COMPARATIVE STUDY OF PSYCHOLOGICAL HARDINESS AMONG ADOLESCENTS IN RELATION TO SOME DEMOGRAPHIC VARIABLES

Dr. Manminder Kaur
Asstt. Prof. B.C.M. College of Education, Ludhiana
me.manminder@gmail.com

ABSTRACT: The present study aimed to find out the significant differences between psychological hardiness among adolescents in relation to some demographic variables (gender, locale and type of school). Psychological Hardiness Scale by Dr. Arun Kumar Singh (2011) was used to collect the data. A sample of 200 adolescent (100 Boys, 100 Girls) from different government and private secondary schools of Ludhiana District were randomly selected for present study. The study revealed a significant difference between mean scores of adolescent boys and girls on the variable psychological hardiness. The results showed no significant difference between mean scores of urban and rural adolescents on the variable psychological hardiness. The study revealed a significant difference between mean scores of private and government school adolescents on the variable psychological hardiness.

Key Words: Psychological Hardiness, Adolescents, Gender, Locale and type of school

Goal of education is to ensure excellence improving the quality and relevance of each aspect of education. The school as a formal agency of education has certain goals usually referred as academic goals, practical goals concerned with meaningful living in a complex society along with a set of emotional and moral goals. On the other hand the individual moral goals are determined by many factors which play an interactive role to influence his success in life and contribution to society. Modern cyber era is full of competition. In this age everyone has developed a competitive zest to compete with others to achieve life goals. Amongst the various areas where people try to compete with others, the academic pursuit seems to emerge as the most important and relevant aspect of life where people try to do their best over others. The future of any country depends on the quality of young people, their motivation, their aspiration, and their character. In all such efforts there is the notion of excellence. Excellence in education has been of prime importance for their parent's teacher etc. Hence all school machinery along with the parents of school going children makes all efforts to create such an academic environment where excellence is nourished and developed.

Younger generations are the assets for the nation. The task of grooming them into mature and responsible personalities is crucial for national and societal development adolescent age needs special attention in the entries education process as the foundation for the larger personality is being laid down at this stage, Education is the pillar of whole knowledge and development of any individual Physical, Mental, Social, ethical and intellectual aspect. The chief task of education is above all, to shape man, or to guide the evolving dynamism through which man forms himself as a man. Education is that which makes one's life in harmony with all existence and thus enables the mind to find out that ultimate truth which emancipates us from the bondage of dust and gives us the wealth, not of things but of inner light, not of power, but of love, making this truth its own and giving expression of it.

PSYCHOLOGICAL HARDINESS

The construct of hardiness was first introduced by Kobasa (1979), who defined it as a resistance resource in the encounter with stressful situations. It is considered as a pattern of personality characteristics comprising three mutually related dispositions - commitment, control, and challenge.
Dimension of control is defined as a tendency to believe and act as if one can influence the life events through one’s own effort. Commitment refers to the tendency to involve oneself in the activities in life and have a genuine interest in and curiosity about the activities, things and other people, while challenge refers to the belief that changes in life are opportunities for personal growth. Individuals high on hardiness try to influence the outcomes of the life events, are actively engaged in them and, notwithstanding their positivity or negativity, try to learn something out of them. On the other hand, individual low on hardiness will be more likely to withdraw from some life circumstances and perceive them as more threatening (Maddi, 1999). It was proposed by KOBASA that hardiness was associate with the ability to believe in the values of one is and what one is doing and there by the tendency to Involve Oneself fully in many situations of the life including works, family, interpersonal relations and social institution.

KOBASA (1982) “Psychological Hardiness observed again the same executives. The high stress/ low – illness group remained healthier and retained their characteristics of commitment challenge and control, which were jointly named as psychological hardiness.”

BARTONE (2006) Views “psychological hardiness as construct with three mentioned components or attitudes that together make people able to turn stressful situation from potential throats into opportunities. Psychological hardiness is combination of adaptive personality traits which allows one to overcome stressful life events. It has come forward as important variables in psychological research.

