



Psychological Hardiness, Grit and Psychological Wellbeing among Women from Waziristan Pursuing Higher Education

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ABSTRACT

This cross-sectional study compared psychological hardiness, grit, and psychological well-being between internally displaced women from Waziristan and non-displaced women pursuing higher education. It also investigates relationships among these variables and their impact on psychological well-being in each group. The study sample comprised 300 single women (ages 20–29) from Pakistani universities, who were assessed using the Dispositional resilience (Hardiness) Scale, Grit Scale, and Ryff psychological well-being. The key findings indicated that the non-displaced women group exhibited higher levels of psychological hardiness, grit, and psychological well-being compared to the displaced women. The correlation results showed significant relationship between Psychological Hardiness and Psychological Well-being in both the groups; the displaced women group ($r = 0.63$) and the non-displaced women group ($r = 0.65$). Furthermore, Grit in the displaced women group ($r = 0.71$) and the non-displaced women group ($r = 0.58$) also indicate significant correlations with Psychological Well-being. Regression analysis indicated that psychological hardiness and grit predicted well-being in both groups. Additionally, in the non-displaced group father's education is a contributing factor to Psychological Well-being, whereas in the displaced group, no such association was found. It was concluded that the decreased level of Psychological hardiness, Grit, and Psychological Well-being in internally displaced women can be attributed to the effects of war and displacement. Displacement from their native place results in emergence of particular vulnerabilities for those affected, thereafter necessitating specific measures should be taken. This study findings will be significant for targeted interventions aimed at enhancing psychological hardiness and grit. Community hardiness and grit building workshop can be developed to strengthen these personality traits in internally displaced women. Furthermore, this paper will give recommendations for policy makers and concerned authorities to reach practical solutions.

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1. Introduction

The prolonged conflict and terrorism in Pakistan, particularly in regions like Waziristan, have caused significant disruptions in the lives of the population, leading to displacement and instability (Khattak, 2018). The phenomenon of displacement is not new to the people or the government of Pakistan. A significant instance occurred in May 2009, when over 2 million individuals were internally displaced. Similarly, in 2014, the residents of Waziristan were forced to flee their homes amidst escalating conflict. Many had little time to gather more than a few essential belongings before abandoning their homes. They faced an urgent need for shelter, food,

clean drinking water, and access to healthcare. For many, the trauma did not end with physical displacement. The loss of property, family members, livelihoods, and the uncertainty about the future collectively inflicted severe psychological distress. People who were displaced were far more exposed to the ill effects of psychological problems (Aleemi, 2015). It is universally accepted that war victim's health needs are more in line with mental problems like depression, anxiety, sleeplessness (Roberts et al., 2009). This war in Waziristan caused chaos in a region that people have fear, anxiety and post-traumatic Stress disorder (Muhammad & Bibi, 2020). Majority of individuals from Waziristan suffer from depression and over 42% of them experience manic symptoms (Khan, Dawood, & Gandapur, 2024).

Beside this psychological impact individuals also face major challenges like security threats, economic instability, restoration of businesses, and disruptions in the education system. Among all education, particularly for girls, emerges as the most critical concern, as educational facilities are often severely impacted during displacement (Laker, 2021). The situation of girls' education in Waziristan was already challenging before displacement, but it worsened significantly after displacement. Women now face severe challenges in pursuing higher education amidst an atmosphere of fear and psychological (Meshud, 2022). It is a widely accepted notion that women's access to higher education plays a pivotal role in enhancing a nation's human capital, as well as contributing to its overall socio-cultural and economic development. Higher education serves as an empowering force for women in diverse ways, equipping them to assume leadership roles in society and serving as influential role models for younger girls. Additionally, it helps women choose areas of expertise including decision-making, dealing with problems relating to social, economic, and cultural development policies, and actively taking part in family and community activities (Shaukat & Pell, 2015). Female students in higher education regularly face challenges connected to learning, establishment of goals, and motivation which can harm their academic performance (Fook & Sidhu, 2015).

