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#### A. Making Observations and Generating Questions

The researchers, Virginia Cress and Claudia Lampman, have observed and read other studies on the effects of stress on individuals' health. They argue that individuals that exhibit hardiness, or who express commitment, control, and challenge over themselves, are better able to control their stress's effect over their health. Therefore, hardy students do not let stress negatively affect their health as much as other, less hardy, students are affected.

#### B. Formulating a Hypothesis

The researchers hypothesized that hardiness would be a significant predictor of positive health practices while under stress, or be positively correlated to one another. They also expected to see that health would be negatively correlated to perceptions of stress or stressful experiences in an individual's life.

#### C. Testing the Hypothesis

The study began with the volunteer of participants who were recruited undergraduate students of the University of Alaska Anchorage who were currently enrolled in a Psychology course. They began with a demographic questionnaire in order to collect data such as gender, age, race, college level, and relationship status of their participants. Then they began the dependent variable of the experiment by testing each participants' stress

levels over a two week period using the Health Promoting Lifestyle Profile II test.

Hardiness levels of the participants were measured using a test called the Personal Views Survey III-R. The PVS III-R asked them to what degree they agreed or disagreed with 18 statements pertaining to hardiness. The participants' perceived stress levels were measured using 14 statements related to stress that are self-rated called the Perceived Stress Scale. Their actual stress indicators were measured using 47 statements in the College Schedule of Recent Events-Modified questionnaire. All of these questionnaires were given to the participants in their Psychology class as a packet and were asked to return the packets of questionnaires when their class met next.

The researchers found that perceived stress negatively correlated with health-promoting behaviors. On the other hand, the correlation to actually stressful life events and health-promoting behaviors were not statistically significant. They also confirmed that hardiness does, in fact, help to be able to control stress and does not as easily allow stress to negatively affect health-promoting behaviors. The two groups, of men and women, were analyzed and the researchers found that women perceive a statistically large amount more of stress than men (a mean difference of 4.25). Therefore, they have rejected the null hypothesis theory in this instance. However, in the other aspects of their results for hardiness, recent stressful events, and health-promoting behavior, there was not a statistically significant difference between the two groups (with  $p > 0.05$ ). Therefore, they failed to reject the null hypothesis theory with those parts of their study.

#### D. Drawing Conclusions

Using this information, the researchers determined that hardiness training programs for college students would likely be very beneficial to students' physical and mental health. Another study that tested a hardiness training program, called “HardiTraining”, found that participants were more satisfied with their lives overall. Some colleges have even gone as far as to offer hardiness training-like classes for their students to better succeed in their college careers. In summary, hardiness training programs should help students, and people in general, to deal with stress in their lives in a much healthier way.