**STATEMENT OF THE STUDY**

**PSYCHOLOGICAL HARDINESS AMONG ADOLESCENTS IN RELATION TO GENDER LOCALE AND TYPE OF SCHOOL**

**OPERATIONAL DEFINITIONS**

**PSYCHOLOGICAL HARDINESS:** Hardiness is a personality style, which is characterized (rather than alienation) and of central (rather than powerlessness) and perception of problems as challenges (rather than threats).

**OBJECTIVES OF THE STUDY**

1. To Study and compare the psychological hardiness of adolescent boys and girls.
2. To study and compare the psychological hardiness of adolescents of rural and urban area.
3. To study and compare the psychological hardiness of adolescents of Government and Private Schools.

**HYPOTHESES OF THE STUDY**

1. There exists no significant difference in psychological hardiness of adolescent boys and girls.
2. There exists no significant difference in the three dimensions (Commitment, Control and Challenge) of psychological hardiness among boys and girls.
3. There exists no significant difference in the psychological hardiness among adolescents of urban and rural area.
4. There exists no significant difference in the three dimensions (Commitment, Control and Challenge) of psychological hardiness among adolescents of urban and rural area.
5. There exists no significant difference in psychological hardiness of adolescents of private and government schools.
6. There exists no significant difference in the three dimensions (Commitment, Control and Challenge) of psychological hardiness of adolescents of private and government schools.

**TOOL USED**

In the present study the following tool was employed:

- Psychological Hardiness Scale by Dr. Arun Kumar Singh (2011)
SAMPLE
A sample of 200 adolescent (100 Boys, 100 Girls) from different government and private secondary schools of Ludhiana District were randomly selected for present study.

DESIGN OF THE STUDY
The present study is a descriptive survey which is conducted on 200 adolescents of Ludhiana district. The study is confined to single variable i.e. Psychological Hardiness. The study aimed to find out the difference between the mean scores of adolescents on the variable under study in terms of gender, locale and type of school.

NEED AND SIGNIFICANCE OF THE STUDY
In this busy world tension, stress, depression has arisen as major problem even in adolescents. It affects even the studies of students. Different factors affect the achievement of the child, such as home, environment, teacher’s methodology, social economic status, school infrastructure. The significance of the present investigation is to study the psychological hardiness among adolescents. These days’ adolescents are surrounded by a number of stressful situations. Achievement of students depends on its psychological hardiness. Some students are under active stress, some are normal, some are high achievers and some are low achievers. Some take the stress in a healthy way and some get depressed. In such situations it becomes important to understand child’s positive and negative traits.

The effects of hardiness on various outcomes have been investigated mostly in the work context. In one of the first studies dealing with this topic, Maddi and Kobasa (1984) tried to identify managers that proved to be successful when working in the stressful work conditions and to differentiate them from those who manifest problems at the individual as well as job level. Hardiness was found to be a key variable that differentiates these two groups of managers. Studies dealing with the effects of hardiness on health outcomes showed that hardiness is negatively related to physical symptoms in highly stressed individuals (Kobasa, 1979), and prospectively related to the lower probability of symptom appearance. Furthermore, the main effect of hardiness on subjective physical symptoms depends on the job stressfulness (Kobasa, Maddi, & Kahn, 1982). As psychological hardiness is an important element in the personality development of the adolescents. The researcher probed to find out the differences on the variable psychological hardiness among adolescents in terms of gender, locale and type of school.

DELIMITATIONS OF THE STUDY
1. The sample was drawn from adolescents of Ludhiana District.
2. The study was limited to 200 adolescents (100 boys and 100 girls)
3. The study was confirmed to Government and Private Co-education schools from rural and urban areas of Ludhiana District.

STATISTICAL TECHNIQUES USED
Descriptive statistics like mean, median and SD were calculated. To find out the differences between means t-test was employed.

