Original Research Article

Study on Self-Esteem and Resilience Coping in Rural and Urban Adolescents in Anand, Gujarat

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ABSTRACT

Introduction: Adolescence is a critical period for the development of self-esteem and mindfulness skills, which are essential for mental health and well-being. Increasing an individual's self- esteem particularly an adolescent would be advantageous to the own self and society.

Objectives: The present research was conducted with the objective to study self-esteem and resilience coping in rural and urban adolescents in Anand, Gujarat.

Methods: A cross-sectional analytical study comprising a total 440 adolescents (220 rural and 220 urban) was conducted in two schools and two colleges, one each from both rural and urban areas in the catchment area of RHTC and UHTC from September to November, 2024.

Results: Significant difference was seen between urban schools/colleges and rural school/colleges (X^2 =12.21, p=.001) for BRCS. Significant difference was seen between stream (Science/Commerce/Arts) and BRCS/RSES: (X^2 = 10.67, p=.005 BRCS) (Fisher's exact test=13.19, p=.008 RSES). 374 (85%) students have moderate to high self-esteem. Only 78(17.72%) students have medium level of resilience coping. 422 (95.90%) students mentioned teachers as inspiring. Bias and taunting by teachers were reported by 21(4.77%) and 28(6.36%) students respectively.

Conclusion: Self-esteem as a trait is seen in good number of 374 (85%) students whereas resilience coping is seen in very few students 78(17.72%). It is concluded that positive contributory factors to Self-esteem and Resilience coping like inspiration was reported by almost 95% students to have been done by teachers, parents. It is also worthy to note that negative factors like bias and taunting were also mentioned by handful of students.

Key words: Adolescence, Rural, Urban, Self-esteem, Resilience, Anand

INTRODUCTION

Adolescence is a critical period for the development of self-esteem and mindfulness skills, which are essential for mental health and well-being. Increasing an individual's self- esteem particularly an adolescent would be advantageous to the own self and society. Cast AD and Burke PJ, self-viewed esteem as

a trait which may be a final outcome, a purpose, and a buffering system [1]. Self-esteem refers mostly to the evaluation of individual as positive [2] [3] [4]. It is composed of two distinct dimensions, competence and worth [2] [5]. The competence dimension talks of the capability and being efficacious is. This is efficacy-based self-esteem. The worth dimension specifies as to how the individual feel as a person and his value. It is worth-based self-esteem. This current study is planned to study these behavioral traits. Objectives: The present research was conducted with the objective to study self-esteem and resilience coping in rural and urban adolescents in Anand, Gujarat.

METHODOLOGY

Sample size: It was calculated using OpenEpi Version 2.3.1 and by the formula= $[DEFF*Np (1-p)]/ [(d^2/Z^2_{1-\alpha/2}*(N-1) +p*(1-p)]$. p-was considered as 50% to attain maximum sample size. p is considered for "Self-esteem". Absolute Precision %- 5%. Confidence limits as % of 100-/+ 5%, $Z^2_{1-\alpha/2}$= Standard normal variate (at 5% type I error p= 0.05, it is 1.96). DEFF- Design effect-1, Confidence level - 95% and 10% non-response rate. The sample size calculated as 384 + 10% of 384 = 423.

In 12 subgroups by classes, the sample was distributed in a manner that minimum sample in each sub group was 30, with the fact that overall, it should be more than minimum sample size as 423. The sample was proportionately divided against these classes maintaining uniformity of numbers. Filling these, the final sample was arrived to 440. None of the students denied to fill the questionnaire.

Sampling: The sample was selected as multi stage sampling. A cross-sectional analytical study comprising a total 440 adolescents (220 rural and 220 urban) was conducted in two schools and two colleges, one each from both rural and urban areas in the catchment area of RHTC and UHTC from September to November, 2024. The schools and colleges were identified based on the routine activities which were conducted by the RHTC and UHTC. The students were from 11th and 12th school going and 1st year college going students from science, commerce, and arts streams. The overall selection of participants was as below. Higher standard students and initial college going students were taken in the study as the ages are in the last years of adolescence so better equipped to respond to self-esteem and resilient coping questions.

Rural						Urban					
School			College 1st Year			School			College1st Year		
XI Sci	XII Com	XII Arts	Sci	Com	Arts	XI Sci	XII Com	XII Arts	Sci	Com	Arts
50	30	30	50	30	30	50	30	30	50	30	30
110			110			110			110		
Total 440											

Data collection tools:
The comprehensive questionnaire included sociodemographic variables, Rosenberg Self-Esteem Scale (RSES) [6] and Brief Resilience Coping Scale (BRCS). [7] Rosenberg Self-Esteem Scale (RSES) is a 10-item Likert scale. The questions in this scale were answered on a four-point scale-- from strongly agree to strongly disagree. In scoring for Self-esteem (RSES), scores between 15-25 are considered average. Brief Resilient Coping Scale by Sinclaire and Wallston was used to assess resilient coping.