Psychological hardiness as a personality trait or pattern related to continued good health and performance under stress was first described by Kobasa in his important research (Kobasa, 1979). He characterized hardiness as being comprised of three components first Commitment is a propensity to fully engage oneself in life's activities and to show genuine interest in and curiosity about the universe. Second is control which is often associated with the belief that one can actively influence one's life. This sense of control, which promotes a feeling of empowerment and self-efficacy, can increase resilience in the face of stress. Third challenge focuses on an individual's perception of change and new experiences as opportunities for growth rather than threats. It is proposed that when commitment, control, and challenge come together, they create a combination that: (a) modifies the effects of stress by modifying how people perceive the situation; and (b) lessens the negative effects of stressful life events by influencing both cognitive appraisal and coping (Kobasa et al., 1981). In this study, psychological hardiness is measured using Dispositional Resilience Scale self-report scale that is designed to measure three major components of hardiness (control, communication, and challenge). Consists of 45 items that are rated on a four-point Likert scale from 0 (not at all true) to 3 (completely true), 30 items are reverse score while 15 is simple scored, Cronbach's alpha of commitment .82, control .66 and challenge .62 (Bartone et al., 1989).

Grit is one of the non-cognitive factors that have attracted more attention in recent years. Angela Duckworth has primarily studied grit, which she defines as "the perseverance and passion for long-term goals" in scholarly journal articles. She identified three essential components: (1) a person's clear goals; (2) continued hard effort towards the goals; and (3) dedication and passion for the goals. Continuous effort suggests "perseverance of effort," which is concerned with a determination to continue working under pressure, whereas dedication and passion in pursuing goals are about "consistency of interest." The clear goals emphasize goal-directness (Duckworth et al., 2007). Grit is measured using grit 12-item Likert scale, a self-report questionnaire which measures two dimensions of grit; Trait perseverance and consistency of interest. The scale has an excellent overall internal consistency ($\alpha=0.85$), as well as for each of the dimensions; Consistency of Interest, = 0.84; Perseverance of Effort, = 0.78. A mean score of 5 represents an extremely gritty individual whereas a mean score of 1 represents a person who's not at all gritty (Duckworth et al., 2007). The six-featured model of well-being is a philosophy established by Carl Ryff, which lists six elements that contribute to a person's wellbeing, understanding, and fulfillment (Seifert, 2005). Autonomy is the capacity to make decisions for oneself independently, to reject social influences to think and act in particular ways,

to control one's behaviour, and to judge oneself according to personal standards. Environmental mastery refers to the capacity to manage one's surroundings, govern a wide range of external activities, take advantage of opportunities that present themselves, and select or create situations that are suitable to personal needs and values. Personal growth can be described as someone's sense of ongoing development, their perception of their growth and expansion, their openness to new experiences, their sense of realizing their potential, the improvement they have noticed in themselves and their behavior over time, and how they are changing to reflect their increased self-awareness and effectiveness.

A person's sense of direction in life, goals in life, a sense that their lives have significance, holding beliefs that give their lives meaning, and having goals and objectives for a living are all indications of their sense of purpose in life. Positive relationships with others demonstrate a person's warm, fulfilling, and trustworthy interactions with others, as well as their capacity for deep empathy, affection, and closeness. They also demonstrate their understanding of the give and take in interpersonal relationships. Self-acceptance is the state of having a favourable attitude toward oneself, acknowledging and accepting both the positive and negative parts of oneself, and having positive feelings about a former lifetime (Ryff, 1989). In this study, psychological well-being is measured using Ryff's Psychological Well-being Scale, which includes 42 items across the six dimensions. The scale uses a 6-point Likert scale to assess each of the dimensions of well-being (Ryff, 1989). Despite the enormous challenges they faced, many women put in a lot of hard work to seek academic and professional opportunities. In the absence of adequate literature on Waziristan women pursuing higher education, the present study aims to compare the level of psychological hardiness, grit, and psychological well-being among women of Waziristan who were internally displaced, and other women who were not displaced pursuing higher education. Additionally, this study seeks to investigate the relationship between Psychological Hardiness, Grit and Psychological Well-Being and further more to find out the impact of Psychological hardiness and Grit on Psychological well-being among both groups separately, displaced and non-displaced women from Waziristan pursuing higher education.

1.1. Hypotheses

1. There will be a significant difference in psychological hardiness, grit and psychological well-being among displaced and non-displaced women pursuing higher education.
2. There will be a significant positive relationship between Psychological hardiness, Grit and psychological well-being among both groups pursuing higher education.
3. Psychological hardiness and grit would predict psychological well-being among both groups pursuing higher education.