REVIEW OF RELATED STUDY
Alma Azarian, Ali Asghar Farokhzadian and Elahe Habibi (2016) conducted a study with the aim of investigating the relationship between psychological hardiness with four indicators of depression, anxiety, anger, positive affect in women 20-35 years old residing in Rezvanshahr, a city in Guilan province, Iran. The present study was cross-sectional and it was conducted in the framework of a causal-comparative design in 2015 on a sample of 70 subjects (N = 70). The random sampling method was used to select subjects, and according to the nature of this research, the data collection method was a survey approach and in order to gather data the psychological hardiness questionnaire (response rate = 90%) and emotional control scale (response rate = 89%) were used. The Pearson correlation test was also used to analyze the data. Findings: The data analysis showed that there is a negative correlation between psychological hardiness and three components of depression, anxiety and anger and there is a direct correlation between psychological hardiness and the index of positive affect.
SIGNIFICANCE OF DIFFERENCE OF MEANS

To investigate the significance of difference between the means, if any, in Psychological Hardiness among adolescents in terms of gender (boys and girls), locale (rural and urban) and type of school (government and private) the adolescents were assessed in terms of their scores in Psychological Hardiness Scale by Dr. Arun Kumar Singh (2011) and t-test was employed.

Table 1: Significance of the difference between mean scores of Psychological Hardiness among adolescent boys and girls (N=200)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>SE_D</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Adolescent Boys</td>
<td>100</td>
<td>122.83</td>
<td>10.19</td>
<td>1.41</td>
<td>2.64**</td>
</tr>
<tr>
<td>2.</td>
<td>Adolescent Girls</td>
<td>100</td>
<td>119.11</td>
<td>9.75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant at 0.01 level

Table 1 revealed that
1. The mean scores of adolescent boys and girls on the variable psychological hardiness are 122.83 and 119.11 respectively and their standard deviation as 10.19 and 9.75 respectively. The t-ratio is 2.64 with df = 198 which is significant at .01 level of confidence. This revealed that there exists a significant difference between mean scores of boys and girl adolescents on the variable psychological hardiness. Therefore it may be concluded that gender plays a significant role in determining the psychological hardiness among adolescent boys and girls.

Further, the table revealed that the mean score of adolescent boys is higher than adolescent girls, it can be concluded that boys are psychologically hard than the adolescent girls. Therefore, the hypothesis 1 stating that there exists no significant difference in psychological hardiness of adolescent boys and girls is not accepted.

Table 2: Significance of difference between mean scores in various dimensions of Psychological Hardiness of adolescent boys and girls (N = 200)

<table>
<thead>
<tr>
<th>Dimension No.</th>
<th>Name of dimension</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>SE_D</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Commitment</td>
<td>Adolescent Boys</td>
<td>100</td>
<td>43.64</td>
<td>6.16</td>
<td>0.75</td>
<td>3.39**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adolescent Girls</td>
<td>100</td>
<td>41.1</td>
<td>4.23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Control</td>
<td>Adolescent Boys</td>
<td>100</td>
<td>37.33</td>
<td>5.25</td>
<td>0.70</td>
<td>2.13*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adolescent Girls</td>
<td>100</td>
<td>38.82</td>
<td>4.61</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Challenge</td>
<td>Adolescent Boys</td>
<td>100</td>
<td>41.62</td>
<td>5.83</td>
<td>0.81</td>
<td>2.86**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adolescent Girls</td>
<td>100</td>
<td>39.3</td>
<td>5.33</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.05 level
** Significant at 0.01 level

Table 2 revealed that
The mean scores of adolescent boys and girls on the first dimension of psychological hardiness i.e Commitment are 43.64 and 41.1 respectively and their standard deviations are 6.16 and 4.23 respectively. The t-ratio is 3.39 with df = 198 which is significant at .01 level of confidence.
This revealed that a significant difference exists between mean scores of adolescent boys and girls on the dimension Commitment of Psychological Hardiness. The mean scores of adolescent boys and girls on the second dimension of psychological hardiness i.e Control are 37.33 and 38.82 respectively and their standard deviations are 5.25 and 4.61 respectively. The t-ratio is 2.13 with df = 198 which is significant at .05 level of confidence. This revealed that a significant difference exists between mean scores of adolescent boys and girls on the dimension Control of Psychological Hardiness.

