

Self-Compassion in Relation to Career and Talent Development Self-Efficacy of High School Students when Mediated by Hope

Chris John S. Bedoria

Don Bosco Technical Institute, Victorias City, Philippines

ceejaybedoria@gmail.com

<https://orcid.org/0000-0002-8497-7032>

Noel S. Marañon

Philippine Normal University-Visayas, Philippines

n.maranon26@gmail.com

ABSTRACT

This study aimed to determine if there are significant direct and indirect relationships between self-compassion and career and talent development self-efficacy of high school students when mediated by hope. Additionally, levels of and differences in terms of sex and grade level were also explored. Through descriptive-comparative and correlational research designs, 261 respondents answered three self-report questionnaires. Analyses of the data using appropriate statistical tools revealed moderate levels of self-compassion and career and talent development self-efficacy and a high level of hope among the respondents. Significant sex and grade level differences were found in self-compassion, while such differences do not exist in their level of career and talent development self-efficacy. Likewise, no significant sex differences, but significant grade level differences in the respondents' levels of hope were found. Most importantly, direct and indirect relationships between self-compassion and career and talent development self-efficacy, when mediated by hope, were found to be significant. The results of the study were used as the basis for an Enhanced Career Guidance Program.

Keywords: Guidance and Counseling, Career and Talent Development Self-Efficacy, Hope, Self-Compassion, Descriptive, Comparative, Correlational, Negros Occidental

Date Submitted: June 13, 2019

Date Revised: December 6, 2019

Date Accepted: December 29, 2019

1.0. Introduction

Career development is considered as one of the fundamental aspects of human development (Yazici, 2009; Eryilmaz & Mutlu, 2017). Career development is a process, which includes all the individual's roles before, during, and after being immersed in a particular profession (Kuzgun, 2000). Secondary school students all over the world are facing a dilemma in making career decisions (Macgregor, 2007; Issa & Nwalo, 2008; Watson, McMahon, Foxcroft, & Els, 2010) because there is a difficulty in reconciling educational requirements and career decision making (Onoyase & Onoyase, 2009). As career mismatch is linked to unemployment (United Nations, 2012), several studies highlighted the role of career guidance in schools to students' career decision making (Ikediashi, 2010; Austin, 2010; Despina, Kostas, Argyropoulou, & Tampouri, 2012; Jamali & Kalantarkousheh, 2015).

In the Southeast Asia Region, efforts are exerted to address the issues in career decision making by conducting researches to strengthen the school-based career guidance programs. Yuen, Gysbers, Chan, Lau, and Shea (2010) gave birth to a new term in career guidance: the career and talent development self-efficacy, which denotes a positive approach to helping students realize their skills and talents which will be needed in their future career field. In a separate study, Yuen et al. (2006) emphasized that to achieve autonomy in learning, students should be confident in their own abilities, which reflects their beliefs concerning their self-efficacy (Gainor, 2006).

On the other hand, self-compassion, which speaks about our dialogue with ourselves (Manusov, 2011), was found to increase one's self-efficacy (Iskender, 2009; de Souza & Hutz, 2009). Similarly, the use of hope, which speaks about our perceived capability to attain significant life goals (Snyder, 2000), was found to increase self-efficacy in the areas of academic, career, and occupational domains, respectively (Feldman & Kubota, 2015; In, 2016; Hirschi, 2014). The present study, however, used hope as a mediator to give clarity on the results of the only published online local study to date (Nalipay & Alfonso, 2018). Results of the study found no significant direct relationship between self-compassion and career and talent development self-efficacy of college students, but a significant indirect relationship between the two constructs was found using hope as a mediating variable.

The green light to pursue this study is first, the dearth in the literature concerning this topic. Second, the eagerness of the researcher to incorporate psychological constructs in the career guidance program, as conventionally, results from standardized testing are used to aid career counseling, and third, no study was found trying to understand how these constructs operate in high school students. This study hopes to pave the way for enhancing the existing career guidance program of a private catholic school in Negros Occidental to help better the students in making informed career decisions.

2.0. Framework of the Study

As theoretical support for the present study, a relatively new career development theory was used. The tenets of this theory incorporate the interrelationships among constructs under investigation. Social Cognitive Career Theory (SCCT), which was developed by Lent, Brown, and Hackett (1994), was based on the general social cognitive theory of

Albert Bandura, who also happens to be the proponent of the concept of self-efficacy. This theory aimed to explain the three interrelated aspects of career development, namely: (1) how basic academic and career interests develop, (2) how educational and career choices are made, and (3) how academic and career success is obtained. Additionally, there are three variables that serve as the building blocks of social cognitive career theory – these are self-efficacy beliefs, outcome expectations, and goals.

Self-efficacy beliefs pertain to personal performance accomplishments, vicarious experiences, social persuasion, and physiological and emotional states. Outcome expectations are one's conception of the consequences of his actions or involvement in an activity. Personal goals, on the other hand, are one's intentions to engage in an activity.

In 2013, Brown, Lamp, Telander, and Hacker expanded SCCT by integrating the concept of vocational hope in the model. The inclusion of hope in the model was also because of empirical support from different researches (Lent et al., 2005, Lent, Singley, Sheu, Schmidt, & Schmidt, 2007; Brown et al., 2008; Duffy & Lent, 2009; Brown, Lent, Telander, & Tramayne, 2011). The basis of choosing vocational hope as an accessory to the theoretical model is also because vocational hope relates to other constructs involved in vocational psychology.

