

## Psychological Hardiness among Adolescents

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### ABSTRACT

The aim of present study was to know the difference between male and female adolescents on psychological hardiness among adolescents. The random sampling method was used in this study. The total sample consisted of 200 subjects out of which 100 were male adolescents and 100 were girls adolescents were from Kendriya Vidyalaya, Kankarbagh, Patna. Singh Psychological Hardiness Scale (SPHS) developed by Dr. Arun Kumar Singh (2007) used to measure psychological hardiness. The data were analysed using to 't' test. The result showed that there is significant difference between male and female adolescents on psychological hardiness.

**Keywords:** *Psychological Hardiness, Adolescents*

Adolescence is said to be the stage in a person's life between childhood and adulthood. It is the period of human development during which an individual moves from the dependency to independence, autonomy and maturity. Adolescence involves a process which extends over significant period of a person's life. Adolescence presents many challenges as physiological, biological, psychological and social changes are confronted. According to WHO the age range of 10-19 years referred to the period of adolescence. WHO defines adolescents as person between 10-19 years of age and many studies through the world have adopted this age range as the standard the present study unless otherwise stated specifically will conform to the WHO age range of 10-19 years when referring to adolescence. The size of the adolescence population in the world commands attention: they numbered nearly 1.1 billion in 1995 of which 913 million lived in developing countries.

Countries in the Asian region represent about 60% of the world population of which 20% are adolescents. Most countries in the region are currently experiencing an increasingly larger adolescent population, although the rate of that increase is decreasing. The biological and cognitive changes which have been described not only present challenges directly, but also have a significant impact on psychological functioning. Additionally, there are major psychological challenges for the young person with regard to a central feature of adolescence which involves the formation of a new identity. The adolescent is no longer a child; a new

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## Psychological Hardiness among Adolescents

person is emerging. The adolescent developmental stage is therefore, characterized by emotional reactivity and a high intensity of emotional response. This makes it difficult for adolescents to control and modulate their behavioural responses, which at times may be inappropriately extreme.

### *Psychological Hardiness*

In the early days of hardiness research, it was usually defined as a personality structure comprising the three related general disposition of commitment, control, and challenge that functions as a resistance resource in the encounter with stressful conditions (Kobasa, 1979). The commitment disposition was defined as a tendency to involve oneself in the activities in life and having a genuine interest in and curiosity about the surrounding world (activities, things, other people). The control disposition was defined as a tendency to believe and act as if one can influence the events taking place around oneself through one's own effort. Finally, the challenge disposition was defined as the belief that changes, rather than stability, is the normal order of life and constitutes motivating opportunities for personal growth rather than threats to security.

Lately, Maddi has characterized hardiness as a combination of three attitudes (commitment, control, and challenge) that together provide the courage and motivation needed to turn stressful, circumstances from potential calamities into opportunities for personal growth. While acknowledging the importance of three core dimensions, Bartine considers hardiness as something more global than mere attitudes. He conceives of that includes cognitive, emotional, and behavioural qualities. This generalized style of functioning, which incorporates commitment, control, and challenge, is believed to affect how one views oneself and interacts with the world around. (As indicated, hardiness is comprised of three sub related concepts; control, commitment, and challenge (Maddi & Khoshaba, 1994).

Research examining psychological hardiness has yielded results which contribute to understanding its function in facilitating a range of favourable outcomes. The concept of hardiness gained currency from a study conducted in 1978 examining the impact of the Illinois Bell Telephone divestiture on the stress and health profiles of mid-level managers who experienced the transition. The theory of psychological hardiness represents a model composed of three factors identified as attitudes towards life; **(a) Commitment:** The belief that life has meaning and value; **(b) Control:** The belief that choices offer opportunities to influence individual outcomes and **(c) Challenge:** The belief that changes is inherent to adult life, making it interesting and engaging. These factors were theorized to contribute to individual ability to manage stress, adapt performance to the demands of a new environment and engage in growth associated with critical reflection. The initial emphasis of the study examined the relationship of hardiness as a buffer to stress and its ability to mitigate stress-related health outcomes. Since then a number of other areas have been examined for the influence of hardiness, suggesting that two mechanisms account for the influence of hardiness on outcomes; **i)** Events are perceived from an optimistic frame of reference, **ii)**

## Psychological Hardiness among Adolescents

Transformational coping strategies which are focused on problem-solving and planning are used more by individuals found to be high in psychological hardiness.

