

# Psychological Hardiness of Student Teachers at Yangon University of Education

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## Abstract

The main purpose of this study was to investigate psychological hardiness of student teachers from Yangon University of Education (YUOE). The descriptive survey method and quantitative research design were used in the present study. A total of 360 YUOE student teachers attending at first year, third year and fifth year were randomly selected for this study. In order to find out psychological hardiness, Dispositional Resilience Scale: A Short Hardiness Measure (DRS-15) developed by Bartone (2013) was used as a research instrument. This study had two major findings. First, the result revealed that there was no significant gender difference in psychological hardiness of YUOE students. Second, there was significant difference in control sub-scale with respect to their level of education. First year student teachers' control was higher than those of third year student teachers. Moreover, third year student teachers' control was higher than those of fifth year student teachers. This can be concluded that level of education had significant effect on the psychological hardiness of YUOE students. The findings of this study will be useful for teachers, educators and parents to know the importance of hardiness in coping with stressful situation and then to find different nurturing ways to create mature and hardy person.

**Key words:** Psychological hardiness, Commitment, Control, Challenge, Student teacher

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