
Adolescent Self-Compassion Moderates the Relationship between Perceived Stress and Internalizing Symptoms

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ABSTRACT

Students have often associated high-level assessments with stress, fear and confusion, mainly for two reasons — firstly, the approach to board exams, which leads to pressure to do well academically to ensure admission to higher education. Second, because of the inevitable decision to choose a career path that may determine their destiny. During such stressful times, the ability to look out for one's own interests and to care for oneself is expected to play a significant role in determining one's well-being. Gilbert (2005) suggests that self-pity improves well-being because it helps people to feel cared for, connected, and emotionally empathetic. Compassion involves caring for oneself and empathy when faced with perceived difficulties or failures (KornWeld, 1993); Hanh, 1997; Salzberg, 1997; Bennett-Goleman, 2001; Brach, 2003). Therefore, it would be interesting to find out if students who get high marks in self-pity are actually able to cope better with stress and are higher in job aspirations. This study also looked at examining the differences in self-pity, perceived stress and job aspirations among 12th graders. A sample of 120 students, 60 scientists and 60 humanities, (including 30 men and 30 women from each faculty.), Was taken and the differences between the two groups were analyzed using a t-test. The difference is seen in the light of gender and intellect - science and humanity, in the context of current research. The results of the study suggested that empathy is closely related to perceived stress and is closely related to educational aspirations. The effects and impacts were also discussed in detail.

Keywords: Career aspiration, higher secondary students, perceived stress, self-compassion

1. INTRODUCTION

Compassion has always been regarded as virtuous and people often direct this goodness to others, while ignoring the one person who most needs it - himself. Though the concept of self-pity is new but your presence in the field of positive psychology is only ten years old. Buddhism has always been about analyzing and understanding the personal identity; Many of its ideas have proved to be especially helpful to researchers who are interested in learning and improving themselves [1]. Self-pity is one of the most important concepts in Buddhism. In Buddhist psychology, there is a belief that empathy is as important as any other. The meaning of empathy, moreover, is not separated from the common meaning of the word compassion. Just how compassion involves showing concern for others, being kind to others, loving and caring; empathy involves being open and motivated by personal suffering, having a sense of care and kindness toward oneself, understanding, a judgmental attitude toward one's own failures and failures, and seeing one's experiences as part of one's normal experience [2].

Concerned neo-hippies and their global warming, it may be easy to compare self-pity with selfishness, but it is important to understand that self-pity does not mean putting oneself first; instead it refers to a lack of personal interest and the ability to treat with love and understanding even when faced with failure. For this reason, a sympathetic attitude towards you can be said to encompass a balanced mental attitude known as consideration [3,4,5,6,7]. Contemplation is a non-judgmental, receptive attitude when people watch their thoughts and feelings as they rise without trying to change or push them, but without running away with it [8,9,10]. In order for people

to have full empathy, they must have a thoughtful attitude: they should not avoid or suppress their hurt feelings, as it is necessary to acknowledge a person's feelings in order to empathize with them, but they should not be overly sensitive. with one's emotions or, as a certain amount of "mental space" [11] is required in order to extend one's grace and recognize the broader context of one's human experience.

Being human is not always easy; it takes courage to succeed in a world that is constantly challenging in a human way; but empathy, along with the other qualities and qualities needed to stand firm in the face of discouragement, can be a source of encouragement. Self-pity is especially important during adolescence as it involves the most turbulent years in a person's life. The road through adolescence is marked by turmoil and change. During this phase of development, human growth is rapid [12,13,14] including changes in both brain structure and function [15]. Adolescence is a time of crisis not only because young people are under pressure from their parents (especially in the Indian subcontinent) but also because of the expectations they place on themselves. Their capacity for deep thinking increases and their ability to formulate their own beliefs and values is significantly improved [16]. Self-examination, the core process of this developmental stage [17], may motivate young people to see for themselves and consider their relationships with others, their place within the peer group, and their role in society.

Adolescents need to control their course through many challenges — from their learning life to their appearance to maintaining their social life. But, in their quest to achieve balance and to be able to do everything at once, stress comes and sometimes, even disappointment, in particular, when their goals are not reached. The challenges posed by this phase, coupled with social pressures and school and family expectations, may influence the growing level of mental and emotional disorders experienced among adolescents [18]. However, if one stops judging oneself and begins to look at oneself kindly and as a person who is capable of making mistakes, the impact of negative thoughts can be reduced and global well-being can be improved. Studies show that feeling is strongly associated with mental health [19]. Sensitive people should show better mental health outcomes than those who do not have self-pity, such as a decrease in the incidence of anxiety and depression, because their feelings of pain and failure are not amplified and continued by severe self-denial [20], emotions. of isolation [21], or excessive self-expression of thoughts and feelings [22] .Since empathy involves caring for one's own health and well-being, it can serve as a motivating factor in helping a person to make needed changes in life.

