

# Is self compassion a psychological resilience resource to daily stress?

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## **Abstract**

### **Introduction:**

Everyday we experience a considerable amount of small stressors, so called daily hassles. These daily hassles come in all sorts of forms, from simply having to go to work in the morning to bumping and bruising your knee. Resilience is a process that can help deal with stress in a successful manner. Resilience is defined in this study as the ability to experience low levels of negative affect and high levels of positive affect following daily stressful events. To increase resilience, this study uses self compassion as a possible resilience resource. Self compassion is about being open and being moved by your own suffering. It is examined if self compassion will account for less negative affect and more positive affect while undergoing a daily hassle. So the aim of the study is to see if self compassion is a positive psychological resilience resource for resilience to daily stressors.

### **Method:**

43 Students from the University of Twente signed up to the study to measure their daily hassles during a week. Prior to the study their self compassion was measured using the Self Compassion Scale by Neff (2007). Then, in an experience sampling method each student was asked what kind of daily hassles they had undergone in the last two hours, as well as their positive and negative emotions regarding these hassles seven times a day for a week using a smartphone application.

### **Analyses:**

For testing the hypotheses Pearson correlations and linear regression moderator analyses were used to see whether self compassion moderates the relationship between daily hassles and negative or positive affect.

### **Results:**

Firstly it was found that daily hassles do occur frequently. The category Study hassles was the most experienced hassle among students along with the hassle time and planning. Secondly a Pearson correlation revealed a significant correlation between daily hassles and negative affect, and no significant correlation between daily hassles and positive affect. Thirdly a moderator analysis revealed that there is no significant interaction effect between study hassles and self compassion on either negative or positive affect.

#### Discussion:

According to this study, Self compassion does not influence daily hassles and does not function as a resilience resource in the context of daily hassles. Self compassion does not account for more positive emotions or less negative emotions. However other studies did find significant results regarding self compassion as a resilience resource, so future research is advised.

## Introduction

The World Health Organization (2005) states that mental health is ‘a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stress of life, can work productively and fruitfully, and is able to make a contribution to his or her community’. Well-being is thus much more than the absence of psychopathology, which is on the contrary, what is most often researched in the field of the well-being. Rather well-being is the ability to cope with life’s stressors, and to come to fruition as a person. The ability of how well a person is able to cope with life’s stressors and quickly regain or preserve well-being is known as resilience. Some researchers describe resilience as a personality trait that decreases the negative effects of a stressful event and stimulates positive coping of a stressful event (Wagnild & Young, 1993). Other researchers describe resilience as a dynamic process that improves positive adaptation to stressful events (Luthar, Cicchetti, & Becker, 2000). This means that the term resilience covers a wide range of perceptions within scientific literature. However, both descriptions have in common that a low level of resilience can make a person more vulnerable for any upcoming stress. Most research to this date has focused on how resilience impacts coping with serious stressful events also known as major life stressors. Despite being exposed to serious stressful events, every human being is also exposed to light daily stress (Bolier, 2012), but only little research has been done so far to study how people function resiliently in the context of these hassles. The focus of this study is to shine more light on how resilience can affect the response from these daily hassles, rather than serious stressful events.

Because of the different perceptions of the term resilience, and the fact that underlying theoretical constructs differ, it’s hard to compare research within the domain of resilience (Davydov, Stewart, Ritchie & Chaudieu, 2010). In this study we will mainly use the definition given by Smith et al. (2008): ‘the ability to bounce back or recover from stress’ along with that resilience comes from many positive resources. Specifically, resilience is operationalized as how well someone can deal with negative emotions and show more positive emotions when presented with stress. Research from Sturgeon & Zautra (2016) show an example of these positive resources. Sturgeon & Zautra’s (2016) study is about chronic pain patients where resilience can be used to sustain a good life. Sturgeon & Zautra (2016) define three positive characteristics that can be considered resilience resources in chronic pain patients, namely: optimism, purpose in life and pain acceptance. These three positive characteristics mainly play a role in effective coping with pain through increased healthy behaviors, as well as having a tendency to consistently hold positive expectations for the future. This is where these positive resources show their importance to sustain a better well-being. Thus these