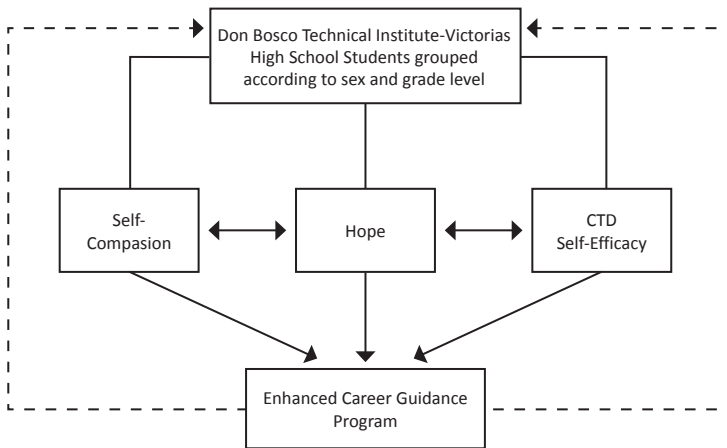
Furthermore, a study conducted by Williams (2018) exhibited the integration of mindful self-compassion and SCCT to promote self-sufficiency among adult female survivors of domestic violence, telling us that self-compassion also has a link with SCCT.

The theory which found its way to relate the three variables under investigation through several kinds of research has been supported by literature deducing the relationships between these constructs. To name a few, Terry, Leary, and Mehta (2013) found out that students with higher self-compassion are more successful in dealing with difficulties, and are more satisfied with their decision to pursue higher education in the university. Smeets, Neff, Alberts, and Peters (2014) found out that increase self-compassion among college students is related to mindfulness, optimism, and self-efficacy. A research conducted by de Souza and Hutz (2016) also found that self-compassion highly correlates with self-efficacy.

The rationale of putting hope as the mediator was also based on careful literature review showing its link to self-compassion (Neff & Dahm, 2015), and self-efficacy in the area of academic (Feldman & Kubota, 2015), career (In, 2016), and occupation (Hirschi, 2014). Hope has also been found to mediate different psychological constructs effectively. The results of the study conducted by Yang, Zhang, and Kou (2016) displayed hope as a full mediator of the positive relationship between self-compassion and life satisfaction. Additionally, a study by Quan, Huang, Yu, and Liu (2016) also exemplifies the mediating role of hope between self-efficacy and subjective well-being. In the Philippines, a study by Nalipay and Alfonso (2018) also displayed the mediating role of hope as it mediates the relationship between self-compassion and career and talent development self-efficacy.

To sum it all, the present paper, in line with the Social Career Cognitive Theory, theorized that direct and indirect relationships between self-compassion and career and talent development self-efficacy would be found to be significant, placing hope as an effective mediator.

To further support the current theoretical foundations of the study, a model will be used to explain the mechanisms of these variables. Engine model of well-being is a systems approach to understanding well-being. The constructs presently under investigation are constructs that constitute an individual's well-being, such that these constructs are also considered part of positive psychology, which emphasizes human strengths. In the engine model of well-being, quality of life has been viewed as an interplay among three variables: input, process, and outcome variables. Input variables have two kinds of influences: exogenous and endogenous resources. Exogenous resources include environmental variables such as income and family situation. Endogenous resources, however, are personality traits that contribute to an individual's attainment of a state of well-being.



3.0. Methods

The present study used the descriptive-comparative and correlational approaches to measure the levels, sex and year level differences, and direct and indirect relationships in and among Self-Compassion, Career and Talent Development Self-Efficacy, and Hope of high school students.

The respondents of the study were the Junior High School and Senior High School students from a private catholic school in Negros Occidental for the Academic Year 2018-2019, of which 72% (n=188) are males, and 28% (n=73) are females.

The data were gathered using three questionnaires. The Self-Compassion Scale (SCS), a 26-item questionnaire and rated on a 5-point scale ranging from 1 (almost never) to 5 (almost always), the Career and Talent Development Self-Efficacy Scale (CTD-SES), an 18-item questionnaire rated on a 6-point scale ranging from 1 (extremely not confident) to 6 (extremely confident), and the Integrative Hope Scale (IHS), a 23-item questionnaire rated on a 6-point scale ranging from 1 (strongly disagree) to 6 (strongly agree). The original validation study of the Self-Compassion Scale yielded high internal consistency reliability for the over-all scale (alpha=0.92), and for each sub-

scale ($\alpha=0.75-0.81$). Likewise, Neff found a high test-retest reliability over a three-week period of time for both the whole scale ($r = 0.93$), as well as for the individual subscales – Self-Kindness ($r = 0.88$), Self-Judgment ($r= 0.88$), Common humanity ($r = 0.80$), Isolation ($r = 0.85$), Mindfulness ($r = 0.85$), and Over-identification ($r = 0.88$). Furthermore, the original psychometric evaluation of the CTD-SES found the total scale ($r = 0.78$), and the sub-scales ($r = 0.54-0.69$). Lastly, HIS is found to be stable and internally consistent ($\alpha=0.92$ for the over-all scale, and $\alpha=0.80-0.85$ for the sub-scales). The scale's construct validity as also established when it negatively correlated (discriminant validity) with depression ($r = -0.68$), and positively correlated (convergent validity) with quality of life ($r = 0.57$). Local reliability testing was conducted and yielded the following reliability coefficients: CTD-SES ($r = 0.87$), SCS ($r = 0.76$), and IHS ($r = 0.90$).

