



ROLE OF HARDINESS AND SOCIAL SUPPORT IN PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY STUDENTS

Rubina Anjum 

This study explores the role of hardiness and social support in psychological well-being among university students. The sample consists of 208 university students who participated in an online survey. The result shows that social support and hardiness have a significant and positive correlation with all the dimensions of psychological well-being. Moreover, social support and hardiness were significant predictors of psychological well-being. This study suggests that apart from the academic curriculum, there is an absolute need to impart and develop social skills and hardiness traits among students, which could be beneficial for strengthening the psychological well-being of university students.

KEYWORDS: Social Support, Hardiness, Psychological Well Being, Students

INTRODUCTION

Psychological wellbeing is a sustainable and positive state that permits individuals, groups, or nations to prosper and flourish. It is the combination of feeling good and functioning effectively (Huppert, 2009). Over the past years, evidence for the mental and physical health benefits of enhanced psychological well-being (PWB) has expanded significantly (Boehm & Kubzansky, 2012). For young students, enrolment in the university acts as a transition phase in their lives. Students must face new challenges single-handedly in this novel situation, be it the independent decision-making ability such as making independent decisions about their lives and studies, adjustment, and academics to balance their proper learning environment and interpersonal relationship (Bashir, 2019). Besides this, many students, for the first time, leave their homes and their comfort zone. In addition to this, being away from their support networks

Rubina Anjum ✉

Research Scholar, Department of Psychology, CT University, Punjab, India.

Email: unjunrubina@gmail.com. ORCID: <https://orcid.org/0000-0002-7029-0141>



This is an open access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

they are expected to be more mentally strong (Cleary et al., 2011). Therefore, these situations are likely to influence the general well-being of university students (Bewick et al., 2010; Cooke et al., 2006). Due to performance pressure, there is the probability of getting involved in psychological problems like stress, anxiety, and depression and the degree of these psychological issues reaches the peak at the age of 25 years, therefore, making them prone to vulnerability (Kessler et al., 2007). Hence, it is not only necessary for achieving academic excellence but is vital in other spheres of life as well. Recently Khatri (2021) mentioned that students with psychological problems suffer a wide range of mental issues that constrain their capacity to engage in their classes, including feelings of helplessness, sleep deprivation, difficulty in cognitive functioning, and low academic achievement. On the other hand, students with better psychological well-being will flourish in higher education, be satisfied with life, and engage in activities that they enjoy and are optimistic for the future. Keyes et al. (2002) quoted that psychological well-being is mainly referred to as the compilation of several psychological characteristics that are engaged in positive human operations. In 2004, WHO declared mental health as “a state of well-being in which the individual realizes his or her abilities, can cope with the normal stresses of life and can become a productive member of his or her community” (World Health Organization, 2004).

Hardiness

The construct hardiness is alternatively symbolized as personality hardiness, psychological hardiness, or cognitive hardiness in the literature (Bashir, 2019). The term “Hardiness” was first introduced by Kobasa (1979), the construct, that she described as a capacity for resistance in difficult situations. The structure of hardiness is composed of three components: (1) commitment (that is, the feeling of being involved in life), (2) control (determining the outputs by controlling or influencing), and (3) challenge (that is the excitement for change that will lead to further development). People with a high level of hardiness seek to impact the outcomes of life events, are actively involved in them, and try to learn something from them regardless of their positivity or negativity. On the other hand, Individuals with poor hardiness are more likely to withdraw from certain situations in life, that they view as more dangerous (Maddi, 1999).

According to Bartone (2006), hardiness is a comprehensive personality style or generalized mode of functioning that encompasses emotional, cognitive, and behavioural characteristics. It is believed to be a new and necessary tendency in personality. People who have a high level of personality hardiness believe they can control their actions and have intrinsic command over the different situations in life. Hardiness has an impact on both physical and mental

health (Sandvik et al., 2019). Additionally, many other theorists do believe that inculcating the values of hardiness needs repressive exercise and meditation, which in turn reduces mental distress, and unreasonable fatigue and enhances one's performance (Maddi & Khoshaba, 2005).

