

**A STUDY OF HARDINESS PERSONALITY IN RELATION TO
RESILIENCE, OCCUPATIONAL STRESS AND JOB COMMITMENT
AMONG PRIMARY SCHOOL TEACHERS**

Thesis Submitted for the Award of the Degree of

DOCTOR OF PHILOSOPHY

in

Psychology

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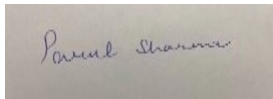
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2024

DECLARATION

I, hereby declared that the presented work in the thesis entitled “**A study of Hardiness Personality in relation to Resilience, Occupational Stress and Job Commitment among Primary School Teachers**” in fulfilment of degree of **Doctor of Philosophy (Ph. D.)** is outcome of research work carried out by me under the supervision Dr Manish Kumar Verma working as Professor (Psychology) & HOD, Psychology and Sociology, in the School of Humanities of Lovely Professional University, Punjab, India. In keeping with general practice of reporting scientific observations, due acknowledgements have been made whenever work described here has been based on findings of other investigator. This work has not been submitted in part or full to any other University or Institute for the award of any degree.



Parul Sharma

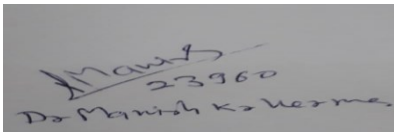
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CERTIFICATE

This is to certify that the work reported in the Ph. D. thesis entitled “**A study of Hardiness Personality in relation to Resilience, Occupational Stress and Job Commitment among Primary School Teachers**” submitted in fulfillment of the requirement for the reward of degree of **Doctor of Philosophy (Ph.D.)** in the School of Humanities, is a research work carried out by Parul Sharma, 41400124, is bonafide record of her original work carried out under my supervision and that no part of thesis has been submitted for any other degree, diploma or equivalent course.



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ABSTRACT

The working environment has so much changed in the present scenario that one needs to be resilient so that will not lead to stress at the workplace environment. If teachers are not resilient, the stressful conditions will lead to the occupational stress. If stress is increased the commitment of the teachers would lower down. The quality of education given to the students is dependent on the quality of the teachers. The teachers with hardiness personality have a higher degree of work commitment, resilience; accept stressors as challenges in life. People with strong hardiness personalities typically view unpleasant experiences as a normal part of existence and undesirable opportunities as a challenge. The individuals possessing hardiness personality remains healthy in every situation. They do not take stress as a stress but they take the stress as a challenge and try to accomplish the task in a healthy way. Those who are receptive to innovative ideas are confident and have an ability to see change as a challenge in a healthier way and are problem solvers could do better than who are avoiding the stress. They are always proactive and they are not prone to be victimized when they are faced with the difficulties in life. To be highly resilient, not only teaches how to deal with the difficult circumstances but also help in empowering the self and also improving the life while leading the good life. However, the occupational stress occurs when an individual does not have an adequate level of stress management and its techniques. The stress varies from situation to situation and from individuals to individuals. If an employee is committed to their organization, they would work hard and handle work stress wisely. The job commitment of an employee would influence the job performance of an organization as if an employee is committed it would likely be possible that an employee's performance would increase as well. It is very important for an employee to understand their strengths and the weaknesses so that the work on the self can be worked upon. While an employee uses their strengths at their workplace they work at the best of their ability and therefore the job satisfaction level is increased too. Using the strengths, the balance between the work and the life is maintained at equal level. Higher levels of employee satisfaction are correlated with a higher degree of job commitment and related to high level of engagement in an organization. This helps in producing better results with an

increase in profits, increase in productivity and enhances overall improvement in the environmental conditions at the workplace. The great things in life are achieved through dedicated attitude, hard work and these qualities need permanent efforts as it is not just related to the qualities that could be enhanced in a day but it requires regular commitment and dedication to be able to be high on job commitment.

The present study aims at studying the impact of 'hardiness personality in relation with occupational stress, resilience, and job commitment'. For this purpose sample size of 600 school teachers from different private and government schools located in Punjab, Haryana and Chandigarh were studied. In order to assess Psychological Hardiness 'Singh Psychological Hardiness Scale' (Arun Singh, 2008) was applied and to measure the resilience level of the participants 'The Resilience Scale' (Wagnild and Young, 1993) was used. 'The Occupational Stress Index' (Srivastava and Singh, 1984) was used for studying the occupational stress of the participants. 'Organizational Commitment Scale' (Dhar, Mishra and Srivastava, 2001) was used to assess the organizational commitment. Descriptive statistics, Pearson product moment correlation, t-test, and regression were employed for analysing the data while keeping in mind the study's aims and hypotheses.

The obtained results have shown that significance difference between male and female teachers on Hardiness Personality (t -ratio = 2.53, $p < 0.05$). However, there was no statistically significant difference between male and female instructors in terms of resilience, occupational stress, or job commitment. On the topic of occupational stress, a significant difference between private and public primary schoolteachers was discovered (t -ratio = 3.31, $p < 0.01$). Occupational Stress (t -ratio = 3.31, $p < 0.01$) and Job Commitment (t -ratio = 2.82, $p < 0.01$) showed a significant difference between private primary school teachers and government primary school teachers. However, significance difference was not found between private primary school teachers and government primary school teacher on Hardiness Personality and Resilience.

There was significant positive relationship between Hardiness Personality and Resilience ($r = 0.78$, $p < 0.01$). However, Hardiness Personality and Occupational Stress have significant negative correlation (r

= -0.80, $p < 0.01$). It was revealed that Hardiness Personality and Job Commitment have significant positive correlation ($r = 0.58$, $p < 0.01$). However, Occupational Stress and Job Commitment have significant negative correlation ($r = -0.55$, $p < 0.01$). It was revealed that Resilience and Occupational Stress have significant negative correlation ($r = -0.76$, $p < 0.01$). Whereas, Resilience and Job Commitment have significant positive correlation ($r = 0.58$, $p < 0.01$).

The multiple regression equation for criterion variable Job Commitment was found as a function of Hardiness Personality, Resilience, and Occupational Stress. The column labeled R as the value of the multiple correlation coefficient found between the predictor and the criterion variable, multiple correlation between Hardiness Personality and Job Commitment was found .589, the corresponding R^2 value is .347 which is found to be significant. The column labeled R as the value of the multiple correlation coefficient found between the predictor and the criterion variable, multiple correlation between Resilience and Job Commitment was found .589, the corresponding R^2 value is .347 which is found to be significant. It means hardiness personality and resilience variable are the most significant predictors for Job Commitment as hardiness personality and resilience individually accounts for 34.7% of variance in Job Commitment. For the third predictor, occupational stress, the column labeled R as the value of the multiple correlation coefficient found between the predictor and the criterion variable, multiple correlation between occupational stress and Job Commitment was found .556, the corresponding R^2 value is .309 which is found to be significant. It means that occupational stress alone accounts for 30.9% of variance in job commitment and it is regarded as the second most significant predictor for Job Commitment.

Kogar et al., (2021) did a study on gender differences at the different levels of psychological resilience. The study aimed at studying the quantitative method to study the levels of psychological resilience in relation to the gender differences. The study included the existing literature of the different 30 thesis and it was found out that a person's level of resilience is significantly influenced by their gender and men

were found to be favored on resilience.

Thakur et al., (2016) did a study on the psychological hardiness and gender among the teacher trainees. The result of the study showed significant differences exist between male and female teacher trainees on the psychological hardiness.

Dharitri (2022) did a research on occupational stress across the gender with professional characteristics of the teachers at university levels in India. The study's findings showed considerable differences in the occupational stress at different levels of the positions of the teachers however there were no noticeable difference on the gender and academic discipline.

Chukwusa (2020) and the study revealed that in terms of organizational dedication, male and female library employees don't differ significantly. However, no significant gender differences have been revealed on resilience, occupational stress and organisational commitment.

Somasundaram et al., (2012) contrasting the CEOs from the public and private sectors using various psychological concepts. The result of the study found significant differences that existed among private and public executives.

Nrusingh et al., (2021) conducted a research to investigate resilience in both commercial and public manufacturing organisations, as well as self-efficacy and workplace wellbeing. The study's findings demonstrated that executives found high on self-efficacy and resilience demonstrates the positive attitudes towards the workplace well-being.

Bodiwala et al., (2020), there is a considerable difference between Private and Government School Teachers. Private school teachers reported higher levels of occupational stress than public school teachers.

Khushnuma et al., (2019) on factors affecting organizational commitment of the teachers teaching at the government and private universities. As a result of having

more opportunities for advancement, better development prospects, and favourable working circumstances, private institutions have a greater overall commitment than public universities.

Sadeghi et al., (2021) discovered that psychological hardiness and resilience are two important variables in improving students' mental health. Athlete students at the University of Applied Science and Technology were examined in relation to psychological toughness, resilience, and mental health. The research was a correlational study and the sample was chosen on the basis of the random sampling method. The study found a significant correlation between psychological hardiness and resilience with the mental health. The findings of the study showed the importance of the psychological hardiness and resilience for maintaining and improving the mental health of the students.

Freitas et al., (2017) conducted research on the hardiness personality and work stress among hospital nurse managers. A rise in hardiness personality lowers the amount of professional stress, according to the study, which found an inverse association between hardiness and occupational stress. Ferreira (2012) conducted research to examine organisational commitment and toughness of personality in the field of management of human resources. The goal of the study was to find out how organisational commitment and personal toughness relate to one another. The goal of the research was to learn more about the characteristics that contribute to an employee's hardiness personality and how it relates to organisational commitment. Managers and human resource management must understand how to foster a tough personality in order to improve employees' psychological ties to a company.

Wang et al., (2020) the mediation effects of work-related burnout and satisfaction with work, and the link between organisational commitment and job stress among university-based instructors in China. Job stress was discovered to be a significant predictor of organisational commitment among provincial university teachers.

Mazzetti et al., (2019) did a research study on hardiness personality and engagement and How it all fits together to demonstrate the connection between leadership and

employee wellness. It was determined that the relationship between transformative leadership and employees' overall health conditions is mediated by the hardiness of personality and job engagement among the workforce.

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I extend my sincere thanks to Head of School, Prof. P.P. Singh and Dean of Research for letting my defense be an enjoyable moment and for their brilliant comments and suggestions.

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Parul Sharma

TABLE OF CONTENTS

Particulars		PAGE No
Declaration		li
Certificate		lii
Abstract		iv-ix
Acknowledgement		x-xi
Table of Contents		xii-xiv
List of Tables		xv
List of Figures		xvi
List of Appendices		xvii
CHAPTERS	DESCRIPTION	PAGE NO.
1.	INTRODUCTION	1-29
1.1	Hardiness Personality	2
1.1.1	3Cs of Hardiness Personality	3
1.2	Resilience	8
1.2.1	Tips for Employees	10
1.2.2	Increasing Resilience	12
1.3	Occupational Stress	17
1.3.1	Causes of Stress	21
1.4	Job Commitment	23
1.4.1	Improving Job Commitment	25

2.	REVIEW OF LITERATURE	30-64
2.1	Hardiness Personality and Resilience	31
2.2	Hardiness Personality and Occupational Stress	36
2.3	Hardiness Personality and Job Commitment	43
2.4	Occupational Stress and Job Commitment	45
2.5	Gender studies on Hardiness Personality, Resilience, Occupational Stress and Job Commitment	47
2.6	Studies related to Government and PrivateSector	56
2.7	Research Gap	61
2.8	Rationale of the study	62
2.9	Objective of the present study	64
3.	METHOD	65-71
3.1	Research Design	65
3.2	Hypotheses	65
3.3	Sample	66
3.4	Inclusion Criteria	68
3.5	Exclusion Criteria	68
3.6	Procedure	68
3.7	Ethical consideration	68
3.8	Statistical Analysis	69
3.9	Test for Measurement	69

4.	RESULTS AND DISCUSSION	72-92
5.	SUMMARY AND CONCLUSION	93-105
5.1	Summary	93
5.2	Conclusion	101
5.3	Limitations	103
5.4	Delimitations	104
5.5	Future Research	104
REFERENCES		106-127
APPENDICES		128-139

LIST OF TABLES

TABLE NO.	TITLE OF THE TABLES	PAGE NO.
3.1	Distribution of sample.	66
4.1	Mean, standard deviation and t-ratio comparing males and females on Hardiness Personality, Resilience, Occupational Stress and Job Commitment among primary school teachers	74
4.2	Mean, standard deviation and t-ratio comparing private and government primary school teachers on Hardiness Personality, Resilience, Occupational Stress and Job Commitment.	79
4.3	Correlation between Hardiness Personality and Resilience	84
4.4	Correlation between Hardiness Personality and Occupational Stress	85
4.5	Correlation between Hardiness Personality and Job Commitment	86
4.6	Correlation between Resilience, Occupational Stress and Job Commitment	87
4.7	Enter Multiple Regression equation for the criterion variable Job Commitment	90
5.1	Significance/Insignificance remarks on Research Hypotheses	95-96

LIST OF FIGURES

FIGURE NO.	TITLE OF FIGURES	PAGE NO.
1.1	Cooper, C.L. (1976). Model of Stress at work	19
3.1	Graphical representation of the Males primary school teachers	66
3.2	Graphical representation of the Females primary school teachers	67
3.3	Graphical representation of the total sample of primary school teachers	67
4.1	Gender differences on Hardiness Personality, Resilience, Occupational Stress and Job Commitment	75
4.2	Differences among Private and government primary school teachers on Hardiness Personality, Resilience, Occupational Stress and Job Commitment	79

LIST OF APPENDICES

Code	TITLE OF APPENDICES	PAGE NO.
A	The Resilience Scale	128-129
B	Occupational Stress Scale	130-134
C	Organisational Commitment Scale	135
D	Singh Psychological Hardiness scale	136-139

CHAPTER I

INTRODUCTION

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INTRODUCTION

Personality is an important attribute around which an individual function. The individual reaction is based on the personality as how one responds to the stimulus. The personality is derived from word “persona” which means the mask that one wears. The individual meets and greets others on the basis of the relationship that one holds with others.

Hardiness Personality is also termed as cognitive hardiness. The individuals possessing Hardiness Personality remain healthy in every situation. They do not take stress as a stress but they take the stress as a challenge and try to accomplish the task in a healthy way. The people possessing Hardiness Personality is characterized as those who do not fall ill when experience high level of stress than others who do not possess Hardiness Personality. These distinguished features characterize them as being hardy.

Individuals who are high on Hardiness Personality generally consider challenging circumstances to be a normal part of life and take the threatening and undesirable opportunities as a challenge. Eid et al., (2007) explained that employees possessing Hardiness Personality feel devoted to their job and their lives, and have faith in their capacity to perceive the challenging circumstances as less dangerous and to overcome them as a challenge and try to evaluate such opportunities for change.

In the present research, Hardiness Personality with other factors will be studied among the primary school teachers. The goodness of education and its system to much of its extent is evaluated on the basis of the teachers who prepare the content and many other responsibilities related to the school and institutes. The quality of education given to the students is dependent on the quality of the teachers. The teachers with Hardiness Personality have a higher degree of work commitment, Resilience; accept stressors as challenges in life.

The working environment has so much changed in the present scenario that one needs to be resilient so that it does not lead to stress at the workplace environment. If teachers are not resilient, then any stressful arousing conditions would turn into the

Occupational Stress. If stress is increased the commitment of the teachers would lower down. The effective teaching would also be hampered and it will not lead to the fruitful results both for the children and for an organization.

There is less amount of research done to study the 'Hardiness Personality in relation to Occupational Stress, Resilience, and job commitment' as a whole. Research has already been carried out by taking two variables at a time but no research has been done where these all variables are studied under one research.

1.1 HARDINESS PERSONALITY

According to Maddi et al., (2005), the word hardiness is a personality trait which refers to a person's capacity for recovering and responds to the stressful life events and also has an ability to manage such events with coping strategies that would help the person to overcome the stressors. The hardiness is characterized by the tendency of the person to learn from the life's events and to be deeply involved in the events and a desire to be in control of various outcomes.

Firestone (2012), according to a report of Dr. Salvatore Maddi, a psychologist and founding director of the Hardiness Institute, defined hardiness as the coping mechanism, attitude, and belief that actually distinguishes a person from those who do not have a Hardiness Personality. The Hardiness Personality is a well-established concept since last 20 years of its practice, theoretical framework and its investigation of psychology. By observing the stress reactions of Illinois Bell Company managers over a 12-year period, the idea of hardiness in psychology was discovered. There were many employees who suffered adversely in their mental and physical wellbeing. The first six years have shown a major change as a corporate upheaval which resulted in the decrease in the half of the employees working in the company during one year period. Over the following several years, almost 65% of the managers exhibited stress-related symptoms, such as heart attacks, depression, suicides, and divorce, whereas approximately 35% of the managers were able to endure demanding circumstances. In his article "Are You Hardy Enough", the life is said to be so stressful that it leads to feel overwhelmed. The different stressors in life like financial strains, job issues, difficulty in relationships etc. makes individual life events as

stressful that can bombard the person to a larger extent if not worked on it. Therefore, there are people who work positively on to these problems and are happy, on the other hand are the people who fail to working over them. So, the difference lies in the personality trait that is Hardiness Personality.

Firewood (2012) there were several in-depth interviews and mind related testing undertaken for many years and it was concluded that it is a trait and coping strategy that makes the difference. It was found out through the research that those who had a positive viewpoint and took the problems as a challenge in a positive way were found to be better. Those with an open mind to new concepts have a positive outlook and had an ability to see change as a challenge in a healthier way and could do better than those who were avoiding the stress. The reason of the survival of those one third was that those managers exhibited the important three components of the hardiness which are commitment, control and challenge and these three components could help in protecting from the stressful situations and thereafter these three components of Hardiness Personality came up to be known as the 3Cs of hardiness. There are many attributes that are accountable of the person having Hardiness Personality than non-hardy people but it has been proven that people can built up Hardiness Personality with an effective training. It has been found out that Hardiness Personality helps in improving the person's ability to deal with the stress, stressors and crisis in everyday life.

A study by Hojati et al., (2020), intended to determine if hardiness and optimism serve as mediators between adverse life experiences and coping self-efficacy as well as the relationship between hardiness, optimism and adverse life events. The study's conclusions show a strong correlation between coping self-efficacy, toughness, optimism, and painful life events. Hardiness and optimism were found to be moderators of the relationship between unpleasant life events and coping self-efficacy.

1.1.1 3Cs OF HARDINESS PERSONALITY

Wood (2012) explained psychological hardiness, being the personality trait as more of an interpretive style with a variety of attitudes that distinguishes each individual in how we perceive the world. The personality characteristic may be fixed but the

viewpoint can be changed and altered. The concept of psychological hardiness was proposed by Kobasa (1979). The three mindsets that make up hardiness—commitment, control, and challenge—are known as the three Cs. People with high levels of hardiness are more inclined to view stressful situations as challenging opportunities for personal growth and development rather than as a danger. As a consequence, such stressful situations do not have a harmful effect on the person's health. The 3Cs does not only act as the coping strategies but also have a set of principles to be abided with. The further descriptions of 3Cs are:

a). Commitment: Commitment refers to an attitude wherein an individual shows genuine interest in other people. It also refers to the curiosity an individual has towards the world and to get involved in the activities of other people. The antonym of the commitment is alienation, which means to cut off the complete self and maintaining distance from others. The people of this trait have a sense of purpose and meaning in life. The people of this trait do not just live their life and are not astonished with just little things in life but they live to the fullest and flourish more in their life. The people of this trait have tendency to become involved deeply in all the different aspects of the life with different people, places and events.

b). Control: Control is an attitude to have a hold that comes from within. The focus in control is that an individual can influence and hold events by its individual efforts. The antonym of control is powerlessness where an individual's control is hold not by internal factors but by external factors such as fate. The individuals found to be high on control should not believe to be helpless when having stressors. The internal locus of control should be high and should have a belief that they can influence their own course of life and action will be taken whenever required to lead a purposeful life and lead to achievement of the desired goals. The individuals of this trait are optimistic, hopeful and have a sense of personal power. They have a belief in their ability to influence the life outcomes.

c). Challenge: Challenge is an attitude that leads to change from being stressful to take things as the chance for the personal growth and development of an individual. It is a phenomenon where individual does not take stress as a threat but as a challenge. The

opposite to challenge is the security which refers to the factor of being in to the comfort zone and to remain familiar and predictable. The individuals high on challenge take stressors as challenge and opportunities. The individual who possesses this trait accepts change as the part of their life and they do not expect life to be easy. The people of this trait have a continuous desire to learn from both positive and negative experiences coming their way in life. Therefore, the people who possessed these 3Cs could turn the stressors or the unfortunate circumstances into the chances or opportunities for personal growth. The individuals who live their life on the basis of their own values and desires and instead of being bound to the everyday activities, they are more distinct, have their own special methods, and are more open to new experiences. They are problem-solvers and have clearer thinking. When faced with challenges in life, they always take the initiative and are less likely to become victims. They do take care of themselves and accept responsibility for their health. They actively seek the significance in their own life and live to accomplish their objectives.

It is very important to build up psychological Hardiness Personality and it should not be considered as a huge task. It should involve the simple tasks and ways in which people can easily connect with people. It can be said that few minutes of chat at the bus stop are more fruitful than hours spent at home thinking over and over again regarding the problems. A small change can do wonders and can lead to a dramatic change. The research has shown that accepting the commitment, authority, and challenge mentalities that make up the toughness personality actually leads to the enhancement in the performance and health when faced with stressful life events.

Hardiness Personality basically comprises of three different attributes and these attributes or components are interrelated to each other. These three components are commitment, control and challenge. The person having Hardiness Personality is committed in the activities that he or she does and performs. Maddi (2004) has talked about three attitudes as components that are necessary and motivational components that change the stressful stimulus into challenging and motivational aspects so that the individual should grow and look forward to his or her personal growth and about one-third of the individuals manifested Hardiness Personality.

Bartone (2006) explains hardiness to be more than just an attitude. The Hardiness Personality is a broad personality term which includes the cognitive, emotional and behavioral properties of an individual. These characteristics study affect part as how one views the self and how an individual interacts with the others in their environment. Hardiness is an important attribute in relation to the psychological Resilience.

Research by Kobasa (1982) concludes that people who are high on Hardiness Personality take the stressful conditions less threatening. At an optimistic appraisal level, the stressful conditions and circumstances are likely to lower down and reduce down to the level so that they are not as inclined to have an impact on a person's health.

Maddi et al., (2002) elaborates Hardiness Personality as the interdependent characteristics of commitment, authority, and challenge of those stressful experiences that change into the growth inducing experiences than the negative experiences in one's life. The theoretical viewpoints included the research of two studies been put across in order to understand the importance of hardiness as the personality characteristics in an individual's life. They first concluded by finding the relationship using correlation as a statistical tool between hardiness, 'Millon Clinical Mutliaxial Inventory III' and MMPI 2. The second research focused on the relationship between toughness and the personality-measuring NEO five component model. The findings of the two researches led to the conclusion that commitment, control, and challenge—the three traits that make up the Hardiness Personality—express mental health in a healthy manner.

Maddi (1994, 2002) explains the three Cs components of hardiness. The Challenge component of Hardiness Personality explains that one accepts the life with its stressful nature and when one faces the challenges of such stressful life conditions, one has an opportunity and chance to learn from them and seek learning from such stressful situations. The next component of Hardiness Personality is commitment, which consist of the situations where no matter how bad the things are at that particular moment, only important thing in this component is to stay and stick with

whatever is happening, rather than being going away, get alienated and detached with it. The third component is control, which involves believing no matter how bad the things are but the only important thing here is to turn the stressful situations into the growth seeking opportunities where one always has control and see the growth and see the positive opportunities in it. People who are high on control and low on commitment and challenge are such people who do not believe in wastage of time and effort. They do not believe in learning through the experience or getting involved with the people. Such people look towards finding out the outcomes of any problem. Such people would always be trapped by the people around them, involved with the things, events and would not believe in influencing others through their interactions. Lastly, people who are high in challenge but low in control and commitment, such people would always be based on their novel thoughts, believe in something innovative and don't care much about others or events around.