Permission was sought from the school principal. Informed consent was then solicited from the respondents who are of legal age, while informed consent from the parents and informed assent from respondents who are under 18 years old were secured, explaining the nature and scope of the study. Respondents were assured of the anonymity of their identity and the confidentiality of the data they provided. Questionnaires that contained the raw responses were shredded after encoding.

Descriptive and Inferential statistical tools were used to analyze the data. To determine the levels of self-compassion, career and talent development self-efficacy, and hope, Mean was used. Furthermore, to determine sex differences in the levels of the aforementioned constructs, a T-test for Independent Samples was used. To determine grade level differences in the levels of the aforementioned constructs, Analysis of Variance (ANOVA) was used. Lastly, to determine the direct and indirect relationship between self-compassion and career and talent development self-efficacy of high school students when mediated by hope, Pearson Product Moment Correlation and Mediation Analysis through Multiple Regression Analysis were used.

4.0. Results and Discussion

Level of Self-Compassion, Career and Talent Development Self-Efficacy, and Hope

The descriptive results showed that the level of self-compassion of respondents means that respondents have a balanced intrapersonal perspective, which renders them capable of fostering care and concern for themselves. This also reflects a low level of pessimism and a notable degree of optimism in dealing with their everyday life as a student. Literature suggests that a high level of self-compassion is linked to decreased negative affect (Neff, Kirkpatrick, & Rude, 2007), and increased positive affect and happiness (Neff et al., 2007). Likewise, their level of career and talent development self-efficacy means that generally, respondents display interest in activities that could develop their talents. This also signifies that they have the confidence to acquire positive work habits and values that would be essential in their career journey and appear to be interested in exploring different career possibilities.

In addition, their level of hope means that respondents have realistic perceptions of life. This also signifies that respondents can set goals and as well, able to materialize the ways on how to achieve them. According to Kwok, Cheng, and Wong (2015), individuals with higher levels of hope tend to display higher degrees of

motivation in pursuing their goals, and also appeared to be somewhat satisfied with what they have achieved in life.

Table 1A. *Level of Self-Compassion, Career and Talent Development Self-Efficacy and Hope*

Variables	Self-Compassion			CTD-SE			Hope		
	Mean	SD	Int	Mean	SD	Int	Mean	SD	Int
Sex									
Male	3.134	.4058	Mod	4.335	.6827	Mod	4.609	.5675	High
Female	3.010	.4629	Mod	4.177	.7500	Mod	4.612	.6072	High
Level									
Grade 7	3.071	.2969	Mod	4.307	.5691	Mod	4.406	.5944	High
Grade 8	3.048	.4992	Mod	4.148	.6897	Mod	4.516	.5973	High
Grade 9	2.920	.4384	Mod	4.278	.7847	Mod	4.531	.5265	High
Grade 10	3.263	.4000	Mod	4.418	.6653	High	4.800	.4744	High
Grade 11	3.123	.4357	Mod	4.317	.6612	Mod	4.645	.5420	High
Grade 12	3.153	.3790	Mod	4.245	.8563	Mod	4.709	.6977	High
Total	3.099	.4253	Mod	4.291	.7043	Mod	4.610	.5777	High

Note: CTD-SE=Career and Talent Development Self-Efficacy; Int=Interpretation; Mod=Moderate

The present study also investigated the levels of the constructs under investigation in terms of their sub-scales. The respondents reported moderate levels in all of these sub-scales. As Neff (2003a) had conceptualized it, self-compassion is composed of three components. Evidently, in the Self-Compassion Scale, six subscales have been incorporated to indicate that the study of self-compassion has positive and negative poles, which represent compassionate and uncompassionate behavior: self-kindness and self-judgment, common humanity and isolation, and mindfulness and over-identification. According to Neff and Germer (2018), in trying to understand self-compassion, researchers should note that it has “yin” and “yang” qualities, which stems from the Chinese philosophy of opposite yet interdependent qualities like male and female, and good and bad. Self-compassion is yin in the sense that it leads toward comforting, validating, and soothing in times of suffering. It is yang in the sense that it leads toward protecting, motivating, and providing self-security. In trying to analyze the means of the “yin” and “yang” sub-scales of the Self-Compassion Scale, it is directly observed that yin sub-scales (Self-Kindness, Common Humanity, and Mindfulness) have slightly higher means compared to yang sub-scales (Self-Judgment, Isolation, and Over-identification).

Moreover, when it comes to sub-scales of the CTD-SES, the high level of respondents’ career exploration (as compared to two other sub-scales which remained moderate) could be supported by the concept of the psychological moratorium of Erik Erikson, where he posited that adolescents tend to explore their roles brought about by identity and career confusions. This high level of career exploration doesn’t mean a good evaluation of the existing career guidance program, but an implication of greater responsibility on the part of the counselors to assist students in their quest for career decision making.

Table 1B. *Level of Self-Compassion, Career and Talent Development Self-Efficacy, and Hope in terms of Sub-Scales*

Sub-Scales	Self-Compassion			CTD-SE			Hope		
	Mean	SD	Int	Mean	SD	Int	Mean	SD	Int
Self-Kindness	3.295	1.1240	M						
Self-Judgment	2.784	1.1066	M						
Common Humanity	3.439	1.1183	M						
Isolation	2.763	1.2315	M						
Mindfulness	3.455	1.0584	M						
Over-identification	2.889	1.0700	M						
Talent Development	-	-	-	4.252	1.209	M			
Work Habits and Val.	-	-	-	4.201	1.135	M			
Career Exploration	-	-	-	4.423	1.113	H			
Trust and Confidence	-	-	-	-	-	-	4.582	1.205	H
Lack of Perspective	-	-	-	-	-	-	4.262	1.187	M
Positive Future Or.	-	-	-	-	-	-	-	-	-
Social Relation& Personal Value	-	-	-	-	-	-	5.247	1.060	H
	-	-	-	-	-	-	4.554	1.405	H

Note: CTD-SE=Career and Talent Development Self-Efficacy; Int=Interpretation; M=Moderate; H=High

Lastly, in terms of sub-scales of the Integrative Hope Scale, respondents tend to be future-oriented, have trust in their ability to attain their goals, and are confident about it, and are also satisfied with their personal relations to themselves and others. However, respondents tend to display a lack of perspective.

