


RESEARCH ARTICLE

# Parenting dimensions and hardiness personality in Muslim university students

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## ABSTRACT

The objective of this study is to examine the relationship between parenting dimensions and hardiness personality in university students. This research employs a quantitative design involving 367 students aged 18-21 from four universities in Banda Aceh, selected using Multistage Cluster Sampling and Disproportionate Stratified Random Sampling techniques. The hypothesis testing in this study employs Pearson Product Moment Correlation. The results indicate correlation coefficients of  $r = .229$  ( $p < .05$ ) for the warmth dimension,  $r = -.189$  ( $p < 0.05$ ) for the rejection dimension,  $r = .319$  ( $p < .05$ ) for the structure dimension,  $r = -.123$  ( $p < .05$ ) for the chaos dimension,  $r = .407$  ( $p < .05$ ) for autonomy support, and  $r = -.007$  ( $p > 0.05$ ) for the coercion dimension. The findings of this study suggest that an increase in the warmth, structure, and autonomy support dimensions is associated with an increase in hardiness personality. However, an increase in the rejection and chaos parenting dimensions is associated with a decrease in hardiness personality. The coercion dimension was found to have no relationship with a hardy personality. This study demonstrates that implementing positive parenting dimensions by parents can enhance the hardiness personality among students. Furthermore, it offers insights for higher education institutions to develop psychological support programs and soft skills training that can assist students in fostering a hardiness personality.

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## INTRODUCTION

University students are individuals aged 18 to 29 years, a period during which individuals are at a high risk of mental health issues (Matud et al., 2020). Mental health problems among students are linked to both academic and non-academic demands that can induce stress (Sondakh & Theresa, 2020). This is further reinforced by the fact that higher education institutions uphold a strong sense of responsibility among students, leading to conflicting expectations that create imbalances in academics, family obligations, and leisure time (Wrench et al., 2014). The pressures faced by students

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create vulnerabilities, increasing the likelihood of mental health issues, including anxiety and suicidal ideation.

According to the Healthy Minds Study, data from 373 campuses worldwide revealed that during the 2020-2021 academic year, more than 60% of students reported experiencing at least one mental health issue (Lipson et al., 2022). This finding is corroborated by a survey from the American College Health Association in 2021, which indicated that nearly three-quarters of students aged 18-30 experienced moderate to severe psychological distress. The most prevalent mental health issues identified were anxiety at 27.4%, depression at 21.7%, attention-deficit/hyperactivity disorder (ADHD) at 10.2%, post-traumatic stress disorder (PTSD) at 5.6%, and insomnia at 5.3%.

In Indonesia, the prevalence of mental health issues among adolescents and young adults is also on the rise (Setyanto et al., 2023). A study conducted at University X during the 2019/2020 academic year found that students displayed a tendency towards poor mental health, with 46% having poor mental health and 41% having poor mental health (Aloysius & Salvia, 2021).

In addition to the high rates of anxiety and depression among students, a concerning phenomenon that is increasingly occurring among the student population is self-harm behavior and suicide. The prevalence of self-harm behavior in Indonesia reaches 3.9% of the population of 257.6 million, with 4.3% occurring in males and 3.4% in females (Maidah, 2013). This is supported by research conducted by Azzahra et al. (2023), which found that 53.2% of students have engaged in self-harm behavior. It is noted that the primary reason students engage in self-harm is to release the emotional pressure they experience and as a coping mechanism to endure that pressure (Shafira & Hargiana, 2022).

Moreover, the recent surge in suicide cases among university students adds to the growing concerns regarding the poor mental health of students. The National Criminal Information Center (Pusiknas) of the Indonesian National Police reported an increase in suicide cases in Indonesia in 2023, totaling 971 cases, compared to 900 cases the previous year. A recent incident occurred in Aceh Province towards the end of 2023, where, in August, a law student at a university in Aceh was found dead from hanging in her dorm room (Rizky, 2023). This suggests that suicide has become a concerning trend among students and is no longer an unfamiliar topic of discussion. In line with this, the World Health Organization (WHO) states that suicide ranks as the fourth leading cause of death, with individuals aged 15 to 19 being the most common victims (Kestel, 2022).

