



A Study of Psychological Hardiness Among Secondary School Students

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Abstract

The present study investigated the psychological hardiness of secondary school students. 200 class X students were taken as a sample, randomly from Patiala district of Punjab. 100 male and 100 female students were selected to collect the data. The scale used in the study was Singh Psychological Hardiness Scale (SPHS) which was developed by Dr. Arun Kumar Singh (2008). For statistical analysis, mean score and t- test was used. The results depicted that there exists a significant difference in the mean scores of the total score and the dimensions of psychological hardiness between male and female secondary school students.

Keywords: Psychological Hardiness, Secondary School Students.

INTRODUCTION

The purpose of education is to guarantee excellence while enhancing the value of each educational component. The school, as a formal agency for education, has a set of objectives that are typically referred to as academic objectives, practical objectives related to meaningful living in a complex society, as well as an assortment of emotional and moral objectives. On the other hand, a variety of variables that combine to affect a person's success in life and ability to contribute to society influence his or her moral aspirations. The current online age is filled with competition. Everyone has a competitive spirit these days, and they all want to compete with one another to accomplish their goals. The academic pursuit seems to stand out among the many areas where people attempt to compete with one another. Any nation's future is dependent on how well-rounded, driven, aspirational, and ethically honest its youth are. The idea of perfection is present in every one of these endeavours. For their parent's teachers, etc., academic excellence has always been of the utmost significance. Therefore, the entire educational system, along with the parents of students, makes every effort to foster an academic setting that fosters and develops greatness.

The nation's assets are the younger generations. The responsibility of moulding children into responsible adults is essential for the advancement of the nation and society. Adolescent age requires special consideration during the educational process because this is the time when the broader personality is being built. Education is the cornerstone of an individual's complete knowledge and intellectual, physical, mental, social, and ethical development. The primary goal of education is to mould or direct the dynamic process through which a person develops into a man. Education is what brings one's life into harmony with all of existence, allowing the mind to discover the ultimate truth that frees us from the shackles of dust and grants us the riches of inner light, not material money, not power, but love, making this truth its own and giving it expression. With regard to a key aspect of adolescence, the creation of a new identity, there are significant psychological obstacles for the young person.

PSYCHOLOGICAL CAPITAL

Kobasa (1979) proposed the idea of "hardiness" and described it as a resource for resistance when faced with stressful circumstances. It is regarded as a pattern of personality traits made up of the dispositions of commitment, control, and challenge, which are all mutually related. The inclination to think and act as though one can affect life events with one's own effort is referred to as the dimension of control. Challenge is the idea that changes in life are opportunities for personal progress, whereas commitment is the propensity to engage in life's activities and have a real interest in and curiosity about the activities, things, and other people. People with high levels of hardiness actively participate in life's events, attempt to shape their outcomes, and attempt to learn something from them regardless of whether they are positive or negative. Individuals with low levels of hardiness, on the other hand, are more likely to withdraw from certain situations in life and view them as more dangerous (Maddi, 1999). According to Kobasa, being resilient is linked to having the capacity to stand by one's beliefs and the actions one does, and as a result, having a propensity to fully engage in a variety of life circumstances, such as job, family, interpersonal relationships, and societal institutions.

Kobasa, Maddi & Kahn (1982) defined that "The same executives were observed once more for psychological hardiness. The group with high stress and minimal illness maintained their commitment, challenge, and control skills, which were together referred to as psychological hardiness."

Psychological hardiness, according to Bartone (2012), is a construct having the three aforementioned components or attitudes that collectively enable people to transform stressful situations from possible hurdles into possibilities. A person's ability to handle difficult life situations depends on their psychological hardiness, which is a combination of adaptive personality attributes. It has emerged as one of the key factors in psychological study.

Kaur (2017) examined the considerable variations in adolescent psychological hardiness in response to several demographic factors (gender, locale and type of school). 200 adolescents (100 Boys and 100 Girls) were randomly chosen from among the secondary schools run by the government and those run by the private sector in the Ludhiana District. The results of the study showed a substantial difference in the mean scores of teenage males

and girls on the psychological hardiness measure. The findings indicated that there was no statistically significant difference in the mean psychological hardiness levels of teenagers from urban and rural areas. The study found a substantial difference in the mean scores of teenagers attending private and public schools for the variable psychological hardiness. Sinha (2018) investigated the psychological hardiness of teenagers and the differences between male and female adolescents. In this investigation, the random sampling approach was applied. 200 individuals made up the overall sample, of whom 100 were young men from Kendriya Vidyalaya in Kankarbagh, Patna, and 100 were young girls. The Dr. Arun Kumar Singh (2007) created Singh Psychological Hardiness Scale (SPHS) is used to gauge psychological hardiness. The 't' test was used to analyze the data. The findings indicated that male and female adolescents' psychological hardiness differed significantly.

SIGNIFICANCE OF THE STUDY

In today's hectic society, sadness, stress, and tension have become important issues, especially in young people. Even student studies are impacted by it. The child's performance is influenced by a variety of elements, including the family environment, teaching methods, socioeconomic level, and school facilities. The purpose of the current study is to examine teenagers' psychological hardiness. Teenagers today are constantly exposed to difficult situations. The psychological hardiness of kids affects their academic success. Students might range from great achievers to low achievers, from those who are actively stressed to those who are typical. Some people handle stress in a healthy way, while others become melancholy. In these circumstances, it is crucial to comprehend both a child's positive and negative features. Because psychological hardiness has a significant role in how teenagers develop their personalities. The researcher looked into gender disparities in adolescents' variable psychological hardiness to learn more.

