

Relationship between Teachers' Grit and Quality of Work Life at Secondary Level

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Abstract

This study revolved around the connection between teachers' perseverance (grit) and the quality of their work life. The study aimed to assess the extent of teachers' grit and the quality of their work life. To address this objective, a research question was formulated: "What is the level of teachers' grit and their quality of work life?" The data collection involved 200 secondary school teachers selected through a multistage sampling technique. Subsequently, the gathered data were analyzed using SPSS software. The findings indicated that teachers believed that both aspects of teachers' grit like interest consistency and consistency of effort, were above the average level. It was suggested that conducting a comparative study on teachers' grit through the lens of the working conditions of public and private at intermediate and higher education level which could provide valuable insights for educators. This research could ultimately guide teacher training departments and policymakers in enhancing the quality of teachers' work life based on their level of grit.

Keywords: *Teachers' Grit, Quality of Work Life, Secondary School Teachers.*

1. Introduction

Grit is known as passionate obligation and devotion to attain targets.¹ Duckworth et al. (2007) stated that it is a capability to face and accomplish of challenges². According to Duckworth et al.

¹ Paul Tough, *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* (Boston: Houghton Mifflin Harcourt, 2013).

² Angela L. Duckworth et al., "Grit: Perseverance and Passion for Long-Term Goals.," *Journal of Personality and Social Psychology* 92, no. 6 (2007): 1087–1101, doi:10.1037/0022-3514.92.6.1087.

(2009), it had an immense effect on teacher effectiveness.³ The grittier teachers in challenging schools were committed and determined towards their profession, put great efforts and devotion to their duties and work with full interest, and were retained for longer period.⁴ The grittier teachers possess high social skills, interpersonal skills, intellectual ability, and attitudes all which maximize teacher effectiveness. Further, Robertson & Duckworth, (2014) also revealed that the grittier teachers do not like to leave their classroom rather they stick to the school goals and show great concern for the student achievement. This shows that grit and teacher effectiveness are significantly positively interlinked.⁵

Grit is a non-mental component that has gotten expanded consideration of late, since research demonstrates that it assumes a huge part in effective results in many fields, and all the more explicitly in schooling. A superior comprehension of the likely impact of coarseness between educator need-strong way of behaving and understudy scholarly accomplishment results would assist with explaining these impacts. A heightened sense of identity within an educational environment fosters motivation when individuals experience a sense of autonomy, a connection to the school, and believe in their competency to thrive within the school.⁶ Teachers' motivation plays a pivotal role in shaping their outcomes following participation in professional development programs.

³ Angela Lee Duckworth, Patrick D. Quinn, and Martin E.P. Seligman, "Positive Predictors of Teacher Effectiveness," *The Journal of Positive Psychology* 4, no. 6 (2009): 540–47, doi:10.1080/17439760903157232.

⁴ Angela L. Duckworth and Martin E.P. Seligman, "Self-Discipline Outdoes IQ in Predicting Academic Performance of Adolescents," *Psychological Science* 16, no. 12 (2005): 939–44, doi:10.1111/j.1467-9280.2005.01641.x.

⁵ Claire Robertson and Angela Lee Duckworth, "True Grit: Trait-Level Perseverance and Passion for Long-Term Goals Predicts Effectiveness and Retention among Novice Teachers," *Teachers College Record* (1970) 116, no. 3 (2014).

⁶ Richard M. Ryan and Edward L. Deci, "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions," *Contemporary Educational Psychology* 61 (2020): 101860, doi:10.1016/j.cedpsych.2020.101860.

The evaluation of teachers' performance following professional development takes place in a relatively uncomplicated environment. However, it's important to recognize that the knowledge needed for teachers to effectively adopt new methods isn't exclusively gained through formal professional development sessions, as highlighted by Kyndt et al. (2014). Moreover, researchers are encouraged to explore teachers' willingness to learn more deeply.⁷ This involves going beyond the existing conception of professional development and integrating teachers' motivation to learn, aiming to build a more holistic and practice-oriented understanding of teachers' professional development.

