospective teachers.

III. HYPOTHESES

There exists no significant difference between teacher effectiveness of prospective teachers with respect of Marital Status.

There exists no significant relationship between teacher effectiveness and hardiness of prospective teachers.

IV. RESEARCH METHODOLOGY

Methodology is the sheet anchor of any research. The decision about the method to be employed however depends upon the nature of problem selected and the kind of data necessary for its solution. Research methodology of the present study was based on the descriptive survey method of research. It is a way to systematically investigate the research problem. So descriptive research is describing, recording and interpreting the conditions that exist. It involves comparison or contrast and attempt to discover the relationship between the manipulated variables. Thus the present study based on the descriptive survey method which is organized to attempt, to analyze, to interpret and to report the teacher effectiveness of prospective teachers in relation to hardiness.

V. SAMPLE OF THE STUDY

Sample is an essential part of the scientific procedure. It is rarely possible and seldom necessary to obtain data from all the people or objects of the type researcher wish to study. Researcher can select a small group that should be true representative of the entire population, such as group is termed as sample. It is a small proportion of the population selected for observation and analysis. So, sampling is a process by which a relative small sample of individuals, factors, and events is selected and analyzed so the sampling is indispensably technique of research studies.

In this study, a sample of 200 prospective teachers has been taken from the different B.Ed colleges of Panipat district for the investigation.

VI. TOOLS USED

- Teacher Effectiveness Scale (TES) developed by Kumar and Mutha's (1999 Revised).
- Hardiness scale developed by Singh's (2008).

VII. ANALYSIS AND INTERPRETATION

The analysis and interpretation data involves the objective material in the possession of the researcher and his subjective reactions and desires to be derived from the data the inherent meanings in relation to the problem. It is an important part of research program, which studying the tabulated material in order to determine the research programmed. It involves breaking down the existing complex factors into simpler parts and putting the parts together in new arrangements for purposes of interpretation. In this section analysis of data is presented as under:

Objective (O1): To assess the Teacher Effectiveness of Prospective Teachers

Table 1

Sr. No.	Range of raw score	Raw score	Levels of Teacher Effectiveness
1	300-340	108	Very High
2	270-299	73	High
3	200-269	17	Average
4	170-199	02	Low
5	68-169	00	Very Low

Interpretation: It is evident from the above table 1 that highest percentage of the Teacher Effectiveness scores of prospective teachers is range from 300-340. No prospective teachers are lies in to very low level. It means that most of the prospective teachers are having high level of teacher effectiveness.

Objective (O2) To compare the teacher effectiveness of prospective teachers with respect to marital status.

Table 2

Group	N	Mean	Sd	T-value	Level of significance	Remarks
Married	100	300.51	28.81	0.33	0.05 level	Not Significant
Unmarried	100	299.36	30.347			

Interpretation: Table 2 depicted that the mean score of married prospective teachers is (300.31) is more than the mean score of unmarried prospective teachers is (299.36). The t-value is 0.33 and the critical value 1.98 at 0.05 level of significance with 198df. Hence the t-value is less than the critical value. Mean's difference is not trustworthy. So that the null hypothesis that **'There exist no significant difference between the teacher effectiveness of prospective teachers with respect to marital status is retained.** It may be interpreted that there is **no significant difference** between the teacher effectiveness of prospective teachers with respect to marital status.

Objective (03) To study the relationship of teacher effectiveness and hardiness of prospective teachers.

Table 3

Items	N	Mean	CO-Relation	Level of significance	Remarks
Teacher Effectiveness	200	232.70	0.161	0.138 at 0.05 level	Significant
Hardiness	200	119.46			

Interpretation: It is evident from the table 3 that the computed 'r' value of Teacher Effectiveness with relation to Hardiness is 0.161 and the critical value of is 0.138 at 0.5 level of significance with 198df. So the Null Hypothesis is rejected. It may be interpreted that there is significant relationship of teacher effectiveness and hardiness of prospective teachers' i. e. there is positive co-relation between teacher effectiveness and hardiness of prospective teachers.

