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## Research Article

# RETENTION OF TRAINEE TEACHERS IN TEACHING PROFESSION: IMPACT OF MOTHERS' QUALIFICATION

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### ABSTRACT

The present research is about assessing impact of educational qualification of trainee teachers' mothers on their grit. It is attempted under three points. First point discusses the relationship of mothers' qualification and grit of trainee teachers. Second point explains the effect of self-efficacy on grit of trainee teachers. Third examines specific differences among the group of trainee teachers on the basis of their mothers' qualification. Descriptive survey method has been used for the purpose of data collection. A sample of 1003 trainee teacher was collected from Aligarh district of state Uttar Pradesh (India) through simple random sampling technique. The tools used for data collection include: Trainee Teacher Grit Scale (TTGS) and Personal Data Sheet (PDS), both developed by the investigators. Descriptive as well as inferential statistical techniques have been used for the purpose of analysis. The data has been analyzed by using SPSS version 16. The major findings of the present research are that, trainee teachers' grit and their mothers' qualification are positively correlated. Mothers' qualification has a significant effect on the trainee teachers' grit. Higher the educational qualification of mothers, higher would be the mean grit score of trainee teachers. Therefore, some suggestions have been given in the paper to enhance grit of trainees that will help in retention of good teachers in the profession of teaching and in attracting best minds in educational sector.

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## INTRODUCTION

The progress of any nation depends on the quality of its population, which itself is determined by the education they possess. Thus, education is the process of human development (Yadav & Lakshmi, 2003). It aims at an all-round development of personality of the child. There are various agencies of education which can be broadly classified into formal as well as informal agencies. Among all, school is the most important formal agency. It is here, the child gets exposed to the formal rules of socialization which helps him/her to become fit for the society. It is the teacher, who is directly engaged in instructing a group of pupils or students (Asia and the Pacific Programme of Educational Innovation for Development, 1990). Cunningham has rightly said that, "*teacher is actually the artist, who moulds his material (students) in his studio (i.e. school) according to his ideas (i.e. aims and objectives)*" (Kaur, 2016). Therefore, Teaching is actually, what a teacher does in a classroom. This can occur in many situations, which focus on students' learning (Yadav & Lakshmi, 2003).

Teaching is the most important profession as it entails the shaping of child's future. OECD (2017) asserts that, education

systems the world over have a problem in recruiting high-quality graduates as teachers. Therefore, the teaching profession needs to be very competitive with other occupations in attracting talented and motivated people. It is also stressed that, people attracted to the teaching profession should be generally of the right passion who are not only willing to assist learners but also act as appropriate role models for learners. Maphosa, Bhebhe & Shumba. (2014) asserts that, teaching should not be taken as a career for those who cannot be accommodated in other careers, as it is a danger to have people who become teachers by default. In this regard, the State of Victoria in Australia as stated in the Department of Education and Early Childhood Development (2013) emphasized that, teaching is a career choice for talented people with the skills and attributes that make great teachers.

In today's time, not only recruitment rather retention of talented graduates in the profession of teaching has become a big question. Young graduates also look upon teaching as a profession of old people. Duckworth, Peterson, Matthews and Kelly (2007) introduced a new variable known as grit, which is defined as, "perseverance and passion for the long-term goals." This refers to working strenuously toward challenges,

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maintaining effort and interest over the years despite failure, adversity, and plateaus in progress (Duckworth *et al.*, 2007). Virtues of grit are as, tenacity, perseverance and the ability to never give up (Hoerr, 2013).

The two dimensions of grit are *consistency of interests* and *perseverance of effort* (Duckworth *et al.*, 2007). In the context of teaching both the dimensions are very important. Hoerr (2013) has stressed that teaching grit is as important as intelligence for success or even more important than that. U.S. Department of Education (2013) in its report suggested that, meta-analysis of growing body of research suggests that grit and those factors that promote it have just as strong influence on academic performance and professional attainment as intellectual factors.

The construct of grit has been popularized by Angela Lee Duckworth (2009) which is similar to work-drive that explains variance of performance (Duckworth, 2016; Lounsbury, 2004). Grit is a new concept in educational research. Basic make up of grit includes goal commitment and perseverance (Duckworth, 2016).