Sex and Grade Level Differences in Self-Compassion

The inferential results showed that there is a significant sex difference in the levels of self-compassion of high school students ($p < 0.05$). Statistically, the present study revealed that males are more self-compassionate than females. Levels of self-compassion tend to differ among men and women assuming various gender role orientations, which would manifest as either femininity or masculinity. For instance, the feminine gender norms of nurturance and caring may facilitate self-compassion. However, norms of self-sacrifice may lead to lower levels of self-compassion among feminine women, as the needs of the self may have been put into secondary consideration. Research showed that women who are androgynous may facilitate authenticity and are comfortable asserting themselves (Harter, Waters, Whitesell, & Kastelic, 1998, cited in Yarnell et al., 2018). Men, on the other hand, who conform strictly to masculine gender orientation may inhibit exhibition of vulnerable feelings and intimacy with others, which could lead to low levels of self-compassion among men (Reilly, Rochlen, & Awad, 2014).

Additionally, this sex difference may also be because of society’s self-sacrificing tag on women. Women always have a greater tendency to prioritize the needs of others, which may have some impact on their ability to be self-compassionate. Women have also been observed to practice more negative self-talk than males (DeVore, 2013). These reasons may warrant a reasonable explanation as to

the existence of sex differences in self-compassion. However, previous studies found no significant sex difference in self-compassion (Iskender, 2009; Neff, Pisitsungkagarn, & Hsieh, 2008; Neff & Kirkpatrick et al., 2007; Neff & Pommier, 2013; Raque-Bogdan, Ericson, Jackson, Martin, & Bryan, 2011; Maccabi, Eamoraphan, & Vapiso, 2017; Muris, Meesters, Pierik, & de Kock, 2016).

Likewise, significant grade level difference was found in the respondents' level of self-compassion ($p < 0.05$). Currently, there is a dearth in literature venturing on the grade level differences in self-compassion. Studies currently available investigated age differences, which would not be technically appropriate to explain this significance in terms of age, as respondents are homogeneously between 12-19 years old. But in trying to understand self-compassion in the light of age difference, Elkind (cited in Neff, 2003a, 2009) contended that self-compassion is a challenging task for teenagers. Adolescence is an age where an individual engages in self-evaluations concerning perceived social standards. In Elkind's concept of teenage egocentrism, the mechanisms of personal fable and imaginary audience contribute largely to these self-evaluations, making an individual magnify defects and imperfections, and heightened self-monitoring attitudes. Therefore, this phenomenon of teenage egocentrism may contribute to higher scores in self-criticism, isolation, and over-identification. And for that reason, self-compassion is expected to be lower in adolescents, though ironically, self-compassion is what teenagers need to stay in track amidst challenges. Post-Hoc test revealed that the difference occurred particularly between Grades 9 and 10.

Sex and Grade Level Differences in Career and Talent Development Self-Efficacy

The statistical analyses of the present study yielded no significant sex and grade level differences in Career and Talent Development Self-Efficacy of high school students. Results of the present study were not consistent with the findings of Yuen et al. (2010), which found significant main effects for sex and grade level. These identified significant differences suggest that girls are more confident than boys in the area of work habits and values. Additionally, findings also suggest that Grade 7 students are more confident when compared to Grades 8 and 9 students in the area of talent development, work habits, and career exploration. However, a study conducted by Ogutu, Odera, and Maragia (2017) found gender to have significant influence over self-efficacy factors about the career decision making of students.

Nevertheless, the results of the present study suggest that the respondents have reasonable confidence in their career and talent development, although it can be noticed that at some point, self-efficacy tends to slightly reduced as students get older. This also highlights the thought that career and talent development for secondary students involves learning processes about the understanding of one's strengths, abilities, and interests, and interacting with the world of work. Career and Talent Development Self-Efficacy represents the students' self-awareness concerning their talents and the necessary requisites (values and habits) in the world of work.

Sex and Grade Level Differences in Hope

Results found no significant sex difference in the hope of the high school students in a private catholic school in Negros Occidental. This is consistent with the findings of Yang, Zhang, and Kou (2016), who also found no sex differences in the levels of hope of the adolescents. In the book of Snyder (1999), he outlined the female and male differences in hope. According to him, males should have a higher level of hope when compared to females because males are supposed to possess an agentic approach to things. This made him also highlight the gender stereotype literature, which describes men in terms of instrumental characteristics and women as being expressive and are aligned toward communal matters. However, Snyder also highlighted the results of his study with both children and adults, showing no sex differences in the levels of hope. As furthered by him, what accounts to this is that both sexes are now inclined toward doing tasks or instrumental activities. With this, he came to the conclusion that when assessing men and women in groups concerning hopeful thinking, similarities rather than differences should emerge.

