

# **RESILIENCE AMONG EARLY ADULTS IN RELATION TO THEIR PERSONALITY AND COPING STYLES**

A Dissertation Submitted to the School of Arts and Languages

**For The Award of the Degree of  
MASTER OF ARTS in PSYCHOLOGY**



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## **CERTIFICATE**

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## **DECLARATION**

I hereby declare that work entitled “**RESILIENCE AMONG EARLY ADULTS IN RELATION TO THEIR PERSONALITY AND COPING STYLES**” has been carried out by me under the supervision of Dr. Radhika Gupta, Assistant Professor, Department of Psychology, Lovely Professional University, and Phagwara. No part of this dissertation has formed the basis for the award of any degree or fellowship previously.

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## **ACKNOWLEDGEMENT**

I find it difficult to suitably express my deepest sense of gratitude to almighty for the god completion of my dissertation project work in time. It gives me immense pleasure to express my humble thanks to authorities of Lovely Professional University for providing all necessary facilities in conducting the dissertation programme. My deep sense of gratitude is towards my supervisor **Dr. Radhika Gupta, Assistant Professor, Department of Psychology, Lovely Professional University** without whose guidance it would have been difficult to reach the goal, I achieved. I am very much thankful to the Students of Department of Social science, Management, Science and Engineering of Lovely Professional University, for their kind co-operation, valuable support, and encouragement in the conduction of this dissertation.

I express my sincere regards, love and appreciation to my grandparents, my father Mr. Anil Kumar Pahwa rather, my mother Sunita Pahwa, my brother Hitesh Pahwa and Abhishek Pahwa who always encouraged me and were there for me in my good and bad times. Thanks to my entire dear and near ones for their blessing, good wishes, affection and constant encouragement, which have been the source of inspiration throughout the course of my present study.

I am sincerely thankful to Dr. Shweta, Mr. Senthil Kumaran J, Dr. Syed Ahmed Shah, and Dr. Komal Rai, Faculty members, Department of Psychology, Lovely Professional University for their encouragement and proper guidance that made this task interesting and purposeful. I am also thankful to my classmates for their unflinching co-operation and support.

I also present my acknowledgement to Ms. Amritpal Kaur, Ms. Amreena Javid, Ms. Madhavi Batra, and Ms. Rafia Rashid, who were always there to help me. At last but not the least I am very

Thankful to Mr. Senthil Kumaran J. who stood by my side in all the highs and lows that I faced.

**(Heena Pahwa)**

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## **ABSTRACT**

Every day, young adults are exposed to situations which arouse crisis and trauma. They encounter various personal and educational challenges, experience conflict with parents and peers and also face the uncertainties of the future. These events can cause young children to feel vulnerable, worried, fearful, sad, frustrated, or lonely. Avoiding life's challenges completely is not possible, but developing the skills to deal with them effectively is possible. So, young adults need to develop the resilience which is defined as a set of qualities that helps a person to withstand many of the negative effects of adversity. Resilience is not only about surviving difficult times, but is about being able to thrive despite adversity. By being resilient, young people can grow and develop new skills as a result of dealing with challenges. In order to examine this crucial matter, the present study is an attempt to explore the role of personality and coping styles in the development of resilience among young adults. This study adapts survey research design and using stratified random sampling, 160 students from various faculties of Lovely Professional University was selected. t-ratios and Pearson product moment correlation were used to analyze the data. The results showed that males and females significantly differ from each other in terms of their personality, coping styles and resilience. The results also revealed a high correlation of resilience with personality and coping styles.

# INTRODUCTION

Human life is a continue process. An individual under goes many situations in life. A person suffers or enjoys the moments that come in his life. Everyday cannot be the same. There are some good days or bad days. But the important thing is how we face the problem or distress in our life. Life is always difficult for those who don't know how to handle the situation. Resilience is a tool for human beings which can be effective in the situations where we found ourselves hopeless.

Resilience is our ability to adapt and bounce back when things don't go as planned. Resilient people don't dwell on failures; they acknowledge the situation, learn from their mistakes, and then move forward. While there are multiple definitions of resilience, all definitions of resilience hold two fundamental features, firstly, that an individual has experienced some level of risk and secondly, that they have achieved positive outcome (Masten & Powel, 2003). Masten (2001) defines resilience as “children who achieve good outcomes in spite of serious threats to adaptation of development. “A resilient person always comes up with a positive attitude. Resilience is even seen in a child as well as in adult.

“Resiliency is defined as the capability of a system to maintain its functions and structure in the face of internal and external change and to degrade gracefully when it must” (Allenby and Fink 2005). Resilience focuses on the abilities of the individuals. It defines the path to adapt to the situation and bounce back from it. The reason behind it is that the person gain strength and consciousness in response to the situation of stress and trauma. If the person has a positive attitude no one can stop him, but if not then anybody can press him.

It is our perception that influences and determines our life. People fall, they stand, and they work and get back on their feet again. This is called as resilience. We come across many observations in our life which tells us how resilience plays a role in our life. This ability reflects its effects for the those who have lost someone special in one's life, for those who is surviving in the world, for those who want to raise above their status and do something big, for those who have missed their by an inch and much more.

Resilience can be seen in children, teenagers, adults, as well as in old person. It don't have any specific from, it is just like computer software. A computer cannot work without software but we cannot see the software. Similarly, resilience is the basic driving force behind the way we live our life. The personality of the person which decides a major part of reactions towards stress and discomfort is considered as the basic fundamental for study of resilience. For example if we take a soldier and a common man and we leave then in a jungle to survive. Then we know that a soldier who has been trained to such conditions will be able to survive easily but a common man will have to suffer for the survival. It is our environment or our experience which make us able to handle the situations. The mental health of a person effects the way he responds the stressful situation. If a person is mentally and physically fit, one can resolve any problem.

If a person is resilient, attentive and courageous then he can achieve remarkable things in life. We can take the example of the people who suffered the attacks of 9/11 in America. These attacks pulled many of the countrymen to a level that it almost seemed impossible to recover. But people there perceived it in a different way. They believed that now they have to start from the beginning. They thought differently, they worked hard and they were able to come out of that tragedy. This is the power of mind and thoughts. We have to be extraordinary than being ordinary.

Resilient children & young people are better able to resist stress and adversity, to cope with change and uncertainty, and recover more rapidly and completely from traumatic events. They can experience problems and difficulties without developing long-term disorders. How we view adversity and stress strongly affects how we succeed, and this is one of the most important reasons that having a resilient mindset is so important. The fact is that we're going to fail from time to time: it's an inevitable part of living that we make mistakes and occasionally fall flat on our faces. The only way to avoid this is to live a shuttered and meager existence, never trying anything new or taking a risk. Instead, we should have the courage to go after our dreams, despite the very real risk that we'll fail in some way or other.



Being resilient means that when we do fail, we bounce back, we have the strength to learn the lessons we need to learn, and we can move on to bigger and better things. Overall, resilience gives us the power to overcome setbacks, so that we can live the life we have always imagined.

Characteristics of resilience:

1. Optimism: Those who are extremely optimistic tend to show greater resilience, which has implications for cognitive therapies that enhance a patient's positive view of his or her options, thereby increasing optimism.
2. Altruism: Those who were resilient often found that helping others was one way to handle extreme stress, which can also be used therapeutically as a recovery tool.
3. Having a moral compass or set of beliefs that cannot be shattered.
4. Faith and spirituality. For some, prayer was a daily ritual, although others were not at all involved or interested in religion.
5. Humor: Know how to reframe situations and experiences. Be able to laugh at your own self.
6. Having a role model: Many people with role models draw strength from this. For treatment, using a role model, role modeling, or helping someone discover a role model can be beneficial.
7. Social supports: Having contact with others who can be trusted, either family or friend, with whom one can share most difficult thoughts was important in recovery.
8. Facing fear or leaving one's comfort zone.
9. Having a mission or meaning in life.
10. Training: One can train to become a resilient person or to develop resilience by experience in meeting and overcoming challenges.

The reality is that resilient people experience most of the problems that non-resilient people experience. The major difference between a resilient and a non-resilient person is how quickly resilient people recover from failures and setbacks in their life. If physical fitness is the speed with which you can recover from physical stress, resilience is the speed with which you can bounce back from psychological stress. Resilient and truly happy people understand the meaning of “good enough”. They know when to stop and enjoy what they have achieved without being disappointed about how they can improve something even better. Resilient people are aware of the situation, their own emotional reactions and the behavior of those around them. In order to manage feelings, it is essential to understand what is causing them and why. By remaining aware, resilient people can maintain their control of the situation and think of new ways to tackle problems.