positive resources play a key role in resilience as they show how to pursue the good in life even when things look down. Research from Bonanno, Westphal & Mancini (2011) further supports positive resources playing a key role in resilience. Bonanno et al. (2011) researched resilience in the context of loss and potential trauma where they shift the focus from normal bereavement processing methods towards more positive ways to deal with loss and trauma. Resilience here is defined as how much a person is able to show positivity even though he or she is in a state of mourning. Bonanno et al. (2011) states that positivity here is a healthy way of coping with grief and trauma. The broaden & build theory from Barbara Fredrickson (2001) further explains the importance of positive emotions as a resilience resource. Her broaden & build theory explains that when a person experiences positive emotions, the person will increase his or her scope of attention and has an increased likelihood to act (Broaden). For example, if it's about playing a game for fun, a person who is happy is more likely to play it. Playing the game requires increased concentration thus attention is heightened, whereas a new cognition or tactic might be learned (build). Besides the broadening effect positive emotions also help build cognitive, social and physical resources. Such as playing the game might learn someone how to cope with losing. Or tactics learned by playing the game might be adapted to other situations to prevent losing. The example shows that these resources indicate how a person can be better equipped against daily stressors and events, thus making them more resilient and in turn increasing well-being. It also shows us that resiliency can come from many sources. Research by Fredrickson, Mancuso, Branigan and Tugade (2000) on the undoing effect further supports that resilience can come from many sources. The undoing effect states that positive emotions are hypothesized to undo the cardiovascular aftereffects of negative emotions (Fredrickson et al., 2000). In this study all participants were experiencing anxiety-induced cardiovascular reactivity. Cardiovascular reactivity is the responsiveness of the cardiovascular system to react to stress. In Fredrickson et al.'s (2000) study one group would view a film that elicited contentment, amusement, neutrality, or sadness. The other group would view a neutral film. Results show that participants in the first group would have less negative effects from cardiovascular reactivity after the film compared to the second group. This shows that through positivity well-being is promoted even in negative situations, thus improving resilience. To summarize, many resources to increase resilience have already been found and proven to be successful.

Self compassion is another source that might be a resilience resource that helps effective functioning and well-being following or during stress, which is the topic of research in this study. Neff & McGehee (2010) state: 'Self-compassion is an adaptive way of relating to the self when considering personal

inadequacies or difficult life circumstances' (p. 225). Self compassion is about being open and being moved by your own suffering, whereas compassion itself is being sensitive to the experience of suffering combined with a deep desire to lighten this suffering (Goetz, Keltner, & Simon-Thomas, 2010). This shows that just having compassion does not necessarily lead to one having self compassion. According to Neff (2003) self compassion exists of three components. These three components help create a compassionate mood. The first is having the capacity to give yourself kindness and care, no matter if the circumstance is positive or even extremely negative. Secondly the understanding that pain and discomfort are shared human experiences, everyone faces mistakes and setbacks. Thirdly the capacity to be present in a friendly manner when unpleasant experiences and emotions occur. So self compassion doesn't mean unpleasant experiences have to be suppressed, but they have to be admitted while you support yourself in a caring way. A meta-analysis from MacBeth & Gumley (2012) shows that in 20 studies self compassion and mental health correlate positively. Higher levels of self compassion are related to less depression, stress and anxiety. Neff (2009) adds to MacBeth & Gumley (2012) stating higher levels of self compassion correlate with a higher state of life satisfaction, social connection and happiness. Additionally self compassion can be of importance with improving healthy behavior like physical activity and stress management (Hirsch, Kitner & Sirois, 2015). To further support these claims, Neff & McGehee (2010) conducted research in which young adults and adolescents were tested on their level of self compassion and resilience. In this study families were trained to be more harmonious, show maternal support and form secure attachment bonds while undergoing daily stressors mainly about school. Being more harmonious, showing maternal support and forming secure attachment bonds predicted higher levels of self-compassion among young adults. Results showed that in both groups self compassion was strongly associated with well-being. Both the young adults and adolescents with more self compassion seemed to have an increased resistance against negative influences. These people would come home to their families being more social and open while people with lower self compassion would act more egocentric, being more susceptible for depression, anxieties and feel less connected to their families. Thus making self compassion an interesting subject for attaining resilience. Furthermore self compassion is negatively related to mental disorders like depression (Yarnell, Stafford, Neff, Reilly, Knox & Mullarkey, 2015). In an exploratory study of Trompetter, Kleine & Bohlmeijer (2016) it is stated as well that self compassion acts as a buffer against psychopathology. Trompetter, Kleine & Bohlmeijer (2016) gathered people from the general population, measured their mental health and self compassion, as well as their psychopathology and negative affect. Results showed that self compassion plays an important role in maintaining positive mental health and avoiding psychopathology. Additionally, a high level of positive