The mean scores of adolescent boys and girls on the third dimension of psychological hardiness i.e Challenge are 41.61 and 39.3 respectively and their standard deviations are 5.83 and 5.33 respectively. The t-ratio is 2.86 with df = 198 which is significant at .01 level of confidence. This revealed that a significant difference exists between mean scores of adolescent boys and girls on the dimension Challenge of Psychological Hardiness. Therefore, the hypothesis stating that there exists no significant difference in the three dimensions (Commitment, Control and Challenge) of psychological hardiness among adolescent boys and girls is not accepted.

Table 3: Significance of the difference between mean scores of Psychological Hardiness among adolescents of urban and rural area; (N=200)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>SE_D</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Urban Adolescents</td>
<td>100</td>
<td>119.11</td>
<td>9.99</td>
<td>1.67</td>
<td>1.29ns</td>
</tr>
<tr>
<td>2.</td>
<td>Rural Adolescents</td>
<td>100</td>
<td>116.95</td>
<td>13.54</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 revealed that

The mean scores of urban and rural adolescents on the variable psychological hardiness are 119.11 and 116.95 respectively and their standard deviation as 9.99 and 13.54 respectively. The t-ratio is 1.29 with df = 198 which is not significant at .05 level of confidence. This revealed that there exists no significant difference between mean scores of urban and rural adolescents on the variable psychological hardiness. Therefore the hypothesis stating that there exists no significant difference in the psychological hardiness among adolescents of rural and urban area stands accepted.

Significance of the difference between mean scores of different dimensions of Psychological Hardiness among adolescents of rural and urban area (N=200)

<table>
<thead>
<tr>
<th>Dimension No.</th>
<th>Name of dimension</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>SE_D</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Commitment</td>
<td>Urban Adolescents</td>
<td>100</td>
<td>41.05</td>
<td>4.59</td>
<td>0.76</td>
<td>1.10ns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rural Adolescents</td>
<td>100</td>
<td>40.21</td>
<td>6.12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Control</td>
<td>Urban Adolescents</td>
<td>100</td>
<td>38.54</td>
<td>5.60</td>
<td>0.75</td>
<td>0.93ns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rural Adolescents</td>
<td>100</td>
<td>37.84</td>
<td>5.12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Challenge</td>
<td>Urban Adolescents</td>
<td>100</td>
<td>39.51</td>
<td>5.35</td>
<td>0.88</td>
<td>1.07ns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rural Adolescents</td>
<td>100</td>
<td>38.57</td>
<td>6.95</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 revealed that

The mean scores of adolescents from urban and rural areas on the first dimension i.e Commitment of psychological hardiness are 41.05 and 40.21 respectively and their standard deviations are 4.59 and 6.12 respectively. The t-ratio is 1.10 with df = 198 which is not significant at .05 level of confidence. This revealed that there exists no significant difference between mean scores of adolescent from rural and urban areas on the dimension Commitment of Psychological Hardiness.
The mean scores of adolescents from urban and rural areas on the second dimension i.e Control of psychological hardiness are 38.54 and 37.84 respectively and their standard deviations are 5.60 and 5.12 respectively. The t-ratio is 0.93 with df =198 which is not significant at .05 level of confidence. This revealed that there exists no significant difference between mean scores of adolescent from urban and rural areas on the dimension Control of Psychological Hardiness.

The mean scores of adolescents from urban and rural areas on the second dimension i.e Control of psychological hardiness are 39.51 and 38.57 respectively and their standard deviations are 5.35 and 6.95 respectively. The t-ratio is 1.07 with df =198 which is not significant at .05 level of confidence. This revealed that there exists no significant difference between mean scores of adolescent from urban and rural areas on the dimension Challenge of Psychological Hardiness.

Therefore the hypothesis 4 stating that there exists no significant difference in the three dimensions (Commitment, Control and Challenge) of psychological hardiness among adolescents of urban and rural areas stands accepted.