2. Literature Review

The war on terror caused many psychological and social impacts on the people of Waziristan. Pakistan's involvement in the anti-terrorism fight has resulted in huge unemployment, social instability, loss of education homelessness, poverty, and other psychological issues (Rashid, Ikram, & Shaukat, 2023). These impacts disproportionately affect both genders however, the nature and intensity of challenges vary between men and women. For men, displacement often results in economic dislocation and loss of livelihoods. In contrast, women face the dual burden of managing household responsibilities under strained circumstances and coping with restricted access to basic necessities and education. These elements make women more vulnerable to mental health problems than men (Khan, 2014). In Waziristan women mostly they are dependent on the male members of the family for social mobility. During displacement the challenges faced by the displaced females from Waziristan in this situation are moving out, settling in new places and managing daily routine. The dependency of these women on the male members of the family makes it harder for them to operate in their absence (Mohsin, 2013). Additionally, displaced women experience increased pressure to manage familial responsibilities in temporary settlements, which are often characterized by inadequate facilities and social isolation (Hasnat & Awan, 2021). Furthermore, another study intended to find out the relationship of internal displacement with mental health and education in student displaced during violence in Swat, Pakistan. This study also found that female students developed high level of post-traumatic stress disorder, depression and anxiety as compare to male students (Ahmad, Shaheen, & Hussain, 2020). These disparities emphasize the need for gender-sensitive approaches to studying displacement's impact.

Despite these adversities, positive psychological constructs such as grit and hardiness can play a critical role in helping individuals cope with the challenges of displacement. Previous study shows that the positive psychological elements such as grit and hardiness have been found to play an important role in developing capacity to successfully cope with the challenges and pressures of life. Moreover, multiple studies have shown that there is a positive relationship between grit and hardiness in psychological well-being (Datu, 2021; Tomteberget & Larsson, 2020). The lack of research on the women of Waziristan, as both groups—displaced and non-displaced—hold particular significance and face distinctive challenges within their respective contexts. This gap highlights the need for a comprehensive investigation into disparities between displaced and non-displaced women in terms of Psychological hardiness, Grit, and Psychological well-being. Furthermore, the study aims to explore the relationships among these variables and assess the impact of grit and psychological hardiness on psychological well-being in each group separately.

3. Methodology

This study involved 300 women students from different universities in Pakistan and targeted those who belonged to Waziristan. The sample was further divided into two groups, women who were displaced (n-150) and women who were not displaced (n-150). Three self-report scales were used for data collection first 45 item dispositional resilience scale (Bartone et al., 1989). second 12-item Grit scale (Duckworth et al., 2007) and third 42 item Ryff Psychological well-being (Ryff, 1989). Data was collected in person and by Google form. Unmarried female students in the age range was 20-29 were included. Married women and students belonging to region other than Waziristan were excluded. This study followed a series of carefully planned steps. Initially, permission was obtained to collect data from the original authors, and institutional review board approval was taken to ensure that research was conducted ethically. After getting scale permission, for data collection purposive sampling was used. Participants were provided necessary information regarding the study to ensure complete transparency. Additionally, ensure that their voluntary participation will not harm their grades or afford them any particular benefits. After collecting the data, we conducted an analysis using the SPSS 26.

4. Ethical Consideration

To ensure ethical rigor, ethical approval was obtained from the Institutional Review Board of Government College University, Faisalabad, as well as from the heads of the respective. In addition, informed consent was obtained from all participants, who were assured of their right to withdraw from the research at any time. None of the participants were forced to take part in the study. All information given to the participants was kept confidential. Every participant was given a comprehensive explanation about why the study is conducted. No physical or psychological harm was given to the participants

