

A Study on Compassionate and Self-Image Goals in relation to Academic Resilience among Undergraduate Students

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Abstract

The present study was conducted to determine the relationship between compassionate and self-image goals with academic resilience among undergraduate students. For this study, Compassionate and Self-Image Goals Scale developed by Crocker and Canevello (2008) and Academic Resilience Scale developed by Cassidy (2016) were used. The study was conducted with 140 undergraduate students at Aligarh Muslim University, Aligarh, India. Participants were selected through a simple random sampling method. The correlation technique was used to analyze the data. The results revealed that more females had compassionate goals in comparison to males. The findings also revealed that students having compassionate goals were highly academically resilient. The result also highlighted that students belonging to science faculty having compassionate goals were highly academically resilient in comparison to students belonging to non-science faculty. It further revealed that students having self-image goals belonging to science and non-science faculties were not highly academically resilient.

Keywords: academic resilience, compassionate goals, self-image goals

A goal is said to be a vision of the future that people plan and commit to accomplish. It is the decision and commitment that a person makes to achieve a specific target by breaking bad habits, forming new ones, and achieving more in various aspects of life that are all options. Over time, goals can influence how people interact and act (Crocker & Canevello, 2008).

Compassionate and self-image goals are two different sorts of goals that reflect ecosystem and egosystem viewpoints on the self-other relationship, respectively (Crocker et al., 2009). Because they care about the well-being of others as much as themselves, people with compassionate aims desire to be a supporting and positive force in relationships. Regardless of group designations, communities, or generations, they tend to perceive everyone as interconnected (Crocker & Canevello, 2008). People who have high compassion objectives tend to see their connections with others as non-zero-sum, or that one's achievement does not detract from the success of others (Crocker & Canevello, 2008). People with high self-image aspirations strive to create, preserve, and defend positive views of themselves so that they can project desirable social attributes and be viewed as having desirable qualities by others (Crocker & Canevello, 2008).

Compassionate Goals

Compassionate goals are concerned with helping others, not with obtaining anything for oneself, but with promoting others' well-being or preventing harm to others. These make it a point to help people. They are linked to feelings of cooperation, great attentiveness to others, and high relationship quality (Crocker & Canevello, 2012). Caring is implicit or explicit in compassionate goals. When people have compassionate goals, they are more likely to work together with others and see desired outcomes (win-win situations). That is, they believe that one person's achievement does not have to be at the expense of others. They have a sense of obligation to others and see themselves as a beginning point or source of happiness for others. People with compassionate goals are more willing to help others. As a result, others feel backed and want to return the favour, not out of commitment, but out of compassion. Compassionate goals are linked to a wide variety of enhanced good and decreased negative outcomes over time. Compassionate goals are motivated by a desire to help others, not to get something for oneself, but out of concern for others' well-being. Although people vary in how frequently they have compassionate goals in their connections with others on average, it is believed that people's compassionate goals range from a week to week, day to day, and potentially even moment to moment. Individuals with compassionate aims, regardless of ethnicity or group membership, are said to perceive people as associated and to feel care and concern for the prosperity of others. The components of compassionate goals are:

- a. Universality- It is a kind of feeling that whole life is interconnected, as well as a sense of shared responsibility among creatures.
- b. Connectedness- It is a kind of insight of personal obligation to others that extends across the generations and throughout the community. (Piedmont, 1999)

Self-Image Goals

Self-image goals attempt to cultivate and maintain a favorable perception of one in relation to others. They are linked to sentiments of competition, a lack of receptivity to others, and poor relationship quality (Crocker & Canevello, 2012).

Self-presentation and impersonation management are usually done not intentionally delude others, but to depict an accurate, but idealised or glorified, image of oneself that the actor really thinks to be true (Baumeister, 1982; Greenwald & Breckler, 1985; Leary, 1995; Schlenker, 1980). People want to be seen as desirable by others, and they want to be seen as desirable by themselves (Dunning et al., 2005; Leary & Baumeister, 2000; Pyszczynski et al., 2004).

