



Hardiness And Its Relationship With Psychological Qualities

Mannanova Ezoza

Doctoral student of International Islamic Academy of Uzbekistan
mannabovaezoza@gmail.com

ABSTRACT

Hardiness is a person's ability to overcome difficulties that arise in the process of achieving their goals. Problems that can arise with low life expectancy include: increased stress levels, depression, apathy, deterioration of physical health, decreased interpersonal relationships and productivity. In severe cases, this can lead to suicide. From this point of view, we set ourselves the task of identifying psychological qualities that affect the work of students in the Uzbek environment.

Keywords:

Hardiness, Commitment, Control, Challenges, Aim, Process, Result, Locus control – I, Locus control – Life, Life-Meaning Orientations, Level of Subjective Control, student.

People vary in their perceptions of stressful events and crises, as well as their behavior and preferred methods of coping with negative situations. Hardiness is a personality trait that positively influences people's performance, health, and mood in stressful situations. Kobasa was the first to introduce the concept of hardiness [1]. It is a phenomenon that manifests itself in behavior that transforms potential threats in stressful situations into opportunities for development [2]. Hardiness has a strong theoretical basis and has been empirically established as a significant resource for hardiness in a wide variety of communities [3]. Kobasa considers hardiness to be a combination of cognitive, emotional attitudes and behaviors necessary for survival and enrichment in life through development. Given the definition, a person with high psychological hardiness should find life or work highly meaningful, believe in control of events, influence outcomes, and be open to the changes and struggles that life brings.

According to Kobasa, hardiness consists of three factors: commitment, control, and

challenge. Although these three factors are related to each other and create hardiness, they focus on different issues. Commitment refers to the belief that no matter how bad things get, it is vital to be involved in whatever is happening, rather than succumbing to isolation and separation [4]. Commitment refers to the tendency to become involved in life events and to have a genuine interest and concern for certain activities, objects, and other people. In contrast, Struggle refers to the belief that life's improvements are opportunities for personal growth[5].

Control is the tendency to believe and behave in ways that influence life outcomes rather than becoming powerless in the face of adversity [6]. This dimension prompts the conclusion that no matter how bad things get, one should strive to transform the pressures of future crises into opportunities for growth. Allowing oneself to sink into powerlessness and passivity seems to be a waste of time. The challenge dimension has been characterized as the belief that change, rather than permanence, is the typical way of living and includes inspiring freedoms for self-awareness rather

than dangers for security [7]. These three factors help people cope with challenges in their contexts and transform stressful life circumstances into opportunities for personal growth and enrichment. A lack of challenge, commitment, and control often leads to burnout [8]. Kobasa argues that a person with high hardness has a strong commitment to life, as evidenced by an involvement in maintaining self-esteem and participating in the social community and the world. People with hardy characteristics are less likely to buckle under pressure, are less likely to get sick, and have the potential to act adaptively under stress [9]. Eshleman et al. conducted a meta-analysis of the hardness concept [10]. The results of the study showed that hardness appears to be positively related to other personality characteristics designed to protect people from stress, and negatively related to personality traits expected to increase strain. Hardness was negatively related to stressors, strains, regressive coping, positive social support, proactive coping, and achievement. Research has shown that hardness protects college students from the detrimental effects of stress [11].

S. Muddy assumed that resilience also has an active side, therefore the connection of resilience with other characteristics was traced. First, with life-meaning orientations (LMO), since for Muddy, resilience is a factor, an internal resource that is subject to the person himself, it is something that he can change and rethink, something that helps maintain physical, mental and social health, an attitude that gives life value and meaning in any circumstances [12].

The purpose of the empirical study is to identify factors that influence the life resilience of students. The study involved 268 respondents aged 17–27, gender distribution: 196 women and 72 men. The following methodologies were chosen to organize the study.

For our research, we have chosen the following methods:

1. The Hardiness Test is an adaptation of the English-language Hardiness Survey questionnaire developed by the American

psychologist Salvatore Maddi in 1984. A questionnaire for assessing hardness was developed by Salvatore Maddi. From its scales, such qualities as involvement, control, and challenge were selected, which Maddi included in the components of hardness.

2. The Purpose-in-Life Test is an adapted version of the Purpose-in-Life Test (PIL) by James Crumbaugh and Leonard Maholic. The method was developed by the authors based on the theory of the pursuit of meaning and logotherapy by Viktor Frankl and pursued the goal of empirical validation of a number of ideas of this theory, in particular the ideas of the existential vacuum and noogenic neuroses. The essence of these ideas is that a person's failure to find the meaning of his life (existential frustration) and the resulting feeling of loss of meaning (existential vacuum) are the cause of a special class of mental illnesses - noogenic neuroses, which differ from the previously described types of neuroses. Initially, the authors sought to show that a) the method measures precisely the degree of the "existential vacuum" in Frankl's terms; b) the latter is characteristic of the mentally ill and c) it is not identical to a simple mental pathology. The authors define the "goal in life", which the method diagnoses as the individual's experience of the ontological significance of life.

