

COMPARATIVE STUDY OF PERSONALITY HARDINESS AMONG SENIOR SECONDARY BOYS IN RELATION TO LOCALE

***DR. JAYA BATRA**

**Assistant Professor Malwa Central College of Education for Women, Ludhiana (Punjab)*

ABSTRACT

The present study was carried out to explore whether locale makes any difference on Personality Hardiness of Senior Secondary Boys. 100 Senior Secondary Boys from rural and urban schools of Ludhiana and Moga Districts of Punjab were taken as a sample by the process of randomization. Data was collected with the help of Singh Personality Hardiness Scale (SPHS, 2007). Inferential statistics i.e. t- test was employed to test the significance of difference between means. The results of the study indicated that there exists no significant difference between Rural and Urban Senior Secondary Boys on the variable of personality hardiness at 0.05 level of significance.

KEY WORDS: *Personality Hardiness, Senior Secondary, Boys, Rural, Urban*

INTRODUCTION:

Modern age is an age of technological advancement, rapid industrialization, urbanization and hard competition that has made an individual's life more confused and insecure. Excessive competition, high expectations of parents, rapid spread of westernization and degradation of social and moral values in every aspect of life has made the people in general and young generation in specific, life in urgency and emergency. Like any other processes the process of Education is becoming more and more challenging day by day as the parents' expectations from the teachers as well as from their child is also increasing. We cannot deny the fact that students and teachers are turning more stressed because of the multifold expectations of the society. Earlier the prediction of academic success used to associated with intelligence (Brody, 2000; Gottfredson, 2003; Kuncel, Hezlett, & Ones, 2001). However, an increasing number of contemporary studies have produced evidence for associations between personality and scholastic achievement (Chamorro-Premuzic & Furnham, 2002; Ferguson, James, O'Hehir, & Saunders, 2003; Paunonen & Ashton, 2001; Petrides, Chamorro-Premuzic, Frederickson, & Furnham, 2005). So, we can say personality is the important factor in ones' life even its role is remarkable in the life of student.

But in this competent world an individual's personality can function effectively if he is free from tensions, worries and emotional disturbances. As the increased stress has led to many challenges in life, there has been a corresponding interest in identifying people who are able to handle the pressure and thrive. Hardiness emerged as a distinguished factor and it is thus increasingly hot topic for academicians, practitioners and individuals alike.

(Maddi & Kobasa, 2005; Maddi, 2006). Hardiness is generally understood to be a learnable personality trait (Taghizadeh, 2005). Personality traits are defined as a “disposition to think, feel and behave in a characteristic way over a range of situations” (Pervin, 1985).

Personality Hardiness The concept of Hardiness alternatively referred to as Psychological Hardiness, Personality Hardiness, or Cognitive Hardiness in the literature, is a personality style first introduced by Kobasa in 1979. According to Kobasa (1979) hardiness as a cognitive appraisal processes composed of three characteristics Control, Commitment and Challenge. Hardiness operates as a stress buffer as direct influence on health, so hardiness is usually conceptualized as a cognitive personality variable consisting of a sense of commitment, control and challenge (Westman, 1990). The study of Bartone (2006) considered Hardiness as something more global than mere attitudes. He conceived hardiness as a broad personality style or generalized mode of functioning that includes cognitive, emotional and behavioral qualities.

Individuals high in hardiness tend to take the stressful situations and undesirable experiences as the natural aspects of life. Instead of capturing these as the threatening situations, they consider these as opportunities for challenge. These individuals feel more committed to work and life; and evaluate the stressful situations as the potential opportunities for change (Eid, Jonsen, Bartone & Nissestad, 2008).