People with self-image goals are self-conscious and socially apprehensive because they are concerned about what others think of them. They are intent on displaying their desirable attributes, verifying their worth and demonstrating that they are deserving. People prioritise their perceived needs over the needs of others under this worldview. Constructing, defending, inflating and sustaining preferred self-images becomes a way to meet their wants by persuading others of their worth and value. People frequently conflate the self with the picture of oneself; people comprehend and react to challenges to their ideal images as if their survival or well-being were at risk. Individual variations, including a chronic tendency to view things via an egosystem lens, should be connected to, rejection sensitivity, social anxiety, interpersonal mistrust, insecure attachment patterns and narcissism. It sometimes appears to obstruct the formation of mutually supportive relationships, so undermining a sense of belonging. Frequent comparisons are involved with others, either implicitly or openly (Gibson & Poposki, 2010). Such goals can be advantageous in certain situations, such as short-term, one-time interactions with strangers (Cassidy, 2016). On the other hand, appear to be likely to lead to lower response to strangers as well as intimates and to develop competitive orientations that lead to emotional perplexity regardless of context.

Academic Resilience

The term “resilience” refers to the ability to continue to grow and learn despite difficult or threatening circumstances (Howard & Johnson, 2000). Individuals are inherently motivated to satisfy their human needs for affection, love, belongingness, honor, existence, power, ability, challenge, and significance by an inborn developmental knowledge. It is characterised as a student’s capability to deal well with academic setbacks, burden, and study pressure in the academic situation (Catterall, 1998; Finn & Rock, 1997; Gonzalez & Padilla, 1997; Overstreet & Braun, 1999).

Academic resilience refers to the increased possibility of academic and other life accomplishments in the face of environmental adversity caused by qualities, conditions, and experiences (Wang et al., 1994). Academic resilience handles high levels of accomplishment, motivation and performance regardless of the stressful circumstances that put students at risk of failing grades and withdrawal (Alva, 1991). It is also defined as a student’s capability to deal successfully with obstacles, pressure, and challenges in the classroom (Cassidy, 2015). The increased likelihood of succeeding in many life endeavours despite the presence of poor circumstances brought on by early characteristics, experiences and environments. Academic resilience may also be described as pupils’ ability to perform satisfactorily even in the face of difficulties that prevent a vast percentage of others in similar situations from succeeding.

Students who are resilient are positive, have the ability to prepare for challenges, solve obstacles logically, and develop creative problem-solving methods. These pupils have a high sense of self-worth and are willing to learn from their experiences. They are long-lasting, adaptable, and self-sufficient. Academic resilience is a changing developmental process that involves protective factors that contribute to efficient adjustment, academic capacity, and academic accomplishment for students (Luthar et al., 2000). Individual traits such as skills,

attitudes, doctrine and values are the focus of internal protective factors. Cooperation and communication, empathy, good problem-solving abilities, goals, and self-efficacy are some of the internal protective characteristics (Constantine et al., 2003).

Purpose of the Study

Previous research studies on compassionate goals have taken into account the linked feeling of cooperation and high relationship quality (Crocker & Canevello, 2012), emotional connection and affinity (Brown & Brown, 2006), and responsive and supportive nature (LeMay, Clark & Feeney, 2007).

It was also found that several research studies on self-image goals have taken into account the linked sentiments of competition and poor relationship quality (Crocker & Canevello, 2012), attributed to be noticed by others (Schlenker, 2003), lower regard, less stable relationships (Canevello & Crocker, 2008), involvement in comparison with others (Gibson & Poposki, 2010) and gives importance to “fitting in” to social surrounding (Markus & Kityama, 2010).

Different researches on academic resilience have been conducted to demonstrate how to define academic resilience, determinants of academic resilience, and strategies for increasing resilience among students at various levels (Southwick et al., 2014), as well as various factors contributing to academic success (Sinay & Erhan, 2018). There were studies which attempted to demonstrate the relationship between academic resilience and various variables such as academic stress (Wilks & Spivey, 2010) and self-efficacy (Simon, 2015).

The purpose of this study is to examine the relationship between compassionate and self-image goals and academic resilience. Every individual has a certain set of goals. Students tend to possess certain qualities which are inclined either towards compassionate goals or towards self-image goals, or both. Some people do things to improve other people’s respect for them, and others do things because they care about them. Also, there are some students who are prepared to triumph over any adversity in their academic lives, called as academic resilience, which depends upon certain factors.

