

STUDY OF PSYCHOLOGICAL HARDINESS AND JOB SATISFACTION AMONG GOVERNMENT AND PRIVATE SECONDARY SCHOOL TEACHERS

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Abstract—The research paper attempted to study psychological hardiness and job satisfaction among government and private secondary school teachers. For the purpose of conducting the study, sample comprising 200 secondary school teachers (100 Government and 100 Private) was selected from Ganderbal District, Jammu and Kashmir. Standardized tools were used to draw information. Statistical analysis of the data was done using Mean, SD, t- test and correlation and it was observed that government and private secondary school teachers differ significantly on psychological hardiness and job satisfaction. The study further brought into light that psychological hardiness has positive and significant relationship with job satisfaction.

Keywords: Psychological hardiness, job satisfaction, secondary school teachers.

1. INTRODUCTION

In the education and in the society role of teachers can change, but the importance of their position remains same. To the educational institutions it is a great challenge to attract and retain the quality teachers. The essential quality of the teacher is to have a positive approach in education and every teacher must have the potential and clear intention to discharge their duty with utmost devotion to derive satisfaction from their work. The Secondary Education Commission pointed out “Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remains dead unless quickened in life by the right method of teaching and right kind of teachers”. Therefore, a person should not only academically competent for the teaching post but he should also have qualities such as good character and behavior, sound teaching aptitude, responsibility, sympathy, love for children, liking for jobs and high level of job satisfaction, creativity, mental health and free from occupational stress.

The responsibility of constructing a social system is on the teachers because they act as social reformers and counselors for the community and it is the teacher as a person and as an instructor who determines the qualities of teaching learning process. A number of influences on which a teacher’s degree of hardiness will depend such as teaching qualifications held,

student motivations and discipline (Angel, 1997). Personality hardy teachers competently cope with stressful situations (Galla, Hyman, Stewart, & Fehr, 1994).

At all levels of education the role of teacher is important worldwide but the role of secondary school teachers is most prominent in educational system as well as for the progress of any country because secondary school teachers teach adolescents, which are at the stage of human growth towards adulthood considered to be the most crucial time span of life. Accordingly, to contribute towards hardy young generation and hence in building knowledgeable and coherent society secondary school teachers are expected to have hardy personality.

1.1 PSYCHOLOGICAL HARDINESS

Psychological hardiness is a combination of three personality traits such as commitment, control and challenge. Hardiness is considered as the measure of one’s tendency to make relationship to oneself and one’s outside world and it is not a mere rigidity or stress endurance, but a power to cultivate one’s way under difficult conditions and go through stressful events. It is the ability to understand conditions around oneself, an ability to self-decision (Kosaka, 1996). Psychological hardiness is defined as the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress (family and relationship problems, serious health problems, or workplace and financial stressors). In other words it means bouncing back from complicated experiences (American Psychological Association, 2008). Resistance to stress, anxiety and depression determine psychological hardiness (Lambert and Yamase, 2010). According to Kobasa (1979), “hardiness is a personality dimension that is believed to confer resistance against the effects of psychological stress. Hardiness is a composite consisting of internal locus of control, commitment and challenge”. According to Kobasa et. al. (1982), “Hardiness is an individual trait that acts as a buffer between life stressors and an individual’s reaction to them”.

1.2 JOB SATISFACTION

On the other hand, job satisfaction is a worker's sense of achievement, success on the job and it is generally perceived to be directly linked to productivity as well as to personal well-being. Being rewarded for one's efforts, job satisfaction implies doing a job one enjoys and doing it well. It also implies enthusiasm and happiness with one's work. Moreover, job satisfaction is the key component that leads to recognition, income promotion and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007). The feelings and attitude of people about their work refers to satisfaction. Positive and favorable attitudes towards the job indicate job satisfaction on the other hand negative and unfavorable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006). According to George et al., (2008), "Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay". According to Aziri (2008), "Job satisfaction represents a feeling that appears as a result of the perception that the job enables the material and psychological needs". According to Hoppock (1935), "Job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job".