An additional concept in this field is "grit," as all individuals possess varying degrees of determination, which can prove highly beneficial in various life situations.⁸ Coarseness additionally relates to viable outcomes among more youthful and grown-up individuals, similar to work fulfillment, work working, compelling outcomes and inspiration,⁹ and understudy instructive achievement. Additionally, evaluating coarseness could anticipate the connected college and graduate staff GPA and achievement. Coarseness relates to mindfulness and self-administration, with individuals who demonstrate high levels of coarseness showing the determination to finish obviously unthinkable exercises. Individuals with higher levels of coarseness frequently experience more significant levels of outcome in various fields of their life.

⁷ E. Kyndt et al., "Development and Validation of a Questionnaire on Informal Workplace Learning Outcomes: A Study among Socio-Educational Care Workers," *British Journal of Social Work* 44, no. 8 (March 17, 2013): 2391–2410, doi:10.1093/bjsw/bct056.

⁸ Widodo Widodo, "Enhancing Teachers' Professional Competence through Grit, Personality, and Creativity," *Management Science Letters*, 2021, 129–38, doi:10.5267/j.msl.2020.8.022.

⁹ Qing Gu and Christopher Day, "Teachers Resilience: A Necessary Condition for Effectiveness," *Teaching and Teacher Education* 23, no. 8 (2007): 1302–16, doi:10.1016/j.tate.2006.06.006.

Duckworth, (2016) gave idea that is utilized as "coarseness" in English has the importance of toughness, boldness, guts, steadiness and assurance in Turkish.¹⁰ One might say that the solidness of instructors relies upon their assurance, excitement and persistence to accomplish long haul objectives assuming the idea is clear from the definition. From the meaning of the idea, one might say that the coarseness of the educators relies upon their assurance, excitement and determination to arrive at long haul objectives. For instructors to have the option to endure a long and moving cycle to further develop their understudies' exhibitions relies upon their durable tirelessness and enthusiasm.

At the point when the definitions connected with educator's coarseness is analyzed, it very well may be seen that characterized educators' coarseness as skill that they have as far as adjusting to various circumstances and confronting antagonistic circumstances. Likewise, Hochanadel and Finamore, (2015) have characterized the showing calling as an extremely difficult calling and have focused on that instructors should endure against challenges to exhibit their exhibitions.¹¹ Coarse people consider accomplishment to be a long distance race and have been buckling down for a long time to succeed.

It is likewise realized that people with high perseverance are effective, well-off and cheerful people. It is seen that the idea of coarseness depends on Bandura's Social Cognitive Theory. This hypothesis underscores the significance of displaying by noticing the way of behaving and perspectives of others and gives circumstances permitting understudies to utilize or apply these

¹⁰ Angela Duckworth, *Grit: The Power of Passion and Perseverance* (New York: Scribner, 2018).

¹¹ Aaron Hochanadel and Dora Finamore, "Fixed and Growth Mindset in Education and How Grit Helps Students Persist in the Face of Adversity," *Journal of International Education Research (JIER)* 11, no. 1 (2015): 47–50, doi:10.19030/jier.v11i1.9099.

ways of behaving. In this way, understudies make their own mental designs by noticing educators through displaying.

According to Rethinam and Ismail (2008)¹² and Serey (2006), it holds significant relevance in the contemporary workplace.¹³ Their definition of QWL is closely tied to the idea of substantial and gratifying work. It encompasses several key elements. Firstly, it involves providing individuals with the opportunity to leverage their talents and capabilities, to confront challenges and situations that necessitate personal drive and self-direction. Secondly, it entails work that is perceived as inherently rewarding by the individuals engaged in it. Thirdly, QWL includes an environment where individuals understand the roles they play in contributing to the collective success of the larger organization or community. Lastly, it fosters a sense of genuine commitment and dedication to one's tasks, with a focus on executing them skillfully. This concept of QWL is seen as highly pertinent in today's dynamic work settings.

Quality of Workplace is fundamental idea of good circumstances in a work space. The Quality of Work Life works with representative's preparation amazing open doors, work fulfillment and working circumstances. A superior Quality of Work Life works for development of the representatives alongside the association development.

