

A Study of Dispositional Resilience and Work Stress among Teachers from Professional Courses & Non-Professional Courses

Avichal Dixit^{*1} & Harsh Shukla²

¹Housing and Finance Loans, Life Insurance Corporation of India, Prayagraj

²Research Scholar, Department of B.Ed./M.Ed. (IASE), MJP Rohilkhand University, Bareilly

*Corresponding Author: dixitavichalad@gmail.com

Available at <https://omniscientmjprujournal.com>

DOI: <https://doi.org/10.5281/zenodo.22720777>

ABSTRACT

The present study attempts to compare the dispositional resilience and work stress of teachers between professional and non-professional courses and based on gender differences. A unit of sample recruited through random sampling and 80 teachers are selected for the study, belonging to MJP Rohilkhand University, Bareilly in which 40 teachers were randomly recruited from professional courses and 40 teachers from non-professional courses. Dispositional Resilience Scale (2025), developed by the researcher, and work stress questionnaire (Frantz & Holmgren, 2019) were administered to collect data. Mean, Standard deviation and t-test were used to analyse the data. The findings exhibit that teachers from professional courses and non-professional courses significantly differ regarding dispositional resilience and, on the other hand, work stress was found to be similar among teachers from professional courses and non-professional courses. Male teachers retain more dispositional resilience than teachers from non-professional courses. Female teachers feel more work stress than the male teachers from professional courses, while male and female teachers from non-professional courses do not differ in occupational stress.

Keywords: Dispositional Resilience; Psychological Hardiness; Occupational Stress; Work Stress; Teachers; Professional Courses; Non-Professional Courses; Gender Differences.

INTRODUCTION

The education sector has undergone rapid and striking changes such as policy changes due to globalization and liberalization, increased competition, introduction of advanced technologies, etc. Because of these changes, teachers are experiencing a high level of occupational stress and need the ability to face these challenges. Now the organisational setup is transforming and moving away from conventional patterns. With the advent of technological progression, teachers have changed their working patterns. Regardless of culture and settings, there is a need to identify the path to diminish these stressors and foster effective teacher coping strategies (Sass et al., 2011).

The term resilience denotes a model that reflects constructive adaptation with reference to adverse circumstances and the ability to deal positively with acute stress, disturbance or suffering with pain (Masten, 2000; Rutter, 2006). Further, (Reich & et.al. 2010) describe resilience as the outcome of effective accommodation with adversity.

Rossi, Bisconti and Bergeman (2007) cited the results of a study on dispositional resilience and described three qualities that a person may exhibit when demonstrating dispositional resilience:

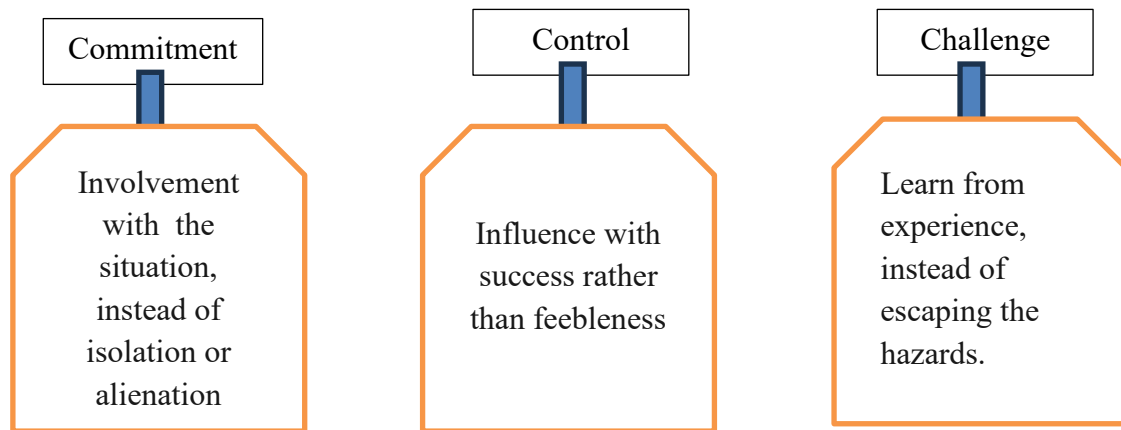


Fig.1: Components of dispositional resilience

In the above fig.1 is showing the three components of dispositional resilience. The first component is commitment, which is defined as an approach that urges involvement in regular activities with core interest and curiosity across the world, including family, workplace, society and people. The second component is control that can be described as an inclination and behaviour towards the effects of circumstances that take place around the person. Challenge is the third component, as the ability to transform and ignore stagnation or threats that can be responsible for downfall.