REVIEW OF RELATED LITERATURE:

Personality hardiness and locale

Sidhu and Singh (2016) focused study of personality hardiness in relation to gender, locality, organizational set up and marital status. Hardiness scale (Nowack, 1990) was used to collect the data. A significant difference was found between mean scores of Personality Hardiness of secondary teachers in regard to their locality. Jotwani (2016) in her co-relational study examined the relationship between hardiness and psychosocial distress among 100 university students studying in Madhya Pradesh. The sample was selected on purposive basis. These dimensions with reference to demographic factors are included for analyses and their relationships with the levels of psychological distress was measured by Kessler Psychological Distress Scale (K10) (2003) and hardiness was measured by Bartone’s Dispositional Resilience Scale (DRS-15) (1993). In addition, possible domicile and gender differences in the pattern of associations are explored. The data were compiled using self administered questionnaires, and the collected data were processed and interpreted using comparative statistics and correlation analyses. The results indicated students belonging to rural areas showed higher levels of psychological distress and hardiness than urban students. Goel (2015) conducted a study to investigate the psychological hardiness among rural and urban adolescents. The study was conducted on a sample of 80 government school students of Bathinda District of Punjab State. Psychological Hardiness Scale constructed by Nowak (1990) used for data collection. The data was analyzed by using ‘t’ test. It is observed that there exists no significant difference in mean scores of Psychological Hardiness among adolescents of schools of urban and rural areas. Results also revealed that there exists no significant difference in mean scores of psychological hardiness among urban and rural male adolescents but there is significant difference in mean scores of psychological hardiness among urban and rural female adolescents.

It can be concluded that personality hardiness in relation to locale has significant difference according to studies by Sidhu & Singh (2016) & Jotwani (2016) whereas the study by Goel (2015), reported varied results and concluded no significant difference in Personality Hardiness in among urban and rural male adolescents, on the

other hand it was significant in case of female gender.

Justification of the Problem:

From the review of literature it was observed that the various studies done on Personality Hardiness were in relation to various dimensions related to teacher like teacher burnout (Morad, Poursarrajjan & Naeen, 2013), job involvement (Azeem, 2010), organizational commitment (Sezign,2009), anxiety and burnout (Bawa, 2005). Very few studies were found on personality hardiness of senior secondary students. The studies found on students mainly focused on their sense of coherence (Shirkan, 2000), health outcomes (Shepperd & Kashani, 1991), academic stress among teacher under trainees (Ranjana, 2010).

Very few studies were found on Personality Hardiness in relation to demographic variables locale. No studies were conducted on Ludhiana and Moga District involving Senior Secondary Boys. Thus the proposed study seems fully justifiable.

Operational definition of the terms

Personality Hardiness - In the present study Personality Hardiness refers to a personality style, which is characterized by a sense of commitment (rather than alienation) and of control (rather than powerlessness) and a perception of problem as challenge (rather than threats) as mentioned by Singh in his Singh Psychological Hardiness Scale (2007).

Locale- On the basis of locale, the investigator divided the Senior Secondary Boys into two groups as Urban Senior Secondary Boys those studying in schools situated in urban areas and as Rural Senior Secondary Boys those studying in schools situated in rural areas of Ludhiana and Moga Districts.

OBJECTIVES

To investigate the significance of difference in Personality Hardiness of Rural and Urban Senior Secondary Boys.

Hypotheses

H₀ 1: There exists no significant difference in Personality Hardiness of Rural and Urban Senior Secondary Boys.

Design of the study

As the present study is descriptive in nature therefore the descriptive and survey type method was employed. Significance of difference between means was calculated to know the difference between Personality Hardiness of Rural and Urban Senior Secondary Boys.

Sample of the study

The data pertaining to Personality Hardiness of total 100 senior secondary boys from total 8 senior secondary schools of rural and urban schools of Ludhiana and Moga District was collected through the process of randomization.

Tool Used:

Singh Psychological Hardiness Scale (SPHS) by Singh (2007).

