

PSYCHOLOGICAL HARDINESS AND VALUES AMONG TEACHERS

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ABSTRACT

To study the relationship of Psychological Hardiness of teachers with values, a sample consisted of 200 teachers randomly taken from Govt. schools of Chandigarh was studied through descriptive survey method. Product moment co-efficient of correlation was used to analyze the data. It was found that (i) Positive and significant correlation exists between Psychological Hardiness and religious value, social value, democratic value, knowledge value, health value and aesthetic value. (ii) No significant correlation exists between Psychological Hardiness and economic value, hedonistic value, power value and family prestige value. This trend may account for the reason that these values help a teacher to continuously develop understanding of self and others, which in turn develops the ability to establish and nurture loving relationships with the students.

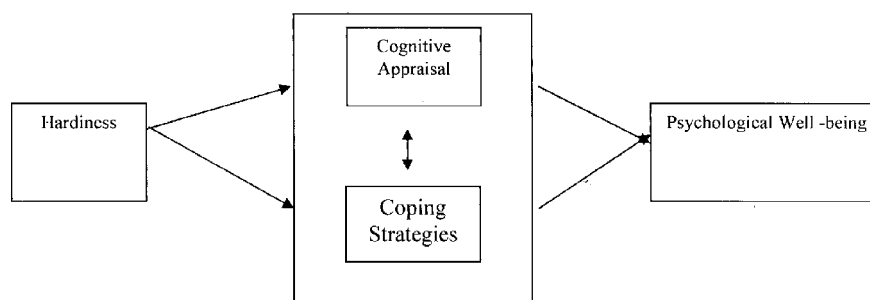
Keywords : *Psychological Hardiness, Values, Teachers*

Introduction

Psychological Hardiness refers to an individual's capacity to withstand stresses and not manifest psychological dysfunction such as mental illness or persistent negative mood.

"Hardiness isn't just about surviving trauma", says Maddi (1990), "It's about having a good life." He defined three components of hardiness as commitment, control and challenge. Gentry and Kobasa (1984) suggested persons low in hardiness may prefer to use regressive coping strategies such as cognitive and behavioral withdrawal and denial, which neither transform the situation nor solve the problem.

According to Kobasa (1979), the effects of hardiness are mediated by appraisal and coping mechanisms shown in fig. 1



KOBASA'S MEDIATIONAL MODEL

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The concept of psychological hardiness is not to be misunderstood, let's remember that it is not considered as callousness, insensitivity or lack of concern for others. It refers to being tolerant and accepting for others, effectively handling stress, good in management of moods, even tempered, self sufficient, self reliant and feeling good about oneself.

Psychological Hardiness is not a single unified variable but rather a conglomeration of a number of variables. However in the present study psychological hardiness of teachers is studied in relation to values.

West's Encyclopedia of American law (1998) states, "Value in use is the utility of an object in satisfying, directly, or indirectly the needs or desires of human beings." According to Thomson's American Heritage Dictionary (2000), "Value is the worth in usefulness or importance to the possessor, utility of merit."

Some studies have been done to find the relationship between Psychological Hardiness and Values as given below:

Harrison and Brower (2011) concluded that through their sojourns, students develop, among other traits, global competency, defined as a tolerance for ambiguity, intellectual flexibility, and an ease of conducting affairs in multicultural contexts. A study has identified 'motivational' predictors including Psychological Hardiness of US Army Special Forces field performance, intellectual performance and success (Kilcullen, Mael, Goodwin, & Zazanis, 1999). Firestone (2012) stated that there are three traits that make up hardiness: challenge, control, and commitment. An individual needs strong values upholding tendencies in order to achieve hardiness in his personal life. Nguyen et al (2012) in their study stated that Vietnam's continuing economic transformation has sharply increased the demand for highly-qualified business graduates. Vietnamese universities have responded to this increase in demand by improving the quality of their programs and raising their performance standards. The degree to which high-quality competitive programs increase students' satisfaction with their educational experience is determined by their psychological hardiness in learning, their learning motivation, and their assessments of the functional value of business education.

Review of related studies indicates that fewer attempts have been made to study the relationships of the given variables and not even a single study could be located studying this relation on teachers. In lieu of these reasons, there emerges a need of

further probing into the problem.

Objective

1. To study the relationship of Psychological Hardiness of teachers with religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family prestige and health values.

Hypothesis

1. There will be no significant relationship between Psychological Hardiness and religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family prestige and health values of teachers.

Method

Descriptive survey method was used to conduct the present study.

Population

All the teachers working on regular basis in different Government schools of Chandigarh formed the population for the sample.

Sample

A sample of 200 teachers was taken randomly from the population. Out of 106 Government schools of Chandigarh, ten schools were randomly selected and out of these selected schools, 200 teachers were randomly selected as sample of the study.

Tools Used

The following tools were used to collect the data:

1. Psychological hardiness scale developed and validated by Arun Kumar Singh (2003) was used to measure Psychological hardiness of teachers.
2. Personal value Questionnaire (PVQ) (1997) by Sherry and Verma was used for value determination of teachers.

Results And Discussion

Product moment method of correlation was used to analyze the data. Results are shown in the following table:

Table showing co-efficient of correlation between variables such as personal values: religious value, social value, democratic value, aesthetic value, economic value, knowledge value, hedonistic value, power value, family prestige value and health value with Psychological Hardiness:-

Variables	Coefficient of Correlation of different types of Values with Psychological Hardiness
Psychological Hardiness	1.000
Religious value	0.516*
Social Value	0.417*
Democratic value	0.378*
Aesthetic Value	0.142**
Economic Value	0.092
Knowledge Value	0.752*
Hedonistic Value	0.091
Power Value	0.043
Family Prestige Value	0.083
Health Value	0.348*

NOTE : *implies significant at .01 level

**implies significant at .05 level

There is a significant and positive correlation of religious, social, democratic, knowledge and health values with Psychological Hardiness as the corresponding correlation coefficients are 0.516, 0.417, 0.378, 0.752 and 0.348 respectively at 0.01 level of significance. Correlation coefficient of Aesthetic Value with Psychological Hardiness is 0.142 which is significant at 0.05 level of significance. This trend may account for the reason that these values help a teacher to continuously develop understanding of self and others, which in turn develops the ability to establish and nurture loving relationships with the students. As aesthetic value is characterized by harmony, it helps to develop capacity him to maintain harmony in relationships also. Health of mind keeps the body in a fit state and healthy mind rests in a fit body. All this contributes towards better

Psychological Hardinesss.

The economic, hedonistic, power and family prestige values were not found to have significant correlation with Psychological Hardiness as their corresponding correlation coefficients are 0.092, 0.091, 0.043 and 0.083 respectively. The result implied that economic, hedonistic, power and family prestige values do not affect the Psychological Hardiness. A man with high economic value is guided by consideration of money and material gains. Power value is conceptualized as desirability of ruling over others and family prestige value is the conception of desirability of such relationships as would become one's family status. Person with high economic value, high power value, and high family prestige value may not initiate and maintain mutually rewarding relationships.

Psychological Hardiness refers to an individual's capacity to withstand stresses and not manifest psychological dysfunction such as mental illness or persistent negative mood. On the basis of findings of the present study it can be concluded that teachers who are in possession of religious, social, democratic, knowledge, health and aesthetic values have sound Psychological Hardiness. We always emphasize the importance of values for students and inculcation of these is always a major consideration but we often forget that only a teacher who himself possesses a strong value system can impart these among students. The study might pave the way for the importance of values for teachers and invites the attention of policy makers and other stakeholders.

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