However, the results of the study of Heaven and Ciarrochi (2008) found significant sex differences in the levels of hope, such that females exhibit less hope when compared to males. During the adolescent years, both males and females encounter different gender stereotypes. With that, females have the tendency to internalize that they are less capable than males. Authors further explained that low levels of hope in females might render a negative impact in their adjustment to adversity and their ability to cope with the challenges of life, which can also be detrimental to their well-being. Chang (2003), in his study using middle-aged men and women, found significant gender differences in both agentic and pathways thinking. Women reported having weaker pathways thinking when compared to men. This implies that, as women age, they may experience failures in the process of reaching their goals, and are less able to find new ways on how to achieve them.

Still, the present study found a significant grade level difference in the levels of hope of the respondents. Heaven and Ciarrochi (2008) conducted a longitudinal study examining the trajectory of hope over the span of four years. They observed that levels of hope tend to decrease over time, which was contrary to the findings of the present study. Furthermore, studies have highlighted the role of transition periods in trying to find accounts for the changing hope among adolescents. Ciarrochi, Parker, Kahsdan, Heaven, and Barkus (2015) found that hope predicted all forms of well-being in Grade 7 and Grade 10 Australian students, which also have the same educational system (K to 12) to the Philippines. These transition periods in the educational life of the respondents may have accounted for this difference. Given that hope has been associated with the successful pursuit of goals, this significance in the levels of hope among the respondents means that hope in transition is associated with more engagement, and as a result could also reflect the current status of the well-being of the respondents. The private catholic school has been regarded as the best engineering preparatory high school in Negros Island. Most students, especially in high school, opted to enroll in this school because they wanted to become engineers, as the school offers an additional technical program.

Statistically, respondents' means in hope tend to slightly increase as they progress in the educational ladder. This could mean that through the unique dual curriculum of the school, agency, and pathways, thinking as components of hope may have been strengthened. Generally, respondents start with Grade 7 as being introduced to woodworking and bench working, then proceed to civil and electrical technology by Grade 8, and finally concentrate on mechanical and electronics technology by Grades 9 and 10. With these engagements to a different engineering-related set of training, respondents can strengthen their motivation to attain their goal of becoming professionals in the field of technology someday (agency thinking). Also, this could have caused the respondents to formulate ways on how to materialize their goals (pathways thinking).

Direct and Indirect Relationship between Self-Compassion and Career and Talent Development Self-Efficacy when Mediated by Hope

To analyze the interrelationships between the constructs under investigation, the present study used two layers of regression analysis. The first layer would be testing the influence of self-compassion to hope as a precursor to the hypothesized indirect relationship between self-compassion and career and talent development self-efficacy. The second layer would be regression analyses using self-compassion and hope as predictors and career and talent development self-efficacy as the criterion. The second layer will be the test for the direct and indirect relationship between self-compassion and career and talent development self-efficacy when mediated by hope.

Additionally, the relationship between hope and career and talent development self-efficacy will also be tested to fully affirm the mediating power of hope. To position them, self-compassion is used as the predictor, hope as the mediator, and career and talent development self-efficacy as the outcome variable. A significant relationship between self-compassion and hope was found ($p < 0.05$). Looking at the statistics, 17.4% of the variance in hope is attributed to self-compassion, and vice versa ($r^2 = .174$). According to Neff, Rude, and Kirkpatrick (2007), people who are more hopeful about their goals tend to engage less in negative self-talk, and foster positivity amidst challenges, failures, and obstacles. Hope, as expressed in both agency and pathways thinking, should stimulate more compassionate self-talk. Results of the present study reflected that Bosconians, who are moderately compassionate with themselves, are exhibiting a positive mindset regarding their desired goals.

The results of the present study are also consistent with the result of the study conducted by Umphrey and Sherblom (2014), who also found a significant relationship between self-compassion and hope. Furthermore, Neff and Faso (2015) found empirical evidence regarding the link between self-compassion and trait hope among parents of children with autism. The results of the study suggest that parents who have high levels of self-compassion tend to be more hopeful about the future. Also, as indicated by Sears and Kraus (2009) the practice of self-compassionate loving-kindness meditation increases the possibility of identifying desirable goals, and also increases the likelihood that an individual can create pathways on how to achieve these goals, which, in turn, would encourage hopeful thinking in the meditator. Moreover, one study had also

emphasized the role of self-compassion in an individual's perception of competence, and persistence towards achieving academic goals, which is a reflection of the typical characteristics of hope (Neff et al., 2005)

Therefore, it is safe to assume that self-compassion promotes hope mainly because self-compassion facilitates the formulation of desired goals, maintaining motivation towards those goals (agency thinking), and finally create ways on how to achieve those goals (pathways thinking) even when faced with obstacles, challenges, and moments of failures. This can also bring about feelings of confidence in an individual's talents and skills in reaching these goals. With its significant relationship with self-compassion, hope is expected to be a good mediator between self-compassion and career and talent development self-efficacy. Self-compassion is significantly correlated with hope ($\beta=.417$; $p<0.05$), hope significantly correlate with career and talent development self-efficacy ($\beta=.454$; $p<0.01$). Also, self-compassion significantly correlated with career and talent development self-efficacy ($\beta=.188$; $p<0.01$). Therefore, the present study found out that there is a significant direct relationship between self-compassion and career and talent development self-efficacy. Also, the present study found a significant indirect relationship between self-compassion and career and talent development self-efficacy through hope. 31.3% of the variance in career and talent development self-efficacy is associated with the mediating role of hope in self-compassion.