There are several factors which can help in building our resilience. First is experience the experiences we have throughout life that contribute to our resilience, amongst which are challenges, education, our awakening awareness of factors affecting our and other people’s lives, and role models, such as parents and teachers. And then the second is skills that the skills in identifying purpose, planning and organizing our lives at home and at work our expertise in certain topics or hobbies that turn into a passion for the subject our ability to resolve problems and challenges and our ability to play games for fun and enjoyment. And then the third is interaction means that our ability to interact and communicate with others to survive and grow, with ability to engage with others, understanding that reciprocal support is essential to achieving our interests our ability to act appropriately in different contexts, and our understanding that we need to be an attractor for people to engage with us effectively. This all adds to confidence. Forth is relationship means that our understanding of who is important to us, and how strong the relationship is our ability to generate commitment and trust within relationships, using style such as transaction, transformation and adaptive techniques. An explanation of these terms is found in the appendix. Last is human capital means that the accumulated skills, knowledge and experience acquired throughout life that with our personal sense of worth, esteem and confidence. Our capital is built from economic, cultural, political, and social factors. An explanation of these terms is found in the appendix.

## **Importance of resilience**

The world faces unprecedented challenges to community resilience and environmental sustainability. Climate change, population growth, the passage of peak oil, economic volatility and violent conflict all threaten the survival of populations and environments around the world. It is now particularly among populations, that human communities are able to adapt to the challenges of the 21st century by developing resilience through the application of locally-based, resource efficient, sustainable approaches to disaster risk reduction and crisis response.

A number of specific future demands a resilience approach the Population growth may threaten sustainable livelihoods systems in both rural and urban areas, prompting population migration and violent conflict over resources And the Rapid population migration to urban areas, may place stress upon existing food economies and undermine sustainable livelihoods systems in cities and the Climate change may increase threats of food insecurity, water insecurity, natural disaster and environmental collapse, particularly for vulnerable communities living in marginal environments.

Understanding the ways in which resilience is interpersonally constructed maybe particularly important because nearly all stressful experiences are shared, either directly or indirectly, with others. For example, over 85% of adults who experienced Significant adversity reported that their negative experiences occurred in their family of Origin prior to the age of 18 (And et al., 2006). For these individuals, their response to Stressful events was filtered through their family interaction, creating a climate in which their personal resiliency had the potential to either thrive or diminish (Zautra ET al.2010). In addition to the filter of family interaction relevant to the experience of Adversity, other close relationships across the lifespan are likely to help to explain the Development and maintenance of resilience.

Specifically, marital relationships may be Especially important in understanding resilience because of the degree of relational Closeness reported by married partners (Aron, Aron, & Smollen, 1992), and the

Likelihood that married partners cope with stress together (Bozeman, 2005). Even when adversity is experienced prior to the marital relationship, the process of coping with stress and making sense of the adverse experience often continues for years (Zautra et al., 2010). Additionally, the development of one's own family through Marriage may bring up past adverse family experiences from one's family of origin, thus reintroducing the need to manage and cope with these experiences (Luecken & Gress, 2010).

There are two approaches of studying resilience, which have been categorized (with occasionally varying terminology) as *person focused* studies and *variable-focused* studies (Luther and Cushing, 1999; Masten, 2001). The first approach seeks to identify children or adults who have adapted well under high-stress conditions, as well as those who have experienced problems in adaptation. The groups are compared to determine the causes of success and the underlying protective and the ability processes that contribute to these outcomes. These research projects include longitudinal studies that track a cohort of participants over several years or even decades (e.g., Hetherington et al, 1992; Jessor, Donovan, & Costa, 1991; Werner & Smith, 1992; Wyman et al, 1999). The studies accumulate comprehensive accounts of significant events in the participants' lives, and administer psychological batteries, scales, and interviews at intervals of several years. Multiple areas of risk, coping, and competence are typically studied. Substance use is usually one set of behaviors that is examined as part of the participants' patterns of adjustment.

The study of resilience is closely tied to research on stress and coping in adolescents (Ayers, Sandler, & Twohey, 1998) significant stressors in young people's lives. The resilience perspective encourages us to examine what the behavior's specific adaptive value might be for a given adolescent in the heightened stress. For example, many adolescents report that smoking serves powerful mood regulation functions, including calming them down, releasing stress, and inducing feelings of self-control (Lloyd, Lucas, Holland, McGrellis, & Arnold, 1998).

Resilience theory also suggests that whenever possible, programs should incorporate goals pertaining to interpersonal and community supports in addition to the competencies of the individual child. Braverman, Meyers, and Bloomberg (1994) recommended that youth programs should focus on fostering

known protective factors such as youth-adult attachments and meaningful participation in community activities.

In his summary of nearly five decades of resilience research, Luthar(2006) concluded that, “Resilience rests, fundamentally, on relationships” .Because most negative events have a social component, it seems likely that Communication in close interpersonal relationships plays a significant role in Developing a resilient response to stressful events across the lifespan. The distinction between the personality characteristic of resilience Outcome of resilience alludes to the considerable debate as to whether the ability to overcome adversity is best considered as a process, a trait, or an outcome. Although there are likely benefits to all three perspectives, Zautra and his colleagues (2010) argue convincingly for defining resilience as an outcome of successful adaptation. Specifically, the identification of resilient processes, genes, or characteristics is only salient if functional outcomes are reached after the experience of adversity. In other Words, understanding the path to resilience becomes significantly less important if the Outcome of resilience is never achieved. In this way, positioning resilience as an

Outcome is ideal because it acknowledges that there are both internal and external Influences throughout the process of developing resilience, but ultimately shifts the Focus of inquiry to resilience as a sustained outcome (Buzzanell, 2010; Richardson, 2002). Considering resilience as an outcome introduces two important aspects of Resilience inquiry that help to bridge the path between adversity and resilience recovery and sustainability.

Adults with abuse and neglect histories also exhibit increased rates of psychopathology, sexual difficulties, decreased self-esteem, and interpersonal problems (Mullen et al., 1996).Research has specifically found that they are more likely to have higher lifetime rates of anxiety disorders and mood disorders (Brown, Cohen, Johnson, & Smailes, 1999; Collis haw et al., 2007;MacMillan et al., 2001), alcohol abuse/dependence (Malinosky-Rummell & Hansen, 1993),antisocial behavior (Brown et al., 1999; MacMillan, 2001), delinquency (Arata et al., 2005),aggression (Prino & Peyrot, 1994), and promiscuity/sexual risk-taking (Briere & Runtz, 1990).They are also at greater risk for unemployment,

family job loss, low family incomes, poverty, being on Medicaid, and not having any health insurance at all (Zielinski, 2009). In general, it appears that the effects of childhood abuse and neglect are “long lasting, extending well beyond adolescence into the adult years. College attendance has been increasingly viewed as a normative developmental task for youth in the United States.

According to the National Center for Education Statistics (2010a), 69% of high school seniors enrolled in either a two or four year college for the fall semester immediately following completion of high school in 2008. This rate was up from 62% in 2001, 67% in 1997, and 50% in 1980. According to the Association of American Colleges and Universities (2002), “possession of a college degree today means substantially what a high school diploma meant a hundred years ago; it is the passport to most careers, and without it, people can find themselves trapped in unrewarding jobs.

Research indicates that individuals with high school degrees earn substantially less than their college-graduated peers (\$626 per week for those with a high school degree versus \$1,025 per week for those with a bachelor’s degree; Bureau of Labor Statistics, 2010) and they also face higher unemployment rates (9.7% for high school graduates versus 5.2% for college graduates; Bureau of Labor Statistics, 2010). More and more adolescents and young adults are pursuing postsecondary degrees and college attendance has become a common and even culturally-anticipated occurrence that has known associations with positive financial and occupational outcomes (Association of American Colleges and Universities, 2010). In sum, going to college is widely seen as a new standard of education for young adults living in the United State.

There are a number of programs designed to develop, nurture and teach resilience skills. For examples, the American Psychological Association has developed a training program called the Road to Resilience which trains students to develop Resilience or “strengthen the mental muscle that everyone has,” using “bounce back “Strategies.

## **Benefits of resilience**

## **Physical Health**

The first reason you should work to become more resilient is that the positive moods that you'll enjoy more of when you become more resilient are really good for your health. Researcher suggests that the positive emotions (happiness, contentment, joy, etc.) are associated with healthy immune system functioning. Conversely, the negative emotions are associated with weaker immune function, greater production of stress hormones such as Cortisol, and greater incidence of illnesses. These findings suggest that how you habitually feel is much related to how vigorously you can resist illness.

