

Self-Compassion and Self -Efficacy in Undergraduate Student's Resilience and Perceived Stress

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Background

Students in college face unique challenges that are complex to navigate and can have negative impacts on their ability to persist in their education (Sharp & Theiler, 2018). Due to the many stressors they face, it is important to investigate possible factors that may affect resilience, such as self-compassion (SC) and self-efficacy (SE).

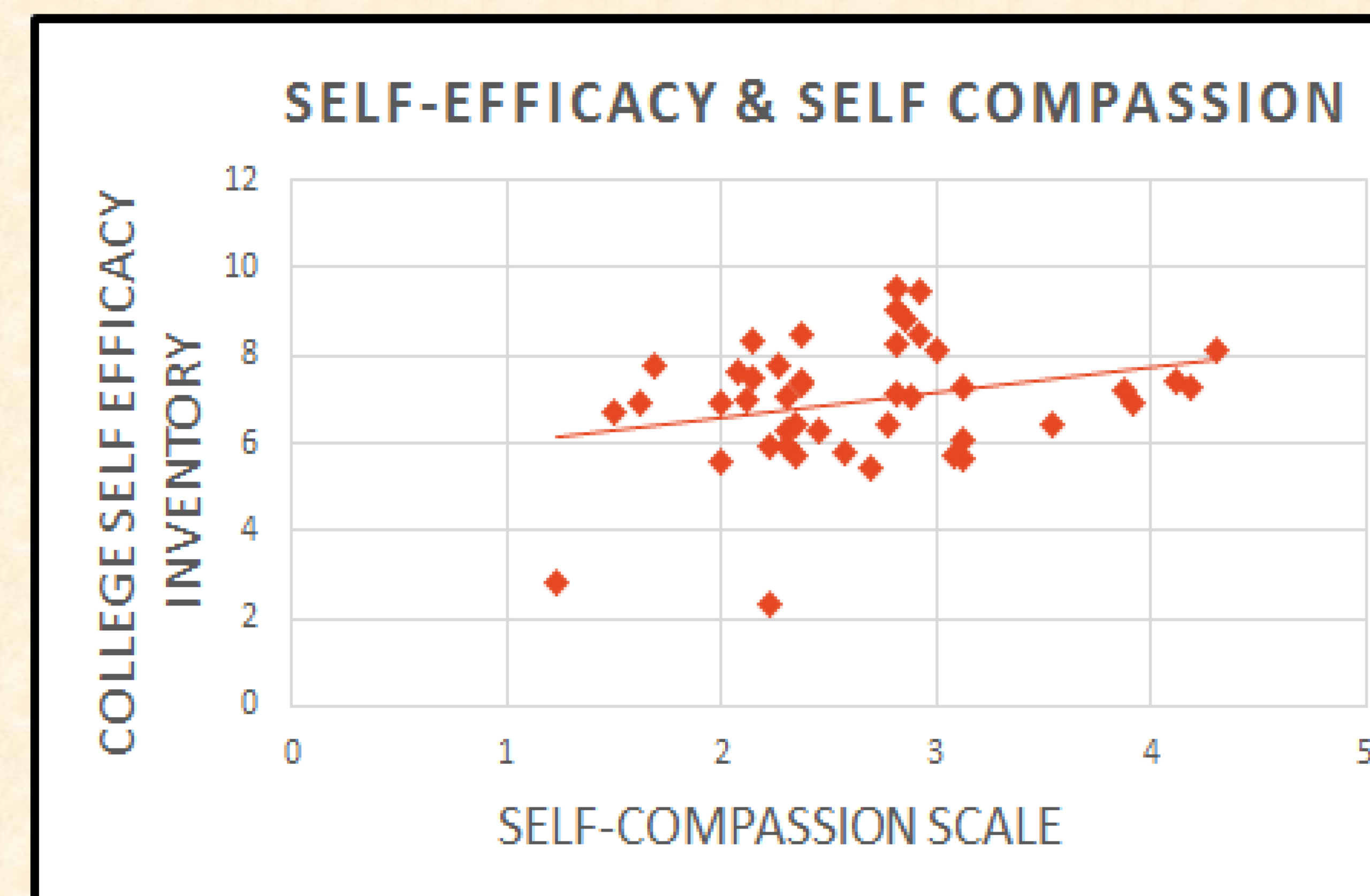
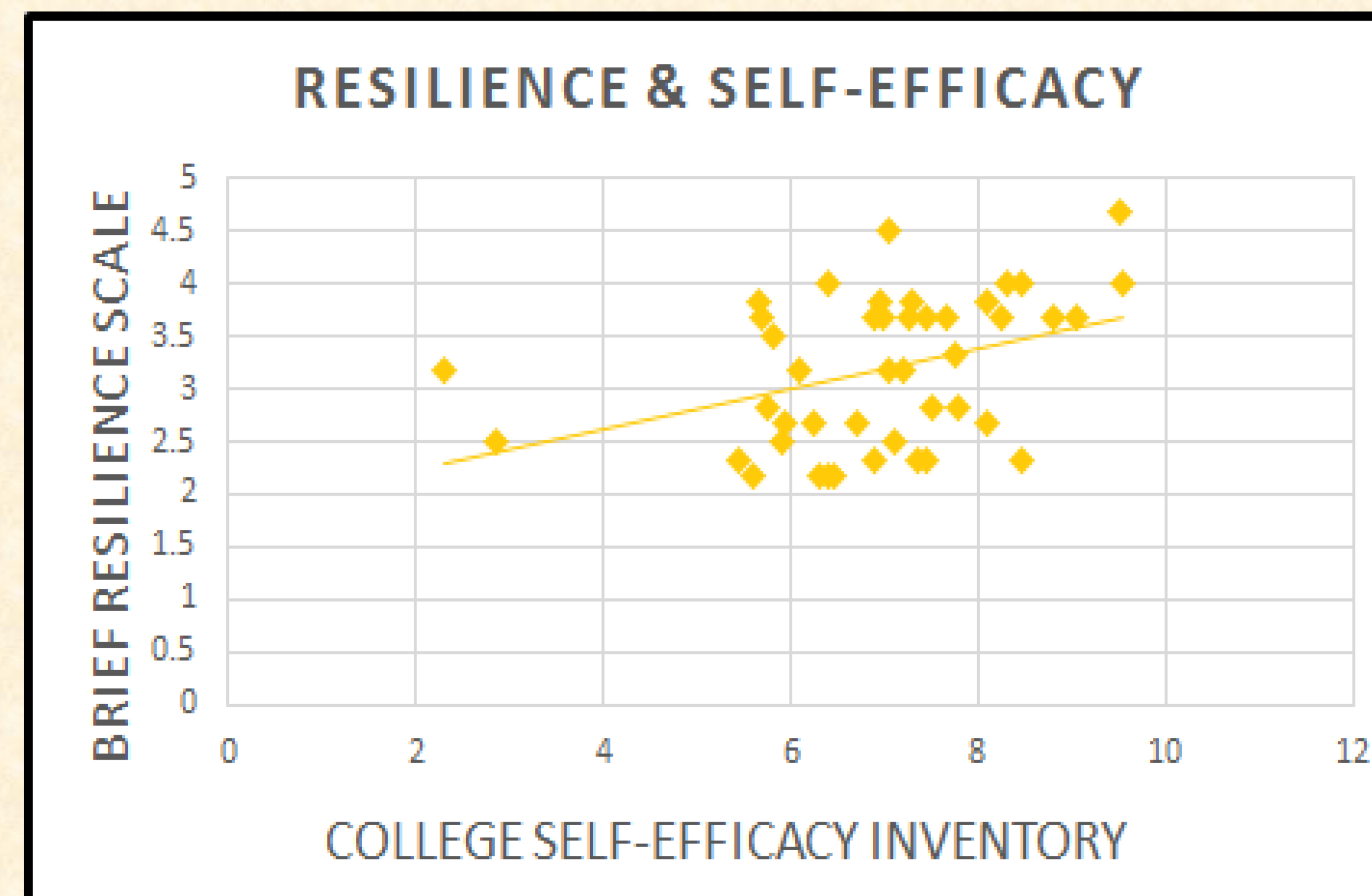
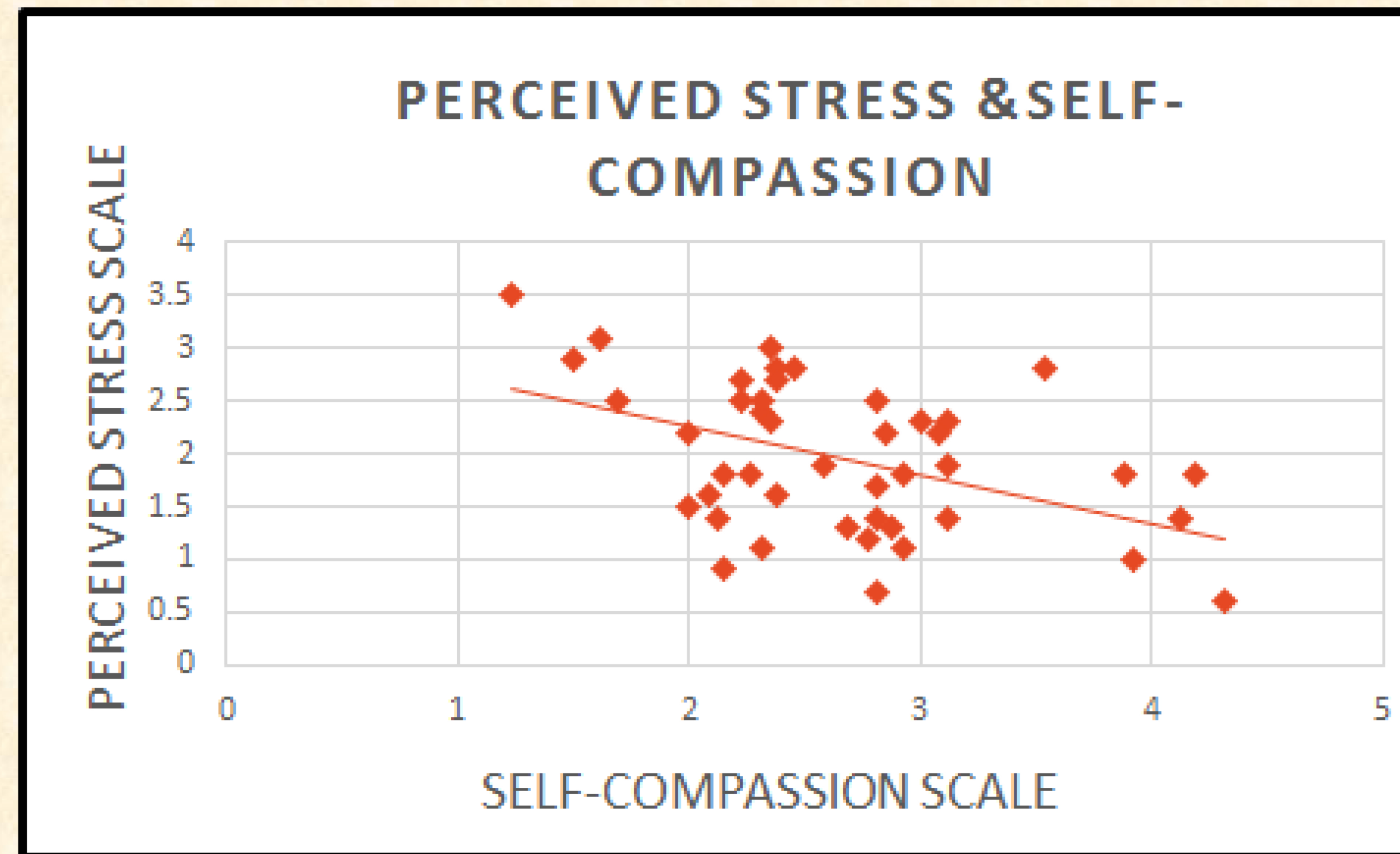
Studies have shown that individuals with high SC and SE have beneficial characteristics like lower levels of depression, anxiety, and stress along with positive correlations to optimism, wellbeing, life satisfaction and happiness (Neff et al, 2017; Manavipour & Saeedian, 2016; Iskander 2009; Nalipay 2018; Souza and Hutz 2016; Smeets 2014).

