**EFFECT OF PSYCHOLOGICAL HARDINESS ON RESILIENCE AMONG INDIAN YOUTH**

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**Approval Letter from Supervisor**

This is to declare that dissertation/seminar the entitled “*Effect of Psychological Hardiness on Resilience*” by *Pranjal Surana,* B.A.(H) App. Psychology Sem VI has been examined with respect to both content and style/format. His/her work is good to the best of my knowledge and denotes new approach to problems.

I recommend the submission of dissertation/seminar.

Supervisor’s name

Dr. Neharshi Srivastava

Assistant Professor

 Signature

**Student ‘s Declaration**

I, Pranjal Surana certify that the work embodied in this project “Effect of Psychological Hardiness on Resilience” is my bonafide work carried out by me under the supervision of Dr. Neharshi Srivastava at Amity Institute of Behavioural & Allied Sciences, Amity University Rajasthan, Jaipur.

Date:

Place:

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**Abstract**

Present study explores psychological hardiness and its effect on resilience on youth. Method: -The descriptive study is done using short psychological hardiness and resilience scale for youth. Result: -The study shows that there is positive Effect of Psychological Hardiness and Resilience.

**Keywords:** Psychological hardiness, Resilience, Mental Well Being

**CHAPTER-I**

**Introduction**

**Background of the study-**

The purpose of the current study is to investigate the Effect of Psychological Hardiness on Resilience. Global concerns about the consequences of disasters, academic issues, political violence, disease, malnutrition, maltreatment, and other threats to human development and well-being have sparked a surge of international interest in resilience science. Hardiness is considered as one of the adaptation resources of personality to stressful situations, responsible for the mental health preservation. Adolescents as an age group is one of most susceptible to stress factors, Due to difference in social conditions under which development of hardiness of adolescents takes place. Resilience can be broadly defined as the capacity of a dynamic system to adapt successfully to disturbances that threaten system function, viability, or development. This study highlights how psychological hardiness has an effect on resilience, which in turn helps an individual to grow and face the challenges. Hence the study aims to find the effect of psychological hardiness on resilience among youth.

**Conceptual framework of study variables**

Psychological Hardiness

Psychological Hardiness is the ability to cope mentally or emotionally with a crisis or to return to pre-crisis status quickly. Resilience is generally thought of as a "positive adaptation" after a stressful or adverse situation (Hopf S.M 2010).  Hardiness, in psychological terms, refers to a combination of personality traits that allows a person to withstand physical and psychological stress without developing physical illness. This mindset and personality type is one that views difficulties and stressful situations as personal challenges, rather than as roadblocks, and allows for personal growth in the face of adversities.

one of the pillars of health assessment of various communities is the mental health of that community. There are so multiple variables which prompt mental health similar as life hoping, happiness, positive thinking and etc. assuredly mental health plays an important part in ensuring the energy and effectiveness of each community. Also, through Psychological Hardiness and Resilience mental health could be bettered. Since students are among the most prestigious, tagged and community members of the community, their mental health has a special significance in literacy and adding scientific knowledge. Entry into the university is accompanied by a lot of changes in social and human relations. In such a situation, the performance and effectiveness of individualities are affected which is frequently associated with stress and concern. Changing connections with family and friends, eating habits and sleeping and loneliness also have a backward effect on some students. Attention to mental health and quality of life is one of the most fundamental issues in positive psychology this approach suggests that current approaches emphasize health issues and have a limited angle about health. assuredly, the physical and mental health of the people of the community is important and one of the most important issues in the world present, and the health of the social strata is one of the fundamental issues of every country that should be considered from three dimensions of physical, mental and social. In fact, mental health is one of the effects people follow in their lives. Since mental health is considered vital to help the quality of human life.