mental health supports self compassion skills that improve resilience against psychopathology. This shows that self compassion does play a significant role in sustaining health as well as increase resiliency against negativity.

Though research covers a lot of ground on resilience and self compassion considering their effects on well-being in the context of major stressors such as mental disorders or illnesses, little is known about how well-being is maintained when exposed to smaller stressors. However we experience a lot of smaller stressors on a daily basis, opposed to a serious stressful event that may only occur a few times in a persons lifetime. These daily smaller stressors are so called 'daily hassles', while the heavy events are called 'major life events' (Gerrig, Zimbardo, 2010). Gerrig and Zimbardo (2010) further state about daily hassles that if the little events in daily life add up too much they can have a huge effect on health and well-being. These daily hassles are thus accompanied by a certain amount of stress depending on the stressor. Daily hassles come in all sorts of forms, from simply having to go to work in the morning to bumping and bruising your knee. Now considering what self compassion is and what it can do when setbacks occur, it could have a significant impact on how well people react to daily hassles. Leary, Tate, Adams, Batts Allen & Hancock (2007) investigated self compassion as a resilience resource in the context of daily hassles. Leary et al. (2007) carried out five studies about cognitive and emotional processes from self compassionate people while they deal with unpleasant life events. In the studies participants had to react to daily hassles in various ways such as reporting events themselves or rating others performances in awkward situations. The first result found was self compassion predicted emotional and cognitive reactions to negative events. Secondly, self compassion buffered people against distressing social events. Thirdly, after receiving ambivalent feedback self compassion moderated negative emotions. Lastly, self compassion allows people to acknowledge their role during negative events without being overwhelmed by emotions. To conclude from these studies, self compassion shows to be helpful in multiple ways regarding daily hassles and stressful events. However even though there is evidence self compassion plays a role in dealing with daily hassles, so far little research has been done relating self compassion to daily hassles beyond Leary et al. (2007).

In this current research we will be exploring how self compassion within university students can make them more resilient in the context of daily hassles. Students have been chosen for this research because students are a group that experience a lot of daily hassles. A study has shown that 85% of students experiences stress in their daily lives (Associated press, 2009). The impact of the stress given by these daily

hassles is noticeable. 69% of students reported they have little energy and feel exhausted, 55% has trouble sleeping and 42% felt hopelessness or depressed. Therefore students are notably impacted by stress and daily hassles. The American College Health Association (2012) also reports that stress is the highest factor affecting academic performance. Additionally, it turns out that according to findings from the Associated press (2009) and Goodman (1993) the workload students have, the grades they have to attain and financial issues are their main stressors in their daily lives. Students often find too many tasks, exams or too much reading to be a main source for their stress. So it can be assumed that daily stressors in these categories could be more impactful than others. Furthermore in this research daily stressors will be used because most other research so far on the field of resilience has focused on impactful life events. Research focusing on these major life events are Bonanno, Westphal & Mancini (2011) or Sturgeon & Zautra (2016). However, research from Neff & McGehee (2010) showed us that self compassion can have a positive effect on regular daily life. So the focus of this research is to further explore how levels of self compassion can influence a more positive way to confront daily hassles and thus, function as a resilience resource in the context of daily hassles. Resilience is defined in this study as the ability to experience low levels of negative affect and high levels of positive affect following daily stressful events. Self compassion will account for less negative affect and more positive affect while undergoing a daily hassle. So the aim of the study is to see if self compassion is a positive psychological resilience resource for resilience to daily stressors.