RESULTS AND DISCUSSION

The data was analyzed under two heads,

Section I: Nature of distribution of data was checked

Section II: To check Significance of difference in Personality Hardiness in relation to locale

Section I: Nature of distribution of data

First of all the normality of the data was checked; which is required to do further statistical analysis of the data. For checking the normality of data, mean, median, standard deviation, skewness, kurtosis were calculated for each variable separately, which is non significant (Tabacnick and Fidell, 1996), as shown in the table 1 given below:

Table 1-Showing descriptive statistical of the data

	N	Mean	Median	S.D.	Skewness	Kurtosis
Rural Senior Secondary Boys	52	116.96	118.00	10.17	-0.41	-0.11
Urban Senior Secondary Boys	48	113.92	116.00	10.57	-0.54	0.27

Expected range of chance fluctuations of skewness is -0.68 to +0.68 for N=52

Expected range of chance fluctuations of skewness is -0.71 to +0.71 for N=48

Expected range of chance fluctuations of kurtosis is -0.142 to +1.42 for N=52

Expected range of chance fluctuations of kurtosis is -1.36 to +1.36 for N=48

Table 1 reveals that the value of mean and median of Rural Senior Secondary Boys are 116.96 and 118.00 respectively. The value of skewness is -0.41 which is negative but well within the accepted limits of chance fluctuation. The value of kurtosis is -0.11, which is also well within the accepted limits of chance fluctuation. The value of mean and median of Urban Senior Secondary Boys are 113.92 and 116.00 respectively. The value of skewness is -0.54 which is negative but well within the accepted limits of chance fluctuation. The value of kurtosis is 0.27, which is also well within the accepted limits of chance fluctuation. The data can thus be considered normal and it fulfill the condition of parametric tests.

Section II: To Check Significance of difference in Personality Hardiness

In this section, with the help of t-test, Significance of Difference in Personality Hardiness of Rural and Urban Senior Secondary Boys was calculated. The value of t-test is shown in table 2 given below.

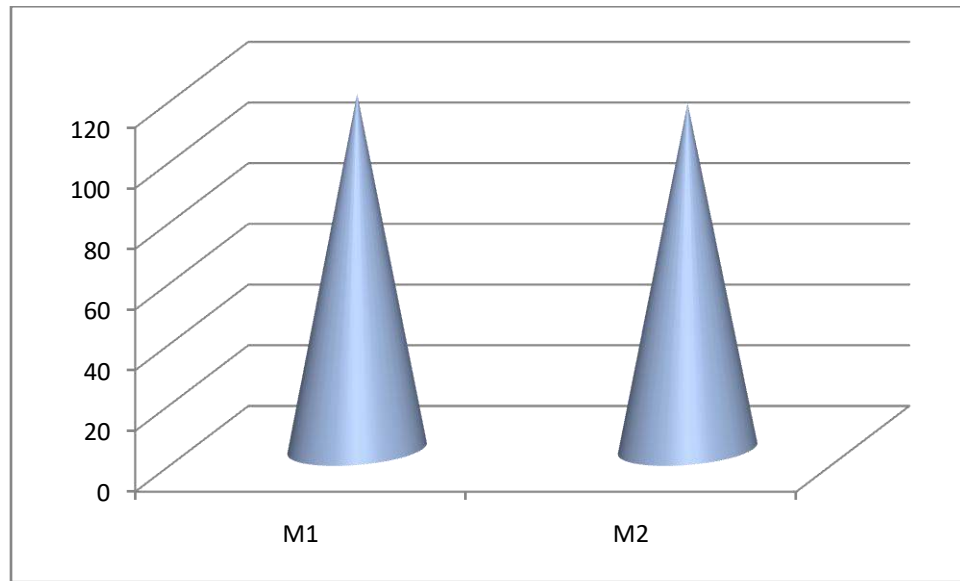
Table 2: Significance of difference in Personality Hardiness of rural and urban senior secondary school boys

	N	Mean	Standard Deviation	t-test
Rural Senior Secondary Boys	52	116.96	10.17	0.15* (N.S)
Urban Senior Secondary Boys	48	113.92	10.57	

NS means non-significant

Table 4.6 reveals that the values of mean of Rural and Urban Senior Secondary Boys are 116.96 and 113.92, respectively. The value of t-test is 0.15, which is non-significant. So, Rural and Urban Senior Secondary Boys do not differ significantly in their Personality Hardiness. Therefore the hypothesis which states that “There will be no significant difference in Personality Hardiness of Rural And Urban Senior Secondary Boys” is thus accepted.