In a study carried out by Baleghizadeh and Gordani (2012), they examined the connection between the quality of work life and the motivation of secondary school teachers.¹⁴ Their research revealed a notable correlation between motivation and various aspects of work life quality. Moreover,

¹² Guna Rethinam and Maimunah Ismail, "Constructs of Quality of Work Life: A Perspective of Information and Technology Professionals," *European Journal of Social Science* 7, no. 1 (2008): 58–70.

¹³ T.T Serey, "Choosing a Robust Quality of Work Life," *Business Forum* 27, no. 2 (2006): 7–10.

¹⁴ Sasan Baleghizadeh and Yahya Gordani, "Motivation and Quality of Work Life Among Secondary School EFL Teachers," *Australian Journal of Teacher Education* 37, no. 7 (2012): 30–42, doi:10.14221/ajte.2012v37n7.8.

specific elements of work life quality were pinpointed as the most accurate predictors of teacher motivation. These findings provide valuable insights for teacher educators and educational administrators who aim to improve both motivation and the quality of work life among teachers. In another investigation conducted by Arif and Ilyas (2013), the study delved into the various dimensions of Quality of Work Life (QWL) and its impact on the lives and workplace attitudes of educators working in private colleges in Lahore, Pakistan.¹⁵ The study involved 360 employees from private colleges in Lahore, seeking to assess their perceptions of QWL and its influence on employee commitment, engagement, work performance, and the reputation of the colleges they are affiliated with. The research revealed a significant influence of quality work life on both the personal and professional aspects of educators' lives, emphasizing the pivotal role QWL plays in shaping their attitudes towards work, life, and their interactions within the private college environment.

Male and female teachers were respondents of the questionnaires. Two questionnaires were used for data collection, i.e. (1) The Grit Scale for teachers adopted (Duckworth & Quinn, 2009) to measure teachers' grit and (2) Quality of Work life questionnaire developed Soroya. The data were analyzed and findings were drawn.¹⁶ To investigate the descriptive level of the teachers' grit and quality of work life, descriptive statistics (Mean & SD) was used. Analysis of data and fact findings are given below:

Table 1.*Descriptive Statistic of Teachers' Grit of Secondary School Teachers (N=200)*

¹⁵ Seema Arif and Maryam Ilyas, "Quality of Work-life Model for Teachers of Private Universities in Pakistan," *Quality Assurance in Education* 21, no. 3 (2013): 282–98, doi:10.1108/qa-feb-2012-0006.

¹⁶ Angela Lee Duckworth and Patrick D. Quinn, "Development and Validation of the Short Grit Scale (Grit-S)," *Journal of Personality Assessment* 91, no. 2 (2009): 166–74, doi:10.1080/00223890802634290.

Teachers' Grit	Mean	SD
Consistency of Interest	3.930	.493
Consistency of Efforts	3.945	.470
Overall	3.921	.594

For teachers' grit, table 1 shows that teachers perceived the consistency of Interest (M=3.930, SD=0.493), followed by consistency of effort (M=3.945, SD=0.470). In overall, teacher demonstrated teachers' grit (M=3.921, SD=0.594). This highlights that teacher have an above average level grit on all two factors.