The high prevalence of the aforementioned cases indicates a weakness in the psychological resilience of students. This aligns with Ching et al. (2020), who noted that mental and physical health issues among students result from maladaptive thoughts and behaviors when facing stressful situations. The pressure stemming from academic demands can lead students to struggle with adaptation and develop heightened sensitivity to stress, causing discrepancies between their expectations and realities in higher education (Ribeiro et al., 2018). Furthermore, such pressures can result in poor student performance, characterized by fatigue, self-harm, hyper-vigilance, and avoidance behaviors (Forster et al., 2018).

Students who avoid problems and changes tend to exhibit feelings of incompetence and helplessness when faced with pressures and changes, leading them to become unhardy individuals. This aligns with the statements of Schultz and Schultz (2002), who noted that individuals lacking hardiness tend to view themselves as powerless, possessing low abilities, and relying on fate.

Therefore, there is a need for protective factors that can help students become more hardy, enabling them to endure and navigate through even the most challenging phases. One such protective factor for coping with life stress is the hardiness of personality. This is consistent with Abdollahi et al.

(2015), who asserted that hardiness is a protective factor in stressful situations. Hardiness is a personality style or pattern associated with an individual's health and performance, particularly in high-pressure situations (Kobasa, 1979). Individuals with high hardiness exhibit strong psychological resilience, as they can transform stressors (negative stressors) into positive challenges (Olivia, 2014). Conversely, individuals with low-hardiness personality tend to be more vulnerable to long-term stressors (Anggraeni & Jannah, 2014). According to Kobasa (1979), hardiness consists of three components: commitment, control, and challenge.

Studies on hardiness conducted by Khoshaba and Maddi (1999) reveal that the roots of hardiness personality lie in an individual's early childhood experiences. This is closely tied to the importance of parental upbringing during the child's developmental years. It is generally understood that parental guidance plays a crucial role in fostering psychological well-being and behavior in children (Mirzaei & Kadivarzare, 2014).

One approach to the concept of parenting is the dimension of parenting itself. The dimensions of parenting are defined as the characteristics, qualities, and descriptive patterns used to describe parental behaviors in child-rearing (Skinner et al., 2005). Skinner et al. (2005) introduced the concept of parenting dimensions, which includes six dimensions: warmth, rejection, structure, chaos, autonomy support, and coercion.

Based on the above discussion, parental upbringing contributes to developing children's personality traits. However, previous studies regarding parenting have limitedly explored the relationship between parenting dimensions and hardiness personality, particularly with students as the study subjects. This is evidenced by the scarcity of existing literature on this topic.

Therefore, this research will examine how the dimensions of parenting applied by parents influence the development of a hardy personality amidst the growing concerns over mental health issues affecting university students who are in a transitional phase into young adulthood. Thus, this study aims to determine the relationship between parenting dimensions and hardiness personality in university students. By understanding the relationship between parenting dimensions and hardiness personality in university students, it is hoped that this information will have significant implications for designing targeted interventions for students and parents in efforts to develop hardiness personality in students.

## **METHOD**

This study employed a quantitative design to analyze the correlation between parenting dimensions and hardiness personality among students. In this context, hardiness is the independent variable, while the dimensions of parenting are the dependent variables. The subjects of this research were students aged 18 to 21 years, encompassing both male and female participants. A total sample of 367 students was involved in this study—comprising 303 females and 64 males—drawn from four selected universities in Banda Aceh. To ensure a representative sample, a combination of Multistage Cluster Sampling and Disproportionate Stratified Random Sampling techniques was utilized, with the following criteria: a) participants must be aged between 18 and 21 years, and b) participants can be male or female.

The instrument used to measure hardiness was the Multidimensional Hardiness Inventory for Young Adults in Indonesia (MHIYA), developed by Octavia et al. (2021). This inventory is based on Kobasa's (1979) theory of hardiness and consists of 18 items, each with six response options, allowing for a thorough assessment of the hardiness construct. The Parent as Social Context Questionnaire (PSCQ)-Adolescent Report, developed by Skinner et al. (2005), evaluates parenting dimensions. This

questionnaire includes 24 items, with four response options for each item, capturing various aspects of the parenting context.

Subsequently, the collected research data were processed and analyzed using the Statistical Product and Service Solution (SPSS) software, version 29.0 for Windows. The data analysis in this study included assumption testing and hypothesis testing. Assumption tests comprised normality testing using the Kolmogorov-Smirnov test and linearity testing employing scatterplot techniques. Hypothesis testing was conducted using the parametric Pearson Correlation test, which is appropriate for examining the relationships between the variables under consideration.