According to Latha (2001) and Ahuja et al., (1999), reported through the research in India that women were low on Hardiness Personality than men among adults and executives. The other research by Hannah et al., (1986), O'Brien et al., (1994), Voyce et al., (1996) showed that women were reported to be high on Hardiness Personality. In a study done by Sheard (2009) have concluded that the mean of the female students was found to be higher than the male students on the commitment component of hardiness.

A study by Servellen et al., (1994) defines Hardiness Personality as a set of beliefs that one holds for their own self and for the world in which one lives in. The person who is high on Hardiness Personality has control over their lives. They believe that if a person is committed to goals, their belief will result in the positive results and they take the stressors as the challenge and do not take the stressors as a threat. The study has linked the Hardiness Personality with individuals who take less stress and have few health problems and the study was conducted among the occupational groups. The result of the study concluded that the hardier nurses have less stress at workplace, less anxiety, lower level of depression.

1.2 RESILIENCE

It is rightly said that life may not come with its map yet there are twists and turns in life that can all of sudden at one go or it goes slowly and slowly. The twists and turns can be from the daily routine challenges to the traumatic events that last long and have its impact for example: loss of loved ones, a serious incident, accident or any serious illness. The change that occurs in life does affect the people around differently, based on the emotions, and the thoughts and uncertainties that people face in life. People in general do adapt themselves by over the time as per the situational factors, and that happens because of the attribute called 'Resilience'.

According to American Psychological Association (2020), in an article 'building your Resilience' highlights that psychologists define Resilience as the process of well adaptation of an individual at the time of trauma, threats, tragedies, family and marital issues, health issues, career issues, and additional financial worries. Resilience is the ability to 'bounce back' from challenging situations and upsetting events. The adverse events are therefore very painful and are difficult to live with but at the same time they do not determine the outcome of the rest of the life. There are different aspects of life with which we can grow with, sometimes we can control and modify them too. To be highly resilient, not only teaches how to deal with the difficult circumstances but also help in empowering the self and also improving the life.

In an article on Resilience by American Psychiatric Association Foundation (2020), Centre for Workplace Mental Health, highlights the importance of Resilience at the workplace as it is regarded as the need of the hour. In an article, Goh et al., (2015) highlights that in today's fast pace culture employees have been working diligently by achieving deadlines, developing and maintaining positive working connections and always connected with the internet and mobile devices. This kind of pace leads to stress and burnout among employees. Being on the phone devices all the time requires skills to handle them effectively and the skills and such strategies to handle them can be developed. Thus Resilience is said to be the key strategy that helps the employees to tackle stress, conflicts at the workplace, handling competitive job

market etc. therefore, it is important for employees to be high on Resilience and it also becomes equally important to improve up the Resilience level because work is considered as the number one stressor for employees at their workplace in their lives. The Resilience has a strong relationship with job satisfaction, happiness at workplace, organizational and Job Commitment and engagement of the employees.

Resilience is bouncing back to the equilibrium after facing challenges in life. The Resilience plays an important role when an employee is stressed because of one or the other reason that arises in daily routine activities or when the traumatic events occur in life. The stress is not considered to be the only factor for testing Resilience but the best predictor of someone's capacity to recover is how they react to stress.

Resilience is seen as a crucial component of wellbeing. If the person is resilient, the person will be considered as high on well-being as well. The employers need to provide the services including mental health services to encourage the well-being of their employees.

Resilience is said to impact the workplace. The employers always look into improving the culture of the workplace but they also need to look into the stress level at the workplace and also looking in to the mental health of their workers. When Resilience is build up, the employees do improve upon handling their work stress in a better way and are then capable enough to develop the factors that can help to fight against the stressful events. McAllister & Jessica (2009) found out that if Resilience is raised, it helps in improving self- esteem, sense of control in life, understanding of motive and aim in life and also improves upon the interpersonal relationships.

It is said that when stress level is high, the Resilience is required as it is important for an employee and employers too. According to The American Institute of Stress (2015), working long hours, shift work, peer conflict, less or no control and low social support contribute to the stress at the workplace. In the US, 62% of workers rank their employment as the biggest source of stress in their lives. Working in a stressful setting raises the likelihood of developing depression or anxiety. The physical and emotional health of employees as well as the overall health of organisations is both negatively impacted by the stressful work environment. The usage and reliance on alcohol and

other drugs is also connected to high levels of stress. In the United States, unpleasant and challenging working conditions caused employees to pass away too soon.

1.2.1 Tips for Employers

According to American Psychiatric Association Foundation (2017), it is important to create a resilient working employee and cultivate healthy culture but all of this requires commitment. The important factors that need to keep in mind while building Resilience are:

a). Understanding your employees: It is rightly said that organizations having resilient employees make their work environment resilient too. The supportive and motivated people are so well placed and positioned in the organization so that any hindrances and distractions can be resolved.

b). Leadership style: A resilient organization requires a different leadership style. It has been observed that employees are seen to be more participative when the leaders participate too. The leadership quality is the key in setting up the priorities and goals so as to strengthen up the organizational Resilience.

c). Emphasizing Resilience training: Nowadays the employers do think that Resilience is such an important part in life that their attention is towards giving Resilience training to their employees. In a dynamic working environment, the Resilience training increases and influences the job performance and work engagement among the employees. The new and creative strategies need to be inculcated to improve the mental and physical health of employees and its results in the organizational performances can be analyzed. The training should focus on the components such as overcoming interpersonal problems, managing and controlling emotions, burnout issues, coping skill to relieve from stressful situations, sleeping habits, being calm and compose, improving health etc.

d). Building Resilience culture: Every organization has its own hierarchy and layer. Every organization has its own set of rules, principles, trust and also accountability towards its employees as well. The resilient culture in any organization can be established or improved by showing the support to the employees and addressing the level of commitment towards building up the Resilience. The management style does

play an important role and therefore open and trust towards its employees should be the organizations' management style. The managers should be trained to support the mental health and wellbeing of their staff. To be successful in creating a resilient culture in an organization, only declaring is not enough but it requires commitment and regular level of communication which also an important factor in creating Resilience.

e). Ways for improving work environment: Irrespective of the work environment, whether it is office or working virtually, it is very important to be flexible. The following are the points to consider while improving the work environment:

f). Allow autonomy: Sometimes it is important to allow the employees to become self-sufficient in taking decisions and let them do their work on their own.

g). Rewarding good work: To improve upon the working environment and for giving good performance and result, it is important to reward employees who raise their performance levels so that others learn and every employee try to give its best next time.

h). Access to services and supports: The employees at times require specialists to take care of their physical and mental health conditions and their wellbeing. It is important for employees to know how to access the specialists in case of need and care required and the services are available when required.

i). Flexible schedules: The employers can improve upon the environment of their organization by providing flexible working hours and reducing the late working hours. In case of the shift work, employers should be lenient enough in providing the flexible and adjustable shift hours on rotation basis, whenever required, so that employees can take rest.

j). Work expectations: The organizations should be cautious about the policies on the expectations they have from their employees and the number of hours that they can put in to the work. The pushing up of employees for work can actually lead to low productivity and therefore it will in turn effect on the results.

The term resilient does not mean that people will not experience any sort of difficulty

or distress in their life. There are people who suffer so high adversities in life and goes through so many traumatic experiences in their lives does experiences emotional pain and stress. Therefore, the people are likely to go through and involve such emotional distress while leading a life. Therefore, there are certain factors that make some people more resilient than the others and Resilience is not importantly considered to be a personality trait. Resilience involves the thought processes, behaviors and actions that any person can learn and inculcates in their life. In research it was said that Resilience is ordinary and not extraordinary. The example to it can be the response of Americans towards the terrorist attacks on September 11, 2001 and an ability of many people to come back and rebuild their lives after the attack. For example, a person can build up their muscles and it takes time, even Resilience takes time and a person's intention to build up Resilience and rebuilding one's life takes time. It is here important that person need to focus mainly on the thoughts, meaning in life, wellness and these components can be helpful to come out of the difficult times and experiences of life.

1.2.2 INCREASING RESILIENCE

According to American Psychological Association (2020), following are the important points to build up the resilience:

a). Prioritizing the relationships: being empathetic and to understand the people around will make you realize that everyone in life is going through difficult times in their life. It is very important to find a person who can understand, is trustworthy and a person who will stand thereby you and do validate your feelings. To improve Resilience one should build up good relationships with friends, family members and colleagues at work. Points given below can help in building the connections.

The person who is going through the traumatic events would like to be alone and to be isolated from the people around and it is also important that in such difficult times to take help and support from the people who care for you.

b). Join a group: People find it good to be in groups as some people like to talk around and be in the groups. Some people love to be into one-to-one relationships and they find themselves being active in groups such as faith groups or other local organizations where they get social support and groups can help them in reclaiming hope.

c). Foster wellness: These days it is important to foster an environment of wellness which includes the taking care of body and mind. We can foster wellness in following ways:

d). Take care of your body: It is an important notion to say that self-care is very important and also a meaningful practice for building positive mental health and Resilience. Stress is considered not only just a physical attribute but it is also an emotional state of an individual. Having a proper nutritious diet, proper sleep, and regular exercise can help in strengthening up the body and helps to overcome the stress and reducing negative emotions in daily lifestyle.

e). Mindfulness: Practicing mindfulness includes practicing yoga, spirituality, meditation are the techniques that can actually help people to build up the connections and therein it helps further in enhancing hope and can effectively deal with the situations and altogether helps in building up the Resilience.

f). Avoiding negative outlets: People consume alcohol and drugs to relieve from the painful stressors and using such substances does not help permanently but it just acts like a bandage on a deep wound. The focus to deal with the stressors is not consuming the substances that gives temporary relieve but building up the resources for managing stress and to relieve from harmful stressors in your life.

g). Find purpose: The main goal is to work is to gain understanding how to navigate life with the challenges without fleeing from the problems.

h). Extending help to other: Volunteering with any local organization or helping a friend in time of their need can build up and foster the self-worth, connecting oneself with others and helping others physically and all of these together can help in growing Resilience in one's behavior.

i). Being proactive: If a person accepts their own emotions during the hard times and acknowledge them as well it will create a difference. Ask yourself a question as “what can be done about this problem in my life” and if the problem is too big to handle then break them into pieces and then work over it, for example, if a person has committed a mistake and could not convince his boss about the mistake and under the circumstances which made him to do that mistake and the person is fired from the work. Then in those situations the person can create options by spending time over developing your top strengths or working on resume. Now taking this initiative to spend time on developing top strengths and resume will remind you of the motivation and inspire you on working on the options during the stressful period of your life and then it will further instill the person to rise up again during stressful period in life ahead.

j). Working towards goals: It is very important to understand that realistic goals need to be set up and on regular basis and person should try to work to accomplish the task. The motive to this is to move forward while accomplishing the regular tasks. It is also important here to understand that instead of focusing on the tasks that are unachievable it is recommended that focus and ask yourself as ‘what is one thing that I can achieve that will help in moving towards my goal’? For example, if a person has lost a loved one and you want to move ahead in life the best way to get out of this is to join the grief support group in your respective area.

k). Look for chances of self-discovery: People grow as a result of struggle that they do in their life. People do find their way and they think that they have grown because of the result of the struggle that they have gone through. For example, after breaking up in any relationship, people have reported a better sense over the relationships and have a better sense of understanding the relationships. This increases the sense of their self-worth and looks their appreciation for life increases.

l). Healthy thoughts: Healthy thoughts are very important for the healthy mind and it is one of the main pre requisites for the Resilience. Below are the points which will help in developing healthy thoughts.

m). Rational thought: There is a relationship between thinking and feeling as how the person think plays an important role in how an individual is feeling, identifying how resilient an individual is when faced with obstacles and difficult circumstances. An individual should identify firstly what are the irrational thoughts are and then try to be optimistic towards it by adopting realistic thought process and having a rational thought process. For example, if a person is caught by a stressful situation the focus should be to change the irrational thought into the rational thought process.

n). Do accept the changes: It is important to accept the changes in life. There can be many goals in life that could not be attained because of the adverse situations in the life. Accepting the circumstances that an individual cannot change can help an individual to focus on the alternative that can be altered.

o). Being hopeful: It is very hard to be positive when life is not going the way we want. An individual with optimistic viewpoint thinks that good things will happen in life. Try to visualize whatone wants rather than worrying about what one fears about.

p). Learn from past experiences: It is true here to say that past experiences helps an individual to learn from mistakes or to it can be said that if a person has done any mistake in past, then an individual learns from those mistakes so as to improve in the future. When person learns from the past, one also learns as how to respond effectively in the difficult situations. Try to remember or try to remind yourself of how to find the strength to deal with stressful events from past experiences or ask yourself what you have learned from the past experiences while dealing with the difficult situations.

Newman (2002) from American Psychological Association defines Resilience as an ability and capability of an individual to deal with the stressful situations and stressors effectively. Therefore, a person holds how much of capacity to deal with stress is termed as Resilience. It refers to an individual capacity to fight with the stressors and not to let any psychopathological conditions take over. Resilience also refers to the ability to overcome, to come back from the adverse situations and conditions and to adapt to the environment again in a positive way. It also refers to the capacity that an individual, group and community hold to overcome the negative effects of stress.

Resilience, in a psychology field refers to the positive ability of an individual to cope with the adverse effects of stress. Rutter (2008) explains that Resilience is a process and it is not just a trait of an individual. Resilience refers to a resistance in the daily routine functioning of an individual or even in adverse life situations.

Block et al., (1980); Klohnen (1996); Werner (1992); Wolin (1993) explained that people who are high on Resilience apply effecting strategies to cope up with the stressful situations. It can be further elaborated that resilient people have optimistic attitude in lives, have positive kind of emotions and they are really practical in effectively dealing with the negative emotions and turn it into positive emotions.

At the present time, an employer does have an interest to see the Resilience among the employees. The work pressure and tough environment at the workplace have increased the Resilience power of an employee to come back in a positive way from the adverse effects while at the workplace.

There are two major approaches that Resilience is based on, the first is variable focused and the second one is person focused approach. According to Zhe (2012), the variable focused approach studies the relationship between the stressful adversities which influence Resilience. The aim of the variable focused is that use of the mechanisms that influence Resilience. The person focused approach try to identify resilient people who are adversely affected by such individuals who are not capable enough to face with the adverse effects of stress.

Coutu (2002) have summarized the three qualities of Resilience at the workplace. They are reality focus, concern for values, and strong problem-solving abilities. The reality focus mainly prepares the people to deal effectively with the challenges at the workplace. It develops the skills that are necessary and important attributes that helps an individual to survive in a tough situation. The concern for values includes the commitment at the work place.

1.3 OCCUPATIONAL STRESS

In the present world, stress at the workplace has grown to play a significant role in our lives. As a result, the current age is referred to as the era of stress and the growing levels of stress at the workplace, the researchers are studying Occupational Stress at different levels in different organizations. The job and work-related stress are inevitable at the workplaces and organizations these days. The Occupational Stress occurs when an individual does not have adequate level of stress management techniques.

In the present-day world, 'job life' is an important attribute in everyone's life as being engaged in one or the other kind of job where they spend ample of time in performing and doing job. Those individuals working in an organization or in an industry may have to come across so many reasons of worry in daily routine and it results in so many unpleasant working stressors. Therefore, it is crucial to study the phenomena of stress everywhere and Occupational Stress specifically in the workplace in order to identify various stressors.

The present modern life is a fast-paced life and therefore it is always full of deadlines, finishing work well off at time especially when we talk in terms of organizational set up. The stress has increased so much now a days and it seems to be a daily routine activity. Stress up to some extent is important but when it goes beyond it becomes a negative response and it hinders the activities of an individual. It is important to make you calm and to motivate the self so that the things can be accomplished in a positive and healthy way.

Occupational Stress is termed as the health risk for various psychological, behavioral and medical disorders and diseases. Stress is considered to be as the rubric for both, the causes which have different demands and stressors and its consequences causing distress and eustress which are termed as the stress response. The term Occupational Stress is defined as "the emergency response" as it caused because of the complex actions of the body and the mind (Selye 1976).

According to Segal et al., (2014) stress in a negative way that threatens an individual and it disturbs the balance of an individual where a person feels insecure. The body

responds to the stimulus that is threatening in nature and can either lead to the fight or flight reaction.

Occupational Stress is a term defined as work load that employees carry. The Occupational Stress can be caused due to the work load; downsizing of employees, overtime in an organization, hostility at the work place can be some of important factors. According to Communications workers of America (2009), elaborates that Occupational Stress, work stress or job stress is defined as “mechanism whereby the human body attempts to adapt to the environment.” It has been seen that working in any private organization or any Business Process Outsourcing industry has very high level of stress because it involves the targets and the deadlines to complete those particular targets. Apart from that, such industries that involve monotonous timings at workplace and change of shifts for example night shifts and then sudden change to the day shifts. Though, this sector mainly has job insecurity and the people working in these industries needs to have latest information. They constantly need to be upgraded at all times (Vowler, 1995), (Thong et al., 2000). Agarwal (2001), Bhattacharya and Basu (2007), Sanderlin (2004), Taylor et al., (2006) did research and found out the attributes to Occupational Stress which were further elaborated as job demands with tight deadlines, having fear if something goes wrong or dealt with, machinery failure, interpersonal and intrapersonal adjustment problems, are considered to be some of the stressors among IT professionals.

The different signs of the stress can be seen in people’s behavior and it changes the behavior of the person. The acute response to the stress can be seen in the areas like feeling, for example a person suffering from anxiety, depression, irritability, fatigue, second area is in the behavior for example, a person showing withdrawn symptoms, being aggressive, unmotivated, third area is in the thought process, for example, a person facing difficulty in problem solving and concentrating and last area, a person showing physical symptoms towards stress, for example, palpitations, headaches.

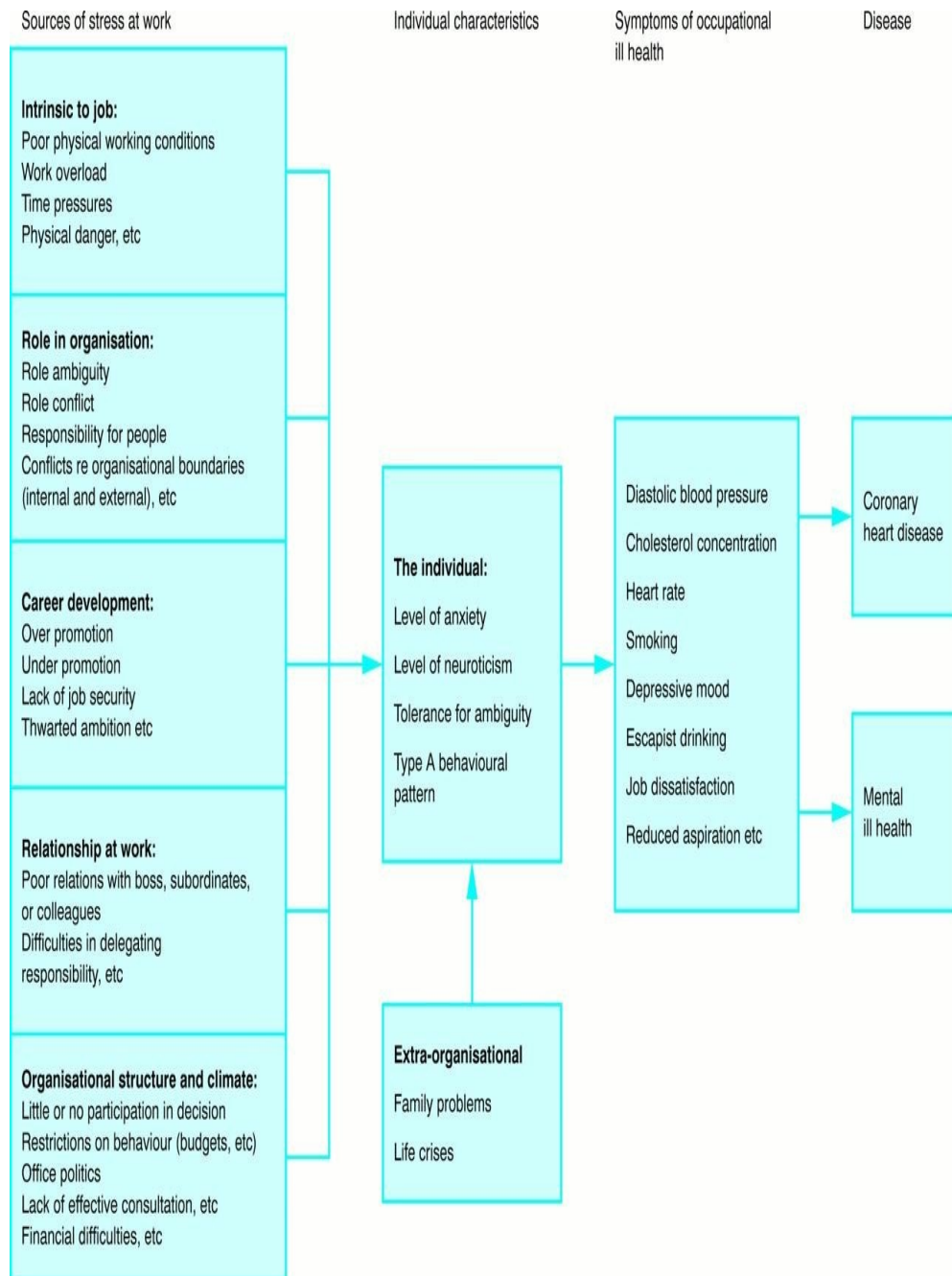


Figure 1.1: Cooper et al., (1976). Model of Stress at work

Situational elements, which include those that are unpredictable, uncontrolled, unclear, unfamiliar, and also include a loss of performance at work, are significant contributors to stress in individuals. The stress may also be brought on by situations that are time-sensitive or must be completed by a specific date, such as job instability, work deadlines, or test pressure.

The resources that help to deal with the stress and meet the pressures depends mainly upon the individual and the personal characteristics such as coping mechanisms, such as methods for handling problems, managing one's time, ways to behave at work and also dealing with the situational factors. These resources can be built up among the employees of an organization by providing adequate training, proper work infrastructure, employment practices, good management so that the working will be organized and structured.

It has been seen from many years that the employers have been blamed the employee for a stress rather than looking into the causal factors of the stress. It is the duty of the employers, and in some cases, even the work ethics of the employers to make sure the workers don't become sick—physically or emotionally. The stress leads to the high staff turnover, increase in the percentage of the absences due to sickness, early retirement which further leads to the reduction in the work performance, and all of this together effect an organization because the client's satisfaction decreases as well.

According to Michie (2002), it has been seen over the years that stress has been defined in many different ways by different researchers and psychologists. It was originally seen as the pressure because of the environment, and then it was seen as the strain which is a causal factor of the stress. The accepted meaning in general is that stress results from a relationship between the person and their circumstances or surroundings. When a person lacks the resources to handle the strain and expectations of a circumstance, stress is said to be their psychological and physical condition. As a result, stress differs from person to person and from scenario to situation. Some does not take stress because of their individual characteristics and some take stress even of the smallest stressor. There are also some situational factors that are so effective to cause stress but on the other hand some situational factors are easy to handle. Thus,

stress at times weakens an individual towards its achievement of goals which effect individual and also an organization. It is a good practice by the employers that assessment of employees should be evaluated and it involves: 1. Pressure taking assessment that can lead to the long-lasting levels of the stress. 2. Identify employees at risk? 3. Whether a lot is being done by an organization to prevent employees from the harm of stress.