The result of the present study is in part contrary to the results of the study of Nalipay and Alfonso (2018) who found no significant direct relationship between self-compassion and career and talent development self-efficacy, but found a significant indirect relationship between the two constructs when mediated by hope. This means that respondents who display reasonable amount of care and concern to themselves in times of failure and challenging moments of their journey as a student are more likely to possess positive outlook in the process of attaining their goals, which in turn, is associated with positive feelings regarding their development of talents and skills, acquisition of positive work habits and values, and exploration of career opportunities, which are necessary in the attainment of the desired goals. Moreover, the results of the present study also add to the growing data pointing to hope as an effective mediator between two psychological constructs. One distinction between the present study and the study of Nalipay and Alfonso (2018), is in the respondent's demographics. The present study used high school students, while the previous study used college students.

Interpreting it through the lens of the Social Career Cognitive Theory, results of the present study are consistent with its tenets, explaining the interplay between self-efficacy beliefs, outcome expectations, and personal goals. Supporting the theory are literature connecting self-compassion as an instrument in lifting a person's self-efficacy. The present study showed that respondents who show care and concern for themselves are actually more confident in their abilities, especially when it comes to talent and skills acquisition. This also adds to the body of literature integrating self-compassion in the framework of SCCT, this time, in the context of career development. The present study also confirmed the role of hope in vocational psychology or career development. As found, the mediating role of hope is also confirmed across different psychological

constructs. In the present study, it implies that individuals who know how to set goals and able to materialize how to achieve these goals are likely to be self-compassionate individuals, and in turn, boost their self-efficacy.

The results of the present study can also be viewed under the concept of the engine model of well-being (Jayawickreme, Forgeard, & Seligman, 2012). As an input variable, self-compassion is considered an endogenous resource to well-being by allowing an individual to show care and concern to himself amidst adversities. According to de Souza and Hutz (2016) and Neff et al. (2005), the experience of failures can be a threat to one’s self-efficacy beliefs. However, self-compassion plays a protective role by letting an individual realize that failures are common human experience (common humanity). Self-compassion enables an individual to see every situation as a learning experience, and also encourages an individual to take on challenges, and engage in activities that could lead to self-discovery. For this reason, self-compassion has been recognized to cause an increase in the levels of hope by facilitating the identification of goals and strengthening the motivation to achieve these goals even when confronted with difficult situations (Yang et al., 2016).

Hope, on the other hand, is considered as a process variable when viewed from the perspective of the engine model of well-being. These (process variables) are internal states that influence the choices of an individual. According to Schrank et al. (2011), being hopeful entails recognition of an individual’s strengths and other personal-social skills, as well as looking forward to and planning for the future. Moreover, according to Hirschi et al. (2015), hope enhances one’s awareness of his abilities, facilitating a positive evaluation of their skills and talents, which constitutes self-efficacy.

With the engine model of well-being, present study shows that the endogenous trait of self-compassion is associated with an individual’s perceived ability to establish goals, create ways on how to attain them, and provide alternatives when challenges are encountered along the way (hope), which in turn facilitates greater sense of confidence in one’s skills and talents (career and talent development self-efficacy).

Table 2. *Direct and Indirect Relationship between Self-Compassion and CTD-SE when Mediated by Hope*

Variable	R	r-square	β -weights	p-value	Interpretation
Self-Compassion	.559	.313	.188	.001	Significant
Hope			.454	.000	Significant

Note: Dependent Variable (CTD-SE). The result is significant if $p \leq 0.01$

5.0. Conclusion

The most important findings of the present study signify that the respondents, who were showing enough care and concern for themselves and viewed failures in the context of shared human experience, display a greater sense of positive outlook in their journey towards formulating attainable goals, which in turn, contribute to an enhanced feeling of confidence regarding their talents and skills. Results of the present study suggest that in order to improve the respondents’ confidence in the development of their talents, acquisition of important work habits and values,

and drive to explore different career possibilities, programs should be focusing on enhancing self-care by getting rid of negative self-talk and fostering self-awareness through activities that could strengthen the students' perceived capability to create specific and attainable goals, and also teach ways on materializing concrete ways on how to achieve these goals.

Despite the novelty of the study, it has its own limitations, as well. The present study, although used a proposed model for analysis, only used the model as a guide for interpretation and a better understanding of the relationships between the three constructs, and did not proceed with path analysis. The present study only assessed the mediating role of hope through multiple regression analysis but did not also test an alternative model to ascertain hope's mediating power. These limitations are expected to be addressed by other researchers in the same field.

With these findings, the present study recommends that career guidance program should include activities that foster enhancement of self-compassion and hope as important precursors to better self-efficacy beliefs. Likewise, curriculum developers are also encouraged to highlight positive psychology in the curriculum to ensure holistic development among students, which is viewed as an important aspect of career decision making. Finally, all the other stakeholders (parents, teachers, school administrators) of the child's education are encouraged to monitor and be aware of the challenges that are encountered by the students, including career confusion and acquisition of necessary life skills.

REFERENCES

- Austin, C. Y. (2010). Perceived factors that influence career decision self-efficacy and engineering-related goal intentions of African-American high school students. *Career and Technical Education Research, 35*, 119-135.
- Brown, S.D., Lamp, K., Telander, K., & Hacker, J. (2013). Career development as prevention: Toward a social cognitive model of vocational hope. In E. M. Vera (Ed.), *The Oxford handbook of prevention in counseling psychology*. (pp. 374- 392). New York: Oxford University Press.
- Brown, S.D., Lent, R.W., Telander, K., & Tramayne, S. (2011). Social cognitive career theory, conscientiousness, and work performance: A meta-analytic path analysis. *Journal of Vocational Behavior, 79*, 81-90.
- Brown, S.D., Tramayne, S., Hoxha, D., Telander, K., Fan, X., & Lent, R.W. (2008). Social cognitive predictors of college students' academic performance and persistence: A meta-analytic path analysis. *Journal of Vocational Behavior, 72*, 298-308.
- Chang, E. C. (2003). A critical appraisal and extension of hope theory in middle-aged men and women: Is it important to distinguish agency and pathways components? *Journal of Social and Clinical Psychology, 22*(2), 121-143.
- Ciarrochi, J., Parker, P., Kashdan, T. B., Heaven, P. C., & Barkus, E. (2015). Hope and emotional well-being: A six-year study to distinguish antecedents, correlates, and consequences. *The Journal of Positive Psychology, 10*(6), 520-532.

