

# Psychological richness, self-compassion, and self-efficacy among Chinese nursing students

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## ***Abstract***

The psychological problems of contemporary nursing students are frequent, and the mild ones affect their life and study, while the serious ones may lead to psychological crisis. This article attempts to improve the negative psychological problems and behaviors of contemporary nursing students such as "lying down", "depression" and even suicide from the perspective of positive psychology. This study explored the relationship between psychological richness, self-compassion, and self-efficacy among 782 Chinese nursing students. The Chinese Version of the Psychological Richness Life Questionnaire, Self-compassion Scale, and General Self-efficacy Scale were used to measure the relevant psychological traits of the participants. The results of the study showed that most participants had Below median psychological richness. There is a significant positive correlation between psychological richness, self-compassion, and self-efficacy. Therefore, it is important to pay attention to and cultivate self-compassion and self-efficacy in the process of enhancing individual psychological richness. Through techniques such as mindfulness meditation, students' psychological richness, self-compassion, and self-efficacy can be improved to enhance their mental health.

***Keywords:*** psychological richness, self-compassion, self-efficacy, nursing students, relationship

## Psychological richness, self-compassion, and self-efficacy among Chinese nursing students

### 1. Introduction

Contemporary Chinese nursing college students often suffer from psychological problems, which can affect their daily life and studies in mild cases, and lead to psychological crises such as depression, self-harm, and even suicide in severe cases. Some even resort to illegal activities. How to take appropriate measures in a timely manner when students experience psychological crisis events, or achieve "prevention before illness", and be able to resolve students' psychological crises at the beginning, tests every frontline educator engaged in student work. Lying flat has become a common living situation for contemporary college students. In order to improve this negative state and help nursing college students face life with a more proactive attitude, this study closely follows the latest research direction of positive psychology, deeply explores the factors that affect the mental health of nursing college students, and starts from self-compassion, psychological enrichment, and self-efficacy to understand the psychological enrichment status of nursing college students, continuously improve their positive mentality, and promote their positive development.

A psychologically enriched life is composed of interesting and perspective changing experiences. The interesting experiences are full of novelty, complexity, and uncertainty. In these experiences, individuals invest energy, undergo cognitive changes, and are emotionally awakened, experiencing rich and strong emotions. In addition to the fun and complexity of experience, a shift in perspective is also an indispensable part of psychological richness (Besser & Oishi, 2020). In the seemingly colorful and fulfilling college life, many college students' daily lives appear to be idle and meaningless.

Psychological richness is related to the openness and extraversion of personality, multi-dimensional cognition, and rich life experience. Individuals' extraversion can be enhanced by promoting interpersonal relationships: establishing good interpersonal relationships with others, seeking intimate and supportive relationships. In terms of perspective change, regularly reviewing one's own life, conducting self-reflection and self-improvement, and constantly paying attention to personal growth and development, reading and learning more, expanding one's thinking patterns, enabling oneself to view problems from multiple perspectives, can promote the production of psychological richness. In terms of life experience, one can cultivate their interests and hobbies, try different activities and interests, and explore things they truly love. Engaging in a field of interest can bring a sense of inner fulfillment and satisfaction. Psychological richness, as a new research dimension about a better life is currently scarce both domestically and internationally. Chen Wei et al. (2023) from Tsinghua University conducted an in-depth study on psychological richness, exploring the relationship between psychological richness and willingness to engage in pro environmental behavior. They found that people with higher levels of psychological richness have higher levels of self-expansion and are more willing to make efforts and behavioral changes for environmental protection. This research result reveals the positive effect of happiness on pro environmental behavior, emphasizing the importance of mental health in individual behavioral choices.

The importance of this study lies not only in providing a new perspective to understand the reasons for individual behavioral changes, but also in providing important insights on how to promote people's participation in building a sustainable society. People generally recognize the importance of environmental protection, but how to achieve this goal through individual actions often requires a deeper understanding. By understanding the relationship between psychological enrichment and willingness to engage in pro environmental behavior, we can better guide people to understand and accept environmental behaviors, thereby promoting sustainable social development. The study by Wei (2023) and others not only deepens our understanding of the relationship between mental health and environmental behavior, but also provides new directions for future research and

practice. In the future, we look forward to seeing more research exploring this field to help us better understand and promote environmental actions, and build a more sustainable society.

It is hoped that this study can explore the relationship between psychological enrichment, self-compassion, and self-efficacy, and use it as guidance to develop detailed and feasible plans to help students improve their levels of psychological enrichment, self-compassion, and self-efficacy. By enriching students' psychology, we can stimulate their enthusiasm, increase their participation in various activities, and demonstrate their confidence and style. By intervening with psychological enrichment, we aim to create a campus environment that is uplifting, civilized, elegant, and full of vitality. Ultimately achieving the goals of value shaping, enriching spiritual life, and improving personal character. At the same time, as a psychology teacher, this study can also provide an opportunity for my personal growth, allowing me to have a more comprehensive perspective on students and providing more guidance for me to help students with psychological counseling practice.

**Objectives of the study** - The purpose of this study is to understand the relationship between psychological wealth, self-compassion, and general self-efficacy among Chinese nursing college students, and to propose a reinforcement guidance and counseling program on the results of the study.