With this aim the following questions are made:

1. *To what extent are different types of daily hassles experienced?*

Expected is that participants experience a wide variety of daily hassles, and that study hassles is the most experienced hassle.

2. *What is the effect of daily hassles on positive and negative affect?*

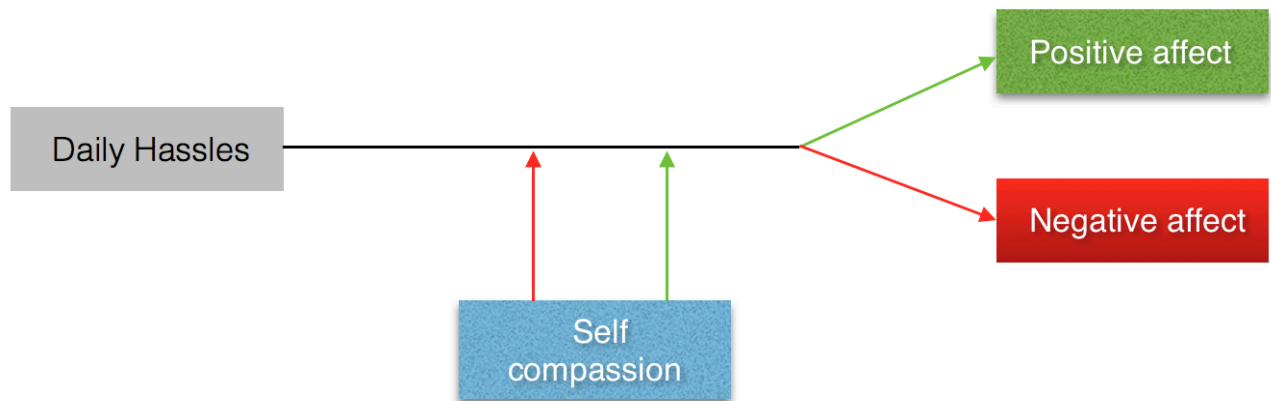
Expected is that daily hassles has a positive effect on negative affect and a negative effect on positive affect.

3. *How does self compassion moderate the relationship between daily hassles and negative affect as well as positive affect?*

Expected is that self compassion will function as a resilience resource and thus has a negative effect on the relationship with negative affect and a positive effect on the relationship with positive affect. Figure 1 shows the relationship of how self compassion interacts with daily hassles, positive and negative affect.

*Figure 1*

*Shows the hypothesized moderated relationship between daily hassles and positive or negative affect with self compassion as moderator.*



## **Method**

### *Participants*

The participants were students recruited from the University of Twente. All participants were able to sign up for the study voluntarily and were given a 40 euro gift card in return for their participation. The inclusion criteria for signing up were: (1) you needed to be at least 18 years of age, (2) follow a BMS (Behavioral, Management & Social sciences) study at the University of Twente, (3) were not treated for any form of psychopathology, (4) did not have a major life event lately and (5) were available and present in the Netherlands during the examination week. 43 participants were eventually included for the study. In order for the participants to receive their gift card they had to at least fill in more than 80% of the required questions, 42 Participants fulfilled this requirement. 9 of the participants were male and 33 were female, other characteristics are shown in Table 1.

*Table 1*

*Represents the gender, country of origin and study of the students that signed up for the study.*

Variable	N
Gender	
Male	9
Female	33
Country of Origin	
Netherlands	31
Germany	10
Turkey	1
Study	
Psychology	23
Communication sciences	9
Total	42