Further, dispositional resilience is similar to hardiness that considers the ability to adjust and a positive attitude to overcome struggles and adversities. (Issacson, 2002). Researcher deems that hardiness and vulnerability are two opposite poles of the same continuum (Fergus and Zemmerman, 2005). Dispositional resilience is a significant factor that contributes to a better quality of life that brings stability in diversified dimensions of lifestyle. Other researchers studied common features in people with hardiness, including higher self-discipline, independence, sympathy, job commitment, endeavour, good problem-solving skills and good relationships with colleagues (Issacson, 2002). Hardiness is the ability to understand the external conditions accurately and to make a desirable decision about oneself (Jomhari, 2002). Dispositional resilience is a significant personality attribute that may aggravate the process of dealing with painful situations and assist them in analysing conditions and challenges. Some teachers have inherent attributes to struggle with adverse conditions, and these can enhance internal resistance to struggle against a stressful environment and safeguard against anxiety. In the context of the workplace, employees also feel stress due to work pressure and weak interpersonal relationships. The emergence of Artificial Intelligence in recent years has made the workplace more complicated with respect to human relationships and the working environment. The working culture is being hassle and tech-centric. Work stress is shaped by the working culture due to conflicts among employees with different interests. Whenever the demands of workplace and its pressures are beyond the individual's capacity, the person would experience job stress (Ros & Altmaier, 2009). Some experts believe that every demand for adjustment to new conditions causes stress (Poltavsky, 2003). World Health Organization (WHO) reported more than 13.5 million workdays between 2007 and 2009, as well as a 4-billion-pound loss due to the damage done by stress on the body and soul of working people (Fouladian et al., 2014).

Caplan et al. (1975) have defined occupational stress as any characteristic of the job environment which poses a threat to the individual. Cooper and Marshal (1976) have expressed that occupational stress is meant as negative environmental factors or stressors associated with a particular job. Margolis et al. (1974) considered it as an interaction and interpersonal relations among personnel and workplace that disrupt healthy working culture and ruin their psychological and physical well-being. Similarly, Beehr and Newman (1978) described job stress as a condition wherein job-related factors interact with the worker to change (disrupt or enhance) his or her psychological conditions such that the person is forced to deviate from normal functioning. Occupational stress, in particular, is the inability to cope with the pressures in a job (Rees, 1997) because of a poor fit between someone's abilities and his/her work requirements and conditions (Rytkenon & Strandvik, 2005). It is a mental and physical condition that affects an individual's productivity, effectiveness, personal health and quality of work (Comish & Swindle, 1994).

Workplace anxiety and pressure widely affect the interpersonal relations of the workforce and raise conflicts among them. This stressful environment has an emotional impact and deteriorates the physical and mental health of teachers. Hence, it seems imperative to know the existing situation of dispositional resilience and work stress among professional and non-professional teachers. It also seems relevant to compare dispositional resilience and work stress with reference to the nature of courses and gender differences.

RESEARCH STUDIES

Maddi (2004) perceived hardiness as having three components that enable personnel to deal with stressful circumstances and avail opportunities for fighting with extortions. On the other hand, Bartone (2006), viewed "*Hardiness as something more global than mere attitudes. He conceives of hardiness as a broad personality style or generalised mode of functioning that includes cognitive, emotional, and behavioural qualities*". Barbara et al. (2003) studied psychological hardiness and adjustment to life events. Their analyses suggested that dealing with inclusive hardiness and indifferent life experiences influenced the strategic use of problem-solving ability as coping techniques, and survival abilities. Findings reveal that adults were perceived to be in more stressful situations when they lost their job.