- de Souza, L. K. D., &Hultz, C. S. (2016). Self-compassion in relation to self-esteem, self-efficacy, and demographical aspects. *Paideia (Ribeirao Preto)*, 26(64), 181-188.
- Despina, S., Kostas, M., Argyropoulou, K., &Tampouri, S. (2012). Career decision-making difficulties. *Journal of Education and Practice*, 8(11).
- DeVore, R. (2013). Analysis of gender differences in self-statements and mood disorders. *McNair Scholars Research Journal*, 9, 7.
- Duffy, R. D. & Lent, R. W. (2009). Test of a social cognitive model of work satisfaction in teachers. *Journal of Vocational Behavior*, 75, 212-223.
- Elkind, D. (1967). Egocentrism in adolescence. *Child Development*, 38(4), 1025-1034.
- Eryilmaz, A., &Mutlu, T. (2017). Career development and mental health from the perspective of the life-span development approach. *Current Approaches in Psychiatry*, 9(2), 227-249.
- Feldman, D. B., & Kubota, M. (2015). Hope, self-efficacy, optimism, and academic achievement: Distinguish constructs and levels of specificity in predicting college grade-point average. *Learning and Individual Differences*, 37, 210-216.
- Gainor, K. A. (2006). Twenty-five years of self-efficacy in career assessment and practice. *Journal of Career Assessment*, 14(1), 161-78.
- Harter, S., Waters, P., Whitesell, N. R., &Kastelic, D. (1998). Level of voice among high school women and men: Relational context, support, and gender orientation. *Developmental Psychology*, 34, 1–10.
- Heaven, P., &Ciarrochi, J. (2008). Parental styles, gender, and the development of hope and self-esteem. *European Journal of Personality*, 22, 707-724.
- Hirschi, A. (2014). Hope as a resource for self-directed career management: Investigating mediating effects on proactive career behaviors and life and job satisfaction. *Journal of Happiness Studies*, 15(6), 1495-1512.
- Hirschi, A., Abessolo, M., & Froidevaux, A. (2015). Hope as a resource for career exploration: Examining incremental and cross-lagged effects. *Journal of Vocational Behavior*, 86, 38-47.
- Ikediashi, A. (2010). Self-concept and academic achievement of delinquent and non-students in Imo State, Nigeria. *International Multi-Disciplinary Journal*, 4(3a), 158-170.
- In, H. (2016). Acculturation and hope as predictors of career decision self-efficacy among Korean international undergraduate students. *Journal of Career Development*, 43(6), 526-540.
- Iskender, M. (2009). The relationship between self-compassion, self-efficacy, and control belief about learning in Turkish university students. *Social Behavior and Personality*, 37, 711–720.

- Issa, A. O., & Nwalo, K. (2008). Factors affecting the career choice of undergraduates in Nigerian Library and Information Science schools. *African Journal of Library, Archives, and Information Science*.
- Jamali, Y., Araqi, V. & Kalantarkousheh, S. M. (2015). The function of dysfunctional career thoughts: Procrastination and career Indecision among Allameh Tabatab'ei University Students. *European Journal of Natural and Social Sciences*, 4(1), 57-65.
- Jayawickreme, E., Forgeard, M. J., & Seligman, M. E. (2012). The engine of well-being. *Review of General Psychology*, 16(4), 327-342.
- Kuzgun, Y. (2000). Theories and practice in career counseling. Ankara, Turkey: Nobel Yayin Dagitim.
- Kwok, S. Y., Cheng, L., & Wong, D. F. (2015). Family emotional support, positive psychological capital, and job satisfaction among Chinese white-collar workers. *Journal of Happiness Studies*, 12(1), 139-152.
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45, 79-122.
- Lent, R.W., Singley, D., Sheu, H.B., Gainor, K.A., Brenner, B.R., Treistman, D., & Ades, L. (2005). Social cognitive predictors of the domain and life satisfaction: exploring the theoretical precursors of subjective well-being. *Journal of Counseling Psychology*, 52, 429-442.
- Lent, R.W., Singley, D., Sheu, H.B., Schmidt, J.A., & Schmidt, L.C. (2007). Relation of social-cognitive factors to academic satisfaction in engineering students. *Journal of Career Assessment*, 15, 87-97.
- Maccabi, J. A., Eamoraphan, S., & Vapiso, P. (2017). A correlational-comparative study of self-compassion and English academic achievement according to the gender of grade 10 students at Chakkam Khanathon School in Lamphun Province, Thailand. *Human Sciences*, 9(2), 263-274.
- Macgregor, K. (2007). South Africa: Students dropout rates alarming in SA Universities. From <http://www.universityworldnews.com/article.php?story=200710251025102245380>.
- Manusov, V. (2011). Being civil with ourselves. *Spectra*. (p. 16-19). Washington, D.C.: National Communications Association.
- Muris, P., Meesters, C., Pierik, A., & de Kock, B. (2016). Good for the self: Self-compassion and other self-related constructs in relation to symptoms of anxiety and depression in non-clinical youths. *Journal of Child and Family Studies*, 25(2), 607-617.
- Nalipay, M. J. N., & Alfonso, M. K. S. (2018). Career and talent development self-efficacy of Filipino students: The role of self-compassion and hope. *Philippine Journal of Psychology*, 51(1), 101-120.
- Neff, K. D., & Faso, D. J. (2015). Self-compassion and well-being in parents of children with Autism. *Mindfulness*, 6(4), 938-947.