Compassion may serve as a protection against the pressures of adolescence as it emerges from its board trials. The educational attainment of school children in India is assessed primarily on the basis of written tests. Every year, the Indian government conducts two board exams, alternatively called community exams, at the end of grade 10 (high school) and 12 (higher education) [23]. These two have been regarded as the most respected tests in the lives of Indian students, as working on this determines the choice of the right faculty in Grade 11 and guarantees a gold ticket to the best institutions in India and abroad. Students have always linked high-level examinations with stress, fear and confusion, mainly for two reasons — firstly, the pressure to do well academically to ensure admission to good colleges. Second, because of the inevitable decision to choose a career path that may determine their destiny. These expectations can sometimes lead students to depression, but empathy for them can serve as a protection against the pressures of life. Therefore, it was thought that self-pity would be negatively associated with perceived depression.

Another promising approach to research is the relationship between self-pity and work ethic. It is important to understand that job aspirations and career goals are two different but related concepts. Desires help define the purpose of a person's work and focus on what a person values and wants in his or her work. It may seem that variability in levels of sensitivity should be reflected in the types of learning strategies students undertake in the classroom, as emotions and personal comprehension, play an important role in shaping the purpose of success and pursuit [24,25]. Self-pity should be related to the higher levels of perceived performance, which in turn affects the individual's aspirations for the job. This is not so much because self-esteem develops ideas of competence, but because a lack of empathy tends to undermine competence ideas. Previous studies have linked a tendency to negative emotions, such as shyness, and low self-esteem [25], suggesting that people are more empathetic, taking a more balanced view of their shortcomings rather than exaggerating. with harsh judgment,

feelings of isolation, or excessive self-expression of their emotional response, they should have a better idea of their abilities than those of low levels of empathy. Recalling the aforementioned structures, it was thought that self-esteem would be positively associated with the desire for work among the youth.

Science in India is a very popular institution and it is often thought that only bright minds have a level of scientific choice. The lowly humanity, on the other hand, always takes the reins and is often considered appropriate only for those who can demonstrate their academic strength and those who have no ambitions and aspirations. Continuing with this concept, current research has also speculated that students studying science at higher levels will be higher in career aspirations and self-esteem, as empathy has been found to be positively correlated with theories of competence. Therefore, it is thought that students who consider themselves competent will be more inclined to choose science.

2. OBJECTIVES OF THE STUDY

- To find out whether there exist any significant differences between late adolescents studying sciences at the higher secondary level and the ones studying humanities on self-compassion, perceived stress and career aspiration
- To find out gender differences among late adolescents on self-compassion, perceived stress and career aspiration
- To assess whether there exists any significant correlation among the three variables under study- self-compassion, perceived stress and career aspiration

3. HYPOTHESES

- It is expected that students studying sciences will be higher on self-compassion, perceived stress and career aspiration as compared to students studying humanities
- It is expected that male adolescents will be higher on self-compassion and career aspiration as compared to females
- It is expected that females will be more susceptible to perceiving stress as compared to males
- Self-compassion will correlate positively with career aspiration whereas it will negatively correlate with perceived stress

4. METHODOLOGY

4.1. SAMPLE

A total of 120 higher secondary students from Chandigarh's private and government institutions took part in the research. The sample included 60 students from the sciences and 60 from the humanities (each faculty included 30 men and 30 girls), all of whom were between the ages of 16 and 18. Data was collected using the purposive sampling approach, which took into account the study's environment. Only those who were interested in participating in the study and who had no history of health or psychological difficulties were chosen.

4.2. TOOLS

- Self-Compassion Scale Short Form (SCS-SF): SCS-SF, given by Raes et al. (2011) [26] consists of 12 items which are divided over six subscales corresponding to six components of self-compassion. The six components include self-kindness, self-judgment, common humanity, isolation, mindfulness and over-identification.
- Perceived Stress Scale: PSS by Cohen et al. (1994)[27] is a measure of the degree to which situations in one's life are appraised as stressful. Items have been designed to tap how unpredictable, uncontrollable, and overloaded respondents find their lives. The scale also includes a number of direct queries about current levels of experienced stress. The PSS asks 10 questions about feelings and thoughts during the last month.

- Career Aspiration Scale: CAS-Revised, given by Gregor and O'Brien (2015) [28] consists of 24 items that measure career aspiration on three dimensions that include leadership aspirations, achievement aspirations and educational aspirations.