Subramanian, S. & Vinothkumar, M. (2009) found a negative relationship between self-esteem and self-esteem with reference to overburden, vagueness in role, low status and working conditions. Sarani et al. (2015) found that psychological hardiness had a significant positive correlation with planning/ preparation and positive/spiritual coping strategies, and a significant negative correlation was found between psychological hardiness and avoidance coping strategy.

Jackson, L. & Rothmann, S. (2006) found variances among occupational stress, organisational commitment and ill-health of educators with reference to type of schools, age, and qualification groups. Occupational stress and low organisational commitment minimum influence on physical and psychological ill-health, although organisational commitment made major influence on one occupational stressor of educators. Research done by Jalali, S. & Amarqan, H.A. (2015) revealed a negative association between hardiness and creativity in the context of job stress. Hardiness and creativity both predict job stress, but hardiness is a stronger predictor.

Judkins, S.K. (2001) found that stress was associated with specific coping strategies. High hardiness was associated with low levels of stress in relation to commitment and facing challenges. On the other hand, low level of hardiness was related to high stress and use of emotion-centric strategies.

After reviewing the related literature, it is found that although psychological hardiness and occupational stress have been studied earlier, a small number of studies were conducted directly on dispositional resilience. Direct comparisons of dispositional resilience and work stress between teachers regarding gender and different professional courses were not found by researchers. This shows a gap in the arena of research. Hence, it seems relevant to explore these differences in respect of dispositional resilience and work stress.

RESEARCH OBJECTIVES

1. To compare the dispositional resilience of teachers from professional courses and non-professional courses.
2. To compare the occupational stress of teachers from professional courses and non-professional courses.
3. To compare the dispositional resilience of male and female teachers from professional courses.
4. To compare the occupational stress of male and female teachers from professional courses.
5. To compare the dispositional resilience of male and female teachers from non-professional courses.
6. To compare the occupational stress of male and female teachers from non-professional courses.

HYPOTHESIS

1. There is no significant difference in dispositional resilience of teachers from professional courses and non-professional courses
2. There exists no significant difference in work stress between teachers from professional courses and non-professional courses.
3. There is no significant difference in dispositional resilience of male and female teachers from professional courses.
4. There exists no significant difference in work stress between male and female teachers from professional courses.
5. There exists no significant difference in dispositional resilience between male and female teachers from non-professional courses.
6. There exists no significant difference in work stress between male and female teachers from non-professional courses.

RESEARCH METHOD

According to the nature of the study, the researcher has employed the descriptive survey research method.

Sample

Simple random sampling method is used for selecting the sample, and a total of 80 teachers are selected for the present study. The sample is selected from MJP Rohilkhand University. 40

teachers were recruited (20 male and 20 female) from professional courses, and 40 teachers (20 male and 20 female) from non-professional courses.

Research Tools

The researcher has used the Dispositional Resilience Scale, developed and validated by researcher based on Dispositional Resilience (Hardiness) Scale (HARDY), developed by the Addiction Research Centre, University of Wisconsin–Madison, for measuring the hardiness level of the teachers. The researcher has also considered the Psychological Hardiness Scale (Singh & Srivastava, 2008). It consists of 43 items in three dimensions, i.e., work commitment, control and challenge. The split-half reliability of this tool is 0.78, and internal consistency reliability as indicated by the coefficient of alpha is 0.73. This is a five-point scale which comprises five response categories, namely ‘strongly agree’, ‘agree’, ‘neutral’, ‘disagree’, and ‘strongly disagree’.

To measure work stress, the researcher has used the work stress questionnaire constructed and revalidated by Frantz & Holmgren (2019). It is a 21-item scale. The scale has the 4 dimensions: Inarticulate organisation and conflicts, Personal demands and commitment, Influence at work and Work-to-leisure time interference.

Statistical Techniques

t-test is used as a statistical technique for achieving the objectives.

ANALYSIS

The first objective is to compare the psychological hardiness of teachers from U.P. Board and CBSE Board. To achieve this objective, the researchers have applied t-test.

