

ASSOCIATION BETWEEN RESILIENCE, MINDFULNESS AND ACADEMIC STRESS AMONG UNIVERSITY STUDENTS

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ABSTRACT: *The present study was conducted to know the relationship between resilience, mindfulness and academic stress among male and female university students. Since resilience and mindfulness are cognitive entities, they affect stress of an individual. The sample of the study was 200 university students between the age group of 18-25yrs. Three standardized scales i.e 14- item resilience scale by Wagnild and Young (1993), Freiburg Mindfulness Inventory by Walach, Buchheld, Buttenmuller, Kleinknecht and Schmidt (2006) and Academic Stress Scale by Rajendran and Kaliappan (1990) were used in this study. Findings of the study revealed that resilience and mindfulness are highly correlated among male and female students, resilience and academic stress are highly negatively correlated among male and female students and academic stress and mindfulness are highly negatively correlated.*

Key Words: *Resilience, mindfulness, academic stress*

INTRODUCTION

Today's education system expects students to exert more efforts in academics so that they can face new challenges in life. Moreover, there are so many other surmise and conjectures made common on students to perform in different parts, a large portion of which are vague, conflicting and unachievable in the present social, financial and bureaucratic settings of our general public, bringing on overwhelming pressure on students. Tragically stress is a typical piece of life as we start the new thousand years; something few of us can maintain a strategic distance from through and through. Moderately for this reason and moderately for both physical wellbeing and mental prosperity, stress has turned into a significant theme of research in brain science. Stress exists from the adjustment in an individual's reasoning and their way of life these days. Presently, people have changed in their observations and the way they analyze this life. Students in their high school are the ones who are experiencing the transitional stage, which is a middle of the road of youth and adulthood. Stress is accepted to be created by the different issues that exist, for example, various interpersonal issues at school, monetary issues, family issues and issues in their environment. (Lal, 2014).

Resilience derived from latin word "resilio" which means bouncing back. American Psychological Association defined resilience as a process in which the individual adjust with the stress, tragic events of life, challenges of life or stress which is given by family, workplace or other financial problems. Therefore, in general terms it connotes individual's ability to overcome any stressful situation. Level of resilience plays a significant role in reducing or increasing the level of academic stress among students. Mindfulness is an idea that originated from the Eastern and Asian social custom which has turned out to be well known in the field of clinical what's more, advising brain science. Investigations led with European Americans have shown that mindfulness significantly lessens depression and nervousness side effects, torment and enthusiastic pain. Academic stress is very common among the university students post they join any educational institution. These stress occur as a failure in adjusting with the demands of given academic environment. For example some students feel difficult to take the stress of assignments, exams, getting good marks. It is rightly said that resilience and mindfulness are positively correlated with each other. (Kurilova, 2013).

Resilience also enables individuals to overcome any stressful situation with competency. For students resilience plays a pivotal role to overcome any stress related to academics. Students with high resilience are found to get less affected by academic stress as compare to those who possess low resilience because these students experience high level of academic stress. One study revealed that there is a negative correlation between academic stress and resilience (Mathur and Sharma, 2015). It has also been found that resilience protects one from the influence of stress with trait anxiety and depressive symptoms. (Gloria and Steinhardt, 2014)

Kurilova (2013) investigated the nature of the relationship between resilience, mindfulness, self compassion and attachment styles. The study was administered on 114 adults ranging from 18-57 years in

age. The study comprised female participants mostly. Findings revealed that there is a significant positive correlation between resilience with mindfulness and self compassion and significant opposite correlated with attachment anxiety and attachment avoidance.

Gloria and Steinhardt (2014) investigated relationship between resilience and stress, to know whether resilience protects one from the effects of stress with trait anxiety or symptoms of depression. Another objective of the study was to examine the coping strategies mediated link between positive emotion and resilience. Researcher also wanted to study if positive emotions were associated with greater resilience. The result of the study revealed that resilience protects one from the influence of stress with trait anxiety and depressive symptoms. It had also been accepted that positive emotion increases one's resilience directly or indirectly with the help of coping strategies. Risquez et al. (2016) investigated the association amid resilience and academic burn- out. It also examines the association between resilience and psychological health of nursing students. Findings revealed that there is a significant relationship between resilience and academic burnout and between resilience and psychological health. These results showed the significance of developing resilience and make it an important part of nursing programme.

Heidari and Morovati (2016) investigated the causal association between mindfulness and perceived stress by mediating self efficacy, emotional intelligence and personality traits in university students. 250 students from Islamic Azad University were selected as samples. The result of the study found that there is significant relationship between mindfulness and perceived stress with mediating role of self efficacy, emotional intelligence and personality traits in university students.

Periera (2016) examined the part of resilience and mindfulness as elements identified with professional prosperity and related viable practice. Information contained experts (n = 37) and their patient result information (n = 4980) directed inside a ventured mind model of administration conveyance. Investigations utilized benchmarking and multilevel displaying to distinguish increasingly and less powerful professionals by means of burdening of specialist elements and settled patient results. A specialist impact of 6.7 % was distinguished in light of patient wretchedness (PHQ-9) result scores. More successful experts contrasted with less viable professionals showed altogether more elevated amounts of care and additionally strength and care consolidated. Suggestions for approach, research and practice are talked about.