3. The LSC (level of subjective control) method has received the greatest distribution in our country, the authors of which are E. F. Bazhin, E. A. Golynkina, L. M. Etkind. This method is based on the concept of the locus of control of J. Rotter. However, Rotter considers the locus of control to be universal in relation to any type of situation: the locus of control is the same in the sphere of achievement and in the sphere of failure. When developing the LSC method, the authors proceeded from the fact that sometimes not only unidirectional combinations of locus of control are possible in different types of situations. This position has empirical confirmation. In this regard, the developers of the test proposed to distinguish subscales in the diagnostic method of locus of control: control in situations of achievement, in

situations of failure, in the area of industrial and family relations, in the area of health.

4. Our own socio-psychological questionnaire. The questionnaire asked questions about age, gender, place of residence, marital status, family composition, relationships with parents, siblings, and resilience.

The purpose of the empirical study is to identify factors that influence the development of resilience in students. The study involved 269 respondents, gender distribution: 197 women and 72 men. The study involved 1st-2nd year students of three higher education institutions.

1-table
Correlations between Hardiness and meaningful life orientations
Overall indicator of OC

Scales	Goals	Process	Result	Locus of control - I	Locus of control - life	Overall indicator
Commitment	,367**	,474**	,436**	,452**	,408**	,506**
Control	,409**	,381**	,358**	,470**	,391**	,465**
Challenge	,341**	,449**	,390**	,464**	,449**	,491**
Hardiness	,440**	,509**	,472**	,541**	,490**	,576**

*Abbreviations used: ** – statistical significance of the correlation, **p<0.01*

According to the empirical indicators of the subjects of the study, the results of the correlation can be reasonably interpreted as follows. The correlation between each scale of the two methods and the overall indicators showed the result $r = 0.717$, $p < 0.01$. In

general, a person has higher goals, processes, results, locus of control - I, locus of control - life, the overall indicator of the PIL test increases commitment, control, challenge, hardiness and vice versa.

2-table
Correlation of hardiness with the LSC (level of subjective control)

Scales	LSC
Commitment	,249**
Control	,348**
Challenge	,291**
Hardiness	,361**

** Correlation is significant at the 0.01 level (two-tailed).

The table above shows that increasing the level of subjective control increases commitment, control, challenge and resilience, and vice versa. Increasing commitment, control, challenge and hardiness leads to an increase in the level of subjective control.

In conclusion, it should be noted that hardiness, life-Meaning Orientation, and the level of subjective control demonstrate a two-way positive correlation. This result can be used to develop hardiness. That is, if the level of subjective control and life-Meaning Orientation are developed, then hardiness also increases.

References

1. Kobasa, S. C. (1979). Stressful life events, personality, and health: An inquiry into hardiness. *Journal of Personality and Social Psychology*, 37, 1-11. 10.1037/0022-3514.37.1.1
2. Eroz, S. , & Onat, E. (2018). Psychological hardiness: A survey in hospitality management. *Research Journal of Business and Management (RJBM)*, 5(1), 81-89. 10.17261/pressacademia.2018.820
3. Bartone, P. , Eid, J. , & Hystad, S. (2016). Training hardiness for stress resilience. In (Eds.) Maheshwari, N. & Kumar, V. , *Military psychology: Concepts, Trends, and Interventions* (pp. 231-248). SAGE

Publications Pvt. Ltd.
10.4135/9789353885854.n12

4. Maddi, S. R. (2013). Hardiness: Turning stressful circumstances into resilient growth, Springer Briefs in Psychology. Springer.
5. Kardum, I. , Hudek-Knežević, J. , & Krapić, N. (2012). The structure of hardiness, its Measurement Invariance across gender, and relationships with personality traits and mental health outcomes. *Psychological Topics*, 21(3), 487–507.
6. Lambert, V. A. , Lambert, C. E. , & Yamase, H. (2003). Psychological hardiness, workplace stress and related stress reduction strategies. *Nursing & Health Sciences*, 5(2), 181–184. 10.1046/j.1442-2018.2003.00150.x
7. Saxena, S. (2015). Relationship between psychological hardiness and mental health among college students. *Indian Journal of Health and Wellbeing*, 6(8), 823–825.
8. Crosson, J. B. (2015). Moderating effect of psychological hardiness on the relationship between occupational stress and self-efficacy among Georgia school psychologists (Unpublished doctoral dissertation). Walden University, Minneapolis, Minnesota.
9. Hasela, K. M. , Abdolhoseini, A. , & Ganji, P. (2011). Hardiness training and perceived stress among college students. *Procedia - Social and Behavioral Sciences*, 30, 1354–1358.
10. Eschleman, K. J. , Bowling, N. A. , & Alarcon, G. M. (2010). A meta-analytic examination of hardiness. *International Journal of Stress Management*, 17(4), 277–307. 10.1037/a0020476
11. Lifton, D. E. , Seay, S. , & Bushke, A. (2000). Can student 'hardiness' serve as an indicator of likely persistence to graduation? Baseline results from a longitudinal study. *Academic Exchange Quarterly*, 2, 73–81.
12. Н.Т.Викторовна. Исследование жизнестойкости и ее связей со свойствами личности. Диссертация на соискание учёной степени кандидата психологических наук. Челябинск 2006.