During displacement women, elderly men and children were exposed to vulnerability. Women had been intensely disturbed due to insecure situation such as sexual harassment and other forced actions. Similarly, men were also not exempted of the vulnerabilities; they were victim of assassination and injuries, forced recruitment in militant groups who had access to IDP camps. Internally displaced children were exposed to diseases, kidnapping, sexual exploitation, and other violence. Internally displaced persons' life was also at risk because of expected suicide bombing attack on camps. During displacement women, elderly men and children were exposed to vulnerability. Women had been intensely disturbed due to insecure situation such as sexual harassment and other forced actions. Similarly, men were also not exempted of the vulnerabilities; they were victim of assassination and injuries, forced recruitment in militant groups who had access to IDP camps. Internally displaced children were exposed to diseases, kidnapping, sexual exploitation, and other violence. Internally displaced persons' life was also at risk because of expected suicide bombing attack on camps. During displacement women, elderly men and children were exposed to vulnerability. Women had been intensely disturbed due to insecure situation such as sexual harassment and other forced actions. Similarly, men were also not exempted of the vulnerabilities; they were victim of assassination and injuries, forced recruitment in militant groups who had access to IDP camps. Internally displaced children were exposed to diseases, kidnapping, sexual exploitation, and other violence. Internally displaced persons' life was also at risk because of expected suicide bombing attack on camps. During displacement women, elderly men and children were exposed to vulnerability. Women had been intensely disturbed due to insecure situation such as sexual harassment and other forced actions.

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5. Statistical Analysis

Descriptive statistics was used to calculate the demographic characteristics of the sample. Differential statistics were used for group characteristics. T-Test, Regression Correlation analysis were used. All statistical computation was calculated by using SPSS.

6. Result

Table 1: Demographic Characteristics of both groups, displaced women (n-150) and Non-Displaced (n-150)

Variables	Group			Group		
	Displaced			Non-Displaced		
	M±SD	f	%	M±SD	f	%
Previous CGPA	3.52±.40			3.6± 0.2		
No. of family members	11.7±6.2			8.0± 3.1		
Parents Education	14.2± 8.1			20.9±8.6		
Monthly Income	73199.6± 79592.0			83973.3± 96485.2		
Age						
20-24		54	36.0	85	56.7	
25-29		96	64.0	65	43.3	
Education						
BS		107	71.3	119	79.3	
MSc/MA		22	14.0	11	7.3	
MS/MPhil		21	14.0	20	13.3	
Family System						
Nuclear		81	46.0	101	67.3	
Joint		69	54.0	49	32.1	

The present study examines the demographic characteristics of both groups, non-displaced women display a higher mean CGPA (M=3.6, SD=0.28) compared to displaced women (M=3.52, SD=0.40). Additionally, parents' education levels are higher in the non-displaced group (M=20.9, SD=8.6) than in the displaced group (M=14.2, SD=8.1). Similarly, the monthly income of non-displaced women (M=83,973.3, SD=96,485.2) decreases that of displaced women (M=73,199.6, SD=79,592.0). The majority of non-displaced women fall within the age range of 20-24, while the displaced women are aged between 25-29. Furthermore, the average number of family members is higher in the displaced group (M=11.7, SD=6.2) compared to the non-displaced (M=8.0, SD=3.1). Despite these differences, both groups predominantly consist of students at the BS level.

Table 2: Independent Sample T-Test for Group differences of both groups between study measures

Variables	Group		C.I 95%						
	Non-Displaced	Displaced	t	df	S. E	LB	UB	Cohen' d	
Psychological Hardiness	110.6±11.1	106.2±14.2	3.00	298	1.47	1.5	7.3	.034	
Grit	46.8± 4.8	43.8± 5.7	4.86	298	1.77	1.7	4.1	0.56	
Psychological Wellbeing	244.6±15.5	233.7± 21.6	5.02	298	6.65	6.6	15.2	0.57	

The results from the Independent Samples t-tests show that significant difference between groups across all three variables: psychological hardiness, Grit, and psychological well-being. Further analysis revealed that non-displaced women exhibited higher levels of Psychological hardiness (M = 110.6, SD = 11.14) compared to displaced women (M = 106.2, SD

= 14.2) with the difference being statistically significant ($t(298) = 3.00, p < 0.05$). However, the effect size was very small ($d = 0.03$), indicating minimal practical significance. This suggests that while displacement might influence psychological hardiness, the overall impact is limited, possibly due to other protective factors. In contrast, grit showed a moderate and meaningful difference between groups. Non-displaced women ($M = 46.8, SD = 4.8$) reported higher grit levels than displaced women ($M = 43.8, SD = 5.7$), with a statistically significant result ($t(298) = 4.86, p < 0.01$) and a moderate effect size ($d = 0.56$). This implies that grit, which reflects perseverance and passion for long-term goals, may be more developed in non-displaced women due to the relatively stable environments they experience, in contrast to displaced women, who often face instability and disruption in their lives. Similarly, increased psychological well-being ($M = 244.6, SD = 15.59$) compared to displaced women ($M = 233.7, SD = 21.6$) was demonstrated with significant difference ($t(298) = 5.02, p < 0.01$). The effect size ($d = 0.57$) was likewise moderate, indicating that displacement had a significant effect on well-being. This study emphasises the difficulties displaced women face during displacement such as instability, financial issue, poor health and education highlights need for focused interventions and psychological assistance.

