

## The Relationship between Hardiness and Self-adjustment: A Study of High School Students on Boarding School

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### ABSTRACT

Hardiness is an important factor in self-adjustment. This study aims to determine the relationship between hardiness and self-adjustment of 117 tenth grade students from high school in Yogyakarta. The data collection technique using a cluster random sampling. Methods of data collection in this study using a self-adjustment scale and hardiness scale. Meanwhile, the data analysis is the product moment correlation. The results showed that the coefficient between hardiness and self-adjustment was 0.244 with a significance level of 0.008 ( $p < 0.01$ ). It is concluded that there is a very significant positive relationship between hardiness and self-adjustment of tenth grade boarding school students in Yogyakarta. So, the higher the hardiness, the higher the students' self-adjustment.

**Keywords:** *Boarding School, Hardiness, Students, Self-adjustment*

Individuals who have the ability to self-adjustment to the environment can reduce various obstacles experienced in a new place. Obstacles in the environment can vary from one individual to another, so with the ability to self-adjustment, the hope is that they will have a good impact in solving problems in the environment at hand. Self-adjustment is defined as a change experienced by individuals to achieve satisfying relationships with other people and the environment around them (Krish, Duffy, & Atwater, 2013). Ratelle, Duchesne, & Guay (2017) found that the initial process of self-adjustment in individuals who are in a new school environment is usually characterized by pressure and stress (anxiety, difficulty, somatic symptoms). Research conducted by Rodríguez-Fernández, Droguett, & Revuelta (2012) shows that individuals who successfully in self-adjustment will produce life satisfaction in the school environment, create positive social perceptions, and good academic self-concepts. Desmita (2010) states that self-adjustment will help teenagers to achieve harmony with themselves and their environment.

From a social point of view, the boarding school system isolates students from heterogeneous environments that tend to be bad. The school and boarding environment is constructed into a relatively homogeneous social environment and one goal is to gain

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Received: February 11, 2021; Revision Received: March 28, 2021; Accepted: April 25, 2021

## The Relationship between Hardiness and Self-adjustment: A Study of High School Students on Boarding School

knowledge to achieve a higher quality life (Purwanto, 2011). Students have to face several school transitions ranging from kindergarten, elementary school, middle school, to college which will definitely face challenges, although for many students this transition is successful but for some people there is a visible decrease in their psychological well-being such as internalization and externalization symptoms, and a decrease in academic competence (Virtanen et al., 2019). Experiencing the transition period to middle school in teenagers is thought to be the beginning of a decrease in adjustment, one of which is self-adjustment for many teenagers. When the individual has low self-adjustment, they will feel strange and run into obstacles during this stage which has negative long-term consequences for the student's academic trajectory and mental health (Benner, Crosnoe & Eccles, 2015). Wang et al (2015) conducted a study with the results that international students struggled to adjust to their new environment by losing their personal relationships, home environment, and old education system while trying to adapt to the environment and culture. new. Students who are unable to adjust themselves feel a deep loss, decreased life satisfaction, reduced positive environmental influences, and decreased self-efficacy and social relations with society.

Life in the dormitory is certainly different from the previous life when they were living at home, individuals who have low self-adjustment and are accustomed to being obeyed by their desires will find it difficult to accept situations that are different from the expected conditions, such as food menus that are not according to their tastes, queueing to take a bath, strict boarding rules, and too much tasks. Individuals who were used to living freely tend to find it difficult to be disciplined and obey the rules in the dormitory, so they often commit violations (Dimiyati, 2015). One of the factors that influence the self-adjustment of students who carry out the boarding school program is hardiness.

Hardiness is a personality trait characterized by commitment and self-control, rather than isolation and powerlessness, strong individuals see problems as not a threat, but a challenge (King, 2012). Kobasa (Munstersteiger, 2015) has studied the development of endurance and believes that individuals become strong when they face various experiences when they are young. Experiencing in a new environment that requires them to carry out various activities independently without the assistance of their parents, as well as going through ups and downs, expected that they will be able to form hardiness which will lead to the creation of a good self-adjustment. Maddi, 2015 in his research shows that hardiness is able to facilitate turning pressure into benefits besides the advantages of this characteristic, such as being able to sharpen their creativity, wisdom, and fulfillment, and to maintain or improve someone's physical and mental health.