## RESULT

Assumption testing was conducted to assess the normality and linearity of the research data. The results for normality, assessed using the Kolmogorov-Smirnov test on the residual values of the parenting dimension variable and the hardiness variable, yielded a p-value of 0.200 ( $p > 0.05$ ), indicating that the data are typically distributed.

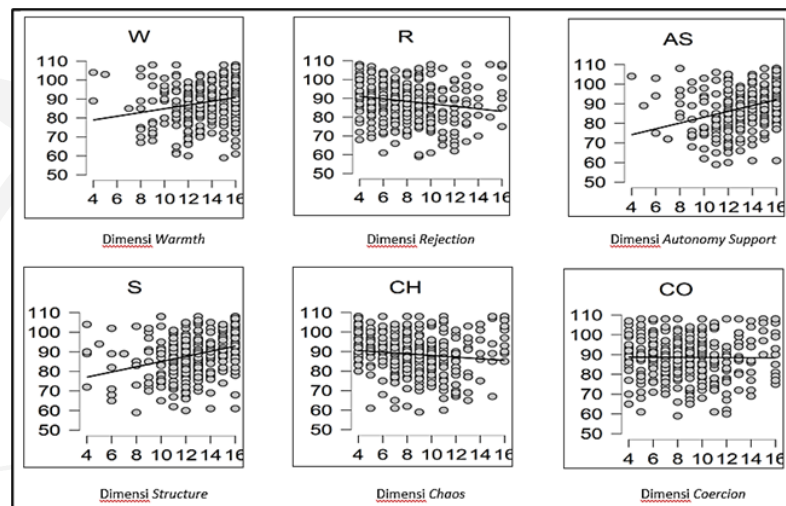


Figure 1. Scatterplots

Based on Figure 1 of the Scatterplot Test Results, the X-axis (horizontal) represents the parenting dimensions, while the Y-axis (vertical) represents hardiness. Santoso (2014) explains that a linear relationship between variables is indicated by a clear pattern in the data plot, demonstrating either a positive or negative relationship; conversely, if the data plot does not exhibit a clear pattern, it can be concluded that there is no linear relationship between the variables.

Therefore, Figure 1 demonstrates that the parenting dimensions of warmth, rejection, structure, chaos, and autonomy support show a linear relationship with hardiness. In contrast, the coercion dimension does not show a linear relationship with hardiness. Thus, the assumption testing in this study meets the criteria for passing both the normality and linearity tests, allowing for hypothesis testing using statistical methods.

Table 1. Hypothesis test

Dimensi	R <sup>2</sup>	p-value
Warmth	.229	< .001
Rejection	-.189	< .001
Structure	.319	< .001
Chaos	-.123	< .001
Autonomy support	.407	< .001
Coercion	-.007	.894

The first test yielded a  $p\text{-value} < .001$  with a correlation coefficient of  $r = 0.229$ , indicating a positive relationship between the parenting dimension of warmth and hardiness among students. This means that if the warmth dimension of parenting increases, hardiness will also increase; conversely, hardiness will likewise decrease if the warmth dimension decreases. The correlation level between these two variables is classified as weak. The second test showed a  $p\text{-value} < .001$  with a correlation coefficient  $r = -.189$ , indicating a negative relationship between the parenting dimension of rejection and hardiness among students. This implies that hardiness will decrease if the rejection dimension of parenting increases; conversely, hardiness will increase if the rejection dimension decreases. The correlation level between these two variables is classified as very weak.

The third test yielded a  $p\text{-value} < .001$  with a correlation coefficient of  $r = .319$ , indicating a positive relationship between the parenting dimension of structure and hardiness among students. This means that if the structure dimension of parenting increases, hardiness will also increase; conversely, hardiness will likewise decrease if the structure dimension decreases. The correlation level between these two variables is classified as weak. The fourth test showed a  $p\text{-value} < .001$  with a correlation coefficient  $r = -.123$ , indicating a negative relationship between the parenting dimension of chaos and hardiness among students. This implies that if the chaos dimension of parenting increases, hardiness will decrease; conversely, if the chaos dimension decreases, hardiness will increase. The correlation level between these two variables is classified as very weak.

The results of the fifth hypothesis test yielded a  $p\text{-value} < .001$  with a correlation coefficient of  $r = .407$ , indicating a positive relationship between the parenting dimension of autonomy support and hardiness among students. This means that if the autonomy support dimension of parenting increases, hardiness will also increase; conversely, hardiness will likewise decrease if the autonomy support dimension decreases. The correlation level between these two variables is classified as moderate. The results of the sixth hypothesis test showed a  $p\text{-value} = .894$  with a correlation coefficient  $r = -.007$ , indicating no relationship between the parenting dimension of coercion and hardiness among students.