1.3.1 CAUSES OF STRESS

According to Michie (2002), there are two physiological mechanisms on which the stress is dependent and they are:

a). Alarm Reaction: When an individual is confronted with the stressful environment or is faced any kind of threat, the first response of an individual is the physiological arousal wherein the muscular tension is created, heart rate speeds up. The response of an individual is either fight or flight. But nowadays the threats are more of psychological in nature wherein an employee is faced with verbal attack from superior at the workplace. The “fight and flight” response is not socially acceptable but an individual should express the alternative response by reacting to it emotionally or any behavioral response should be created.

b). Adaptation: The second mechanism is adapting to the environmental conditions by learning within the environment and situations an individual is in. The adaptation mechanism allows an individual to stop responding to the external stimulus, for example, when we are new in a house which is close to the railway line, it creates an environmental stress because of noise and many other environmental factors, but over time when we are habitual to it, then the responses start decreasing. But if the same response because of environmental stressors of railways is created then it leads to the physical wear and tear because of the stressful situations and leads to mental exhaustion.

The stress rises when either of these two mechanisms does not function properly and it is difficult to move from one mechanism to another. The basis of the individualistic approach towards the stress management is that it is the perception of the individual towards the situation whether it causes stress or not. According to Lazarus &

Folkman (1984), explains that the capacity of a person to determine whether their stress will be prevented or lessened by either primary or secondary appraisal is the basis of the transactional model of stress. These appraisals towards preventing the stress would entirely be based on the past experiences while confronting such stressful situations. Therefore, this process of behaviours, stressors and appraisals are continuous and stressors can be managed by changing the cognitions using cognitive techniques.

The demands and the pressures that are created at the workplace are the causal factors in creating stress among employees. These factors at the workplace have been discovered to be correlated with stress and health concerns and also with the content of the work place employees do in their organization. The intrinsic factors to the job that create Occupational Stress are working for long hours at a stretch, time pressure, work overload, complex and difficult varieties of tasks, issues of breaks, and poor physical working conditions, i.e., inadequate light, temperature and space.

Other factors such as roles and work which are unclear and are conflicting in nature can also cause stress. The conflicting roles and boundaries at the workplace can also cause stress. The probability of having developments at the different levels are considered to be the stress busters but lack of training, job insecurity and working without getting promotions are considered to be the stressors. There are two important sources of stress which are relationship at the work and the work culture. The managers who are unsupportive, bullying, create stress but superiors who creates positive environment and a team of good people around tends to reduce the level of stress.

1.4 JOB COMMITMENT

The organizational commitment is now considered as an important attribute and component in the area of organizational roles because every organization look forward for the positive outcomes and that can only be expected positively if an employee is committed (Meyer and Allen, 1991). The word organizational commitment refers to the willingness of an employee to work, efforts that the worker puts in. It is the commitment expressed in as the positive affect and feelings that an employee has for an organization that comes from the work experience, personal and organizational characteristics, organizational structure which in turn leads to the commitment.

As per the article on the website study.com (2021), the organizational commitment is defined as the sense of responsibility that one holds in achieving the goal of an organization. When an employee is high on commitment, they are likely to perform very well that helps a company or an organization to achieve their desired goals. It is therefore important for an employee to know their strengths and weaknesses so that by the use of strengths, an employee feels that they are doing at their best ability which leads to the job satisfaction. By knowing the strengths, one tries to improve upon their weaknesses and learn from them and start growing that leads to the job satisfaction.

The organizational commitment refers to the attachment that an employee has with his organization. It is based on the individual perspective. The organizational commitment predicts the turnover, job performance of an employee. If an employee is committed to his organization, he would work hard and increase the turnover of an organization to the heights. The Job Commitment would influence the job performance of an organization as if employee is committed and dedicated towards his work, it would be possible that an employee's performance would increase as well.

According to Cavet (2021) introduced to the concept of work commitment and the ways through which the work commitment can be maximized and the productivity can be increased. Work commitment is said to be the behavior of the employees who work in an organization so that the goals can be achieved. There are many employees

who really work on the parameter of work commitment as they really mean it for if the phenomenon is there in an organization then work commitment can become a real vital point for performance of employee in an organization.

Gigli (2021) defined Job Commitment as the feeling that the person has about working for the aims, objectives and goals of an organization. It is considered to be a positive kind of an attitude where the mindset is to work towards meeting the goal of an organization. The employee performs different tasks and has responsibilities to achieve different goals of an organization.

It is very important for an employee to understand his strengths and weaknesses so that the work on self can be worked upon. While an employee uses his strengths at his workplace he works at the best of his ability and therefore the job satisfaction level is increased too. Using the strengths, the balance between the work and life is maintained and there is a state of equilibrium.

The manager's ability to improve their work performance in the office depends heavily on feedback. The more you get the feedback, the better one becomes. When an employee asks for feedback on regular basis, the manager would be interested more to talk on the regular basis with an intention to improve upon.

An article by Bhat (2022), commitment to work can be elaborated as a worker's degree of engagement and enthusiasm with his or her job that has been assigned to an employee at his or her workplace. It is said to be the responsibility that is being assigned to an employee in achieving the goals and to work for the vision of an organization an employee is associated with.

The level of Job Commitment is associated to have increased employee satisfaction and related to high level of engagement in an organization. This helps in producing better results with an increase in profits, increase in productivity and enhances overall improvement in the environmental conditions at the workplace.

This is the level of commitment that an organization expects from its employees. The great things in life are achieved through dedicated attitude, hard work and these qualities need permanent efforts as it is not just related to the qualities that could be enhanced in a day but it requires regular commitment and dedication to be able to be

high on job commitment.

These qualities are developed in person over time and it requires consistency in the work. The organizations also expect their employees to work in such a manner that can increase the commitment to work and for this very purpose it has also become equally relevant for employees to be more committed to their job, an organisation must provide the right atmosphere.

1.4.1 IMPROVING JOB COMMITMENT

The degree of job devotion cannot simply increase and improve in a single day. To demonstrate a high degree of devotion in their work, it takes time. There are some of the methods that can be incorporated to bring about the changes and they are as following:

a). Building strong team

It has been rightly said that teamwork do create wonders and organization should build a strong culture of working as a team to fulfill organizational goals and this characteristic of working in team should be an important aspect of organizations. When employees work as a team, then the target which looks tough to be achieved looks easy and is achieved in an easier manner. The teamwork basically depends on the factor that how employees interact with each other and how well do they understand each other and perform as a team or as a group. The survey can be conducted in an organization to see if the teamwork is the answer to the problems. The records of the responses of the surveys can be evaluated and interpreted for later.

b). Expectation from employees

In any organization, the employees who are hard-working prove to be an asset to an organization. The employees who work in an organization aspired to have a role in the accomplishments of the company they work for. Thus, it is also important that employees should be clearly communicated about the goal and vision of an organization. Thus, in this way the employees know as in what they are expected out of them. It is important for an employee to have the clarity of thoughts for the time an employee is the part of an organization.

c). Transparency in organization

It is very important to have a sense of transparency in an organization. Allow the employees to participate in discussion related to organizations, contributing freely in the decision-making process towards an organization. When organization does inform its employees, it tends to increase the trust among its employees. Therefore, this increases the sense of belonging and commitment at the workplace.

d). Communication

In any organization, the open communication influences the environment to build up the trust at the workplace. The doors should be opened for everyone to be able to communicate in open discussion and the organizations should promote free communication. Also, organizations can use of the surveys measuring different psychological constructs, for example measuring job satisfaction or Job Commitment so that the feedback can be given to the organizations.

These feedbacks help an organization to understand the various phenomena and explanations for failing to be able to achieve employees' expectations and what further can be done to improve upon the working culture and work environment. The feedback should always be emphasized and it should be used practically.

The organizations need to be open enough as well to understand as in why employees are not satisfied and what can be done to improve upon the culture of an organization. Thus, communication should be effective so that the employees can walk up to speak up and positive environment is created at the workplace.

e). Building strong ethics

In an organization, it is not just about how a worker feels about their job but also to understand the responsibility of the task allocated to them at their workplace. This could involve holding an attitude, behaviour, interaction at workplace. The ethics at the workplace exemplifies the character of the person.

Organisations have been working hard to promote the three key components of work ethics—honesty, integrity and accountability—at the workplace in an effort to boost worker morale. When employee develops strong work ethics, they become more

committed towards their organisation. Therefore, it is very important to build up the strong ethics in an organization so as to help an organization to establish the culture of strong ethics that would help in establishing good and healthy environment.

f). Trust

Trust is also an important factor to be able to build up strong Job Commitment among employees. Trust is a characteristic that bring proximity among the members and establishes good bond in a relationship at the workplace and in professional lives of people. Trust is not like an identification tag on the front door or a welcome sign for guests that say “we provide trust here”. It consists of efforts, which extends from the top management goes down to all levels of organization promoting a culture to believe each other in an organization. The trust is build up when the efforts are put in the work that is shown in an organization and that deeds should be reflected in actions. When an organization builds up the culture of trust it is then that the employees put their impact on the organization and this increases the level of Job Commitment among employees.

g). Innovative strategies

The organizations should have its employees who are innovative, new and creative in their ideas and strategies that can be adopted so as to put positive impact on the growth of an organization. The employees who are innovators are said to be committed employees and these employees always look forward to the better ways to accomplish the tasks and try to find out the innovative and new ways even if there is a dull task to be accomplished. Such employees who are high on innovation should be valued by the organizations and they should be encouraged to bring out more innovative and new waysthrough rewards and incentives.

h). Helping employees in their growth

The organizations who help their employees to grow at professional and personal level and promote their employees’ ideas in the positive way tends to work for the extended duration. The businesses can aid their personnel by giving them the chance to learn, provide training and helping to interact for the overall development of an individual. All these gestures from the organizational end help their employees to be

able to attach with the organization and shows higher degree of commitment at their workplace.

i). Incentives for performing well

The incentives in the form of rewards help in boosting the employees who perform exceptionally well. The organizations should give recognition to their employees who benefit the organization and performs well. Every individual can be motivated through different techniques and there are different ways that motivates an employee internally as well as externally. It is very important for the organizations to give recognition to their employees who put forth a lot of effort to get the greatest outcomes possible. The criteria for achieving the organization's goals and objectives should serve as the basis for awarding incentives.

j). Celebrating the success collaboratively

It is important to make the employees feel that they are being valued by an organization. The employees show higher level of satisfaction and commitment when they understand the fact that their opinions are valued and are fairly treated by an organization. Additionally, they believe that their contributions to the organisation are valued and that their accomplishments are being appreciated.

Therefore, sharing in accomplishments with the team members has a significant impact and this encourage the employees to work better in the near future. The slightest of the gesture boosts up the morale of employees and they would be motivated with each passing day and it increases the commitment at the workplace.

The Hardiness Personality is an important construct and is considered to be a need of an hour especially among primary teachers. The Hardiness Personality will help the teachers to have a challenging concept dealing with stress at the workplace. Therefore, it will further help in increasing the Job Commitment and job performance among the primary teachers. The teachers will therefore be helpful in dealing with the regular tasks in a healthy way without any sort of hassle. The next chapter would explore the research studies on Hardiness Personality, Occupational Stress, Resilience and Job commitment.

To summarise the above chapter, we can state that the hardiness personality is a personality type in which individuals take every task as a challenge and remain committed to the goals and take control of their lives. As the occupational stress is increasing with increase in the responsibilities of the teacher therefore increase in the hardiness personality will help in building up the resilience and job commitment level of the teachers as defined above by different authors. The next chapter will have the research studies in relation to the variables under the investigation.

CHAPTER II
REVIEW OF
LITERATURE

CHAPTER II

REVIEW OF LITERATURE

According to earlier research studies, the variables in the current investigation are statistically correlated. The literature that is currently available indicates that Hardiness Personality is both positively and negatively related to Job Stress, Resilience, and Job Commitment. School teachers' Resilience, job stress, and Job Commitment are all correlated with their hardiness of personality.

The quality of education provided to students depends on a variety of factors, including the teacher's psychological hardiness, stress resistance, zeal, and commitment to the teaching profession. Teachers who exhibit a Hardiness Personality are more committed to their jobs, resilient, and willing to face challenges in life. Stressful conditions are frequently seen as an inevitable part of life by those with high levels of hardiness and view dangerous and undesirable opportunities as a challenge.

Higher levels of employee satisfaction and high levels of engagement in an organization are linked to levels of job commitment. This contributes to better outcomes, increased productivity, and an overall improvement in the working environment, leading to better results. The great things in life are attained through a committed attitude and hard work, and these qualities require ongoing efforts because they are not only related to the qualities that can be improved in a day but also because they require regular dedication and commitment to be able to be highly committed to one's work. The current study aims to investigate how a person's level of hardiness affects their Resilience, ability to cope with stress at work, and commitment to their career.

The literature on the Hardiness Personality majorly talks about the advantages of having Hardiness Personality as the individuals possessing Hardiness Personality remains healthy in every situation and as a teacher, they could be a better performer. Those who are open to the new ideas, are confident and have an ability to see change as a challenge in a healthier way and are problem solvers could do better than who are avoiding the stress. They are always proactive and they are not prone to be victimized

when they are faced with the difficulties in life. To be highly resilient, not only teaches how to deal with the difficult circumstances but also help in empowering the self and also improving the life while leading the good life. If a teacher is committed to their profession, they would work hard and handle work stress wisely. The Job Commitment would influence the job performance of an institution as if a teacher is committed it would likely be possible that his performance would increase as well.

2.1. HARDINESS PERSONALITY AND RESILIENCE

Sadeghi et al., (2021) conducted research on the mental health of athletic students at the University of Applied Science and Technology, focusing on psychological toughness and Resilience. The purpose of the research was to examine the relationships between the factors. All athletes from the applied science and technology university made up the study's population. The procedure of random sampling was employed. The research study found out that psychological hardiness and Resilience are two important variables in improving upon the mental health of the students. It was found out that higher the firmness of the person, higher will be the mental health improvement in the person. The lower the score in general health questionnaire showed improvements in the mental health. The study also shown that as the Resilience increases, the decrease in the physical symptoms, depression, anxiety symptoms were also observed.

Harooni et al., (2020) conducted a research to determine the impact of the anger management training programme on the school girls' Resilience, toughness, and overall health. There were pre-tests, post-tests, and follow-up tests conducted as part of the quasi-experimental study. 80 female pupils were selected from 13 districts to make up the study's sample. The study's findings indicated that the anger management course does benefit the female students' overall health, Resilience, and toughness of personality. The students' Resilience, Hardiness Personality, and general health pre-test, post-test, and follow-up scores were compared, and the results revealed that the post-test and follow-up scores were on average greater than the pre-test levels. The students' Resilience, tough personalities, and overall health were all positively impacted by the anger control training programmes, as seen by the large

mean changes. The study's findings also shown that anger management training consistently improved people's overall well-being and hardiness of personality compared to the outcomes of other comparable research.

Hojati et al., (2020) conducted a study to examine the association between hardiness, optimism, bad life experiences, and coping self-efficacy and to determine if hardiness, optimism, or both operate as a mediator between adverse life events and managing self-efficacy. 228 Iranian first-year undergraduate students made up the study's sample. Adolescent Life Events Questionnaire (ALEQ), Revised Life Orientation Test (LOT- R), Kobasa's Hardiness Scale, and Coping Self-efficacy Scale were the questionnaires utilised in the study. The statistics for investigations to see the moderator's involvement of resiliency and optimism employed hierarchical linear regression. According to the study's findings, there is a substantial correlation between Resilience, optimism, adverse life experiences, and self-efficacy in coping. It was shown that optimism and toughness acted as a mediator in the association between coping self-efficacy and adverse life experiences. The study's conclusions show a strong correlation between coping self-efficacy, toughness, optimism, and painful life events. Hardiness and optimism were found to be moderators of the relationship between unpleasant life events and coping self-efficacy.

Garcia & Pelegrin (2020) undertook a study on how parents have imparted education to their children in terms of toughness in sports. The study's goal was to determine if adult performers with high and low levels of toughness personality differed in their perceptions of their parents' educational backgrounds. 502 athletes from Spain made up the study's sample. The sample included 349 males and 153 women within the ages of 18 and 64. Responses from the respondents were collected using the self-report questionnaires. Two more groups were created from the sample. The group with low toughness ratings had greater levels of parental protectionism and maternal limitation, according to an independent t-test. Men who were educated, believed to be educated and raised by parents who were authoritarian displayed less commitment. The findings indicated that among groups with low levels of Hardiness Personality, mothers' protectionism, dads' restrictions, and mothers' restrictions were shown to be closely related to greater levels of care education. The study found that, in

addition to parents, there are other elements that affect players' hardiness personalities. It was discovered that the educational preferences of the men's parents had an impact on their toughness of character, dedication, and challenge.

Luceno-Moreno et al., (2020) conducted studies on the evaluation of the Hardiness Personality and the reliability of the occupational hardiness test among police officers. The goal of the study was to examine the characteristics of a sample of Spanish police officers using the occupational hardiness questionnaire. About 212 policemen participated in the study, which was a cross-sectional investigation. Descriptive statistics, correlation, factorization, and regression were used in the analysis, and the results were then interpreted. The statistics showed that the instrument was valid and reliable, and that its Cronbach's alpha values ranged from 0.81 to 0.87.

Deldar et al., (2018) did a study on Resilience and burnout on the nurses working in the Iran. The study was carried by reviewing national and international based journals from the year 1980-2017. In the results, it was assessed that 108 articles were selected after the proper scrutiny done from the 227 articles. The meta- analysis was done on the studies and the correlation was carried out between the Resilience and burnout and it was found that the value of the correlation between Resilience and burnout came out to be -0.57 which was negatively correlated with the 95% confidence.

Sawhney et al., (2017) did a research study Hardiness Personality among the prospective teachers among different streams and the residential background that the different teachers belong to. The study was carried out on 100 teacher's trainees, which were picked only from the colleges of education only. The sample of 100 teachers was equally distributed among the streams of arts and science and from residential background. The study was conducted using tools of personality hardiness. The result of the research found that the prospective teachers of science found to be higher than the prospective teachers of arts stream. The study didn't show any significant differences in relation to the prospective teachers who belonged to urban or rural areas in terms of their residence. The study didn't even show any significant interactional effects found among the type of the streams and the areas that the

prospective teachers belonged to.

Shahid (2015) did a study to find out the differences in Hardiness Personality and Resilience among the doctors and nurses who are working in the ICU units. The hypothesis of the study was that doctors are more resilient and have Hardiness Personality than the nurses. The sample for the study was drawn from the ICU and casualty units of different hospitals in the Lahore district in Pakistan. The tool used to study the Resilience was State-Trait Resilience Checklist (STRC). The independent t-test was used for inferential statistics whereas the descriptive statistical analysis was done to find out the demographic descriptive. The analysis found out that doctors and nurses had no significant difference on the Hardiness Personality and Resilience. The differences were found only on the subscales of STRC, i.e. Intra-state, inter-trait and intra- trait Resilience subscales. The most significant differences were found on the intra-trait Resilience which found to be more among doctors than among the nurses.

Maddi (2013) did a research study on Hardiness Personality as the base for the Resilience. In the stressful situations or environmental conditions, the individual with the hardiness attitude and with healthy strategies, does facilitates the Resilience. The hardy attitude are the 3Cs of the Hardiness Personality and they are named as commitment, control and challenge, therefore, however the stressful conditions arises in an individual's life, challenge helps an individual to realize that the life creates the stressful conditions which are naturally created under different environmental conditions, commitment on the other hand, helps an individual to stay as whatever is going on and around the life, thirdly, control helps an individual to turn the things to your own side in a favorable manner. The 12-year longitudinal study has revealed that the managerial performance was improved as well as that their physical well-being was favourably impacted by increasing their Hardiness Personality scores.

Gilto et al., (2013) conducted a study to determine the connection between nurses' burnout, depression, toughness, and Resilience. The study had the hypothesis that Hardiness Personality and Resilience had positive correlation. The hypothesis was proved and it was found out that Hardiness Personality and Resilience had a positive correlation ($r=0.47$).

Kinman et al., (2011) did a research study on looking into the Resilience among the social workers and exploring the role of the emotional and social competencies. The high level stress and burnout has been seen one of the important problems in the United Kingdom. Resilience has been considered as an important factor for lowering down the stress levels and to enhance well-being. The sample for the study consisted of 240 trainees and significant negative correlation was found between Resilience and psychological distress. The study found Resilience as a mediator to study negative association between emotional intelligence and psychological distress. The study highlighted the importance of Resilience for intra-individual and inter-individual emotional competencies and therefore there should be a curriculum to help the trainees to improve their resistance towards their workplace stress.

Nezhad et al., (2010) did research to study Hardiness Personality and Resilience in relation with sport achievement and mental health among the athletes. 96 male athletes and 43 female athletes made up the 139 participants in the research. The Connor-Davidson Resilient Scale (DC-RISC), Hardiness Scale, and Mental Health Inventory were the scales utilised in the study. In order to evaluate an athlete's performance in sports, the Sport Achievement Scale was given to the coach of the athlete. The results of the study have shown that Hardiness Personality and Resilience were positively related with the sport achievement and psychological wellbeing of the athletes. The Hardiness Personality and Resilience is found to be negatively correlated with psychological distress. Therefore, finally it is being concluded out that Hardiness Personality and Resilience can change the mental health and their achievement of sports among the athletes.

A study by Gu et al., (2007) done on the teachers Resilience as how the Resilience influence in the teaching effectiveness. Resilience is found to be the multidimensional and socially constructed phenomena and it is a dynamic in nature. This paper was a longitudinal study where the teachers' Resilience and commitment was examined for longer period of time. The paper emphasized on the role of Resilience in the teachers' management as to see the relationship between the professional and personal life of the teachers and how does the teachers maintain the standards, quality of the teaching at the school.

Fredrickson et al., (2005) talked about the factors that develop the Resilience of employees. They include the ability of an employee to make the plans which are realistic in nature and can make the important steps that are necessary to follow on those plans and implementing in a positive way. The strengths and abilities that involve the self-concept and enhancing the self-esteem of employees. The communication skills are important as at times the employees need to have positive skills to communicate effectively and to manage and control the feelings and emotions of an employee.

Tugade et al., (2004) conducted a study to determine the connection between Resilience and the Hardiness Personality. It was found out through the research that high Hardiness Personality has higher ability to cope up with different situations and stressors in life. The results interpreted and concluded that hardiness is a predictor for the Resilience.

Bonanno (2004); Maddi (2005), Hardiness Personality has been considered as the pathway for having a Resilience under the different stressful conditions. The more the personality is hardy; they would be higher on the Resilience.

In a research on hardiness, a review was studied on the theoretical and research basis. Hardiness is considered to be a quality that can be rooted back from the childhood experiences that tends to be rewarding and rich. These experiences are manifested in the emotions and behavioural aspects of an individual which are then said to be the constructs of hardiness personality namely, commitment, control and challenge (Maddi & Kobasa, 1984).