Grit is correlated to academics (Chemers, Hu, & Gracia, 2001; Duckworth, 2016; Duckworth, & Quinn, 2009; Vuong, Brown-Welty, & Tracz, 2010). Grit has been defined as, one's ability to stick with something over a long period of time until one masters it" (Hanford, 2013).

Seligman (2011) proposes the formula of  $\text{grit} = \text{skill} \times \text{effort}$ . Here effort is the amount of time devoted to practice, increasing skills, and obtaining experience. From this perspective, natural talent and intelligence are important components of success; however, commitment, perseverance, and regulated effort also play crucial roles.

Grit is significantly related to time dedicated to deliberate practice and to performance (Duckworth, Kirby, Tsukayama, Berstein, & Ericsson, 2011).

Grit has been discussed by Duckworth as one's ability to stick with something and less likeness to give up one's goals (Duckworth, *et al* 2007). It is also found that adults are grittier than children, with post-college graduates ranking highest in grit. Duckworth, *et. al.* (2007) discovered the strong relationship between grit and amount of career changes in adults. Grit is related to self-control and was more predictive of completion of Beast Barracks than any of the other scores. Grit also predicted retention of new teachers (Duckworth, & Quinn, 2009).

Measures of grit of students in developmental education programs will help in assessing whether noncognitive factors play a role in predicting student performance. Evaluating trainee teachers on this factor will assist in predicting the efficiency and retention of trainee teachers in the profession of teaching. This noncognitive predictor affect chances of trainee teachers' career changes and their performance.

The present research tries to explore impact of mothers' qualification on retention of trainee teachers in teaching profession.

### Objectives of the Study

1. To find out the relationship between trainee teachers' grit and their mothers' qualification.

2. To study the effect of mothers' qualification on the trainee teachers' grit.
3. To study the trainee teachers' grit in relation to their mothers' qualification

### Hypotheses of the Study

1. There is no statistical relationship between trainee teachers' grit and their mothers' qualification.
2. There is no effect of mothers' qualification on the trainee teachers' level of grit.
3. There is no statistical significant difference in trainee teachers' grit in relation to their mothers' qualification.

### METHODOLOGY

Descriptive Survey Design is used for the present research study. This method is concerned with surveying, describing and investigating the existing phenomenon, issues, conditions and relationships.

There are two types of variables: dependent and independent variable. In the present study, one independent variable or criterion variable i.e., mothers' qualification and one outcome variable or dependent variable i.e., grit has been taken.

Population of the study or *universe* refers to any collection of specified group of human beings or of non-human entities (Koul, 2009). According to Singh (2009) "The well-specified and identifiable group is known as a population." For the present study, all the trainee teachers pursuing B.Ed. course from the District Aligarh, Uttar Pradesh (U.P.) constituted the target population.

Simple random sampling technique has been employed by the investigators with the purpose to select a sample of trainee teachers pursuing B.Ed. course randomly from teacher education institutes of Aligarh district of Uttar Pradesh (India). A sample is any number of persons selected to represent the population according to some rule or plan. Thus, a sample is a smaller representation of the population or universe (Singh, 2009). Therefore, the investigator managed to collect data from the sample of 1003 trainee teachers pursuing B.Ed. course, which is assumed to be sufficiently large sample to generalize the findings for the entire population.

For the purpose of data collection, two research tools namely, Trainee Teacher Grit Scale (TTGS) and Personal data sheet, both developed by the investigator were used.

TTGS consisted of 12 items, 09 positively worded and 03 negatively worded. Trainee Teachers Grit score is calculated by adding the individual scores of all the items together where the possible range lies between 12-60. Higher score shows higher level of grit.

The collected data has been analyzed through SPSS version 16. Critical analysis has been done through textual discussions, tabular and graphical devices. Analysis and interpretation of the data forms the most important part of the study. Textual discussions have been utilized to make significant interpretations and to point out generalizations. Self-explanatory tables and figures have been constructed to clarify significant relationships.