In BRCS, low resilient copers have scores between 4-13 whereas medium resilient copers scores are between 14-16 and high resilient copers scores as 17-20.

Data analysis: For association between variables, Chi-Square test and Fisher's exact test was applied. Descriptive statistics was analyzed using SPSS-25 to examine the relationships between identified variables, self-esteem and resilient coping. This research study is approved by the IEC of the institute.

RESULTS

Table: 1: Distribution of Study Participants by Place and Gender

Gender	Place		Total
	Urban	Rural	
Male	69(31.36)	104(47.27)	173 (39.31)
Female	151(68.64)	116(52.73)	267 (60.69)
Total	220(100.0)	220(100.0)	440(100.0)

Equal number of participants were selected from Rural and Urban areas. Males were 173(39.31%) whereas 267(52.73%) females participated in the study.

Table: 2: Distribution of Study Participants by Gender and BRCS and RSES

Gender	BRCS		RSES		
	Low	Medium	Low	Moderate	High
Male	149(86.1)	24(13.8)	22(12.71)	143(82.65)	8(4.62)
Female	213(79.77)	54(20.22)	44(16.47)	217(81.27)	6(2.22)
Total (440)	362(100.0)	78(100.0)	66(100.0)	360(100.0)	14(100.0)
Statistical Test value and p value	Chi square test. Test statistic 2.904 p= .097		Chi square test. Test statistic 2.880 p= .237		

No significant difference was seen between males and females for BRCS and RSES. Total 374 (85%) students, 360 (81.81%) in moderate category and 14(3.18%) in high category of self-esteem were there. Only 78(17.72%) students have medium level of resilience coping.

Table: 3: Distribution of Study Participants by Place and BRCS and RSES scores

Place	BRCS scores		RSES scores		
	Low	Medium	Low	Moderate	High
Rural School/college	195(25.96)	25(20.51)	34(40.90)	180(22.22)	6(21.42)
Urban School/college	167(20.99)	53(43.58)	32(19.69)	180(24.72)	8(57.14)
Total (440)	362(100.0)	78(100.0)	66(100.0)	360(100.0)	14(100.0)
Chi square test. Test statistic 12.21 p= .001			Chi square test. Test statistic .346 p= .841		

Significant difference was seen between urban schools/colleges and rural school/colleges (X^2 12.21, p=.001) for BRCS. Difference was found to be non-significant (X^2 .346, p=.841) between urban schools and colleges and rural school and colleges for RSES.

Table: 4: Distribution of Study Participants by Stream and Class for BRCS ad RSES scores

Independent Variables		BRCS		RSES		
		Low	Medium	Low	Moderate	High
Stream	Science	167(46.13)	35(44.87)	21(31.81)	170(47.22)	11(78.57)
	Commerce	92(25.41)	32(41.02)	23(34.84)	98(27.22)	3(21.42)
	Arts	103(28.45)	11(14.10)	22(33.33)	92(25.22)	0(0.0)
Total (440)		362(100.0)	78(100.0)	66(100.0)	360(100.0)	14(100.0)
Chi square test. Test statistic= 10.67 p= .005				Fisher's exact test Test statistic 13.19 p= .008		
Independent Variables		BRCS		RSES		
		Low	Medium	Low	Moderate	High
Class	XI	192(53.03)	28(35.89)	26(39.39)	191(53.05)	3(21.42)
	XII	97(26.79)	16(20.51)	21(31.81)	88(24.44)	4(28.57)
	College	73(20.16)	34(43.58)	19(28.78)	81(22.50)	7(50.0)
Total (440)		362(100.0)	78(100.0)	66(100.0)	360(100.0)	14(100.0)
Chi square test. Test statistic 19.23 p= .001				Fisher's exact test Test statistic 10.44 p= .028		

Significant difference was seen between stream (Science/Commerce/Arts) and BRCS/RSES: (X^2 = 10.67, p=.005 BRCS) (Fisher's exact test=13.19, p=.008 RSES). Significant difference was seen between class (XI/XII/college 1st year) and BRCS/RSES: (X^2 = 19.23, p=.001 BRCS) (Fisher's exact test= 10.44, p=.028 RSES).