5. RESULTS

The aim of the study was to find differences between high school students who study science and humanity with empathy, thought stress and job aspirations, and to study gender differences in these changes. In order to meet the objectives of the study, descriptive statistics were used to calculate the variance and general deviations of the group context; in the diversity of science and personality students and for men and women to find gender differences. A t-ratio was then calculated to determine whether there were significant differences between the students in the three variables. In addition, in order to determine the size of the optical connector between all variables, Pearson's Product Moment method was used to determine the overall sample relevance.

Table 1 provides the summary of group means for the entire sample; adolescents from sciences and humanities respectively on self-compassion, perceived stress and career aspiration.

TABLE 1: GROUP MEANS OF THE TOTAL SAMPLE; ADOLESCENTS FROM BOTH THE FACULTIES ON SELF-COMPASSION, PERCEIVED STRESS AND CAREER ASPIRATION.

VARIABLES	SELF-COMPASSION	PERCEIVED STRESS	LEADERSHIP ASPIRATIONS	ACHIEVEMENT ASPIRATIONS	EDUCATIONAL ASPIRATIONS
TOTAL	38.83	18.99	23.49	25.54	22.49
SCIENCES	38.58	18.50	23.58	24.72	23.10
HUMANITIES	39.08	19.48	23.40	26.35	21.88

The application of descriptive statistics on our sample shows that students from both sciences as well as humanities have scored moderately on self-compassion, perceived stress, leadership aspirations and educational aspirations but both the groups have scored high on achievement aspirations.

Table 2 provides the summary of group means for the entire sample; males and females, respectively on self-compassion, perceived stress and career aspiration.

TABLE 2: GROUP MEANS OF THE TOTAL SAMPLE; MALES AND FEMALES ON SELF-COMPASSION, PERCEIVED STRESS AND CAREER ASPIRATION.

VARIABLES	SELF-COMPASSION	PERCEIVED STRESS	LEADERSHIP ASPIRATIONS	ACHIEVEMENT ASPIRATIONS	EDUCATIONAL ASPIRATIONS
TOTAL	38.84	18.99	23.49	25.54	22.49
MALES	39.22	16.83	24.23	26.10	22.38
FEMALES	38.45	21.15	22.75	24.97	22.60

The application of descriptive statistics on our sample shows that males and females both scored moderately on self-compassion, perceived stress, leadership aspirations and educational aspirations but both the groups were high on achievement aspirations.

Table 3 shows t-ratios of higher secondary students studying sciences and humanities on self-compassion, perceived stress, leadership aspirations, achievement aspirations and educational aspirations.

TABLE 3: T-RATIOS OF SCIENCE AND HUMANITIES STUDENTS ON SELF-COMPASSION, PERCEIVED STRESS AND CAREER ASPIRATION

VARIABLES	t-RATIO	p-VALUE
SELF COMPASSION	0.438	NOT SIGNIFICANT
PERCEIVED STRESS	0.825	NOT SIGNIFICANT
LEADERSHIP ASPIRATIONS	0.168	NOT SIGNIFICANT
ACHIEVEMENT ASPIRATIONS	1.795	NOT SIGNIFICANT
EDUCATIONAL ASPIRATIONS	1.322	NOT SIGNIFICANT

Based on the results, the choice of faculty does not seem to play any role in the amount of self-compassion that students feel for themselves nor does it seem to influence their levels of perceived stress, leadership aspirations, achievement aspirations and educational aspirations.

Table 4 shows the t-ratios gender differences on self-compassion, perceived stress, leadership aspirations, achievement aspirations and educational aspirations.

TABLE 4: T-RATIOS SHOWING GENDER DIFFERENCES ON SELF-COMPASSION, PERCEIVED STRESS AND CAREER ASPIRATION.

VARIABLES	t-RATIO	p-VALUE
SELF COMPASSION	0.673	NOT SIGNIFICANT
PERCEIVED STRESS	3.831**	SIGNIFICANT
LEADERSHIP ASPIRATIONS	1.370	NOT SIGNIFICANT
ACHIEVEMENT ASPIRATIONS	1.237	NOT SIGNIFICANT
EDUCATIONAL ASPIRATIONS	-0.234	NOT SIGNIFICANT

The results point towards significant differences between males and females on perceived stress, at both 0.05 and 0.01 levels, with females reporting higher levels of stress as compared to males. But, no significant differences emerged on the other parameters.

Table 5 shows correlations among self-compassion, perceived stress and career aspiration for the entire group.