Table 3: The summary of intercorrelation between the variables for Displaced women (n = 150) is reported above the diagonal, and for non-displaced women (n = 150), it is reported below the diagonal

Variables	1	2	3
Psychological Hardiness	1	0.68**	0.63**
Grit	0.59**	1	0.71**
Psychological Well being	0.65**	0.58**	1

Correlation metrics explained Psychological Hardiness in displaced women ($r = 0.63, p < 0.01$) and in non-displaced women ($r = 0.65, p < 0.01$) both groups have a significant, correlation with Psychological Well-being. While grit in displaced women ($r = 0.71, p < 0.01$) and non-displaced women ($r = 0.58, p < 0.01$) both have a significant positive correlation with psychological well-being.

Table 4 (a): Hierarchical regression analysis was conducted to explore the predictors of Psychological Wellbeing among non-displaced women pursuing higher education (n=150)

Predictor	95%CI for						
Model 1	B	β	t	p	LB	UP	r
Parents Education $R^2 = 0.07 (p = 0.05)$	0.36	0.20	2.3	0.02	.059	.66	.27
Model 2							0.67
Parents Education	.26	.149	2.2	0.02	.035	0.505	
PH $R^2 = .46 (p = .000)$	0.93	0.66	10.14	.000	0.71	1.11	
Model 3							.71
PH	.68	.46	6.4	.000	0.47	0.89	
Grit $R^2 = .51 (p = .000)$.96	.30	4.0	.000	.49	1.44	

Table 4 (a) revealed hierarchical regression analysis, in the first step 1 demographic variables (Parents education, number of siblings, number of family members, Family system, and monthly income) were entered to control their effect on the model and then it explained 7% variance in the outcome variable (Psychological Wellbeing) with ($F = 2.26, p > .05$). Then introducing Psychological Hardiness as predictors in the model 2, the model shows a 46% variance in Psychological Wellbeing with ($F = 20.3, p < .000$) substantially increased from model 1. This indicated that these psychological hardiness constructs significantly enhanced the model's ability to explain Psychological well-being. In Model 3 when grit was introduced it revealed a 51% variance in psychological well-being with ($F = 21.6, p < .000$).

Table 4 (b): Hierarchical regression analysis for the predictors of Psychological Wellbeing among displaced women pursuing higher education (n-150)

Predictor	95%CI for							
Model 1	B	β	t	p	LB	UP	r	
R ² =0.03(p=0.05)	-	-						.18
Model 2								.64
PH	0.95	0.62	9.6	.000	0.75	1.14		
R ² =.41(p=.000)								.75
Model 3								
PH	.38	.25	3.3	.001	0.15	.62		
Grit	2.0	.53	7.0	.000	1.44	2.5		
R ² =.56(p=.000)								

Table 4(b) revealed hierarchical regression analysis between demographics Grit and psychological hardiness in model 1 demographic variables (Parent's education, number of siblings, number of family members, family system, and monthly income) were entered to control their effect on the model and explained 3% variance in the outcome variable (Psychological wellbeing) with (F 2.26, p > .05). Then introducing Psychological hardiness as predictors in the second step, the model shows 41% variance in the outcome variable (Psychological Wellbeing) with (F=20.3, p < .000). Model 3 revealed 56% in the outcome variable (Psychological Wellbeing) with (F=21.6, p < .000).