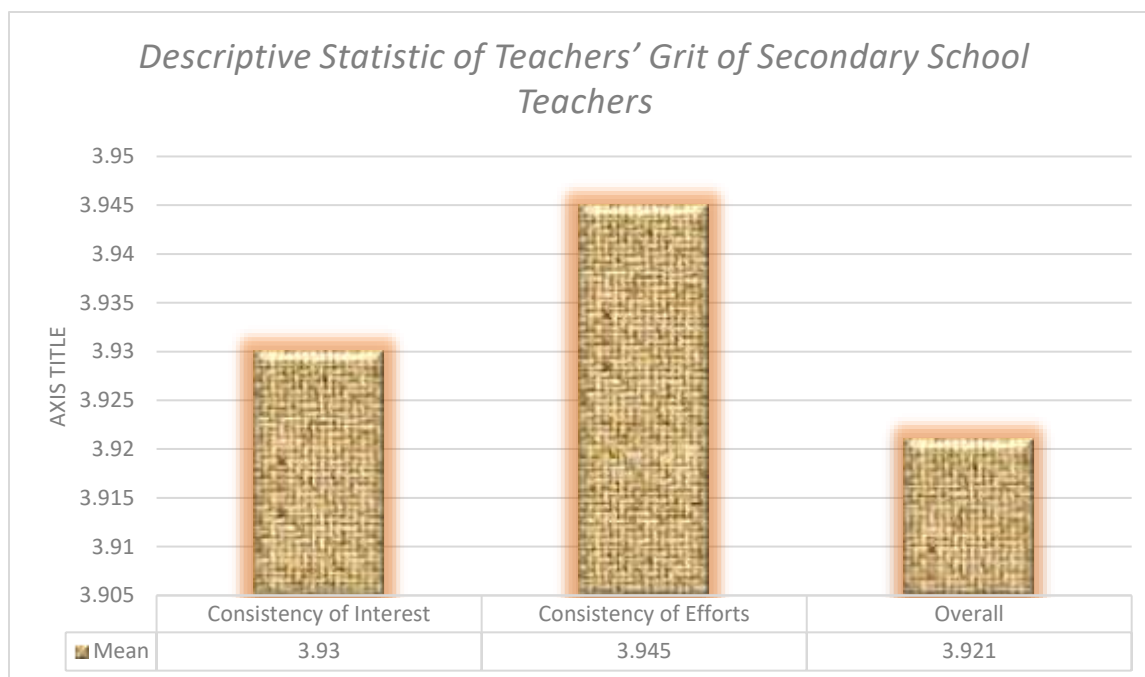


Figure I: Grit Level of Secondary School Teachers

Table 2.

Descriptive Statistic of Teachers' Grit of Male Secondary School Teachers (N=200)

Teachers' Grit	Mean	SD
Consistency of Interest	3.945	.470
Consistency of Efforts	3.833	.594

Overall	3.910	.410
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Table 2 indicates that teachers perceived the consistency of Interest ($M=3.945$, $SD=0.470$), followed by consistency of efforts ($M=3.833$, $SD=0.594$). In overall, teacher demonstrated teachers' grit ($M=3.910$, $SD=0.410$), showed that teacher exhibit an above average teachers' grit on all two factors.

