Self-Compassion, Confidence-level and Self-Efficacy Among Adolescents Students

Pro. Dr. Riaz Ahmad[1], (Assistant Pro) Dr. Nida Anwar[2], (Associate Pro) Dr. Hina Imran[3], (Assistant Pro) Dr. Sanobar Khanum[4], (Assistant Pro) Dr. Sajid Iqbal Alyana[5]*

[1,3,4]Institute of Clinical Psychology, University of Karachi, Pakistan
[2]Assistant Professor, Dow International Medical College, DUHS. Karachi, Sindh, Pakistan
[5]*Assistant Professor, Department of Psychology, National University of Medical Sciences

*Corresponding Author: (Assistant Pro) Dr. Sajid Iqbal Alyana
*National University of Medical Sciences (NUMS), Rawalpindi, Pakistan, Email: sajidalyana@gmail.com

ABSTRACT

The current study aimed to examine the link between self-compassion, confidence level and self-efficacy among adolescent's students in Pakistan. Being compassionate toward oneself when one feels inadequate, unsuccessful, or suffering in general is known as self-compassion. A person's confidence in their capacity to succeed is known as self-efficacy. Confidence is boosted when challenging but attainable goals are accomplished. Throughout the transitional years of adolescence, self-compassion may play a role in protecting self-efficacy in the face of failure. After a detailed study of the existing literature the following hypotheses were formulated for this study: 1) Self-compassion will predict self-efficacy among adolescents. 2) Confidence-level will be a mediator in the relationship between self-compassion and self-Efficacy among adolescents. The sample N=434 (n=233 males, n=201 females) college students for this study were selected using a random selection technique from various educational institutions in Faisalabad, Punjab, Pakistan. The research variables were measured using the Self Compassion Scale, Academic behavioral confidence scale, and General self-efficacy scale. Using SPSS version 26, descriptive statistics and multiple regression were employed to analyze the proposed hypotheses of this study. Positive and significant correlations were found between Self- compassion and Self-efficacy (r=.514, p.01) and between Self-compassion and confidence level (r=0.226, p.01).

Key terms: Self-efficacy, self-compassion, and confidence level.

Introduction

Positive traits like self-efficacy and self-compassion have been found in recent years to affect an individual's distress level and overall well-being (Soysa & Wilcomb, 2015). A recent study discovered a positive correlation between self-compassion and self-efficacy. showing that those with high levels of self-efficacy also have high levels of self-compassion, and vice versa (Iskender, 2009). While self-efficacy, as defined by Bandura (2010), is the belief in one's own ability to carry out a particular task successfully, self-compassion, as defined by Neff (2003), is best described as being kind to oneself even when one experiences disappointment.

Self-efficacy is the belief in one's own ability to carry out a specific task and is one of the most potent motivational predictors of an individual's success in nearly any endeavor, along with the goals they set for themselves. Self-efficacy is a powerful predictor of an individual's effort, perseverance, and strategic thinking, as well as their performance on the job and in subsequent training. In addition to being extremely predictive, self-efficacy can be enhanced to maximize its benefits for improving performance. Self-efficacy is the belief that one can accomplish their objectives and avoid bad outcomes (Maddux, 2016). It is a person's belief in their capacity to achieve a goal or control an outcome (Bandura, 1977; Lachman et al. 2011). Even though terms related to self-efficacy, such as "agency," "locus of control," and "mastery," are sometimes used synonymously, they each represent a distinct aspect of perceived control and so fit into the larger concept of perceived control. The ability to coordinate skills and talents to achieve desired goals in specific contexts is the definition and assessment of self-efficacy. The extent to which self-efficacy beliefs can transfer from one task or scenario to another in terms of self-esteem depends on how comparable the talents and task demands are (Gosselin & Maddux, 2003). Self-efficacy is "an important set of proximal determinants of human motivation, affect, and behavior" (Bandura, 1989). These beliefs represent a type of action through motivational, cognitive, and affective processes, such as goal- setting. When self-efficacy is high, people set higher goals and are more committed to them (Maddux, 1999).

Academic confidence, or believing in one's abilities to learn and perform, is essential for students' academic success (Hill, 2002). According to (Gardner, 1983), a self- efficacious person has confidence in their ability to plan and

execute the steps needed to achieve specific goals (Wolfe & Johnson, 1995; Tuckman, 2003). It is the capacity to grow one's self-belief, adapt to performance changes, and acquire the knowledge required to carry out difficult or novel tasks. It gives people the ability to set and strive for goals, strengthens their resolve, and aids in their recovery from disappointment and unhappiness. It might be viewed as a constructive mindset or helpful coping mechanism. Students' confidence, sense of self, and aptitude for finishing academic assignments like term paper writing and test preparation are all related to their academic self-efficacy. Instructors cherish and recognize the contributions that students make to both in-class and out-of-class discussions (Multon et al., 1991; Neff, 2003).