With the aim of quality of life, part of the exercise of psychologists, behavioural scientists and counsels is devoted to promoting it in humans. So far, there are several depictions of mental health that all emphasize the importance of the integrity and integrity of the personality. Ginsberg believes that mental health is dominant and that the right connection with the ambient, especially in the fields of love, work and recreation, is believed to be pleased with the capability to find and work, to have a family and to produce a family environment, to escape from the issues covered by law It's conflict, enjoyment of life and the proper use of chances are a criterion of balance and mental health

The WHO considers health beyond the absence of harm and disease, and it is defined as a state of complete physical, mental and social well-being. Goldstein (Kaplan & Saduk, 1994) considers mental health as a balance between members and the environment in achieving self-actualization. **Maslow (1993)** recognizes the principles and values of the desperate and helpless people and those who have mental health, at least in some cases, because they have different perceptions and perceptions of the material, social, and psychological world of private. These same perceptions and attitudes differentiate the value system of the person. Research has shown that psychological hardiness is one of the effective variables in mental health of individuals, and in fact mental health is one of the issues that are conceptually related to psychological hardiness. The psychological stubbornness was initially considered by **Khoda Rahi-mi (1995)** and was considered as a set of personality traits that acts as a protective guard in the face of stressful life events as a source of resistance **(Kobasa, 1979, quoted by Haghighati, Attari, Sina Rahimi, & Soleimaniyan, 1999).**

Individuals with a high level of hardiness tend to perceive life as meaningful and purposeful, even during tumultuous times. **Bartone and colleagues (2013)** state that individuals with high hardiness levels will perceive a stressful situation as interesting and worthwhile, a chance to exercise control, and an opportunity for growth. Basically, as conceptualized, hardiness protects individuals from the negative effects of stress within multiple contexts; such as sports **(Maddi & Hess, 1992),** military and first responders **(Bartone & Snook, 1999; Florian, Milkulincer, & Taubman, 1995)**, and college students **(Lifton, Seay, & Bushke, 2000; Maddi et al., 2006)**. Psychological hardiness consists of the following three attitudes: control, commitment, and challenge.

There are 3C’s of Psychological Hardiness

The concept of Psychological Hardiness was proposed by psychologists Suzanne Kobasa and Salvatore Maddi. It comprises three attitudes – the three Cs: commitment, control, and challenge. Individuals ‘high in hardiness’ are more likely to put stressful life events into perspective and tend to perceive them as less of a threat and more of a challenge and as opportunities for personal development. As a consequence, stressful events are less likely to impact negatively on a person’s health. The buffering effect of psychological hardiness on health and well-being has been well researched and has been demonstrated for a variety of occupational groups, from business executives to students including people working in highly stressful conditions such as firefighters and people in the military.

Types of Psychological Hardiness

Three traits make up hardiness: challenge, control, and commitment.

1. The first “C” of hardiness, challenge means seeing problems or stressors as challenges and opportunities. Individuals with this trait accept change as part of life and don’t expect life to be easy. It is the attitude that change is the norm, as opposed to stability, and that change offers opportunities for personal development rather than threats. The opposite of challenge is security*,* and the need for everything to stay familiar and predictable, allowing you to remain in your comfort zone.
2. The second “C” of hardiness, control means not seeing oneself as a helpless victim who is at the mercy of stressors. It involves having an internal locus of control, in other words, feeling that you can influence the course of your life and take actions that will improve your chances of achieving your goals. Individuals with this trait are generally optimistic and feel a sense of personal power. It is the tendency to hold the attitude that control is something that comes from the inside. You focus on what you can control and act as if you can influence the events taking place around you by your efforts. The opposite of control is powerlessness, which includes the perception that your life is controlled by external forces (fate, government) and that you do not have the means or capabilities to achieve your goals. Our sense of control is often based on perception rather than objective facts.
3. The third “C” of hardiness, commitment means having a sense of purpose and meaning in life. Persons with this trait do not just survive, going through life with little direction; instead, they thrive. It is the attitude of taking a genuine interest in other people, having a curiosity about the world, and getting involved with people and activities. The opposite of commitment is **alienation,** which involves cutting yourself off and distancing yourself from other people.

**Resilience**

Psychological Resilience is the ability to cope mentally or emotionally with a crisis or to return to pre-crisis status quickly. In simpler terms, psychological resilience exists in people who develop psychological and behavioral capabilities that allow them to remain calm during crises/chaos and to move on from the incident without long-term negative consequences. Resilience is generally thought of as a "positive adaptation" after a stressful or adverse situation. When a person is "bombarded by daily stress, it disrupts their internal and external sense of balance, presenting challenges as well as opportunities." However, the routine stressors of daily life can have positive impacts which promote resilience. It is still unknown what the correct level of stress is for each individual. Some people can handle greater amounts of stress than others. According to **Germain and Gitterman (1996)**, stress is experienced in an individual's life course at times of difficult life transitions, involving developmental and social change; traumatic life events, including grief and loss; and environmental pressures, encompassing poverty and community violence.

