

# FEATURES OF THE GENDER ASPECT IN SHAPING THE HARDINESS OF ADOLESCENTS FROM INCOMPLETE AND COMPLETE FAMILIES

*Kateryna Mannapova*

*Ukrainian Engineering Pedagogics Academy*

*Kharkiv, Ukraine*

*e.mannapova@gmail.com*

**Abstract.** The article deals with the problem of the influence of an incomplete family on the formation of hardiness of boys and girls of adolescence. The paper analyzes the latest researches and publications within the framework of the main psychological approaches and scientific schools, analyzes the modern theoretical approaches to the definition of the essence of the problem, the probable consequences of the influence of an incomplete family on the basic components of hardiness. There are described the main components and preconditions for the development of hardiness. It is noted that the concept of "hardiness" reflects the psychological vitality and increased human efficacy, and is an indicator of its mental health. It has been found that welfare, or the absence of breaches in education, has a greater impact on the formation of components of hardiness than the completeness of the family.

**Key words:** teenager, incomplete family, breaches in education, a well-functioning family, hardiness.

**Statement of the problem in general form.** Hardiness characterizes the extent of the person's ability to withstand a stressful situation, maintaining internal balance and not reducing the success of the activity. In the structure of hardiness, it performs the function of maintaining the stability of the system, helps to reproduce the balance between risk factors and protective factors. The expressiveness of the components of commitment, control, acceptance of challenge and hardiness in general prevents the emergence of internal stress in stressful situations due to sustainable overcoming of stress and perception of them as less significant.

Components of hardiness develop in childhood and partly in adolescence, although they can be developed later. Their development decisively depends on the relationship between parents and the child. In particular, for the development of the component of engagement, acceptance and support, love and approval from the parents are crucial. For the development of control, support is very efficient for the child's initiative, and also his or her desire to cope with the challenges of increasing complexity on the brink of their capabilities. For the development of challenge acceptance, the richness of experience is very important, as well as variability and heterogeneity of the environment. Therefore, it is important either to identify the impact of the completeness of the family and the well-being of family upbringing on the indicators of this function of the hardiness of adolescents, especially in the gender perspective.

The study of hardiness in adolescence is especially important since at this time such things as a personality identity, professional self-determination, the I-concept, the formation of an adult mature person are formed; for the development of the ability to cope with the difficulties of adult life, the formation of regulatory mechanisms of behavior, an effective way of interaction with the world.

This relevance has led to the following *aim* of our article: the study of the peculiarities of the formation of hardiness of girls and boys of adolescence from complete and incomplete families, with breaches of family education and without breaches of family education.

**Analysis of recent researches and publications.** The development of hardiness as an integral characteristic of the individual and its components is the subject of scientific research and research of domestic and foreign scientists: L. Alexandrova, B. Ananiev, S. Bogomaz, D. Koshaba, D. Leontiev, M. Loginova, S. Maddi, T. Nalyvayko, R. Rakhimova, S. Rubinstein, P. Tillyha, A. Fominova and others; the features of the connection of hardiness with elements of self-organization, self-realization, self-regulation of activity and personality behavior in his writings were substantiated by L. Dick, A. Domen, V. Morosanov, K. Mudzybayev, O. Osnitsky, and others.

It should be noted that the phenomenon of "hardiness" and its value for a person first was spoken by an American psychologist S. Maddi, from the point of view of which, the concept of "hardiness" reflects the psychological survivability and increased efficiency of man associated with its motivation to overcome stressful life

situations [11]. According to S. Maddi, people constantly make a choice: "the choice of the past" (familiar, known by them) or "choice of the future" (new, unpredictable, uncertain). Hardiness in this process is a necessary resource that a person can count on in choosing a future with his uncertainty and anxiety, providing new experiences and creating a certain potential and prospects for personal growth [1].