Self-compassion is a prominent source of high self-esteem, much like self-efficacy. We feel important, protected, accepted, and secure when we treat ourselves with kindness and recognize that we are a part of a bigger, linked whole. Crucially, adopting this attitude towards oneself does not need elevating our perception of ourselves above others or inflating our sense of self. ourselves-compassion brings the same kind, compassionate care to ourselves that we more typically extend to people closest to us, softening rather than strengthening ego-protective boundaries between ourselves and others. Self-compassion also has the benefit of being there for us right when self-esteem falters, such as when we make mistakes, disgrace ourselves, or encounter life's imperfections head-on.

The act of showing kindness and support to oneself when facing a challenging situation is known as self-compassion. It entails three interconnected qualities: awareness of one's own thoughts and feelings rather than an excessive focus on one's own, connection with others rather than isolation, and kindness toward oneself instead of harsh self-criticism. Researchers looked at self-compassion in the face of hardship as opposed to focusing only on one's shortcomings (Neff & Knox, 2016). It is the capacity to acknowledge and embrace one's own suffering without condemnation or denial that spurs people to look for compassionate solutions to ease their suffering and improve their health. By offering a nonjudgmental awareness of one's own suffering, flaws, and failures, it also aids in the understanding that one's experience is a part of the greater human experience (Neff, 2003). Self-compassion makes learning objectives more flexible and lessens the fear of failure (Neff et al., 2005). According to Grant and Dweck (2003), there are two different kinds of learning objectives: performance, which is driven by the need to prove one's worth and the anxiety of performing poorly, and mastery, which is driven by comprehension and growth. Neff and associates, 2005. Higher self-compassion among students was associated with lower levels of decision satisfaction, depression, and homesickness (Terry et al., 2013).

Individual well-being and familial factors (attachment type, family functioning, and maternal support) were mediated by self-compassion. Therefore, if young adults are having trouble adjusting to adulthood—especially if they came from unstable homes—self-compassion might be a useful intervention target (Neff & McGehee, 2010). In a longitudinal study of teenagers who experienced a potentially traumatic natural disaster, self-compassion mediates the relationships between time and suicidality, panic, despair, and post-traumatic stress disorder (Zeller et al., 2015). Although the temporal influence on depressive symptoms was nearly statistically significant, the non-lagged model explained this result in terms of self-compassion. These results imply that self-compassion as a defense against trauma-related psychopathology may exist (Smeets et al., 2014). Several studies suggested ways to boost students' social engagement, self-confidence, and comfort with making errors to help them acclimate to college (Chipperfield, 2013). Research on first- year experiences and retention reveals that confident students are more likely to stay. Despite the extensive history of confidence research, confident university students are more likely to succeed (Fullerton &Cattell, 1892; Henmon, 1911; Archer et al., 1999; Habel, 2012). In a study of 15-year-old Singaporean students, confidence, self-belief, self-efficacy, self-concept, and anxiety were examined (Stankov et al., 2012). Mathematical and linguistic self-assurance were separate. Confidence-based rhetoric focused on one's competence to do a certain behavioral act.

According to Morony et al. (2013), confidence in Confucian Asia and Europe could be used to predict students' success by comparing it with self-efficacy, anxiety, and self-concept. Even though confidence is a relatively new measure of one's belief in oneself, they discovered that confidence was the most significant predictor of mathematical ability.

The current study has two primary objectives. First, it will examine the predictive association between self-compassion, self-efficacy and the mediating role of self-confidence   . Self-compassion may help protect one's feeling of self-efficacy from difficulties, especially during the formative years of adolescence. Another objective is to investigate the link between self-confidence and the value one places on their own performance.

In the most direct investigation linking self-efficacy and self-compassion, Iskender (2009) demonstrated a positive correlation between trait self-efficacy and trait self-compassion. As a result, it follows that a person with high trait self-efficacy is also likely to have high self-compassion. Additionally, the research discovered a link between the three sections of self-efficacy and self-compassion, indicating that self-kindness, awareness of one's shared humanity, and mindfulness all positively correlated with self-efficacy. Moreover, there is a negative correlation between self-efficacy and self-judgment, isolation, and over-identification.