The total data (1003 trainee teachers) has been collected in regard to trainee teachers' grit in relation to their mothers' qualification.

Descriptive as well as inferential statistical methods have been applied to describe characteristics of the sample. The descriptive statistical methods used are Mean, Standard deviation and Pearson product moment correlation. The inferential statistical methods used are t-test, analysis of variance (ANOVA) and Multiple regression analysis. The analyzed data are presented through appropriate tables and figures and are briefly discussed.

### Analysis and Interpretation

**Objective 1:** To find out the relationship between trainee teachers' grit and their mothers' qualification.

In order to study the relationship between trainee teachers' grit and their mothers' qualification, following null hypothesis was formulated.

**Hypothesis 1:** There is no statistical relationship between trainee teachers' grit and their mothers' qualification.

**Table No. 1** showing the relationship (correlation coefficient) of trainee teachers' grit and their mothers' qualification

Variables	N	Mean	SD	R
Grit	1003	42.19	5.84	
Mothers' Qualification	1003	42.194	5.840	0.241**

\*\* Correlation is significant at the 0.01 level

The Pearson product moment correlation between trainee teachers' grit (dependent variable) and their mothers' qualification (independent variable) as depicted in Table no. 1, is statistically significant at 0.01 level. It means there exists a significant relationship between trainee teachers' grit and their mothers' qualification. Therefore, the null hypothesis, Ho.1: there is no statistical relationship between trainee teachers' grit and their mothers' qualification, is rejected. Hence, grit of trainee teachers increases with the increase in their mothers' qualification.

**Objective 2:** To study the effect of mothers' qualification on the trainee teachers' grit.

In order to study the effect of mothers' qualification on trainee teachers' grit, following null hypothesis was formulated.

**Hypothesis 2:** There is no effect of mothers' qualification on the trainee teachers' level of grit.

In order to find out the effect of self-efficacy on trainee teachers' level of grit, linear regression analysis was applied. The results of linear regression analysis are presented in Tables, 2, 3 and 4.

### Model Summary for Regression Analysis

**Table No. 2** showing the effect of mothers' qualification on trainee teachers' grit

Predictors	R	R <sup>2</sup>	R <sup>2</sup> Adjusted	Std. Error
Mothers' Qualification	0.241	0.058	0.057	5.670

The prediction equation for mothers' qualification is ( $R = 0.241$ ,  $R^2 = 0.058$ ,  $p < 0.001$ ). The prediction equation of independent variable is found to be significant at 0.001 level of

significance. It shows that, educational qualification of trainee teachers predicts their grit. This results in a R of 0.241 which accounted for 5.8% variance of trainee teachers' grit. In other words, 5.8% of the variance in the dependent variable i.e., trainee teachers' grit is explained by the independent variable i.e. mothers' qualification. Therefore, the null hypothesis, Ho.2: there is no effect of mothers' qualification on the trainee teachers' grit, is rejected. This indicates that the contribution of the predictor variable in predicting grit of trainee teachers could have not occurred by chance.

**Table No. 3** showing ANOVA for Regression Analysis

Sources of Variation	Sum of Squares	df	Mean Square	F
Regression	1985.638	1	1985.638	61.751**
Residual	32187.451	1001	32.155	
Total	34173.089	1002		

\*\*Significant at 0.001 level

It is evident from table no. 3 that mothers' qualification contributed significantly to the trainee teachers' grit ( $F(1, 1001) = 61.751$ ,  $p < 0.001$ ).

**Table No. 4** showing Coefficients for Regression Analysis

Independent Variables	Unstandardized Coefficients		Standardized Coefficients Beta ( $\beta$ )	T	Sig.
	B	Std. Error			
Constant	39.671	.368		107.905**	.000
Mothers' Qualification	1.297	.165	.241	7.858**	.000

\*\*Significant at 0.001 level

As apparent from table 4, the standardized coefficient ( $\beta$ ), bears a t value of 7.858, which is significant at 0.001 level. Therefore, mothers' qualification has a strong predicting power ( $\beta = 0.241$ ;  $t = 7.585$ ;  $p < 0.001$ ) for grit of trainee teachers. It means that, increase in mothers' qualification correspond to an increase in trainee teachers' grit.

