

## Association between Self Esteem, Resilience, Spirituality and Stress

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Stress and lower self-esteem are amongst the top factors taking a toll on mental health of youth nowadays. This led to numerous researches to find ways to handle it. The current study attempted to find the relationship spirituality, self esteem and resilience can help students to overcome this stress. To find the aim of the study a sample 150 College Students were selected purposively of Haryana, India. All the respondents were within the age group of 17- 26 years. To measure self esteem, resilience, spirituality and stress among college student Self-Esteem Scale by Rosenberg (1965), Brief Resilience Scale by Smith (2008), Daily Spiritual Experience scale by Underwood & Teresi (2002) and Student Stress Inventory by Mohamed Arip et al (2015) were used. Results of the study suggests that there was a significantly positive relationship between self-esteem and resilience ( $r_s = .385, p < .01$ ). There was also found significantly negative relationship between self-esteem and stress ( $r_s = -.362, p < .01$ ); resilience and stress ( $r_s = -.353, p < .01$ ), and self-esteem and spirituality ( $r_s = -.232, p < .01$ ). Another finding says there is no significant relationship between spirituality and stress ( $r_s = .127, p < .01$ ), and spirituality and resilience ( $r_s = -.054, p < .01$ ). It may be concluded that self esteem resilience have important role in managing stress while spirituality does not any association with stress.

**Keywords:** Self-Esteem, Resilience, Spirituality, Stress, Adolescents

Stress and lower self-esteem are amongst the top factors taking a toll on mental health of youth nowadays. Indulging with numerous people during college days can offer many ups and downs to students. From being thrilled by small victories to questioning self-worth in the low times, the drive to battle challenges goes off track. Managing stress in such crucial times to seek personal well-being, academic excellence, develop interpersonal relationships becomes very important, so that; they can become capable individuals who contribute to environment and humanity. According to American College Health Association, National College Health Assessment II (2018) survey, only 1.6 percent of college students reported absence of

stress in past 12 months. Digging deeper with this fact, there can be many factors that are directly or indirectly related to stress coping and bearing skills, mainly to mention are self-esteem, resilience and spirituality. Eisenbarth (2012) came up with the facts of college students and mentioned the relationship between self-esteem and stress coping, stating that if an individual doesn't believe in his capability or consider himself worthy or significant, the perceived stress levels can be heightened which may lead to depressive symptoms.

The main purpose to take up this research is to identify and discuss the root cause of one of major problems prevailing in society.

Individuals in colleges tend to compare themselves with others and forget their unique identity they are born with and undergo tremendous stress and emotional vulnerability. When one respects one's lives from deep within, tend to respect people in their environment and become resilient and spiritual and focus on polishing our character as human being. The area of focus is just to identify the deadlocks and restoring their lives deep within. College population is mostly protected in a shell during school days by families and friends. The real battle starts when one is exposed to vulnerability of life. A review details the typical trajectory of emotional experience during adolescence. Adolescents experience changes in a variety of emotional dimensions, with different patterns emerging in adolescents of different ages, genders, and pubertal stages. (Bailen et al., 2019).

Carter & Garber (2011) studied the onset of a major depressive episode and changes in depressive symptoms across adolescence and found that low self-esteem and low self-worth are associated with stress and depression. Both of them constitute risk factors for appearance of depression, as people cannot manage and cope with the stressful life events.

Kim & Esquivel (2011) investigated adolescent spirituality and resilience. Results suggested that spirituality promotes healthy development in adolescents, enhances the ability to cope, and leads to positive outcomes in mental health, psychological well being, and academic learning.

Sood et al. (2011) examined the stress management and resilience training and suggested that the intervention has a potential to improve resiliency, stress, anxiety, and quality of life among physicians.

Mehrotra & Chaddha (2013) examined a co-relational study of protective factors, resilience and self-esteem in pre medical

dropouts. The findings suggested positive significant correlation between protective factors and resilience, positive relationship. Sethi et al (2013) studied role of yoga in improving attention and self-esteem and found that Yogic practices like asana, pranayama, vedic chanting, and meditation may improve adjustment among chronically stressed and disadvantaged students by enhancing self-esteem. Jain & Dixit (2014) examined gender-based comparison and the causal factors and revealed that there was no significant gender difference in the self-esteem levels of the participants. The causal incidents reducing self-esteem levels were divided into four themes, based on, unmet expectation; from personal self, from social self, at home and at school/college. Kumar & Singh (2014) examined the resilience and spirituality and found that psychological well-being is predicted by both resilience as well as spirituality among students. This shows that students who were resilient and had strong spiritual approach in their lives reported higher levels of psychological well-being.