Thus, it is significant to find out what relation compassionate and self-image goals have with academic resilience, which goal dominates amongst undergraduate students. How academically resilient are students with compassionate goals, and how academically resilient are students with self-image goals in the total sample and on the basis of gender and stream? Also, is there any correlation between compassionate and self-image goals and academically resilient behaviour of students? At this level, students are filled with different attitudes, attributes and behaviour. Therefore, a need was felt by investigators to study the relationship between compassionate and self-image goals with academic resilience among undergraduate students.

Research Questions

The following are the research questions which gave direction to this study.

1. How to identify undergraduate students on the basis of compassionate goals or self-image goals?
2. What kind of goals do students of different gender have?
3. What kind of goals do students of different streams have?

4. Which goal dominates in the high academic resilient students?
5. Is there any relationship between compassionate and self-image goals and academic resilience in the total sample?

Objectives of the Study

To study the relationship between compassionate and self-image goals in relation to academic resilience among undergraduate students.

Methodology

Sample

The sample consists of 140 undergraduate students. The sample was taken using random sampling techniques giving due representation to sub-samples (i.e. gender and stream).

Instruments

Academic Resilience Scale

The Academic Resilience Scale (ARS-30) was constructed by Cassidy (2016). It consists of 30 items under three factors. Item number 1,2,3,4,5,8,9,10,11,13,15,16,17,30 are covered under Factor 1 (Perseverance). Item numbers 18,20,21,22,24,25,26,27,29 come under Factor 2 (Reflecting and adaptive help-seeking). Item numbers 6,7,12,14,19,23,28 come under Factor 3 (Negative affect and emotional response). The scale's internal consistency and reliability with reported Cronbach's alpha of 0.90 which is higher than what is typically deemed acceptable. Scale items were chosen to reflect commonly accepted definitions, theoretical understandings and factors, constructs and attributes commonly associated with resilience are presented as proof of the scale's content validity.

Compassionate and Self-Image Goals Scale

This scale was developed by Crocker and Canevello (2008). This scale consists of 13 items which are covered under two dimensions compassionate goals and self-image goals. The compassionate and self-image goals scale consists of 13 items covered under two dimensions. Compassionate goal covers item numbers 1,4,5,8,10,11,12 while self-image goal covers item numbers 2,3,6,7,9,13. The measure of support received, and the measure of support provided demonstrated strong internal reliability as $\alpha=0.94$. There is strong evidence for the scale's validity because average self-image goals predicted conflict, loneliness, and feelings of fear and confusion; compassionate goals attenuated these effects, and changes in weekly goals predicted changes in goal setting.

Data Analysis

The sample was taken using random sampling techniques giving due representation to sub-samples, that is, gender and stream. SPSS version 20 was used to analyse the data using the Pearson.

Results

Objective 1: To identify the compassionate goals and self-image goals in the total sample and sub-sample based on gender and stream.

Table 1

Percentage Analysis of Compassionate and Self-Image Goals in the Total Sample

Sample	Goals Identified			
	CG (N)	CG (%)	SI (N)	SI (%)
Total	127	90.7%	13	9.2%
Male	59	84.2%	11	15.7%
Female	68	97.1%	2	2.8%
Science	66	95.6%	3	4.3%
Non-Science	60	85.9%	10	14%

Table 1 displays the percentage analysis of compassionate and self-image goals in the total sample and sub-samples of undergraduate students. The result shows that in the total sample of undergraduate students, 90.7% of students had compassionate goals, and 9.2% of students had self-image goals. In the gender sub-sample, 84.2% of the males had compassionate goals, and 15.7% of males had self-image goals. Whereas 97.1% of females had compassionate goals and 2.8% of females in the total sample had self-image goals. Thus, it can be said that female undergraduates had more compassionate goals than male undergraduates.

In students belonging to the science stream, 95.6% had compassionate goals, and 4.3% had self-image goals. Whereas, in students belonging to the non-science group, 85.9% had compassionate goals, and 14% of students had self-image goals. Hence, it can be concluded that science group students had more compassionate goals than non-science group.

Objective 2: To identify the goal in the highly academically resilient student of the total sample

Table 2

Percentage Analysis of Highly Academically Resilient Students in the Total Sample

Total AR	High AR	Male	Female	CG	SIG	Goal
	N	N	N	N	N	Identified
M=112.6	67	36	31	67	0	100% CG
		53.7%	46.2%	100%	0	

Table 2 displays the percentage analysis of high academic resilience in the total sample. It shows that (N = 67) students came out to be highly academically resilient, out of which 53.7% students were male and 46.2% students were female. And both males and females had compassionate goals.