**Objective 3:** To study the trainee teacher's grit in relation to their mothers' qualification

In order to find out the impact of mothers' qualification on the grit of trainee teachers, following null hypothesis was formulated.

**Hypothesis 3:** There is no statistical significant difference in trainee teachers' grit in relation to their mothers' qualification.

The investigator has taken five levels of qualification starting from no education to Master and other higher level. Therefore, the total sample of trainee teachers has been divided into five groups on the basis of their mothers' qualification. These are: Group 1- (Illiterate), Group 2- (Upto 10th), Group 3- (Upto 12th), Group 4 - (Upto B.A./B.Sc.) and Group 5- (M.A./ M.Sc. and above).

Sample wise distribution of the trainee teachers included in the sample on the basis of their mothers' qualification is shown in the table.

**Table No 5** showing Mean Grit Score on the basis of Mothers' Qualification

Mothers' Qualification	N	Mean	Std. Deviation
Illiterate	463	40.877	7.154
Up to 10 <sup>th</sup>	272	42.757	3.738
Up to 12 <sup>th</sup>	144	42.680	4.962
Up to B.A./B.Sc.	108	45.064	3.112
M.A./ M.Sc. and above	16	47.000	0.000
Total	1003	42.194	5.840

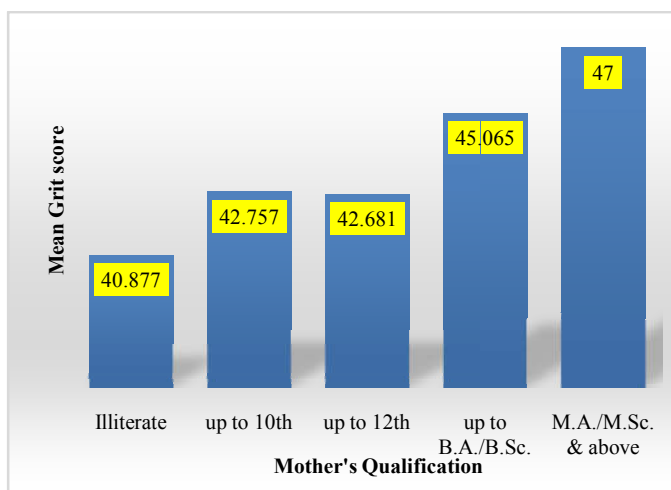
As there is one independent variable (mothers' qualification) having five groups (Illiterate), (Upto 10<sup>th</sup>), (Upto 12<sup>th</sup>), (Upto B.A./B.Sc.) & (M.A./M.Sc. and above). Therefore, One-Way ANOVA was applied to test the above null hypothesis.

**Table No. 6** showing One Way ANOVA

Grit	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2183.269	4	545.817	17.028	.000
Within Groups	31989.820	998	32.054		
Total	34173.089	1002			

F (4, 998) = 17.028, p < 0.001

An inspection of the Table 6 reveals that different qualification of mothers has significant impact on grit of trainee teachers. Therefore, different group of trainee teachers differ markedly and significantly (F (4, 998) = 17.028; p < 0.001) from one another clearly indicating a significant effect of mothers' qualification on their level of grit as shown in Table 6, F-value is 17.028, which is statistically significant at 0.001 level indicating that mothers' qualification has a significant influence on the grit of trainee teachers. Therefore, null hypothesis, Ho.3: there is no statistical significant difference in trainee teachers' grit in relation to their mothers' qualification, is rejected.