## **Emotional resilience**

Positive emotions benefit your social health as well as your physical health. Sharing of positive emotions with others helps to bond people together, creating and maintaining strong, healthy, and caring relationships. Caring relationships, in turn, provide social support which nourishes further emotional resilience, and positive feeling states. It is a circular, self-reinforcing movement towards health. The better you feel, and the more you share that positive feeling with others, the more you are able to draw upon the relationships you create through that sharing to create further positive feelings.

## **Happiness Resilience**

Happiness is elusive for many people. The vast majority of us are raised to think that obtaining material things will make us happy. Food clothing and shelter are not enough to satisfy. For example, once you purchase the house you've been saving for, you start thinking about furniture you want to buy or how the landscaping needs to change. Each desire, once satisfied, gives birth to new desires in an endless progression. The more we buy into the idea that we'll be happy when we have enough of the right sort of possessions, the more trapped we become. We become jealous of people who have more than we do, and we risk bankruptcy to pay for things with credit we can't afford. The more 'stuff' we desire, the less happy we are.

The attitudes that underlie emotional resilience are powerful because they enable people who subscribe to them to cope with great efficiency and effectiveness. It's not really that emotionally resilient people know more or better coping skills than do non-resilient people. It's more that they are better able to apply the coping skills that they do know than are non-resilient people. Consider, if you will, that the first principle of coping successfully is to believe that it is possible to cope. Resilient people believe that they have the potential for control over their lives; they believe that they can influence their situation. Non-resilient people tend not to share this belief, and consequently their stress-coping efforts don't fare as well. People don't work at coping when they don't believe that coping can help.

Stress is stressful precisely because it is a source of negative emotions: depression, anxiety, and anger. These negative emotions exert a powerful influence over perception. While you are experiencing negative emotions it can easily seem that there is no way to resist them. Depression, for example, often feels like it is a permanent condition that must simply be experienced that nothing can be done to make it go away. Though this perception of being helpless in the face of negative emotion is seductive, it is not necessarily true. It is possible to consciously influence and change one's negative moods to more positive moods. Simply deciding to exercise (physically) when feeling stressed can temporarily lift one's mood, for instance. Rationally challenging negatively-exaggerated perceptions is another effective method for lifting one's mood. It is in fact, quite possible to think or act one's self into a better mood. Resilient people understand this intuitively. For the rest of us, there is a scientific explanation as to how this is possible.



## **Relationship of Resilience with Coping Styles**

Coping styles are commonly termed coping strategies or coping skills. Unconscious and non-consciousness strategies are generally excluded. There are three types Problem focused coping, Emotional focused coping and Avoidance focused coping. Coping styles is an important part of life. If we have a positive approach towards the situation then result are always good for the person and the things around. But if we have negative approach towards the situation then it is as harmful as a timer bomber which can explode any time. Problem-focused coping targets the causes of stress in practical ways which tackles the problem or stressful situation that is causing stress, consequently directly reducing the stress. Emotion-focused coping involves trying to reduce the negative emotional responses associated with stress such as embarrassment, fear, anxiety, depression, excitement and frustration. Avoidance focused coping this may be the only realistic option when the source of stress is outside the person's control. Avoidance coping include modifying or eliminating the conditions that gave rise to the problem and changing the perception of an experience in a way that neutralizes the problem Coping styles is an important part of life. If we have a positive approach towards the situation then result are always good for the person and the things around. But if we have negative approach towards the situation then it is as harmful as a time bomb which can explode any time.

## **Relationship of Resilience with Personality**

Personality is one of the strongest predictor of resilience. According to Big Model, personality can be categorized into 5 dimensions such as neuroticism openness, agreeable, conscientiousness. Extraversion refers to individuals tendency to conversableness, sociability & assertive. Agreeableness refers to warmness, friendly behavior, kindness and sympathy in social interactions which prevent interpersonal conflicts. Conscientiousness points out trust worthiness as well as willfulness. Neuroticism shows individual difference on the extent of anxiety depression, anger, shame, feelings, worry and insecurity. Finally, openness refers to individual's difference in intelligence, interest and creativity.

## **STATEMENT OF THE PROBLEM**

Many students face adversity and challenge in their life. The adverse life events may range from academic poor performance to conflicts in relationship. The students have to do a lot of efforts in order to satisfy the demands of personal and education sector. Only few students can achieve their targets. It is hard for the students to bounce back from adverse life events, especially in academic settings. It is essential for the young adults who are in the age of stress and pressure to play the game of life transition without losing their personal resources. By equipping the students with the resilience, young people can grow and develop new skills and can deal with the challenges of life effectively. Personality and coping styles are conceptualized to be the better predictors of resilience. Difference in personality and varied coping styles can have a direct influence on the resilience of an individual. So, this study is intended at evaluating the resilience of students in relation to their personality and coping styles.



**Chapter II**



**REVIEW OF LITERATURE**

# REVIEW OF THE LITERATURE

The concept of resilience has always been a major area of interest to researcher and working in the field of Psychology. There has been a continuous effort by the researchers in defining and exploring the characteristics associated with resilience. A brief review of the relevant studies based on the available

For convenience these studies have been summarized under the following headings:

1. Resilience and Personality

2. Resilience and Coping Style

Resilience is considered to be a dynamic ‘process’ that manifests itself in response to life circumstances and individual personality profiles, and is a marker of wellbeing and a psychologically mature personality (Richardson, 2002; Tempiski, Martins & Paro, 2006). The search for appropriate ways to assess resilience as an individual trait has been prominent in personality research since the 1950. However, when resilience has been considered along with measures of personality, some studies fail to find that resilience adds any information beyond what is measured by standard personality tests like the Five Factor Model (Waaktaar & Torgersen, 2010), while other studies do find that resilience adds information to personality (Friborg et al., 2005). Therefore, we seek in this paper to see how well personality is able to account for resilience and measures of its components

Laura, Sharon, & Murray, (2006) conducted the research on resilience. They investigated the relationship of resilience with personality and coping style in a sample of college students. Resilience was negatively associated with neuroticism and positively related to extraversion and consciousness.

Fribrog, Barlaug, Martinussen, Rosenvine, & Hjemdal (2005) did a cross sectional study to the relationship between the big five personally traits (neuroticism, extraversions, openness, agreeable,

conscientiousness) and psychological resilience. Results have revealed that there is a significant co-relation between personality and resilience. Conscientiousness was found to be the best prediction of resilience.

Laura, Sharon, & Murray (2006) investigated the relationship of resilience and coping styles and stress. They found that reliance in youth act as a buffer against adult stress.

Basely, Thompson & Davison (2003) investigated the relationship of resilience and coping style. They found that coping style have direct impact on measures of psychological distress and adverse life events.

Weidong, & Wang, (2012) studied the relationship between resilience and coping styles in middle school. Resilience had significant difference between male and female students. The resilience was positively correlated with two factors of coping style, but negatively correlated with the other factor in coping style.

Stoeber & Janssen (2011) examine the benefits of positive reframing as an adaptive strategy. Their research focused on the issue of perfectionism and the benefits of cognitively reframing negative attitudes by questioning the perfectionist expectation and criticism. This is another pathway into opening up new ways of thinking that solve problems by erasing the thoughts that are creating the problem. Recently there has also been interesting evidence that resilience can indicate a capacity to resist a sharp decline in functioning even though a person temporarily appears to get worse (Castro & Murray, 2010).

Chang, Lam, Catherine (2007) investigated the resilient influences of gender-related personality traits and coping flexibility on the relations between life event stress and psychosocial adjustment in a sample of 291 Chinese young adults. Multiple outcomes were separately examined with regression analysis. The interaction effects explained 5% of the unique variance in the psychological distress model and 4% of the unique variance in the interpersonal functioning model beyond the main effects. Coping flexibility tended to reduce the associations between life event stress and depression. Furthermore, masculinity buffered the link between life event stress and interpersonal functioning. The three-way interaction

masculinity  $\times$  femininity  $\times$  stress also predicted additional unique variance in interpersonal functioning, which indicates that non-gender-typed respondents showed greater resilience to recent life stress than did their gender-typed counterparts. Implications of these findings are discussed.

Stein, Cohan & Sills (2006) investigated the relationship of resilience to personality traits, coping styles, and psychiatric symptoms in a sample of college students. Measures included the Connor-Davidson Resilience Scale, NEO Five Factor Inventory, and Coping Inventory for Stressful Situations, and Brief Symptom Inventory. Results supported hypotheses regarding the relationship of resilience to personality dimensions and coping styles. Resilience was negatively associated with neuroticism, and positively related to extraversion and conscientiousness. Coping styles also predicted variance in resilience above and beyond the contributions of these personality traits. Task-oriented coping was positively related to resilience, and mediated the relationship between conscientiousness and resilience. Emotion-oriented coping was associated with low resilience. Finally, resilience was shown to moderate the relationship between a form of childhood maltreatment (emotional neglect) and current psychiatric symptoms. These results augment the literature that seeks to better define resilience and provide evidence for the construct validity of the Connor-Davidson Resilience Scale.