7. Discussion

This cross-sectional study compared psychological hardiness, grit, and psychological well-being between internally displaced women from Waziristan and non-displaced women pursuing higher education specifically single. The decision to exclude married women was made for two reasons: first, in Waziristani culture there are relatively few married women pursuing higher education and second married women might face additional marital or family-related challenges that could affect the study's focus. These factors could result in bias within the sample. Therefore, the study specifically targeted unmarried women currently enrolled in university, which may influence generalizability of the results. The current study examined the demographics and important characteristics of both groups. Non-displaced women demonstrate a higher mean CGPA (3.6) than the displaced women (3.50). This is because the educational situation in Waziristan, due to ongoing war and instability many parents lack formal education. Displaced individuals have a significantly larger family size (M = 11.7 ± 6.2) compared to non-displaced individuals (M = 8.0 ± 3.1). Larger family size might increase the psychological burden due to financial responsibilities, this has been confirmed by previous studies that the growth of large family size is real problem in Pakistan that automatically affects the economic growth (Afzal, 2009). Education may be viewed as a primary contributor to well being since it establishes hierarchies of material, social, psychological, and informational resources (Link & Phelan, 1995). Moreover, parental education is favourably associated with children's physical health, academic achievement, and emotional well-being, providing more proof that the advantages of education flow throughout generations (Carneiro, Meghir, & Parey, 2013). In our study the non-displaced individuals reported higher mean parental education (20.9 ± 8.6 years) compared to displaced individuals (14.2 ± 8.1 years). Tribal areas are the poorest and most backward region in Pakistan. Unfortunately, for a long time Waziristan has been an underprivileged area till to date. People largely unaware of the importance of education (Javaid, 2010). As a result, many parents in this region have limited educational attainment, often only completing primary or matric levels, or remaining uneducated altogether. This lack of parental education become a significant barrier, as higher levels of parental education are typically linked to better psychological and emotional support, which, in turn, may explain the comparatively better psychological outcomes observed in non-displaced groups. Similarly, the monthly income of displaced women is lower (73199.6) than that of non-displaced women (83973.3), the lower income in displaced group is largely due to the prevalent agricultural work in Waziristan people

rely on their orchards and fields. During this conflict home, markets and other infrastructure had been destroyed and people lost business (Hameed, 2015).

Along that displaced women, 64% were aged 25-29, and 36.0% were aged 20-24. In contrast, Non-displaced women predominantly fell into the 20-24 age group 56.7%, with 43.3% in the 25-29 age group. This age difference was due to the turmoil experienced by displaced women, resulting in educational gaps. This was further confirmed by previous research on internally displaced people suffer disadvantages stemming from the combination of short-run trauma and long-term changes due to human capital losses suffered during the displacement (Kovac, Efendic, & Shapiro, 2022). Non-displaced individuals are more likely to belong to nuclear families (67.3%) compared to displaced individuals (46%) aligns with existing research on family structures and psychological outcomes. While joint family systems can offer substantial social support, they may also introduce interpersonal conflicts that negatively impact psychological well-being. Studies have shown that negative social interactions within family settings can be more detrimental to psychological health than the benefits provided by positive support. For instance, research indicates that negative interactions, such as criticism or interference, can significantly harm mental health, potentially outweighing the advantages of familial (Jackman et al., 2023). In the context of displaced individuals, the stressors associated with displacement—such as economic hardship and loss of social networks—may intensify familial tensions within joint family systems. This heightened stress can contribute to poorer psychological outcomes compared to non-displaced individuals residing in nuclear families, where such interpersonal dynamics may be less complex.

Further it was hypothesized that there would be a significant difference in psychological hardiness, grit, and psychological wellbeing among displaced and non-displaced women pursuing higher education. The result of the T-test revealed that non-displaced women exhibited higher levels of psychological hardiness, Grit, and Psychological wellbeing compared to displaced women. Comparatively the low level of these positive construct in displaced women due to their relocation from their home area to other cities where they face different challenges, related to displacement, financial instability, home and education. These challenges contribute significantly to their elevated stress levels. Displacement often entails the loss of social support networks, financial stability, and a sense of belonging, which can hinder the development of resilience and perseverance. Displaced women often come from areas with a strong tradition of Pakhtun tribal regions, where most women are confined to their homes and denied access to education. In these regions, males are typically responsible for handling all aspects of life, leaving women with limited autonomy. This system has long impeded the development of the region by marginalizing women, preventing them from playing an active role in transforming social institutions like family, education, and the economy (Mujeeb & Zubair, 2012). In such an uncertain situation of internal displacement, it is expected that women will be highly anxious about their future situations, and about how they will start and manage their lives in different cities. The trauma and uncertainty stemming from displacement amplify their psychological vulnerabilities. Previous research emphasize that people who go through trauma and traumatic responses demonstrate the innate need for acceptance and repair of the fragmented personality (Schwartz, 2023).