Previous research has found a correlation between SC and SE (Souza & Hutz, 2016). However, much of the literature thus far has not looked at the relationship between SC, SE and resilience in American undergraduates, nor has it investigated the relationship to college self-efficacy. In this study, we measured how SC, SE, perceived stress and resilience are correlated with one another.

Method

Students on campus during the Summer of 2019 (n =44)

- Self-Compassion Scale (SCS)(Neff, 2003)
- Perceived Stress Scale (PSS)(Cohen, Kamarck, & Mermelstein, 1983)
- College Self-Efficacy Inventory (CSEI) (Solberg, Villarreal, Kennel, & Davis, 1993)
- Brief Resilience Scale (BRS) (Smith, Dalen, Wiggins, Tooley, Christopher, & Bernard, 2008)



Results

Correlation	Findings
SCS & BRS	Positive, <u>as predicted</u> , ($r=.3$, $p < .05^*$)
SCS & PSS	Negative, <u>as predicted</u> , ($r= -.464$, $p < .01^{**}$)
CSEI & BRS	Positive, <u>as predicted</u> , ($r= .387$, $p < .01^{**}$)
CSEI & PSS	Negative, <u>as predicted</u> ($r= -.441$, $p < .01^{**}$)
SCS & CSEI	No relationship, <u>NOT predicted</u> , ($r= .277$, $p = .069$)
SCS & Course CSEI	Positive, <u>as predicted</u> ($r= .378$, $p < .05^*$)
SCS & Roommate CSEI	No relationship, <u>NOT predicted</u> ($r= .121$, $p = .434$)
SC & Social CSEI	No relationship, <u>NOT predicted</u> ($r= .063$, $p = .686$)

Discussion

The findings of this study demonstrated that as individuals report higher levels of SC and SE, the PSS decreases and the BRS increases. This results indicate that SC and SE may be important for college students managing their stress. Further, because SC and SE are malleable, interventions aimed towards increasing a person's SC and SE, could therefore aid in the reduction of perceived stress. In addition, it may increase the resilience that students have towards their academic and personal success in college. Studying the importance of SC in regards to SE, resilience and perceived stress may allow for colleges to achieve a higher retention rates and more importantly increase their students SE towards their success in college. Future studies may investigate the relationship between SC and different types of self-efficacy.

References

References are available upon request to nasohm@coe.edu