Results showed that compassionate goals were identified in the highly academically resilient students, and students with self-image goals were not found to be highly academically resilient.

Hypothesis (H₀₁): There is no significant relationship between compassionate and self-image goals with academic resilience in the total sample of undergraduate students.

Table 3*Pearson Correlation between CSG and AR in the Total Sample*

Dimension		ARD 1	ARD 2	ARD3	Total AR	SI	CG
ARD1	Pearson	1	.629*	.511**	.868**	.053	.312**
	Correlation						
	Sig. (2-tailed)		.000	.000	.000	.538	.000
	N	140	140	140	140	140	140
ARD2	Pearson		1	.551**	.834**	.060	.297**
	Correlation						
	Sig. (2-tailed)			.000	.000	.481	.000
	N		140	140	140	140	140
ARD3	Pearson			1	.820**	.251**	.138
	Correlation						
	Sig. (2-tailed)				.000	.003	.103
	N			140	140	140	140
Total AR	Pearson				1	.059	.295**
	Correlation						
	Sig. (2-tailed)					.486	.000
	N				140	140	140

**Significant at 0.01 level

*Significant at 0.05 level

Table 3 displays the result of the Pearson Correlation calculated between compassionate and self-image goals with academic resilience along with their respective dimensions in the total sample. The result revealed that there is a significant positive relationship (at 0.01 level) between compassionate goals and total academic resilience in the total sample of undergraduate students, $r(138)=0.295$, $p=0.000$. It means that students who have compassionate goals are highly academically resilient.

On exploring the relationship of compassionate goals with the dimensions of academic resilience, the above table shows that compassionate goals have a significant positive relationship (at 0.01 level) with dimension 1 *perseverance* and dimension 2 *reflecting and adaptive help-seeking*, $r(138)=0.312$, $p=0.000$ and $r(138)=0.297$, $p=0.000$ respectively. This result highlighted that students with compassionate goals have high perseverance, reflective thinking and adaptive help-seeking behavior. At the same time, compassionate goals did not have a significant relationship with dimension three *negative affect and emotional response* of academic resilience. This shows that students with compassionate goals do not have a negative effect and low emotional response.

Further, the results showed that students with self-image goals did not have a significant relationship with total academic resilience in the total sample of undergraduate students, and its two dimensions, i.e., dimension 1 *perseverance* and dimension 2 *reflective and adaptive help-seeking*. Interestingly, students with self-image goals had a significant positive relationship (at 0.01 level) with dimension 3 *negative affect and emotional response*, $r(138)=0.251$, $p=0.003$. This clearly shows that students having self-image goals have low perseverance, unreflective thinking, help-avoidance behavior, negative affect and low emotional response.

Hypothesis (H₀₂): There is no significant relationship between compassionate and self-image goals with academic resilience in the male sub-sample of undergraduate students.

Table 4

Pearson Correlation between CSG and AR in the Male Sub-Sample

Dimension		ARD 1	ARD2	ARD3	Total AR	SI	CG
ARD1	Pearson	1	.529**	.528**	.858**	.003	.345**
	Correlation						
	Sig. (2-tailed)		.000	.000	.000	.979	.003
ARD2	N	70	70	70	70	70	70
	Pearson		1	.547**	.793**	.043	.247*
	Correlation						
ARD3	Sig. (2-tailed)			.000	.000	.723	.039
	N		70	70	70	70	70
	Pearson			1	.833*	.292*	.203
Total AR	Correlation						
	Sig. (2-tailed)				.000	.014	.092
	N			70	70	70	70
	Pearson				1	.107	.325**
	Correlation						
	Sig. (2-tailed)					.379	.006
	N				70	70	70

**Significant at 0.01 level

*Significant at 0.05 level

Table 4 displays the result of the Pearson Correlation calculated between compassionate and self-image goals with academic resilience along with their respective dimensions in the male sub-sample. The result revealed that there is a significant positive relationship (at 0.01 level) between compassionate and self-image goals and total academic resilience in the male sub-sample of undergraduate students, $r(68)=0.325$, $p=0.006$. It means that males who have compassionate goals are highly academically resilient.