Social Support

Human beings are considered social animals and are programmed to link with others. Social support is an essential requirement that does not disappear with age. Jindal-Snape (2010) emphasized the significance of social support in educational transition for learners of all ages, cultural identities, and educational levels to promote wellness and a successful transformation. According to Baron and Kerr (2003), social support has deep implications for our physical as well as mental health. Demaray et al. (2005) defines 'social support' as "comprising a variety of forms (emotional, appraisal, informational, and instrumental) and emanating from a variety of sources (parents, instructors, close friends, classmates, and school), which may contribute to improving a student's adjustment and outcomes" (p. 691). However, Baumeister and Leary (1995) stated that "social support helps us to establish a network of close, caring individuals who can provide social support in times of distress, sorrow, and fear." Social support reduces stress, depression, anxiety, and other psychological problems in youth who are engaged in challenging behaviour (Asante, 2012). Therefore, this study was carried out to not only reveal the relative impact of one variable on another variable, but also to accentuate the need for and importance of these variables like psychological well-being, hardiness, and social support in one's life simultaneously. In addition to this, the important point of the research was to make this significant data accessible to university students, researchers, and all other social members to make them realize the true value and impact of these variables. Hence, provide them with a chance to improve their standard of living by highlighting the ways and means of engaging in productive and healthy activities which in turn helps them to inculcate these variables in life.

REVIEW OF LITERATURE

Numerous researchers have revealed people with a high level of hardiness seem to be more likely to report happiness, satisfaction with life, physical health as well as good mental health (Delahaij et al., 2010). In another research, it has been found that those with low hardiness are much more prone to experience mental problems such as depression, anxiety, and stress (Eschelman et al., 2010). On the other hand, Yasin and Dzulkifli (2010) examined the relationship between social support and psychological problems among undergraduate students. The respondents of the study were 120 university

students who were selected through the purposive sampling technique. The findings revealed that there was an insignificant negative correlation between social support and psychological problems like anxiety, depression, and stress. This study also suggests that the greater the social support, the lower the psychological problem. Another study was performed by [Najd et al. \(2014\)](#) on 300 male students selected through the multi-stage cluster sampling technique. The findings showed a substantial and positive correlation between self, social support, and psychological hardiness, as well as predictor factors that could also predict changes in psychological well-being among male students. Furthermore, as per these findings people with strong psychological hardiness, self-efficacy, and perceived social support have higher psychological well-being. On the other hand, [Emadpoor et al. \(2015\)](#) conducted a study on 371 female students who were chosen using a multi-stage cluster sampling from Tehran, Iran. The findings showed that social support has a direct and significant impact on psychological well-being and academic motivation.

A study was carried out by [Rizvi \(2016\)](#) on 400 students aged between 20 to 24 years from Kashmir University. Results found that all the dimensions of psychological well-being such as Environmental Mastery ($r=0.27$), Relation with others ($r=0.12$), Personal Growth ($r=0.20$), Self-Acceptance ($r=0.26$), Autonomy ($r=0.22$), and Positive Purpose in Life ($r=0.21$), are all significantly and positively correlated with hardiness. Another investigation was carried out by [Rani \(2016\)](#) with a sample size of 286; among them 173 were males and 113 were females within the age range of 21 to 28 years. The findings revealed that perceived social support (PSS) has a strong positive relation with psychological well-being (PWB), also suggesting that the greater the PSS level, the better the PWB level. Furthermore, it was also found that perceived social support had a great impact on dimensions of wellbeing, such as self-acceptance and positive relationships, in both men and women. [Nielsen et al. \(2017\)](#) found that teachers support strongly influenced well-being, also indicating that more positive support from teachers leads to greater psychological well-being among students.