## DISCUSSION

Based on Table 1, this study found a positive relationship between parenting warmth, structure, and autonomy support with a hardy personality. This indicates that an increase in the dimensions of warmth, structure, and autonomy support is followed by an increase in hardiness personality. This finding is supported by the research conducted by Salsabila (2021), which found that parenting characterized by a combination of warmth and control dimensions contributes more significantly to developing a hardy personality than other parenting styles.

The warmth dimension is characterized by high levels of warmth exhibited by parents through acceptance, recognition, and expressions of love and affection. However, Skinner et al. (2005) state that this should also be accompanied by supportive control provided by parents so that they maintain oversight through involvement, closeness, and connection with their children. This involvement also positively impacts psychosocial adjustment (Garcia et al., 2020). This aligns with the findings of Dmitrieva and Espel (2023), which indicate that parental warmth involving acceptance, affection, and engagement influences children's health, social competence, and academic achievement.

Children with good social competence can manage stress, cope with difficult situations constructively, and be more motivated and focused on addressing problems by emphasizing their inherent qualities (Albakova et al., 2020). Furthermore, Albakova et al. (2020) found that students can utilize their adaptive potential by leveraging their social networks to reduce stress. Bereziak et al.

(2022) also found that students with good adaptation skills exhibit high hardiness levels, which helps them adjust to new and challenging learning environments.

Kim et al. (2017) state that the structure dimension encompasses parental warmth and control. Warmth involves mutual respect and establishing shared rules, while control encompasses unilateral restrictions and strict demands for compliance from children. The parenting structure dimension is characterized by responsive parenting accompanied by assertive control, which is achieved through the consistent imposition of clear boundaries and rules for children (Skinner et al., 2005). Griffith and Grolnick (2014) state that parents who provide clear guidance for children in their actions make them feel competent, increasing their confidence in navigating their environments and enhancing their control over desired outcomes. Individuals who have control over their desired outcomes consistently demonstrate their ability to influence and manage the events in their lives (Maddi, 2013).

A study by Gupta and Richards (2022) indicates that students who are actively engaged and possess control over their learning processes are less likely to procrastinate, which positively impacts the achievement of their learning goals.

Regarding the autonomy support dimension, parents provide children with the freedom to make their own choices and decisions while offering supportive control by explaining the options and actions available (Skinner et al., 2005). This support improves children's self-regulation, academic performance, psychological well-being, and psychosocial functioning (Teuber et al., 2022; Vansteenkiste et al., 2020). When children experience this sense of autonomy, they are also more inclined to explore and feel in control of the outcomes occurring in their environments (Griffith & Grolnick, 2014). Students raised with autonomy support exhibit enhanced skills in planning, evaluation processes, and task orientation (Admiraal et al., 2024).

The following dimensions are rejection and chaos, which in this study have been found to have a negative relationship with a hardy personality. This indicates that a decrease in hardiness personality accompanies increased rejection and chaos. In line with this statement, several pieces of literature suggest that the rejection dimension, characterized by cold and harsh behavior from parents, unreasonable punishment, blame, differential treatment among children in the family, and even hostility between children and parents (Lorijin et al., 2021), can lead children to adopt passive coping strategies when faced with stressful situations (Meesters & Muris, 2004).

The long-term effects of rejection on individual resilience, particularly in the educational domain, indicate that individuals who feel rejected by their parents tend to have low motivation for achievement (Ralte & Fente, 2018). Additionally, these individuals are vulnerable to experiencing internalizing and externalizing problems that can hinder academic performance, ultimately leading to perceived stress and loss of concentration during the learning process (Madigan et al., 2016).

The chaos dimension of parenting refers to parents' inconsistent application of rules or boundaries and arbitrary behavior toward children (Sheffler & Cheung, 1960). This chaos dimension has implications for children's behavioral instability, cognitive issues, and low social competence (Deater-Deckard et al., 2009). Furthermore, children raised in chaotic environments may develop a lack of self-confidence and a persistent sense of incompetence in accomplishing tasks (Griffith & Grolnick, 2014). This is contrary to the aspects of hardiness personality, which include commitment, control, and challenge, as individuals should possess complete confidence in their abilities to engage with and resolve the problems they face by utilizing all of their capabilities (Maddi, 2013).