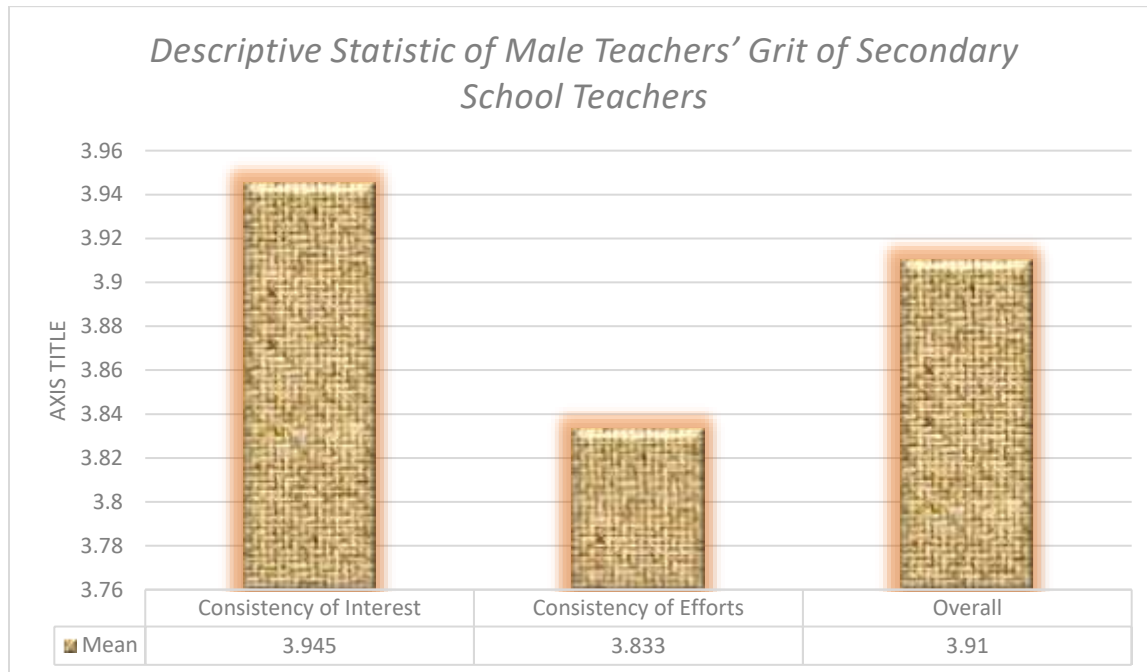


Figure II: Grit Level of Male Secondary School Teachers

Table 3.

Descriptive Statistic of Teachers' Grit of Female Secondary School Teachers (N=200)

Teachers' Grit	Mean	SD
Consistency of Interest	3.861	.462
Consistency of Efforts	3.564	.588
Overall	3.806	.406

In the above table 3 it is highlighted that teachers perceived the consistency of Interest ($M=3.861$, $SD=0.462$), and consistency of effort ($M=3.564$, $SD=0.588$). In overall, teacher demonstrated

teachers' grit ($M=3.806$, $SD=0.406$), showed that teacher exhibit an above average teachers' grit on all two factors.

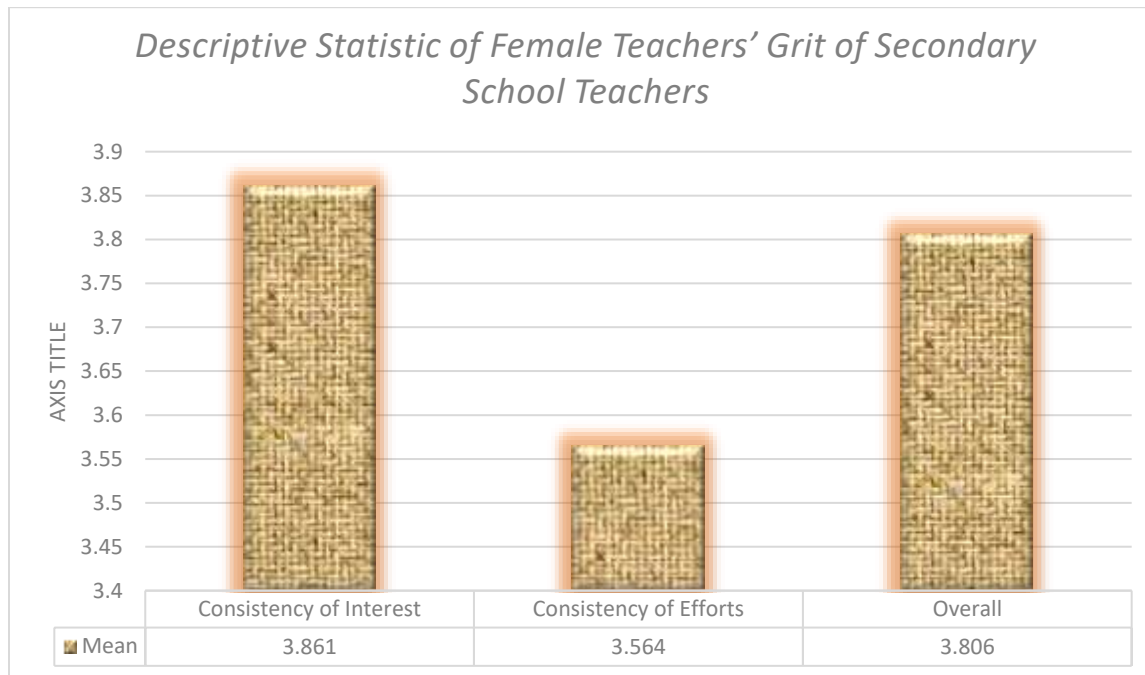


Figure III: Grit Level of Female Secondary School Teachers

Table 4.

