

## A STUDY RELATIONSHIP BETWEEN PERSONALITY HARDINESS AND COPING STYLES AMONG COLLEGE TEACHERS

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### **Abstract**

*This study revealed the relationship of personality hardiness and coping styles among college teachers of Ludhiana District. For this study 100 college teachers were taken. Personality Hardiness (Nowack, 1990) Coping Styles (Folkman and Lazarus, 1988 cited by Tobbin, 2001) were used to collect the data. Significant relationship between personality hardiness and coping styles was found among college teachers of Ludhiana District. Personality hardiness was also found to have significant relationship with various dimensions of coping styles (Problem focused Engagement, Emotion Focused engagement, Problem focused Disengagement, Emotion Focused Disengagement) among college teachers of Ludhiana District*

**Keywords-** Coping styles, Personality hardiness

Hardiness is a pattern of attitudes and skills that provides the courage and strategies to turn stressful circumstances from potential disasters into growth opportunities instead. As such hardiness is particularly relevant to stressful settings such as teaching. Hardiness develops in early childhood and is associated with optimism and stress resistance. It acts as a mediator in life stress and contributes to an individual ability to appraise and adapt to stressful situations and respond more effectively. Hardiness was associated with specific coping styles viz., confrontation, self controlling, accepting responsibility and escape-avoidance. High hardiness particularly commitment and challenge was associated with problem focused coping styles. By contrast low hardiness was associated with use of emotion-focused strategies. High hardiness particularly commitment a strong predictor of use of escape-avoidance was a significant predictor of coping styles. Kobasa (1979) described a pattern of personality characteristics that distinguished managers and executives who remained healthy under life stress, as compared to those who developed health problems. Conceptually, hardiness is defined as a constellation of personality characteristics that function as a resistance resource in the encounter with stressful life events (Kobasa, et al 1982). It was usually defined as a personality structure comprising the three related general dispositions of commitment, control, and challenge that functions as a resistance resource in the encounter with stressful conditions. The commitment disposition was defined as a tendency to involve oneself in the activities in life and having a genuine interest in and

curiosity about the surrounding world (activities, things, other people). The control disposition was defined as a tendency to believe and act as if one can influence the events taking place around oneself through one's own effort. Finally, the challenge disposition was defined as the belief that changes, rather than stability, is the normal mode of life and constitutes motivating opportunities for personal growth rather than threats to security. Hardiness as a combination of three attitudes (commitment, control, and challenge) that together provide the courage and motivation needed to turn stressful circumstances from potential calamities into opportunities for personal growth. Coping has been defined in psychological terms by Folkman and Lazarus (1980) as constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person" Beutler et.al. (2003) Coping style for example, ratings of externalization and internalization were ordered along a continuum and were based on the rated preponderance of actions that occur under conditions of environmental change. Lazarus and Folkman (1984) pointed out that coping is the process of managing taxing circumstances, expending effort to solve personal and 22 interpersonal problems and seeking to master, minimize, reduce, or tolerate stress and conflict. According to them, coping styles are cognitive and behavioural efforts to manage external and internal demands that are appraised as taxing or exceeding the resources of the person (Weiten and Lloyd, 2008) give three broad types of coping styles: Appraisal-focused, Problem-focused, and Emotion-focused. Typically, people use a

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mixture of all three types of coping styles. All these methods can prove useful, but some claim that those using problem-focused coping styles will adjust better to life. Problem-focused coping mechanisms may allow an individual greater perceived control over their problem, whereas emotion-focused coping may sometimes lead to a reduction in perceived control. Some studies find relationships among hardiness, and coping Styles among teachers in educational institutions. Hardiness and its components were hypothesized to be positively related to coping styles. High hardiness, particularly commitment and challenge, was associated with problem focused coping styles. By contrast, low hardiness was associated with emotion-focused strategies.

**OBJECTIVES OF THE STUDY**

1. To study the relationship between personality hardiness and coping styles of college teachers.
2. To study the relationship between personality hardiness and problem focused engagement coping styles of college teachers.
3. To study the relationship between personality hardiness and emotion focused engagement coping styles of college teachers.
4. To study the relationship between personality hardiness and problem focused disengagement coping styles of college teachers.
5. To study the relationship between personality hardiness and emotion focused disengagement coping styles of college teachers.

**METHOD**

**Sample**

In order to collect the data a sample of 100 college teachers (50 urban and 50 rural) belonging to degree and education colleges of Ludhiana was taken randomly.