Sarafino & Smith (2014) found that the hardiness personality factor makes individuals able to withstand high levels of stressful experiences without becoming physically depressed or physically ill. Individuals with high hardiness will have the confidence that all the problems they face, including all the problems and burdens that exist are inevitable, so that they can do what is deemed appropriate to solve the problem. Otherwise, individuals with low hardiness often perceive many things as a form of threat and a source of stress, so when they feel stressed, the negative consequences that must be faced become heavier.

### **METHODOLOGY**

#### *Sample*

The sample in this study amounted to 117 male and female subjects. The sample in this study were senior high school students who attended school X and school Y that conducted a boarding program in Yogyakarta with an age range of 15-16 years.

## The Relationship between Hardiness and Self-adjustment: A Study of High School Students on Boarding School

### *Instruments*

The data collection instrument in this study uses a Likert scaling model which is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena. The Likert scale has four alternative answers, such as very suitable, appropriate, inappropriate and very inappropriate. For the score of items that are favorable, the scoring model is very suitable (SS) = 4, suitable (S) = 3, not suitable (TS) = 2, very inappropriate (STS) = 1. In contrast, for unfavorable items the scoring model is Very suitable (SS) = 1, suitable (S) = 2, unsuitable = 3 and highly unsuitable (STS) = 4.

The adjustment scale item refers to the characteristics arranged by Monritsugu, Vera, Jacobs, & Kennedy (2016), such as goodness of fit, lack of problems, positive life experiences, and integrity of body and mind health. The number of items on the self-adjustment research scale is 16 items. Examples of items on this scale are "Every time I do not do well on a school exam, it will make me sick", "I find it difficult to dress according to the rules in the dorms", "When I break the rules, I am ready to accept sanctions."

Meanwhile, data collection for the hardiness variable is the hardiness scale referring to the dimensions of Kobasa (1979), such as, control, commitment, and challenges. This scale was arranged by researchers with a Likert scaling model with a total of 15 items. Examples of items on this scale are "Schedule in the dormitory does not make my learning achievement decrease", "I accept choices from others", "I am optimistic that I can complete school work well".

### *Procedure and Data Analysis*

The research procedure is divided into four stages, such as preparation, research trials, research data collection and data analysis. The first stage is preparation, starting with arranging research instruments and determine the location of the research that matches the criteria for the desired subject. The second stage is the research trial, by distributing the trial scale to 102 people to find out which items are valid. The third stage is the collection of research data, namely distributing a revised scale based on validity and reliability standards to 117 subjects in a specified location. The research sample was determined based on the needs of the researcher. The fourth stage is to analyze the data, the results of the data that have been disseminated are scored and analyzed with assumptions and the moment product correlation test uses statistical calculations assisted by SPSS version 21 application for windows. Product moment analysis is used to measure the relationship of the independent variable (hardiness) to the dependent variable (self-adjustment). Product moment analysis includes normality test, linearity test and correlation test.

## **RESULTS**

### *Normality Test*

A variable is said to be normal if it has a score of  $p > 0.05$ . Based on the data, it was obtained that the score for the adjustment scale was .224 and the score for the hardiness scale was .261. It can be concluded that the distribution of the research data was normal.

*Table 1: Normality Test*

<i>Variable</i>	<i>K-SZ Score</i>	<i>Sig. (p)</i>	<i>Information</i>
Self-adjustment	.224	$p > 0.05$	Normal
Hardiness	.261	$p > 0.05$	Normal

## The Relationship between Hardiness and Self-adjustment: A Study of High School Students on Boarding School

### *Linearity Test*

The independent variable (hardiness) is linear with the dependent variable (self-adjustment), if Sig  $F_{\text{linearity}}$  has a score of  $p < 0.05$  and sig  $F_{\text{deviation from linearity}}$  has a score of  $p > 0.05$ . The linearity test of self-adjustment with hardiness shows  $F_{\text{deviation from linearity}} = 1.185$  with a significance of .007 ( $p < 0.05$ ). This shows that the variables are linear.