### *Procedure*

For the recruitment of students for the study, flyers were put up in the BMS faculty building in the spring of 2015 and 2016. Students that were interested in the study were sent a letter containing information about the study. This letter included information about the length, criteria, what it was about, how to sign up, what was expected of you, a privacy disclaimer, criteria for the reward and that you would need to sign an informed consent. The students were able to sign up by notifying the principal investigator through email, phone or a visit. They were then asked to sign the informed consent, fill in an online questionnaire called the Self Compassion Scale (Neff, 2003) that took roughly 20 minutes in which the students self compassion was measured, and sign up for a kick-off meeting. A kick-off meeting consisted of a maximum of 10 participants getting information about the study, along with downloading a smartphone application designed by the principal investigator to perform experience sampling studies. After the kick-off meeting the measuring week would start. In this week participants received a notification on their smartphone seven times a day at a random moment. The notification came from the smartphone application and notified the user when a small questionnaire was prepared for them. During the entire week participants would be asked to fill in 49 small questionnaires which would roughly take them about 3 hours in total. When participants would partake in

more than 80% of the 49 questionnaires they were allowed to collect their reward at the University of Twente.

To execute the study, an experience sampling method, also referred to as a daily diary method was used. In this method participants are asked to stop what they are doing at certain times and make remarks or fill in questions about their real time experience. The experience sampling method can be used for frequency and patterning of daily activity, psychological states and thoughts and is proven to be a short and long term reliable method to gain data (Csikszentmihalyi & Larson, 2014). In this method participants fill in temporal questions, about their feelings at that moment, or what daily hassles they've undergone lately. In this study they fill in these questions more than once a day for the duration of a week. In this study the method was given in the form of the app, and used open and closed questions to measure daily hassles and emotions.

### *Materials*

A smartphone application was especially created for this study by the principal investigator. Therefore it was required for every student to have a smartphone able to download the application, which was either a Apple or Google smartphone. The smartphone application itself contained a notification system to notify any user when a questionnaire was ready. The smartphone application itself held multiple questionnaires with multiple items containing open and closed questions. Every time a prompt was given that a questionnaire was ready, the participants would have to fill in three sets of questions. First they were asked what daily hassles occurred in the last two hours, then they were asked what emotions they felt at the present moment, and finally they were asked what their most stressful event was within the last two hours. Each set of questions is explained below.

#### *1. Daily Hassles*

There are a lot of daily hassles, so to measure this construct the daily hassles are divided into seven domains that represent the most common daily hassles identified in a pilot study with 30 university students. The daily hassles variables consists of: study (In the last 2 hours, how worried were you about your study?), time and planning (In the last 2 hours, how worried were you about your planning or having too little time to finish something?), yourself (In the last 2 hours, how worried were you about your habits?) , social circumstances (In the last 2 hours, how worried were you about your relationships?), physical condition (In the last 2 hours, how worried were you about your looks?), future (In the last 2 hours, how worried were you about your future?) and other random circumstances (In the last 2 hours, how worried were you about other

circumstances, like losing important equipment, traveling problems etc.). Each domain was measured using one item, each item uses a 7-point Likert scale ranging from 1 (not at all) to 7 (completely). The items were summed up to create a total score where a higher score represents that more daily hassles are experienced.

## *2. Emotions*

To operationalize positive and negative emotions, they were split up into multiple items containing a wide range of feelings and emotions that can be assigned to either positive or negative emotions. Positive emotions or affect consists of the items: happy, amused, interested, serene, satisfied and compassionate. Negative emotions or affect consists of the items: disgust, scared, guilty, sad, angry & stressed. Each of these items from negative and positive emotions are questioned individually and scored on a 7-point Likert scale ranging from 1 (not at all) to 7 (completely). An example positive emotion question is: “To what extent do you feel calm, serene or relaxed?”. A higher Likert score represents higher levels of positive affect as the question is an item of positive emotion or affect. In turn a higher Likert score on a negative emotion question represents higher levels of negative affect. Each of these emotion items were asked after participants had filled in what daily hassles they had experienced.