Another similar study was performed by [Liza et al. \(2019\)](#) found that there is a positive association between social support and psychological well-being among interstate students. The study further suggested that individuals who have received sufficient social support have good intrapersonal as well as interpersonal relationships and reported better psychological wellbeing. Furthermore, a study conducted by [Oktavia et al. \(2019\)](#) indicated that academic stress was significantly influenced by peer social support and hardiness. The impact of personality hardiness on academic stress is significant. Further research suggested that students require hardiness training to survive in a stressful environment. Also, hardiness influences how people react to stress and how they modify their behaviour. Meanwhile, a research study by [Widhigdo et al.](#)

(2020) aimed to investigate the effects of hardiness training on the psychological well-being scores of students who participated in organizational activities, it also aimed to find out the relationship between hardiness and psychological well-being. Data was gathered from 20 university students ranging in age from 18 to 22 years old. Results revealed that psychological well-being scores increased significantly after engaging in the hardiness training. This research also found a positive relationship between hardiness and psychological well-being. Additionally, [Khatri \(2021\)](#) surveyed 500 college students between the ages of 18 and 21 by using purposive sampling. The investigator found that psychological hardiness ($r = 0.62$, $p = .01$), psychological capital ($r = 0.64$, $p = .01$), and perceived democratic parenting style ($r = 0.57$, $p = .01$) are all positively and significantly related to psychological well-being.

NEED FOR THE STUDY

Education is envisaged as an indicator of every student's future. School administrators, parents, teachers, and educational policymakers all are concerned about students' academic progress in this competitive era. In today's busy world, frustration, anxiety, stress, and depression have become serious issues among college students. It has an impact on students' education. The frequent major issues faced by college students are higher educational demands, changes in family relations, fear of failure, inferiority complex, worrying too much, feeling of worthlessness, negative self-image and getting anxious without any apparent reason ([Kumaraswamy, 2013](#)). Studies have revealed that college students experience higher levels of psychological distress ([Bewick et al., 2010](#)). Certain maladaptive behaviours like smoking, drug abuse, sleep disturbance, and suicidal tendencies have been reported among students with inadequate social support and a low level of psychological well-being ([Chao, 2012](#)). In such circumstances, promoting psychological well-being and assessing positive and negative characteristics among students should be prioritized to ensure balanced life, especially during their college years ([Molina-Garcia et al., 2011](#)).

Therefore, the present study is aimed at exploring the role of hardiness and social support in psychological well-being among university students. Social support and psychological hardiness are both important health-elevating factors that help individuals to remain physically as well as psychologically strong even though they are facing negative life situations. Keeping the review of literature into consideration it is found that there is no such study that has been conducted on the above-mentioned constructs. Hence, this inquiry will bridge the gap in the literature and would help to understand the importance of psychological well-being. Further, it will be recommended that administrators, teachers, and institutions could work jointly to foster social

skills and hardiness traits among students.

OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To investigate the relationship between hardiness and psychological wellbeing among university students
2. To explore the relationship between social support and psychological wellbeing among university students
3. To examine the social support and hardiness as predictors of psychological wellbeing among university students.

HYPOTHESES OF THE STUDY

The study has the following hypotheses:

1. There exists a positive and significant relationship between hardiness and psychological well-being among university students.
2. There exists a significant relationship between social support and psychological well-being among university students
3. Hardiness and social support are significant determinants of psychological well-being among university students

SAMPLE FOR THE STUDY

A descriptive survey method was used in this investigation. The study aimed to investigate hardiness and social support as the determinants of psychological well-being among university students. The participants of this study were 208 students among them 107 were males and 99 were females. The data has been collected through online mode using Google forms in January and February 2021. The convenient sampling technique was used in the process.

TOOLS USED IN THE STUDY

Some of the psychological tools that were employed to collect data for the current investigation are:

The Ryff's Psychological Well Being Scale

This tool was developed by Ryff in the year 1995, measuring six dimensions of psychological well-being with the help of 42 enlisted items. These dimensions are mentioned below as, Autonomy, Personal Growth, Environmental Mastery, Positive relationships with others, Purpose in life, and Self-acceptance accordingly. Each item has 6 options with a 6-point Likert-type scale having options like strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree, and strongly agree. An individual must put a tick mark on the option which best indicates their feelings about the statement. 1 is showing strong disagreement and 6 is showing strong agreement.