Hardiness consists of three components: commitment, control and challenge. The first component of vitality "commitment" is an important characteristic of a person's attitude towards himself, the surrounding world and the nature of interaction with him, which gives strength and motivation to self-realization, leadership, a healthy way of thinking and behavior; makes it possible to feel significant and valuable enough to fully engagement in solving life problems without paying attention to the presence of stressful factors and changes. The second component of hardiness is "control". Control of circumstances organizes the search for ways to influence the results of stressful changes, as opposed to falling into a state of helplessness and passivity. The third component of hardiness – "challenge acceptance" helps a person to be open to the surrounding world, other people, society. Its essence consists in perceiving the personality of life events and problems as a challenge and test personally for themselves [6].

The very indicators of the challenge acceptance component in their content are closely linked to self-regulation, which is expressed in the ability of the individual to consistently and purposefully follow the intended goals. Components of hardiness comprehensively characterize the personality readiness to be active, become the subject of his own life ready for self-realization, the disclosure of his potential and acceptance of responsibility for his own life choices.

Analyzing the phenomenon of hardiness in all its manifestations, one can speak not only about the relation to difficult life situations, but also about the relation to the current life of a certain person. We agree with the opinion of A. M. Fominova, that the hardiness of the individual manifests itself exists at three levels: personalsemantic, sociopsychological and psychophysiological. The result of the manifestation of hardiness at the personal semantic level is a positive attitude, meaningfulness of life, increase its quality. At the socio-psychological level, effective self-regulation and self-realization through adaptation to society are manifested. At the psycho-physiological level, hardiness is manifested through optimal responses to

stress, the ability and willingness to withstand a stressful situation without lowering the success of the activity [10].

According to the results of scientific research of D. O. Leontiev, the phenomenology of personal potential fully reflects the concept of hardiness, because it is a mental quality, which combines the power of I Am power, freedom, internality, active and meaningful attitude to the world [9]. T. O. Larina substantiated the influence of hardiness on self-efficacy of the person – his or her sense of one's own competence, which contributes to increasing the ability to resist various stressors [8]. From the point of view of E. F. Zer, a life-sustaining person tends to perceive the difficult circumstances as a challenge and readily accepts it as a call to act [5].

**Research methods.** Investigated adolescents aged 14-16 years of secondary schools in Kharkiv using the method "Analysis of family relationships" E. G. Eidemiller and V. V. Yusticky were divided into eight groups: girls from complete with absence of breaches in upbringing (17 children), girls from complete families with certain breaches in upbringing (22), girls from incomplete families with no breach of education (18 people), girls from incomplete families with breaches in upbringing (23 persons), as well as boys from complete families with no breaches in upbringing (18 people), boys from complete families with breaches in upbringing (18 persons), boys from incomplete families with no breaches in upbringing (18 people), boys from incomplete families with breaches in upbringing (15 people), a total of 149 people. The absence of breaches in education or upbringing we conventionally called "well-functioning".

Methods of research: analysis of psychological and pedagogical and methodical literature; methods of empirical research (observation, testing); experiment, analysis of its results (quantitative, qualitative-comparative), methods of mathematical processing of data. The following techniques were used in the work:

1. Questionnaire of the JS "Analysis of Family Relations" E. G. Eidemiller and V. V. Yusticky;
2. Methodology "Test of Hardiness" S. Maddi (adaptation of D. O. Leontiev, O. I. Rasskazova).

**Research results.** While processing the results of the method of the "Test of Hardiness" S. Maddi (adaptation of D. O. Leontiev, O. I. Raskazova) there have been revealed some differences in the level of hardiness and its components, depending on

the gender, completeness and the presence or absence of breaches of the type of upbringing in studied families (Table 1).

*Table 1. Results of diagnostics of hardiness of adolescents from complete / incomplete families and well-functioning / dysfunctional families with a gender perspective*

	Hardiness	Commitment	Control	Challenge acceptance
Girls from incomplete dysfunctional families	69,95±6,65	30,21±5,78	25,26±3,17	14,47±2,42
Girls from incomplete well-functioning families	74,33±4,05	23,33±3,37	41,38±2,91	9,61±1,78
Girls from complete dysfunctional families	75,27±3,22	23,00±2,24	39,13±4,84	13,13±2,03
Girls from complete well-functioning families	89,94±5,88	45,94±2,83	30,23±3,38	13,76±2,76
Boys from incomplete dysfunctional families	66,13±3,87	26,73±1,75	23,66±4,18	15,73±1,48
Boys from incomplete well-functioning families	76,05±3,22	23,83±2,50	42,16±2,38	10,05±1,76
Boys from complete dysfunctional families	76,38±8,52	23,22±3,96	38,61±5,43	14,55±3,31
Boys from complete well-functioning families	89,11±10,31	44,50±5,28	30,16±5,87	14,61±4,50

