Abstract

Organizational stress is rooted in the fact that there is dynamically changing structure of workforce, an increased utilisation of information and communication technology, globalisation of the economy and increased flexibility of work. Managers run at particularly high risk of experiencing excessive mental workload because of the emotional demands they face in their daily jobs resulting from interactions with people i.e. team members as well as outsiders. Facing such challenges may lead to stress. There are different social psychological variables acting on individuals. Managers, who contribute significantly and survive in the fast evolving organizational world, have certain attributes, which differentiate them from those who are knocked down by the demands and stress. Such social psychological variables need attention so as to know the qualities, which enable people to withstand tremendous pressure and execute effective planning in limited resources.

Stress resiliency is the ability to bounce back when demands of work tries to bows the individual. It is the ability to reorganize oneself and be ready to face new challenges one after the other. Stress resiliency has three dimensions namely deficiency focusing, necessitating and skill recognition. Individuals differ in their ability to attribute causes of success and failures of the task to their internal abilities or external circumstances. Learned optimism helps individuals to remain in a positive frame of mind when they encounter difficult situations. Emotional intelligence contributes to their ability to understand themselves and others better. Understanding emotions makes the individual perform better. Hardiness comprises of three components
commitment, challenge and control. This attribute predisposes individual to remain sturdy in the times of adversity.

In the present research, aim was to study stress resiliency in relation to learned optimism, emotional intelligence and hardiness. Realizing the importance of these individual specific variables in their ability to combat stress, following objectives were formulated.

**Objectives** - Objectives of the present study were to investigate…

1. …the relationship between ‘deficiency focusing’ dimension of stress resiliency and learned optimism
2. …the relationship between ‘deficiency focusing’ dimension of stress resiliency and emotional intelligence
3. …the relationship between ‘deficiency focusing’ dimension of stress resiliency and hardiness
4. …the relationship between ‘deficiency focusing’ dimension of stress resiliency and learned optimism, emotional intelligence and hardiness
5. …the relationship between ‘necessitating’ dimension of stress resiliency and learned optimism
6. …the relationship between ‘necessitating’ dimension of stress resiliency and emotional intelligence
7. …the relationship between ‘necessitating’ dimension of stress resiliency and hardiness
8. …the relationship between ‘necessitating’ dimension of stress resiliency and learned optimism, emotional intelligence and hardiness
9. …the relationship between ‘skill recognition’ dimension of stress resiliency and learned optimism
10. …the relationship between ‘skill recognition’ dimension of stress resiliency and emotional intelligence

11. …the relationship between ‘skill recognition’ dimension of stress resiliency and hardiness

12. …the relationship between ‘skill recognition’ dimension of stress resiliency, learned optimism, emotional intelligence and hardiness

**Hypotheses** - Following hypotheses were formulated in the present study.

1. Individuals high on learned optimism would be low on deficiency focusing dimension of stress resiliency in comparison to individuals low on learned optimism.

2. Individuals high on emotional intelligence would be low on deficiency focusing dimension of stress resiliency in comparison to individuals low on emotional intelligence.

3. Individuals high on hardiness would be low on deficiency focusing dimension of stress resiliency in comparison to individuals low on hardiness.

4. Individuals high on learned optimism, emotional intelligence and hardiness would be low on deficiency focusing dimension of stress resiliency in comparison to individuals low on learned optimism, emotional intelligence and hardiness.

5. Individuals high on learned optimism would be low on necessitating dimension of stress resiliency in comparison to individuals low on learned optimism.
6. Individuals high on emotional intelligence would be low on necessitating dimension of stress resiliency in comparison to individuals low on emotional intelligence.

7. Individuals high on hardiness would be low on necessitating dimension of stress resiliency in comparison to individuals low on hardiness.

8. Individuals high on learned optimism, emotional intelligence and hardiness would be low on necessitating dimension of stress resiliency in comparison to individuals low on learned optimism, emotional intelligence and hardiness.

9. Individuals high on learned optimism would be high on skill recognition dimension of stress resiliency in comparison to individuals low on learned optimism.

10. Individuals high on emotional intelligence would be high on skill recognition dimension of stress resiliency in comparison to individuals low on emotional intelligence.

11. Individuals high on hardiness would be high on skill recognition dimension of stress resiliency in comparison to individuals low on hardiness.

12. Individuals high on learned optimism, emotional intelligence and hardiness would be high on skill recognition dimension of stress resiliency in comparison to individuals low on learned optimism, emotional intelligence and hardiness.
Methodology

Design

2x2x2 analysis of variance with two levels of learned optimism (high/low), two levels of emotional intelligence (high/low), and two levels of hardiness (high/low), for three dimensions of stress resiliency that is deficiency focusing, necessitating and skill recognition.

Participants: Sample for the research comprised of 280 professionally qualified males at the managerial level working in the private sector. All the participants were between the age group of 27 years to 35 years. All of them had a work experience ranging from three years to eight years.

Tools Used

Stress resiliency profile (Kenneth W. Thomas and Walter G. Tymon, Jr, 1992) was used to assess stress resiliency.

Learned Optimism Scale (Pethe S., Chaudhari S., Dhar S. and Dhar U., 1971) was used to assess learned optimism.

Emotional intelligence scale (Hyde A. and Pethe S., 2001) was used to assess emotional intelligence.

Hardiness scale (Paul T. Bartone, 1995) was used to assess hardiness.

Findings of the study:

- Individuals high on learned optimism were low on deficiency focusing dimension of stress resiliency in comparison to individuals low on learned optimism.
- Individuals high on emotional intelligence were low on deficiency focusing dimension of stress resiliency in comparison to individuals low on emotional intelligence.

- Individuals high on hardiness were low on deficiency focusing dimension of stress resiliency in comparison to individuals low on hardiness.

- Individuals high on learned optimism were low on necessitating dimension of stress resiliency in comparison to individuals low on learned optimism.

- Individuals high on emotional intelligence were low on necessitating dimension of stress resiliency in comparison to individuals low on emotional intelligence.

- Individuals high on hardiness were low on necessitating dimension of stress resiliency in comparison to individuals low on hardiness.

- Individuals high on learned optimism, emotional intelligence and hardiness were low on necessitating dimension of stress resiliency in comparison to individuals low on learned optimism, emotional intelligence and hardiness.

- Individuals high on learned optimism were high on skill recognition dimension of stress resiliency in comparison to individuals low on learned optimism.

- Individuals high on emotional intelligence were high on skill recognition dimension of stress resiliency in comparison to individuals low on emotional intelligence.
• Individuals high on hardiness were high on skill recognition dimension of stress resiliency in comparison to individuals low on hardiness.

• Individuals high on learned optimism, emotional intelligence and hardiness were high on skill recognition dimension of stress resiliency in comparison to individuals low on learned optimism, emotional intelligence and hardiness.