



Study Of Grit In Relation To Certain Demographic Variables Of Teacher Educators In West Bengal

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Abstract

Grit is a psychological trait that is crucial to achieving a long-term goal. This trait is very important in athletics and teaching because all these professions need perseverance and passion. Education is a long-term goal, so the teaching profession needs perseverance and passion. Therefore, Grit is a very important trait that helps the teacher achieves the long-term goal of education. In the present study, the investigator simply indicates the importance of Grit in the teaching profession and finds the significant differences in Grit in relation to the type of institution, gender, area of living, and year of experience among the teacher educator in west Bengal. Investigator used a survey method to collect data. The data were collected from 394 teacher educators using the Grit Short Scale (Grit-s) developed by Duckworth and Quinn in 2009. The statistical techniques t-test was applied to determine the significant difference in Grit among the teacher educators concerning their different demographic variables. The result revealed that there is a significant difference in Grit among teacher educators in relation to their gender, area of living, and year of experience, but in the type of institution, there are no significant differences in Grit.

Key words: Grit, Teacher Educators

Introduction

Nowadays, teaching-learning is very complex, goal-oriented, psychological, and scientific. Therefore, comprehensive preparation of trainee teachers is very important to achieve maximum output. The teacher educator should be comprehensive before preparing the trainee teacher as the teacher educator trains the trainee teachers. To develop the personality of teacher educators and to gain much more output from the teaching-learning process, teacher educators need a lot of psychological traits; among them, Grit plays a significant role in the teaching-learning process. Grit is a firmness of indomitable spirit, a non-cognitive trait that helps teachers to show more perseverance and be ardent to achieve long-term goals. Grit is “Perseverance and passion for long-term goals” (Duckworth, 2007). In this study, the investigators are trying to determine the significant differences in Grit among teacher educators concerning their type of institution, gender, area of living, and year of experience.

Grit is very important trait for teacher as well as students. Grit is positively correlated with the Life Satisfaction (Singh & Jha, 2008). The Grit is correlated with both school motivation and academic conscientiousness (Winkler, et al. 2014)). Grit helps in education to achieve the long-term goal (Hochanadel & Finamore, 2015). Grit also effect on academic achievement of the students (Lin & Chang, 2016) in their study found that grittier high school learners tend to show higher academic performance and satisfaction. Grit helps to develop the capacity of productivity in a person (Hodge, Wright & Beennett, 2017).

Objective of the study

1. To identify the significant difference in Grit between Govt. and private teacher educators.
2. To identify the significant difference in Grit between male and female teacher educators.
3. To identify the significant difference in Grit between rural and urban living teacher educators.
4. To identify the significant difference in Grit between >5 years' experience and <5 years' experience teacher educators.

Hypothesis of the study

H₀. 1. There would be no significant difference in Grit between Govt. and private teacher educators.

H₀.2. There would be no significant difference in Grit between male and female teacher educators.

H₀.3. There would be no significant difference in Grit between rural and urban living teacher educators.

H₀.4. There would be no significant difference in Grit between >5 years' experience and <5 years' experience teacher educators.

Methodology of the study

The study is quantitative in nature. The investigator used the survey method to collect data. The population of the study is the entire teacher educator in West Bengal. The investigators used cluster sampling techniques to select the samples. Data were collected from teacher training institutions in West Bengal. Grit Short Scale (Grit-s) developed by Duckworth and Quinn (2009), tools were used to collect the data. The samples were selected from 394 teacher educators from different teacher training institutions in West Bengal. The total sample was divided into different demographic variables like 146 from govt. and 248 from private teacher training institutes, similarly male 217 and female 177, rural 184 and urban 210, also >5-years teaching experience 161 and < 5-year experienced teacher educators were 233. For the analysis of the result, the investigator used the Mean, Standard Deviation, and t-test to identify the significant differences in Grit among different demographic variables.

Result and Discussion

Objective No. 1. To identify the significant difference in Grit between Govt. and private teacher educators

H₀. 1. There would be no significant difference in Grit between Govt. and private teacher educators.

Table 1: Showing difference the mean score of Grit between Govt. and private teacher educators

Type of institution	N	Mean	SD	df	t-value	Sig.	H ₀
Govt.	146	31.45	2.17	392	.539	.590	N.R
Private	248	31.29	2.90				

*Null hypothesis is not rejected

Out of 394 total teacher educators, 146 belonging to government and 248 belonging to private teacher training institutions. It is observed from the table 1 that mean score in Grit of teacher educators belonging to government teacher training institutions is 31.45 with a standard deviation of 2.17 and mean score of teacher educators belonging to private teacher training institutions is 31.29 with a standard deviation of 2.90. The t-value .539 and significance value is .590 i.e. ($p > 0.05$) with 392 degree of freedom is not significant at 0.05 level. Table no 1 revealed that there is no significant difference in Grit of teacher educators belonging to government and private teacher training institutions. Thus, the null hypothesis (H₀.1), 'there would be no significant difference in Grit between Govt. and private teacher educators' is not rejected. The mean scores of the government (31.45) and private (31.29) teacher educators indicates that the government teacher educators and private teacher educators both are similar in gritty.

