

An Extensive Study of Literature to Know the Role of Hardiness in Different Spheres of Life

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Abstract: Hardiness is considered as one of the important part of our life. A literature survey has been done to examine the role of hardiness from different researchers' point of view. And after going through the various researches done on hardiness, it proves that hardiness not only effects our problem-solving ability, but also effects our mental health.

Key words: Hardiness, mental health, Stress, Job satisfaction

I. INTRODUCTION

Psychological hardiness is one of the factors which effects one's personality. Hardiness is not only related to adjustment in day to day life, but it is also related to one capability to face negative and stressful events of life. Kobasa has explained hardiness as a personality trait which has three factors: commitment, control and challenge. According to American Psychological Association, psychological hardiness is termed as a technique of adapting yourself in traumatic events, tragic events or stressful situations. It means getting back to normal state after facing difficult situations. One can relate hardiness to the adjustment made in difficult and problematic situations.

Our conclusion is supported by **Ranju Bala and Ravinder Kaur (2017)** who conducted a research to find out the relationship of personality hardiness with work related stress. They selected secondary school teachers in the state of Punjab as their sample. The study reveals a negative and significant relationship between personality hardiness and work-related stress among secondary school teachers. This means that hardiness is related to stress and if hardiness increases, stress will decrease.

Another research on teachers reveals that teachers having hardy personality are able to cope with stressful situations successfully (Galla, Hyman, Stewart, & Fehr, 1994).

II. RESEARCH EVIDENCES

A. Happiness and Hardiness

A research was done by Amanda M. Munstersteiger (2015), on 90 undergraduate students from two colleges. Gender was also taken as one of the variables in the research. The research was done to see the relationship between psychological hardiness and happiness among the students including males and females as a part of the sample. The results not only showed that hardiness is positively

corelated with happiness but also it was found that males were hardier than females.

A study by Behnoosh Atashzar and Karim Afsharinia in 2018 conducted on 120 females where they divided the sample in two groups, namely experimental group and other as control group. They provided a hardiness training to the experimental group. But no such training was given to control group. After the research, it was found that the results of the experimental group were better than control group in case of hardiness, which means there is an increase in happiness after giving hardiness training.

B. Hardiness and Job Satisfaction

Izakian in his study in 2001 showed that hardiness is positively correlated with job satisfaction but negatively correlated with mental stress.

In a study by Kennedy (1988) examined the relationship of hardiness and stress to the amount of job satisfaction in 173 law enforcement officers. Hardiness was found to product work satisfaction, but did not found a stress buffering effect.

In a research conducted on students, revealed that hardiness can be useful in determining the students' difficulties in academic, emotional, adjustment, social and attachment areas. Mathisand Len (1999) in their research, showed that hardiness is overall a better predictor of mental rather than physical health.

C. Hardiness and Mental Health

Singh et al (2008) revealed that the persons who are psychologically hardy will demonstrate better mental health behaviour as compared to the people who are psychologically non-hardy.

D. Hardiness and Depression

In a research conducted by Chandrain 2004, indicated three important ingredients of psychological hardiness namely commitment, control and challenge. Another research conducted by Nakana (1990) on Japanese women, studies the relationship between hardiness and depression. After the results were calculated, it was found that a negative relationship occurs between hardiness and depression.

A study was conducted by Yarali (2000) on 153 teachers from high school levels in Shooshtar. The teachers included in the sample were females. The aim of the research was to study the relationship between psychological hardiness and anxiety, depression and somatization. After the research was conducted, the results showed negative correlation of hardiness with anxiety, depression and somatization.

In a study conducted by Clark and Hodgson (2000) with a sample of 67 caregivers of DA with high functional impairment. After the research was conducted, it was noticed that one-third of caregivers reported moderate to high fatigue, and 40% had scores indicating possible clinical depression. Memory and behaviour problems of the DA were positively correlated with caregiver depression and fatigue. Family hardiness was negatively related to memory and behaviour problems of the DA. Controlling for covariates, individual hardiness was negatively associated with depression and fatigue where coping strategies did not mediate the relationship. It was found that caregivers with low individual and family hardiness had more depression than those high in both resources.

E. Hardiness and Stressful Life Events

A five-year study was conducted by Kobasa and editors (1982) to examine the role of hardiness in relation with stressful events of life to present health status. The results showed that hardiness is indirectly related to less development of illness in the presence of stressful life events which supports the fact that hardiness can act as a resistance resource. In a research by Rhodewalt and Zone, 1989 reveals that hardy women are more satisfied than less hardy women and are less prone to suffering from stress and burnout feelings.

Hanah and Craig in 1987 examined the psycho-social correlations of hardiness in 317 seventh-twelfth graders. The results produced from the data revealed that sex, age, grade in school, religion and well-being were significantly associated with differences in hardiness. The result analysis indicated two possible streams of causality one is age and grade in school and second is religion, sex and happiness. These some variables were used by the researcher to successfully classify 73% of the subjects who were identified as high in hardiness and low in hardiness.