Annalakshmi (2008) investigated the Resilience is the ability to spring back from adversity and successfully adapt to it. The present study examined the plausible differences between high and low resilient individuals on their personality traits in terms of needs. The sample consisted of 155 young adult graduates whose age ranged from 20 to 25 years. There were 75 females and 80 males in the sample. Resilience scale for adults and personality Research Form were used to assess resilience and personality traits of the subjects respectively. Criterion groups on Resilience were formed for studying the relationship between resilience and various personality traits. Findings of One-way ANOVA suggest that the criterion groups differed significantly in Affiliation, Cognitive Structure, Dominance, Endurance, Exhibition, Impulsivity, Nurturance and Understanding. Discriminant analysis revealed that Exhibition, Impulsivity and Understanding predicted over 67% of the variance in resilience.

Terrier, Wood , Gooding& Johnson (2009) investigated the aimed to explore whether positive self-appraisals buffered individuals from suicidality in the face of stressful life events.there are 78 participants who reported experiencing some degree of suicidality were recruited from a student population. They completed a battery of questionnaires including measures of suicidality, stressful life events and positive self-appraisals. And the result is Positive self-appraisals moderated the association between stressful life events and suicidality. For those reporting moderate or high levels of positive self-appraisals, raised incidence of stressful life events did not lead to increases in suicidality.

Reza (2010) investigated the relationship of personality dispositions, cognitive and decision making styles with resilience of management students. A sample of 130 students was selected randomly between the age group of 20 -25 years from a management faculty in Tehran. The tests used in the study are resilience inventory, cognitive style inventory and decision making inventory. Results showed that resilience has a positive association with thinking personality type whereas, it has shown inverse relationship with feeling-personality type. Furthermore, the systematic and intuitive-cognitive styles have shown positive correlation with resilience. Behavioral-decision style has found negative association with resilience. Finally, the systematic-cognitive style has shown significant influence on resilience. The study concludes with the implication of resilience in the business world and approaches to enhance resilience in the management students.

Reyes and Jason (1993) found that educationally resilient students significantly reported more satisfaction with their school sites when compared to their peers. Additionally, interviews with these students also revealed that educationally resilient students were less likely to report that they were approached to join a gang. Lastly, researchers did not find a difference between these two groups when comparing socioeconomic status, parent-student involvement, or parent supervision.

Shirazi, Khan, (2011)found that the independent t-test showed that there is significant difference between two groups“ i.e. Indian students have higher mean scores and showed greater problem focused, emotion focused and avoidance focused coping strategies in comparison to their Iranian counterparts. The

results of two-way ANOVA showed that in problem focused, emotion focused and avoidance focused coping strategies there is not a statistically significant main effect for gender. Also, interaction effect of gender and country in problem focused and emotion focused are not statistically significant, but in avoidance focused coping strategies, interaction effect statistically significant. Indian male and female have reported higher scores on Avoidance focused Coping Strategies in comparison of Iranian male and female. Also, Iranian males have reported higher scores on Avoidance focused Coping Strategies in comparison of Iranian females.

Campbell et al (2006) showed that copying skills have been significant effect in predicting resilience in the sample of study case under study. Especially, problem-focused coping style had a positive and significant relation with resilience.

Stayovski and Zimmerman's (2006) study that using resilience approach makes concept framework to study supportive and effective factors in drug abuse. Therefore, it is to improve resilience in people through identifying resilience characteristics such as copying responses and its reformation and strengthening. Consequently, resilience can be an effective component in preparation or preventing drug abuse.

Pieterneel Dijkstra , Dick P.H. Barelds, Femke Buwalda(2014) examined the relationship between personality characteristics and the fear of blushing and the Results showed that, among adults, fear of blushing was best predicted by Structure, whereas, among children, fear of blushing was best predicted by Neuroticism. When comparing the two samples, children reported more fear of blushing than adults, whereas across samples, females reported more fear of blushing than males.

Gonzalez and Padilla (1997) found that resilient students reported significantly higher perceptions of family and peer support, teacher feedback, positive connections to school, value placed on school, and



peer belonging. Using academic grades as an indicator for academic resilience, researchers found that the sole significant predictor of educational resilience was a student's sense of belonging in school.

Kelly and Dorsey (2013) examined the relationship between resilience and the facets of personality in college students and members of Greek letter organization. The study found that more than half of the variance in resilience can be explained by the facets of personality. The facets of personality were better predictors of resilience than using the Big Five Factors of personality alone. Individuals who were members of Greek letter organizations displayed higher levels of extraversion than those college students who were not members. Although much of resilience can be predicted from personality traits, they do appear to be separate constructs at this time.

Ungar, Michael (2014) found that the relationship between resilience and engagement of youth with adults is discussed as a way to show that resilience is not an individual quality, but instead a quality of the interaction between individuals and their environments. The benefits of youth-adult partnerships are realized for marginalized youth when specific conditions that promote interactions that contribute to resilience are created.

Jimmy, Vivian and Lou (2012) investigated the study of study demonstrated that family-oriented and relationship-focused resilience at the cognitive, self and personality, and social relations levels played significant roles in helping the Chinese older adults overcome their high risk of loneliness. Developing and maintaining dynamic daily rhythms that can integrate family-oriented and relationship-focused coping strategies at the cognitive and social levels are recommended.

Murray, Sharan, Laura (2006) investigated the relationship of resilience to personality traits, coping styles, and psychiatric symptoms in a sample of college students. Measures included the Connor-Davidson Resilience Scale, NEO Five Factor Inventory, and Coping Inventory for Stressful Situations, and Brief Symptom Inventory. Results supported hypotheses regarding the relationship of resilience to personality dimensions and coping styles. Resilience was negatively associated with neuroticism, and

positively related to extraversion and conscientiousness. Coping styles also predicted variance in resilience above and beyond the contributions of these personality traits. Task-oriented coping was positively related to resilience, and mediated the relationship between conscientiousness and resilience. Emotion-oriented coping was associated with low resilience. Finally, resilience was shown to moderate the relationship between a form of childhood maltreatment (emotional neglect) and current psychiatric symptoms.

Esquivel, Doll and Oades-Sese (2011) reminded us that effective schools according to research in resilience “minimize the risk and adversity to their students to the maximum degree possible, maximize protective factors available to their students through whatever means, and take whatever means and steps necessary to intervene early and boldly when students show early evidence of social or emotional disturbances or disorders.

Lee, ngee (2011) the study examined the negative life events experienced by female and male respondents and how they cope with their challenges. A total of 428 youths (between 16-25 years old) participated in this study. Results showed that there seemed to be differences in the types of negative life events experienced by both female and male respondents. Female respondents seemed to be slightly more affected with emotional problems whereas male respondents seemed to be more prone to substance abuse and truancy. The mean scores of coping abilities of the respondents as a whole were generally fair ( $M = 3.37, SD = .38$ ) with respondents reporting higher mean scores in Problem-Focused than Non-Productive Coping. The author concludes that individuals, who construe positive aspects of their experience, are better adjusted to problems and thus reflect their sustainability to meeting challenges in today’s world.

Chan (2000) conducted a study to examine the effect of hardiness in reducing psychological distress through positive cognitive appraisals and adaptive coping on 245 Chinese secondary school students in Hong Kong. These students were from Form 4 to Form 6 (age 13-18 years). Hardiness, life events, coping strategies, and psychological distress were assessed. It was found that although high resilient students, compared to low resilient students, did not appraise positive events as having greater impact. They

perceived that negative events had significantly lesser impact. In addition, low resilient students reported using passive and avoidant coping strategies significantly more frequently than high resilient students.

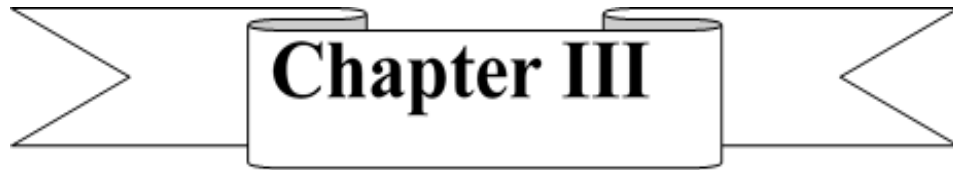
Lim (2002) investigated the use of coping strategies and the differences in personality traits between 147 students of high and low risk in academic failure in a typical neighborhood school. The study found that there were significant differences in the use of coping strategies between students of high and low risk of academic failure. High-risk students were found to have significantly lower scores on adaptive coping strategies than students of low risk of academic failure, particularly in adaptive beliefs such as perceived academic competency, positive self-esteem and learning goal orientation. In general, adaptive coping strategies seem to be positively related with resilient personality traits that are in essence positive affective states such as emotional stability, self-control, self-discipline and low anxiety.