Figure1: Showing difference between means of Personality Hardiness of Rural and Urban Senior Secondary Boys



Where

M1 Mean Score of Personality Hardiness of Rural Senior Secondary Boys

M2 is Mean Score of Personality Hardiness of Urban Senior Secondary Boys

EDUCATIONAL IMPLICATIONS OF THE STUDY

This study clearly revealed that teachers should teach students by keeping in mind that personality hardiness does not depend locale so every student should be treated same irrespective of the locale of the students. The parents and the teacher must appreciate and nurture personality hardiness amongst students in a proper way. This will enable them to know, to understand and to develop personality hardiness and it will help them to live a happy and successful life later. Parents and teacher should act as a role model as far as personality hardiness is concerned and they should encourage children to study various stories and biographies of great person by which they can learn the concept of personality hardiness there by able to develop among themselves.

REFERENCES

1. Azeem, S.M. (2010). Personality hardiness, job involvement and job burnout among teachers International Journal of Vocational and Technical Education. 2(3), 36-40. Availableatwww.academicjournals.org/article/article1379330741_Azeem.pd

2. Bartone, P.T. (2006). Resilience under military operational stress: Can leaders influence hardiness? *Military Psychology*, 18, 131-148. Available at psycnet.apa.org/psycinfo/2006-22872-01
3. Bawa, H. (2005). Personality hardiness, traits anxiety and burnout among coaches. Unpublished Ph.D. thesis in Physical Education, Kurukshetra University, Kurukshetra.
4. Brody, N. (2000). History of theories and measurements of Intelligence. In R.J. Sternberg (Ed.), *Handbook of intelligence*. New York: Cambridge University Press, 16-33.
5. Business Dictionary (2018). Retrieved from www.businessdictionary.com/definition/gender.html
6. Chamorro-Premuzic, T., & Furnham, A. (2002). Neuroticism and 'special treatment' in university examinations. *Social Behavior and Personality*, 30, 807-813. Available at <https://www.sbp-journal.com/index.php/sbp/article/view/1217>
7. Desai, R.B. (2017). Psychological hardiness among college students. *International Journal of Indian Psychology*, 4(3), 80-84. Retrieved on 31 January, 2018 from <http://www.ijip.in/Archive/v4i3/18.01.229.20170403.pdf>
8. Eid, J., Johnsen, B.H., Bartone, P.T. & Nissestad, O.A. (2008). Growing transformational leaders: exploring the role of personality hardiness. *Leadership and Organization Development Journal*, 29 (1), 4-23. Available at www.hardiness-resilience.com/docs/Eid-LODJ2008-hardiness-corrected-no-brand.pdf
9. Ferguson, E., James, D., O'Hehir, F., & Saunders, A. (2003). Pilot study of the roles of personality, references, and personal statements in relation to performance over the five years of a medical degree. *British Medical Journal*, 326, 429-431. Available at <https://www.ncbi.nlm.nih.gov/pubmed/1259538>
10. Goel, S. (2015). The study of psychological hardiness among rural and urban adolescents. *International Journal of Innovative Education*, 2(1). Retrieved from http://ijie.co.in/index.php?option=com_content&view=article&id=122:a-study-of-psychological-hardiness-among-rural-and-urban-adolescents&catid=107&Itemid=508
11. Gottfredson, L. (2002). Where and why g matters: Not a mystery. *Human Performance*, 15, 25-46. Available at https://www.researchgate.net/publication/228824148_Where_and_Why_g_Matters_Not_a_Mystery
12. Jotwani, J. (2016). Hardiness and psychological distress among university students studying in Madhya Pradesh. *The International Journal of Indian Psychology*, 3(2), 6. Retrieved from <http://www.ijip.in>
13. Kobasa, S.C. (1979). Stressful life events, personality and health: An inquiry into hardiness. *Journal of Personality and Social Psychology*, 37(1), 1-11. Available at <https://www.ncbi.nlm.nih.gov/pubmed/458548>
14. Kobasa, S.C., Maddi, S.R., & Kahn, S. (1982). Hardiness and health: A prospective study. *Journal of Personality and Social Psychology*, 42(1), 168-171. Available at <https://www.ncbi.nlm.nih.gov/pubmed/705735>
15. Kuncel, N. R., Hezlett, S. A., & Ones, D. S. (2001). A comprehensive meta-analysis of the predictive validity of the graduate record examinations: Implications for graduate student selection and performance. *Psychological Bulletin*, 127, 162-181. Available at http://www.academia.edu/20309463/A_Comprehensive_Meta-Analysis_of_the_Predictive_Validity_of_the_Graduate_Record_Examinations_Implications_for_Graduate_Student_Selection_and_Performance
16. Maddi, S.R. (2006). Hardiness: the course to grow from stresses. *Journal of Psychometric and Education*, 1(3), 160-168. Available at <https://pdfs.semanticscholar.org/8aa7/4095d75ab1becf5ecd401693f3e5e0033800.pdf>