Reddy et al (2015) examined self-esteem and stress among private and government high school students. Results revealed that students from government and private schools don't have any difference on self-esteem and stress. Students from both schools had low level of stress and normal level of self-esteem. Athulya et al (2016) studied procrastination, perfectionism, coping and their relation to distress and self-esteem in college students. Maladaptive perfectionism emerged as a significant predictor of both distress and lower self-esteem. Bakhshi et al (2017) examined self-esteem and resiliency between blind and sighted children and adolescents. The results showed that there was no significant difference in between the two, blind and sighted group in the resilience rate, but there was a significant level of difference in Self-

esteem among blind and sighted people, which shows that disability exists not only in the body of people with disabilities, but also in the attitudes of those individuals. Tian et al (2018) studied parent–child relationships and resilience among Chinese adolescents. The results indicated that the associations between parent–child relationships and adolescent resilience were primarily mediated by self-esteem and that parental support was more robustly linked with adolescent resilience than parent–adolescent conflict.

Harikrishnan & Ali (2018) studied resilience, psychological distress, and self-esteem among Undergraduate Students in Kerala. Results revealed that psychological distress and self-esteem among university students is associated with resilience. Mitra (2020) examined a model for a deeper understanding of the predictive factors of resilience and found a partial role of self-esteem in mediating the relation between spiritual health and resilience.

### **Objective of the study**

To find the association between the study variables Self-Esteem, Resilience Spirituality and Stress

### **Hypothesis**

There will be significant correlation between study variables- Self Esteem, Resilience Spirituality and Stress

### **Method**

#### **Sample**

The sample comprised of College Students chosen purposively from various educational colleges of Haryana in India. The Sample size consisted of 150 participants. All the respondents were within the age group of 17- 26 years.

#### **Tools**

*Rosenberg Self-Esteem Scale* (Rosenberg, 1965): The complete scale

consisted of 10-item which measures global self-worth by measuring both positive and negative feelings about the self. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. The scores obtained from this instrument can range from 0-30. The Reliability of the RSES ranges from 0.77 to 0.88, and validity is 0.55

*Brief Resilience Scale* (Smith et al, 2008): The B.R.S is comprised of 6 items, half of them formulated positively and half of them refer to negative events: difficult periods, stressful events, disappointments. Participants responded on a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The scores obtained from this instrument can range from 1-30. The reliability of the used scale is .83.

*Daily Spiritual Experience scale* (Underwood & Teresi, 2002): The Daily Spiritual scale consisted of 15-item, self-report measure of spiritual experience. The first 14 items of the questionnaire are measured on a 6-point Likert-type scale: many times, a day, every day, most days, some days, once in a while, and never or almost never. Item 15 is measured on a 4-point scale: Not Close at All, Somewhat Close, Very Close, As Close as Possible. DSES reliability scores were high 0.85.

*Student Stress Inventory* (Arip et al, 2015): This scale is used to measure the level of stress among university students. The SSI was designed with ordinal scale of the 'Never', 'somewhat frequent', 'Frequent' and 'Always'. The overall validity is 0.805. The reliability of SSI had a high reliability coefficient of .857.

### **Results and Discussion**

To measure the relationship between different variables of the study Spearman's rho non parametric test of correlation is analyzed. Correlation is used to calculate the

strength and direction of the relationship between the different study variable's self esteem, resilience, spirituality and stress. The value of  $r_s$  in Table 2 represents the assessment of correlation strength between two variables. If the numerical value of correlation falls between 0 to 0.2 is generally considered weak. Table 2 shows the statistical analysis reports computed by SPSS. Having calculated Spearman rho in the current study as shown in Table no 2 that can be summarized in following points:

Spearman's Rho correlation coefficient was calculated to measure the relationship between self-esteem and resilience. There was a significantly positive relationship between self-esteem and resilience ( $r_s = .385$ ,  $p < .01$ ). It shows an increase in self esteem will lead to an increase in resilience.

Spearman's Rho correlation coefficient was calculated to measure the relationship between self-esteem and stress. There was found a significantly negative relationship between self-esteem and stress ( $r_s = -.362$ ,  $p < .01$ ). It shows an increase in self esteem will lead to decrease in stress. A study shows a similar result that, low-self-esteem individuals are especially vulnerable to unstable and negative circumstances because their feelings of self-worth tend to drop under failure, they are more concerned about self-protection in stressful situations, and they are more likely to have depressive attributions in response to negative event (Nima et al, 2013). Another study by Orth et al (2014) also found that people with low self-esteem react with more stress in several stressful situations.

Spearman's Rho correlation coefficient was calculated to measure the relationship between resilience and stress. There was found a significantly negative relationship between resilience and stress ( $r_s = -.353$ ,  $p < .01$ ). It shows an increase in resilience will lead to decrease in stress. A study showed

that academic resilience can have a big impact when internal and external support conditions are met, which the consequences are often reinforced when family support, a learning environment, and improved adaptability to life at college also are provided (Shin, 2016). Another study performed by (Kennedy et al, 2018) showed that loss of a parent or sibling in childhood conferred an increased risk of subsequent low stress resilience and an increased risk of moderate stress resilience in late adolescence.