Nettles, Mucherach, and Jones (2000) studies that the influence of social resources such as parent, teacher, and school support on students' resilience. They found that access to social resources, such as caring parents, participation in extracurricular activities, and supportive teachers were beneficial to students' academic achievement. In their own research with 75 fourth- and fifth-grade students, they found that students' perceived exposure to violence had a significant negative impact on their mathematics and reading achievement, while teacher support had a positive impact on mathematics achievement. Students' perceptions of stressful life events, however, did not have a significant effect on achievement.

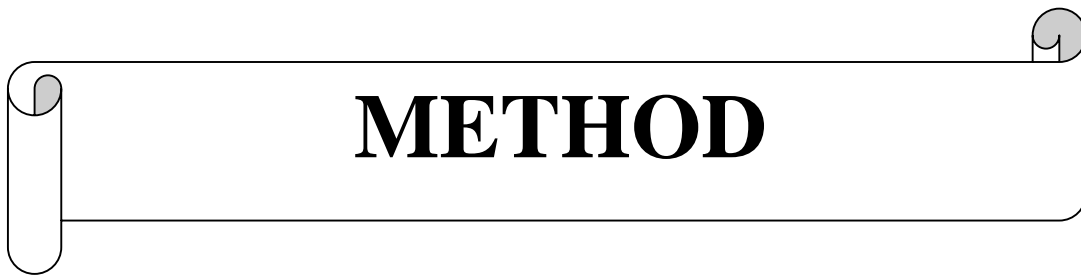
Adams, Linda (2006) investigated the protective factors that contribute to resilience in lesbian, gay and bisexual young adults. Age of self-identifying as a sexual minority and the relationship of resilience to degree of suicidal ideation and number of suicide attempts were also examined. The findings suggest that there are unique protective factors contributing to resilience in lesbian, gay and bisexual individuals. Positive LGB identity development, support from family, age of self-identification, and being out to the world as a lesbian, gay man, or bisexual person are significantly correlated with being resilient. Areas for future research include why not being out in certain situations contributes to being resilient and why the of age of self-identifying as gay, lesbian, or bisexual contributes to being more resilient. The results of this

study can be utilized by clinicians, program developers, and school administrators to develop clinical approaches and community programs to increase resilience in LGB youth, adolescents, and young adults.

Bokharey, Ahmed (2013) The aim of the research was to investigate resilience and coping strategies in the patients with conversion disorder and general medical conditions and to compare the findings of both the group The Results of the independent sample *t*-test indicated that the trait resilience of the patients with general medical conditions was higher than that of the patients with conversion disorder. Moreover, among all the types of coping strategies, the patients with conversion disorder were using avoidance-focused coping strategies more than the patients with general medical conditions. Furthermore, the patients with general medical conditions were using active focused coping strategies more than the patients with conversion disorder.



**Chapter III**



**METHOD**

## **Research design**

The course of this study first was to select the sampling group to carry out the study. In this case, sample includes a group of adolescents of the age 18-25 years. The study then included the selection of the appropriate methods like scales to access the variables to be measured. Following the assessment of the variables, a right statistical approach was taken to authenticate the results for their significance. At last, the proposed hypothesis as well as the old literature was crosschecked with the original results to elucidate the purposeful result. This chapter is organized under following headings.

3.1 Sample

3.2 Psychological measures

3.3 Administration of Psychological Measures

3.4 Statistical Analyses

### **3.1 SAMPLE**

In the present study, a sample of 160 young adults (80 male and 80 female) in the age range of 18-25 years was taken in which there were 80 males and 80 females. The frequency distributions, means and standard deviations of age for both males and females are presented below.

**Table 3.1: Distribution among Age of Males and Females along with frequency.**

<b>Young Adult Males</b>	
Age (in years)	Frequency
18	0
19	2
20	11
21	18
22	19
23	17
24	12
25	1
N	80

<b>Young Adult Females</b>	
Age (in years)	Frequency
18	0
19	8
20	14
21	16
22	18
23	21
24	3
25	0
N	80

### **3.2 PSYCHOLOGICAL MEASURES**

Following tests were used in the present study to collect the required information from the subjects.

A brief description of the tests is given below-

#### **3.2.1 Coping inventory for stressful situation (CISS)**

-Endler and Parker, (1997)

### **3.2.2 Ten Item Personality Inventory (TIPI)**

- Gosling, S. D., Rentfrow, P. J., & Swann, W. B. (2003)

### **3.2.3 Modified CD RISC**

- Dong, et. al (2013)

### **3.2.1 Coping inventory for stressful situation (CISS) -Ender and Parkley**

Coping inventory for stressful situations is the shortened Version developed by Ender and Parker which is having three dimensions namely task focused coping, Emotional Focus Coping and problem focused coping. The CISS comprises 21 items, each involving the selection of one of five option that are different for each them. And there are under the sub scales.

1. Task coping: The task coping means that the direct action to alter the situation itself to reduce the amount of stress it evokes. For assessing task coping there were 7 items in the inventory.
2. Emotional oriented coping: The emotional oriented coping means that it trying to reduce the negative emotional responses associated with stress such as embarrassment, fear, anxiety, depression, excitement and frustration. For assessing task coping there were 7 items in the inventory.
3. Avoidance coping: avoidance-oriented coping includes strategies such as avoiding the situation, denying its existence, or losing hope. For assessing task coping there were 7 items in the inventory.

### **Psychometric properties**

Validity of coping styles

In order to assess the fit of the theoretical supposed three-factor structure and the factor invariance of the CISS-21 in a younger target group and in adolescents and young adults with and without chronic digestive disorders, confirmatory factor analysis was applied, following the procedure of Rahim and Magner.



Confirmatory factor analysis is a powerful method of investigating the construct validity of a scale. In the present study confirmatory analysis was performed with the LISREL 8 computer package.

Reliability: Good internal consistency coefficients have been found for the task-oriented (~a  $\alpha$  .78–.87), emotional (~a  $\alpha$  .78–.87), and avoidant (~a  $\alpha$  .70–.80) subscales (Endler & Parker, 1994, 1999; Endler, Speer, Johnson, & Flett, 2000).

### **3 Ten Item Personality Inventory (TIPI) - Gosling, S. D., Rentfrow, P. J., & Swann, W. B. (2003).**

The ten item personality inventory was developed by - Gosling, S. D., Rentfrow, P. J., & Swann, W. B. (2003). There are 10 items having 7 points rating (1=disagree strongly to 7 =agree strongly) . The factor structure used by the TIPI is described below under sub scales. There are the five sub scales:

1. Openness: Openness is characterized by originality, curiosity, and ingenuity.
2. Conscientiousness: Conscientiousness is characterized by orderliness, responsibility, and dependability.
3. Extraversion: Extraversion is characterized by talkativeness, assertiveness, and energy.
4. Agreeableness: Agreeableness is characterized by good-naturedness, cooperativeness, and trust.
5. Emotional Stability: Neuroticism is characterized by upset ability and is the polar opposite of emotional stability. This factor is sometimes scored in the opposite direction and referred to as Emotional Stability.

### **Psychometrics properties**

Although somewhat inferior to standard multi-item instruments, the instruments reached adequate levels in terms of: (a) convergence with widely used Big-Five measures in self, observer, and peer reports, (b) test- retest reliability, (c) patterns of predicted external correlates, and (d) convergence between self and observer ratings. .

1. Recode the reverse-scored items (i.e., recode a 7 with a 1, a 6 with a 2, a 5 with a 3, etc.). The reverse scored items are 2, 4, 6, 8, & 10.

2. Take the average of the two items (the standard item and the recoded reverse-scored item) that make up each scale.

Example using the Extraversion scale: A participant has scores of 5 on item 1 (Extraverted, enthusiastic) and 2 on item 6 (Reserved, quiet). First, recode the reverse-scored item (i.e., item 6), replacing the 2 with a 6. Second, take the average of the score for item 1 and the (recoded) score for item 6. So the TIPI Extraversion scale score would be:  $(5 + 6)/2 = 5.5$

**3.2.3 Modified CD RISC - Dong. et. al (2013)** the resilience questionnaire has been derived from the resilience. The resilience scale comprises 25 items, each involving the selection of one to five option that are different for each item.