Resilience is the positive transformation or capacity to adapt notwithstanding genuine dangers to variation or improvement **(Masten, 2001; Masten and Reed, 2002)**. It is defined as “a class of phenomena characterized by good outcomes in spite of serious threats to adaptation or development” **(Masten, 2001)**. Adapting resilience, it to workplace, it is defined as “positive psychological capacity to rebound, to bounce back from adversity, uncertainty, conflict, failure, or even positive change, progress and increased responsibility” **Luthans, 2002).** (Resiliency references people capacity to bounce back from disappointments and perform far in excess of pre-occurrence levels. The idea of resiliency has become progressively significant throughout the most recent twenty years **(Cicchetti and Garmezy, 1993; cited by Charney, 2014).**

There are four different kinds of Resilience:

1. Mental
The ability to pay attention and motivate yourself to do something that’s difficult.
2. Emotional
The ability to invoke positive emotions when you need them, like optimism, curiosity, or joy.
3. Social
The ability to reach out to others for help when you need it. This also means learning to be the kind of person that others are likely to want to support and encourage.
4. Physical
The ability to face physical challenges.

Resilient people may also show characteristics like: -

* Holding positive views of themselves and their abilities
* Possessing the capacity to make realistic plans and stick to them
* Having an internal locus of control
* Being a good communicator
* Viewing themselves as fighters rather than victims
* Having high emotional intelligence and managing emotions effectively.

**Factors of Resilience include: -**

* **Social Support**: It can include immediate or extended family, community, friends, and organizations.
* **Realistic Planning**: The ability to make and carry out realistic plans helps individuals play to their strengths and focus on achievable goals.
* **Self-Esteem**: A positive sense of self and confidence in one’s strengths can stave off feelings of helplessness when confronted with adversity.
* **Coping Skills**: Coping and problem-solving skills help empower a person who has to work through adversity and overcome hardship.
* **Communication Skills:** Being able to communicate clearly and effectively helps people seek support, mobilize resources, and take action.
* **Emotional Regulation**: The capacity to manage potentially overwhelming emotions (or seek assistance to work through them) helps people maintain focus when overcoming a challenge.

**Significance of the study**

The studies will provide higher insights about the effect of psychological hardiness and resilience. Through these studies, the effect of hardiness on resilience might be unravelled, emphasized, and scrutinized. Its findings will benefit other researchers, clinicians, and psychological instructors in figuring out how to deliver this variable together to get a better result in the overall performance among university students. The result of this research will provide valuable records for other intellectual health advocates for their awareness-raising campaigns. In addition to this, the evaluation supplied in this research may be for a pristine paradigm to be able to be beneficial for similar discussion and different variables can be protected.

**Statement of problem**

Effect of Psychological Hardiness on Resilience among youth.

**Objective**

 To find the effect of Psychological Hardiness on Resilience among youth.

**Hypothesis**

Ho- There is significant difference of Psychological Hardiness on Resilience among youth.

**CHAPTER- II**

**Review of literature**

**Finstad, Giorgi, Lulli, Pandolfi, Foti, et al. (2021)** Psychological resilience is an important variable for dipping and averting the negative psychological effects of the epidemic and is related with inferior levels of depression, anxiety and burnout.

**Zhao, et al (2021)** observed that the occurrence of depression was somewhat low and coping styles facilitated the relation between resilience and depression.

**Wu et.al (2020)** discussed that psychological education and healthiness advancement programmers that target firming psychological resilience between undergraduate scholars may help adoptive positive coping styles to help their mental health and psychological welfare.

**Li, Zhang, et.al (2019)** examined Resilience, as a coping means, can efficiently combat emotional stress. And found that higher the resilience is the better copying strategy was.

**Chow, et.al (2018)** said that nursing students with a high level of resilience have better perceived well-being, and the level of resilience of postgraduates was significantly higher than that of undergraduates

**Fradelos, et.al (2017)** said that, resilience can have negative influence depressive symptomatology. Moreover, lower levels of depression can lead to fewer anxiety symptoms.

**Masood, et.al (2016)** conducted research on gender differences in resilience and psychological distress of patients with burns. to investigate resilience and psychological distress. Results revealed that there were significant gender differences in resilience and psychological distress of patients with burns.

