



## FLOW AND GRIT AMONG TEACHERS AND REMEDIAL TEACHERS

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### Abstract

The flow experience may greatly increase student engagement and cultivate a greater sense of accomplishment, according to Czimmermann and Piniel (2016). According to Wang and Huang (2022), students who experience negative flow typically express equal levels of boredom and worry, while those who experience positive flow report similar levels of delight. One important environmental component that has been identified as having a significant impact on student performance and academic practices is teacher support (Tao et al., 2022; Wang, 2022). This support also plays a significant function in the promotion of students' flow experiences. According to Egbert (2003), different levels of flow can be evoked by the learning tasks that teachers provide. Additionally, by altering the classroom environment, modifying their teaching methods, and enhancing teacher-student contact, teachers can have a substantial impact on students' self-efficacy through their supportive roles (Chong et al., 2018). Following Duckworth et al. (2007), grit is one of the Big 5 personality traits that is closely related to conscientiousness. Grit is a powerful predictor of success in different fields, and in certain situations, it is even more so than IQ, according to several correlative research (Duckworth et al., 2007). Furthermore, stronger teacher retention (Robertson-Kraft & Duckworth, 2014) and student accomplishment (Duckworth, Quinn & Seligman, 2009) are positively correlated with teachers who possess greater grit. The aim is to study the flow and grit among the primary and remedial teachers. The sample contains 60 teachers of which 30 were working in primary schools and 30 were working as remedial teachers. For the research Female teachers aged between 35 and 45 years constituted the sample. The instructors lived in the city of Bangalore. The flow and grit questionnaires were given to the teachers. For the study, a purposive sample design was chosen. With the use of suitable statistical measures, the mean, SD, and "t" were considered. The findings showed that the flow and grit of primary and remedial teachers differed significantly.

**Key Words:** *Flow, Grit, Primary, Remedial, Teachers.*

### Introduction

Based on whether they are successful or unsuccessful in following their long-term objectives, individuals have displayed a variety of behavioral tendencies. According to Arco-Tirado et al. (2018), some people pursue these goals relentlessly, sometimes for years or decades, while others give up when they encounter major obstacles toward achieving them. To provide high-quality instruction and education, teachers are essential. Research has demonstrated that a



range of emotional properties, knowledge, personality traits, and skills influence instructors' performance and engagement in the teaching process, even while their knowledge and abilities are crucial (Dewaele et al., 2018). This suggests that the views, values, character attributes, and introspection of educators have a significant influence on their professional engagement and teaching effectiveness (Kim et al., 2019).

Grit is the firm determination and strong devotion to a goal or task to achieve and succeed in that task. Grit comprises sustaining objectives or aims. Perseverance and strong determination are a productive practice in which a person is overwhelmed by indicative difficulties generally in irresolute happenings. Grit (2018). According to Duckworth & Quinn (2009). Duckworth defines grit as the quality that leads to moving energetically towards challenges and keeping up efforts and enthusiasm over the years despite failing. Duckworth further defines the persons who have the grit access success as those who are running a long-distance race (Duckworth et. al.2007, p. 1087-1088).

Given the recent surge in research on occupational well-being, teacher well-being (TWB) in context of their work has been recognized as an important factor in identifying student well-being (StudWB), academic achievement, as well as the commitment of the teachers to their profession ("Chang and Cherng, 2017; Harding et al., 2019"). There are several facets of TWB, including both general as well as domain-specific aspects, including professional fulfillment and pleasure ("Acton and Glasgow, 2015; Diener et al., 2017"). Grit, Mindset, as well as mindfulness, are examples of psychological views that influence people's perceptions, attitudes, and general well-being, which in turn affect their academic performance and professional engagement (Dweck, 2006; Nalipay et al., 2021).

According to Csikszentmihalyi (1988), flow, or flow experience, is a psychological state marked by intense engagement and focus that results in advanced performance on specific tasks. The flow experience could greatly improve student engagement as well as cultivate a greater sense of success, as suggested by Czimmermann and Piniel (2016). According to Wang and Huang (2022), students who experience negative flow typically express equal levels of boredom and worry, while those who experience positive flow report similar levels of delight.

According to Anderson et al. (2004), instructors who are in good health are the best able to sustain relationships with their students, which is more favorable to encouraging students' willingness to study and fostering their growth. According to Dinham and Scott's (2000) research and investigation on the well-being of teachers, the social level of teachers is comparatively low, yet relationships with students, education as well as teaching strategies, and concern for students' development all influence instructors' job satisfaction and well-being. A happier working life is also facilitated by positive thoughts produced at work (Raei Dehaghi, 2012).

On the other hand, learning in the twenty-first-century classroom must be based on the flow framework to encourage student motivation and active involvement. This means that learning activities must be designed in a way that will sustainably ignite students' passion for learning. In this way, generating immersive learning experiences with a sense of flow can be achieved by firmly establishing learning activities in real-world, authentic situations. In these settings, students might read a shared material on their own, have a group discussion about it, complete



inquiry assignments chosen by the students, and take part in a variety of hands-on and mind-on activities.

**Aim:**

To study the flow between primary teachers and remedial teachers.

To study the grit between primary and remedial teachers.