Descriptive Statistic of Teachers' Work Life of Secondary School Teachers (N=200)

Quality of Work Life	Mean	SD
Healthy Conditions	4.127	.496
Administrative Support	3.930	.493
Work Facilities	3.945	.470
Developmental opportunities	3.833	.594
Fair Wages	3.958	.401
Overall	3.827	.496

For quality of work life, table shows that teachers perceived the developmental opportunities ($M=3.833$, $SD=0.594$), followed by administrative support ($M=3.930$, $SD=0.493$), healthy and decent work conditions ($M=4.127$, $SD=0.496$), decent and fair wages ($M=3.958$, $SD=0.401$), and

Facilities at Work ($M=3.945$, $SD=0.470$). In overall, teacher demonstrated quality of work life ($M=3.827$, $SD=0.496$), showed that teacher exhibit an above average quality of work life on all five factors.

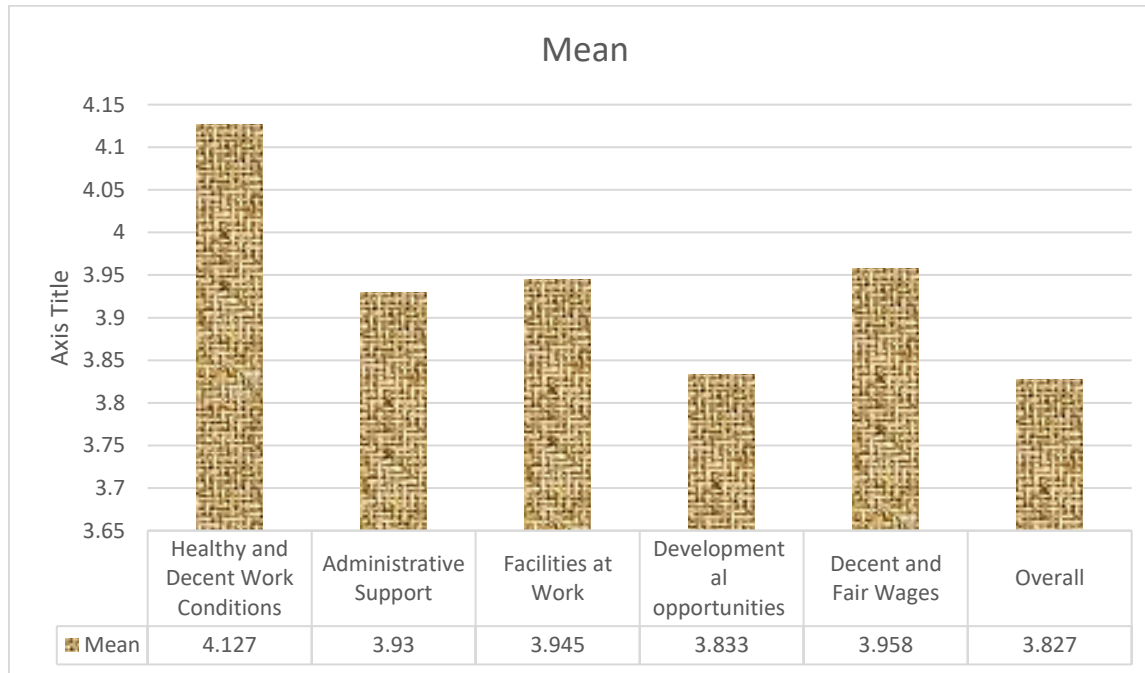


Figure IV: Situation Workplace of Secondary School Teachers

Table 5.