On exploring the relationship of males having compassionate goals with dimensions of academic resilience, the above table shows that compassionate goals have a significant positive relationship (at 0.01 level) with dimension 1 (perseverance), $r(68)=0.354$, $p=0.003$, significant positive relationship (at 0.05 level) with dimension 2 (reflecting and adaptive help-seeking), $r(68)=0.247$, $p=0.039$. The result highlights that males with compassionate goals have high perseverance, reflective thinking and adaptive help-seeking behavior. At the same time, compassionate goals did not have a significant relationship with dimension 3 (negative affect and emotional response) of academic resilience. This shows that males who have compassionate goals do not have a negative effect and low emotional response.

Further, the result showed that males who have self-image goals did not have a significant relationship with total academic resilience and its two dimensions, dimension 1 *perseverance* and dimension 2 *reflective and adaptive help-seeking*. But males having self-image goals surprisingly had a significant positive relationship (at 0.05 level) with dimension 3 *negative affect and emotional response*, $r(68)=0.292$, $p=0.014$. This reveals that males who have self-

image goals have low perseverance, unreflective thinking, help-avoidance behavior, negative effect and low emotional response.

Hypothesis (H₀₃): There is no significant relationship between compassionate and self-image goals with academic resilience in the female sub-sample of undergraduate students.

Table 5

Pearson Correlation between CSG and AR in the Female Sub-Sample

Dimension		ARD1	ARD2	ARD3	Total AR	SI	CG
ARD1	Pearson Correlation	1	.718**	.513**	.880**	.120	.272*
	Sig. (2-tailed)		.000	.000	.000	.322	.023
	N	70	70	70	70	70	70
ARD2	Pearson Correlation		1	.573**	.872**	.087	.346**
	Sig. (2-tailed)			.000	.000	.473	.003
	N		70	70	70	70	70
ARD3	Pearson Correlation			1	.816**	.238*	.096
	Sig. (2-tailed)				.000	.048	.429
	N			70	70	70	70
Total AR	Pearson Correlation				1	.015	.271*
	Sig. (2-tailed)					.902	.023
	N				70	70	70

**Significant at 0.01 level

*Significant at 0.05 level

Table 5 displays the result of the Pearson Correlation calculated between compassionate and self-image goals with academic resilience along with their respective dimensions in the female sub-sample of undergraduate students. The result revealed that there is a significant positive relation (at 0.05 level) between compassionate goals and total academic resilience in the female sub-sample of undergraduate students, $r(68)=0.271$, $p=0.023$. This means that females who have compassionate goals are highly academically resilient.

On exploring the relationship of females having compassionate goals with dimensions of academic resilience, it was seen that compassionate goals have significant positive relationship (at 0.05 level) with dimension 1 *perseverance*, $r(68)=0.272$, $p=0.023$ and at (0.01 level) with dimension 2 *reflective and adaptive help-seeking*, $r(68)=0.346$, $p=0.003$. This shows that females with compassionate goals have high perseverance, reflective thinking and adaptive help-seeking behavior. At the same time, compassionate goals did not have a significant relationship with dimension 3 *negative affect and emotional response* of academic resilience. This means that females with compassionate goals do not have a negative affect or low emotional response.

Further, the results showed that females having self-image goals did not have a significant relationship with total academic resilience and its two dimensions, i.e., dimension 1 *perseverance* and dimension 2 *reflective and adaptive help-seeking*. Interestingly, females

having self-image goals had a significant positive relationship (at 0.05 level) with dimension 3 *negative affect and emotional response*, $r(68)=0.238$, $p=0.048$. This reveals that females who have self-image goals have low perseverance, unreflective thinking, help-avoidance behavior, negative affect and low emotional response.

Hypothesis (H₀₄): There is no significant relationship between compassionate and self-image goals with academic resilience in the science sub-sample of undergraduate students.