OBJECTIVES

1. To compare the overall psychological hardiness among male and female secondary school students.
2. To compare the dimensions of psychological hardiness among male and female secondary school students.

HYPOTHESES

H₁. There will be a significant difference among male and female secondary school students with regard to their overall psychological hardiness.

H₂. There will be a significant difference among male and female secondary school students on control dimension of psychological hardiness.

H₃. There will be a significant difference among male and female secondary school students on commitment dimension of psychological hardiness.

H₄. There will be a significant difference among male and female secondary school students on challenge dimension of psychological hardiness.

RESEARCH METHODOLOGY

For the present study, Descriptive method of research was employed to study Psychological Hardiness of secondary school students. In the present study, the statistical techniques employed for the purpose of analysis of data are mean and t- test to compare the significant difference between the two groups.

TOOL USED:

Singh Psychological Hardiness Scale (SPHS): Singh Psychological Toughness Scale (SPHS) (2008) consisting of 30 items was used to measure the degree of psychological hardiness. 16-16 items from each of the three hardiness components- commitment, control, and challenge. The test- retest reliability of SPHS was found to be 0.862 indicating a sufficient degree of reliability. The maximum score of SPHS is 150.

SAMPLE

The population targeted for this study is secondary school students studying in government schools of Punjab. Therefore, a random sample of 200 class X students (100 males and 100 females) were selected from the Patiala district of Punjab.

RESULTS AND DISCUSSION:

Table 1: Comparison of the Psychological Hardiness scores of male and female secondary school students. (N=200)

Dimensions of Psychological Hardiness	Male (N=100)		Female (N=100)		t- value
	Mean	S.D.	Mean	S.D.	
Control	42.41	4.32	38.27	4.10	4.48*
Commitment	38.90	5.82	40.11	5.25	3.29*
Challenge	42.71	5.78	41.86	6.29	2.27*
Total	123.84	10.22	120.24	9.95	2.78*

*p< 0.01

Table 1 represents the mean score and t- value of overall and different dimensions of psychological hardiness among 200 adolescents (100 males and 100 females) of class 10th. The results showed that male had higher overall psychological hardiness than female, with mean scores of 123.84 and 120.24, respectively. It was determined that there was a significant difference between these two groups (t=2.78). Therefore, hypothesis H₁ stating that there will be a significant difference among male and female secondary school students with regard to their overall psychological hardiness is accepted.

On the control dimension of psychological hardiness, male scored substantially higher than female, with mean scores of 42.41 for male and 38.27 for female. A significant difference between the two groups was also discovered ($t= 4.48$). Therefore, the hypothesis H_2 that there will be a significant difference among male and female secondary school students on control dimension of psychological hardiness is accepted.

Males performed significantly lower than females on the psychological hardiness scale's commitment dimension, with mean scores of 38.90 for males and 40.11 for females. Additionally, a significant distinction between the two groups was found ($t= 3.29$). Therefore, the hypothesis H_3 that there will be a significant difference among male and female secondary school students on commitment dimension of psychological hardiness is accepted.

Males performed much better than females on the challenge factor of psychological hardiness, with mean scores of 42.71 for males and 41.86 for females. Additionally, a significant difference between the two groups was found ($t= 2.27$). Therefore, the hypothesis H_4 that there will be a significant difference among male and female secondary school students on challenge dimension of psychological hardiness is accepted.

CONCLUSIONS

The mean scores of male and female secondary school students on the measure psychological hardiness were found to differ significantly. Males were more psychologically hardy than girls, according to the results of the study, which showed that their mean scores were higher. The explanation could be that boys in society are given more freedom than girls and are allowed to engage in all activities that may encourage toughness. The mean scores of males and females differ significantly on the variables of commitment, control and challenge dimensions of psychological hardiness. Additionally, males scored higher in the dimensions of control and challenge, whereas female students scored higher in the commitment dimension of psychological hardiness.

EDUCATIONAL IMPLICATIONS

Orientation programs may occasionally be held in schools where specialists from many fields can be presented to the teenagers and talks and discussions aimed at the main issues raised as a result of the psychological fragility of the teenagers can be held. Today, schools are giving counselling the importance it deserves. However, there is still much work to be done in this area. Every school has to include a counselling area where students may talk openly about their issues and receive crucial advice from the counsellor. Parents Teachers Associations (PTA) meetings ought to be held periodically not only to discuss the general operational policies of the school, but also to have a fruitful discussion about the escalating issues affecting teenagers, such as their level of depression, anxiety, and frustration in every class. Schoolchildren who receive hardiness training may find it easier to develop positive attitudes and use their resources wisely in the face of adversity. When considered as a whole, the three elements of psychological hardiness give people the drive and self-assurance to create meaning in life by looking to the future rather than repeating the past. In coaching, it's common to discover that little adjustments can make a tremendous difference. One of the fundamental principles of the solution-focused coaching method used is this. In order to cope with the teenagers, creative techniques and a variety of teaching and learning methodologies might be implemented.

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