The general indicator of the hardiness of girls from incomplete dysfunctional families is clearly lower than that of girls from complete and well-functioning families ( $p \leq 0,001$ ), girls from complete dysfunctional families ( $p \leq 0,01$ ), as well as from incomplete well-functioning families ( $p \leq 0,05$ ) The indicator of the hardiness of girls from incomplete families is lower than that of girls from complete and well-functioning families ( $p \leq 0,001$ ), but there is no significant difference from the overall indicator of the hardiness of girls from complete and dysfunctional families. The hardiness of the tested girls from the complete dysfunctional families is lower than that of girls from complete well-functioning families ( $p \leq 0,001$ ).

The commitment of girls from complete dysfunctional families is lower than in other tested participants: the scores on this scale are significantly different between girls from incomplete dysfunctional families ( $p \leq 0,001$ ), girls from complete well-functioning families ( $p \leq 0,0001$ ), but they are not statistically significant differences from girls from incomplete and well-functioning families. Indicators of commitment of girls from incomplete dysfunctional families are higher than that of girls from

incomplete families ( $p \leq 0,01$ ), but lower than girls from complete well-functioning families ( $p \leq 0,0001$ ). Girls from dysfunctional families have lower rates of commitment than girls from complete well-functioning families ( $p \leq 0,0001$ ).

Girls from incomplete dysfunctional families have lower grades on the "control" scale than girls from incomplete families ( $p \leq 0,001$ ) and girls from complete dysfunctional families ( $p \leq 0,001$ ), but higher than girls from complete well-functioning families ( $p \leq 0,01$ ). Indicators of control of girls from incomplete well-functioning families are higher than that of girls from complete well-functioning families ( $p \leq 0,001$ ), but there is no significant difference from the control of girls from complete dysfunctional families. Girls from complete dysfunctional families have higher control rates than girls from complete well-functioning families ( $p \leq 0,001$ ).

Girls from incomplete well-functioning families have slightly lower challenge acceptance rates than girls from incomplete dysfunctional families ( $p \leq 0,001$ ), girls from complete dysfunctional families ( $p \leq 0,001$ ), and girls from complete well-functioning families ( $p \leq 0,001$ ). Indicators on the "challenge acceptance" scale for girls from incomplete dysfunctional families do not have a meaningful difference between the indicators of a girl from full dysfunctional and well-functioning families that do not differ statistically.

Consider the results of teenage boys.

The general indicator of hardiness of boys from incomplete dysfunctional families is lower than that of boys from complete and well-functioning families ( $p \leq 0,001$ ), boys from complete dysfunctional families ( $p \leq 0,01$ ), and also from incomplete well-functioning families ( $p \leq 0,001$ ). Indicators of hardiness of boys from incomplete well-functioning families are lower than that of boys from complete and well-functioning families ( $p \leq 0,001$ ), but there is no significant difference from the overall score on the "hardiness" of boys from complete and dysfunctional families. The data of hardiness of boys from complete dysfunctional families is significantly lower than that of boys from complete well-functioning families ( $p \leq 0,001$ ).

The data obtained on the scale of "commitment" in boys from complete dysfunctional families is lower than that of boys from incomplete dysfunctional families ( $p \leq 0,01$ ) and boys from complete well-functioning families ( $p \leq 0,0001$ ), have no statistically verified difference from boys from incomplete, well-functioning

families. Indicators of commitment of boys from incomplete dysfunctional families are higher, than boys from incomplete well-functioning families ( $p \leq 0,01$ ) and boys from complete dysfunctional families ( $p \leq 0,01$ ), but lower than boys from complete well-functioning families ( $p \leq 0,001$ ). Boys from complete well-functioning families have higher rates of commitment than boys from complete dysfunctional families ( $p \leq 0,001$ ).