2.2. HARDINESS PERSONALITY AND OCCUPATIONAL STRESS

A research study by Sidhu et al., (2020) conducted on the workplace stress and personality hardiness of the college going teachers. The study was done on the 500 college teachers. The study's findings revealed that there were no discernible changes between the college teachers having less than 10 years of teaching experience and low and average level of Hardiness Personality. There was a substantial difference in workplace stress levels between instructors with fewer than ten years of teaching

experience and those with a high level of personality hardiness. Teachers with fewer than 10 years of classroom experience showed a substantial difference between the low and high levels of personality hardiness when it came to professional stress. The workplace stress does affect the teachers' mental and physical wellbeing. It was further recommended that the teachers need to develop Hardiness Personality to deal with the stressors which can be inculcated among the teachers having unique personalities. It was also suggested that instructors cultivate a toughness attitude in order to deal with problems, which may be formed in teachers of various personalities.

A research study carried out by Mahadik et al., (2019), on Hardiness Personality, Occupational Stress and Resilience. Female doctors were the subjects of the study. The objective of the research was to see if the hardiness and Resilience have an effect on the Occupational Stress among female doctors or not. The study was carried out on the sample size of 60 female doctors from Maharashtra, Karnataka and Kerala. The sampling method used was the convenient sampling method. The scales that were used for the research was Hardiness Scale, Resilient scale and Occupational Stress index. The findings of the study showed that hardiness and Resilience does not have any effect on the Occupational Stress among the female doctors and also that Hardiness Personality and Resilience do not have any role to play in Occupational Stress among the female doctors.

Talavera-Velasco et al., (2018) did research to study the psychosocial risk factors along with burn out and hardy personality among the police officers. Apart from the Occupational Stress, there were other two important factors are the adverse perceptions at the workplace and burnout. The research's goal was to examine the factors influencing police officers' mental health. The study comprised of the 223 policemen, which further included 202 men and 21 women police officers. The police officers are prone to have work related stress because of the nature of the work that they carry such as offenses to be reported, police act as the mediators between the citizens and they have to organize the traffic as well. The study was carried out on cross-sectional research basis. The regression analysis revealed that emotional

weariness and perception were the crucial elements that made up the problems out of all the variables. These factors should be considered and improvements should be done so as to improve the occupational health services and interventions should be carried out significantly.

Bala et al., (2017) conducted research on the personality Resilience and work-related stress in teachers in secondary schools. 500 secondary teachers in total—250 men and 250 women—were included in the study. The four districts of the state of Punjab—Ludhiana, Hoshiarpur, Jalandhar, and Gurdaspur—were used to gather the sample for the study. Using a multistage randomization process, the sample was taken. The Personality Hardiness Scale for Teachers and the Work-Related Stress Scale for School Teachers were the instruments utilised in the study. Karl Pearson's coefficient of correlation was employed in the study's statistics to determine the association between secondary school teachers' hardiness of character and levels of job-related stress. The study's findings indicated a strong and unfavourable correlation between male secondary teachers' personality toughness and work-related stress. The study found a substantial inverse association between professional stress and female secondary teachers' hardiness personalities. Additionally, the results showed a significant (at the 0.01 level) and unfavourable correlation between secondary instructors with more than five years of experience. The final findings showed a substantial and adverse relationship between secondary teachers' hardiness personalities and workplace stress.

Wallnas et al., (2017) conducted a study on Swedish teachers to determine the impact of exercise, social support, and hardiness on stress at work. The investigation's goal was to ascertain how physical exercise, social support, and Hardiness Personality among Swedish secondary school teachers related to Occupational Stress. Convenience sampling was performed on the 145 secondary school teachers that made up the sample size. Cross-sectional surveying was used with individuals from three separate localities. The study's findings demonstrated that toughness personality, social support, and vigorous physical activity all strongly predicted stress at work among teachers in upper secondary schools. There was a considerably higher degree of stress among female instructors than male teachers, but there was no

evidence of a gender-specific association with hardiness, social support, or physical exercise. As a conclusion, it was discovered that physical exercise, social support, and toughness both benefit male and female instructors by acting as stress buffers.

Freitas et al., (2017) did a study on Hardiness Personality and Occupational Stress among nurses' managers in different hospitals. The purpose of the study was to identify if nurse supervisors at various Brazilian hospitals have a tough personality. A cross sectional study using quantitative method was carried out in 5 hospitals, three public hospitals, one private hospital and one philanthropic. The study comprised of 62 nurses who were working on the positions of head of service or areas coordinators. The two tools measuring Hardiness Personality and Occupational Stress were used. It was found in the research that 56% of the nurses had stress in their activities and about 40% of the participants had the stress resistance personality, that is, Hardiness Personality. There was a negative correlation found between Hardiness Personality and Occupational Stress, as increase in hardiness lead to the decrease in the stress. It was then concluded that position of managers requires strategies to be developed to lower down the stress.

A study by Sprenger (2016) found out that teaching profession is very stressful and about 72% of the teachers found profession as being very stressful. Hepburn and Brown (2001) found out that teaching profession at present time is actually becoming a stressful occupation.

Ahmad (2015) conducted study at L.N.M. University in Bihar on workplace stress among teaching personnel and non-teaching employees. 120 employees made up the study's total sample (N=120), of which 60 were in the teaching profession and 60 were not. The sample was drawn at random from several L.N. Mithila University departments. Singh and Srivastava (1981) devised and created the Occupational Stress index, which was the questionnaire, utilised in the study. The study's findings showed no discernible difference in Occupational Stress levels between university workers who teach and those who do not. Between teaching and non-teaching employees, the dimensions of Occupational Stress—role overload, role ambiguity, role conflict, unreasonable group and political pressure, responsibility for people, and

demanding working conditions—were the main predictors of total Occupational Stress. The study's findings also indicated that Mithila University's non-teaching staff members were more susceptible to Occupational Stress than the university's teaching faculty.

Garrosa et al., (2010) carried out research to study the relationship between job stressors, Hardiness Personality, coping and burnout among the nurses. The nursing is a profession which is considered being higher on stress and burnout and these levels are found to be increasing. The research aimed at studying the temporal and cross-sectional relationship between the job stressors, Hardiness Personality, burnout and coping strategies among the nurses. The research study was carried out on the sample size of 98 nurses from Portugal. The nurses filled up the burnout scale on the two points. The analysis of the responses was done using the descriptive statistics, Pearson correlation and hierarchical regression. The result of the research shown that the dimensions of the Hardiness Personality control and challenge explained the burnout but commitment did not show any effect to the study on burnout. Avey et al., (2010); Meyers and Maltin (2010) concluded that the increase in the level of the insecurity at the workplace have increased the stress and anxiety level among employees at a very rapid pace.

Subramanian et al., (2009) did a study on Hardiness Personality, self-esteem and Occupational Stress. The research concluded through the study that Hardy people are better able to handle difficult situations once the stress at the workplace is perceived by them.

Zack et al., (2007) did research and concluded that individuals high on hardy personality are less prone than others to be impacted by the psychological and Occupational Stress are low on Hardiness Personality therefore affecting their performance at the workplace.

According to research study by Howard et al. (2004), the incidence rate of stress and burnout is a serious concern in Australia. There are teachers who are not able to cope up with the stress are not because of an institutional weakness but it is because of their

personal weakness. The study used different approach on the teacher stress and burnout by asking the teachers to adapt to certain approaches to deal with the stressors which others have successfully tried and they found to be successful in coping with it.

Paulik (2001) conducted a study on university professors to determine the moderating impact of resiliency, optimism, and self-confidence on stress at work. The sample comprised of 158 university lecturers from the age group of 25-68 years from Czech Republic. The scores were gathered from the responses filled by the respondents and the questionnaires were used to assess hardiness, teachers' stress scores and categorization of the stressful situations. The sources of stress found among the teachers teaching in university were similar in comparison to those of teachers teaching in Czech schools. The study's findings showed that Resilience, optimism, and self-assurance are all advantageous personality traits that impact and assist instructional tactics. The influence of stress on lecturers is shown to be reduced by certain personality traits, which operate as effective buffers.

Beck et al., (2000) describe the individual level inside an organisation and outline the values and standards of the organisation. The aim of an investigation was to see how the high performance level practices at the workplace can bring about the changes in organizational performance as the article suggest that many studies exemplifies that high performance practices predicts an impact on the organizational performance.

Florian et al., (1995); Rhodewalt and Zone (1989) did research and discovered that people with hardiness personalities do not see stress negatively and welcome it as a challenge, making circumstances less terrifying. They are more capable of dealing with stressful conditions. The study also discovered that people with high hardiness personalities are significantly and positively devoted to their work in their respective organizations. They have the ability to more effectively handle situations that cause stress. It also concluded from the research that employees who are high on Hardiness Personality are significantly and positively committed at their workplace in their respective organizations.

Servellen et al., (1994) did a study on Hardiness Personality and work related stress

among hospital nurses. The study was done among 237 hospital nurses and it was found that hardier nurses had reported less stress related to the work, lesser amount of emotional exhaustion and less anxiety.

A research study by Maddi et al., (1992) did a study on Hardiness Personality and stress at the workplace. A research concluded that Hardiness Personality stimulates healthy functioning even though in stressful conditions. The study also concluded that the Hardiness Personality is an important attribute in stressmanagement.

Meyer and Allen (1991) developed a three-part model of organisational commitment that included normative, ongoing, and emotional commitment. Employees that exhibit affective commitment are passionate about the company's goals. According to Meyer and Allen (1997), continuing commitment is "awareness of the expenditures that an individual must face when leaving a firm."

Roth et al. (1989) did a research and found out that hardiness is found to act as a buffer to stress among the adults who were working but not among students. The reason to this was found out that students are relatively young than the adults and are good in their health, a floor effect for illness is produced.

Rohdewalt and Zone (1989) concluded that people who are high on the Hardiness Personality are low on the Occupational Stress levels than people low on the Hardiness Personality.

According to Contrada and Type (1989); Kobasa et al., (1982); Maddi and Kobasa (1984); Roth et al., (1989); and Wiebe (1991), hardiness serves as a moderator and buffer in the relationship between health and Occupational Stress. If the stress level is lower or the nature of the stress is low among employees, it will lead to good mental health and an effective working environment in an organisation.

Rohdewalt et al., (1989) revealed that Hardiness Personality supports good functioning even in stressful situations. The study also discovered that the toughness personality characteristic plays an important role in stress management. People with high hardiness personalities have lower Occupational Stress levels than people with

low hardiness personalities.

In a research paper by Frese et al., (1988), established via their research that a high level of stress has become a key component and hence an inevitable feature in many professional contexts, notably in human services. According to Beehr et al., (1985), the literature on Occupational Stress has examined many distinct workplace stressors that influence individuals and organizations, as well as Occupational Stress in connection to other crucial components such as job satisfaction and worker productivity.

Kobasa (1982) found out that people at times have high level of stress but despite of the fact they remain healthy. This kind of personality is labeled as the Hardiness Personality and it is defined as “the of ego resources necessary to appraise, interpret and respond to healthy stressors”. There have been numerous studies which talks of Hardiness Personality as a positive attribute in enhancing the general health in promoting the positivity and it also enables the person to have both physical and psychological healthy and prosperous life. The study also concluded that having internal component as Hardiness Personality would have a significant and negative correlation with Occupational Stress. Further, Kobasa et al., (1982) did a study to see the impact of Hardiness Personality in lessening stressful life events and sub variables of Hardiness Personality such as commitment, control and challenge helps in lowering down the stressful symptoms.

2.3.HARDINESS PERSONALITY AND JOB COMMITMENT

Rathi et al., (2011) did a study on Hardiness Personality, and commitment and discovered that employees are more committed to their employment when they stay and work in the same region for a longer period of time. Employees who have pleasant sentiments, great experiences, job satisfaction, and a high quality of life at work are more inclined to stay for a longer period of time. Employees with a negative attitude may display job dedication as a result of the high expectations and strong rivalry in any company. The commitment at the workplace can be shown by those employees who have hardy personality because of the demands and tough competition in every organization. Research by Baruch (2006); Hughes and Half

(2009) did a study and find out that commitment towards an organization will be directly dependent on the experiences that an employees have and the treatment that they get during the times of the changes in an organization. Employee commitment to a firm is directly dependent on the experiences that workers have and the treatment that they receive throughout moments of organisational transformation.

Meyer et al., (2010) observed via their research that persons who are extremely engaged to their work maybe able to deal with any stressors as long as those stressors do not negatively affect their well-being, motivation, and devotion to their work. According to a study by Bartone (2008), persons who are very committed also show high levels of toughness. Employee commitment entails being interested, motivated, and leading a fulfilling life. Individuals with a high toughness mentality are committed to whatever they accomplish because they adapt and like their work. They are quite good at handling events, and they see various stimuli as both natural and a challenge to their progress. Persons with high hardiness personalities are the people who have a higher degree of devotion in whatever they do rather than being alienated and having control over things, and they do not see themselves to be powerless and believe in life's problems.

In a current world, the change in the working environment is at a very rapid pace. The change in technology, societal changes and the change in the economic sector are at a faster level and therefore the demand is more to have enthusiastic, talented and young staff, have an ability to cope up with stress and have a hardy personality (Azeem, 2010; Hystad et al., 2010; Kobasa et al., 1985; Delahajj et al., 2010; Zhang, 2010).

Sparks et al., (2001) performed research on the Hardiness Personality in relation to organisational commitment. Employment, work responsibilities, and career opportunities have all changed considerably in recent years. The working environment is evolving at a fast pace in today's society. Because technical, social, and economic developments are accelerating, there is a larger demand for energetic, intelligent, and youthful personnel who can deal with stress and have a strong attitude.

2.4.OCCUPATIONAL STRESS AND JOB COMMITMENT

The research by Mishra et al., (2022) examined the Occupational Stress and commitment of teachers working in both private and public schools. 32 instructors participated in the research. 16 instructors from public schools and 16 teachers from private schools participated in the study. The study made use of the organisational commitment scale created by Mowday, Porter, and Smith and the work-related stress scale created by Dr. A.K. Srivastava and A.P. Singh. The study's findings indicated that teachers in both private and public schools were found to have significant levels of Occupational Stress. The results also showed that teachers in public schools demonstrated an elevated degree of job commitment, which may be a sign that government instructors have more job security than private school instructors, which has an enormous effect on government instructors as compared to instructors in private schools. According to the research study's findings, there was no discernible difference in the Occupational Stress experienced by instructors at public and private schools. The research study discovered a sizable disparity between government and private school instructors' levels of dedication to their jobs. According to the study, there is a low correlation between private school instructors' devotion to their jobs and their level of Occupational Stress. Additionally, there was no connection between employment and Occupational Stress and job commitment.

A research study by Gormezoglu (2021) was carried out to examine how occupational commitment was affected by job stress. The Foundation University's nurses who worked there were the subjects of the study. The purpose of the study was to determine the link between nurses' perceived professional support, job stress and organisational commitment. The corona virus of 2019 most severely impacted the following populations. The study was a quantitative investigation, and the sample included 270 nurses employed at foundation university. The study's data was gathered through the use of questionnaires, and SPSS was used for the statistical analysis. The findings revealed a substantial connection between job stress and

perceived organisational support. The perceived organizational support was found to be mediating variable on the effect of the jobs stress and the occupational commitment. It was concluded that though the nurses had job stress because of the working conditions but the occupational commitment was found to be increasing because of the support that they received from the organization that they were working.

A research carried out by Hoon et al., (2021) to research how occupational therapists see their devotion to their jobs, job stress, and professional ethics. The study involved 173 occupational therapists, and it came to the conclusion that, using statistical analysis, perceptions of professional ethics and education were associated with job stress and dedication. Additionally, it was shown that the sense of professional ethics and the educational sub factors had an impact on Occupational Stress. It was discovered that the job dedication is also influenced by sub-factors related to education and professional ethics. The study deduced from its findings that additional changes must be made and that the importance of professional ethics must be raised.

In a study by Wang et al. (2020) the relationship between organisational commitment and work-related stress was examined among Chinese university-based educators to see if there were any mediation effects between satisfaction with work and burnout. It was discovered that among the professors at provincial universities, Occupational Stress strongly predicts organisational commitment. It was advised in the end to improve and to enhance the teachers' organizational commitment

Hartfiel et al., (2011) did a research on Resilience, well-being in relation to the stress at the workplace. The yoga was carried out for about six-week time and it showed the improvements in the mood states and the attitudes of the respondents. The yoga group showed the higher levels of confidence and satisfaction during the stressful situations. The research concluded that yoga is considered to be an effective way for improving the well-being and enhancing the level of Resilience among the employees. The employers should recommend and consider and offer yoga as an intervention technique to their employees.

Siu et al., (2009) conducted a study on Chinese healthcare employees' levels of resiliency and Occupational Stress. In addition to interviews, focus groups, and a two-wave longitudinal survey, both qualitative and quantitative research methodologies were employed. Wave 1 and Wave 2 of the study were conducted. According to the results of the hierarchical regression analysis, Resilience was determined to have a positive relationship with satisfaction with job, work-life balance, and quality of life in wave 1, but was discovered to be negatively correlated with physical and psychological symptoms, as well as injuries, in wave 2.

2.5. GENDER STUDIES (HARDINESS PERSONALITY, RESILIENCE, OCCUPATIONAL STRESS AND JOB COMMITMENT)

Kataria (2022), Resilience is an individual's ability to overcome any setback or mental adversity in life. Resilience is important in one's life because it gives one the strength to recover. There are numerous studies that explain the concept of Resilience, the various types of Resilience, and the impact of Resilience. There were no significant numbers of studies that could reveal how gender disparities are related to the level of Resilience. This study will look into the 'Degree of Resilience between males and females. As a result, an extensive literature review and data analysis of the parameters under consideration is carried out. The study's main objectives are as follows: to comprehend how people of both genders respond to a scenario. The study's main objectives are as follows: to better comprehend how both genders respond to adversity, to look at the reasons for gender differences and how Resilience affects both men and women. Males and females between the ages of 20 and 30 make up the targeted sample. The findings showed that there was no significant difference in Resilience between men and women.

Ogunbanjo (2021) examined the connection between organisational commitment and work satisfaction among library staff at public tertiary institutions in Ogun State. This study utilised a descriptive research design of the survey kind. The librarians and library officers who work in libraries make up the study's sample. Respondent information pertinent to the study was gathered through the use of a questionnaire. 130

copies were distributed, and 106 were returned and determined to be usable. The mean, percentages, frequency, person moment correlation analysis, and Chi-square analysis were all used to analyse the data. The results showed that, on general, librarians in public tertiary institutions in Ogun State, Nigeria, are happy with their work. Additionally, this survey supported their strong organisational commitment and high levels of job satisfaction with regard to their coworkers, managers, pay, and prospects for promotion. At the $P > 0.001$ level, a test of the association between organisational commitment and job satisfaction was significant.

Chukwusa (2020) found no appreciable variation in organisational commitment between male and female library employees. In South-East Nigeria's federal university libraries, gender disparities in organisational commitment (OC), job satisfaction (JS), and job engagement (JI) of library employees were examined. The research used a descriptive survey approach. 243 copies of the 274 questionnaires that were sent out to respondents—172 female and 71 male—were retrieved and determined to be usable. The study's findings indicate that regarding organisational dedication, work happiness, and job participation, both genders shown favourable traits. The study found that while male and female library workers did not substantially differ in their mean scores for organisational commitment and job participation, they did significantly differ in their ratings of job satisfaction.

Bruning et al., (2017), 583 workers of social care organisations were studied to see how gender and position affected their organisational commitment. The results of simple correlational and multiple hierarchical regression analyses contradicted his earlier findings, showing that neither rank nor gender was a significant predictor of organisational commitment.

Wahn (2016) used 192 male and 347 female personnel professionals completed Allen and Meyer's Continuance Commitment Scale, which rates one of three organizational commitment factors. Women reported being more persistent than males. Cohen's rule of thumb for effect sizes indicates that there are little to moderate sex differences in continuation commitment. The correlation between dedication and tenure is favourable, according to regression research. The analysis means that increase or

decrease in the tenure or working years is proportionately linked with an increase or decrease in the commitment level. If the tenure of an employee is more, it will lead to the increase in the commitment whereas if the tenure is low, it will lead to lower level of commitment.

Sachdeva et al., (2016) did research to study Hardiness Personality in relation to the gender. The research involved 100 secondary school instructors (50 men and 50 women), who were chosen from a variety of private and public schools in the Fazilka area. The stratified random sampling was done for the study. The variable had further 3 dimensions to study and they were commitment, control and challenge. The t-test was used for the analysis of the data and gender differences were found among secondary school teachers. The t-test was firstly calculated on the dimension of Hardiness Personality, i.e., Total personality hardiness was revealed to be significant at the 0.01 level while commitment, control, and t-value were not. On challenge (the third component of Hardiness Personality), there were substantial variations between male and female secondary school instructors. According to Puri & Jyoti (2019), the research study concluded that Males are shown to be higher than females.

Kunle et al., (2016) examined organisational commitment and work happiness. In this study, connections between selected job satisfaction categories and organisational commitment were estimated using a canonical correlation analysis (CCA). In this study, the notions of organisational commitment and work satisfaction were revealed to have a positive and canonical connection. The study sample consisted of 405 library and information professionals who were randomly selected from the 2014 Annual General Meeting (AGM) of the Nigerian Library Association in Osogbo, Osun State, Nigeria. To collect data, a well-structured questionnaire was developed, and Job Satisfaction Survey results were used. The autonomy, compensation, advancement, supervision, working environment, importance of the job, coworkers, skill variety, and processes employed are survey variables related to job satisfaction. In this investigation, three canonical correlation coefficients (CCC) were computed; the first two were significant (p 0.001, 0.653 and 0.597, respectively). Additionally, the squared canonical correlation coefficient shows the percentage of variance that an

independent variable derived from the set of the observed variable (i.e., the canonical variates) shares linearly with a dependent variable. In this case, job satisfaction accounted for 21.36% of the variance in organisational commitment and organisational commitment explained 17.15% of the variations in job satisfaction.

Samuel et al., (2014) examined the organisational commitment and work satisfaction of library personnel in private universities in Ogun State, Nigeria. The research design used for the study was survey. 162 librarians from seven private university libraries participated in the study. Sampling was enumerative since the research included the whole population. A survey called "Job Satisfaction and Organisational Commitment (JSOC)" was used to gather the data. Both frequency and percentage counts were used to analyse the data. Employees in libraries were found to be largely happy with their work, despite occasional challenges. Despite having a greater level of work satisfaction than organisational commitment, they were also discovered to be dedicated to their organisations.

Igbeneghu et al., (2010) examines the effect of employee characteristics such as age, marital status, length of service, and work satisfaction on the organisational commitment of medical records staff at Nigerian university teaching hospitals. 359 medical records staff from federal and state university teaching hospitals in Nigeria participated in the study, which employed the ex-post-facto research design. The instrument used to gather the data was the questionnaire. According to the study's results, there is a substantial correlation between organisational commitment and age ($r = .187$, $P 0.05$), married status ($r = .137$, $P 0.05$), service duration ($r = .182$, $P 0.05$), and work satisfaction ($r = .340$, $P 0.05$). Additionally, the study discovered that, compared to the other variables examined, work satisfaction had a larger proportional impact on respondents' organisational commitment. Additionally, the study discovered that the organisational commitment of medical records employees is significantly influenced by the interaction of age, marital status, length of service, and work satisfaction ($F = 12.533$, $df = 4$; 354 , $P 0.05$). The study came to the conclusion that the organisational commitment of medical records staff at Nigerian university teaching hospitals is significantly influenced by the interaction of age, marital status,

length of service, and work satisfaction.