Descriptive Statistic of Teachers' Work Life of Male Secondary School Teachers (N=200)

Quality of Work Life	Mean	SD
Healthy Conditions	3.952	.547
Administrative Support	3.847	.464
Work Facilities	3.861	.462
Developmental opportunities	3.564	.588
Fair Wages	3.806	.406
Overall	3.802	.547

For quality of work life, table 5 shows that teachers' perceived the healthy conditions ($M=3.952$, $SD=0.547$), developmental opportunities ($M=3.564$, $SD=0.588$), followed by administrative support ($M=3.847$, $SD=0.464$), fair wages ($M=3.806$, $SD=0.406$), and Facilities at Work

($M=3.861$, $SD=0.462$). In overall, teacher demonstrated quality of work life ($M=3.802$, $SD=0.547$), showed that teacher exhibit an above average quality of work life on all five factors.

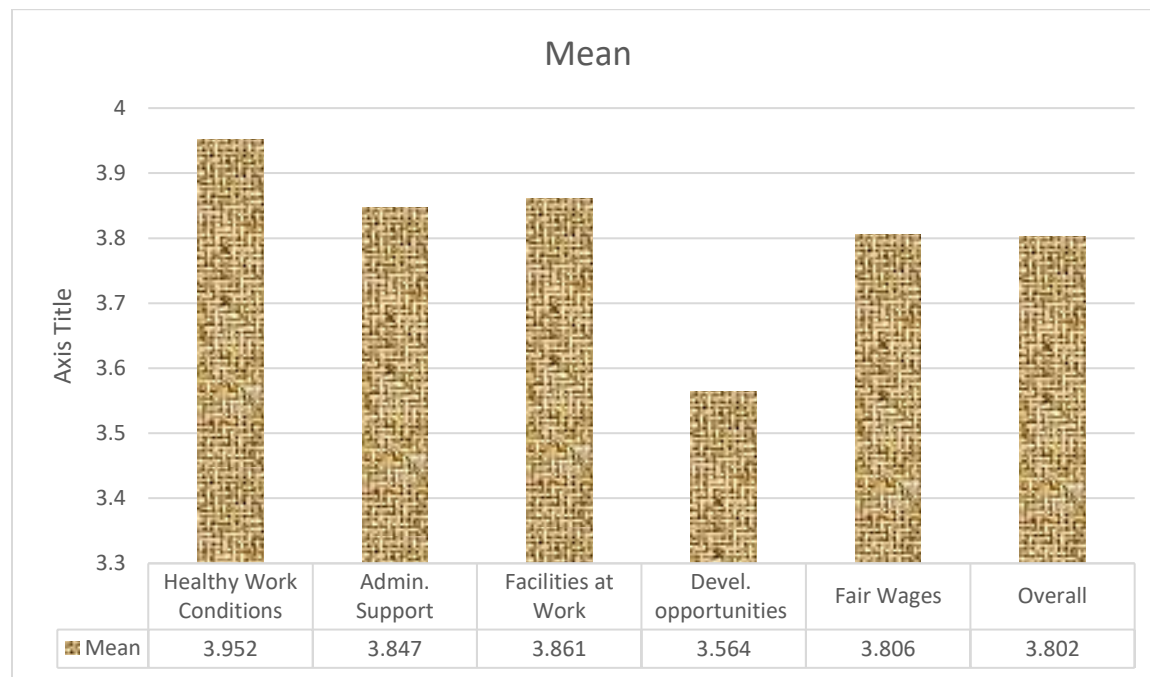


Figure V: Work Life situation of Male Teachers

Table 6.

Descriptive Statistic of Teachers' Work Life of Female Secondary School Teachers (N=200)

Quality of Work Life	Mean	SD
Healthy Conditions	3.814	.482
Administrative Support	3.843	.434
Work Facilities	3.769	.535
Developmental opportunities	3.900	.337
Fair Wages	3.816	.482
Overall	3.910	.434

For quality of work life, table 6 shows that teachers perceived the developmental opportunities ($M=3.900$, $SD=0.337$), followed by administrative support ($M=3.843$, $SD=0.434$), healthy work conditions ($M=3.814$, $SD=0.482$), fair wages ($M=3.816$, $SD=0.482$), and Facilities at Work

($M=3.769$, $SD=0.535$). In overall, teacher demonstrated quality of work life ($M=3.910$, $SD=0.434$), showed that teacher exhibit an above average quality of work life on all five factors.