## *3. Self Compassion*

Finally, to measure self compassion, the Self Compassion Scale (SCS) was used and given prior to the experience sampling method as an online questionnaire. The SCS is a scale that was originally developed by Neff (2003). The scale used in the study consists of 12 items. The scale uses three components of self compassion. These are self kindness, common humanity and mindfulness. Each component consists of four items in which two items are inverted. Further every item consists of a 5-point Likert scale that ranges from 1 (almost never) to 5 (almost always). Participants were asked to answer the item accordingly to what statement applies to them. An example question is “If I fail in something that’s important to me, I can fully control the feeling of failure”. A higher Likert score represents a higher level of self compassion. For the operationalization for this study, all 12 items of the SCS were made into one total mean score for each participant. To achieve a mean score for each participant the inverted questions were first recoded, then the mean of all the questions were calculated. The SCS questionnaire itself suits as a good measurement for Self Compassion as it is exactly what the questionnaire by Neff (2013) measures.

## Analysis

Before analyzing results, the dataset was aggregated. All the variables were aggregated making a mean for the variables Hassles, Negative and Positive affect for each participant across all 49 test moments. This is done to make the dataset easier to work with. Then it was checked if the variables were reliable. To check the reliability of these variables, cronbach's alfa was calculated individually for the daily hassles, negative and positive affect with the use of a reliability analysis with the statistical program SPSS. Cronbach's alfa of the variables testing daily hassles is 0,90. This cronbach's alfa is well above 0.7 thus being reliable (Nunnally, 1978). The Cronbach's alfa of the variables testing positive affect is 0.79. This cronbach's alfa is well above 0.7 making it quite reliable. Furthermore the cronbach's alfa of the variables testing negative affect is 0.81. This alfa is well above the 0.7 mark making it reliable. After this reliability check the mean of the variables testing positive and negative affect were taken and made into the negative and positive affect variables.

For testing the hypotheses the statistical program SPSS is used. Firstly, descriptives were made about the frequency of daily hassles occurring. Secondly Pearson correlations were calculated to see what the relationship of daily hassles are on positive and negative emotions. Thirdly a linear regression moderator analysis test is used to see wether self compassion moderates the relationship between daily hassles and negative affect. Additionally the same test is used to see wether self compassion moderates the relationship between daily hassles and positive affect. To execute this analysis, an additional plugin for SPSS is used named PROCESS. PROCESS is a macro written by Andrew Hayes that simplifies creating mediator and moderator models within SPSS (Hayes, 2013).

## Results

### *1. Daily hassles and their frequency.*

Firstly, the daily hassles are examined. Table 1 shows the mean and standard deviation for every type of daily hassle. Table 2 shows that the total of daily hassles has a mean of 2.21 [SD= 0.73]. Table 1 also shows that the most occurring type of daily hassle is problems concerning student's study with a mean of 2.78 [SD= 1.01]. When looking at what students wrote down when scoring high on the study hassle it's mainly about getting no progress on learning or writing a paper or just simply not having enough time to complete it. Further the time and planning hassle is the second most experienced hassle here with a mean of 2.58 [SD= 1.03].

Table 2

*Represents the mean and standard deviation of every type of daily hassle occurring that the students had to deal with.*

Type of daily hassle	Mean	Standard deviation
Study	2.78	1.01
Time and planning	2.58	1.03
Yourself	2.10	0.91
Social circumstances	2.10	0.91
Physical condition	2.09	0.83
Future	1.86	0.76
Other random circumstances	2.00	0.82
Total of daily hassles	2.21	0.73

## *2. Effect of daily hassles on negative and positive affect.*

Secondly, the relationship between daily hassles and negative and positive affect is examined. A Pearson correlation was computed to assess the relationship between daily hassles and negative and positive affect. There was a significant correlation between daily hassles and negative affect [ $r= 0.60$ ,  $n= 43$ ,  $p= 0.00$ ]. Further there was no significant correlation between daily hassles and positive affect [ $r= 0.11$ ,  $n= 43$ ,  $p= 0.49$ ]. So while increases in daily hassles were correlated with increases in negative affect the experience of daily hassles and positive affect had no significant relationship.

## *3. Moderating effect of self compassion in the relationship between daily hassles and negative affect as well as positive affect.*

Firstly the involvement of self compassion is examined. Before making a moderator analysis a correlation matrix has been made. The correlation matrix is to investigate what relationship self compassion has to hassles and emotions. Table 3 represents correlations from the self compassion variable to the other variables. It is noticeable that self compassion has a negative relation to daily hassles [ $r= -0.38$ ,  $n= 43$ ,  $p= 0.01$ ]. Further self compassion has no significant correlation with either negative or positive affect.