Table 1: Exhibiting differences between teachers from Professional & Non-professional Courses regarding Dispositional Resilience

Courses	N	Mean	S.D.	t-value	Level of Significance
Professional Course	40	79.35	9.19	3.41	0.05
Non- Professional Course	40	98.47	10.29		

Table 1 presents the difference in dispositional resilience of teachers from professional and non-professional courses. The obtained t-value (3.41) is higher than the tabulated value (1.96), which reveals that teachers from professional and non-professional courses significantly differ in dispositional resilience. Therefore, the null hypothesis that “There exists no significant difference in dispositional resilience of teachers from professional and non-professional courses” is rejected. On the basis of the mean values, it is evident that teachers from Professional Courses possess more dispositional resilience than the teachers from Non-Professional Courses. It may be due to the disciplinary learning environment of both types of courses. In present days, professional courses are in the process of advancement with smart AI-oriented learning set-up with complex nature, but non-professional courses are still running in traditional pattern, so teachers are taking learning as easy and simple. It is also observed that

discipline and timely curricular and co-curricular activities are conducted in non-professional courses. Hence, it can be said that the learning environment may be one of the major determinants of dispositional resilience or psychological hardiness that creates differences between teachers from both courses.

The second objective is to compare the work stress of teachers from U.P. Board and CBSE Board. To obtain this objective, the researchers have applied t-test.

Table 2: Exhibiting differences between teachers from Professional & Non-professional courses regarding work stress

Courses	N	Mean	S.D.	t-value	Level of Significance
Professional Course	40	169.62	11.08	0.93	0.05
Non-Professional Courses	40	169.40	12.32		

Table 2 presents the difference in occupational stress of teachers belonging to professional and non-professional courses. The obtained t-value (0.93) is less than the table value (1.96), which reveals that teachers belonging to both types of courses equally feel work stress. Therefore, the null hypothesis that “There exists no significant difference in occupational stress of teachers from professional and non-professional courses” is accepted. It shows that teachers take same occupational stress; this may be due to both having similar perceptions regarding workload.

The third objective is to compare the psychological hardiness of male and female teachers from professional courses. The following Table 3 exhibits the results:

Table 3: Exhibiting difference between male and female teachers from professional courses regarding dispositional resilience

Professional Course	N	Mean	S.D.	t-value	Level of Significance
Male	20	86.75	6.40	5.66	0.05
Female	20	71.95	4.14		

Table 3 presents the difference in dispositional resilience of teachers from professional courses with reference to gender. The obtained t-value (5.66) is higher than the tabulated value (1.96), which reveals that a gender difference is found in dispositional resilience or psychological hardiness among teachers from professional courses. Therefore, the null hypothesis that “There exists no significant difference in dispositional resilience of male and female teachers from professional courses” is not accepted. Results show that male teachers have more psychological hardiness in comparison to female teachers. Female teachers are equally competent and are not able to face challenges as well as male teachers. Therefore, it may be concluded that female teachers should enhance commitment and controlling ability compared to male teachers.

The fourth objective is to compare the work stress of male and female teachers from professional courses. Board. To achieve this objective, the researchers have applied t-test.

Table 4: Exhibiting difference between male and female teachers from Professional Courses regarding work stress

Professional Courses	N	Mean	S.D.	t-value	Level of Significance
Male	20	161.9	7.08	4.27	0.05
Female	20	177.35	8.73		

Table 4 presents the difference in work stress of teachers belonging to professional courses with reference to gender. The obtained t-value (4.27) is higher than the table value 1.96, which reveals that a gender difference is found in occupational stress between male and female teachers from professional courses. Therefore, the null hypothesis that “There exists no significant difference in work stress of male and female teachers from professional courses” is rejected. The reason behind it may be that male and female teachers have equal strength to cope with any circumstances. And female teachers are ready to take challenges like male teachers. Nowadays, females have a more professional attitude, so we can say that female teachers take work as a complex assignment; occupational stress is found more in females in comparison to male teachers.

The fifth objective is to compare the dispositional resilience of male and female teachers from Non-Professional Courses. To achieve this objective, the researchers have applied t-test.