### **Psychometric properties**

Validity:

The CD-RISC has been used and validated across several groups, including South African and Chinese adolescents, Korean students, firefighters, nurses, and Indian students. In addition to being validated across various groups, these studies also looked at factor structure of the 26-item resilience survey. Though the studies conducted among Chinese adolescents and Korean students found that the five-factor model of the original CD-RISC was reproducible, studies conducted in India, South Africa, Australia, and the United States did not concur. The evaluation among Indian students confirmed four factors: hardiness, optimism, resource-fullness, and purpose.

Reliability:

Internal consistency was evaluated by Cronbach's alpha, with a value of 0.94, demonstrating excellent internal consistency.

### **3.3 ADMINISTRATION OF PSYCHOLOGICAL MEASURES**

A rapport was established with the subjects before administrating the tests. The subjects were assured that the information was being collected from four different schools of and would be kept confidential. The tests were administrated to students from four different schools of Lovely Professional University during their free period. The instructions were provided to students as based on manuals

#### **Objectives:**

Keeping in mind the nature and aim of present study, the following objectives were framed:

1. To study the gender differences on resilience, personality and coping style.
2. To study the relationship between resilience of students and their personality.
3. To study the relationship between resilience of students and their coping styles.

#### **Hypotheses:**

On the basis of previous studies and theoretical consideration, following hypotheses were frame:

1. There will be a significant gender differences on resilience, personality and coping styles.
2. There will be a significant relationship between resilience and personality.
3. There will be a significant relationship between resilience and coping styles.

### **3.4 STATISTICAL ANALYSES**

Various parametric and non-parametric statistical techniques were used keeping in mind the objectives of the study.

- (1) t-test was applied to study the gender differences on resilience, personality and coping style.
- (2) Pearson product moment correlation coefficients were computed to study the relationship of resilience with other variables in the study.



**Chapter IV**



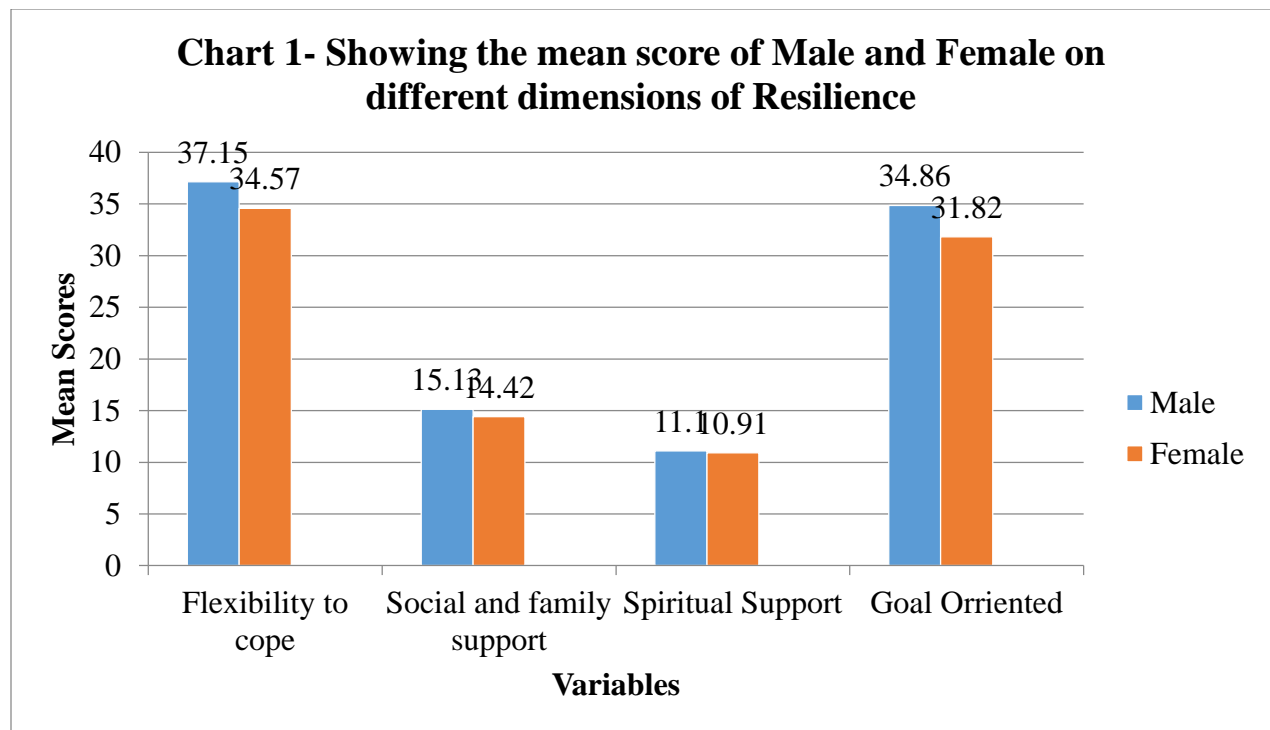
**Results, Discussion and  
Conclusion**

## Differences between Means – t-Ratios (Gender Differences)

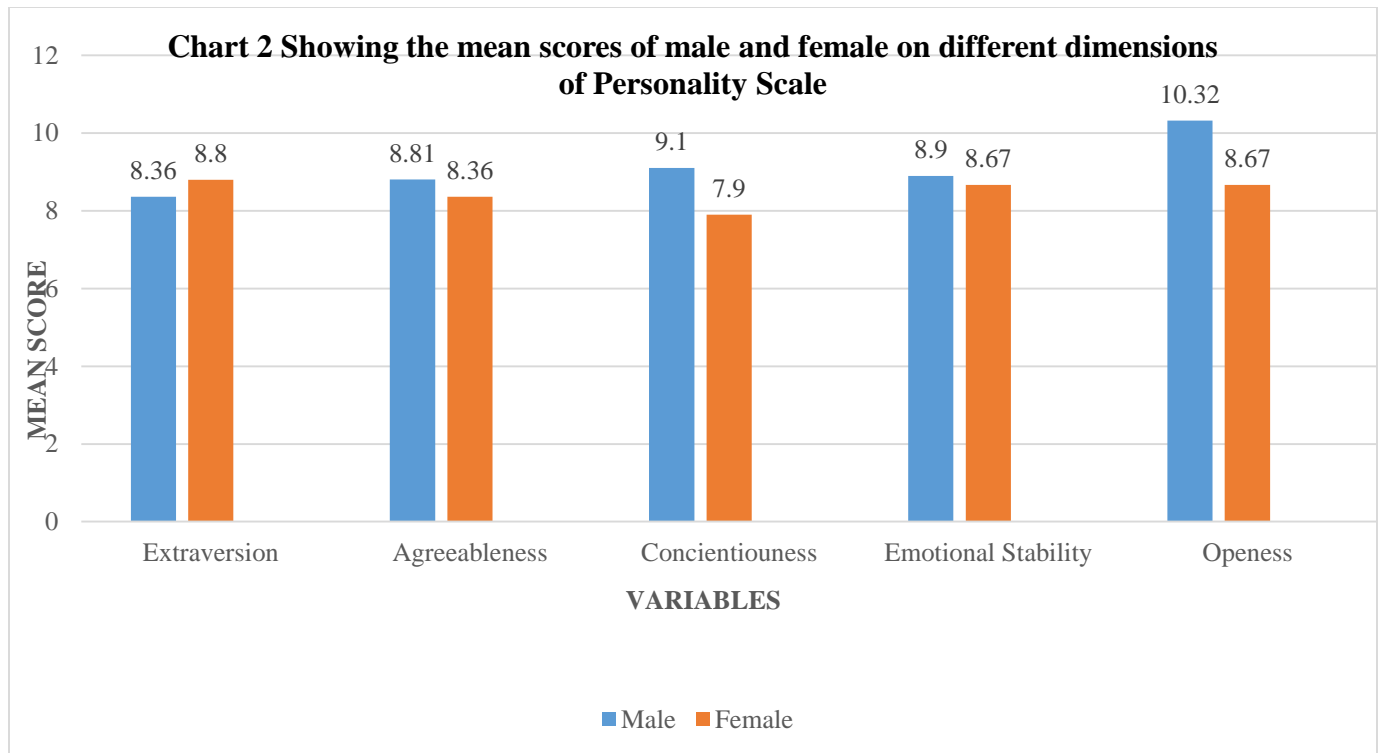
One of the objectives of the research was to study the gender difference in resilience gaining process. For this purpose t-ratio analysis was used to know any significant differences in the males and females regarding their development of resilience. Table no 1 shows the means, standard deviations, and t-ratios of all the measured variables for both the males and females. Table no 1 representations of t-ratios of all the variables included in the study have been presented.