Therefore, going through the above reviews the researchers rarely found any study considering academic stress, resilience and mindfulness altogether. Hence, based upon the above discussion, we make the following hypotheses:

H1: Resilience will be positively related to mindfulness in male and female students.

H2: Resilience will be negatively related to academic stress in male and female students.

H3: Mindfulness will be negatively related to academic stress in male and female students.

Method

Sample

A total of 200 (100 male and 100 female) university students selected from Lovely Professional University, Punjab, India through convenient sampling technique. Permission to collect data was sought from the university authority. Questionnaires to fill data were administered to sample in different times in person. All respondents were assured of complete anonymity. Filled questionnaires were collected by the first author personally. Demographic backgrounds of the respondents were recorded through demographic data sheet.

Measures

To operationalize the study variables, three measures were used. These measures are standardized.

1. 14- item resilience scale by Wagnild and Young (1993).
2. Freiburg Mindfulness Inventory by Walach, Buchheld, Bутtenmuller, Kleinknecht and Schmidt (2006).
3. Academic Stress Scale by Rajendran and Kaliappan (1990)

Resilience: Resilience was assessed using 14- item resilience scale constructed by Wagnild and Young (1993). The responses were obtained on seven point Likert type scale. Cronbach's α is found to be 0.93.

Mindfulness: Mindfulness inventory constructed by Walach, Buchheld, Bутtenmuller, Kleinknecht and Schmidt (2006) was adapted to measure the mindfulness of the participants. It takes less than 5 minutes to complete and provides a useful quick tool to evaluate one's own mindfulness experience. It's a 14 items scale having one dimension. Internal consistency of the scale was found to be .74. Cronbach's α was found to be .86.

Academic stress: The academic stress scale is a five point Likert type scale comprising of 40 items. Each item had five alternatives varying from the response 'No Stress' to 'Extreme Stress'. The authors established content validity of the tool on the basis of the scrutiny of experts and item validity through item analysis. Test-retest method of reliability was used on 50 students with an interval of 25 days. It was found to be 0.82.

Results

The obtained data was processed for analysis. Pearson correlation among all the variables was estimated to indicate the relationships.

In order to study the relationship between resilience and mindfulness among students, data has been analyzed by using Pearson correlation as a statistical technique. The results are depicted in various tables below.

Table-1 Pearson correlation between resilience and mindfulness among male and female students

| Correlation between resilience and mindfulness | r value | p value |
|--|---------|---------|
| | .78 | .01** |
| **Significant at .01 level | | |

Results suggest significant relationship between resilience and mindfulness ($r = .78, p < .01$). Therefore, we suggest that resilience and mindfulness are highly correlated among male and female students. We interpret those students high in resilience found to have high mindfulness. Maximum students have the ability to overcome the problems because they face lot of stress in their student life. Those stresses makes them strong in order to accept further life challenges and they become able to deal with the problem efficiently because they focus on present situation by avoiding past and future life challenges.

Table-2 Pearson correlation between resilience and academic stress among male and female students

| Correlation between resilience and academic stress | r value | p value |
|--|---------|---------|
| | -.81 | .01** |
| **Significant at .01 level | | |

Results suggest significant negative relationship between resilience and academic stress ($r = -.81, p < .01$). Therefore, we suggest that resilience and academic stress are highly negatively correlated among male and female students. Result in the table showed that those students having high resilience experienced low academic stress. Hence, we interpret that high resilience enables people to cope with stress, in this case academic stress.

Table-3 Pearson correlation between academic stress and mindfulness among male and female students

| Correlation between academic stress and mindfulness | r value | p value |
|---|---------|---------|
| | -.71 | .01** |
| **Significant at .01 level | | |

Results suggest significant negative relationship between academic stress and mindfulness. ($r = -.71, p < .01$). So on the basis of result it may be concluded that academic stress and mindfulness is highly negatively correlated. Result clearly showed that those students, who got high scores in academic stress, got low scores in mindfulness because if they are having more stress regarding studies then automatically they would not be able to concentrate on their present.

There stress would be an explanation of the past and future events and those who got less scores in academic stress and high scores in mindfulness proved that students with low academic stress are more focused on their present event. They hardly take stress for their past and future events.

CONCLUSION AND RECOMMENDATIONS

It has been concluded that there is no significant positive correlation between resilience and mindfulness among male and female students. It has also been concluded that there is negative correlation between

resilience and academic stress among male and female students. It has been concluded that there is negative relationship between academic stress and mindfulness among male and female students.

In the light of the scope, limitations and suggestions of the study the investigator recommends the following things: It is recommended to teachers that academic stress is increasing day by day among students so it is important to teach some mindfulness strategies to students. So that they would be able to focus on present work by avoiding their past and future worries. It is recommended to management of university that necessary resources and services related to academics for students provided by university should be well explained to students so that students easily take advantage of them. It is recommended to curriculum planners that they should plan the curriculum of courses in such a way that student would be able to get sufficient time for every subject and other curricular activities. It is recommended to students that they should properly manage their time in order to reduce their academic stress. They should be patiently deal with the stressful problems. They should not get panic with the problems. If something bad happens they should not get stuck with that only rather they should overcome.

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