Table 5: Exhibiting the difference between male and female teachers from non-professional courses regarding dispositional resilience

Non-Professional Courses	N	Mean	S.D.	t-value	Level of Significance
Male	20	97.15	10.56	0.42	0.05
Female	20	99.8	10.10		

Table 5 presents the gender difference in dispositional resilience of teachers from Non-professional Courses. The obtained t-value (0.42) is less than the tabulated value (1.96), which reveals that work stress is equally found between male and female teachers from non-professional courses. Therefore, the null hypothesis that “There exists no significant difference in dispositional resilience of male and female teachers from non-professional courses” is accepted. It shows that male and female teachers have the same dispositional resilience; it may be due to both having a similar ability to cope with the working environment and professionalism.

The sixth objective is to compare the occupational stress of male and female teachers from Non-professional Courses. To accomplish this objective, the researchers have applied t-test.

Table 6: Exhibiting differences between male and female teachers from non-professional courses regarding work stress

Non-professional courses	N	Mean	S.D.	t-value	Level of Significance
Male	20	167.55	14.94	0.35	0.05
Female	20	171.25	9.02		

Table 6 presents the gender difference in work stress of teachers from non-professional courses. The obtained t-value (0.42) is less than the tabulated value (1.96), which reveals that work stress is equally found between male and female teachers related to non-professional courses. Therefore, the null hypothesis that “There exists no significant difference in work stress of male and female teachers from non-professional courses” is accepted. It shows that both have similar occupational stress. It means male and female teachers have similar attitudes regarding their occupation as well as responsibilities.

CONCLUSION

Individuals with high psychological hardiness tend to take decisive rather than avoidant actions to resolve the problem so their environment no longer involves stress (Maddi, 1999). Further, high hardiness involves the spinning of stressful events into opportunities for growth and development (Cole et al., 2004). In ambiguous situations, hardiness prepares individuals to draw on a personal sense of commitment and control to find meaning in their tasks as well as exercise decision-making (Peltier et al., 2005).

Therefore, it is expected that a teacher’s dispositional resilience will contribute to mitigate the relationship between organizational environment and occupational stress. In this direction, this study is conducted to understand the differences in psychological hardiness occupational stress regarding gender and school boards. So that policymakers and stakeholders can take steps for the improvement of teachers’ hardiness and reduce their occupational stress.

REFERENCES

- Bartone, P. T., & Hystad, S. W. (2010). *Increasing mental hardiness for stress resilience in operational settings. Enhancing human performance in security operations: International and law enforcement perspective* (pp. 257–272).
- Beehr, T.A. and Newman, J.E. (1978). Job stress, employee health and organisational effectiveness - A fact analysis model and literature reviews. *Personal Psychology*, 31(4), pp. 665-669.
- Caplan, R.D., Cobb, S., and French, J.R.P., 1975, “Relationships of Cessation of Smoking with Job Stress, Personality, and Social Support”, *J. Applied Psychology*, 60, pp. 211-219.
- Cole, M., Feild, H., & Harris, S. (2004). Student learning motivation and psychological hardiness: Interactive effects on students’ reactions to a management class. *Academy of Management Learning and Education*, 3, 64–85
- Comish, R., Swindle, B. (1994), Managing stress in the workplace. *National Public Accountant*, 39(9): 24-28