Sl. No.	Variables	Mean Score Males	Mean Score Females	S.D Males	S.D. Females	t- value
1	Flexibility to cope	37.15	6.51	34.57	4.88	2.827*
2	Social and family support	15.13	2.61	14.42	2.27	1.839
3	Spiritual support	11.10	2.23	10.91	2.10	.547
4	Goal oriented life	34.86	5.75	31.82	4.19	3.814*
5	Total resilience	98.25	14.87	91.73	10.62	3.186*
6	Extraversion	8.36	2.60	8.80	2.71	1.041
7	Agreeableness	8.81	2.66	8.36	2.26	1.151
8	Conscientiousness	9.01	2.89	7.90	2.85	2.449*
9	Emotional stability	8.90	2.93	8.67	2.57	.516
10	Openness	10.32	2.88	8.67	2.88	3.775*
11	Task coping	24.18	4.99	23.06	3.53	1.645
12	Emotional-oriented coping	21.40	4.69	21.60	3.73	0.298
13	Avoidance coping	21.98	4.56	22.02	3.69	0.057

It is observed from the Table no 1 that males and females significantly differ from each other on total resilience ( $t(160) = 3.18, p < .05$ ) and the two sub dimensions of the resilience i.e. flexibility to cope ( $t(160) = 2.83, p < 0.5$ ) and the goal oriented life ( $t(160) = 3.814, p < 0.5$ )



( $X=18.25$ ) have higher mean score on resilience than girls ( $X=91.73$ ). It suggests that males have the higher capacity to adapt and bounce back when things don't go as planned. Males are more able to recover from failures and setbacks in life. Sarwar, khan and Anwar (2010) also found that males are more resilient as compare to females. A further perusal of the table No. 1 shows that males are more flexible to cope (Males=37.15; Females=34.57) and have more goal oriented life (Male=34.86; Females  $X=31.86$ ). Due to higher levels of flexibility to cope and higher goal oriented life, males show a flexible way to cope up with the problematic situations and they are better able to remain stable during the various challenges and problems of life. Moreover, they are able to maintain their focus on whatever task they have undertaken. So males have the better capacity for resilience as compare to girls. Lam and Chang (2007) also reported that coping flexibility tended to reduce the association between life events and depression.

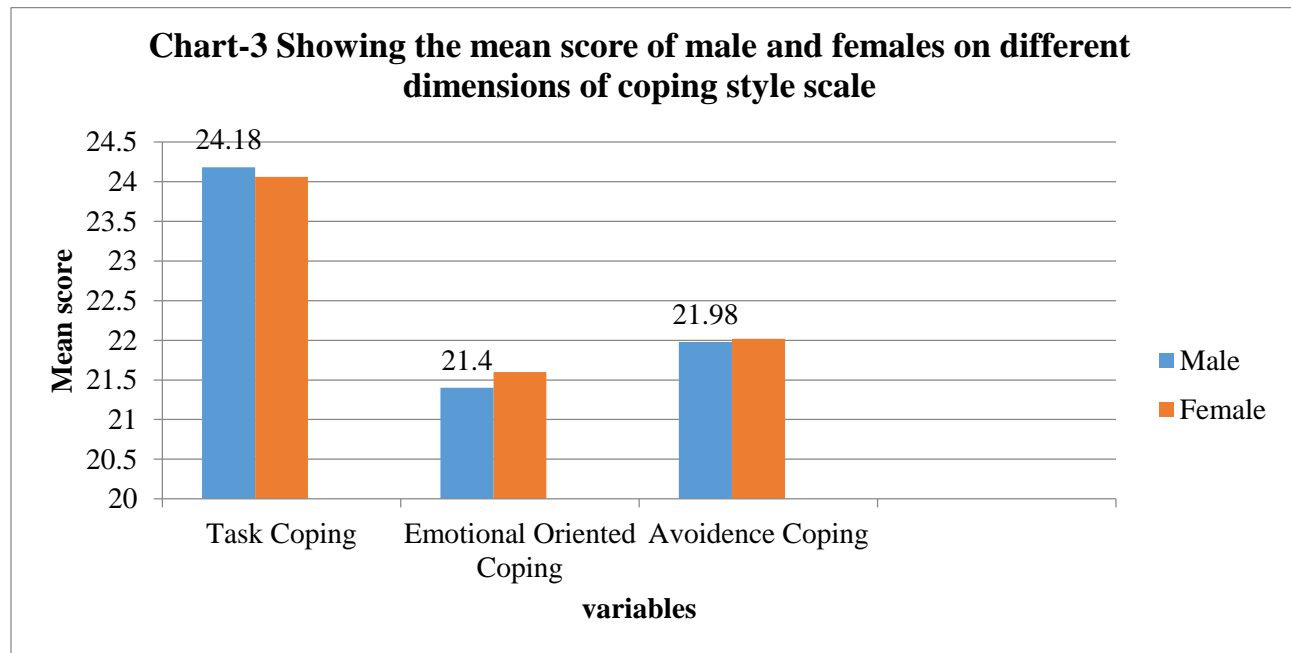


The table No. 1 reveals that there is a significant gender difference in the personality of early adults. The difference emerged on the two sub dimensions of the personality. Conscientiousness ( $t(160) = (2.449, p < 0.5)$ ) and openness ( $t(160) = (3.775, p < 0.1)$ )

The table no. 1 shows that Boys ( $X=9.01$ ) have higher mean scores on conscientiousness than girls ( $X=8.67$ ). It suggests that males are more conscientious as compare to females. Conscientiousness is the personality trait that is defined as being thorough, careful, or vigilant; it implies a desire to do a task well. Conscientiousness is related to the way in which people control, regulate, and direct their impulses. Due to higher level of conscientiousness males show a high independent tendency in their own life and they are more responsible for their work. High scores of males on conscientiousness also indicate a preference for planned rather than spontaneous behavior. Timothy and Llies 2002 also found that males are more conscientious than females.

From the table no 1, we can also see that males ( $X=10.32$ ) are higher on the openness dimension of personality than the females ( $X = 8.67$ ). Openness refers to individual's difference in intelligence, interest and creativity. Higher mean score of males on openness suggests that males are more intellectually curious, open to emotion, interested in art, and willing to try new things as compared to females. Chapman .et.al, (2008) also reported the similar findings.

Coping style refers to the conscious effort by an individual to solve personal and interpersonal problems, and to minimize stress or conflict. This study was conceptualized to be have a significant difference in the coping styles of males and females. However, the present study couldn't find any difference as hypothesized. The result showed us very marginal differences between male and female in their coping style. Sills, Cohan and Stein (2006) also reported that males and females do not differ in the way they cope up with the stressful situations of their life.





## CORRELATIONS

Pearson product moment correlation is the most common and appropriate parametric technique to know the relationship between two variables. One of the objectives of the present research was to examine the relationship of resilience with other variables included in the study. Therefore, Pearson's product moment correlations were computed between resilience and the different dimensions of coping styles with (task coping, emotional oriented coping and avoidance coping) and different dimensions of personality (extraversion, agreeableness, conscientiousness, openness and emotional stability). Correlations were computed for males and females respectively.

**Table no 2 Showing Correlations of Variables under Study with resilience for the males and females Sample (N=160)**

Sl. No.	Variables	Flexibility to cope	Social And Family Support	Spiritual Support	Goal oriented Life	Total Resilience
1.	<b>Extraversion</b>	<b>.246**</b>	.106	.136	<b>.263**</b>	<b>.255**</b>
2.	<b>Agreeableness</b>	.080	.080	.020	.051	.073
3.	<b>Conscientiousness</b>	.025	.048	.123	.112	.084
4.	<b>Emotional Stability</b>	<b>.202*</b>	.144	.130	<b>.254**</b>	<b>.237**</b>
5.	<b>Openness</b>	<b>.208**</b>	<b>.177*</b>	.053	<b>.194*</b>	<b>.210**</b>
6.	<b>Task Coping</b>	<b>.355**</b>	<b>.321**</b>	<b>.298**</b>	<b>.360**</b>	<b>.408**</b>
7.	<b>Emotion-oriented Coping</b>	<b>.180*</b>	<b>.190*</b>	<b>.196*</b>	.155	<b>.208**</b>
8.	<b>Avoidance Coping</b>	<b>.260**</b>	<b>.185*</b>	.139	<b>.211**</b>	<b>.255**</b>

\*Significant at .05 level

\*\*Significant at .01 level

It is clear from the table No 2 that there is the significant relationship among Resilience, personality and coping styles. From the table no2 we can see that resilience is positively correlated with extraversion( $r=.26$ ). It suggest that individual who like social engagement are more resilient. The social involvements help them to draw help from the people around them and consequently they are able to region

their composure to using time of stress. (Fayombo, 2010) found that resilience is positively correlated with extraversion.