Table 5: Significance of the difference between mean scores of Psychological Hardiness of adolescents of government and private schools (N=200)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>SE</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Private School Adolescents</td>
<td>100</td>
<td>119.90</td>
<td>12.67</td>
<td>1.82</td>
<td>4.36**</td>
</tr>
<tr>
<td>2.</td>
<td>Government School Adolescents</td>
<td>100</td>
<td>111.96</td>
<td>13.09</td>
<td>1.82</td>
<td></td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

Table 4.5 revealed that

The mean scores of private and government school adolescents on the variable psychological hardiness are 119.90 and 111.96 respectively and their standard deviation as 12.67 and 13.09 respectively. The t-ratio is 4.36 with df =198 which is significant at .01 level of confidence. This revealed that there exists a significant difference between mean scores of private and government school adolescents on the variable psychological hardiness.

Further, the table revealed that the mean score of adolescents from private schools is higher than adolescents from government schools, it can be concluded that private school adolescents are psychologically harder than the adolescents from the government school. Therefore, the hypothesis 5 stating that there exists no significant difference in the psychological hardiness of adolescents of government and private schools is not accepted.

Significance of the difference between mean scores in different dimensions of Psychological Hardiness among adolescents of government and private schools (N = 200)

<table>
<thead>
<tr>
<th>Dimension No.</th>
<th>Name of dimension</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>SE</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Commitment</td>
<td>Private School Adolescents</td>
<td>100</td>
<td>41.84</td>
<td>5.98</td>
<td>0.87</td>
<td>4.45**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Government School Adolescents</td>
<td>100</td>
<td>37.97</td>
<td>6.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Control</td>
<td>Private School Adolescents</td>
<td>100</td>
<td>38.47</td>
<td>5.46</td>
<td>0.78</td>
<td>2.37*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Government School Adolescents</td>
<td>100</td>
<td>36.62</td>
<td>5.60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Challenge</td>
<td>Private School Adolescents</td>
<td>100</td>
<td>40.82</td>
<td>5.95</td>
<td>0.87</td>
<td>4.52**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Government School Adolescents</td>
<td>100</td>
<td>36.88</td>
<td>6.39</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.05 level

** Significant at 0.01 level
Table 6 revealed that

- The mean scores of adolescents from private and government schools on the first dimension i.e. Commitment of psychological hardiness are 41.84 and 37.97 respectively and their standard deviations are 5.98 and 6.33 respectively. The t-ratio is 4.45 with df=198 which is significant at .01 level of confidence. This revealed that there exists a significant difference between mean scores of adolescent private and government schools on the dimension Commitment of Psychological Hardiness. The mean scores of adolescents from private and government schools on the second dimension i.e Control of psychological hardiness are 38.47 and 36.62 respectively and their standard deviations are 5.46 and 5.60 respectively. The t-ratio is 2.37 with df=198 which is significant at .05 level of confidence. This revealed that there exists a significant difference between mean scores of adolescent private and government schools on the dimension Control of Psychological Hardiness. The mean scores of adolescents from private and government schools on the third dimension i.e Challenge of psychological hardiness are 40.82 and 36.88 respectively and their standard deviations are 5.95 and 6.35 respectively. The t-ratio is 4.52 with df=198 which is significant at .01 level of confidence. This revealed that there exists a significant difference between mean scores of adolescent from private and government schools on the dimension Challenge of Psychological Hardiness. Therefore the hypothesis stating that there exists no significant difference in the three dimensions (Commitment, Control and Challenge) of psychological hardiness among adolescents of from private and government schools is not accepted.

CONCLUSIONS

The following conclusions were drawn from the analysis and interpretation of the data:

- A significant difference was found between mean scores of adolescent boys and girls on the variable psychological hardiness. As the mean score of adolescent boys was found to be higher than adolescent girls, it can be concluded that boys are psychologically hardy than the adolescent girls.
- A significant difference exists between mean scores of adolescent boys and girls on the dimensions Commitment, Control, Challenge of Psychological Hardiness.
- No significant difference was found between mean scores of urban and rural adolescents on the variable psychological hardiness.
- There exists no significant difference between mean scores of rural and urban areas on the dimension Commitment, Control, Challenge of Psychological Hardiness.
- There exists a significant difference between mean scores of private and government school adolescents on the variable psychological hardiness. There exists a significant difference between mean scores of adolescent private and government schools on the dimension Commitment, Control, Challenge of Psychological Hardiness.