17. Maddi, S.R., & Kobasa, D.M. (2005). Resilience at work: How to succeed no matter what life throws at you. New York: Amacom.
18. Morad, A.H., Poursarrajjan, D. & Naeen, A.A. (2013). The relationship between hardiness and burnout among the teachers of the universities and higher institutes- A case study. *European Online Journal of Natural and Social Sciences*, 2(3), 500-506. Available at <http://european-science.com/eojnss/article/view/444>
19. Nowack, K.M. (1990). Initial development of an inventory to assess stress and health risk. *American Journal of Health Promotion*, 4, 173–180. Available at <https://www.ncbi.nlm.nih.gov/pubmed/2220446>
20. Paunonen, S.V., & Ashton, M.C. (2001). Big five factors and facets and the prediction of behaviour. *Journal of Personality and Social Psychology*, 81, 524–539. Available at <https://www.ncbi.nlm.nih.gov/pubmed/11554651>
21. Pervin, L.A. (1985). Personality: Current controversies, issues, and directions. *Annual Review of Psychology*, 36, 83-114. Available at www.annualreviews.org › Annual Review of Psychology › 36, 1985
22. Petrides, K. V., Chamorro-Premuzic, T., Frederickson, N., & Furnham, A. (2005). Accounting for individual differences in scholastic behavior and achievement. *British Journal of Educational Psychology*, 75, 239-255.
23. Ranjana (2010). Academic stress among teacher under trainees in relation to personality hardiness. Unpublished M.Ed. dissertation, Panjab University, Chandigarh.
24. Sezign, F. (2009). Relationship between teacher organizational commitment, personality hardiness and some demographic variable in Turkish primary schools. *Journal of Educational Administration* 47, 630-651. Available at www.emeraldinsight.com/doi/abs/10.1108/09578230910981099
25. Sheppard, J.A., & Kashani, J.H. (1991). The relationship of hardiness gender, and stress to health outcomes in adolescents. *Journal of Personality*, 59(4), 747–768. Available at <https://www.ncbi.nlm.nih.gov/pubmed/1774618>
26. Shirkan (2000). The relationship of hardiness, sense of coherence sports participation and gender to perceived stress and Psychological symptoms among college student. *Journal of Sports Medicine and Physical Fitness*, 40(1), 63-70. Available at <https://www.ncbi.nlm.nih.gov/pubmed/10822911>
27. Sidhu, R. & Singh, B. (2016). Study of personality hardiness in relation to gender, locality, organization set up and marital status. *Zenith international Journal of Multidisciplinary Research*, 6(1), 110-115.
28. Singh A.K. (2007) Manual for psychological hardiness scale. Agra: National Psychological Corporation.
29. Taghizadeh, A. (2005). The relationship between hardiness characteristics and parenting practices of first year students of Al-Zahra University, Faculty of Education and Psychology.
30. Westman M. (1990). The relationship between stress and performance: The moderating effect of hardiness. *Human Performance*, 3, 141–155. Available at psycnet.apa.org/record/1991-08665-001
31. Zhang, L.F. (2011). Hardiness and the big five personality traits among Chinese university students. *Learning and Individual Differences*, 21(1), 109-113. Retrieved from <http://www.sciencedirect.com/science/article/pii/S104160801000066X>