Short Hardiness Scale (updated)

This scale was developed by Bartone (2007), containing 15 items which include both positive and negative items. It covers the three hardiness concepts of commitment, control, and challenge. It is a 4 point Likert scale ranging from 0 to 3 and has options like Not at all true, A little true, quite true, and completely true. This scale shows good psychometric properties. It contains Cronbach's alpha coefficients ranging from 0.70 to 0.77 for the facets, to 0.83 for the overall scale.

Social Support Questionnaire

This scale was developed by [Sarason et al. \(1983\)](#) containing 12-items measures of perceptions of social support. It is a 4-point scale and has options like definitely false, probably false, probably true, and definitely true. The original ISEL has been condensed into this measure of 40 items (Cohen & Hoberman, 1983). It has three different subscales which are specifically intended to measure three dimensions of perceived social support. These dimensions are 1) appraisal support 2) belonging support 3) tangible support

RESULTS AND DISCUSSION

After the data was analysed, accumulated, and processed by SPSS-20, the research hypotheses were analysed using Pearson's correlation coefficient and regression analysis. The results are highlighted in the given tables:

Hypothesis 1

There exists a positive and significant relationship between hardiness and psychological well-being among university students.

The results in Table 1 shows the coefficients of correlation between hardiness and psychological wellbeing among university students. The association of commitment, a dimension of hardiness is positively and significantly correlated with autonomy ($r=0.25$, $p < .01$), environmental mastery ($r=0.28$, $p < .01$), personal growth ($r=0.27$, $p < .01$), positive relations ($r=0.31$, $p < .01$), purpose in life ($r=0.38$, $p < .01$), self-acceptance ($r=0.41$, $p < .01$) and total psychological well-being ($r=0.30$, $p < .01$). Similarly, control, a dimension of hardiness is positively and significantly correlated with autonomy ($r=0.26$, $p < .01$), environmental mastery ($r=0.20$, $p < .01$), personal growth ($r=0.25$, $p < .01$), purpose in life ($r=0.28$, $p < .01$), self-acceptance ($r=0.27$, $p < .01$) and total psychological well-being ($r=0.26$, $p < .01$).

Table 1

Summary of Correlation Between Hardiness and Psychological Wellbeing Among University Students.

DEPENDENT VARIABLES	INDEPENDENT VARIABLES			
	Commitment	Control	Challenge	Hardiness
Autonomy	0.25**	0.26**	0.15*	0.31**
Environmental mastery	0.28**	0.20**	0.28**	0.31**
Personal Growth	0.27**	0.25**	0.26**	0.39**
Positive Relations	0.31**	0.07	0.14*	0.27**
Purpose in life	0.38**	0.28**	0.25**	0.44**
Self-acceptance	0.41**	0.27**	0.17*	0.44**
Psychological Well Being	0.30**	0.26**	0.21**	0.39**

**/* Significant at 0.01/0.05 level

Results given in Table 1 also show that challenge, a dimension of hardiness is positively and significantly correlated with autonomy ($r=0.15$, $p < .05$), environmental mastery ($r=0.28$, $p < .01$) personal growth ($r=0.26$, $p < .01$), positive relations ($r=0.14$, $p < .05$), purpose in life ($r=0.25$, $p < .01$), self-acceptance ($r=0.17$, $p < .05$) and total psychological well-being ($r=0.21$, $p < .01$). In addition, total hardiness is positively and significantly correlated with autonomy ($r=0.31$, $p < .01$), environmental mastery ($r=0.31$, $p < .01$), personal growth ($r=0.39$, $p < .01$), positive relations ($r=0.27^*$), purpose in life ($r=0.44$, $p < .01$), self-acceptance ($r=0.44$, $p < .01$) and total psychological well-being ($r=0.39$, $p < .01$). It might also be concluded that hardiness is positively and significantly

correlated with all dimensions of the psychological well-being of university students. Therefore, the following interpretation demonstrates the acceptance of Hypothesis 1, i.e., there exists a positive and significant relationship between hardiness and psychological well-being among university students. The findings of this investigation were also supported by Rizvi (2016) who found that all the dimensions of psychological well-being such as environmental mastery, relation with others, personal growth, self-acceptance, autonomy, and positive purpose in life, are significantly and positively correlated with hardiness.