**Narayanan & Annalakshmi (2015)** found that resilience was negatively predicted by both rejections experienced in the school environment and extrinsic aspirations. The findings have implications for policy and intervention for adolescent students in rural schools of low socio-economic backgrounds.

**McGarry, et.al (2013)** observed participants experienced more symptoms of secondary traumatic stress, showed less resilience and compassion satisfaction, more use of optimism and sharing as coping strategies, and less use of dealing with the problem and non-productive coping strategies than comparative groups.

**Sun & Stewart (2013)** found that the interaction between age and gender is significant for empathy and help-seeking, and for adult support at home, at school and in the community, peer support at school and outside schools, and autonomy experience.

**Gang & Feder, (2013)** discussed that Resilience is the ability to adapt successfully in the face of stress and adversity. Stressful life events, trauma, and chronic adversity can have a substantial impact on brain function and structure, and can result in the development of posttraumatic stress disorder (PTSD), depression and other psychiatric disorders.

**CHAPTER-III**

**Research Methods**

**Research Design-**

The research design used in this research is Descriptive Research Design.

**Participants-**

The participants of the present study consisted of various college and university students from various parts of India. Sample was selected through simple random sampling. The participants were selected from graduate and post graduate courses. The sample size is 100. Of the 100 participants 55% were male students, 45% were female students. Participants were from the age range 18-27 years.

Table:1 Demographic Details

|  |  |
| --- | --- |
| Total participants | 100 |
| Female | 55% |
| Male | 45% |
| Type  | Urban |
| Age-range | 18-27 |

**Variables-**

1. Psychological hardiness
2. Resilience

**Tools-**

1. **Psychological Hardiness-** To measure the psychological hardiness, A short psychological hardiness scale is used and it was given by Paul. T. Bartone. It is a 15-item scale. This 15-item scale includes positively as well as negatively keyed items. Response options: 0 = Not at all true; 1 = A little true; 2 = Quite true; 3 = Completely true. Scoring: \*Asterisks indicate items that are negatively keyed and must be reversed before scoring, as follows: (0 = 3; 1 = 2; 2 = 1; 3 = 0). Test-retest reliability coefficient of .52 (N=95). This scale has demonstrated appropriate criterion-related and predictive validity in several samples, with respect both to health and performance under high-stress conditions. It has excellent psychometric properties including Cronbach’s alpha coefficients ranging from .70 to .77 for the facets, to .83 for the overall scale. This scale has demonstrated appropriate criterion-related and predictive validity in several samples, with respect both to health and performance under high-stress conditions. It covers 3 dimensions which are as follows

|  |  |  |
| --- | --- | --- |
| Commitment | Control | Challenge |

1. **Resilience-** To measure resilience we used psychological resilience scale for youth and was given by Rizwan Hassan Bhat and Shah Mohd. Khan. The scale comprised of 21 items with 5-point Likert type responses, viz., 'Strongly Disagree, Disagree, Uncertain', 'Agree' and 'Strongly Agree'. Reliability-Internal Consistency Cronbach's Alpha is 0.881 Composite Reliability is 0.63 to 0.74. Validity is 53.15%. Dimensions of Psychological Resilience: There are five factors of psychological resilience
* **Self-Perception**: The process in which individuals, lacking introductory states of mind or passionate reactions, by watching their own particular conduct and arriving at conclusions in the matter of what attitude possibly determined that conduct.
* **Single Mindedness**: describes the individual's ability to have the ability to think for oneself aim or purpose and is determined to achieve it. It is t and to take action consistent with that thought.
* **Task Orientation**: Concentrating on the culmination of specific undertakings as a measure of achievement.
* **Organized**: it is a characteristic of a person to plan things carefully and keep things orderly
* **Self-Restraint**: it is the strength of will to carry out one's decisions wishes, or plans.

**Procedure-**

The google link was created and circulated on social media platforms with the proper details and all the instructions were also shared along with the google form links that consisted the items of psychological hardiness scale and resilience scale for youth. The sample was of 100 students who were doing their graduation and post-graduation. The sample was collected from all across India. After that data obtained was analysed and tabulated on the basis of which interpretation from result table was drawn.

**Inclusion criteria**

1. Students pursuing their graduation and post-graduation were only taken up for participation
2. The age range considered was from 18-27 years only.

**Exclusion Criteria.**

1. Participants who didn’t fall under the required age were excluded from the study.
2. Students who were studying were only taken and another occupation were excluded.