Table 3

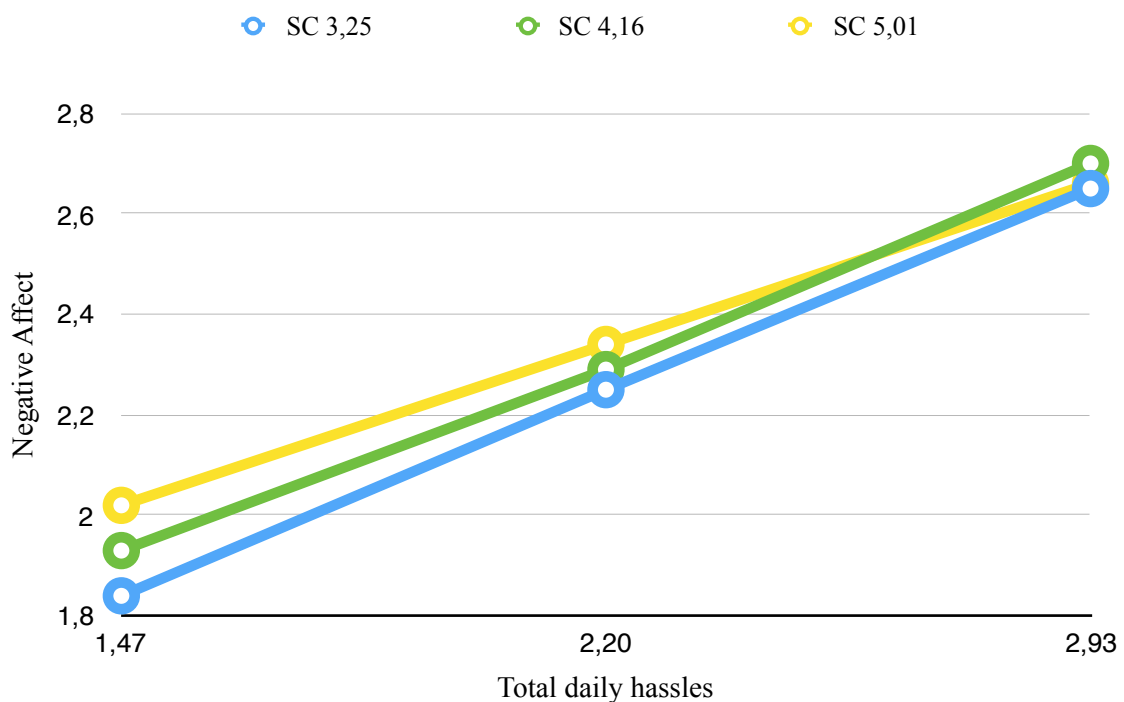
Pearson correlation matrix showing self compassion as independent variable with its correlation to the dependent variables daily hassles, negative and positive affect.

Variables	Self compassion
Daily Hassles	-0.38 [p= 0.01]
Negative affect	-0.15 [p= 0.33]
Positive affect	0.05 [p= 0.75]

Secondly a moderator analysis is made using linear regression. In the model negative affect is used as the dependent outcome variable, while daily hassles is used as an independent variable and self compassion is used as moderator. The model for predicting negative affect is significant [ $F(1, 41) = 7.27$ ,  $p = 0.00$ ,  $R = 0.60$ ]. Figure 2 shows the model for predicting negative affect at three values of self compassion. As could be expected from outcomes of correlation analyses results indicate that the interaction effect of study hassles and self compassion on negative affect is not significant [ $t(41) = -0.48$ ,  $p = 0.64$ ]. Further the model for predicting positive effect is not significant [ $F(1, 41) = 0.29$ ,  $p = 0.83$ ,  $R = 0.15$ ].

Figure 2

Plot of the moderator analysis with self compassion as moderator, daily hassles as independent variable and negative affect as dependent variable.