Hypothesis 2

There exists a significant relationship between social support and psychological well-being among university students.

Table 2
Summary of Correlation between Social Support and Psychological Well being Among University Students

DEPENDENT VARIABLES	INDEPENDENT VARIABLE SOCIAL SUPPORT	N
Autonomy	0.20**	208
Environmental mastery	0.21**	208
Personal Growth	0.14*	208
Positive Relation	0.29**	208
Purpose in life	0.19**	208
Self-acceptance:	0.32**	208
Psychological Well Being	0.23**	208

**/* Significant at 0.01/0.05 level

The result in Table 2 reveals the correlation statistics between social support and psychological wellbeing among university students. It is clearly stated that social support was positively and significantly related to autonomy ($r=0.20$, $p < .01$), environmental mastery ($r=0.21$, $p < .01$), personal growth ($r=0.14$, $p < .05$), positive relation ($r=0.29$, $p < .01$), purpose in life ($r=0.19$, $p < .01$), self-acceptance ($r=0.32$, $p < .01$) and total psychological well-being ($r=0.23$, $p < .01$). The findings reveal that social support is significantly correlated with all dimensions of psychological well-being among university students. Therefore the 2nd formulated hypothesis of the study “There exists a

significant relationship between social support and psychological well-being among university students” is accepted. The findings of this study are also supported by [Rani \(2016\)](#) who found that perceived social support has a positive correlation with psychological well-being. Moreover, [Dollete et al. \(2004\)](#) postulated that social support could act as a protective factor that could decrease psychological problems among students.

Hypothesis 3:

Hardiness and Social support are significant determinants of psychological well-being among university students.

The results in Table 3 show that the coefficient of multiple correlation is 0.42, and its square is 0.17, which is significant at a 0.00 level of significance. Regression analysis suggests that social support and hardiness can explain 18 of the variations in the psychological well-being of university students.

Table 3
Summary of Multiple Regression Analysis Between Social Support, Hardiness (Independent Variables) and Psychological Well Being (Dependent Variable) Among University Students.

Predictors	R	R ²	Adj. R ²	Std. Error	R ² Change	F	Sig.
Social Support, Hardiness	0.42	0.18	0.17	20.89	0.178	21.86	0.00

Table 4 shows that F-value is statistically significant at the 0.00 level, which suggests that predictive variables (social support & hardiness) can predict the criterion variable (psychological well-being). Therefore, regression analysis is allowed and feasible.

Table 4
Summary of ANOVA f or Regression Analysis.

Model	SS	df	MS	F	Sig
Regression	19079.26	2	9539.63	21.86	0.00
Residual	89473.74	205	436.46		
Total	108553.00	207			

Predictors (Constant): Social Support, Hardiness
Dependent Variable: Psychological Well-being

According to the results in Table 5, it can be seen that B= 1.42, t = 5.5 (hardiness) and B= 0.69, t = 2.33 (social support), which is significant at 0.00 level of

Table 5
Summary of Coefficients for Regression Analysis.

	B	Std. Error	Beta	T	Sig.
(Constant)	99.13	11.12		8.91	0.00
Hardiness	1.42	0.26	0.36	5.55	0.00
Social support	0.69	0.29	0.15	2.33	0.00

Independent variable: Hardiness and social support
Dependent Variable: Psychological well being

significance. It suggests that social support and hardiness shows an important role in predicting the psychological well-being of university students. The results show that social support and hardiness are significant predictors of psychological well-being with a greater amount of contribution. Hence, the formulated hypothesis 3, i.e., hardiness and social support are significant determinants of psychological well-being among university students is accepted.