The disparities in job dedication between Chinese male and female employees were examined by Peng et al. (2009). They develop a model that pinpoints the key determinants of organisational and job dedication in the Chinese workplace. The next step is to determine whether variables like gender role ideologies or unfavourable working circumstances for women may be blamed for the gender discrepancies. We generate and evaluate a number of hypotheses using data from 582 Beijing workers. The results show that organisational support, job features, and perceptions of discrimination based on gender are all connected to employee work commitment. In addition, it has been found that women are less committed to their jobs than males are. Women were less committed to their jobs than males were, in large part because they perceived gender discrimination more strongly, had fewer difficult tasks assigned to them, and engaged in less leader- member dialogue.

Caspi et al., (2003), demonstrate a strong correlation between the number of stressful life experiences a person has experienced and their chance of developing major depression in the future. However, among people who have two long alleles of a gene implicated in serotonin transmission (5-HTT), there is no conclusive evidence that ongoing exposure to stressful life events is associated with poor mental health. Being homozygous for this gene makes a person more resistant to stimuli that could otherwise trigger a significant depressive episode. Few research have examined whether Resilience is impacted differently by men's and women's genes. As sex may restrict the genetic expression of Resilience in women while permitting it in men, this becomes especially relevant to the investigation of gene-environment interactions (Shanahan & Hofer, 2005). They assert in their examination of gene-environment interaction studies that surroundings may both "help actualize genetic potential" and "regulate phenotypes despite genetic propensities to the contrary." According to Allen & Farrell (1996), the term "environment" is used to refer both broadly to birth cohorts and specifically to nutritional consumption. Kendler et al. (2000), additionally, sex is not typically recognised as an environmentally friendly moderator in behavioural genetic studies, notwithstanding the fact that men and women develop socially in

distinct ways, play different functions in life, and have variable ownership of social and financial resources (Walters, 2002). We propose that biological sex allows for genetically driven resistance in males while restraining these same genetic tendencies in females as a proxy for the various social contexts in which men and women (on average) are socialised.

Eaton (2003) looks into seven biopharmaceutical companies in a single state. She also confirms her idea that dedication is the same for both sexes for people in the same profession. In these studies, it was discovered that gender and age interacted to influence organisational performance.

Van der Velde et al., (2003) examined the relationship between three work attitudes—career importance, organisational commitment, and job involvement—and professional tenure. 220 men and 125 women who held high-level positions in the big multinational corporations answered a written questionnaire. Using hierarchical regression, the study's findings revealed no discernible gender disparities in the three work attitudes. Though the concepts of job involvement, organizational commitment, career salience increases as one increases over with age, thus the three work attitudes found to decrease with the professional tenure. The gender differences in the study were found in relation to that the negative influence over the professional tenure was found to be significant stronger for women than it was found for men. At the end it was suggested that further studies and its implications need to be discussed with more empirical evidences.

Rutter (2003) reveals that hereditary variables have a significant role in describing how resilient each individual is. He established links between organisational commitment and self-reported productivity and considered useful workplace flexibility policies, both official and informal. The professional and technical staffs of biotechnology firms were surveyed, where employees are allowed to utilise policies, there is a favourable correlation between them and the results. In the paper, a new measure that is pertinent to studies on work and family is included to measure employees' organisational experience.

Snape and Chan (2000) found that employee commitment is associated with older staff members and females after examining the pattern and determinants of employee commitment to the company and union at a public utility.

According to a study on cadets, female cadets experience more stress than male cadets do across a variety of areas, and for female cadets, toughness predicts military performance (Bartone & Snook, 2000). This shows that hardiness may be a more important Resilience mechanism for females compared to males, given the needed significance of hardiness as a stress modifier. There, it was determined that there was a big disparity between the sexes in psychological toughness. Researchers have shown that there are gender disparities in the prevalence of specific mental illnesses, with men being more likely to develop some disorders and women being more susceptible to others (Al-Issa, 1982; Dohrenwend & Dohrenwend, 1976; Kessler & McRae, 1981). These findings suggest that gender is a major predictor of psychiatric illnesses. However, the majority of researches on hardiness have only examined one gender. For instance, Rhodewalt and Agustsdottir (1984) found no gender differences in the association between toughness (albeit global toughness) and psychological discomfort. However, other researchers have shown that control affects the stress/illness relationship in men but not in women. This second conclusion is consistent with prior research (Schmied & Lawler, 1986) in that hardiness (or, at the very least, the control component) may be a better predictor of the stress/illness link in men than in women. It has been shown by certain researches (Ganellen & Blaney, 1984; Rhodewalt & Zone, 1989) that toughness does have an impact on women's health outcomes notwithstanding the findings of the studies mentioned above.

Ngo et al., (1998), in this study, the impacts of employment practices—specifically, job flexibility and firm internal labour markets—on emotional and long-term organisational commitment were examined. Additionally, it looked at whether these impacts were gender-specific. Data were gathered from a poll of 772 business leaders in Hong Kong. 567 men and 205 women who worked as executives in made up the sample. According to the findings of hierarchical regression analyses, gender had no impact on the two employment practises' considerable and favourable impacts on emotional and ongoing organisational commitment.

Dodd-McCue et al., (1996) after examining the attitude of a sample of accounting professionals, it is shown that men score much higher for both organisational commitment and work satisfaction. Compared to males, women are less dedicated to their organisations. It's common to blame women's under representation in leadership roles on a lack of attitude dedication. This study looks at the causes of attitudinal commitment and sees whether there are any gender differences. Men and women show varied levels of attitudinal commitment, according to past study. Differences in attitudinal commitment may be explained by the gender model and the work model, respectively. The job model asserts that employment experiences impact attitudinal commitment, whereas the gender model asserts that socialisation influences it. 328 accountants are used in this study as test subjects to evaluate these models; Research confounding from unrelated factors is reduced by accounting for the professional and educational backgrounds of individuals. The assessments of organisational participation and job satisfaction by the subjects were used to gauge their level of commitment to their workplaces and their experiences there. Using stepwise regression models, which expected considerable levels of variance, the antecedents of both notions were found. The research supports the notion that women are less devoted to their organisations than men are. Women and men both reported higher levels of work satisfaction but lower levels of organisational participation. Regression models strongly supported the work model as the best way to explain men and women's attitudinal commitment. The results imply that by adjusting elements under the control of the organisation, women's underrepresentation in upper management may be reduced while their organisational participation and work satisfaction are increased.

Rosin and Koabik (1995) discovered a similar conclusion after examining a sample of workers with MBA degrees who were employed in various industries: when age and experience are taken into account, there are no disparities between genders in commitment to work.

Aven et al. (1993) investigated the association between gender and organisational commitment using a meta-analysis of data from 27 different samples (N = 14,081).

Meta-analysis techniques show that gender and mental commitment are unrelated. The results support a job model explanation of organisational commitment but not the gender model of organisational commitment.

According to Marsden et al., (1993) males have a minor but significantly higher level of organizational commitment than employed women. Data from the 1991 "Work Organizations" The organisational commitment (OC) of employed males tends to be higher than that of employed women, according to a component of the overall social survey. The gender disparities and potential amplifiers and detractors of commitment are examined in this essay. The authors look at gender models that emphasise socialisation, relationships to families, and varied career chances, as well as gender models that emphasise variations in job qualities like autonomy or incentives. They find that males are more probable than women to have occupations with commitment-enhancing attributes as the main explanation for the gender gap. The male- female OC difference is not significantly influenced by gender disparities in familial relationships. The authors find that women had a somewhat greater OC after accounting for work characteristics, career factors, and family relationships. Contrary to what certain gender models claim, there are no obvious differences in the correlation of OC between men and women.

Shepperd et al., (1991) revealed that numerous health indicators were significantly influenced by stress, gender, and the hardiness elements of commitment and control. 150 teenagers made up the sample size for the study, which was evenly split between boys and girls. More significantly, for a number of the health measures, a consistent correlation between stress, gender, and toughness was found. The findings revealed that males who were found to be low on stress showed few of the physical and psychological symptoms though the levels of commitment and control did not made a difference and the males who found to be high on stress were found to be experiencing more problems and they were found to be low on commitment or control than they were high on either control or commitment. The toughness components were not associated with stress in the prediction of female health outcomes.

Lincoln and Kalleberg's (1990) results, study on organisational structure and work

mindsets in the United States and Japan found that women are more likely to be dedicated to their organisations because they have fewer job alternatives and have to face more obstacles to get there. However, they predict that organisations with a high percentage of women employees will demonstrate fewer dedications in both nations, with the connection being more potent in Japan due to higher gender discrimination in wages, promotions, and additional job rewards, according to their 1996 study of 41 Japanese factories and 45 in the United States. They draw the inference that marriage and childbirth account for why women in Japanese businesses leave at a higher rate than women in American businesses.

Bhagat et al. (1981) presented and looked into the elements that affect working women's organisational commitment. Of the factors for role stress, personal traits, and contentment with different parts of the organisation that were chosen, the satisfaction with promotional chances was the greatest predictor of commitment. Prior job stress was the second-best predictor, despite the inverse nature of the relationship as it was seen. Age, education, and the drive for achievement—other factors that have been linked to organisational commitment in other empirical studies—were unable to predict commitment in this diverse sample of working women.

2.6. STUDIES RELATED TO GOVERNMENT AND PRIVATE SECTOR

Lavanya et al., (2022) did a research to study the Resilience among the public library employees in Sri Lanka. The goal of the study was to investigate workplace Resilience among public library staff. The Sri Lankan library staff members received the self-administered surveys. The sample size for the study consisted to 340 staff members. The sample was collected from about 143 public libraries in the province. The result has shown that the librarians showed resilient behaviour like positive attitude, learning from the mistakes, working in collaboration. The result has shown that employees were highly resilient. The research also revealed how well-coordinated and proactive the library assistant and other staff members were in their job.

Tania et al., (2021) conducted research on organisational commitment, fit between

person and job, work-life balance, and job satisfaction as a mediating factor among employees in the private sector. The HR managers at the private organizations should maintain the work-life balance and to create positive working conditions to maintain strong affective organizational commitment and satisfaction at the workplace. The study's target audience was Pakistani workers who were employed by private businesses. According to the study, organisational commitment was shown to be positively correlated with age, gender, and experience.

Nayma (2022) did a research on how job satisfaction and affective commitment affects the job hopping behavior and the way the affective commitment act as a mediator as effect of job satisfaction on the job-hopping behavior. The study's findings indicated that emotional commitment served as a mediator between job satisfaction and job hopping. The findings of the study have shown that the private companies should adopt the promotions on the basis of the performance and to give incentives to employees so that the job satisfaction can be improved and job hopping behavior can be controlled.

Ali et al., (2022), in today's world, every human being experience varying degrees of stress, some of which is personal and some of which is occupational. The current study sought to determine the difference and the level between Occupational Stress among the government and teachers at private schools. For the study, the cross-sectional methodology was utilised, and 40 female school teachers were randomly selected from a variety of inter colleges in the city of Bareilly. Both public and private school faculty numbers remained unchanged. To assess Occupational Stress, all forty teachers were given the Hindi version of Srivastava and Singh's (1984) Occupational Stress index. The analysis revealed that the level was moderate. According to the evidence, there was no discernible difference in the levels of stress at work experienced by instructors in public and private schools. Both groups reported experiencing moderate levels of Occupational Stress. Thus, the study found that instructors at both public and private schools had the same amount of Occupational Stress.

According to Bodiwala et al., (2020) the research concluded that there are significant differences between teachers in government and private schools. Teachers at private schools reported more Occupational Stress than those in public schools.

Dubey et al., (2016) one of the most widely discussed issues in organisational behaviour, human resource management, and organisational management is Occupational Stress and job satisfaction. The primary objective of the study was to examine the levels of workplace stress and work satisfaction among instructors at public, semi-public, and private schools. Finding the link between Occupational Stress and work satisfaction for physical education instructors was another aim of the study. The subjects for the current study were 75 Physical Education Teachers from various UP Board schools in the Varanasi region who were chosen at random. The subjects ranged in age from 25 to 38 years. It was decided to hire educators with three to five years of relevant experience. The Occupational Stress Index (OSI), created by Srivastva and Singh (1984), and the Job Satisfaction Scale (JSS), created by Amar Singh and T.R. Sharma (1999), were employed in this study. The research found a significant difference in work satisfaction between instructors at government, semi-government, and private schools ($F= 7.96, p0.05$).

Singh et al., (2009) Comparing job satisfaction among sports instructors employed in government, private, and public schools in the state of Haryana. It was anticipated that educators of sports instruction in public and private schools would have quite different levels of work satisfaction. The Job Satisfaction Scale (JSS), created by Singh and Sharma, was given to a sample of 300 physical education instructors in the state of Haryana in order to meet the study's objectives. A total of 116 instructors were discovered to be employed by government schools, compared to 92 teachers each at private and public institutions. The results of the study showed that the three categories of instructors had significantly different levels of work satisfaction. According to the study, public school physical education instructors discovered significant differences among their peers, but neither between government and private school instructors nor between private and public physical education teachers were discovered.

Warelow et al., (2007) did a study on Resilience and mental health among the nurses. The study concluded that emotional intelligence, Resilience are said to have the capacity to change the negative experiences in to the positive mental health.

The main goal of the public sector is to maintain and control social and economic conditions. It involves a standardized set of guidelines that control the nature and structure of the work to be done (Fogarty et al.,1999). Contrarily, the private sector is less constrained by laws, ordinances, and restrictive labour norms. Its employees must be multi-skilled and imaginative since it is profit-driven and motivated (Aungles & Parker,1992; Martin & Parker, 1997; Pirie, 1988).

Fogarty et al., (1999) employed path analysis to look at the connection between coping mechanisms, negative and positive affectivity (NA and PA), and Occupational Stressors to predict occupational strain. The Occupational Stress Inventory (Osipow & Spokane, 1987) was used to evaluate stress, strain, and coping. The Positive and Negative Affectivity Schedule (Watson, Clark, and Tellegen, 1988) was used to evaluate the affectivity variables. In the suggested model, NA and PA were shown as background dispositional factors that altered the interactions between stress, strain, and coping while enabling stress and coping to directly affect strain. In accordance with the model's predictions, stress would vary by 15%, coping by 24%, and strain by 70%, according to the goodness of fit indices. These findings were replicated in Study 2. Study 3 included a positive. These findings were replicated in Study 2. Job satisfaction (JSI: Brayfield & Rothe, 1951) was included in Study 3's model as a positive outcome variable. Once more, the data were well matched by the extended model. In a fourth research (NEO-FFI: Costa & McCrae, 1991), a comprehensive personality assessment was included to the model evaluated in research 3. The findings demonstrated that personality traits did not improve the prediction of work satisfaction and strain in a model that already contained measures of stressors, coping mechanisms, NA, and PA. Through a series of four researches, a solid structural model highlighting the impact of organisational and dispositional factors on occupational strain and work satisfaction was created.

Scott et al., (1998), in recent years, an expanding body of research has contrasted public and private organisations, using a range of methodologies to identify which organisational characteristics are common across sectors and which are predominantly sector specific. The general method, the core approach and more recently, the dimensional approach have all developed as basic conceptual frameworks, despite the fact that evidence has not yet put an end to the discussion on the distinctions between public and private organisations. This study analyses the relative usefulness of each framework using a nationwide sample of research and development facilities that are public, private, and hybrid. The results largely support the core and dimensional frameworks, with the core approach describing personnel functions, exterior outputs, and internal resource procurement functions better than the dimensional frameworks. The results mostly provide support for the core and multidimensional frameworks, with the central approach providing a better explanation of personnel functions and external outputs and the dimensional approach providing a better explanation of internal resource acquisition functions. This article discusses how these results may affect next comparison studies.

The central argument (DeSantis & Durst, 1996; Mohanty & Mishra, 1998; Zeffane, 1994) contends that there are fundamental differences between industries that have varying effects on the workplace's overall trajectory, such as the mental wellness and well-being of employees (e.g., bureaucracy and market pressures).

Otto (1980) found that compared to government factory employees, private auto industry workers experienced greater pressure, alienating circumstances, stress, and a higher frequency of psychological and physiological symptoms.

2.7.RESEARCH GAP

The current project examines the relationship between a person's hardiness, Resilience, Occupational Stress, and job commitment. Studies on the Hardiness Personality have been conducted over the past several years, but little has been done to examine how it relates to Resilience, Occupational Stress, and devotion to one's career.

The teachers should have the capacity to manage tasks in an innovative and effective way. Therefore, primary teachers need to have Hardiness Personality so that they can teach and guide the students who are said to be the building blocks of the world.

Many studies have been done with various aspects by taking one or two variables together but no research has been done taking all the variables together.

However, this research is focused on studying many unexplored features. There has been insufficient information in this area. There is a dearth of empirical investigation as well. In order to fill in the gap the present investigation is carried out.

2.8.RATIONALE OF THE STUDY

Since last few years there have been studies on the Hardiness Personality but a little attempt has been made to study the 'Hardiness Personality in relation to Resilience, Occupational Stress and job commitment'. In reality the personalities do affect a lot on the individual as how one would react in a particular environment. In comparison to other personalities, Hardiness Personality is the characteristic in which an individual keeps themselves healthy in any stressful condition.

The people possessing Hardiness Personality remain healthy under the stress as compared to those employees who had health problems because of working under stressful conditions. The purpose of the current study was to examine the impact of Hardiness Personality.

The current study intends to investigate how a person's level of hardiness affects their Resilience, ability to cope with stress at work and dedication to their career. Employees with a Hardiness Personality are perceived as having strong levels of Resilience. Therefore, there is a link between Resilience and Hardiness Personality. The study also looked at the connection between a person's level of resiliency and the stress they experience at work. The teachers found to be high on Hardiness Personality might be low on Occupational Stress as individuals who are high on Hardiness Personality will convert stress into challenge.

The Hardiness Personality people characterized by being hardy by nature and have an ability to cope up with the stress in an effective manner and have an ability to keep the organizational climate positive. The people with Hardiness Personality have the Resilience or the ability to bounce back in a healthy way.

As the curriculum and expectations from the primary school teachers are increasing, the amount of Occupational Stress is also increasing among them. According to the teachers, the jobs are more stressful, demanding, challenging and more hectic over last few years.

As the role of teachers is not confined to teaching only, they have other job

responsibilities as well which includes demand for documentation, school policies and improvement in lesson plans. Additional administrative work and documentation will lead to more stress and less job commitment. It is very important that a teacher should continuously upgrade his/her knowledge to improve the quality of teaching. The teachers today are also responsible for designing the different activities in the school, designing of curriculum other than that maintaining lesson plans, evaluating students from time to time, following conduct rules, decorating school boards, preparing students for different functions with stay backs in the school. If the teacher becomes highly stressed then the relationship between teachers and students will be impaired and it will affect the capacity of teacher to manage the classroom.

This research will explore which type of personality style will reduce the negative effect of stress and which type of personality will be able to cope up with Occupational Stress so that teachers will have productive and efficient teaching style and job commitment. A teacher empowers the students to become competent and efficient youth and to take on the challenges in this rapidly changing world.

2.9 OBJECTIVES OF THE PRESENT STUDY

The present research has been designed keeping in mind the following objectives:

1. To study the gender differences in Hardiness Personality, Resilience, Occupational Stress and Job Commitment among primary school teachers.
2. To investigate the differences among government and private primary school teachers on Hardiness Personality, Resilience, Occupational Stress and Job Commitment among primary school teachers.
3. To investigate the relationship between Hardiness Personality and Resilience among primary school teachers.
4. To examine the relationship between Hardiness Personality and Occupational stress among primary school teachers.
5. To investigate the relationship between Hardiness Personality and Job Commitment among primary school teachers.
6. To investigate the relationships among Resilience, Occupational Stress and Job Commitment among primary school teachers.
7. To study the combined role of Hardiness Personality, Occupational stress and Resilience as a predictor of Job Commitment among primary school teachers.

In relation to the above literature, there are limited researches on the holistic understanding of the variables as studied in the present investigation. Keeping all the literature review in the mind and for the in-depth analysis of the variables the following objectives and hypothesis were framed and the results will be discussed in the chapter ahead.

CHAPTER III

METHOD

CHAPTER III METHOD

3.1. RESEARCH DESIGN

The present research was carried out to study ‘Hardiness Personality in relation to Resilience, Occupational Stress and Job Commitment’ among Primary School Teachers. The research was carried out by using the Ex post Facto research method. The research objectives and hypotheses were framed keeping in point the research studies that have already been conducted among the variables to be studied in the present research work.

3.2 HYPOTHESES

The following hypotheses are proposed for the present study:

1. There exist no significant gender differences in Hardiness Personality, Resilience, Occupational Stress and Job Commitment among primary school teachers.
2. There exist no significant differences among government and private primary school teachers on Hardiness Personality, Resilience, Occupational Stress and Job Commitment among primary school teachers.
3. There exists no significant relationship between Hardiness Personality and Resilience among primary school teachers.
4. There exists no significant relationship between Hardiness Personality and Occupational Stress among primary school teachers.
5. There exists no significant relationship between Hardiness Personality and Job Commitment among primary school teachers.
6. There exists no significant relationship between Resilience, Occupational Stress and Job Commitment among primary school teachers.
7. Hardiness Personality, Resilience and Occupational Stress do not significantly predict the Job Commitment of primary school teachers.

3.3 SAMPLE

The teachers of primary schools constitute the sample for this study. The sample size for the study was comprised of 600 teachers. The data was collected from different private and government schools located in Punjab, Haryana and Chandigarh. The data was collected from Delhi Public School Khanna, Govt Primary School Kharar 1, Govt Senior Secondary School Desu Majra, Anees School Kharar, Saraswati Vidya Mandir Jind, GMSS, Sector-16, Chandigarh, GMSS, Sector-35, Chandigarh, Delhi Public School Chandigarh, Bal Bharati School Ludhiana, Geeta Vidya Mandir Gohana, Radha Vatika Khanna, Vivek High School, Sector-38, Chandigarh.

Table 3.1: Distribution of sample.