According to Mutluer (2006) and Yavuzer (1998) (quoted in Sara, Avcu, & Isiklar 2010), people have confidence at birth, but it can change as they get older. Anxiety, self-insecurity, fear, and a sense of social alienation can all

contribute to a decrease in a student's confidence (Rubio, 2007). Benabou & Tirole (2002) claim that self-assurance is a powerful motivator and can influence behavior in people. A student's self-confidence can be defined as their sense of assurance in their ability to successfully complete various tasks both inside and outside of the classroom in order to learn. The researcher's findings on the influence of self-confidence on the learning process, however, indicate that students' learning differs depending on whether they have high self-confidence or low confidence.

METHOD
Participants
Participants were selected through random sampling technique, 400 students (200 men, 200 women) with age range between 15-19 were selected from various institutes of Faisalabad, Punjab, Pakistan.

Inclusion Criteria
- Included were participants who were enrolled in both public and private educational institutions. • Participants ranged in age from fifteen to nineteen years. • We accepted participants from any field, including pre-medical, pre-engineering, and I.Com. • There were participants who were not physically disabled. • Those who gave permission to be included in the study were included. • There were participants from the Faisalabad district.

Exclusion Criteria
- Those who did not fit within the designated age range were not allowed to participate.
- At the time of the study, participants who were not enrolled in any institutions were disqualified
- Participants were prohibited from taking part if they had a visible mental health condition.
- Individuals who did not give their consent to be included in the research were excluded.
- Participants with any type of physical disability were excluded.

Measures
Informed Consent Sheet
The study's goal is to inform and reassure participants that their information will be kept secret and used only for research. Then tell them how to fill out the questionnaire and how long it will take. Participants gave informed consent.

Demographic sheet
Demographic questionnaires will initially collect participants' gender, age, class, socioeconomic status, and professional information.

Generalized Self-Efficacy Scale (Schwarzer & Jeruselum, 1995)
The GSE scale is a ten-question self-assessment tool that evaluates overall self-efficacy as both a future and present-day concept. Unlike other tools created to gauge optimism, this scale specifically addresses the notion of personal agency, which is the conviction that our individual efforts lead to favorable results. Each question is rated from 1 (not at all accurate) to 4 (totally accurate). The total score can range from 10 to 40, with greater scores suggesting a higher level of self-efficacy.

Academic Behavior Confidence Scale (Sander & Sanders, 2009)
Originally published as an academic confidence scale (Academic Confidence Scale), the academic belief behavior scale (Academic Behavioral Confidence) had six components (Sander & Sanders, 2003). The reason for renaming the scale is that the new one emphasizes confidence in plans and actions linked to academic studies (Sander & Sanders, 2009). The level of student confidence during the learning process is gauged by the 24-item Academic Behavioral Confidence (ABC) scale uses a Likert scale to rate responses. A score of 0 denotes no confidence at all, and a score of 4 denotes extreme confidence.

Self-Compassion Scale (Neff. K.D, 2003)
Self-compassion scale (SCS) is 5 point Likert scale with five options, ranging from 1 (rarely) to 5 (frequently). A total of ten items were used to measure the Self-kindness dimension, which included SK and SJ subscales. SK (Self-Kindness) subscale involved actions like trying to be kind to oneself during emotional distress, while SJ (Self-Judgment) subscale involved being critical and judgmental towards one's own imperfections and shortcomings. Eight items were used to assess the Common Humanity dimension, which included CH and Is subscales. CH (Common Humanity) subscale involved recognizing that everyone has flaws and is part of the human condition, while Is (Isolation) subscale reflected the tendency to believe that others are generally happier than oneself when

feeling low. The Mindfulness dimension was measured by eight items, which included Mn and OI subscales. Mn (Mindfulness) subscale involved approaching one's emotions with curiosity and openness, while OI (Openness to Experience) subscale involved being open to experiencing one's emotions fully. Subscale scores were determined by averaging the scores within each subscale. The overall Self-Compassion Score (SCS) was calculated by reversing the scores of items in SJ, Is, and OI subscales, and then adding up the means of the six subscales. The reliability of the SCS was high, with Cronbach's alpha values ranging from .92 to .81 for the subscales.