The regression equation of these variables is: Psychological-Wellbeing = 99.13 + (1.42) x Hardiness + (.69) x Social Support.

CONCLUSIONS AND RECOMMENDATIONS

The present study found that social support and hardiness are positively and significantly correlated with all dimensions of psychological well-being such as positive relations, autonomy, purpose in life, environmental mastery, personal growth, and self-acceptance of university students. Further, this study revealed that social support and hardiness are significant predictors of psychological well-being with a greater amount of contribution. The findings of this study indicated the need and the importance of social support and hardiness in maintaining and improving the psychological well-being of students. The study promotes the development of the spirit of social support and hardiness by using a variety of psychologically proven interventions and techniques in society and schools, colleges, universities, and other virtual platforms available. Hence, it not only paves the way for a smooth and worthy lifestyle but also enhances the psychological well-being of letters and spirits. Therefore, the dimensions like social support, hardiness, and psychological well-being are complementary to each other; hence the scope of these constructs has got a prompt place in one life altogether. The findings can benefit counsellors, educators, and psychologists to plan, devise, and execute the appropriate intervention programs to diminish the rate of psychological problems and bring it under control. Apart from this, parents and administrators of educational

institutions must realize the significance of social support and psychological wellbeing and should take measures to implement it effectively among college students, hence ensuring their sound mental health and standard of living.

REFERENCES

- Asante, K. O. (2012). Social support and the psychological wellbeing of people living with HIV/ AIDS in Ghana. *African journal of psychiatry*, 15(5), 340-345.
- Baron, R., & Kerr, N. (2003). *Group process, group decision, group action* (and others, Ed.). McGraw-Hill Education.
- Bartone, P. T. (2006). Resilience under military operational stress: Can leaders influence hardiness? *Military Psychology*, 18(1), 131-148.
- Bashir, H. (2019). *Personality hardiness anomie and contextual influences as predictors of academic dishonesty: a multicampus investigation*. Punjab, India. Retrieved from <http://hdl.handle.net/10603/301980> (Unpublished Doctoral Thesis)
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497.
- Bewick, B., Koutsopoulou, G., Miles, J., Slaa, E., & Barkham, M. (2010). Changes in undergraduate students' psychological well-being as they progress through university. *Studies In Higher Education*, 35(6), 633-645. <https://doi.org/10.1080/03075070903216643>
- Boehm, J. K., & Kubzansky, L. D. (2012). The heart's content: the association between positive psychological well-being and cardiovascular health. *Psychol Bull*, 138(4), 655-691.
- Chao, R. (2012). Managing Perceived Stress Among College Students: The Roles of Social Support and Dysfunctional Coping. *Journal Of College Counseling*, 15(1), 5-21. <https://doi.org/10.1002/j.2161-1882.2012.00002>
- Cleary, M., Walter, G., & Jackson, D. (2011). Not always smooth sailing: mental health issues associated with the transition from high school to college. *Issues in mental health nursing*, 32(4), 250-254.
- Cooke, R., Bewick, B. M., Barkham, M., Bradley, M., & Audin, K. (2006). Measuring, monitoring and managing the psychological well-being of first year university students. *Br. J. Guid. Couns*, 34, 505-517. <https://doi.org/10.1080/03069880600942624>
- Delahaij, R., Gaillard, A. W., & Van Dam, K. (2010). Hardiness and the response to stressful situations: Investigating mediating processes. *Personality and Individual Differences*, 49(5), 386-390.
- Demaray, M. K., Malecki, C. K., Davidson, L. M., Hodgson, K. K., & Rebus, P. J. (2005). The Relationship Between Social Support And Student