	Males	Females	Total
Private Teachers	150	150	300
Government Teachers	150	150	300
Total	300	300	600

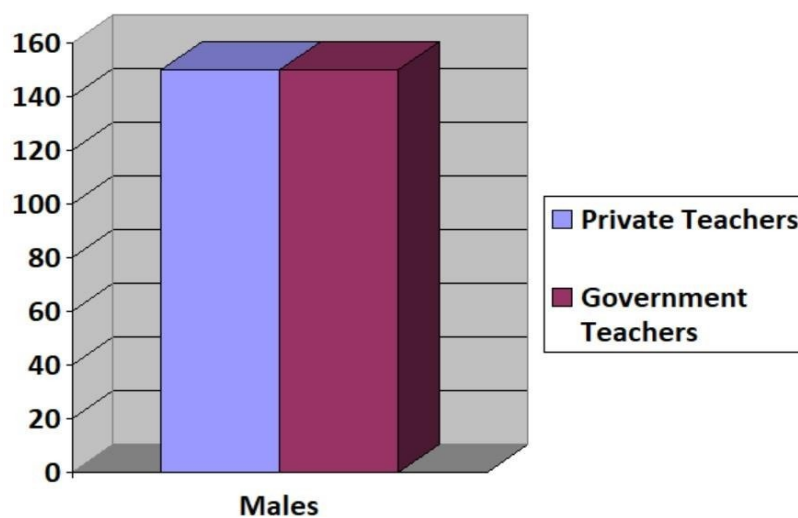


Figure 3.1: Graphical representation of the Males primary school teachers

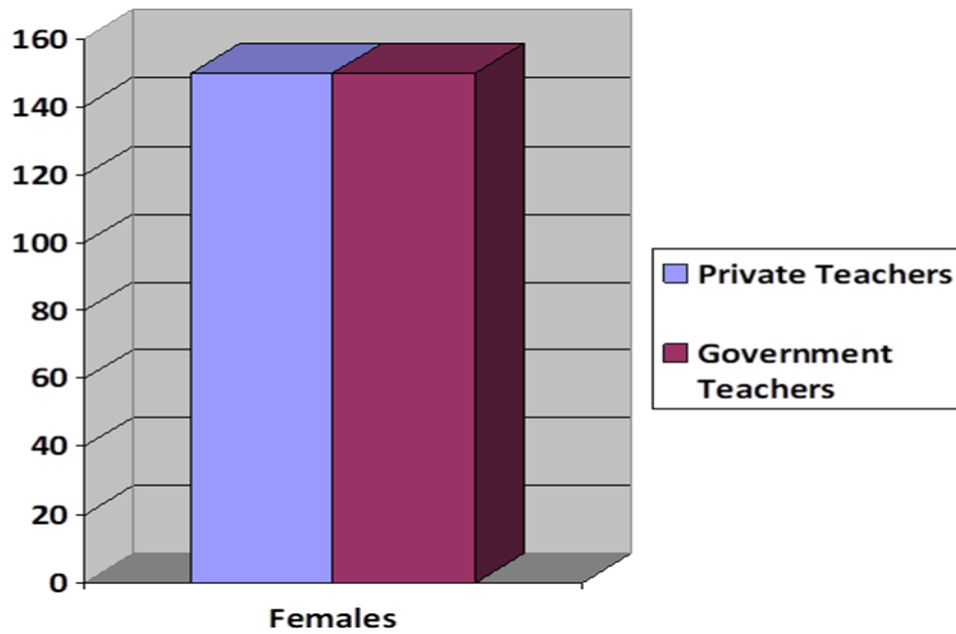


Figure 3.2: Graphical representation of the Females primary school teachers

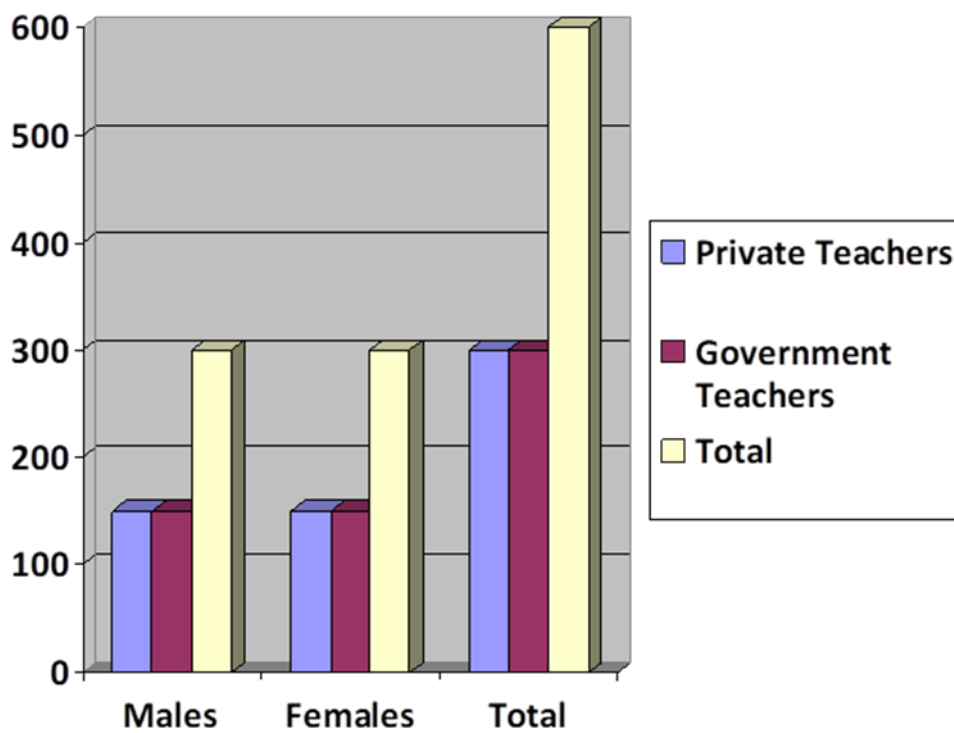


Figure 3.3: Graphical representation of the total sample of primary school teachers

3.4.INCLUSION CRITERIA

1. The primary teachers are taken from the different private and government schools situated in Haryana, Punjab and Chandigarh.
2. The teachers will be picked up as the sample for the present study who will be employed on the basis of B.Ed.
3. The age range of the primary school teachers is 25-35 years.
4. The working experience of teachers is more than 2 years.

3.5.EXCLUSION CRITERIA

1. Apart from the primary teachers no other kind of teachers would be approached for the data.
2. The sample will be selected from the teachers who are teaching till 5th grade (primary school teachers).
3. No other educational requirement for the sample would be taken into consideration.

3.6 PROCEDURE

The current research was conducted out to study the Hardiness Personality in relation to Resilience, Occupational Stress and Job Commitment among primary school teachers. The schools were visited for the data collection from Punjab, Haryana and Chandigarh. The sample size of 600 teachers were distributed the questionnaires and the responses were gathered. The data was collected in the group and each participant was given the questionnaire on visiting the schools. The questionnaires of all the variables were given to all the respondents simultaneously. The questionnaires used for the present research study included Singh Psychological Hardiness Sale, The Resilience Scale, Occupational Stress Index and Organisational Commitment Scale. The responses were then totaled out and then an analysis using the Statistical Packages of Social Sciences (SPSS) was carried out.

3.7 ETHICAL CONSIDERATION

- 1.The participants will be ensured that confidentiality will be maintained.
2. Informed consent will be obtained from the participants.

3.8 STATISTICAL ANALYSIS

Keeping in view the objectives of the study, descriptive statistics, Pearson product moment correlation, t-test and Regression were used to calculate the results.

3.9 TEST OF MEASUREMENT

3.9.1 Singh Psychological Hardiness scale

The scale is constructed by Arun Singh in 2008 and used to measure the hardiness level and the scale is named as Singh Psychological Hardiness Scale (SPHS). The scale has 30 items total, with each item measuring one of three components—commitment, control, or challenge—and there are 10 items total for each component.

The items in the questionnaire consist of five responses, that is, “strongly agree”, “agree”, “neutral”, “disagree”, and “strongly disagree”. The scores to these responses will be given 5, 4, 3, 2, 1 and the negative items (17, 21, 25 and 28) will be given as score of 1, 2, 3, 4, 5.

Test-retest reliability and the internal consistency reliability approach were used to evaluate the test's reliability. By gathering information from 200 participants in a sample size and allowing a gap of 14 days, the reliability of the measurement instrument was assessed. Internal consistency reliability was discovered to be 0.792, which was significant, and test-retest reliability was found to be 0.862, which was significant at the 0.1 level.

The content validity was employed for assessing the test's reliability. High levels of agreement were found among the 12 experts who looked at the items about the items' potential for measuring psychological hardiness, including commitment, control, and challenge. The total coefficient of concordance for the expert was 0.74 and was significant.

3.9.2 The Resilience Scale

Wagnild and Young created the scale in 1993; it consists of 25 items, each of which is graded on a 7-point scale. This Resilience scale is the first tool developed to measure the Resilience directly and the scale is used all over the world. The organizations are using the Resilience scale with employee assistance and wellness programs. The score

of the scale ranges from 25-175. According to the norms of the scale any score above 146, it indicates stronger Resilience, whereas the scores from 25-100 indicate low Resilience.

Internal consistency reliability technique was used to assess the scale's reliability and the Cronbach's alpha coefficient ranged from 0.72 to 0.94. The hypothesized relationship of the Resilience was studied with the variables namely forgiveness, stress, anxiety, health promoting activities and the study strengthen as a proof for the scale's construct validity.

3.9.3 Occupational Stress Index

Srivastava and Singh created the scale in (1984) consisting of 46 items. Some of the items in the scale are "true keyed" and some are "false keyed". There are items, including 18 false-keyed items and 28 true-keyed ones. The scoring for the true-keyed items are: "1" as "Never/Strongly disagree", "2" as "Seldom/Disagree", "3" as "sometimes/Undecided", "4" as "Mostly/Agree" and "5" as "Always/Strongly Agree" whereas scores for false keyed items are: "5" as "Never/Strongly disagree", "4" as "Seldom/Disagree", "3" as "Sometimes/Undecided", "2" as "Mostly/Agree" and "1" as "Always/Strongly agree".

The further components included in the scale are role overload, role ambiguity, role conflict, unreasonable group and political pressure, responsibility for persons, under participation, powerlessness, poor peer relations, Intrinsic impoverishment, low status, strenuous working conditions and unprofitability.

The scale's reliability index was determined to be .935 and .90 utilising split half (odd-even) and Cronbach's Alpha-Coefficient, respectively. The subscales' reliability indices are as follows: role overload (.684), role ambiguity (.554), role conflict (.696), unreasonable group and political pressure (.454), responsibility for people (.840), under participation (.630), helplessness (.809), poor peer relations (.549), low status (.789), strenuous working conditions (.733), and unprofitability (.767).

The validity of the Occupational Stress index was determined by using the correlation coefficient between occupation stress, job attitudes and job behavior. The coefficient

of association between workplace stress, job participation (Lodhal and Kejner, 1965), work motivation (Srivastava, 1980), ego strength (Hasan, 1970), and job satisfaction (Pestonjee, 1973) was found to be -.56 (N=225), -.44 (N=200), -.40 (N=205), and -.51 (N=500, respectively). According to Srivastava (1974), there is a .59 association between work-related stress and job anxiety (N=400).

3.9.4 Organisational Commitment Scale

The scale used to assess the organisational commitment is developed by Dhar, Mishra and Srivastava (2001). There are two areas in the scale, firstly, concern for the organization, secondly, identification with the organization. The scale consists of 8 items. There are positive and negative items in the scale. The scoring for the true-keyed items is: “5” as “strongly agree”, “4” as “agree”, “3” as “neutral”, “2” as “disagree”, “1” as “strongly disagree” whereas the scoring of the false-keyed items are: “1” as “strongly agree”, “2” as “agree”, “3” as “neutral”, “4” as “disagree”, “5” as “strongly disagree”.

A sample size of 500 participants was used to compute the reliability coefficient using the Spearman-Brown split-half technique (using odd-even). Calculated dependability was 0.6078. On the basis of odd and even components, the scale was divided into two halves, and the correlation was then computed. The reliability of the entire test was then assessed using the reliability of the half test.

The validity of the scale was calculated by using low inter-item correlation and high item-total correlation that is required for its calculation. The validity of the scale was calculated to be 0.779 as a high validity. Therefore, the scale is accepted to be highly valid.

In relation to the above discussed chapter “method”, the hypotheses are framed, the sample is discussed, the sample size is distributed on the basis of the gender and educational qualification. The inclusion and exclusion criteria are also framed so that the sampling error can be controlled and the sample can be selected as per the design. In the next chapter the results and the discussion of the responses of the respondents will be discussed. The discussion will include if the hypotheses framed are whether accepted or rejected.

CHAPTER IV
RESULTS &
DISCUSSION

CHAPTER IV

RESULTS & DISCUSSION

The present study aims at studying the impact of ‘Hardiness Personality in relation with Resilience, Occupational Stress and job commitment’. The gender differences were taken up as an objective of the study. The correlation has been calculated to see the relationship between the Hardiness Personality, Resilience, Occupational Stress and Job Commitment of primary school Teachers.

The proposed sample for the study was 600 primary school teachers from Haryana, Punjab and Chandigarh. The sample is consisted of 600 primary school teachers including males and females for all the variables, i.e., Hardiness Personality, Resilience, Occupational Stress and job commitment, the questionnaires were applied to the chosen sample. The obtained data was analyzed by applying appropriate statistical techniques as per the objectives of the study. The obtained results have been shown in the following tables.

This study's goal is to set up and create a foundation for subsequent research in the area of Hardiness Personality, Occupational Stress, Resilience and Job Commitment for producing better teachers, improving quality of education, and improving the overall education system. It will also help in understanding as in what literature has been saying by looking to the different relationships and effects that other variables have with Hardiness Personality.

The current study intends to investigate the influence of Hardiness Personality on Resilience, Occupational Stress, and job commitment. Employees with a Hardiness Personality are defined as having a high level of Resilience. As a result, hardiness and Resilience are closely related in an effective way. The study also aimed to look at the connection between hardiness of character and work-related stress. Individuals who are high on Hardiness Personality will transform stress into challenge; hence instructors who are high on Hardiness Personality found to be low on Occupational Stress.

The Hardiness Personality is defined by being hardy by nature, having a capacity to cope with stress effectively, and being able to maintain the organisational environment positive. People with hardiness have the Resilience or capacity to bounce back in a healthy way. The Hardiness Personality views professional stress as a challenge rather than a source of stress.

Cognitive hardiness is another name for Hardiness Personality. Individuals with a tough personality remain healthy in any condition. They do not view stress as a stressor, but rather as a challenge to complete the work in a healthy manner. People with a Hardiness Personality are individuals who do not become unwell when exposed to high levels of stress, as opposed to those who do not have a Hardiness Personality. These distinguishing characteristics define them as tough. The current study looks the hardiness personality in connection to Resilience, Occupational Stress, and Job Commitment in primary school teachers. To a large part, the goodness of education and its system is judged on the basis of the instructors who prepare the materials and many other tasks associated to the school and institutions. The level of education provided to children is determined by the quality of instructors. Teachers with a Hardiness Personality are more committed to their jobs, more resilient, and view pressures as life challenges.

The contemporary working environment has evolved so drastically that one must be resilient in order to prevent workplace stress. If educators are not resilient, stressful arousing situations will arise, leading to Occupational Stress. Teachers' dedication will wane as stress levels grow. Effective teaching would be hampered as well, with negative consequences for both the children and the organization.

Table 4.1: Mean, Standard Deviations and t-ratio comparing males and females on Hardiness Personality, Resilience, Occupational Stress and Job Commitment

Variabkes	Gender	N	Mean	Std. Deviation	Mean Difference	Std. Error Difference	t-ratio
Hardiness Personality	Male	300	109.07	16.47	3.44	1.35	2.53*
	Female	300	112.51	16.79			
Resilience	Male	300	125.86	18.04	2.43	1.49	1.62
	Female	300	128.29	18.54			
Occupational Stress	Male	300	127.46	11.61	1.04	0.95	1.09
	Female	300	126.41	11.87			
Job Commitment	Male	300	30.71	3.74	0.44	0.30	1.46
	Female	300	31.15	3.61			

***significant at .05 level**

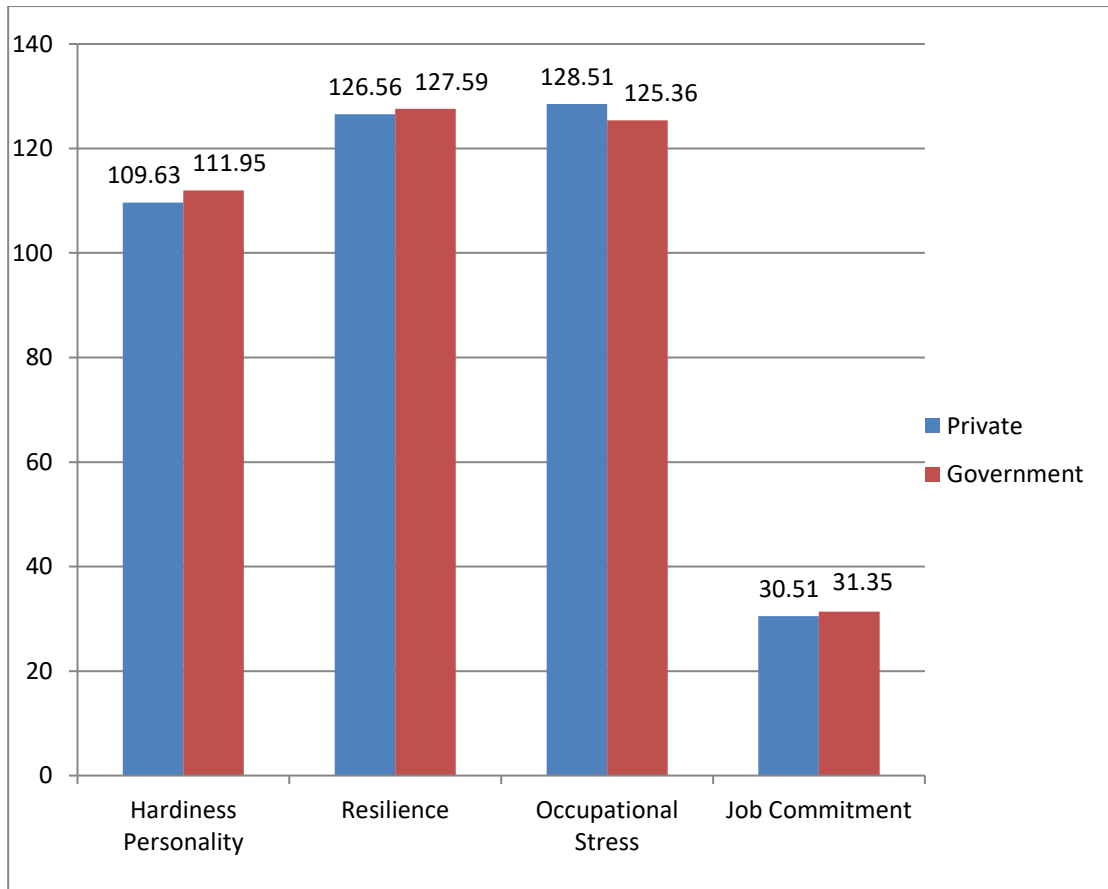


Figure 4.1: Depicts the gender differences on variables Hardiness Personality, Resilience, Occupational Stress and Job Commitment (N = 600) referring table 4.1.

Table 4.1 showing the significance of the difference between means of male and females on Hardiness Personality, Resilience, Occupational Stress and Job Commitment.

The study's major goal was to examine how gender differed among primary school teachers in terms of Hardiness Personality, Resilience, work-related stress, and job commitment. It was hypothesized that there exist no significant gender differences in Hardiness Personality, Resilience, Occupational Stress and Job Commitment among primary school teachers. There has not been enough literature available showing the gender differences among the primary school teachers. There is probability of more of female teachers than male teachers in as primary teachers working in the schools.

The males are found to be more in the senior secondary classes than primary school teachers.

The mean value of male candidates for Hardiness Personality is 109.07 and Standard Deviation is 16.47. Mean value of female candidates for Hardiness Personality is 112.51 and Standard Deviation is 16.79. The calculated t-ratio = 2.53, $P < 0.05$ revealed significant difference between males and females at 0.05 level. It could be concluded that the proposed hypothesis has got partial support from the findings. As the findings have indicated that females are higher on hardiness as compared to males. It could be because females have to deal with multiple challenges in their life be it managing family, job, requirements of family members and children, educational needs of the concerned children, day to day house activities etc. which gives them better opportunity to develop psychological hardiness whereas most of the males do not get that much variety of challenges in their life. This could be the reason that females had scored higher on psychological hardiness as compared to males. Thakur et al., (2016) did a study on the psychological hardiness and gender among the teacher trainees. The result of the study showed significant differences exist between male and female teacher trainees on the psychological hardiness. Sachdeva et al., (2016) investigated the Hardiness Personality with respect to gender. There was no significant difference on the two dimensions of Hardiness Personality, namely commitment and control, although total personality hardiness was significant at the 0.01 level. On challenge, there were considerable variations between male and female secondary school instructors (as third dimension of Hardiness Personality). Wallnas et al., (2017) examined how hardiness, social support, and exercise affected Occupational Stress in Swedish teachers. There was no difference in the amount of stress experienced by male and female instructors in terms of physical activity, social support, or toughness.

Mean value of male candidates for Resilience is 125.86 and Standard Deviation is 18.04. Mean value of female candidates for Resilience is 128.29 and Standard Deviation is 18.54. The calculated t-ratio is 1.62 revealed that the difference between males and females is not significant on Resilience. The possible reason could be that

for both male and female employees, the job demands equal level of Resilience. Kogar et al., (2021) did a study on gender differences at the different levels of psychological Resilience. The study aimed at studying the quantitative method to study the levels of psychological Resilience in relation to the gender differences. The contrary study included the existing literature of the different 30 thesis and it was found out that the gender has a significant effect on the Resilience level of the individual and men were found to be favored on Resilience. A research study by Latif et al., (2020) on the students' academic Resilience and the study studied if the gender differences exist or not. The results have shown that no significant differences in Resilience between the female and male students were found. Xiao et al., (2020) did a study on Resilience and gender during the period of COVID 19 Pandemic. The male participants found to be stronger on the mediation effect of the Resilience than the female participants.

The mean value of male candidates for Occupational Stress is 127.46 and Standard Deviation is 11.61. Meanvalue of female candidates for Occupational Stress is 126.41 and Standard Deviation is 11.87. The calculated t-ratio is 1.09 revealed that the difference between males and females is not significant on Occupational Stress. The possible reason could be that in this competitive world, for both males and females there are equal levels of stress available for both at job place. There are certain studies which support our result. A study by Wong et al., (2007) found out no differences on the males and females in terms of influence of any stressor on the role conflicts. Therefore on the contrary to the results, a study by Dharitri (2022) conducted a study on the professional traits of Indian university instructors and Occupational Stress across genders. The study's findings showed substantial disparities in Occupational Stress at various levels of teaching positions, but no significant differences were observed in academic discipline or gender. Damiana et al., (2020) conducted a study on the gender differences in Occupational Stress among the Portuguese military police. The descriptive, survey was carried out using the quantitative approach. The data was analysed using the descriptive statistics, test for difference and it was concluded out that there was no association between the gender and Occupational Stress levels among the military police in Portugal.

Mean value of male candidates for Job Commitment is 30.71 and Standard Deviation is 3.74. Mean value of female candidates for Job Commitment is 31.15 and Standard Deviation is 3.61. The calculated t-ratio is 1.46 revealed that the difference between males and females is not significant on Job Commitment. Obtained findings of the research did not revealed significant differences between males and females on job commitment. The possible reason could be that both males and females in this competitive world have to depict equal level of job commitment. A research published in the property of publisher Wiley (2021) to research how gender disparities, organisational commitment, and work satisfaction are affected by the COVID-19 pandemic. According to the study's findings, during pandemic periods, female teachers have shown a higher level of devotion to their careers than male instructors. The findings could be supported by previous research results obtained by Chukwusa (2020) and the study revealed that there is no substantial difference in organisational commitment between male and female library workers. However, no significant gender differences have been revealed on Resilience, Occupational Stress and organisational commitment. There are equal level of stressors for both males and females at the workplace. The job demands equal level of Resilience from all the employees, be it male or female.