Objective 2. To identify the significant difference in Grit between male and female teacher educators

H_{0.2}. There would be no significant difference in Grit between male and female teacher educators.

Table 2: Showing difference the mean score of Grit between male and female teacher educators

Gender	N	Mean	SD	df	t-value	Sig.	H ₀
Male	217	30.82	2.56	392	5.26	.000 p<0.01	R
Female	177	32.31	2.79				

*Null hypothesis rejected in 0.01 level of significant

Out of 394 total teacher educators, 217 are male and 177 female teacher educators those are belonging from govt. and private teacher training institutions. It is observed from the table no 2 that the mean score in Grit of male teacher educators is 30.82 with a standard deviation of 2.56 and mean score of female teacher educators is 32.31 with a standard deviation of 2.79. The t-value 5.26 and significance value is .000 i.e. (p<0.01) with 392 degree of freedom is significant at 0.01 level. Table no 2 revealed that there is a significant difference in Grit between male and female teacher educators belonging to government and private teacher training institutions. Thus, the null hypothesis (H_{0.2}) 'there would be no significant difference in Grit between male and female teacher educators' is rejected. The mean scores of the male (30.82) and female (32.31) teacher educators indicate that the female teacher educators are grittier as compare to male teacher educators.

Objective 3. To identify the significant difference in Grit between rural and urban living teacher educators

H_{0.3}. There would be no significant difference in Grit between rural and urban living teacher educators

Table 3: Showing difference the mean score of Grit between rural and urban teacher educators

Area of living	N	Mean	SD	df	t-value	Sig.	H ₀
Rural	184	30.96	2.89	392	-2.74	.006 P<0.01	R
Urban	210	31.73	2.68				

*Null hypothesis rejected in 0.01 level of significant

Out of 394 total teacher educators, 184 teacher educators is live in rural area and 210 live in urban area those are belonging to govt. and private teacher training institutions. It is observed from the Table 3 that the mean score in Grit of teacher educators of rural living teacher educators is 30.96 with a standard deviation of 2.89 and mean score of urban living teacher educators is 31.73 with a standard deviation of 2.68. The t-value -2.74 and significance value is .006 i.e. (p<0.01) with 392 degree of freedom is significant at 0.01 level. Table 3 revealed that there is a significant difference in Grit between rural and urban area living teacher educators belonging to government and private teacher training institutions. Thus, the null hypothesis (H_{0.3}) 'there would be no significant difference in Grit between rural and urban living teacher

educators' is rejected. The mean scores of the rural area living (30.95) and urban area living (31.73) teacher educators indicates that the teacher educator who live in urban area are more gritty than those teacher educator who live in rural area.

Objective 4. To identify the significant difference in Grit between >5 years' experience and <5 years' experience teacher educators.

H_{0.4}. There would be no significant difference in Grit between >5 years' experience and <5 years' experience teacher educators

Table 4: Showing difference the mean score of Grit between >5 year and <5 years' experience teacher educators

Year of experience	N	Mean	SD	df	t-value	Sig.	H ₀
>5 years	161	31.99	2.84	392	3.68	.000	R
<5 years	233	30.95	2.69			P<0.01	

*Null hypothesis rejected in 0.01 level of significant

Out of 394 total teacher educators, 161 teacher educators with >5 years teaching experiences and 233 with <5 years teaching experiences those are belonging to govt. and private teacher training institutions. It is observed from the Table 4 that the mean score in Grit of >5 years teaching experience teacher educators is 31.99 with a standard deviation of 2.84 and mean score of <5 years teaching experiences teacher educators is 30.95 with a standard deviation of 2.69. The t-value 3.68 and significance value is 0.000 i.e. (p<0.01) with 392 degree of freedom is significant at 0.01 level. Table 4 revealed that there is a significant difference in Grit between >5 years teaching experiences and <5 years teaching experiences teacher educators belonging to government and private teacher training institutions. Thus, the null hypothesis (H_{0.4}) 'there would be no significant difference in Grit between >5 years' experience and <5 years' experience teacher educators' is rejected. The mean scores of >5 years' teaching experience (31.99) and <5 years teaching experience (30.95) teacher educators indicates that >5 year teaching experiences teacher educators are more gritty than <5 year teaching experiences teacher educator.

Conclusion

In the present study "Study of Grit in relation to certain Demographic Variables of Teacher Educators in West Bengal" concluded that there are significant differences in Grit among teacher educators in West Bengal except in relation their type of institution. The teacher educators from the Government as well as private teacher training institution both are equally gritty; there is no difference in grit among government and private teacher educators in West Bengal. The female teacher educators are grittier than the male teacher educators. Therefore the male teacher educator should try to develop their grit level. The urban teacher educators are grittier as compare to rural teachers; therefore the rural teacher should develop their grit level to achieve maximum output in teaching-learning. The teacher educators who have > 5-years

teaching experiences are grittier as compare to <5-years of teaching experiences. Finally as the education is a long-term goal oriented consequently the Grit is very important trait of teacher to achieve such long-term goals of education. Therefore every teacher educators as well as teacher and, trainee teacher should develop their grit level as their own pace.

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