## **Discussion**

According to this study, self compassion does not influence daily hassles and neither functions as a resilience resource in the context of daily hassles. In the context of daily hassles, self compassion has no influence on either positive or negative affect and thus is not a resilience resource. This means self compassion does not account for more positive emotions or less negative emotions. However, Leary et al. (2007) conducted five studies on the influence of self compassion on daily hassles, which showed staggering results about self compassionate people enduring their negative emotions more effectively. Results from Leary et al. (2007) imply that self compassion could function as a resilience resource regarding daily hassles, though this has not been found in this study. It should be noted that this study tried to achieve what Leary et al. (2007) achieved in five studies. Self compassion, daily hassles and negative and positive affect may have been too many topics for one study. Another reason why this study found no significant results might lie in how it was set up. The study used an experience sampling method where the students were asked what hassles they experienced two hours ago, and what their emotions were at that moment. A time gap of two hours exist between the hassle and the recorded emotion, so time proves to be a difficult concept regarding the study. If affect was measured in the act of a daily hassle, it might change the effect self compassion has on emotions.

Besides not dismissing self compassion as a resilience resource for future research, the daily hassles should not be overlooked either. It was hypothesized that daily hassles are a frequent phenomenon and additionally that study hassles would be the most frequent occurring hassle in a student's life. The study found that daily hassles are frequently experienced. Since daily hassles were measured seven times a day it shows that students frequently experience daily stressors in their lives. Gerrig and Zimbardo (2010) stated that if these little events in daily life, so called daily hassles, add up too much they have a huge effect on health and well-being. So daily hassles should not be overlooked in the field of research as much as is done now. Further examining the daily hassles it shows that the hassles 'study' and 'time & planning' were found to be the most frequently occurring with students with 'study' hassles being the most frequent hassle. The Associated press (2009) and Goodman (1993) said that the workload students have and the grades they have to attain are two of the main stressors of a students daily life. Students often find too many tasks, exams or too much reading to be a main source for their stress. It can be stated that students are a group that often struggles with these daily hassles and is therefore an important research subject in the field of these daily hassles.

To further support students and daily hassles being an important research field, it is examined how impactful daily hassles were on the students. The effect of daily hassles on positive and negative affect was examined. The study found that daily hassles increase negative affect. So more negative emotions are shown when daily hassles occur. Bolier (2012) stated that every human being is exposed to light daily stress. While most research to this point focused on major life stressors, little research has been done on these daily hassles. So the result that daily hassles do indeed come with more negative affect is something that should be looked into. Regarding students, the Associated press (2009) stated that 69% of students reported they have little energy and feel exhausted, 55% has trouble sleeping and 42% felt hopelessness or depressed cause of these daily hassles. So daily hassles do actually have quite an impact on health and wellbeing regarding students (Gerrig & Zimbardo, 2010). The American College Health Association (2012) adds that stress is the highest factor affecting the students academic performance. So students are a group that is often afflicted by the effects of daily hassles. Additionally a student's academic performance is impacted most by stress. Therefore future research should be directed towards study hassles in particular.

A noticeable point of interest from the study is, when looking at the various daily hassles, that a considerable stressful hassle was other random circumstances. Since this hassle is so big, it might be worth examining the different types of hassles underlying this construct. When looking at reasons given by participants when scoring high on other random circumstances it is seen that in multiple cases the participants report getting a prompt and filling in the questionnaire was causing them stress. Reasons being because they were either under time pressure, or they could not use a phone in their current environment. This in turn means that the intervention itself was causing stress in some situations, thus being an extra daily hassle for participants. To increase reliability the stress caused by the intervention itself should be minimized. This could be achieved by making a prompt warning that a questionnaire is coming up, so participants can anticipate and possibly adjust their environment.

To conclude, this study has not found self compassion to function as a resilience resource in the context of daily hassles. However there are still some arguments that it possibly could be, and thus self compassion should not be overlooked as a possible resilience resource. Additionally students also prove to be an interesting research topic in the context of daily hassles. In the end this study has possibly tackled too many topics at once, but it emphasizes the importance of these topics, and that they should be researched more often.

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