DISCUSSION

The median family income was INR 25000 per month. 90% of the mothers were home makers. 49% of the fathers were working as farm labourers and 23% were occupied in private firms. No significant difference was seen between males and females for BRCS and RSES. Total 374 (85%) students, 360 (81.81%) in moderate category and 14(3.18%) in high category of self-esteem were there. Only 78(17.72%) students have medium level of resilience coping. (Table 2) No significant differences were found by Suhaimi AF et al in their study between gender and resilience. Maccoby and Jacklin didn't find any significant differences between gender and self-esteem.[8] In the study conducted by Bhave SY et al, most participants had low to moderate self-esteem scores. None had high scores. In their study, they also found that age did not impact participants' self-esteem scores [9]. In our study, both these above findings are similar. Significant difference was seen between urban schools and colleges and rural school and colleges for BRCS, the same was found to be non-significant for RSES. (Table 3) Significant difference was seen between educational streams (Science/Commerce/ Arts) and BRCS/RSES: (X^2 = 10.67, p=.005 BRCS) (Fisher's exact test=13.19, p=.008 RSES). Significant difference was seen between class (XI/XII/college 1st year) and BRCS/RSES: (X^2 = 19.23, p=.001 BRCS) (Fisher's exact test= 10.44, p=.028 RSES). (Table 4). BRCS scores average was 10.19 and it ranged from 8(1st Quartile), 10(2nd Quartile) and 12.75 (3rd Quartile). Self-esteem scores average was 10.19 and it ranged from 16(1st Quartile), 20 (2nd Quartile), and 22(3rd Quartile). Study by Suhaimi AF and her colleagues suggested that resilience as a function of age and it increase as students gain life experiences. Coping mechanisms also gets enhanced to tackle academic challenges as age advances. So, as per these researchers, resilience can be developed overtime. [10]. In our study, we didn't find any such increase, even though the differences were significant for the different classes as XI, XII and college students. The probable explanation to this is that the resilience is an individual and inherent trait and not increasing with age [10]. Significant difference was found between Taunting by friends and resilient coping (X^2 = 25.38, p<.001 BRCS). Taunting by teachers and self-esteem (Fisher's exact test= 8.621, p=.011 RSES), Taunting by teachers and resilient coping (X^2 = 6.633, p=.01 BRCS), Bias by teachers and resilient coping (X^2 = 6.273, p=.012 BRCS) were also found to have significant differences between the two studied variables. All the other studied associations between traits and the groups (Teachers, parents and friends) were not found to be significant. Positive factors like inspiration by teachers and parents along with negative factors like bias and taunting by teachers, parents and friends were asked from the students. Positive factors like inspiration were reported by almost 95% to have been done by teachers, parents. It is also worthy to note that negative factors like bias and taunting by teachers was also mentioned by 6.36% of students. We found a positive significant correlation between resilient coping and self-esteem. (.290, <.001), but Coefficient of determination is 8.41% only. According to Connor and Davidson, resilience is the inner strength through which people are coming out of any adverse condition and is able to flourish [11]. Studies from Rosenberg M et al. mentioned self-esteem as a perception of own worth, may be positive or negative which affects a student's ability and an important factor in completing an educational task [4, 12]. Low self-esteem stems from an individual's lack of confidence in their own abilities and overvaluing the opinions of others [13]. People with low self-esteem ignore their strengths and they find it difficult to accept the positive things if mentioned by other people. In such persons, fear of failure remains a concern and this feeling pulls them further. They compare themselves with others and constantly have inferiority complex. Low self-esteem causes the individual to have doubts about their own abilities and to see their place in society as

unworthy [14] David Hume originally described and discussed self-esteem in 18th century. Self-esteem as an important behavioral trait acquired prominence through the works of William James. He distinguished the "I-self" and "Me-self"[15]. Different studies have highlighted the essential role of self-esteem in development of a healthy personality [16, 17, 18]. Although the causation is not established through research, but as a notion it seems as high self-esteem led to happiness. Low self-esteem is more likely to bring out negative outcomes like depression under adverse circumstances. High self-esteem mitigates the effects of stress, and this comes as a support to buffer hypothesis. [19]. Attitude of others towards a person and the reaction thereafter to it, plays a big role in shaping self-esteem.[14] When the students are not inspired and bias is done, these may act as stressors. Stress arises out of a difficult situation; it's a state of worry. It's a natural human response that help in addressing challenges and threats [20]. Stress is the outcome of our response to stressors and the way we deal with it. Self-esteem and resilience as traits are influenced by multiple factors including the individual personality. Adolescent education sessions will go a long way to improve both these traits. As per Seligman P, an optimistic outlook towards anything can be cultivated. [21] The authors have stressed that optimism is a tendency to expect good things and by using active coping mechanisms, optimists are better in aversive events.[22] The outlook towards situation can be changed through live examples and these are all part of the adolescent education sessions as "Life skills education".

CONCLUSIONS

No significant difference was seen between males and females for BRCS and RSES There exist significant difference between self- esteem scores when compared against educational streams and class. Significant difference was found between Resilient coping scores when compared against educational streams, class and place. Total 374 (85%) students were in moderate to high category of self-esteem. Only 78(17.72%) students have medium level of resilience coping. It is concluded that positive factors like inspiration was reported by almost 95% to have been done by teachers, parents. It is also worthy to note that negative factors like bias and taunting by teachers was also mentioned by 6.36% of students.

Recommendation

Collaborating with schools and colleges, NGOs, and community organizations to implement and conduct effective, sound, culturally and locally adaptive, quality adolescents' health educational programs aimed at improving self-esteem and coping mechanisms in rural and urban areas adolescent populations under the broader umbrella of "Life skills education" is the need of the hour.

Limitation

In this current study, any association between performance and self-esteem and resilience was not studied. The significant differences even though if present or if absent, must fulfil the nomological validity. Qualitative study is warranted to get in-depth in sights into these traits.

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