Taken together, these findings indicate that (a) the measure of hardiness are contaminated with neuroticism and (b) the relation between hardiness and health reports or other processes may reflect neuroticism rather than the construct proposed in Kobasa's (1982) model. This is, the hardiness-health relation may actually reflect a relation between neuroticism and somatic complaints (but not actual illness).

***The major objective of the present study was as under:***

1. To examine the extent of overall psychological hardiness dimension wise among male and female adolescents.

***On the basis of review of literature following hypothesis was formulated:***

1. There will be significant difference between male and female adolescents with regard to their overall psychological hardiness.
2. There will be significant difference between male and female adolescents on control dimension of psychological hardiness.
3. There will be significant difference between male and female adolescents on commitment dimension of psychological hardiness.
4. There will be significant difference between male and female adolescents on challenge dimension of psychological hardiness.

## **METHODS:**

### ***Sample:***

Total two hundred (200) adolescents of 14-18 years age were randomly taken from Kendriya Vidyalaya, Kankarbagh, Patna. Out of 200 sample one hundred (100) boys and one hundred (100) were girls studying in class IX, X, XI and XII. For the selection of sample every fifty student enrolled in the attendance register of various sections of different classes were taken to ensure the random selection of the participants. Total strength of students (IX to XII) in the school was more than two thousands. In the selection of the sample attempts were made to make the sample homogenous in terms of the socioeconomic status and other demographic considerations. The entire samples were selected from the Kankarbagh Branch of the Kendriya Vidyalaya, Patna.

### ***Tools:***

**Psychological hardiness-** For assessing the level of psychological hardiness, 30 items Singh Psychological Hardiness Scale (SPHS) (2007) was used. In developing SPHS 16-16 items from each of the three components of hardiness, that is, commitment, control and challenge were written.

### ***Statistical Analysis:***

The data were analysed with the help of statistical package for Social Sciences using various statistical techniques like mean, S.D., t-test.

## Psychological Hardiness among Adolescents

### RESULTS:

*Table- 1, Overall and dimension wise comparison of Male and Female Adolescents on Psychological Hardiness and 't' Value between the scores of the two groups.*

Dimensions of Psychological Hardiness	Male(N=100)		Female(N=100)		't' Value
	Mean	S.D.	Mean	S.D.	
Commitment	41.80	4.17	40.53	3.83	1.04
Control	39.49	3.27	38.03	4.17	1.36
Challenge	40.27	4.47	38.37	4.19	2.27*
Total	120.80	7.65	116.10	9.74	2.47*

\*Significant at .05 level

Results indicated that males better than females on overall psychological hardiness as the mean scores for the two groups were 120.80 and 116.10 respectively. The difference between two groups was also found significant ( $t=2.47$ ). The dimension wise analysis also indicated superiority of the males on all the three dimensions of psychological hardiness. Thus it can be concluded that males adolescents were hardy than females and the hypothesis of significant difference between the two groups was found to be confirmed. The males were significantly higher than females on control dimension of psychological hardiness as the mean scores for the two groups were 39.49 and 38.03 respectively. The difference between two groups was also found not significantly ( $t=1.36$ ). Thus it can be concluded that males adolescents were more hardy than females on control dimension of psychological hardiness. Thus the hypothesis of significant difference between the two groups on control dimension of psychological hardiness was found to be confirmed.

The males were significantly higher than females on commitment dimension of psychological hardiness as the mean scores for the two groups were 41.80 and 40.53 respectively. The difference between two groups was also found not significantly ( $t=1.04$ ). Thus it can be concluded that males adolescents were more hardy than females on commitment dimension of psychological hardiness and the hypothesis of significant difference between the two groups on commitment dimension of psychological hardiness was found to be confirmed.

The males were significantly higher than females on challenge dimension of psychological hardiness as the mean scores for the two groups were 40.27 and 38.37 respectively. The difference between two groups was also found significantly ( $t=2.27$ ). Thus it can be concluded that male adolescents were harder than females on challenge dimension of psychological hardiness and the hypothesis of significant difference between the two groups on challenge dimension of psychological hardiness was found to be confirmed.

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## Psychological Hardiness among Adolescents

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