Table 6

Pearson Correlation between CSG and AR in the Science Sub-Sample

Dimension		ARD1	ARD2	ARD3	Total AR	SI	CG
ARD1	Pearson Correlation	1	.468**	.334**	.802**	.219	.388**
	Sig. (2-tailed)		.000	.005	.000	.070	.001
	N	69	69	69	69	69	69
ARD2	Pearson Correlation		1	.433**	.765**	.017	.446**
	Sig. (2-tailed)			.000	.000	.891	.000
	N		69	69	69	69	69
ARD3	Pearson Correlation			1	.764**	.128	.123
	Sig. (2-tailed)				.000	.295	.312
	N			69	69	69	69
Total AR	Pearson Correlation				1	.056	.398**
	Sig. (2-tailed)					.649	.001
	N				69	69	69

**Significant at 0.01 level

*Significant at 0.05 level

Table 6 displays the result of the Pearson Correlation calculated between compassionate and self-image goals with academic resilience along with their respective dimensions in the Science sub-sample of undergraduate students. The result revealed that there is a significant positive relation (at 0.01 level) between compassionate goals and total academic resilience in the Science sub-sample of undergraduate students, $r(67)=0.398$, $p=0.001$. This means that students from the Science stream who have compassionate goals are highly academically resilient.

On exploring the relationship of science stream students having compassionate goals with dimensions of academic resilience, it was seen that compassionate goals have significant positive relationship (at 0.01 level) with dimension 1 *perseverance* and at with dimension 2 *reflective and adaptive help-seeking*, $r(67)=0.388$, $p=0.001$, $r(67)=0.446$, $p=0.000$ respectively. This shows that students from the science stream having compassionate goals have high perseverance, reflective thinking and adaptive help-seeking behavior. At the same time, students having compassionate goals did not have a significant relationship with dimension 3 *negative affect and emotional response* of academic resilience. This means that students from the science stream having compassionate goals do not have a negative effect and low emotional response.

Further, the study of the table revealed that students from the science stream having self-image goals did not have a significant relationship with total academic resilience and all of its three dimensions, i.e., dimension 1 *perseverance*, dimension 2 *reflective and adaptive help-seeking* and dimension 3 *negative affect and emotional response*. This reveals that students from the science stream having self-image goals have low perseverance, unreflective thinking, help-avoidance behavior and do not have a negative effect and low emotional response.

Hypothesis (H₀₅): There is no significant relationship between compassionate and self-image goals with academic resilience in the non-science (arts, commerce, social-science) sub-sample of undergraduate students.

Table 7

Pearson Correlation between CSG and AR in the Non-Science sub-sample

Dimension		ARD1	ARD2	ARD3	Total AR	SI	CG
ARD1	Pearson	1	.731**	.625**	.909**	.058	.264*
	Correlation						
	Sig. (2-tailed)		.000	.000	.000	.634	.026
	N	71	71	71	71	71	71
ARD2	Pearson		1	.641**	.870**	.094	.208
	Correlation						
	Sig. (2-tailed)			.000	.000	.435	.082
	N		71	71	71	71	71
ARD3	Pearson			1	.852**	.335**	.147
	Correlation						
	Sig. (2-tailed)				.000	.004	.220
	N			71	71	71	71
Total AR	Pearson				1	.126	.238*
	Correlation						
	Sig. (2-tailed)					.297	.046
	N				71	71	71

**Significant at 0.01 level

*Significant at 0.05 level

Table 7 displays the result of the Pearson Correlation calculated between compassionate and self-image goals with academic resilience along with their respective dimensions in the non-science sub-sample of undergraduate students. The result revealed that there is a significant positive relation (at 0.05 level) between compassionate goals and total academic resilience in the non-science sub-sample of undergraduate students, $r(69)=0.238$, $p=0.046$. This means that students from a non-science stream who have compassionate goals are highly academically resilient.

On exploring the relationship of non-science stream students having compassionate goals with dimensions of academic resilience, it was seen that compassionate goals have a significant positive relationship (at 0.05 level) with dimension 1 *perseverance*, $r(69)=0.264$, $p=0.026$. This shows that students who are from non-science backgrounds having compassionate goals have high perseverance. At the same time, students having compassionate goals did not have a significant relationship with dimension 2 *reflecting and adaptive help-seeking* and dimension 3 *negative affect and emotional response* of academic resilience. This means that students from

non-science backgrounds having compassionate goals have unreflective thinking, help-avoidance behavior and do not have a negative affect and low emotional response.