**Figure** showing Mean Grit Score on the basis of Mother's Qualification

As, a significant F-value is obtained from the one-way analysis of variance, it only shows that, all the means are not equal. To examine the specific significant differences among the five groups, they are compared to determine which specific group differ significantly from the other. For this purpose, Scheffe's test (or s test) was applied between the possible pairs. The possible pairs are named as- A which includes (Group 1 & 2), B which includes (Group 1 & 3), C which includes (Group 1 &

4), D which includes (Group 1 & 5), E which includes (Group 2 & 3), F which includes (Group 2 & 4), G which includes (Group 2 & 5), H which includes (Group 3 & 4), I which includes (Group 3 & 5) and J which includes (Group 4 & 5)

**Table No. 7** showing Multiple Comparisons for Post Hoc Analysis and Scheffe's Test

Pairs	(I) Mothers' Qualification	(J) Mothers' Qualification	Mean Difference (I-J)	Std. Error	Sig.
A	Illiterate	Upto 10 <sup>th</sup>	-1.880*	.433	.001
B	Illiterate	Upto 12 <sup>th</sup>	-1.804*	.540	.025
C	Illiterate	Upto B.A./B.Sc.	-4.188*	.605	.000
D	Illiterate	M.A./ M.Sc. & above.	-6.123*	1.440	.001
E	Upto 10 <sup>th</sup>	Upto 12 <sup>th</sup>	.077	.583	1.000
F	Upto 10 <sup>th</sup>	Upto B.A./B.Sc.	-2.307*	.644	.012
G	Upto 10 <sup>th</sup>	M.A./ M.Sc. & above.	-4.243	1.456	.076
H	Upto 12 <sup>th</sup>	Upto B.A./B.Sc.	-2.384*	.721	.028
I	Upto 12 <sup>th</sup>	M.A./ M.Sc. & above.	-4.319	1.492	.079
J	Upto B.A./B.Sc.	M.A./ M.Sc. & above.	-1.935	1.517	.804

\*Significant at 0.05 level

A close perusal of the Table 7 reveals that six out of ten mean differences of possible pairs are significant at 0.05 level. Mean difference of first Pair A (Group 1 & 2) i.e., group of trainee teachers whose mothers are illiterate and group of trainee teachers whose mothers are educated upto 10<sup>th</sup> was found to be significant at 0.05 level, indicating that group of trainee teachers whose mothers are educated upto 10<sup>th</sup> (Mean Score = 42.757) are grittier as compared to group of trainee teachers whose mothers are uneducated (Mean Score = 40.877).

Similarly, the mean difference of second Pair B (Group 1 & 3) i.e., trainee teachers whose mothers are illiterate and trainee teachers whose mothers are educated upto 12<sup>th</sup> was found to be significant at 0.05 level, indicating that trainee teachers whose mothers are educated upto 12<sup>th</sup> (Mean Score = 42.681) are grittier as compared to trainee teachers whose mothers are uneducated (Mean Score = 40.877).

The mean difference of third Pair C (Group 1 & 4) i.e., trainee teachers whose mothers are illiterate and trainee teachers whose mothers are educated upto B.A./B.Sc. was found to be significant at 0.05 level, indicating that trainee teachers whose mothers are educated upto B.A./B.Sc. (Mean Score = 45.065) are grittier as compared to trainee teachers whose mothers are uneducated (Mean Score = 40.877).

The mean difference of fourth Pair D (Group 1 & 5) i.e., trainee teachers whose mothers are illiterate and trainee teachers whose mothers are educated upto M.A./M.Sc. and above was found to be significant at 0.05 level, indicating that trainee teachers whose mothers are educated upto M.A./M.Sc. and above (Mean Score = 47.000) are grittier as compared to trainee teachers whose mothers are uneducated (Mean Score = 40.877).

However, the mean difference of fifth Pair E (Group 2 & 3) i.e., trainee teachers whose mothers are educated upto 10<sup>th</sup> and trainee teachers whose mothers are educated upto 12<sup>th</sup> was insignificant indicating that trainee teachers whose mothers are educated upto 10<sup>th</sup> (Mean Score = 42.757) and trainee teachers

whose mothers are educated upto 12<sup>th</sup> (Mean Score = 42.681) do not differ significantly in their grit.

