

Relationship between Self-Esteem and Psychological Hardiness in Adolescents: A Relation Design

Bahareh Ghalyanee^{1*}

ABSTRACT

Introduction: Self-esteem is highly important in terms of mental health and personality balance. Psychological hardiness is a general orientation toward self and the surrounding world. **Purpose:** This study has been done with the aim of investigating the relationship of self-esteem and psychological Hardiness in Adolescents. **Method:** This study with causal-comparative framework was done in domain of descriptive studies. Therefore eighty (N=70) persons from residents of region 2 and region 5 of Tehran city (ages of 18-35 with average age of 22.7) were selected by multiphasic cluster sampling. The method of data collection was through survey and to this aim two questionnaires of Psychological Hardiness (response rate=0.90) and self-esteem scale (response rate=0.91) were used. The data were analyzed by Pearson parametric correlation test and *F*-test. Moreover the qualitative data resulting from demographic evaluations were codified and analyzed by analysis instrument of qualitative data i.e. Atlas.ti-5.2. **Findings:** the findings resulted from data analysis represented that there is significant relationship between spiritual intelligence and marital satisfaction ($P<0.05$). **Conclusion:** the findings of this research can be relevant to mainstream research and is hoped to help find new windows of discovery and development.

Keywords: *Self-Esteem, Psychological Hardiness, A Relation Design*

One of the most important mental features which help individuals cope with ups and downs effectively and patiently and maintain their achieved abilities and values is "self-esteem" (Dianati, Dehkordi, Juybari, Moradi, 2012). Self-esteem is highly important in terms of mental health and personality balance (Brown and Turner, 2010). Self-esteem is an intellectual evaluation based on the fact that every individual is valuable and, on the contrary, an individual is valueless and unpleasant (Kazemi, 2015). Low self-esteem disturbs humans' balance and dynamism, weakens their performance, reduces their efficiency, and affects their learning and creativity in a negative way, which is accompanied by fear (Kazeneini, Rajabi, 2012).

¹ M.A in Counseling Psychology, Azad University of Abhar, Iran

*Responding Author

Relationship between Self-Esteem and Psychological Hardiness in Adolescents: A Relation Design

Psychological harness first was considered by Kobasa and it was recognized as collection composed of personality characteristics that in confrontation with stressful events of life can act as a source of resistance, such as a protective shield and those who are endowed with it can efficiently confront with problems and pressures in their life (Hagigi, Attari, Rahimi and Soleimani Nia, 2014). And it has been introduced as a moderator of the relationship between stress and disease (Karami et al, 2013). Using theories of existence, he describes hardiness a mixture of beliefs about self and world that is composed of the three components of commitment, control and confrontation and at the same time is a unit structure that is formed through the coherent and synchronous interplay of these interrelated elements (Maddi, Wadha and Haier, 2010). Confrontation is a belief that considers the changes of life as natural and positive. The person who is endowed with this believe, considers the positive or negative changes that are in need of readjustment as an opportunity to learn and grow more rather than a threat to his/her security and comfort, this kind of belief brings about cognitive flexibility and endurance of ambiguous and uncomfortable events and situations. Confrontation is the opposite point of threat or feeling of danger (Zhang, 2010). Psychological hardiness is a general orientation toward self and the surrounding world and includes three components of commitment, control and confrontation.

The sample size

With regard to the fact that the research method in the present study was a correlational one and in the correlational studies the size of sample should be between 10 to 40 subjects regarding each variable (Homan, 2010), 70 subjects were sampled in this study.

$$N = 2q = 2 \times 35 = 70$$

Ethical considerations

In this study, informed consent took place without any coercion, threat, enticement and seduction and the individuals were respected whether to refuse or accept to participate in the study. It was tried that the research method did not be in contradict with religious and cultural principles of the subjects and research participants in all stages of design, implementation and reporting of the study to be protected in terms of human dignity, respect and physical and mental integrity.

Instruments

-Psychological Hardiness questionnaire: This questionnaire has been made and validated by Kiamarathi, Najarian Mehrbizadeh Honarmand (1998) with the aim of providing a scale to measure psychological hardiness in Shahid Chamran University. This scale consists of 27 items and each item has four options as the following: "never", "rarely", "sometimes" and "often". In scoring for each item the values of 0, 1, 2, and 3 has been applied, respectively. The score range is in this questionnaire is from 0 to 81. Gaining a high score in this questionnaire shows a high psychological hardiness in person. Kiamarathi et al. calculated reliability coefficients of the questionnaire in two ways of test-retest and Cronbach's alpha as 84% and 76%, respectively.

Relationship between Self-Esteem and Psychological Hardiness in Adolescents: A Relation Design

Ghafuri et al. (2010) calculated the validity of this test by synchronous validation with the three criterion scales of public anxiety, depression questionnaire and self-actualization of Maslow. Coefficients were 65%, 67% and 62%, respectively. The reliability was calculated at the same time with definition of the construct of "psychological hardiness" that the obtained reliability was satisfactory.