- Neff, K. D., & Germer, C. K. (2018). *The Mindful Self-Compassion Workbook: A proven way to accept yourself, find inner strength, and thrive*. New York: Guilford Press.
- Neff, K. D., Kirkpatrick, K., & Rude, S. S. (2007). Self-compassion and its link to adaptive psychological functioning. *Journal of Research in Personality, 41*, 139–154.
- Neff, K. D., Pisitsungkagarn, K., & Hsieh, Y. (2008). Self-compassion and self-construal in the United States, Thailand, and Taiwan. *Journal of Cross-Cultural Psychology, 39*, 267–285.
- Neff, K. D., & Pommier, E. (2013). The relationship between self-compassion and other-focused concerns among college undergraduates, community adults, and practicing meditators. *Self and Identity*. doi: [10.1080/15298868.2011.649546](https://doi.org/10.1080/15298868.2011.649546).
- Ogutu, J. P., Odera, P., & Maragia, S. (2017). Self-efficacy as a predictor of career decision making among secondary school students in Busia County, Kenya. *Journal of Education and Practice, 8*(11), 20-29.
- Onoyase, D., & Onoyase, A. (2009). The relationship between personality and career choice of secondary students in Federal government colleges in Nigeria, Nebraska: Delta State University Nigeria.
- Quan, P., Huang, D., Yu, Y., & Liu, R. (2016). Mediation Role of Hope between Self-efficacy and Subjective Well-being. *Iran J Public Health, 45*(3), 390-1.
- Raque-Bogdan, T., Ericson, S. K., Jackson, J., Martin, H. M., & Bryan, N. A. (2011). Attachment and mental and physical health: Self-compassion and mattering as mediators. *Journal of Counseling Psychology, 58*, 272–278.
- Reilly, E. D., Rochlen, A. B., & Awad, G. H. (2014). Men's self-compassion and self-esteem: The moderating roles of shame and masculine norm adherence. *Psychology of Men & Masculinity, 15*, 22–28.
- Schrank, B., Woppman, A., Sibitz, I., & Lauber, C. (2011). Development and validation of an integrative scale to assess hope. *Health Expectations, 14*(4), 417-428.
- Sears, S. & Kraus, S. (2009). I think therefore, I am: Cognitive distortions and coping style as mediators for the effects of mindfulness meditation on anxiety, positive and negative affect, and hope. *Journal of Clinical Psychology, 65*(6), 561-573.
- Smeets, E., Neff, K., Alberts, H., & Peters, M. (2014). Meeting suffering with kindness: Effects of a brief self-compassion intervention for female college students. *Journal of Clinical Psychology, 70*(9), 794-807.
- Snyder, C. R. (1999). *Coping: The Psychology of What Works*. Oxford University Press.
- Snyder, C. R. (2000). *Handbook of hope: Theory, measures, and applications*. San Diego, CA: Academic Press.

- Terry, M. L., Leary, M. R., & Mehta, S. (2013). Self-compassion as a buffer against homesickness, depression, and dissatisfaction in the transition to college. *Self and Identity, 12*(3), 278-290.
- Umphrey, L. & Sherblom, J. (2014). The relationship of hope to self-compassion, relational social skill, communication apprehension, and life satisfaction. *International Journal of Wellbeing, 4*, 1-18. 10.5502/ijw.v4i2.1.
- United Nations. (2012). World Youth Report.
- Watson, M., McMahon, M., Foxcroft, C., & Els, C. (2010). Occupational aspirations of low socio-economic Black South African children. *Journal of Career Development, 37*(4), 717-734.
- Williams, E. H. (2018). Integrating Mindful Self-compassion and Social Cognitive Career Theory to Promote Self-Sufficiency in Adult Female Survivors of Domestic Violence. Mississippi College: ProQuest Dissertations Publishing.
- Yang, Y., Zhang, M., & Kou, Y. (2016). Self-compassion and life satisfaction: The mediating role of hope. *Personality and Individual Differences, 98*, 91-95.
- Yarnell, L. M., Neff, K. D., Davidson, O. A., & Mullarkey, M. (2018). Gender differences in self-compassion: Examining the role of gender role orientation. *Mindfulness*, doi: 10.1007/s12671-018-1066-1
- Yazici, H. (2009). Teaching profession, motivational resources, and basic attitudes: A theoretical perspective. *Kastamonu Education Journal, 17*(1), 33-46.
- Yuen, M., Gysbers, N. C., Chan, R. M. C., Lau, P. S. Y., & Shea, P. M. K. (2010). Talent development, work habits, and career exploration of Chinese middle-school adolescents: Development of the Career and Talent Development Self-Efficacy Scale, *High Ability Studies, 21*(1), 47-62.
- Yuen, M., Gysbers, N. C., Hui, E. P. K., Leung, T. K. M., Chan, R. M. C., Lau, P. S. Y., & Shea, P. M. K. (2006). Life skills development and a comprehensive guidance program. Available from: <http://www.hku.hk/life>.