Procedure

The psychology department at Riphah International University in Faisalabad gave the go-ahead for the research team to collect data after the study's summary was approved at a board meeting. Every research subject received an explanation of the objectives of the study. Only those who complied with the inclusion requirements and were cooperative were included in the study. Participants were informed that no information they provided would be shared with third parties and that they could discontinue the study at any time without facing consequences. After that, the young participants were given questionnaires to complete. Each participant finished the tests and questionnaires on their own. Using SPSS version 26, descriptive statistics, Pearson correlation, and t-test were used to evaluate the current study's proposed hypotheses.

Ethical Considerations

The Advanced Studies and Research Board reviewed and approved the study's goals, procedures, and materials before any work on the project was done. Following A.S.R.B.'s approval, the research proposal was then sent to the Riphah International University's Ethical Review Board (ERB) for additional ethical clearance prior to starting data collection. All advice and recommendations from the two boards were carefully followed during the course of the study. The four main ethical precepts of competence, responsibility, individual rights, and dignity were all closely adhered to in this study. Furthermore, all psychological scales used in this study have copyrights granted by the relevant authors or relevant authorities, provided that all requirements are met.

RESULTS

Table 1: Correlation between Student's confidence-level and self-efficacy.

	Measures	*I*	*2.*	*3.*
I	Self-Compassion	I	.514**	0.226**
2.	Self-Efficacy Confidence level		I	.209**
3.				I

Table 2: Simple regression results showing that there is significant relation exist between independent (self- compassion) and dependent variable (self-efficacy).

Model	*B*	*SE B*	*ß*	*T*	*Sig*
Constant	2.807	.203		13.822	.000
Self-compassion	0.308	0.072	0.209	4.256	.000

Table 3 indicated that Self-compassion would be significant predictor of Self-efficacy ($\beta = 0.209$).

Table 3: Simple-regression analysis showed significant predictive association and relation between variables (independent and dependent).

Model	*B*	*SE B*	*ß*	*T*	*Sig*
Constant	2.550	.136		18.769	.000
Self-compassion	.224	.048	.226	4.634	.000

According to Table 3, there is a significant correlation between self-compassion and confidence level (β = - 0.226). Nonetheless, the results of the simple regression indicate that the relationship between the independent variable (self-compassion) and the dependent variable (confidence level) is negligible.

Table 4.6: *This table summaries Confidence Level mediating the relationship between self-compassion and Self-efficacy in teenagers.*

Variable	B	95%CI	SEB	Beta	R²	Ad R²	Sig
Step 1					0.45	0.45*	.000
Constant	-10.23*	[-13.23, 7.236]	1.52				.000
Self-Compassion	0.29*	[0.26, -.317]	0.04	0.674*			.000

Step 2				.71	.26*	.000
Constant	-4.23*	[-6.46, 2.005]	1.13			.000
Self-Compassion	0.11*	[0.84, 0.136]	0.13	.25*		.000
Confidence Level	0.59*	[0.541, 0.650]	0.28	.66*		.000

Dependent Variable= Self-Efficacy.
Note: p<.05
Step 1's R² score of 45 indicated that Self-compassion explained 45% variance with self-efficacy (p .05). The Step 2 R² value of 71 explained 71% variance with Confidence level (p .05)