-Rozenberg's Self-esteem scale: Rozenberg's self-esteem scale which was made by Rosenberg in 1965 and translated by Rajabi and Bohlul in 2008 measures general self-esteem and personal value. This scale included 10 general items which measure life satisfaction and having a good feeling about oneself (Safaralizadeh, Partoazam, and Habibpour, 2001). According to Bornet & Right (2002; according to Rajabi and Bohlul, 2008), Rozenberg's self-esteem scale (SES) is one of the most common scales for measuring self-esteem; and it is a well-recognized scale, because, for self-esteem, it uses a concept similar to the concept presented in psychological theories about oneself. SES has been formed in order to give a general image of positive and negative attitudes to oneself (Rosenberg, 1979, according to Bashlideh, Yousefi, Haghghi et al, 2013). Using Cronbach's alpha, Rosenberg reported the reliability of the questionnaire to be 0.89. This scale has stronger correlation coefficients than Cooper Smith's self-esteem questionnaire (SEI); and when measuring the levels of self-esteem, it has greater validity (Grifits et al, 1997, according to Rajabi and Bohlul, 2008). In order to perform this test, the scale was given to respondents; and the respondents were asked to announce their agreement or disagreement by selecting choices such as "I agree" or "I disagree". Rosenberg reported the reformation of the scale to be 0.9 and the scalability of the scale to be 0.7 (Makund Hosseini, 2014). Cronbach's alpha coefficient for this scale, in the first turn, was 0.87 for men and 0.86 for women; and in the second turn, it was 0.88 for men and 0.87 for women. The correlation of retest was in a range of 0.82 and 0.88, and internal consistency coefficient or Cronbach's alpha was in a range of 0.77 and 0.88 (Newton et al, 1999, according to Bashlideh, Yusefi, Haghghi et al, 2013). This scale had acceptable validity (0.77).

Data analysis

In this study with regard to the nature of study and reviewing the previous researches and with the aim of investigating the extent of correlation between self-esteem and psychological hardiness, with regard to type of scales, the parametric test of Pearson correlation was used.

METHOD

The present research was a causative comparative and correlation study in terms of descriptive designs. The study population included all 20-35 year-old persons in Tehran. The data in the present study were collected using a survey method and through questionnaires and clinical interviews in 2015. For this purpose, seventy (N = 70) persons were selected through random sampling method. The collected data were analyzed using Pearson correlation and t-test. In the first phase, the mentioned questionnaires were given to them. Then they were asked to complete

Relationship between Self-Esteem and Psychological Hardiness in Adolescents: A Relation Design

the questionnaire carefully and. After completing the questionnaires, they were accredited due to their participation in this research.

STATISTICAL INDEXES

Table 1: Demographic information regarding the variables of education and age

Variable	Variable	Frequency	Percentage
Level of education	Diploma	25	35.7
	Associate	16	22.9
	Bachelor	24	34.3
	Master	5	7.1
	Total	70	100
Age rage	20-24	25	35.7
	25-29	21	30.0
	30-34	16	22.9
	35-39	8	11.4
	Total	70	100

As shown in Table 1, regarding the demographic information about subjects in this study, the highest frequency in terms of educational level is at the level of diploma, 35.7 percent, and the lowest frequency is related to the graduate (Master of Art/ Science), 7.1 percent. The highest frequency of women's age in the range of 20 and 24 years old is 35.7 percent and the lowest frequency of women's age in the range of 35 to 39 years old is 11.4 percent. The obtained variation range from the highest frequency and lowest frequency of age in women is 17 that the highest frequency is 25 and the lowest frequency is 8 as shown in the Table 1.

Table 2: frequency and percentage of self-esteem and psychological hardiness

Variable	Rate	Frequency	Percentage	Mean	Std. D
self-esteem	High	11	15.7	2.37	0.749
	Medium	22	31.4		
	Low	37	52.9		
Total		70	100		
Psychological hardiness	High	42	58.6	1.41	0.496
	Medium	29	41.4		
	Low	0	0		
Total		70	100		

Kolmogorov Smirnov test

As you know, one of the pre-requisites of using parametric tests is normality of the distribution of research variables. In order to investigate the above pre-requisite Kolmogorov-Smirnov test was applied that the results are represented in table 3.

Table 3: results of Kolmogorov Smirnov test

Variable	Z	Sig.
self-esteem	0.83	0.49
Psychological hardiness	0.83	0.48

With respect to results of table 3, it can be concluded that the entire variables were normalized; therefore, parametric tests can be used to investigate the research hypotheses.

Table 5: results of Pearson test

Variable	Kind of correlation	correlation	direction	R ²	Sig.
self-esteem and psychological Hardiness	Pearson	0.60	Positive	0.36	0.04

With regard to above table and the extent of obtained correlation (0.60) it can be concluded that there is a meaningful relationship between self-esteem and psychological Hardiness.