- Cooper, C.L., and Kelly, M., 1993, "Occupational Stress of Head Teachers: A National UK Study", *British Journal of Educational Psychology*, 73(1), pp. 130-143
- Crosson, J.B. (2015). Moderating Effect of Psychological Hardiness on the Relationship Between Occupational Stress and Self-Efficacy Among Georgia School Psychologists. Retrieved from <http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1391&context=dissertations>
- Crowley, B.J., Hayslip, B.J. & Hobdy, J. (2003). Psychological Hardiness and Adjustment to Life Events in Adulthood. *Journal of Adult Development*, 10(4). Retrieved from <http://link.springer.com/article/10.1023%2FA%3A1026007510134>
- Fergus S, Zimmerman M. (2005). Adolescent resilience: A Framework for understanding health development in the face of risk. *Annual Review of Public Health*. 26:399-419.
- Fouladian, A., Yarahmadi, Kh. M., Kushkabad, M. & Sadeghi, N. (2014). Study of the Relationship of Personality Types and Job Stress with Mental Health Staff. Islamic Azad University of Quchan: The Second National Conference on Healthcare and Islamic Lifestyle.
- Issacson B., Characteristics and enhancement of resiliency in young people. Research (MSc thesis), University of Wisconsin-stout, 2002.
- Jackson, L. & Rothmann, S. (2006). Occupational stress, organisational commitment, and ill-health of educators in the Northwest Province. *South African Journal of Education*, 26(1). Retrieved from <http://www.ianrothmann.com/pub/13.pdf>
- Jalali, S. & Amarqan, H.A. (2015). Study Of 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 Sciences*, 5(S2). Retrieved from <http://www.cibtech.org/sp.ed/jls/2015/02/211-JLS-S2-211-SEDDIQA-PSYCHOLOGICAL.pdf>
- Jomhari, F. (2002). Relationship Hardiness and tendency to anxiety and depression among male and female students at Tehran Universities. PHD thesis. The Psychological Department of Allameh Tabataba'i University.
- Judkins, S.K. (2001). Hardiness, Stress, And Coping Strategies Among Mid-Level Nurse Managers: Implications for Continuing Higher Education. Retrieved from http://digital.library.unt.edu/ark:/67531/m2/tadc2799/m2/1/high_res_d/dissertation.pdf
- Kalantar, J., Khedri, L., Nikbakht, A. & Motvalian, M. (2013). Effect of Psychological Hardiness Training on Mental Health of Students. *International Journal of Academic Research in Business and Social Sciences*. 3(3). Retrieved from <http://www.hrmar.com/admin/pics/1666.pdf>
- Khaledian, M., Hasanvand, B. & Pour, S.H. (2013). The relationship of psychological hardiness with work holism. *International Letters of Social and Humanistic Sciences*, 5. Retrieved from <file:///C:/Users/USER/Desktop/ILSHS.5.1.pdf>
- Kobassa S. C., (1979). Journal of personality and social psychology 37, 1-11.
- Peltier, J., Hay, A., & Drago, W. (2005). The reflective learning continuum: Reflecting on reflection. *Journal of Marketing Education*, 27, 250-263
- Poltavski D (2003). Stress and Illness in American and Russian College Students. *Personality and Individual Differences*, 34(6) 971-982.
- Rashvand, M., Safyari, M., Damavandi, Z.D., Sharifzadeh, M. & Ghahremani, S. (2015). Effectiveness Of Group Logotherapy on the Increase of Hardiness in Students of Allameh Tabataba'i University. *Trends in life sciences: An international peer reviewed journal*, 4(2). Retrieved from http://sciencejournal.in/data/documents/Trends-Life-Sci.-4-2-14_1.pdf
- Rees, K., 1997, "Journey of Discovery: A Longitudinal Study of Learning During a Graduate Professional Programme", Ph.D. thesis, Case Western Reserve University, Cleveland
- Rees, W. D. (1997), Managerial stress – dealing with the causes, not the symptoms. *Industrial and Commercial Training*, 29(2): 35-40

- Ross RR and Altmaier EM (2009). Intervention in Occupational Stress: a Handbook of Counseling for Stress at Work, edited by Khajepur Gh (Tehran: Industrial Management Organization Publications)
- Sass, D., Seal, A., & Martin, N. (2010). Predicting teacher retention using stress and support variables. *Journal of Educational Administration*, 49, 200-215.
- Sarani, A., Azhari, S., Mazlom, S.R. & Sherbaf, H.A. (2015). The Relationship between Psychological Hardiness and Coping Strategies during Pregnancy. *Journal of midwifery & reproductive health*, 3(3). Retrieved from http://jmrh.mums.ac.ir/article_4432_548.html
- Subramanian, S. & Vinothkumar, M. (2009). Hardiness Personality, Self-Esteem and Occupational Stress among IT Professionals. *Journal of the Indian Academy of Applied Psychology*, 35(Special Issue). Retrieved from <http://medind.nic.in/jak/t09/s1/jakt09s1p48.pdf>