**Table 2: Linearity Test**

<i>Variable</i>	<i>F</i>	<i>Sig. (p)</i>	<i>Criteria</i>	<i>Information</i>
Self-adjustment and hardiness	1.185	.007	$p < 0.05$	Linear

### *Hypothetic Test*

The hypothesis is accepted if pearson correlation shows the correlation coefficient between the two studied variables sig (2-tailed) shows a significance level of  $p < 0.05$  (significant) or  $p < 0.01$  (very significant) and is declared rejected if  $p > 0.05$ . The correlation coefficient between hardiness and self-adjustment was 0.244 with a significance of .008 ( $p < 0.01$ ). Therefore, it is empirically proven that there is a very significant positive relationship between work motivation and job satisfaction of academic staff.

**Table 3: Hypothetic Test**

<i>Variable</i>	<i>Pearson-Correlation</i>	<i>Sig. (p)</i>	<i>Criteria</i>	<i>Information</i>
Hardiness towards self-adjustment	.224	.008	$P < 0.01$	Very Significant

## **DISCUSSION**

The results of this study indicate that there is a very significant positive correlation between hardiness and self-adjustment of boarding school students in schools X and Y. These findings support previous research found by Fitroh (2011) that there is a very significant positive relationship between hardiness and self-adjustment. Research conducted by Kurniasari (2016) also shows something similar, namely that there is a significant positive relationship between hardiness personality and self-adjustment. Meanwhile, individuals who score high on hardiness are able to deal with stressful situations effectively and are able to achieve optimal psychological adjustment (Maddi, Khoshaba, Harvey, Fazel, & Resurreccion, 2009). New students who are in the boarding school environment come from a variety of different cultures so they need a resilient personality to be able to survive in an unfamiliar environment, this is in line with the research of Yakunina et al (2013) with the results of the greater level of hardiness and multiculturalism leads to better self-adjustment. In addition, similar research conducted by Harrison & Brower (2011) shows that apart from cultural intelligence, another factor that is able to influence the survival of individuals in a different culture is hardiness personality. Hardiness personality can influence psychological adjustment, one of which is self-adjustment.

Longobardi, Prino, Marengo, & Settani (2016) found that transitions lead to a series of changes so that individuals need to reorganize their social lives, in a new school environment individuals may feel a lack of support. Research conducted by Davoudimoghaddam, Raheb, Hosseinzadeh, & Teymouri (2018) shows the results of training to form a hardiness personality can make individuals perform stress management so that individuals who enter a new environment, new culture, even when in unpleasant circumstances will be able to carry out the adjustment process well. The results of this study

## The Relationship between Hardiness and Self-adjustment: A Study of High School Students on Boarding School

also show the contribution of the hardiness variable of .224 means that the contribution of hardiness is 22.4% of the self-adjustment and the remaining 77.6% is influenced by other variables which are not identified in this study. Loe Bue, Taverniers, Mylle, & Euwema (2015) in their research show that individuals who have hardiness personalities are able to assess experiences that have the potential to cause stress or are able to reduce and manage the effects of stress that appear so that individuals with strong personalities are able to adjust themselves well in the various environment. According to Tavousi (2015) individuals with hardiness personalities have the ability to proactively moderate the impact of stress on psychological and physical health by changing events that cause stress into events that do not really interfere with physical or psychological health so the harmony with the new environment occurs.

### CONCLUSION

The findings of this study indicate that there is a very significant positive relationship between hardiness and self-adjustment. This means that the higher the hardiness of the students, the higher the self-adjustment of the boarding school students. So, it is important for teachers to be able to help their students have a resilience personality attitude, one of which can be done by holding training to increase hardiness. However, educators also need to understand the existence of other factors that affect student adjustment. It can be considered by the dorm manager to create a harmonious dormitory environment.

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## The Relationship between Hardiness and Self-adjustment: A Study of High School Students on Boarding School

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### Acknowledgement

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

### Conflict of Interest

The author(s) declared no conflict of interest.

**How to cite this article:** Hanifah R., Mujidin & Diponegoro A.M. (2021). The Relationship between Hardiness and Self-adjustment: A Study of High School Students on Boarding School. *International Journal of Indian Psychology, 9*(2), 45-50. DIP:18.01.006.20210902, DOI:10.25215/0902.006