DISCUSSION

The study that has just been considered has been conducted with the aim of evaluating the relationship between two variables of self-esteem and psychological Hardiness in Adolescents. The results showed that there is significant relationship between these two variables statistically. Hence hardiness and self-efficacy were found to be positively related to each other. Both the variables have certain common components. Since people high on hardiness have more problem-focused strategies and are higher on commitment, control and challenge, such people are likely to perceive themselves as self-efficacious. Because of higher perceived control, people high on hardiness do not tend to have feeling of helplessness in difficult circumstances. They have more persistence and motivation which results into self-efficacy. Hardiness and self-esteem were found to be positively correlated. People high on hardiness, because of their being highly motivated and committed are likely to be attaining more success and have positive experiences. These outcomes of hardiness enhance feeling of self-worth and self-esteem. People high on hardiness are able to cope up with stress better as they are able to reframe and reinterpret adverse experiences.

In this regard Najarian et al. (1988) concluded that there was a positive relationship between psychological hardiness with mental health and academic performance. Kiamarhi (1985) in his study obtained a negative correlation between psychological hardiness and subscale of somatization of SCI90 scale. Ismail Khani (1988) also in his research concluded that there was a positive relationship between self-actualization and psychological hardiness among students of Islamic Azad University of Ahvaz. Kalantar (1988) also concluded that there is a negative relationship between psychological hardiness and mental illnesses. That is the higher the

Relationship between Self-Esteem and Psychological Hardiness in Adolescents: A Relation Design

hardiness in person, the person is less likely to develop mental illness and the lower the score of hardiness, the more likely he will become ill Yarali (2000) in his study that was conducted upon 153 female teachers at high school levels in Shooshtar concluded that hardiness and its three components have a negative and significant correlation with psychological disorders such as anxiety, depression and somatization. In recognition of the importance of psychological hardiness as a crucial component in mental health, Lee (1991) in his study showed that long-term social adjustment had positive correlation with hardiness. Sheppard and Kashani (1991) in studying 150 adolescents showed that in stressful situations, adolescents who have higher hardiness, fewer psychological symptoms of illness are reported. Hard individuals mainly consider their life events as interesting, varied, instructive and challenging. The study that has just been considered has been conducted with the aim of evaluating the relationship between two variables of self-esteem and psychological Hardiness in Adolescents. The results showed that there is significant relationship between these two variables statistically.

LIMITATIONS OF THE STUDY

In the process of conduction, this study was together with some limitations that are as follows: 1) some of the participants were unwilling to participate in this study and since one of the requirements of this study was voluntary participation of patients, some of the patients didn't participate in this study.

CONFLICT OF INTERESTS

The author declared no conflict of interests.

ACKNOWLEDGMENTS

The author appreciates all those who participated in the study and helped to facilitate the research process.

REFERENCES

- Hagigi, j., Attari, E., Rahimi, S., & Soleimani Nia, L. (2014). (The relationship between hardiness and its components with mental health in undergraduate male university students. *Journal of Education Science and Psychology*, Shahid Chamran University, Ahvaz. 4) 3), pp. 181.
- Ismail Khani, F. (1994). Construction and Validation of a Scale to measure self-actualization and investigating its relationship with hardiness, A Master's Thesis in General Psychology, Islamic Azad University, Ahvaz Branch.
- Kalantar, J. (1998). Investigating the simple and multiple relationship of variables of psychological hardiness of type A personality and mental stresses with male students' diseases in the third year of the new course in Ahvaz, a Master's thesis in Educational Psychology, University of Shahid Chamran.

Relationship between Self-Esteem and Psychological Hardiness in Adolescents: A Relation Design

- Kiamarthy, A., Najarian, B., Mehrabi Zadeh Honarmand, M. (1998). Construction and Validation of a Scale to measure the psychological hardiness. *Journal of Psychology*, Issue 3.
- Maddi, S. R. Khoshaba, D.M. [Hardiness and Mental Health. *Journal of Personality Assessment*].2012, 63:2. PP: 244-65.
- Nakano, K(1990). Type A, hardiness and psychological stress. *Journal of behavioral*,9,537-548.
- Yarali, Kh. (2010). Simple and multiple relationships of psychological hardiness and social support with female teachers' mental and physical health in Shushtar, a Master's thesis in General Psychology, Islamic Azad University of Ahvaz.
- Zhang, L.F. (2010). Hardiness and the Big Five personality traits among Chinese university students. *Learning and Individual Differences*, 21(1), 109-113.

How to cite this article: B Ghalyanee (2016), Relationship between Self-Esteem and Psychological Hardiness in Adolescents: A Relation Design, *International Journal of Indian Psychology*, Volume 3, Issue 3, No. 10, DIP: 18.01.185/20160303, ISBN: 978-1-365-19879-3