2. LITERATURE REVIEW

(Atkinson, 2013) found that elite footballers have superior levels of mental toughness and hardiness than recreational footballers. (Azeem, 2010) concluded that high level of hardiness persisted in teachers. (Sezgin, 2009) indicated that psychological hardiness was negatively and significantly correlated to the commitment predicted on compliance whereas it was positively and significantly correlated to both identification and internalization components of teacher commitment. (Holt et al, 1987) indicated that teachers with high stress and high burnout were more alienated than the teachers with high stress and low burnout. (Petosa and Old Field, 2005) concluded that among students psychological hardiness enables them to pursue the challenging academic course work. (Hannah and Morrissey, 1987) suggested that grade in school, sex, age, religion and well being significantly related with difference in hardiness. (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. (Tayyar, 2013) indicated that teachers displayed high levels of job satisfaction. (Kulkarni, 2013) found that there was a positive and significant relationship between job satisfaction and teaching effectiveness of male and female

teachers. (Devi et al., 2013) indicated that in teaching there was very strong relationship between job satisfaction and teachers' effectiveness. (Singh and Kumar, 2012) revealed that among teachers of different faculties of Jawahar Navodaya Vidyalayas of India have very low degree of job satisfaction and very much job stress. (Sharma and Tyagi, 2010) revealed that in private and government school teachers there was no significant difference of job satisfaction and teacher effectiveness. (Demirta, 2010) indicated that teachers' job satisfaction levels were pretty high and the high level of job satisfaction of teachers positively affected the educational aims. (Mehta, 2012) found significant difference in the level of job satisfaction of Govt. and private school teachers.

3. STATEMENT OF THE PROBLEM

The problem chosen for the present study is as under:

“Study of Psychological Hardiness and job Satisfaction among government and private secondary school teachers”

4. OBJECTIVES

The present study was undertaken with the following objectives:

1. To study psychological hardiness of government and private secondary school teachers.
2. To study job satisfaction of government and private secondary school teachers.
3. To study significant difference of psychological hardiness among government and private secondary school teachers.
4. To study significant difference of job satisfaction among government and private secondary school teachers.
5. To study the relationship between psychological hardiness and job satisfaction among government and private secondary school teachers.

5. HYPOTHESES

1. There is no significant difference of psychological hardiness among government and private secondary school teachers.
2. There is no significant difference of job satisfaction among government and private secondary school teachers.
3. There is no significant relationship between psychological hardiness and job satisfaction among government and private secondary school teachers.

6. METHODOLOGY

6.1 SAMPLE

The sample of the study consisted of the secondary school teachers working in District Ganderbal in the State of Jammu

and Kashmir. A sample of 200 teachers consisting 100 government and 100 Private secondary school teachers taken into consideration. The sample does not include all the government and private secondary school teachers from all over Ganderbal and simple random sampling was used for the present study.

6.2 TOOLS USED

In the present study the following tools were used to collect data

1. Psychological hardiness scale by Nowack (1990)
2. Job satisfaction scale by Meera Dixit (1993)

6.3 STATISTICAL TREATMENT

The collected data was analyzed and interpreted by using some statistical treatments like.

1. Mean
2. Standard deviation.
3. t-test
4. correlation

6.4 RESULTS AND INTERPRETATION

The results and their interpretation have been presented in the following tables:

Table 1.1: Showing mean comparison of psychological hardiness among government and private Secondary school teachers.

Category	N	Mean	Std. Deviation	T-Value	Level of significance
Government	100	3.30	0.22	3.29	0.01
Private	100	3.08	0.19		

The above table reveals that there is a significant difference between government and private secondary school teachers on psychological hardiness. The table shows that the mean of government teachers is 3.30 and for the private teachers it is 3.08 where as the SD of government teachers is 0.22 and it is 0.19 for private teachers. The t-value for the same is 3.29 which show the significant mean difference between government and private secondary school teachers at 0.01 level. The difference between their mean score has been found statistically significant. This justifies that government teachers have higher psychological hardiness.

Table 1.2: Showing mean comparison of job satisfaction among government and private Secondary school teachers.

Category	N	Mean	Std. Deviation	t-Value	Level of significance
Government	100	3.77	0.17	4.22	0.01
Private	100	3.42	0.32		

Table 02 revealed that the mean scores of government and private teachers on the variable of job satisfaction are 3.77 and 3.42 respectively. The t-ratio was calculated as 4.22 which are significant at 0.01 level of confidence. This reveals that significant difference exists between government and private teachers on the variable of job satisfaction.

Table 1.3: Coefficient of correlation between the scores of psychological hardiness and job satisfaction among government and private secondary school teachers.

Variable	Mean	S.D	Correlation
Psychological Hardiness	3.19	0.23	0.41
Job Satisfaction	3.59	0.31	

Significant at the 0.01 level

Results of the above table revealed that there is a positive correlation between psychological hardiness and job satisfaction. The intensity of the relationship is (r = .41) and found statistically significant. On the basis of the above results it can be said that more would be the psychological hardiness better would be the job satisfaction.

7. MAJOR FINDINGS

1. Government and private secondary school teachers differ significantly on psychological hardiness and job satisfaction. Government teachers have higher psychological hardiness and job satisfaction as compare to private teachers. In this context, the hypothesis (1 and 2) is rejected.
2. There is a positive correlation between psychological hardiness and job satisfaction. So the hypothesis (3) is rejected.

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