Spearman's Rho correlation coefficient was calculated to measure the relationship between self-esteem and spirituality. There was found a significantly negative relationship between self-esteem and spirituality ( $r_s = -.232$ ,  $p < .01$ ). This significantly found negative correlation of the current study shows an increase in the self esteem may lead to decrease in the spirituality. This finding is supported by (Gabova et al., 2021) which showed that while religious/spiritual respondents did not differ significantly from non-religious respondents, religious/non-spiritual respondents had approximately 79% lower chance of having good self esteem.

Table 1. Descriptive Statistics

	N	Min.	Max.	Mean	Std. Deviation
Resilience	150	1.66	26.00	3.2937	1.96192
Self-esteem	150	9.00	30.00	18.9467	4.17533
Spirituality	150	16.70	96.70	51.0447	16.45552
Stress	150	40.00	134.00	73.5733	17.78709

Spearman's Rho correlation coefficient was calculated to measure the relationship between spirituality and stress. There was found no relationship between spirituality and stress ( $r_s = .127$ ,  $p < .01$ ). It shows that there is no role of spirituality in managing stress among college students.

Table 2. Correlations

			Resilience	Self-esteem	Spirituality	Stress
Spearman's rho	Resilience	Correlation Coefficient	1.000	.385**	-.054	-.353**
		Sig. (2-tailed)	.	.000	.513	.000
		N	150	150	150	150
	Self-esteem	Correlation Coefficient	.385**	1.000	-.232**	-.362**
		Sig. (2-tailed)	.000	.	.004	.000
		N	150	150	150	150
	Spirituality	Correlation Coefficient	-.054	-.232**	1.000	.127
		Sig. (2-tailed)	.513	.004	.	.122
		N	150	150	150	150
	Stress	Correlation Coefficient	-.353**	-.362**	.127	1.000
		Sig. (2-tailed)	.000	.000	.122	.
		N	150	150	150	150

\*\*Correlation is significant at the 0.01 level (2-tailed).

An Indian study by Yadav, and Khanna (2014) also supported the current study finding which showed that there is negative correlation ( $r = -0.519$ ) between the stress and spirituality of engineering students.

Spearman's Rho correlation coefficient was calculated to measure the relationship between spirituality and resilience. There was found no relationship between spirituality and resilience ( $r_s = -.054$ ,  $p < .01$ ). It shows that there is no role of spirituality in resilience among college students. This could be due to health issues, a related study found a weak to moderate correlation between spirituality and resilience in respondents with health problems or suffered from chronic diseases and productive respondents (Dewi & Hamzah, 2019).

Hypotheses of the current study stated that there would be no significant relationship between different study variables. To test these hypotheses statistical analysis was done with the help of Spearman Rho in the

current study. First hypothesis of no relationship between self esteem and resilience was rejected because there was statistically significant relationship was found ( $r_s = .385$ ,  $p < .01$ ). This finding is also supported the literature. Karatas & Cakar (2011) findings showed that self-esteem and hopelessness is a significant predictor of resilience in adolescents. There was a positive relationship between self-esteem and resilience. Relationship between self esteem and stress was also found negatively significant ( $r_s = -.362$ ,  $p < .01$ ) which is also supported by the study that shows low-self-esteem individuals are especially vulnerable to unstable and negative circumstances because their feelings of self-worth tend to drop under failure, they are more concerned about self-protection in stressful situations, and they are more likely to have depressive attributions in response to negative event (Nima et al, 2013). Another study by Orth et al (2014) also found that people with low self-

esteem react with more stress in several stressful situations. In view of association between resilience and stress, a negatively significant relationship was found ( $r_s = -.353$ ,  $p < .01$ ) in the current study. Which means resilient student will have less chances of stressful life experience than those who are not resilient. Study by Shin (2016) and Kennedy et al, (2018) reported similar results.

Hypothesis of no relationship between self esteem and spirituality was accepted in the current study findings ( $r_s = -.232$ ,  $p < .01$ ). Which means there does not have any relationship between self esteem and spirituality among college students. In other word it can be said that self worth does not matter among college students for spirituality or vice versa. There was not found any significant relationship between spirituality and stress ( $r_s = .127$ ,  $p < .01$ ) among college students. Therefore, it can be said that spirituality does not contribute much in managing stressful life events. No association was found between spirituality and resilience ( $r_s = -.054$ ,  $p < .01$ ). It shows that there is no role of spirituality in resilience among college students.

### Recommendations

Following are some of the recommendations to adolescents and different stakeholders in their life.

- Adolescents need to be involved in creative and innovative activities to explore one's potentials to understand self worth that consequently may help to increase their self-esteem.
- Adolescents need to be given internal and external support from family, friend and society to boost their resilience which consequently will help to fight with challenges and changes of the worlds.

### Conclusion

The current study had aimed to find relationship between different study variable-Self-Esteem, Resilience Spirituality and Stress. One of the results of study suggests that there was a significantly positive relationship between self-esteem and resilience. In another finding also a significantly negative relationship was found between self-esteem and stress; resilience and stress, and self-esteem and spirituality. It was also found no significant relationship between spirituality and stress, and spirituality and resilience in the current study. Therefore, it may be concluded that self-esteem and resilience have important role in managing stress among college students while spirituality does not any association with stress.

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