DISCUSSION
Our research showed a strong correlation between college students' levels of self-efficacy and self-compassion. This finding is consistent with that of De Souza and Claudio (2016), who found a significant positive correlation between self-efficacy and self-compassion. These two variables may be related because they both describe how people see and behave themselves (De Souza & Claudio, 2016). People who have a high self-compassion rating believe that they are the only ones in control of their own efforts, so they do not view failure as something to be avoided. Self-compassionate individuals are better able to handle the stress and difficulties of college life. They understand that difficult circumstances are within their power, which explains how college students manage difficulties and finish assignments. Trompetter, de Kleine, and Bohlmeijer (2017) found similar results in their study on self-compassion for mental health and mental pathological illness, with self-compassion being higher in mentally healthy individuals but lower in mentally ill individuals. Therefore, a mentally stable person also treats themselves with more kindness. Conversely, though, those who are Depression and other mental illnesses were found to have a negative impact on the ability to be self-compassionate, suggesting that a positive and expansive view of self-compassion is unlikely to be experienced due to negative and narrowed thinking (Trompetter et al., 2017). According to studies, self-compassion and self-efficacy are linked. Smeets et al. (2014) observed that self-compassionate people worry less about making errors and value their skills more. Self-compassion was also linked to self-confidence in this study. This conclusion matches publishing data. Self-compassion might give you confidence to finish your task and handle college.
Self-compassionate people know they can overcome obstacles. High-compassionate people realize that only they can affect their efforts, thus they don't view setbacks as bad. They believe no one can control their work ethic. Self-compassionate persons manage college stress well. College students can handle challenges because they know they can manage them. We found that self-compassionate college students have better self-esteem. Our investigation shows this. According to this study, students' levels of self-efficacy and self-compassion are positively correlated. This bolsters the notion that people who are self-compassionate heal more quickly and have greater self-esteem (Allen et al., 2010). According to Smeets et al. (2014), people with higher self-compassion scores also had greater self-belief in their own abilities and were less prone to become discouraged by setbacks. Self-compassion encourages people to complete tasks and fulfill academic obligations by giving them the courage to persevere through difficult times. People who are self-compassionate understand that they can only control how hard they try, so they don't punish themselves for failing. They therefore don't mind making errors. Those with compassion are better able to manage the demands of college.
Compassion increases academic performance. Academically successful college first-years are confident they can succeed even if they face challenges. To prepare the data for analysis, we ran SPSS inferential statistical tests. To prepare for the project's analysis. The relationship between the two was studied for a long time. This inquiry was done to better understand their relationship. This investigation required as much data as possible. This research was driven by a desire to comprehend their relationship. This chapter's required reading has been divided into smaller sections so readers can work at their own pace. Each sub- study will focus on one aspect of the study's variables' relationships. Analyzing the study's focal variables. The variables under investigation will be analyzed to establish their relationships. This analysis will reveal their relationships (Akbari & Sahibzada, 2010). The inquiry will determine if the two are related. This analysis will reveal the relationships between the variables that make up the investigation. The study examines whether the factors are related. The study will examine whether the two are related. First-year and second-year students have separate groups. Because it's supposed to work this way. The first group analyzed was first-year students, whose precise percentages were 43.5%. The second cohort is second-year students. Second-year students were well-versed in the educational system (Archer et al, 1999). Second-year degree students formed a second group. The second cohort included second-year students from various academic programs. Fifty-six percent of second-year students passed the test. High school graduates were the same. The

data in the table above is divided by socioeconomic status. These sections are linked above. I used SPSS to confirm my theory that half of the respondents were male and half were female. Most respondents (60.75%) were 15–19-year-olds. Participant median age was 24.2. Educational data evaluation uses percentages and frequency distributions. Two years indicate time periods. 43.5% of the first settlers were freshmen. The sophomore set followed (55.65 percent of the total). This table contrasts the middle class and upper class. 71.3% of respondents are middle class, while 2.9% are affluent. Our latest statistics study addressed birth order. First- order births were 23.25% of replies, second-order 22.25%, third-order 30%, and fourth-order 23.35%. (Vanaja & Geetha, 2017).

Conclusion

This research sheds light on the practical relationship between self-efficacy and self-compassion. Given that research on momentary measurements has only lately gained importance, this study is among the first to analyze both constructs. The results of this study indicate that there is a weak but positive correlation between the two constructs at the state level, but not between traits and average states or traits and trait levels. This suggests that a person who exhibits momentary self-efficacy is also more likely to exhibit self-compassion on average and at the same time. Future research, however, ought to choose a longer-term experience sampling design with a larger sample size in order to examine the relationship between trait- and state-levels of self-efficacy and self-compassion.

Limitations and Recommendation

This study has several significant limitations that should be addressed in subsequent research. To start, a more thorough pilot study is needed to safeguard the findings from problems that could jeopardize their ecological validity and rule out the potential for the technological roadblocks that have been brought up. This is an essential step in avoiding problems that could jeopardize the study's ecological validity. Next, to broaden the scope of the findings and their implications, future research should make use of a distinct sample made up of a greater number of individuals. This allows for the results and their implications to be expanded. To obtain meaningful insights from the gathered data, a considerable number of volunteers with varying socioeconomic and cultural backgrounds had to be recruited. These conclusions would be drawn from the data gathered. It is also necessary to set aside more time for studying. More data on the variables could be gathered and examined by prolonging the collection period. Future research should consider a variety of category context factors to increase the likelihood that participants will recognize the shared humanity of failure through the sharing of their own experiences. Additionally, since there is a correlation between the two constructs—in line to earlier experimental studies that found a correlation—future research should investigate the relationship between trait and state self-efficacy and trait and state self-compassion. In addition, there was no correlation between trait self-efficacy and trait self-compassion, in contrast to earlier research that indicated a significant one. Since this is the only study to examine state self-compassion and state self-efficacy together, more research should be done to determine whether the association between the two variables holds true.

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