In the correlation matrix, psychological hardiness, grit, and psychological well-being were found to be significantly positively correlated, supporting previous research that emphasized the interrelationships among positive psychological attributes. Traits such as grit and psychological hardiness have been shown to enhance psychological well-being (Georgoulas-Sherry & Kelly, 2019). Notably, grit demonstrated a stronger relationship with psychological well-being among non-displaced women. This finding suggests that their ability to endure challenges may enhance their psychological outcomes, as grit functions as a critical coping resource. Similarly, another study showed the beneficial effect of grit on people's capacity to cope with adversity, consequently promoting their general psychological wellbeing (Jin & Kim, 2017). Duckworth also emphasized grit's role in achieving long-term goals and overcoming obstacles, which may contribute to improved psychological well-being (Duckworth et al., 2007). Furthermore, psychological hardiness has been highlighted as a vital factor enabling individuals to perceive stress as manageable and to maintain a positive outlook, which increase psychological well-being (Kobasa, 1979). It also functions as a buffer to psychological stress; this characteristic aids an individual to exhibit social and psychological well-being (Mund, 2016). Regression analysis of both displaced and non-displaced groups indicated that psychological hardiness and grit significantly contribute to psychological well-being. This finding is consistent with previous research, which highlights a strong positive relationship between these psychological constructs

and well-being. Higher levels of psychological hardiness and grit enhance an individual's ability to cope with adversity, resulting in a more positive evaluation of their life (Vinothkumar & Prasad, 2016). For non-displaced individuals, parental education emerged as a critical factor influencing psychological well-being. Educated parents often increase a supportive atmosphere, instill passion and commitment, and offer better career opportunities. In particular, a father's consistent support creates emotional security, enabling individuals to remain focused on their goals and maintain control in challenging situations. Parents' educational attainment typically drives their occupations, providing a foundation that supports children's academic success as well as the cognitive stimulation they offer in and outside the home environment (Davis-Kean, Tighe, & Waters, 2021). These factors collectively contribute to higher psychological well-being in non-displaced women compared to their displaced counterparts.

7.1. Implication and Recommendation

Considering the results illustrated above, several policy recommendations and implications are noteworthy. The government should focus on improving health and education facilities in the area like Waziristan. Given the financial challenges faced by the displaced group, the government should increase development budget allocations to introduce scholarships for students from Waziristan at both college and university levels. Awareness campaigns targeting parents should be launched to emphasize the importance of education through an advocacy plan. Educational institutions should implement workshops or social support programs focused on interventions aimed at enhancing psychological hardiness and grit. These findings can benefit all students in educational institutions across Pakistan and have a long-term impact by empowering women, who will contribute significantly to future generations as mothers and role models.

8. Conclusion

In conclusion, this study examined the psychological hardiness, grit, and psychological well-being of displaced and non-displaced women from Waziristan pursuing higher education. The findings revealed significant differences between the two groups, with displaced women showing lower levels of these positive psychological attributes. Displacement create considerable challenges, including disrupted education, limited access to resources, and heightened psychological distress due to instability. The findings show the urgent need for interventions that address the unique vulnerabilities of displaced women, including mental health support and educational opportunities. Enhancing hardiness through targeted programs can mitigate the adverse effects of displacement and enable these women to rebuild their lives. Additionally, addressing systemic inequalities rooted in the cultural and social fabric of the region is essential for fostering sustainable development and empowerment.

8.1. Limitation

A few limitations and recommendations of the research were identified. The research only included female students, which highlights the necessity to include male students for a comparison analysis between genders. Moreover, the study focused on educated unmarried women underlining the significance of married women to get insights into their particular experiences and viewpoints. Expanding future research to include men would provide a more comprehensive view. The regional focus on Waziristan may restrict the generalizability of the findings to other populations. Furthermore, the relatively small sample size could affect the results, suggesting that future studies should utilize larger and more diverse samples, encompassing both genders, to enhance reliability.

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