A research was conducted to evaluate the effectiveness of the training provided for hardiness on well-being of the people. After completion of the research, the results showed that hardiness training is more effective than any other training to stimulate effective functioning despite of stressful events. Maddi et al., (1992) in the research, suggests that hardiness protects wellness of people. It was found that self-reported hardiness was increased in the sample, with other factors like job satisfaction, and social support, whereas self-reported strain and illnesses severity get decreased. This suggests hardiness is an important factor in stress management.

Hirky (1998) interviewed the users of drug through injection living in an urban methadone program. The purpose of the study was to examine whether coping serves as a mediator of the relationship in social support, personality hardiness, and psychological distress. However, the results indicated the relationship between hardiness and distress. It was proved that this relationship was fully mediated through lower levels of a latent construct which was measured by behavioural disengagement and denial coping. The results support the fact that the path from hardiness to coping was significant, as was the path from coping to distress. Direct effects of hardiness were found on social support, life events, and gender. Also, it was revealed that stress is a direct result from a biological dependency or social environments and people who exhibit characteristics of a hardy personality will better cope with that stress.

Keane et al., (1985) used Kobasa's theory to study the effects of hardiness on stress. For this purpose, nurses of ICU and non-ICU were included in the sample. Their sample consists of 96 nurses from one hospital. The result indicates that the nurses in ICU did not experience burnout than nurses in another unit. From the results it can be assumed that since the nurse working in ICU are more prone to facing stressful situations, they have become used to of that.

F. Hardiness and Coping Efforts

Rhodewalt and Augustsdottir (1984) their study revealed that hardy individuals reported more positive self-statements than low hardy individuals. Physiologically, higher the hardiness of the individuals, higher the level of systolic blood pressure during the experimental period, indicating more active coping efforts.

G. Hardiness and Emotional Intelligence

Hardiness effects emotional intelligence also. There are researches which proves that hardiness has a positive relation with emotional intelligence. A research was done on school teachers of Ghorveh, Iran by Ebrahim Rezaei Dogahneh, Mohammad Khaledian and Ali Reza

Mohammadi Arya (2013). The sample size was 200, among them 100 male teachers and 100 female teachers were included. Simple random sampling was used. The results showed positive and significant relationship between psychological hardiness and emotional intelligence.

After assessing hardiness among teachers, Chan (2006) assessed the self-perceptions of gifted students with a sample size of 212, regarding their creativity, family hardiness and emotional intelligence. The results of regression analysis show that family hardiness and emotional intelligence had separate but direct effects on self-perceived creativity.

H. Hardiness and Self Efficacy

Not just emotional intelligence, hardiness plays an important role in self-efficacy and job satisfaction too. Tayebeh Nasiri (2016), conducted a research to find the relationship between Hardiness and Self-Efficacy with Job Satisfaction of High School Teachers. 302 teachers were included in the study and simple random sampling was used. The results of the research showed a positive correlation between hardiness and self-efficacy and positive correlation between hardiness and job satisfaction. Kobasa and Hilker (1982) found that powerlessness is a part of the control area of hardiness which was measured by Alienation Test. They considered that hardiness was the most consistent and powerful deterring factor in the work people in general perceived their work.

I. Hardiness and Burn out

Chan (2003) tries to find out the relationship between hardiness and burnout among teachers. The result of the research indicated that hardiness has significant impact on emotional exhaustion and personal accomplishment.

J. Hardiness and Demographic Variables

A research was conducted by Dr. Neena Sawhney and Ms. Veena Rani in 2107. The aim of the research was to find out the relation between the Personality Hardiness with stream of study and residential background among Teachers. The sample consists of 100 prospective teachers. The results revealed that there was no significant interactional effect of type of Stream and type of Locale on Personality hardiness among prospective teachers.

Kilinc (2014) conducted a study for examining Psychological Hardiness of primary school teachers of demographic variables. The sample that was included in the study, consisted of 369 teachers who were working in 12 primary schools in Ankara. The research studied the impact of personality hardiness to demographic variables such as gender, branch, age, seniority and years in current school. The results showed that Psychological hardiness was not

significantly related to the variables gender, branch, age, seniority and years in current school.

K. Hardiness and Coping Skills

Weidner et al., (1996) conducted a study to show the effects of academic stress on health behaviours of young adults. The sample consisted of 133 college undergraduate students. The results suggested that emotional responses to stress can be linked to health behaviour changes. When individuals did not exercise and self-care, it resulted in a decrease in positive affect. Those students with a strong sense of commitment, control, and challenge may adapt better to college in terms of how they perceive life stressors. The effects of hardiness have also been linked to the drug field in regard to coping with addiction.

III. CONCLUSION

The results showed that hardiness is an important concept in human personality. Hardy people are emotionally strong and can face any type of negative situation more conveniently. Non-Hardy people are more prone to stress and depression which results in physical illness. Hardiness is not just a factor of personality, but acts as a support system for human beings to stand alone without breakdowns.

After going through the research evidences, it can be said that hardiness plays an important role throughout our life. It affects every sphere of personality, whether the person is working as teacher or is just a student, it affects everybody irrespective of the work they are doing. On the other hand, it helps to cope with the stress situation and enhances our adaptive skills.

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