EDUCATIONAL IMPLICATIONS

The results of the present study revealed significant differences in the psychological hardness among the adolescents. The study further revealed that boys are found to be psychological hardy than the adolescent girls. The reason may be that boys in the society are given freedom than the girls and they are permitted to participate in all the spheres of their interest that may lead them towards hardness. The study further revealed differences in the three dimensions i.e. commitment, control and challenge. Out of three dimensions boys were found to be hardy on commitment and challenge dimension. Boys with hardness, enjoy challenge. They generally see themselves as capable of change and expect life around them to change. On the other hand girls mean score was found to be higher than boys revealing that girls show controlled behaviors.

The study further revealed no difference in terms of rural and urban adolescents on the variable psychological hardiness. So, it can be concluded that locale does not affect the hardness of adolescents. The results of the study revealed that private and government adolescents also differ on the variable psychological hardness. It is further concluded that adolescents from the private schools were found hardy than the adolescents from government schools. They also differ in all the three dimensions i.e. commitment, control and challenge.
On all the three dimensions, private school adolescents were found to be hardy than their counterparts. It may be concluded that the results are so as these adolescents got the opportunities better than the government school adolescents. The students should be provided counseling sessions for stress management in order to reduces its impact on mental health and academic achievement of the students.

Orientation programmed may be held in schools from time to time where experts from different walks of life can be introduced to the adolescents and lectures and discussions targeted towards the major problems aroused due to the psychological weakness of the adolescents can be held. Counseling is now a day’s getting its due significance in the schools. But still a lot is required to be done in this regard. A counseling corner must be setup in each and every school where students can discuss their problems freely and have important directions and information from the counselor. The counselor must also be a man with adequate qualification and expertise so that he/she could solve their problems. Once the problems of the adolescents are decreased, their psychological hardness will naturally rise. The students should be given proper training for time management so that they are able to utilize the time in proper manner leading to be better self-regulatory practices and less stress and become harder.

Parents Teachers Associations (PTA) should be held from time to time not only for discussion the overall functional policies of the school, but a good discussion should be made on rapid growth of the problems faced by adolescents such as level of depression, anxiety and frustration in every sitting. Plans made in Parent Teacher Associations must be scrupulously implemented and through follow up should be done. Techniques like co-operative learning group discussions, brain storming session, team teaching can also to be successful in giving good insight into adolescents’ behavior and providing them instruction to share their common problem themselves and find out the best kind of reaction to it. Once they learn to develop the right approach towards their problem frustration level automatically will decrease resulting in a balanced and socially productive personality.

It is also very helpful to know about the psychological hardness of adolescents on the basis of gender and type of school to help the parents and teachers to know how to help the adolescents to become psychological hardy. The training of hardness can help school students in building attitudes and managing resources with adversity to advantage. Taken together the three components of psychological hardness provide the motivation and confidence to look to the future to find meaning in life rather repeating the past. Often in coaching one finds that small changes can have a big impact. This is one of the basic tenets of the type of solution-focused coaching that is practiced. For this, innovative practices and various teaching learning strategies can be used to deal with the adolescents.

**SUGGESTIONS FOR FURTHER RESEARCH**

1. The present study was conducted on 200 adolescent Children. It is therefore suggested that this similar study may be conducted on a larger samples, so that the result obtained may be more reliable.
2. The present investigation was confined to Ludhiana district only. A similar study may be conducted to other cities and districts of states.
3. The present investigation was undertaken on school adolescents. This study can be further extended to the college students, pupil teachers and teachers of school and colleges.
4. The study may be conducted by taking other variables like social skills, family environment, emotional intelligence, social maturity and their relationship with psychological hardness.
5. The present study was confined to find at the difference in psychological hardness of boys and girls, private and govt., rural and urban adolescents. Similar study may be conducted to find out the difference in psychological hardness of adolescents of working and non-working mothers as well as adolescents of nuclear and joint family.
REFERENCES


WEBSITE
http://abhinavjournal.com/journal index.phd/issn-2277-1182
http://www.resachate.com.net/profile
http://www.home.cogeo.ca%60mmdilts/social maturity.html -37k-
http://www.purposedrivencamp.com/social maturity.html-20k.s