Furthermore, this study found that the coercion dimension does not relate to hardiness personality, which contradicts previous research. Mirzaei and Kadivarzare (2014) found that parenting

characterized by high control, low warmth, and restrictive and demanding behaviors towards children plays a significant role in individuals' hardiness development. However, this result is consistent with studies that indicate children who possess exemplary commitment, control, and challenge are more likely to be raised in positive parenting environments (Maddi, 2013).

Maddi (2013) asserts that hardiness personality is shaped through parenting that provides support to children, helping them learn how to cope with the problems they face, teaching them to have supportive social interactions with others, taking good care of themselves, and guiding them on how to use feedback from their experiences to enhance their hardiness personality.

The discrepancy between the findings of this study and those of previous research may be attributed to several factors, one of which is cultural factors. This is supported by Otto (2016), who states that the orientation of cultural values heavily influences parenting. Parents adopt various approaches to raising their children based on the rules and cultural norms they adhere to (Oltedal & Nygren, 2015). Culture also shapes the patterns of parenting that are maintained and passed down to children through parents' cognition and parenting practices (Bornstein, 2012). Therefore, the same form of parenting may be perceived differently across cultural contexts (Bornstein, 2012). In Western cultures, parenting characterized by coercion and excessive control is viewed as anger and rejection from parents. In contrast, in collectivist Asian cultures, children perceive rules and control from parents as expressions of love and concern (Abidin et al., 2022).

However, unlike in Chinese culture, parental coercion is known to have positive effects, such as enhancing commitment, academic achievement, and reasonable social adjustment, especially when combined with appropriate monitoring (De Li et al., 2020). This aligns with Indonesian culture, which generally adheres to a strong seniority culture, where parents play a crucial role in their children's lives (Riany et al., 2015). This is also consistent with Eastern parenting practices that tend to impose demands and expectations and require devotion from their children (Moore & Abetz, 2019). From the perspective of Eastern culture, such parenting aims to ensure the child's future success and cultivate filial piety in children as their parents age (Foo, 2019).

This is further supported by Abidin et al. (2019), whose research showed that positive dimensions (warmth, structure, and autonomy support) had higher average response scores compared to negative dimensions (rejection, chaos, and coercion), with the warmth dimension scoring the highest average of 3.43, while the rejection dimension scored the lowest at 1.99. However, high scores in positive dimensions (warmth, structure, and autonomy support) do not necessarily correlate with lower scores in negative parenting dimensions (rejection, chaos, and coercion) (Abidin et al., 2021). This also implies that interventions targeting one positive dimension do not always lead to a reduction in negative parenting scores. For example, a single intervention aimed at increasing parental warmth does not automatically decrease parental rejection of their children (Abidin et al., 2021).

This research was conducted to yield maximal results. However, many limitations and obstacles were encountered during the study process. This research is limited by examining parenting solely from the child's perspective, thus failing to provide a deeper understanding based on the actual parenting practices that parents apply through their perspectives. Additionally, the sample scope in this study is restricted to students in Banda Aceh and only four selected universities, meaning the study results cannot be generalized to a broader population.

## CONCLUSION

Based on the study's findings, it can be concluded that parenting dimensions are related to the hardiness personality, where the dimensions of warmth, structure, and autonomy support are

positively correlated with the hardiness personality. This means an increase in the parenting dimensions of warmth, structure, and autonomy support is associated with an increase in a hardy personality. Conversely, rejection and chaos are negatively associated with a hardy personality; thus, a decrease in rejection and chaos is linked to an increase in hardiness. Meanwhile, the dimension of coercion is not related to a hardy personality. This study also found that positive dimensions of parenting have a stronger correlation with a hardy personality compared to negative dimensions. Nevertheless, the relationships between the various dimensions of parenting and hardiness are categorized as very low to moderate in strength. Recommendations for future researchers include examining parenting not only from the child's perspective but also incorporating the parents' perspective and expanding the sample scope of the study to represent the research population better.

## DECLARATION

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### Author contribution statement

Diana Safira contributed to identifying the research gap or phenomenon, designing the study, collecting research data, processing research data, and writing the manuscript. Afriani, Marty Mawarpury, and Arum Sulistyani guided and approved the research development process, supervised data collection, and reviewed the manuscript's writing.

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The data presented in this article can be obtained by emailing the corresponding author.

### Declaration of Interest's statement

The authors declare no conflict of interest.

### Additional information

No additional information is available for this article.

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