Further, the study of the table revealed that students from non-science backgrounds having self-image goals did not have a significant relationship with total academic resilience and its two dimensions, i.e., dimension 1 *perseverance*, dimension 2 *reflective and adaptive help-seeking*. This reveals that students from non-science backgrounds having self-image goals have low perseverance, unreflective thinking and help avoidance behavior. Interestingly, students of non-science background having self-image goals had a significant relationship (at 0.01 level) with dimension 3 *negative affect and emotional response* $r(69)=0.335$, $p=0.004$. This shows that students coming from non-science backgrounds having self-image goals have a negative affect and low emotional response.

Discussion

The findings revealed that out of the total sample of undergraduate student's majority of the students had compassionate goals, and few had self-image goals.

It was found that a large number of females had compassionate goals in comparison to males. The results also revealed that a large number of students belonging to the science group had compassionate goals, whereas students belonging to the non-science group were less in number. This showed that students from science backgrounds had more compassionate goals than those from a non-science backgrounds.

Interestingly, the results also revealed that all the highly academically resilient students had compassionate goals. It was also found from the results that males were more academically resilient than females. But collectively, academically resilient males and females both had compassionate goals. None of the highly academically resilient males and females had self-image goals.

The findings revealed that compassionate goals and total academic resilience were positively correlated, which indicated that students who had compassionate goals were academically resilient. The result is consistent with past research, which showed that self-compassion would motivate to grow, learn new stuff and prevent poor academic achievement (Neff, Hsieh, & Dejitterat, 2005).

The result also showed that compassionate goals were positively correlated with the two dimensions of academic resilience (perseverance), (reflective and adaptive help-seeking) and not with the third dimension (negative affect and emotional response). This means that students who have compassionate goals have high perseverance, stick to the plan, are hardworking and seek help, support & encouragement. And do not show symptoms of anxiety and hopelessness. This is supported by a study conducted by Leary et al., 2007, which states that individuals who have high self-compassion exhibit less extreme reactions, lack of negative emotions, and others.

The study further revealed that students with self-image goals were not likely to be highly academically resilient. Students having self-image goals had a positive correlation with dimension 3 (negative affect and emotional response) of academic resilience and not with the other two dimensions, dimension 1 (perseverance) and dimension 2 (reflective and adaptive help-seeking). This indicates that students who had self-image goals have low perseverance,

unreflective thinking hardly sticks to the plan, help avoidance behaviour, negative response and low emotional response.

The findings depicted that males who had compassionate goals in the total sample had a higher positive correlation with total academic resilience as compared to females having compassionate goals. This is consistent with past research that males were more academically resilient than females (Kaur & Mallick, 2016).

The result also showed that females with compassionate goals were more positively correlated with dimensions 1 *perseverance* & dimensions 2 *reflective and adaptive help-seeking* in comparison to males. This means that females had high perseverance, stick to the plan, had reflective thinking and help-seeking behaviour and are hardworking more than males. This is consistent with the study that females scored better in empathy and thankfulness than males but refuted that males reported higher levels of resilience than females, according to the findings (Agnieszka et al. 2002). Females may have evolved adaptations to be sensitive to nonverbal expressions as primary caregivers of young infants, and such sensitivities have increased infant survival (Babchuk et al., 1985; Hampson et al., 2006). Males do not face the same selective pressure as females, which could explain gender differences in emotion recognition, empathy and compassion, according to the Primary Caretaker Hypothesis (2007). The study further revealed that males and females who had self-image goals do not have a correlation with total academic resilience. This means that males and females who had self-image goals were not highly academically resilient. The results also indicated that males and females having self-image goals had a positive relationship with dimension 3 (negative affect and emotional response) but not with dimensions 1&2 (perseverance and reflective and adaptive help-seeking). This means that males and females who had self-image goals had low perseverance, unreflective thinking, hardly sticks to the plan, help-avoidance behaviour, anxiety, negative affect and low emotional response.

According to the present study, the students of science faculty having compassionate goals had a higher positive correlation with total academic resilience in comparison to students of non-science faculty. This means that students of science faculty who had compassionate goals were highly academically resilient in comparison to students of non-science faculty. This is consistent with research that academic resilience reveals that students in the science stream were more academically resilient than their peers (Pinki & Duhan, 2020).

The results also revealed that students having compassionate goals belonging to science faculty were more positively correlated with dimensions 1 and 2 of academic resilience than students having compassionate goals belonging to non-science faculty. It indicates that students from the science faculty had more perseverance, stick to the plan, had reflective thinking, sought help and were hardworking more than the students belonging to the non-science faculty.