VIII. DISCUSSION

The present study's result show that the most of the prospective teachers having very high level of teacher effectiveness. No one is lies in to very low level and the effectiveness of married prospective teachers is more than from the unmarried prospective teachers. The study also reveals that the co-relation of teacher effectiveness with hardiness of prospective teachers shows positive co-relation. The results of the study commensurate with the findings of few studies held in India; like that Jain (2016) conducted a study on "Effect of Students' Feedback and Teaching Experience on Teacher Effectiveness of Secondary School Teachers". The present study revealed that Teacher Effectiveness was independent of Teaching Experience of Teachers and the interactional effect of Teaching Experience of Teachers with Students' Feedback, when Pre-Teacher Effectiveness was taken as co-variant. Another study by Pachaiyappan & Raj (2014) "Evaluating the Teacher Effectiveness of Secondary and Higher Secondary School Teachers". The purpose of the study is to assess the teacher effectiveness of secondary and higher secondary school teachers. The study reveals that there is a significant difference in teacher effectiveness among the school teachers with respect to locale, arts and science stream, secondary and higher secondary level, teaching experience and type of school management. Nayar conducted a research on Impact

of Emotional Maturity, Hardiness and Job Satisfaction on teaching effectiveness of school teachers, and the finding of the study shows that hardiness variation had a significant impact on teaching effectiveness of school teachers. One more study conducted by Sayuri to examine the effects of stress, pre-school teacher efficacy, and hardiness on the mental health of kindergarten teachers. Path analysis showed that "human relations in the office" and "much work and insufficient time" influenced mental health, and were buffered by hardiness. The present research is primarily concerned with the teacher effectiveness of prospective teachers. It therefore contributes information in the area of teacher evaluation and in turn is useful for the improvement of teaching practice by helping teachers to identify their weaknesses and strengths for further professional development and in identifying the effective and ineffective teachers thereby protecting the students from incompetent teachers by bringing structured assistance to marginal teachers and accordingly may also serves as a process of rewarding and penalizing the individual teacher. The results of hardiness variation on teachers' performance assist in the development of stress management programmes for in-service teachers emphasizing the cultivation of hardy attitudes of commitment, control and challenge to face the pressures encountering while delivering the services in the schools.

IX. CONCLUSION

The overall findings of the present research study beckon the importance of psychological and personal traits of teachers in the instruction process. The main focus on the hardiness variable which proved that the positive personality traits are vital for making the teachers effective. Hardy teachers are found to be more effective than non-hardy teachers which highlight the role of resilient characteristics in improving teaching effectiveness. On the whole the study on the basis of significant main effects conclude that positive effect of a teacher towards himself/herself and towards the job along with hardy attitudes is vital for improving the teaching effectiveness of prospective teachers.

The two way interaction between the two variables is significant suggesting that the two variables under consideration may not operate on the teaching effectiveness of prospective teachers alone thereby indicating the possibility of some sort of dependence between them which may be accounted due to common outcomes or some intervening variables that will need to be examined in future researches. Results of multiple regression analysis ultimately aids in concluding that one personality variable is significant predictors of teaching effectiveness of prospective teachers with a good prediction. Overall the findings of the present study emphasize the role of psychological and personal variables that certainly make a difference in the teacher effectiveness of prospective teachers. By investigating the influence of demographic variable on teacher effectiveness, results indicated that demographic variable exhibited varied influence on teacher effectiveness of prospective teachers. Gender does not affect the teacher effectiveness of school teachers while marital status and teaching experience did influence teaching effectiveness of school teachers.

Unmarried teachers and married teachers with more than ten years of teaching experience were found to exhibit higher levels of teaching effectiveness as compared to their respective counterparts.

X. REFERENCES

- Jalali & Amarqan(2015) *The Relationship Between Psychological Hardiness And Creativity With Job Stress In Personnel of Emergency Social Services of Golestan Province. Indian Journal of Fundamental and Applied Life Science.*
- Jotwani (2016) *Hardiness and Psychological Distress among University Students Studying In Madhya Pradesh. The International Journal of Indian Psychological* <http://www.ijip.in>
- Kobasa, S. C. (1979). *Stressful life events, personality and health: An enquiry into hardiness. Journal of Personality and Social Psychology, 37, 1-11.*
- Kobasa, S. C., Maddi, S. R., & Kahn, S. (1982). *Hardiness and health: A prospective study. Journal of Personality and Social Psychology, 42 (1), 168-177.*
- Kobasa, S. C., Maddi, S. R., & Puccetti, M. C. (1982). *Personality and exercise as buffers in the stress-illness relationship. Journal of Behavioural Medicine, 5, 391-404.*
- Maddi, S. R., Brow, M., Khoshaba, D. M., & Vaitkus, M. (2006). *Relationship of hardiness and religiousness to depression and anger. Consulting Psychology Journal: Practice and Research, Vol. 58 (3), 148-161.*
- Maddi, S. R., Harvey, R. H., Khoshaba, D. M., Fazel, M., & Resurreccion, N. (2009). *The personality construct of hardiness IV. Journal of Humanistic Psychology, 49 (3), 292-305.*