- Adjustment: A Longitudinal Analysis. *Psychology in the Schools*, 42(7), 691-706. <https://doi.org/10.1002/pits.20120>
- Dollete, Steese, & M Phillips. (2004). Understanding girls' circle as an intervention on perceived social support, body image, self-efficacy, locus of control and self-esteem. *The Journal of Psychology*, 90(2), 204-215.
- Eschelman, K. J., Bowling, N. A., & Alarcon, G. M. (2010). A meta-analytic examination of hardiness. *International Journal of Stress Management*, 17(4), 277-307.
- Huppert, F. (2009). Psychological well-being: Evidence regarding its causes and consequences. *Applied Psychology: Health and Well-Being*, 1, 137-164. <https://doi.org/10.1111/j.1758-0854.2009.01008>.
- Jindal-Snape, D. (2010). *Educational transitions: Moving stories from around the world* (Vol. 33). Routledge.
- Kessler, R. C., Angermeyer, M., Anthony, J. C., De Graaf, R. O. N., Demyttenaere, K., Gasquet, I., ... B, T. (2007). Lifetime prevalence and age-of-onset distributions of mental disorders in the World Health Organization's World Mental Health Survey Initiative. *World Psychiatry*, 6(3), 168-168.
- Keyes, C. L., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: the empirical encounter of two traditions. *Journal of personality and social psychology*, 82(6), 1007.
- Khatrri, P. (2021). *Psychological capital hardiness and parenting style as predictors of psychological well being among college students*. Retrieved from <https://shodhgangotri.inflibnet.ac.in/bitstream/123456789/9099/1/synopsis.pdf> (Unpublished Masters Thesis)
- Kumaraswamy, N. (2013). Academic stress, anxiety and depression among college students- a brief review. *International Review of Social Sciences and Humanities*, 1(5), 135-143.
- Maddi, S. R. (1999). Comments on trends in hardiness research and theorizing. *Consulting Psychology Journal: Practice and Research*, 51(2), 67-71. <https://doi.org/10.1037/1061-4087.51.2.67>
- Maddi, S. R., & Khoshaba, D. M. (2005). *Resilience at work: How to succeed no matter what life throws at you*. Amacom Books.
- Molina-Garcia, J. J., Castillo, I. I., & Queral, A. A. (2011). Leisure-time physical activity and psychological well-being in university students. *Psychological Reports*, 109(2), 453-460. <https://doi.org/10.1002/j.2161-1882.2012.00002>
- Najd, M. R., Mosahebi, M. R., & Atashpour, H. (2014). Prediction of psychological well-being through components of self-efficacy, psychological hardiness & perceived social support. *Thoughts and Behavior in Clinical Psychology*, 8(30), 47-56.
- Nielsen, I., Newman, A., Smyth, R., Hirst, G., & Heilemann, B. (2017). The

- influence of instructor support, family support and psychological capital on the well-being of postgraduate students: a moderated mediation model. *Studies in Higher Education*, 42(11), 2099-2115.
- Oktavia, W. K., Urbayatun, S., & Mujidin, Z. (2019). The role of peer social support and hardiness personality toward the academic stress on students. *International Journal of Scientific and Technology Research*, 8(12), 2903-2907.
- Rani, K. (2016). Perceived social support and psychological well-being: testing the unique association and gender differences among young working adults. *Int J Ind Psychol*, 3, 98-113.
- Rizvi, T. (2016). A study of the relationship between hardiness and psychological wellbeing in university students. *International Journal of Advanced Research*, 4(11), 2340-2343.
- Sandvik, A. M., Gjevestad, E., Aabrekk, E., Øhman, P., Kjendlie, P. L., Hystad, S. W., & Johnsen, B. H. (2019). Physical fitness and psychological hardiness as predictors of parasympathetic control in response to stress: A Norwegian police simulator training study. *Journal of Police and Criminal Psychology*, 35(4), 504-517.
- Sarason, I. G., Levine, H. M., Basham, R. B., & Sarason, B. R. (1983). Assessing social support: the social support questionnaire. *Journal of personality and social psychology*, 44(1), 127.
- World Health Organization. (2004). *Promoting mental health: Concepts, emerging evidence, practice*.
- Yasin, A. S., & Dzulkifli, M. A. (2010). The relationship between social support and psychological problems among students. *International Journal of Business and Social Science*, 1(3), 110-116.