TABLE 5: PEARSON'S PRODUCT MOMENT CORRELATION FOR THE ENTIRE GROUP

VARIABLES	SELF-COMPASSION	PERCEIVED STRESS	LEADERSHIP ASPIRATIONS	ACHIEVEMENT ASPIRATIONS	EDUCATIONAL ASPIRATIONS
SELF-COMPASSION	1	-0.498**	.088	0.176	0.202*
PERCEIVED STRESS	-0.498**	1	0.049	-0.110	-0.081
LEADERSHIP ASPIRATIONS	0.088	0.049	1	0.633**	0.407**
ACHIEVEMENT ASPIRATIONS	0.176	-0.110	0.633**	1	0.565**
EDUCATIONAL ASPIRATIONS	0.202*	-0.081	0.407**	0.565**	1

**Correlation is significant at 0.01 level.

*Correlation is significant at 0.05 level.

Pearson's Product Moment Correlation suggests that self-compassion is highly negatively correlated with perceived stress and self-compassion significantly positively correlates with educational aspirations.

6. DISCUSSION OF RESULTS

The results of this current study show that students who study science and personality were moderately sympathetic to them, under moderate stress, had moderate leadership and academic aspirations but had high ambitions. This has led to the fact that success has been at the forefront of young people's lives, regardless of their gender and career choices.

However, the results did not address any differences in self-pity, perceived stress and job desire among students who chose different skills, however, differences have emerged in terms of gender, suggesting that girls are significantly higher in perceived stress compared to boys. Previous studies of self-pity in the context of gender inequality have been inconsistent and inconsistent; with only a few studies showing that women are lower in self-pity compared to boys [29,30] and there have been studies that have not found gender differences in self-pity [31,29,32,33]. Therefore, gender needs to be looked at more closely in general sensitivity research.

The results of the present study in the context of hypothesized depression are consistent with the results of previous studies. This seems to be explained by the fact that women tend to criticize themselves and analyze their negative aspects more often than men [34,35]. teenage girls [36,37,38,39,40]. These pressures were associated with depression in girls but not in boys [39]. In addition, girls use additional support seeking [41,42,43,44]. In contrast, they found higher scores on coping with negative emotions such as emotional instability [45,41], as well as negative cognitive strategies such as avoiding and quitting work [42,43,37]. Compared with young girls, young girls were characterized by high visual acuity and a maladaptive coping pattern with specific self-regulation and interventions accompanied by increased nausea and vomiting [43].

Nolen-Hoeksema [46] argued that exposure to ruminative stress was a major risk factor for developing depression in adolescent girls. According to a study involving adolescents, the role of self-pity in supporting the well-being of girls in later teens is particularly interesting as the findings support the conclusion that older girls are at risk of depression; and well-being during adolescence has been found to be a protective factor in association with symptomatology for depression [47].

Another important finding in the study was the negative correlation between self-pity and perceived stress. In a study by Jeff and McGehee (2010), self-efficacy was found to be associated with anti-anxiety and depression as well as social interaction [30]. Although self-awareness has the potential to improve well-being among young people [2], there is a clear lack of research in this area that needs to be addressed.

Compassion is closely linked to educational aspirations. Although there is no evidence that self-efficacy is associated with job aspirations but self-esteem is related to higher levels of perceived performance. This is not so much because self-esteem develops ideas of competence, but because a lack of empathy tends to undermine competence ideas. In addition, academic psychologists often distinguish between academic achievement goals and performance-based performance [48,49,50]. Students with an in-depth reading experience are motivated by a curiosity and desire to develop skills, professional activities and new insights. They tend to set their own standards of achievement, make an effort to show success and failure, and view making mistakes as part of the learning process. Therefore, it would not be wrong to say that educational aspirations are reflected in the principles of good governance and self-improvement, which are associated with the lesser fear of failure experienced by people who are sensitive [29].

7. CONCLUSION

Therefore, it can be concluded from the results of research that self-awareness is positive, which may serve as a motivator in improving our overall well-being. The critical relationship between self-pity and perceived stress shows that empathy for you may be an indication that being kind to yourself in the face of stress can help a person to cope better with stress. The most promising aspect of self-pity construction can be found in your power as a tool to correct people suffering from negative attitudes [2] and negative self-esteem that are often the cause of perceived depression.

Also, it can be assumed from the current research that helping young people to be empathetic can help them to have a better view of the situation and the world around them. To facilitate the process of unbiased understanding, parents can adopt good parenting habits so that their children can learn to forgive and be kind to them. This can go a long way toward helping them to grow into responsible young people. The intervention can also be designed to be used at school level to help children develop their own constructive ideas. As self-pity promotes the goals of a king-based education, it is worthwhile to consider how it could affect the aspirations of youth work. Moreover, it is still a field that has not been explored; therefore, future research efforts can be directed at understanding the impact that sensitivity has on desires and on developing practical interventions to improve this feature.

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