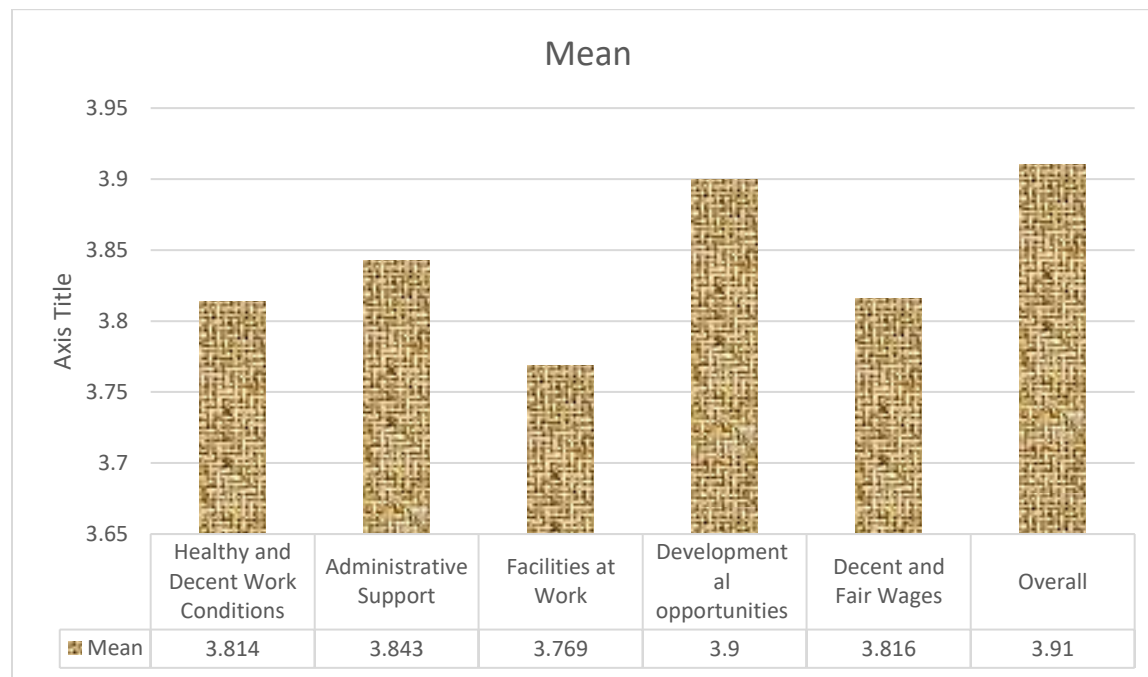


Figure VI: Work Life Situation of Female Teachers

The presented data provides valuable insights into the grit levels and work life quality of secondary school teachers. Overall, the findings indicate that teachers in the district exhibit an above-average level of grit and generally perceive a decent quality of work life.

In terms of grit, teachers rated consistency of interest and efforts higher than the overall grit score. Male teachers showed slightly higher grit levels compared to their female counterparts.

Regarding work life quality, teachers highly valued developmental opportunities and administrative support, followed by healthy work conditions, fair wages, and work facilities. Female teachers generally perceived a slightly better work life quality than male teachers, particularly in terms of developmental opportunities.

The findings highlight the dedication and resilience of teachers, which can positively impact their performance and students' outcomes. However, it is crucial for educational institutions and policymakers to focus on improving work facilities and providing fair wages to enhance overall work life quality for teachers.

In conclusion, this study emphasizes the importance of promoting grit and providing supportive work environments for teachers to ensure continued improvement in the education system. These insights can serve as a basis for informed decision-making to enhance teacher job satisfaction and well-being, ultimately leading to improved educational outcomes.

2. Recommendations

1. Implement professional development programs and initiatives to enhance teachers' grit and resilience, focusing on consistency of interest and efforts.
2. Prioritize investment in improving work facilities and ensuring fair wages to enhance the overall work life quality of teachers, particularly for female teachers who perceived slightly lower work life quality in terms of developmental opportunities.

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