The study further revealed that students belonging to science and non-science faculties do not have a significant correlation with total academic resilience. It means that students who had self-image goals were not highly academically resilient. The result also indicates that students from science and non-science faculties had low perseverance, unreflective thinking, help-avoidance behaviour, anxiety, and others.

The result also showed that students having self-image goals from non-science faculty have a positive correlation with dimension 3 (negative affect and emotional response) whereas students from science faculty do have a significant correlation with dimension 3 of academic

resilience. This indicates that students having self-image goals from non-science faculty show symptoms of negative affect, anxiety, and low emotional response, whereas students of science faculty do not manifest these symptoms.

Educational Implications

The following is a summary of the educational implications of the current study for various stakeholders:

Implication for policymakers: Moral sciences should be made a compulsory subject to instil moral principles in students. Individual counselling sessions should be arranged to help students deal with narcissistic behaviour. Along with individual counselling group, counselling sessions should be done to help students understand and practice compassion in their lives and should also teach students the techniques on how to be academically resilient and what factors affect academic resilience and how to overcome them. Provision of co-curricular activities like group or project work, role-playing, visits & excursions, and others, should be given importance in the curriculum to promote healthy and social values among students. Teachers should be appointed who practice compassion, who reflects compassionate and resilient behaviour in order to be a good role model for the students.

Implications for teachers: The term “compassion” is often misunderstood and confused with other phrases, teachers must help students grasp what it means with the help of discussions, journaling, drawing, and others. Attention and awareness activities should be incorporated into the classroom by teachers in a variety of ways. Students should be assisted in identifying the compassion within them and acquiring skills and resources in the classroom to cultivate components of compassion (cognitive, emotional, purposeful, and motivating). Students should be assigned project work by the teachers to foster compassion, social ideals, and healthy competition among them. A teacher should be a powerful role model of compassion and should be aware of the importance of academic resilience and work to build it in the students.

Implications for parents: Parents should be a powerful role models of compassion in front of their children. They should create an environment at home where he or she can learn compassion and resilience from their elders in the natural setting. Good parenting should instil compassion in children from an early age so that they do not become prone to narcissistic behaviour later in life. Providing certain opportunities for their children so that they can practice caring and gratitude must be mandatory for the parents.

Implications for students: Playing cooperative and team-building games. Having daily interaction with peers in a fun, team-building capacity promotes prosocial abilities. Reading/writing stories about helpers. Stories of important historical figures and their compassionate lives are powerful ways to inspire compassion in students. Hearing stories of leaders that make a compassionate impact on the world show children what is possible with pure intentions. Also, students playing role play or pretend play in scenarios in light of focussing compassion lay pathways to compassion in later life.

Limitations of the Study

The limitations of the study are: Due to paucity of time and difficulty in the online collection of data, the sample taken in the study is only 140, while a large sample may be taken. The sample is extracted from Science, Arts, Commerce, and Social Science faculty, while it may

be taken from engineering, law, management, and medicine faculties as well. The total sample includes sub-samples like gender and stream, whereas the sub-sample of the locality may also be taken into consideration. Present study delimits to undergraduate students, while students from lower and higher levels of formal study may also be taken. The sample is confined to Aligarh Muslim University, Aligarh, India, only, while a comparative study may be conducted with other universities as well.

Suggestions for Further Research

On the basis of the current study, the following recommendations for further research may be given:

The current study focuses on Aligarh Muslim University, Aligarh, India, undergraduate students; however, the research might also be undertaken on school and postgraduate levels, as well as students from other universities and other countries. Future research could also investigate the differences in compassionate and self-image goals between men and women in urban and rural areas, or between various faculties. Comparative study on academic resilience and socio-economic status of students and teachers may also be considered.

Conclusion

The present study was conducted to determine the relationship between compassionate and self-image goals and academic resilience among undergraduate students. The results revealed that students with compassionate goals were highly academically resilient. It was also highlighted in the study that different dimensions of academic resilience like perseverance, reflective and adaptive help-seeking were correlated with compassionate goals more while the dimensions of negative affect and emotional response were correlated with self-image goals more based on total sample and sub-samples. There are also implications for policymakers, instructors, and parents in terms of promoting acceptable compassion and strengthening resilience among undergraduate students.

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