The mean difference of Sixth Pair F (Group 2 & 4) i.e., trainee teachers whose mothers are educated upto 10<sup>th</sup> and trainee teachers whose mothers are educated upto B.A./B.Sc. was found to be significant at 0.05 level, indicating that trainee teachers whose mothers are educated upto B.A./B.Sc. (Mean Score = 45.065) are grittier as compared to trainee teachers whose mothers are educated upto 10<sup>th</sup> (Mean Score = 42.757). The mean difference of Seventh Pair G (Group 2 & 5) i.e., trainee teachers whose mothers are educated upto 10<sup>th</sup> and trainee teachers whose mothers are educated upto M.A./M.Sc. and above was found to be significant at 0.05 level, indicating that trainee teachers whose mothers are educated upto M.A./M.Sc. and above (Mean Score = 47.000) are grittier as compared to trainee teachers whose mothers are educated upto 10<sup>th</sup> (Mean Score = 42.757).

The mean difference of Eighth Pair H (Group 3 & 4) i.e., trainee teachers whose mothers are educated upto 12<sup>th</sup> and trainee teachers whose mothers are educated upto B.A./B.Sc. was found to be significant at 0.05 level, indicating that trainee teachers whose mothers are educated upto B.A./B.Sc. (Mean Score = 45.065) are grittier as compared to trainee teachers whose mothers are educated upto 12<sup>th</sup> (Mean Score = 42.681). However, the mean difference of Ninth Pair I (Group 3 & 5) i.e., trainee teachers whose mothers are educated upto 12<sup>th</sup> and trainee teachers whose mothers are educated upto M.A./M.Sc. and above was insignificant indicating that trainee teachers whose mothers are educated upto 12<sup>th</sup> (Mean Score = 42.681) and trainee teachers whose mothers are educated upto M.A./M.Sc. and above (Mean Score = 47.000) do not differ significantly in their grit.

Lastly, the mean difference of Tenth Pair J (Group 4 & 5) i.e., trainee teachers whose mothers are educated upto B.A./B.Sc. and trainee teachers whose mothers are educated upto M.A./M.Sc. and above was insignificant indicating that trainee teachers whose mothers are educated upto B.A./B.Sc. (Mean Score = 45.065) and trainee teachers whose mothers are educated upto M.A./M.Sc. and above (Mean Score = 47.000) do not differ significantly in their grit.

After analyzing all the possible pairs i.e. A (Group 1 & 2), B (Group 1 & 3), C (Group 1 & 4), D (Group 1 & 5), E (Group 2 & 3), F (Group 2 & 4), G (Group 2 & 5), H (Group 3 & 4), I (Group 3 & 5) and J (Group 4 & 5), it is found that trainee teachers whose mothers are educated upto M.A./M.Sc. and above, are having highest level of grit while trainee teachers whose mothers are illiterate are having lowest level of grit among all the five groups. Therefore, it can be safely said that there is direct and positive correlation between trainee teachers' grit and their mothers' qualification. Those trainee teachers whose mothers are more educated are grittier than those whose mothers are less educated.

## DISCUSSION AND CONCLUSION

Teachers' role is pivotal for the development of children. Those who become teachers by default are not in a position to render the required responsibility of a good teacher, hence they are less efficacious and more inclined to choose other professions. This results into frequent career changes of teachers and hence

creates instability in the educational sector. The present research focused on two variables viz. educational qualification of mother of trainee teachers and grit (consistency of efforts and perseverance in the most difficult situations). It was found that, both the variables are positively correlated, having a correlation of 0.241 with a confidence level of 0.01. Therefore, it can be safely concluded that, grit increases with the increase in their mothers' educational qualification. It was also found that, mothers' qualification accounted for 5.8% variance of trainee teachers' grit, which is significant at 0.001 level of confidence.

As five levels of educational qualification has been chosen for the independent variable, the groups on the basis of mothers' qualification are: Group 1- (Illiterate), Group 2- (Upto 10<sup>th</sup>), Group 3- (Upto 12<sup>th</sup>), Group 4 - (Upto B.A./B.Sc.) and Group 5- (M.A./ M.Sc. and above). It was found that, trainee teachers whose mothers are educated upto M.A./M.Sc. and above, are having highest grit while trainee teachers whose mothers are illiterate are having lowest level of grit among all the five groups.

It is suggested that, for getting efficient workforce in the field of teaching, education of women and girls is a must. Mothers' should also be taught to encourage their children to come into teaching profession.

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