Indicators on the "control" scale for boys from incomplete dysfunctional families are lower than for boys from incomplete well-functioning families ( $p \leq 0,001$ ), boys from complete dysfunctional families ( $p \leq 0,001$ ) and complete well-functioning families ( $p \leq 0,01$ ). Indicators of control of boys from incomplete well-functioning families are higher than that of boys from complete dysfunctional families ( $p \leq 0,05$ ), as well as boys from complete well-functioning families ( $p \leq 0,001$ ). Boys from complete well-functioning families have lower control rates than boys from complete dysfunctional families ( $p \leq 0,001$ ).

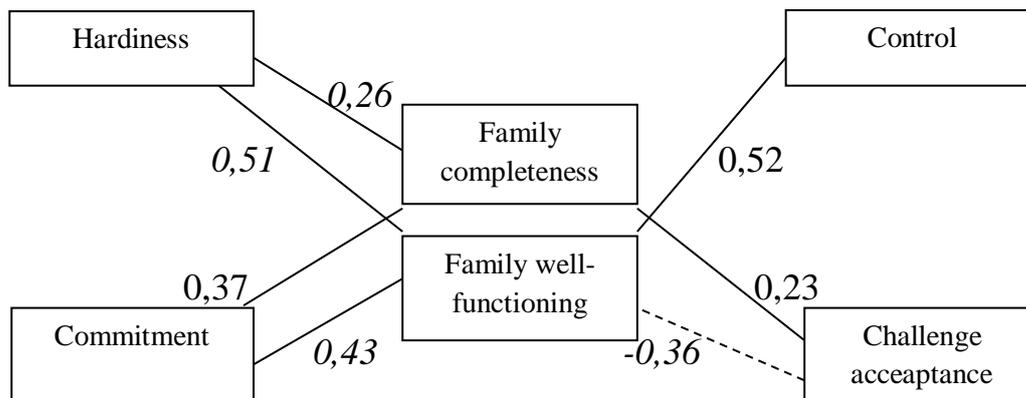
Challenge acceptance by boys from incomplete well-functioning families is significantly lower than challenge acceptance indicators in boys from incomplete dysfunctional families ( $p \leq 0,001$ ), boys from complete dysfunctional families ( $p \leq 0,001$ ), and boys from complete well-functioning families ( $p \leq 0,001$ ). Indicators on the "challenge acceptance" scale between tested participants from other groups do not have any significant differences.

The correlation analysis (Fig. 1) allowed the following results to be obtained for the family's completeness and well-functioning: a direct correlation was found between family completeness and hardiness ( $r_{xy} = 0,52$ ; at  $p \leq 0,05$ ); commitment ( $r_{xy} = 0,37$  at  $p \leq 0,05$ ), challenge acceptance ( $r_{xy} = 0,23$ ; at  $p \leq 0,05$ ); family well-functioning and hardiness ( $r_{xy}=0,51$ ; at  $p \leq 0,05$ ); commitment ( $r_{xy} = 0,43$ ; at  $p \leq 0,05$ ); control ( $r_{xy} = 0,26$ ; at  $p \leq 0,05$ ), as well as the link between family well-functioning and challenge acceptance ( $r_{xy} = -0,36$ ; at  $p \leq 0,05$ ).

Consider the effect of completeness and well-being, dividing the tested participants into groups by these indicators.

Results of the study of the effect of family completeness on adolescents are shown in Table 2. The indicators of hardiness and its components in girls from incomplete families are lower than in girls from complete families, but reliable differences are found only between indicators of hardiness and commitment.

Indicators of incomplete families' boys are also rather low and have a significant difference in the hardiness, "commitment" and "challenge acceptance" scales.



*Fig. 1. Interconnection of the completeness and well-being of the family with the hardiness and its components*

These data may indicate that for these adolescents, minor situations are more and more perceived as complex and as violating the usual course of life; being in a challenging situation (test situations, loss situations, situations of social deprivation) these tested participants overcome it with negative consequences for mental and physical health, for personal development, for the formed interpersonal relationships.