Table 4.2: Mean, Standard Deviations and t-ratio comparing Private And Government on Hardiness Personality, Resilience, Occupational Stress and Job Commitment

Variabkes	Organisation	N	Mean	Std. Deviation	Mean Difference	Std. Error Difference	t-ratio
Hardiness Personality	Private	300	109.63	16.88	2.32	1.36	1.70
	Govt.	300	111.95	16.74			
Resilience	Private	300	126.56	17.54	1.02	1.49	0.68
	Govt.	300	127.59	19.08			
Occupational Stress	Private	300	128.51	12.10	3.15	0.95	3.31**
	Govt.	300	125.36	11.17			
Job Commitment	Private	300	30.51	3.85	0.84	0.29	2.82**
	Govt.	300	31.35	3.47			

**significant at .01 level

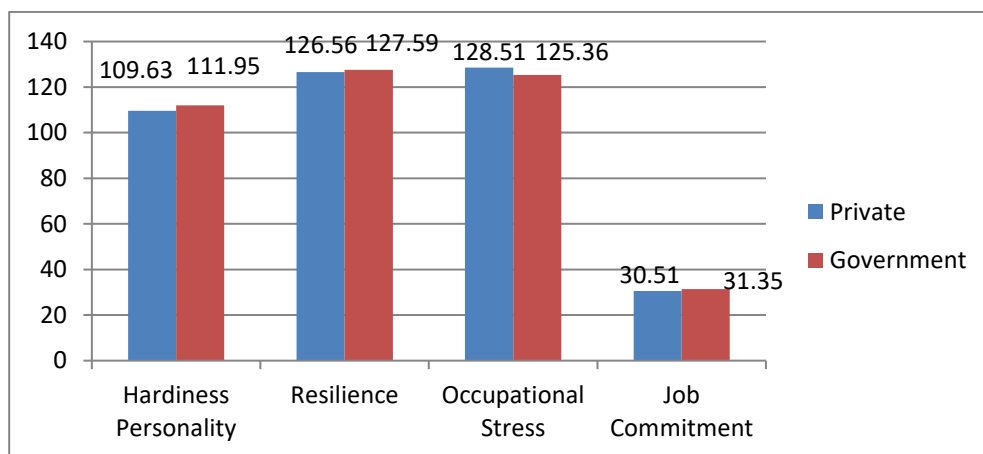


Figure 4.2: Depicts the differences among private and government primary school teachers on variables Hardiness Personality, Resilience, Occupational Stress and Job Commitment(N = 600) referring table 4.2

The second objective of the study was to investigate the differences among government and private primary school teachers on Hardiness Personality, Resilience, Occupational Stress and job commitment. It was hypothesized that there exist no significant differences among government and private primary school teachers on Hardiness Personality, Resilience, Occupational Stress and job commitment.

Table 4.2 is showing the significance of the difference between means of private and government school teachers on Hardiness Personality, Resilience, Occupational Stress and Job Commitment.

The mean value of private primary school teachers on Hardiness Personality is 109.63 and Standard Deviation is 16.88. Mean value of government primary school teachers on Hardiness Personality is 111.95 and Standard Deviation is 16.47. The calculated t-ratio is 1.70 revealed that the difference between private and government school teachers is not significant on Hardiness Personality. The one possible reason could be that same teachers compete for government and private school teacher jobs, some of them are selected for government schools and rest of them are absorbed by private schools. Whether they are working as government school teacher or private school teacher they all have to deal with life stressors and cope with daily life problems. Another reason could be that selection of teachers to both private and government school is based on their academic merit, performance in the competitive exam, and their performance in the interview. So, both categories of teachers have requirement for Hardiness Personality in their life.

Appointment as government or private school teacher may not create any special circumstance which might influence the level of their Hardiness Personality. Thus, they may not differ significantly. The research studies have shown the contradictory results as findings by the research study conducted by Somasundaram et al., (2012) comparing the public and private sector executives on different psychological constructs. The result of the study found significant differences that existed among private and public executives. The private sector executives were found to have higher levels of Occupational Stress, higher on Hardiness Personality and job

involvement and therefore had lesser level of burnout than the public sector executives.

Statistically significant difference was not found between government and private sector on Hardiness Personality. The one possible reason could be that these variables are basically related with mental condition and circumstances it is not based on their job place. It is the individual capacity or differences which are not affected with government and private sector.

Another reason could be that selection of teachers to both private and government sector is based on their academic merit, performance in the competitive exam and their performance in the interview. There are no criteria followed regarding their psychological strength, Hardiness Personality etc. Hence, they were expected to have almost similar level of hardiness in both government schools as well as in private schools.

Mean value of private primary school teachers on Resilience is 126.56 and Standard Deviation is 17.54. Mean value of government primary school teachers on Resilience is 127.59 and Standard Deviation is 19.08. The calculated t-ratio is 0.68 revealed that the difference between private and government school teachers is not significant on Resilience. The significant differences not found could be that the nature of work irrespective at private or government especially in education sector is almost similar. The training given by CBSE is similar either working in private or government sector. Therefore the conditions making it similar might create the Resilience at equal level for the teachers working in private and government sector. Another reason could be that selection of teachers to both private and government school is based on their academic merit, performance in the competitive exam, and their performance in the interview. There are no criteria followed regarding their psychological strength and Resilience etc. Hence, they were expected to have almost similar level of Resilience in both government schools as well as in private schools. Thus, they may not differ significantly. A contradictory result has shown that the significant differences found on Resilience. The research by Gull (2018) did a comparative study on

Resilience among private and government schoolteachers. According to the study's findings, government school instructors scored better on Resilience than their counterparts at private schools. Nrusingh et al., (2021) performed a research to investigate Resilience in both commercial and public manufacturing organisations, as well as self-efficacy and workplace wellbeing.

Statistically significant difference was not found between government and private sector on Resilience. The one possible reason could be that these variables are basically related with the different circumstances and environmental conditions at the work place. The individual differences are something as important constructs that are not affected with teachers teaching at government and private sector.

The study's findings revealed that executives found high on self-efficacy and Resilience demonstrates the positive attitudes towards the workplace well-being. The study has been carried out in different professions. No comparisons have been made on the private and public sector in the research studies. The research study is carried out in different country.

Mean value of private primary school teachers on Occupational Stress is 128.51 and Standard Deviation is 12.10. Mean value of government primary school teachers on Occupational Stress is 125.36 and Standard Deviation is 11.17. The calculated t-ratio is 3.31, $P < 0.01$ revealed significant difference between private and government school teachers at 0.01 level. The Occupational Stress of private primary school teachers is found to be higher than the government primary school teachers. The reason of having differences is that the working conditions are different in teaching at primary levels at both private and government schools and because of different environmental conditions, it effects their stress levels differently. The result of the present investigation is supported by the research of Bodiwala et al., (2020), Private educators and government-appointed educators differ significantly. Teachers at private schools reported more Occupational Stress than those in public schools. Government, semi-government, and private school teachers were studied for work satisfaction and Occupational Stress by Dubey et al. in 2016. The study found that compared to government and semi-government instructors, private teachers

experience greater levels of Occupational Stress. However the contradictory results have been found in the research by Ali and Kumar (2022) found that there was not a significant distinction in the levels of Occupational Stress between teachers in public and private schools, and that both groups had moderate levels of Occupational Stress. Thus, the study found that teachers in both government and private schools had the same level of Occupational Stress.

The mean value of private primary school teachers on Job Commitment is 30.51 and Standard Deviation is 3.85. Mean value of government primary school teachers on Job Commitment is 31.35 and Standard Deviation is 3.47. The calculated t-ratio = 2.82, $p < 0.01$ revealed significant difference between private and government school teachers at 0.01 level. The government primary school teachers found to be slightly higher on Job Commitment than the private primary school teachers. The Job Commitment ends to be shown on higher side by government teachers as it has been observed that government teachers does not have insecurities as private school teachers will have insecurities like job insecurity, increment, salaries and other perks. It is also the individual capacity or differences which are not affected with government and private sector. The present investigation is contradicting the research study by Khushnuma et al., (2019) on the organisational commitment of the professors in public and private universities. As a result of having more opportunities for advancement, better development prospects, and favourable working circumstances, private institutions have a greater overall commitment than public universities.

Table 4.3: Correlation between Hardiness Personality and Resilience

N=600

Variables	Hardiness Personality	Resilience
Hardiness Personality	1	0.78**
Resilience		1

**Significant at 0.01 level

Table 4.3 showing the correlation between Hardiness Personality and Resilience. It was revealed that Hardiness Personality and Resilience have significant positive correlation ($r = 0.78$) at 0.01 level.

The third objective of the research was to investigate the relationship between Hardiness Personality and Resilience among primary school teachers. It was hypothesised that there exists no significant relationship between Hardiness Personality and Resilience among primary school teachers. Table 4.3 indicated that $r = 0.78$, $p < 0.01$, which indicated significant positive correlation between Hardiness Personality and Resilience among primary school teachers. Both psychological hardiness and Resilience are positive concepts and both relate to positive psychological mental state hence there exist high positive correlation between both the concepts. Another reason could be that those who are higher on psychological hardiness they stay positive and they have faith on their abilities to master different challenges of life hence they show Resilience against life stressors. Sadeghi et al., (2021) discovered that psychological hardiness and Resilience are two important variables in improving students' mental health. At the University of Applied Science and Technology, researchers examined the relationship between psychological toughness and Resilience and mental health among athletes. The study also showed that physical symptoms, feelings of despondency, and anxiety symptoms lessen as Resilience increases. The effects of an anger management training curriculum on schoolgirls' toughness, Resilience, personalities, and general health were examined by Harooni et al. in 2020. It showed how the anger management curriculum enhances the Resilience, toughness, personalities, and general health of female pupils. Hojati et al., (2020) examined the relationship between coping self-efficacy, optimism, and

Hardiness Personality as well as whether hardiness and optimism act as mediators between adverse life events and handling self-efficacy. Hardiness and optimism were found to be moderators of the relationship between unpleasant life events and adaptive self-efficacy.

**Table 4.4: Correlation between Hardiness Personality and Occupational Stress
N=600**

Variables	Hardiness Personality	Occupational Stress
Hardiness Personality	1	-0.80**
Occupational Stress		1

**Significant at 0.01 level

Table 4.4 showing the correlation between Hardiness Personality and Occupational Stress. It was revealed that Hardiness Personality and Occupational Stress have significant negative correlation ($r = -0.80$) at 0.01 level.

The Fourth Objective of the research was that to examine the relationship between Hardiness Personality and Occupational Stress among primary school teachers. The corresponding hypothesis stated that there exists no significant relationship between Hardiness Personality and Occupational Stress among primary school teachers. Table 4.4 revealed a significant negative correlation between Hardiness Personality and Occupational Stress among primary school teachers ($r = -0.80$, $p < 0.01$). Psychological hardiness is positive concept whereas Occupational Stress is considered a negative concept hence those who score higher on psychological hardiness they tend to reflect lower Occupational Stress and vice-versa. Another reason could be that exposure to prolonged Occupational Stress depletes person's energy and psychological resources hence might lead to lower psychological hardiness. Freitas et al., (2017) did a study on the Hardiness Personality and Occupational Stress among the nurses managers in the hospitals. The result of the study showed that 56% of the nurse managers had stress during their activities and about 40% of the participants showed stress resistant personality, that is, Hardiness Personality. The study showed an inverse relationship between hardiness and

Occupational Stress, increase in the Hardiness Personality decreases the level of Occupational Stress. Paulik (2001) examined how self-confidence, optimism and hardiness affect university professors' ability to cope with work-related stress. The study discovered that Resilience, optimism, and self- assurance are good personality attributes that influence and help with coping technique instruction. These character attributes serve as an efficient stress reliever for the lecturers. According to Zack et al., (2007), individuals with a high Hardiness Personality are less likely to be influenced by Occupational Stress and psychological strain than those with a low Hardiness Personality, which affects their performance at work.

Table 4.5: Correlation between Hardiness Personality and Job Commitment

N=600

Variables	Hardiness Personality	Job Commitment
Hardiness Personality	1	0.58**
Job Commitment		1

****Significant at 0.01 level**

Table 4.5 is showing the correlation between Hardiness Personality and Job Commitment. It was revealed that Hardiness Personality and Job Commitment have significant positive correlation ($r = 0.58$) at 0.01 level.

The fifth objective of the study was to investigate the relationship between Hardiness Personality and Job Commitment among primary school teachers. The corresponding hypothesis proposed that there exist no significant relationship between Hardiness Personality and Job Commitment among primary school teachers. Table 4.5 revealed a significant positive correlation between Hardiness Personality and Job Commitment among primary school teachers ($r = 0.58, p < 0.01$). One possible explanation could be that those who are committed to their job they tend to stay happy in their life, hence, depict higher level of psychological hardiness. Alternatively, it could be said that those who have higher level of psychological hardiness they have positive attitude

towards their life as well as job hence they show higher job commitment. People with high levels of hardiness are committed, participating in whatever they do since they can adapt and enjoy their work. They are quite good at handling situations, and they see various stimuli as both natural and a challenge to their development. People with high hardiness personalities are more committed to what they accomplish than they are to being detached and in control of things, and they do not see problems in life as insurmountable obstacles. Ferreira (2012) conducted research to examine organisational commitment and Hardiness Personality in the field of human resource management. The goal of the study was to find out how organisational commitment and personal tenacity relate to one another. The goal of the research was to learn more about the characteristics that contribute to an employee's Hardiness Personality and how it relates to organisational commitment. Managers and human resource management must understand how to foster a Hardiness Personality in order to improve employees' psychological ties to a company. Rathi et al., (2011) conducted a study on Hardiness Personality, and commitment and found that employees are devoted to their jobs by remaining and working in the same area for a longer amount of time. Employees are more likely to stay for a longer amount of time if they have pleasant feelings, positive experiences, job satisfaction, and a high quality of life at work.

Table 4.6: Correlation between Resilience, Occupational Stress and Job Commitment
N=600

Variables	Resilience	Occupational Stress	Job Commitment
Resilience	1	-0.76**	0.58**
Occupational Stress		1	-0.55**
Job Commitment			1

****Significant at 0.01 level**

The sixth objective of the search was to investigate the relationships among Resilience, Occupational Stress and Job Commitment among primary school teachers. It was hypothesized that there exists no significant relationship between Resilience, Occupational Stress and Job Commitment in primary school teachers. Table 4.6 revealed that Resilience and Occupational Stress have significant negative correlation ($r = -0.76, p < 0.01$). Whereas, Resilience and Job Commitment have significant positive correlation ($r = 0.58, p < 0.01$). However, Occupational Stress and Job Commitment have significant negative correlation ($r = -0.55, p < 0.01$). Hence, the proposed hypothesis is not accepted. It could be explained that those who are higher on Resilience tend to deal better with life stressors as well as job stressors hence they tend to experience lower Occupational Stress and higher job commitment. It could also be said that Resilience helps in boosting Job Commitment and managing Occupational Stress. Wang et al., (2020) the mediation effects of work-related burnout and job satisfaction, and the link between organisational commitment and stress at work among university-based instructors in China. Among professors at provincial universities, job stress was found to be a highly significant predictor of organisational commitment. Research on the effects of training in Resilience on workplace stress, Resilience, work satisfaction, and mental health among female police officers was conducted by Karunanidhi et al. in 2021. Results showed that the Resilience training was successful in boosting female police officers' Resilience, work satisfaction, and psychological well-being, which helped to lower Occupational Stress. Campion et al., (2017), conducted research on the Resilience of animal nursing professionals in the face of Occupational Stress. The study found that all veterinary personnel would only be able to handle Occupational Stress situations or stressors only if they were able to identify their capacity through an in-depth understanding and to build Resilience and coping mechanisms. Gormezoglu (2021) did a study to look at the effect of occupational dedication and job stress. The research found a strong correlation between nurses' professional dedication, perceived organisational support, and Occupational Stress. The influence of job stress and occupational commitment was shown to be moderated perceived by organisational support. It was established at the conclusion that, while the nurses experienced job

stress as a result of their working conditions, their occupational commitment was observed to be rising as a result of the support that they received from the organization for which they worked.

Resilience may pave the way or good feelings and boost life happiness, This might encourage a worker to remain with the business. Notably, research indicates that life satisfaction totally mediates the association between Resilience and continuous commitment, whereas affect balance completely mediates the association between Resilience and affective commitment (Paul et al., 2020).

Meng et al., (2019) investigated how organisational commitment and Resilience (OC) are related. Resilience, a critical psychological resource, is thought to play a significant role in kicking off the motivational process and bolstering organisational commitment given the increasing cognitive demands in the workplace. Additionally, resilient workers have effective coping mechanisms and prepared strategies for dealing with challenges. This increases good feelings and strengthens the psychological connection between workers and the business, which affects organisational commitment.

There has been research that attempted to discover a link between work stress and Resilience. In a randomised controlled study, 41 executives from a public health organisation received four one-on-one coaching sessions, a half-day leadership seminar, and 360-degree feedback over the course of 10 weeks. A cognitive-behavioral solution-focused strategy was applied in the coaching. Coaching improved goal accomplishment boosted Resilience and workplace well-being and reduced sadness and stress when compared to controls. According to qualitative responses, coaching helped participants develop their managerial skills, deal with organisational change, and increase self-confidence and personal insight. The results imply that evidence-based executive coaching can be helpful as an applied positive psychology approach to help workers deal with the uncertainties and issues that come with organisational transformation and that short-term coaching can be beneficial (Grant et al., 2009).

Table 4.7: Enter Multiple Regression Equation For The Criterion Variable Job Commitment

S.No	Independent Variables	R	R²	Adj. R sq	B	β coeff	t	Sig
1	Hardiness Personality	.589	.347	.346	.130	.589	17.81	.000
2	Resilience	.589	.347	.346	.119	.589	17.83	.000
3	Occupational Stress	.556	.309	.308	-.174	-.556	-16.35	.000

The final objective of the research deals with studying the combined role of Hardiness Personality, Occupational Stress and Resilience as a predictor of Job Commitment among primary school teachers. It was hypothesised that Hardiness Personality, Resilience and Occupational Stress do not significantly predict the Job Commitment of primary school teachers. Table 4.7 is showing enter multiple regression equation for criterion variable Job Commitment as a function of Hardiness Personality, Resilience, and Occupational Stress. The column in the table labeled R as the value of the multiple correlation coefficient found between the predictor and the criterion variable, multiple correlation between Hardiness Personality and Job Commitment was found .589, the corresponding R^2 value is .347 which is found to be significant. The column in the table labeled R as the value of the multiple correlation coefficient found between the predictor and the criterion variable, multiple correlation between Resilience and Job Commitment was found .589, the corresponding R^2 value is .347 which is found to be significant. It means Hardiness Personality and Resilience variable are the most significant predictors for Job Commitment as Hardiness Personality and Resilience individually accounts for 34.7% of variance in Job Commitment. For the third predictor, Occupational Stress, the column in the table labeled R as the value of the multiple correlation coefficient found between the predictor and the criterion variable, multiple correlation between Occupational Stress and Job Commitment was found .556, the corresponding R^2 value is .309 which is found to be significant. It means that Occupational Stress alone accounts for 30.9% of variance in Job Commitment and it is regarded as the second most significant predictor for Job Commitment. The reason could be that people with Hardiness Personality and Resilience most significantly facilitates Job Commitment as the resilient and hardy people easily went pass the challenges and experience more commitment towards their job and the both the predictors also help in achieving better job commitment. The reason could be that Resilience most significantly facilitates Job Commitment as the resilient person easily went pass the challenges and experience more commitment towards their job. At the same time psychological hardiness also help in achieving better job commitment. The research studies done on different sample and conducted at the different countries.

The research studies were carried out using different variables. Mazzetti et al., (2019) conducted research to determine how engagement and hardiness personalities explain the connection between leadership and worker wellness. It was determined that the relationship between transformative leadership and employees' overall health conditions is mediated by the hardiness of personality and job engagement among the workforce. Thus, the study concluded to the support that the transformational leadership as strategic leadership traits enhances the Hardiness Personality of an employee and helps in engagement of the work of employees and it further influences the general health of employees positively. Ngirande (2021) did a research study on Occupational Stress, uncertainty and organizational commitment in the context of higher education where job satisfaction act as a moderator. The study found negative and significant relationship between Occupational Stress and organizational commitment. The study found out that job satisfaction did act as the moderator between Occupational Stress and organizational commitment as also between uncertainty and organizational commitment. Lalita et al., (2019) undertook research on Resilience and optimism as predictors of organisational commitment in school teachers. The optimism and Resilience was found out to be the significant predictor for affective and normative commitment but only Resilience was found to be significant predictor of continuance commitment. Ferreira (2012) did a study on Hardiness Personality in relation to the organizational commitment among the human resource management field. The analysis was done using correlation and multiple regression and significant relationship was found between the variables. It was suggested by the research study that the managers and human resource management need to see how employees' Hardiness Personality can be related to the psychological attachment to an organization.

In relation to the above results it can be summarized that some of the hypotheses supports the research studies and some hypotheses are not accepted. There are some results that have come in line with the literature available whereas some results have shown the contradictions to the earlier research studies. Therefore, the summary and conclusion of the results have been elaborated in the next chapter.

CHAPTER V
SUMMARY &
CONCLUSION

CHAPTER V

SUMMARY & CONCLUSION

In modern times, the workplace has gone through significant transformation that one must be resilient in order to avoid workplace stress. If teachers are not resilient, stressful arousing conditions will arise, it will lead to Occupational Stress. Teachers' commitment will decrease if stress levels rise. The quality of education provided to students is determined by the quality of teachers. Teachers with a Hardiness Personality are more committed to their jobs, more resilient, and view stressors as life challenges. Individuals with a high Hardiness Personality view stressful situations as a natural occurrence of life and view threatening and undesirable opportunities as a challenge. Individuals with a Hardiness Personality remain healthy in any situation. They do not view stress as a stressor, but rather as a challenge to complete the task in a healthy manner. Those who were optimistic, open to new concepts, and able to see change as a challenge in a healthier way, as well as problem solvers, could outperform those who avoided stress. They are always proactive and are not easily victimized when faced with difficulties in life. Being highly resilient teaches not only how to deal with difficult circumstances, but also how to empower oneself and improve one's life while leading a good life.

5.1 SUMMARY

The present study aims at studying the impact of 'Hardiness Personality' in relation with 'Resilience', 'Occupational Stress' and 'job commitment'. For this purpose, sample size of 600 school teachers from different private and government schools located in Punjab, Haryana and Chandigarh was studied. The total sample collected was consisted of primary school teachers including males and females. The sample included 50% males and 50% females.

To measure the variables, Hardiness Personality, Resilience, Occupational Stress and Job

Commitment scales were administered on the selected sample. Following scales were used in the present study:

- **Singh Psychological Hardiness Scale** (Arun Singh, 2008): In order to assess Psychological Hardiness, Singh Psychological Hardiness Scale was applied which was developed and constructed by Arun Singh (2008). The scale consisted of 30 statements including positive and negative items.
- **The Resilience Scale** (Wagnild and Young, 1993): To measure the Resilience level of the participants The Resilience Scale was used. Wagnild and Young (1993) conceptualised and built the scale, which included 25 items.
- **Occupational Stress Scale** (Dr. A.K. Srivastava and Dr. A.K. Singh, 1984): This scale was used for studying the Occupational Stress of the participants. It was developed and constructed by Dr. A.K. Srivastava and Dr. A.K. Singh (1984). The scale consisted of 46 Statements including positive and negative items.
- **Organizational Commitment Scale** (Dhar, Mishra and Srivastava, 2001) was employed to evaluate the commitment of the organization's employees. Dhar et al. (2001) created and built the organisation commitment scale. There were eight items on the scale.