**Statistical Analysis-**

The tabulation and findings of the responses and scores obtained was with the help of SPSS. Version 20.0 of SPSS (Statistical Package for the Social Sciences) SPSS. Version 20.0 of SPSS (Statistical Package for the Social Sciences). It was used throughout the analysis of the scores in accordance to the manuals of the scales used and the basic descriptive analysis was also done to analyse the demographic characteristics. The scoring and norms for some scales were provided online which was systematically followed as per the norms of the manuals. The t-test was done to find the results and the interpretation.

**Ethical Consideration-**

(1) The participants were assured that the confidentiality of the results will be maintained.

(2) Name of the respondent was not made compulsory to be given for the sake of confidentiality of the responses.

(3) Prior informed consent was taken from all the respondents.

**CHAPTER- IV**

**Result and Interpretation**

Table:2 t-test between Psychological Hardiness and Resilience (N=100)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **Degree** **Of Freedom** | **Mean** | **Standard Deviation**  |  **t-value** |
| Psychological Hardiness | 100 | 25.12 | 4.77 | 52.360 |
| Resilience | 100 | 102.1 | 23.29 | 43.782 |

**Interpretation-**

From the above table we can interpret that there is 0.01 level of significance. There was a positive effect of psychological hardiness on resilience.

**CHAPTER-V**

**Discussion and Recommendation**

**Discussion-**

The aim of the study was to see the effect of psychological hardiness on resilience. For this study a google form was created and circulated among various students pursuing their graduation and post-graduation across India. The sample size was 100 students. Students were from 18-27 years of age group. The hypothesis of the present study was that "The respondents will have a significant effect of psychological hardiness on resilience".

To test the above hypothesis means, SD’s and t-value were calculated for psychological hardiness and resilience. The obtained mean, SD’s and t-value for psychological hardiness and resilience are shown in the table of statistical analysis. As it is clear from the inspection of table that effect of psychological hardiness and resilience has a significance of 0.1 level. It has found that psychological hardiness has a positive effect on resilience among youth. Hence the hypothesis has been accepted. Also, **Wu et.al (2020)** discussed that psychological education and healthiness advancement programmers that target firming psychological resilience between undergraduate scholars may help adoptive positive coping styles to help their mental health and psychological welfare. And it was even supported by **Abbas Sadeghi, et.al (2020)** founded that psychological hardiness and resiliency in maintaining and improving mental health of students. Psychological hardiness and resilience can explain the variability of mental health in students. And can help to improve the mental wellbeing of students.

As it is clear from the results that psychological hardiness has a significant positive effect on resilience. The reason may be contributed that to the fact that individual who are high in psychological hardiness have the ability to see challenge as an opportunity for growth, the second ability is control which means that the individuals have control over their actions which can influence the surroundings, the third ability is commitment which means that having purpose in life. This means that having this will have a positive effect on resilience. It refers to the ability to bounce back when faced with challenges. Individuals who are high in resilience assume themselves as fighters, they hold themselves as optimistic. This result is supported by Gang & Feder, (2013) discussed Resilience is the ability to adapt successfully in the face of stress and adversity. Stressful life events, trauma, and chronic adversity can have a substantial impact on brain function and structure, and can result in the development of posttraumatic stress disorder (PTSD), depression and other psychiatric disorders.

**Limitations-**

1. The sample size can be increased
2. It can be made even more specific by selecting the students like only from bachelor’s

**Implication of the Study-**

These findings can benefit researchers working in the field of positive psychology (psychological hardiness and resilience) as this will help them understand the correlation between them. It can also be helpful for the educational psychologist and the developmental psychologist in understanding how to inculcate both the variables in children from early age and will also help them understand the role of gender in the psychological hardiness and resilience. It will also give them the insight about the significant difference of gender on the psychological hardiness and resilience among college students.

**Conclusion-**

The existing research was done to find the effect of psychological hardiness on resilience. For this google link was circulated among various college students across India. A sample of 100 students participated. After that those results were calculated and result table was formed. It was found that there is a positive effect of psychological hardiness on resilience.

**Recommendation for Future Research-**

In accordance with the present study, in future the work can be done by getting more specific in the data collection i.e., focusing either on the bachelorette or post-graduate college students, or other specific age group. variables can also be studied in accordance with happiness and coping.

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**Annexure**

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**6**