The sub dimensions of resilience flexibility to cope( $r=.246$ ) and goal oriented life ( $r=.263$ )also have positive correlation with extraversion.it suggest that extroverts have deal with the challenges in a flexible manner and lead a goal oriented life.(friborg.et.al 2005)revealed that extraversion is the positive correlation between the flexibility to cope and goal oriented life.

A further perusal of the table no 2 shows that resilience has a positive correlate with emotional stability( $r=.237$ ). The sub dimensions of resilience, goal oriented life( $r=.254$ ) and flexibility to cope( $r=.202$ ) also have a positive correlation with emotional stability. It implies that people who are able to regulate their emotions are better able to recover from failures and setback in life. (Ghimulut, 2012) also found that the emotional stability being a strong predictor for resilience.

Still further, Table no 2 shows that resilience has a positive correlate with openness( $r=.210$ ).Openness is also positively correlate with the sub dimensions of resilience, flexibility to cope( $r=.208$ ), social and family support( $r=.177$ ), goal oriented life( $r=.194$ ). It suggest that individuals who appreciate art, emotion, adventure and are curious and imaginative are more resilient .Openness allows the person to view a problem as challenge in a flexible and different manner so, that they are easily to come out of the stressful situation.(Khademi.et.al2013) indicated that there was significant relation between openness with. Resilience.

Furthermore, Table no2 reveals a significant positive correlation with resilience and task coping( $r=.408$ ) that task coping is also positively correlate with the sub dimensions of resilience, flexibility to cope( $r=.355$ ), social and family support( $r=.321$ ), spiritual support( $r=.298$ ), goal oriented life( $r=.360$ ).It suggest that individuals who directly try to alter then situation to reduce stress are more resilient. (lee.et.al2013) indicates that there is a significant relation between task coping and resilience.

The correlation matrix further shows that resilience is the positive correlate with the emotional oriented coping ( $r=.208$ ) that emotional oriented coping is also correlate with the sub dimensions of resilience, flexibility to cope ( $r=.180$ ), social and family support ( $r=.190$ ), spiritual support ( $r=.196$ ). It implies that individuals who attempts to reframe the problem in such a way that it no longer evokes a negative emotion response and elicit less stress are more able to overcome risks and adversities.

A further perusal shows that resilience has a positive correlate with the avoidance coping ( $r=.255$ ) that avoidance coping is also correlate with sub dimensions of resilience, flexibility to cope ( $r=.260$ ), social and family support ( $r=.185$ ), goal oriented life ( $r=.211$ ). It suggest that individual who tend to avoid situation by avoiding or denying existence of the problem better able to adapt to the stressful situation of their lines. (Shirazi.et.al.2011) investigated that there is the positive correlation between resilience and avoidance coping.

## Conclusion

The present study aimed at finding the relationship among resilience, personality and coping styles. In the present study, we found that there are significant gender differences on resilience, personality and coping styles. Males are more resilient as compare to females. Moreover results revealed that males are more Conscientiousness and openness than females. However, there is no significant differences between coping styles of males and females so our hypothesis 1 is accepted. The Pearson correlation suggested a significant positive correlation between resilience and personality so our hypothesis no 2 is accepted. Moreover, correlation further revealed a significant positive correlation between resilience and coping styles. So our hypothesis no 3 is also accepted.

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**APPENDIX – Proforma for Data Collection**

Name..... Class..... Course.....  
 Gender..... Age.....

**Questionnaire - 1**

**Instructions:** The following are ways people react to various difficult, stressful, or upsetting situations. Please circle a number from 1 to 5 for each item. The Responses may range from “Not at All” (1) to “Very Much” (5). Indicate how much you engage in these types of activities when you encounter, stressful, or upsetting situation.

<b>Not at all</b>	<b>Rarely</b>	<b>Some times</b>	<b>Often</b>	<b>Very much</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

- \_\_\_\_\_ 1. Take some time off and get away from the situation
- \_\_\_\_\_ 2. Focus on the problem and see how I can solve it
- \_\_\_\_\_ 3. Blame myself for having gotten into this situation
- \_\_\_\_\_ 4. Treat myself to a favorite food or snack
- \_\_\_\_\_ 5. Feel anxious about not being able to cope
- \_\_\_\_\_ 6. Think about how I solved similar problems
- \_\_\_\_\_ 7. Visit a friend
- \_\_\_\_\_ 8. Determine a course of action and follow it
- \_\_\_\_\_ 9. Buy myself something
- \_\_\_\_\_ 10. Blame myself for being too emotional about the situation
- \_\_\_\_\_ 11. Work to understand the situation
- \_\_\_\_\_ 12. Become very upset
- \_\_\_\_\_ 13. Take corrective action immediately
- \_\_\_\_\_ 14. Blame myself for not knowing what to do
- \_\_\_\_\_ 15. Spend time with a special person
- \_\_\_\_\_ 16. Think about the event and learn from my mistakes
- \_\_\_\_\_ 17. Wish that I could change what had happened or how I felt
- \_\_\_\_\_ 18. Go out for a snack or meal
- \_\_\_\_\_ 19. Analyze my problem before reacting
- \_\_\_\_\_ 20. Focus on my general inadequacies
- \_\_\_\_\_ 21. Phone a friend

<b>T = Task-oriented coping</b>	<b>E = Emotion-oriented coping</b>	<b>A = Avoidance coping</b>



## Questionnaire – 2

Rate yourself on each of the following items by *circling* the number closest to your position on a 1 – 5 scale. For example, if the statement is “I am able to adapt to change”, circle a 1 if your response is *not true at all*, circle a 5 if it is *nearly true all the time*, or circle some point in between to indicate your opinion.

1.	I am able to adapt to change	not true		nearly true		
		at all			all the time	
		1	2	3	4	5
2.	I have close and secure relationships	1	2	3	4	5
3.	Sometimes fate or God can help	1	2	3	4	5
4.	I can deal with whatever comes	1	2	3	4	5
5.	Past success gives me confidence for new challenges	1	2	3	4	5
6.	I see the humorous side of things	1	2	3	4	5
7.	I feel obligated to assist others in need	1	2	3	4	5
8.	I tend to bounce back after illness or hardship	1	2	3	4	5
9.	Things happen for a reason	1	2	3	4	5
10.	I give my best effort no matter what	1	2	3	4	5
11.	I can achieve my goals	1	2	3	4	5
12.	When things look hopeless, I don't give up	1	2	3	4	5
13.	I know where to turn for help	1	2	3	4	5
14.	Under pressure, I focus and think clearly	1	2	3	4	5
15.	I prefer to take the lead in problem solving	1	2	3	4	5
16.	I am not easily discouraged by failure	1	2	3	4	5
17.	I think of myself as strong person	1	2	3	4	5
18.	I can make unpopular or difficult decisions	1	2	3	4	5
19.	I can handle unpleasant feelings	1	2	3	4	5
20.	I have a strong sense of purpose	1	2	3	4	5
21.	I have few regrets in life	1	2	3	4	5
22.	I like challenges	1	2	3	4	5
23.	I work to attain my goals	1	2	3	4	5
24.	My friends are willing to help me make decisions and listen to me	1	2	3	4	5
25.	My family is willing to help me make decisions and listen to me	1	2	3	4	5
26.	I find my job rewarding	1	2	3	4	5

### Questionnaire-3

Here are a number of personality traits that may or may not apply to you. Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement. You should rate the extent to which the pair of traits applies to you, even if one characteristic applies more strongly than the other.

<b>Disagree Strongly</b>	<b>Disagree moderately</b>	<b>Disagree a little</b>	<b>Neither agree nor disagree</b>	<b>Agree a little</b>	<b>Agree moderately</b>	<b>Agree strongly</b>	<b>1</b>
<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>		

see myself as:

1. \_\_\_\_\_ Extraverted, enthusiastic.
2. \_\_\_\_\_ Critical, quarrelsome.
3. \_\_\_\_\_ Dependable, self-disciplined.
4. \_\_\_\_\_ Anxious , easily upset.
5. \_\_\_\_\_ Open to new experiences, complex.
6. \_\_\_\_\_ Reserved, quiet.
7. \_\_\_\_\_ Sympathetic, warm.
8. \_\_\_\_\_ Disorganized, careless.
9. \_\_\_\_\_ Calm, emotionally stable
10. \_\_\_\_\_ Conventional, uncreative.