**Objectives:**

To find the flow between primary teachers and remedial teachers.

To find the grit between primary and remedial teachers.

**Hypothesis:**

There will be no significant difference in flow between primary and remedial teachers.

There will be no significant difference in grit between primary and remedial teachers.

**Variables:**

**Independent variable:** Primary as well as Remedial Teachers

**Dependent variable:** Flow as well as Grit.

**Sample:**

The sample contains 60 teachers, 30 of whom taught in primary school and 30 of whom taught remedial subjects. The teachers' ages ranged from 35 to 40. The sample had been residents of Bangalore.

**Inclusion criteria:**

Female primary school teachers

Female remedial teachers

Age ranged from 35 to 45

**Exclusion Criteria:**

The survey did not include male primary school teachers.

Male remedial teachers were not considered for the study

Ages over 45 and under 35 were not taken into account for the research.

**Research design:** A between-group design with purposive sampling was selected for the investigation.

**Tools:**

**The Grit Scale Angela Duckworth and Patrick D. Quinn (2009):**



There are twelve items on the Grit Scale, with five possible answers ranging from "very much like me" to "don't like me at all." On this scale 1 is the lowest score (not gritty at all), while the highest value is 5 (very gritty). The Grit Scale is valid in measuring the consistency of interest as well as perseverance in the efforts of workers from different economic sectors. The Grit Scale has a Cronbach's alpha of .87, representing strong internal consistency. It has also demonstrated adequate retest reliability, with a correlation coefficient of .736.

### **The Work-related Flow Inventory (WOLF) (Bakker, 2008):**

The WOLF, established by Bakker (2008), is a 13-item tool that calculates flow in the workplace, assessing optimal psychological functioning related to high performance as well as job satisfaction. The WOLF, which is rated on a 7-point Likert scale from "never" to "always," has great validity as well as high internal consistency (Cronbach's alpha 0.73 to 0.88). It correlates positively including job satisfaction and work engagement along with negatively with burnout. It is widely used to evaluate and enhance flow in occupational settings.

### **Procedure:**

For the study, 30 primary and remedial teachers who lived in Bangalore city were taken into consideration. The teachers' ages ranged between 35 and 45. The researcher met the teachers personally and explained the research work in detail. Only after the participants' consent, they were administered the scales with appropriate instructions. They were given assurances that the information gathered would only be utilized for research purposes and that their answers would remain private. Any questions about the scales were answered.

### **Analysis of the result:**

An independent "t" test had been calculated to examine grit scale and the work-related flow inventory after the findings were rated using the proper norms.

Table 1 shows the Mean, SD, and t for flow between primary and remedial teachers.

Variable	Group	N	Mean	SD	t
Flow	Remedial School Teachers	30	30.33	0.95	6.99**
	Primary School Teachers	30	27.96	1.58	
	** Significant at 0.01 level.				

Table 1 describes mean, SD, and 't' for flow among primary and remedial teachers. The mean value for remedial schoolteachers is 30.33, SD is 0.95. Primary school teachers' mean score is 27.96, with a standard deviation of 1.58. At the 0.01 level, the derived 't' value of 6.99 is significant. The obtained result shows that remedial and primary instructors' flow differs significantly. Al RYanne G. Gatcho and Judy C. Bautista's (2019) work has provided support for the current study's findings. The authors have exposed that remedial teachers perform different roles and duties in schools and help students cultivate different skills. When Persian EFL learners were engaged in communicative tasks, Ghanbaran et al. (2023) discovered how task kinds and patterns affected their perception of flow. Li et al. (2021) observed the influence of the flow experience on vocabulary learning of students through digital games. In 2023, Chen



et al. looked at how information presentation characteristics affected the flow of digital reading courses.

Table 1 demonstrates the Mean, SD, and t for Grit between primary and remedial teachers.

Variable	Group	N	Mean	SD	t
Grit	Remedial School Teachers	30	39.53	1.38	5.82**
	Primary School Teachers	30	37.30	1.57	
	** Significant at 0.01 level.				

Table 2 demonstrates mean, SD, and 't' for grit among primary and remedial teachers. The mean value for remedial schoolteachers is 39.53, SD is 1.38. The mean value for primary schoolteachers is 37.30, SD is 1.57. At 0.01 level, the derived "t" value of 5.82 is significant. The findings show that remedial and elementary instructors had significantly different levels of grit. The current study's findings have been validated by the research done by Ekaterina Sudina et al. in 2021. According to the study, female educators exhibited greater levels of grit than their male counterparts. The study's conclusions provide credence to an occupation-specific approach to grit. According to a different study by Ju-Chieh Huang (2023), teachers' receptivity to curriculum innovation was significantly impacted by their development mindset and grit. Furthermore, there are notable variations in grit and growth mentality across instructors in various roles.

### Conclusion.

1. According to the findings, remedial and primary teachers' flow differs significantly.
2. The findings show that remedial and primary teachers' levels of grit varied significantly.

### Limitations:

1. The study was solely conducted in Bangalore.
2. The size of the sample was small.
3. There were time constraints.
4. The obtained result cannot be generalized to the whole population.
5. Other variables could have been considered along with flow and grit.

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