Table: 5.1: Significance/Insignificance remarks on Research Hypotheses

S.No.	Hypotheses	Significant/Insignificant	Accepted/Rejected
1.	There exists no significant gender differences in 'Hardiness Personality', 'Resilience', 'Occupational Stress' and 'job commitment' among primary school teachers.	Significant gender differences (Hardiness Personality) and Insignificant gender differences (Resilience, Occupational Stress and Job Commitment)	Hypotheses accepted for Resilience, Occupational Stress and Job Commitment whereas hypotheses rejected for Hardiness Personality.
2.	There exists no significant differences among teachers in government and private primary school on 'Hardiness Personality', 'Resilience', 'Occupational Stress' and 'job commitment'.	Significant differences (Occupational Stress and Job Commitment) and Insignificant differences (Hardiness Personality and Resilience)	Hypotheses accepted for Hardiness Personality and Resilience. Hypotheses rejected for variables Occupational Stress and Job Commitment.
3.	There exists no significant relationship between 'Hardiness Personality' and 'Resilience' among primary school teachers.	Significant	Null hypotheses not supported by the data of the present investigation
4.	There exists no significant relationship between 'Hardiness Personality' and 'Occupational Stress' among primary school teachers.	Significant	The result not supported as per the framed hypotheses

5.	There exists no significant relationship between 'Hardiness Personality' and 'job Commitment' among primary school teachers.	Significant	Null Hypotheses not supported by the data of the present investigation
6.	There exists no significant relationship between 'Resilience', 'Occupational Stress' and 'job commitment' in primary schoolteachers.	Significant	Null hypotheses rejected
7.	'Hardiness personality', 'Resilience' and 'Occupational Stress' do not significantly predict the 'job commitment' of primary school teachers.	Significant	Null hypotheses rejected

Keeping in view the objectives and hypotheses of the study, descriptive statistics, Pearson product moment correlation, t-test and Multiple Regression were used to analyze the data. The findings have been mentioned below:

The first objective of the research was to study the gender differences in 'Hardiness Personality', 'Resilience', 'Occupational Stress' and 'job commitment' among primary school teachers. It was hypothesized that there exist no significant gender differences in 'Hardiness Personality', 'Resilience', 'Occupational Stress' and 'job commitment' among primary school teachers. The t-test has been used to see the significant differences on Hardiness Personality, Resilience, Occupational Stress and job commitment. The calculated t-ratio came out to be 2.53, on Hardiness Personality revealed significant

difference between males and females at 0.05 level. It could be concluded that the proposed hypothesis has got partial support from the findings. As the findings have indicated that females are higher on hardiness as compared to males, it could be because females have to deal with multiple challenges in their life be it managing family, job, requirements of family members and children, educational needs of the concerned children, day to day house activities etc. which gives them better opportunity to develop psychological hardiness, whereas, most of the males do not get that much variety of challenges in their life. This could be the reason that females had scored higher on psychological hardiness as compared to males. The t-ratio of 1.62 showed that there is no statistically significant gender difference on Resilience. The t-ratio of 1.09 indicated that there is no statistically significant difference in Occupational Stress between men and women. The t-ratio of 1.46 showed that there is no statistically significant difference in Job Commitment between men and women. However, no significant gender differences have been revealed on Resilience, Occupational Stress and Job commitment. The possible reason could be that both males and females in this competitive world have to depict equal level of job commitment; there are equal levels of stress available for both at job place. The job demands equal level of Resilience from all the employees be it male or female.

The study's second goal was to find out if public and private school educators differed in terms of their commitment to their jobs, Resilience, hardiness of character, and ability to handle stress at work. It was hypothesised that there are no significant distinctions between public and private school educators in terms of Resilience, hardiness of personality, coping with stress at work, and commitment to their jobs. The estimated t-ratio = 1.70 showed that there is no significant difference in the Hardiness Personality of instructors in private and public schools. The estimated t-ratio of 0.68 showed that the difference in Resilience between instructors in private and public schools is not

statistically significant. The calculated t-ratio = 3.31, $P < 0.01$ revealed significant difference between private and government school teachers at 0.01 level. The calculated t-ratio = 2.82, $p < 0.01$ revealed significant difference between private and government school teachers at 0.01 level. Statistically significant difference was not found between government and private sector on Hardiness and Resilience. The one possible reason could be that same teachers compete for government and private school teacher jobs, some of them are selected for government schools and rest of them are observed by private schools. Whether they are working as government school teacher or private school teacher they all have to deal with life stressors and cope with daily life problems. So, both categories of teachers have requirement for Resilience and hardiness in their life. Appointment as government or private school teacher may not create any special circumstance which might influence the level of their hardiness and Resilience. Thus, they may not differ significantly. Theoretically, privatisation strategies are founded on the idea that the private sector is better capable of providing products and services than the public sector is. In reality, however, the case for public and private education goes beyond anticipated productivity gains. Another explanation might be that instructors are chosen for both private and public schools based on their academic performance, success on the competitive exam, and success in the interview. They don't have to meet any requirements in terms of their psychological toughness, Resilience, etc. They were therefore predicted to have roughly the same amount of hardiness and Resilience in both public and private institutions.

The third goal of the study was to look at the connection between Hardiness Personality and Resilience among primary school teachers. It was hypothesised that there exists no significant relationship between Hardiness Personality and Resilience among primary school teachers. Table 4.3 indicated that $r = 0.78$, $p < 0.01$, which indicated significant positive correlation between Hardiness Personality and Resilience among primary school teachers. Both psychological hardiness and Resilience are positive concepts and both

relate to positive psychological mental state hence there exist high positive correlation between both the concepts. Another reason could be that those who are higher on psychological hardiness they stay positive and they have faith on their abilities to master different challenges of life hence they show Resilience against life stressors.

The Fourth Objective of the research was that to examine the relationship between 'Hardiness Personality' and 'Occupational Stress' among primary school teachers. The corresponding hypothesis stated that there exists no significant relationship between Hardiness Personality and Occupational Stress among primary school teachers. Table 4.4 revealed a significant negative correlation between Hardiness Personality and Occupational Stress among primary school teachers ($r = -0.80, p < 0.01$). Psychological hardiness is positive concept whereas Occupational Stress is considered a negative concept hence those who score higher on psychological hardiness they tend to reflect lower Occupational Stress and vice-versa. Another reason could be that exposure to prolonged Occupational Stress depletes person's energy and psychological resources hence might lead to lower psychological hardiness.

The fifth goal of the study was to inquire the connection between Hardiness Personality and Job Commitment among primary school teachers. The corresponding hypothesis proposed that there exist no significant relationship between Hardiness Personality and Job Commitment among primary school teachers. Table 4.5 revealed a significant positive correlation between Hardiness Personality and Job Commitment among primary school teachers ($r = 0.58, p < 0.01$). One possible explanation could be that those who are committed to their job they tend to stay happy in their life, hence, depict higher level of psychological hardiness. Alternatively, it could be said that those who have higher level of psychological hardiness they have positive attitude towards their life as well as job hence they show higher job commitment. People with high levels of hardiness are committed, participating in whatever they do since they can adapt and enjoy their work.

They are quite good at handling situations, and they see various stimuli as both natural and a challenge to their development. People with high hardiness personalities are more committed to what they accomplish than they are to being detached and in control of things, and they do not see problems in life as insurmountable obstacles.

The sixth objective of the search was to investigate the relationships among 'Resilience', 'Occupational Stress' and 'job commitment' among primary school teachers. It was hypothesized that there exists no significant relationship between 'Resilience', 'Occupational Stress' and 'job commitment' in primary school teachers. Table 4.6 revealed that 'Resilience' and 'Occupational Stress' have significant negative correlation ($r = -0.76, p < 0.01$). Whereas, Resilience and Job Commitment have significant positive correlation ($r = 0.58, p < 0.01$). However, Occupational Stress and Job Commitment have significant negative correlation ($r = -0.55, p < 0.01$). Hence, the proposed hypothesis got rejected. It could be explained that those who are higher on Resilience tend to deal better with life stressors as well as job stressors hence they tend to experience lower Occupational Stress and higher job commitment. It could also be said that Resilience helps in boosting Job Commitment and managing Occupational Stress.

The final objective of the research deals with studying the combined role of Hardiness Personality, Occupational Stress and Resilience as a predictor of Job Commitment among primary school teachers. It was hypothesised that Hardiness Personality, Resilience and Occupational Stress do not significantly predict the Job Commitment of primary school teachers. Table 4.7 is showing enter multiple regression equation for criterion variable Job Commitment as a function of Hardiness Personality, Resilience, and Occupational Stress. The column in the table labeled R as the value of the multiple correlation coefficient found between the predictor and the criterion variable, multiple correlation between Hardiness Personality and Job Commitment was found .589, the corresponding R^2 value is .347 which is found to be significant. The column in the table labeled R as the value of the multiple correlation coefficient found between the predictor and the

criterion variable, multiple correlation between Resilience and Job Commitment was found .589, the corresponding R^2 value is .347 which is found to be significant. It means Hardiness Personality and Resilience variable are the most significant predictors for Job Commitment as Hardiness Personality and Resilience individually accounts for 34.7% of variance in Job Commitment. For the third predictor, Occupational Stress, the column in the table labeled R as the value of the multiple correlation coefficient found between the predictor and the criterion variable, multiple correlation between Occupational Stress and Job Commitment was found .556, the corresponding R^2 value is .309 which is found to be significant. It means that Occupational Stress alone accounts for 30.9% of variance in Job Commitment and it is regarded as the second most significant predictor for Job Commitment. The reason could be that people with Hardiness Personality and Resilience most significantly facilitates Job Commitment as the resilient and hardy people easily handle the challenges and experience more commitment towards their job and the both the predictors also help in achieving better job commitment.

5.2 CONCLUSION

The present study aims at studying the impact of ‘Hardiness Personality’ in relation with ‘Resilience’, ‘Occupational Stress’ and ‘Job Commitment’. For this purpose, sample size of 600 school teachers from different private and government schools located in Punjab, Haryana and Chandigarh was studied.

The employees with a Hardiness Personality are defined as having a high level of Resilience. As a result, there is a positive link between hardiness and Resilience. The study also sought to investigate the link between Hardiness Personality and Occupational Stress. Individuals who are high on Hardiness Personality will transform stress into challenge, hence instructors who are high on Hardiness Personality may be low on Occupational Stress.

It is critical for an employee to identify their own strengths and limitations so that they may work on themselves. When an employee uses their skills at work, they perform to the best of their abilities, which increases job satisfaction. The amount of passion that a person feels for the task that has been allocated to him or her at work may be defined as commitment to work. It is defined as the duty allocated to an employee for achieving goals and working toward the vision of the company with which the person is affiliated. Better degrees of Job Commitment are correlated with higher levels of employee satisfaction and engagement in an organization. This contributes to improved results, such as increased revenues and productivity, as well as an overall improvement in working environmental circumstances.

From the current investigation, it can be said that Hardiness Personality plays an important role in achieving organizational goals. It is also important for the teachers to be resilient and lower on Occupational Stress. The organizations should administer Hardiness Personality questionnaire before recruiting them.

The organization should check their employees' Occupational Stress from time to time. They should give training whenever it is needed so that teachers will remain fully functioning human being.

The teachers should be given training to be more resilient so that they will be able to handle Occupational Stress in a positive way so that they will be able to produce positive results for the organization. Training is expected to be helpful to reduce the stress level or psychological problems among teachers. If the teachers are resilient and have Hardiness Personality they will be inclined towards job commitment.

The study shows that the teachers who have Hardiness Personality are high on Resilience, with low Occupational Stress and higher job commitment. So by enhancing the Hardiness Personality, we can make person more resilient and more committed to their organisations as they will be able to cope up Occupational Stress.

The contemporary working environment has evolved so drastically that one must be resilient in order to prevent workplace stress. If educators are not resilient, stressful arousing situations will arise, leading to Occupational Stress. Teachers' dedication will wane as stress levels grow. Effective teaching would be hampered as well, with negative consequences for both the children and the organization.

An individual should be assessed on Hardiness Personality scale during recruitment process, so that an organisation will be able to use the optimum potential of the individual by giving proper resources and training to them. When the teachers will be high on the Hardiness Personality, they will be able to deal with the students in more effective way as they will be more explorative in nature.

5.3 LIMITATIONS

The study was limited to studying only the teachers at the primary level. So other differences, for example, teachers teaching at TGT and PGT levels teaching at senior and senior secondary classes could have been compared to make it more meaningful research study.

The limitation of the study is also that the research objectives and hypotheses could have been framed keeping other dimensions of teachers teaching at other levels in the school. There were less males working as the primary school teachers. As compared to females, the ratio of males in primary school is very less. It was difficult to collect data of male teachers.

The research objective and hypotheses should have been framed looking into the relationship among variables while comparing one dimension, that is males and females and also on the other dimension, that is, the private and government teachers at different levels.

The sub dimensions of the variables should have been studied separately to get the more clarity of variables.

5.4 DELIMITATIONS OF THE STUDY

The present investigation finds its delimitation in carrying out the research by comparing the teachers based on the other educational qualification and on the basis of the different hierarchy set out by Central Board of Secondary Education, for example comparing the teachers who are employed on the basis of PGT, TGT, PRT levels.

The another delimitation of the study can be that the comparison studies can be carried in the future on the basis of the teachers employed in the North, South, East and West side of the country on the studied variables.

The other delimitation of the study is that the working experience (more or less than 2 years) and the influence of the experience on the studied variables like Hardiness Personality, Resilience, Occupational Stress and Job Commitment is not considered in the present investigation.

The further studies can be carried out by using other related variables to study in depth and to see how these variables are inter related with other variables.

5.5 FUTURE RESEARCH

The present research study aimed to study the ‘Hardiness Personality’ in relation to ‘Resilience’, ‘Occupational Stress’ and ‘job commitment’ among primary school teachers. The variables taken for the study have been intended to study as there is no research study been conducted where all the studied variables have been taken as they are considered to be the important variables in the educational institutions.

The present investigation studied keeping only those objectives and hypothesis including dimensions like private and government teachers and other as males and females. The research in the future can be taken up by comparing the teachers teaching

at different levels in the school hired on different educational background.

The comparative studies can be conducted looking into the variables studied at different states, that is, teachers teaching in other states of India.

The research objectives and hypotheses should be framed keeping in mind to study the dimensions of the variables that are intended to study. The dimensions of the research study might produce important findings when studied with other variables.

In future the dimension of other variables can be related to different levels of stress.

The summary and conclusion is the last chapter that includes all the concluding comments after stating all the results and discussion of the present research investigation. This chapter includes the conclusion followed by the limitation and future of the research.

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APPENDICES

Appendices

Name:

Age:

Gender:

Educational Qualification:

Organisation: Private/Govt.

Experience (Years) :

Read the following statements and tick the right option that suits the best.

A

S.NO.	STATEMENT	1 (STRONGLY DISAGREE)	2	3	4 (NEUTRAL)	5	6	7 (STRONGLY AGREE)
1	When I make plans I follow through with them.							
2	I usually manage one way or another.							
3	I am able to depend on myself more than anyone else.							
4	Keeping interested in things is important to me.							
5	I can be on my own if I have to.							
6	I feel proud that I have accomplished things in life.							
7	I usually take things in stride							
8	I am friends with myself.							
9	I feel that I can handle many things at a time.							
10	I am determined.							
11	I seldom wonder what the point of it all is.							
12	I take things one day at a time.							
13	I can get through difficult times because I have experienced difficulty before.							

14	I have self-discipline.							
15	I keep interested in things.							
16	I usually find something to laugh about.							
17	My belief in myself gets me through hard times.							
18	In an emergency, I am someone people can generally rely on.							
19	I can usually look at a situation in a number of ways.							
20	Sometimes I make myself do things whether I want to or not.							
21	My life has meaning.							
22	I do not dwell on things that I can't do anything about.							
23	When I am in a difficult situation, I can usually find my way out of it.							
24	I have enough energy to do what I have to do.							
25	It's okay if there are people who don't like me.							

B

S.NO.	STATEMENT	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1.	I have to do a lot of work in this job.					
2.	The available information relating to my job-role and outcomes are vague and insufficient.					
3.	My different officers often give contradictory instructions regarding my works.					
4.	Sometimes it becomes a complicated problem for me to make adjustment between political/group pressures and formal rules and instructions.					
5.	The responsibility for the efficiency and productivity of many employees is thrust upon me.					
6.	Most of my suggestions are heeded and implemented here.					
7.	My decisions and instructions concerning distribution of assignments among employees are properly followed.					
8.	I have to work with persons whom I like.					
9.	My assignments are monotonous in nature.					
10.	Higher authorities do care for myself					

	respect.					
11.	I get less salary in comparison to the quantum of my labour/work.					
12.	I do my work under tense circumstances.					
13.	Owing to excessive work load I have to manage with insufficient number of employees and resources.					
14.	The objectives of my work-role are quite clear and adequately planned.					
15.	Officials do not interfere with jurisdiction and working methods.					
16.	I have to do some work unwillingly owing to certain group/political pressures.					
17.	I am responsible for the future of a number of employees.					
18.	My co-operation is frequently sought insolving the administrative or industrial problems at higher level.					
19.	My suggestions regarding the training programmes of the employees are due significance.					
20.	Some of my colleagues and subordinates try to defame and malign me as unsuccessful.					
21.	I get ample opportunity to utilize my abilities and experience					

	independently.					
22.	This job has enhanced my social statuses.					
23.	I am seldom rewarded for my hard labour and efficient performance.					
24.	Some of my assignments are quite risky and complicated.					
25.	I have to dispose off my work, hurriedly owing to excessive work load.					
26.	I am unable to perform my duties smoothly owing to uncertainly and ambiguity of the scope of my jurisdiction and authorities.					
27.	I am not provided with clear instructions and sufficient facilities regarding the new assignments trusted to me.					
28.	In order to maintain group-conformity sometimes I have to do/produce more than the usual.					
29.	I bear the great responsibility for the progress and prosperity of his organization.					
30.	My opinions are sought in framing important policies of the organization/department.					
31.	Our interests are duly considered in making appointment for important posts.					

32.	My colleagues do co-operate with me voluntarily in solving administrative and industrial problems.					
33.	I get ample opportunity to develop my aptitude and proficiency properly.					
34.	My higher authorities do not give due significance to my post and work.					
35.	I often feel that this job had my life cumbersome.					
36.	Being too busy with official work I am not able to devote sufficient time to my domestic and personal problems.					
37.	It is not clear that what type of work and behaviour my higher authorities and colleagues expect from me.					
38.	Employees attach due importance to the official instructions and formal working procedures.					
39.	I am compelled to violate the formal and administrative procedures and policies owing to group/political pressures.					
40.	My opinion is sought in changing or modifying the working system, instrument and conditions.					

41.	There exists sufficient mutual co- operation and team-spirit among the employees of his organization/department.					
42.	My suggestions and co-operation are not sought in solving even those problems forwhich i am quite competent.					
43.	Working conditions are satisfactory here from the point of view of our welfare and convenience.					
44.	I have to do such work as ought to be done by others.					
45.	It becomes difficult to implement all of a sudden the new dealing procedures and policies in place of already in practice.					
46.	I am unable to carry out assignment to mysatisfaction on account of excessive load of work and lack of time.					

C

S.NO.	STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1.	I feel bad if the organisation is making loss.					
2.	I am contributing to the achievement of goals of this organisation.					
3.	I do not like somebody tarnishing the image of this organisation.					
4.	I have been working even on holidays in this organisation.					
5.	An employee should be concerned about the image of his/her organization.					
6.	I do not stay back in the organisation after office hours even if required.					
7.	I am committed to the welfare of my organisation.					
8.	I do not like the goals of this organisation.					

D



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Arun Kumar Singh (Patna)

Consumable Booklet

of

S P H S

(Hindi Version)

कृपया निम्न सूचनाएँ भरिये :—

नाम _____
वर्ग _____ लिंग _____ आयु _____
जन्म-क्रम प्रथम: _____ मध्य: _____ अंतिम _____ एकलौता _____
आवास: शहर / देहात _____

निर्देश

आगे दिये गए प्रत्येक कथन को ध्यानपूर्वक पढ़ें। प्रत्येक कथन के लिए पाँच श्रेणी के उत्तर यथा (पूर्णतः सहमत), (सहमत), (तटस्थ), (असहमत) तथा (पूर्णतः असहमत) दिये गए हैं। प्रत्येक कथन का उत्तर इन्हीं पाँच में से किसी एक श्रेणी जो आपके लिए सबसे सही एवं उपयुक्त हो, उस पर का चिह्न लगायें। कोई भी उत्तर सार्वभौमरूप से सही या गलत नहीं है। आपके द्वारा दिये गए उत्तर गोपनीय रखे जायेंगे। अतः आप बिना किसी तरह के संकोच के उत्तर दें।

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क्रमांक	कथन	विकल्प				
		पूर्णतः सहमत	सहमत	तटस्थ	असहमत	पूर्णतः असहमत
1.	मैं अपनी जिन्दगी के मूल्यों को काफी महत्व देता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	मुझे अपने द्वारा किये जा रहे कार्यों पर पूर्ण नियंत्रण रहता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	मैं परिस्थिति का डट कर मुकाबला करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	मुझे अपनी जिन्दगी के मूल्यों के अनुरूप व्यवहार करना अच्छा लगता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	मैं अपना सांवेगिक संतुलन बना कर रखता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	चाहे कोई कितना भी भयभीत करले, मैं अपने लक्ष्य की ओर बढ़ने से हिचकिचाता नहीं हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	मेरे द्वारा किये जाने वाले कार्यों की सफलता का विश्वास हमें पहले से हो जाता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	परिस्थिति विपरीत होने पर भी मैं अपने पर नियंत्रण बनाकर रखता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	मेरे कदम उठ गए तो पीछे नहीं मुड़ते।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	मेरा छवि अपने साथियों के बीच काफी प्रशंसनीय है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	मेरे प्रति साथी-संगी का व्यवहार संतुलित एवं नियंत्रित होता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	मेरे लिये चुनौती एक अभिप्रेरक के समान होता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

क्रमांक	कथन	विकल्प				
		पूर्णतः सहमत	सहमत	तटस्थ	असहमत	पूर्णतः असहमत
13.	मुझे जो भी काम करना होता है, उसकी एक योजना बनाकर एवं उसके प्रति तल्लीनता दिखाकर हम उसे पूरा करते हैं।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	अपने विचारों की अभिव्यक्ति पर नियंत्रण मैं बनाकर रखता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	किसी भी चुनौती को सहर्ष स्वीकार कर मुझे आगे बढ़ने में काफी सुख मिलता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	मेरा पारिवारिक जीवन सुखमय है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	मेरे परिवार के सदस्य मेरे नियंत्रित एवं सख्त (Strict) व्यवहार से प्रायः नाखुश रहते हैं।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	मुझे कठिन एवं जटिल कार्यों को करने में तुलनात्मक रूप से अधिक आनन्द आता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	मैं किसी भी कार्य को इस विश्वास से करता हूँ कि एक दिन मुझे निश्चित रूप से सफलता मिलेगी।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	मैं अपने व्यवहार में संयम बनाकर रखता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	मैं जोखिमपूर्ण कार्यों को पूरा करने में हिचकिचाता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	मेरी पहचान एक सफल व्यक्ति के रूप में लोगों द्वारा की जाती है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

क्रमांक	कथन	विकल्प				
		पूर्णतः सहमत	सहमत	तटस्थ	असहमत	पूर्णतः असहमत

23. मेरी जिंदगी के कुछ पल ऐसे भी होते हैं जिसमें मैं यह नहीं समझ पाता हूँ कि मुझे क्या करना चाहिए और क्या नहीं।
24. मेरा विश्वास किसी चुनौतीपूर्ण कार्य को स्वीकार करने के लिये प्रेरित करता है।
25. मुझे प्रायः अपने परिवार के सदस्यों से अनबन सी बनी रहती है।
26. मेरे दोस्तों का मेरे प्रति व्यवहार उदासीन रहता है।
27. मेरे विरोधी मेरे चुनौतीपूर्ण स्वरूप से डरते हैं।
28. मेरा विश्वास प्रायः गलत साबित होता है।
29. मैं समझता हूँ कि एक नियंत्रित एवं संयमशील जिन्दगी व्यक्ति को अधिक सुख प्रदान करता है।
30. मेरे परिवार के सदस्यों को मेरे चुनौतीपूर्ण हौसले पर गर्व रहता है।