

**Testing and designing a model of the causal relationship between
academic competence and self-compassion with fear of academic
failure through achievement goals**

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Introduction

Fear of academic failure is one of the important topics in educational psychology, which has always been the focus of many educational professionals. Fear of academic failure is a psychological fear that results from the imbalance between situational or environmental demands and perceived personal resources, and is assessed as one's ability to function as a predictor of negative emotional experiences, feelings of inadequacy and being inferior. In other words, people who are afraid of academic failure often use high self-monitoring strategies such as self-disabling, procrastination, task avoidance, pessimism, and avoidance performance, which often lead to decreased academic performance and internal motivation. Studies show that many factors, such as academic competence, self-compassion, and goals of achievement are involved in academic failure. In this regard, the present study has taken into consideration the objective that identifying these factors can help reduce it.

Method

The research method is correlational. The statistical population of this study was all male and female students of second grade of high schools in Ahwaz educational district, who were studying in the academic year of 97-96. Cluster-random sampling was used to select the subjects. There were 300 participants in the study who completed the instruments of fear of academic failure, academic competence, achievement goals, and self-efficacy. To

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calculate descriptive indices, including mean, standard deviation and correlations related to the study variables, SPSS version 21 was used. To analyze the direct and indirect effects and the overall effect of each independent variable on the dependent variables, the path analysis method was used with AMOS 21 software. Academic competency scales, fear of academic failure, achievement goals, and self-efficacy were used to collect data.

Results

The results indicate that there is a negative correlation between self-compassion and academic competence with fear of academic failure, The results showed that there is a negative correlation between self-compassion and academic competence with fear of academic failure, self-compassion is negatively correlated with performance and avoidance goals, self-compassion is positively correlated with mastery goal, avoidance orientation is positively correlated with fear of academic failure, and mastery and performance goal is negatively correlated with fear of academic failure. The results of the analysis also showed that the indirect relationships of academic competence with achievement goals through fear of academic failure were non-meaningful, but the indirect relationship between self-compassion with fear of academic failure through these goals was significant.

Conclusion

The results of this study suggest that in order to reduce fear of academic failure in students, educators need to reinforce academic competence, self-compassion, and achievement goals.

Keywords: Achievement Goals, Fear of Academic Failure, Self-Compassion, Academic Competence.

Author Contributions: Karim Sevari, Testing and designing a model of the causal relationship between academic competence and self-compassion with fear of academic failure through achievement goals, and corresponding author. Dr. Karim Sevari, collaboration in general framework planning, selection of approaches; preliminary review, conclusions. Fatemeh Farzadi, final review. All authors discussed the results, reviewed and approved the final version of the manuscript.

Acknowledgments: The authors thank all dear colleagues and professors who have helped us in this research.

Conflicts of Interest: The authors declare there is no conflict of interest in this article.

Funding: This article was done at the personal expense of the researcher.