**Procedure**

Descriptive method of research was employed for the present study as this method concerned with survey, describing and investigating the existing phenomenon or issues, conditions and relationship exists. This method enabled the researcher to study the relationship of Personality Hardiness and Coping Styles among college teachers. Scores on scale of Personality Hardiness and Coping Styles were collected.

**Measures**

For the purpose of present study Coping strategies developed by Folkman and Lazarus (1998 cited by Tobbin, 2001) was used.

Personality hardiness developed by Nowack (1990) was adapted by investigator according to Indian conditions. This scale is derived from Kobasa (1979) dimensions of Commitment, Control and Challenge.

**RESULTS AND DISCUSSION**

**Table 1** : Coefficient of Correlation between Personality Hardiness and Coping Style of College Teachers.

N	Coefficient of Correlation (r)
100	0.37**

Table 1 shows that the coefficient of correlation between personality hardiness and coping styles of college teachers as 0.27, which is positive and significant at 0.01 level. This indicates that personality hardiness and coping styles of college teachers are positively correlated. Therefore, hypothesis 1 : There exists significant relationship between personality hardiness and coping styles of college teachers stands accepted. Study conducted by Williams et al (1992) supported our results that Hardiness was positively related to adaptive coping variables and negatively related to maladaptive coping variables. Problem-focused, support-seeking, and avoidant coping were found to mediate the hardiness-illness relationship. Although these hardiness-coping relationships were partially independent of the influence of neuroticism, the relationship of both coping and hardiness with self-reported illness appeared to result from the common influence of neuroticism. Consistent with previous research, the commitment and control components correlated most consistently with coping variables, and predicted hardiness effects were most consistently demonstrated for males.

**Table 2** : Coefficient of Correlation between Personality Hardiness and Various dimensions coping styles of college teachers

Dimension	N	Coefficient of Correlation (r)
PFE	100	0.25**
EFE	100	0.30**
PFD	100	0.24**
EFD	100	0.27**

\*PFE- Problem focused engagement,

\* EFE- Emotion focused engagement

\*PFD- Problem focused disengagement,

\* EFD- Emotion focused disengagement

Table 2 show that the coefficient of correlation 'r' between personality hardiness and various dimensions of coping styles of college teachers

- The coefficient of correlation between personality hardiness and problem focused engagement coping styles of college teachers as 0.25, which is positive and significant at 0.01 levels. This indicates that personality hardiness and problem focused engagement coping styles of college teachers are positively correlated. Therefore, hypothesis 2 stating there exists significant relationship between hardiness and problem focused engagement coping styles of college teachers stands accepted.
- The coefficient of correlation between personality hardiness and emotion focused engagement coping styles of college teachers as 0.30, which is positive and significant at 0.01 levels. This indicates that personality hardiness and emotion focused engagement coping styles of college teachers are positively correlated. Therefore, hypothesis 3 stating there exists significant relationship between hardiness and problem focused engagement coping styles of college teachers stands accepted.
- The coefficient of correlation between personality hardiness and problem focused disengagement coping styles of college teachers as 0.24, which is positive and significant at 0.01 levels. This indicates that personality hardiness and problem focused disengagement coping styles of college teachers are positively correlated. Therefore, hypothesis 4 stating there exists significant relationship between hardiness and problem focused engagement coping styles of college teachers stands accepted.
- The coefficient of correlation between personality hardiness and emotion focused disengagement coping styles of college teachers as 0.27, which is positive and significant at 0.01 levels. This indicates that personality hardiness and emotion focused disengagement coping styles of college teachers are positively correlated. Therefore, hypothesis 5 stating there exists significant relationship between hardiness and emotion focused disengagement coping styles of college teachers stands accepted.

Study conducted by Boyle *et al* (1991) found the relation between personality hardiness, ways of coping; social support and burnout in college teacher's. Work-related and nonworking-related social support and hardiness were

negatively related to burnout. Emotion-focused coping was positively correlated with burnout but hardiness was negatively related to the use of emotion-focused coping and positively related to both types of social support. After controlling for working out time, social support, hardiness, emotion-focused coping and problem-focused coping accounted for 44% of the variance in burnout scores. One more study also supported the results as Hodges (2000) reported that hardiness of the college teachers is not significantly different in the gender, whether only child, urban or rural, subject, grade variables, but there is certain difference on the individual dimensions, college teachers of different hardiness have significant differences in the coping style and mental symptoms. Hardiness has significant correlation with the coping style and mental symptoms. Hardiness has positive correlation with the positive coping style, but negative correlation with the negative coping style and mental symptoms. The positive and negative coping style also can predict mental symptoms.

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