*Table 2. Indicators of hardiness of boys and girls from complete and incomplete families*

	Hardiness	Commitment	Control	Challenge acceptance
Girls from incomplete families	71,87±6,01	27,19±5,93	32,34±8,65	12,34±3,25
Girls from complete families	81,6±9,52	33,00±11,78	35,25±6,14	13,41±2,33
T	5,5	2,8	1,7	1,7
P	0,0001	0,01	-	-
Boys from incomplete families	71,54±6,10	25,15±2,61	33,75±9,90	12,63±3,29
Boys from complete families	82,75±11,34	33,86±11,73	33,38±7,03	14,58±3,89
T	5	4,2	0,3	2,2
P	0,0001	0,0001	-	0,05

The study of the hardiness of boys and girls from well-functioning and dysfunctional families, that is, families with breaching in the education and non-breaching style of upbringing, has the following results (Table 3): hardiness,

commitment and control of girls from dysfunctional families are significantly lower than those who are being tested from well-functioning ones. Indicators on the "challenge acceptance" scale are higher; similar results are also found in boys. Such data, on the one hand, can testify to the fact that they do not enjoy the interaction with others and from their own activities, they more and more feel alienated and "out of" life. However, on the other hand, high challenge acceptance rates suggest that these adolescents consider life as a way of gaining experience, they are ready to act in the absence of reliable guarantees of success at their own risk.

*Table 3. Indicators of hardiness of boys and girls from complete and incomplete families*

	Hardiness	Commitment	Control	Challenge acceptance
Girls from dysfunctional families	72,55±6,93	26,68±5,69	32,04±8,09	13,82±2,31
Girls from well-functioning families	81,91±9,33	34,31±11,87	35,97±6,45	11,62±3,07
T	5,1	2,8	2,3	3,6
P	0,0001	0,001	0,05	0,001
Boys from dysfunctional families	71,72±8,48	24,81±3,58	31,81±8,97	15,09±2,67
Boys from well-functioning families	82,58±10,02	34,16±11,24	36,16±7,51	12,33±4,08
T	4,8	4,6	2,2	3,3
P	0,001	0,001	0,01	0,01

**Conclusions.** Study of hardiness is an important direction in socio-psychological research because the question of the quality of a person's life, its satisfaction with oneself, their work, and family is more and more timely. Attention is focused on the study of key prerequisites that allow you to maintain effective interaction with meaningful people, to succeed in life, to be happy even in the presence of unfavorable external circumstances. Hardiness allows a person to resist the negative effects of the environment, gives confidence and determination in his or her own actions, promotes the preservation of health and maintains the optimal level of work capacity and activity in stressful conditions. Hardiness is formed in childhood and completes its formation in adolescence. That is why the subject of our study has chosen hardiness as a component of the personality in girls and boys of adolescence.

We can say that the hardiness of both boys and girls from complete families without breaching in education is much higher than that of those from other groups.

This indicates that trying to gain stability and security in extreme living conditions, these teenagers, based on internal and external resources, find an individual way of effective life balancing. They receive more support, love and approval from parents.

However, well-being, or the absence of breaches in upbringing, has a greater impact on the components of hardiness than the completeness of the family, so far the girls and boys from complete, but dysfunctional families have the lowest rates of commitment; the same lowest rates of control of girls and boys from incomplete and dysfunctional families take place, which testifies to their sense of helplessness and the inability to influence events in their lives, make their own decisions. We find interesting the following results of the welfare impact on the challenge acceptance of girls and boys from incomplete families: teenagers from dysfunctional families have the highest rates – they are ready to take risks, go to the end and believe that everything that happens to them contributes to their development at the expense of the acquired experience, and the lowest rates are tested by well-functioning families, they are prone to avoiding risk situations, preferring to get reliable arguments in favor of success before proceeding to any business.

The completeness of the family affects the overall hardiness and commitment rate of girls and the overall rate of hardiness, commitment and challenge acceptance in boys, while well-functioning affects both overall hardiness and all its components both in girls and boys; therefore, we can state that in incomplete, but well-functioning families, the expressiveness of components and hardiness in general prevents the emergence of stress in stressful situations through the sustainable management of stress and the perception of them as less significant.

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