## 2. Methods

**Research Design** - Descriptive quantitative research was used to describe and summarize the characteristics, relationships, and patterns of the research object, focusing primarily on description and generalization, without attempting to explain or determine causal relationships between variables. Relevant quantitative research methods focused on exploring the relationships between variables through quantitative data, especially the correlations between variables, without involving the determination of causal relationships. T-test and other methods were used to analyze whether there were grade and gender differences in psychological enrichment, self-compassion, and self-efficacy. Meanwhile, correlation analysis is used to describe and analyze the relationship between two independent variables (psychological enrichment and self-compassion) and one dependent variable (self-efficacy). The correlation analysis only provides the degree of linear correlation between the independent variable and the dependent variable.

**Participants** - This study enrolled students from Weifang Nursing Vocational College, aged between 18-21 years old. Sample size estimation: The sample size is estimated using the formula  $N = Z^2 \times P \times (1-P) / E^2$ , where N is the sample size, Z is the statistical measure, E is the error value, and P is the probability value. The required sample size for this study is calculated to be at least 236 persons. To better reflect the real situation of the data, considering the possible problems that may arise during the questionnaire distribution process and whether the received samples meet the requirements, and to ensure that a sufficient number of valid samples can be obtained and minimize the impact of sample bias on the research results, corresponding measures need to be taken. This includes but is not limited to increasing the number of samples, rigorously screening samples to ensure their quality, and using various methods to improve the questionnaire's response rate. This can ensure the reliability and effectiveness of the research results. This study distributed 800 questionnaires through random sampling, including 400 for first-year college students and 400 for second year college students.

**Instrument** - The Chinese version of the Psychological Richness Questionnaire contains 12 questions. The exploratory and confirmatory factor analysis results show that the short version of the 12 question questionnaire has a single factor structure and the model fitting indicators are good. The structure and stability of the 12 question psychological richness questionnaire were further validated in the Indian sample, and the results supported the single factor structure of the scale, with good fitting indicators. The internal consistency coefficient of the Chinese version of the 12 question psychological richness questionnaire is 0.93. The retest data of 96 participants after six weeks shows that the retest reliability of the Chinese version of the 12 question psychological richness questionnaire is 0.79. The results of the criterion correlation test showed that psychological richness was significantly positively correlated with life satisfaction ( $r=0.65$ ,  $p<0.001$ ), positive

emotions ( $r=0.56$ ,  $p<0.001$ ), sensation seeking ( $r=0.34$ ,  $p<0.001$ ), and sense of life meaning ( $r=0.62$ ,  $p<0.001$ ), but not significantly correlated with negative emotions ( $r=-0.04$ ,  $p>0.05$ ).

Self-compassion Scale (SCS) questionnaire was prepared by Neff and revised in Chinese by Gong Huoliang et al. in 2014, including three dimensions of self-tolerance, universal humanity, and mindfulness, a total of 12 projects. It used the Likert 5-level scoring method (1=very inconsistent, 5=very consistent). The Cronbach alpha coefficients on the three dimensions of the Self-compassion Scale are 0.563, 0.742, and 0.737, respectively, and the internal consistency coefficient of the entire questionnaire is 0.770. The correlation coefficients between the three dimensions of self-compassion, namely self-tolerance, universal humanity, and mindfulness, and the total score of self-compassion are 0.695, 0.715, and 0.793, respectively; The correlation coefficient between self-tolerance dimension and universal human nature dimension is 0.269, the correlation coefficient between self-tolerance dimension and mindfulness dimension is 0.398, and the correlation coefficient between universal human nature and mindfulness dimension is 0.279. The results of confirmatory factor analysis showed that  $CFI>0.90$ ,  $RMSEA<0.08$ , and the relative fitting indices CFI, NFI, TLI (NNFI), and IFI were all above 0.90, indicating a good model fit.

The General Self Efficacy Scale (GSES) was developed by Schwarzer and his colleagues in 1981 to measure an individual's level of self-efficacy in the face of new challenges and difficulties in daily life. This scale was translated and localized into Chinese by Wang Caikang et al. in 2001. Subsequently, multiple revisions and improvements were made by multiple individuals (Liu et al., 2023). The earliest GSES had a total of 20 questions, which were later improved to 10 questions, all of which were Likert 4-point scales. Each entry in GSES has four options, ranging from "completely incorrect" to "completely correct", with a score range of 1 to 4 points and a total score range of 10-40 points. The reliability and validity analysis of the Chinese version of GSES shows that GSES has good reliability and validity (Liu et al., 2022). The internal consistency coefficient Cronbach alpha of GSES is 0.87; The test-retest reliability with a 10 day interval is  $r=0.83$  ( $p<0.001$ ); The half fold reliability of GSES is  $r=0.82$  ( $n=401$ ,  $p<0.001$ ). Secondly, GSES has good predictive validity, and there is also a significant negative correlation between GSES and test anxiety (TAI) when calibrated against test anxiety ( $r=-0.294$ ).

**Data Gathering Procedure** - This study mainly focused on vocational students majoring in nursing in China, with the main participants being students from Weifang Nursing Vocational College, and applied for questionnaire and usage rights from the questionnaire author or copyright owner through email or other means. By using systematic random sampling, students from odd numbered classes in their freshman year and even numbered classes in their sophomore year were selected as participants. The subjects (students) completed the questionnaire through methods such as the "second classroom", and the time and location were controllable. The guidance language and environment were consistent, avoiding interference from irrelevant factors as much as possible, thus greatly ensuring the validity of the data. In order to facilitate the distribution and collection of questionnaires, as well as better data statistics, this study utilized online questionnaire website. Before answering the questionnaire, participants will be asked to read the informed consent form and click OK. If they have any objections to the informed consent form, they will click Cancel to exit the questionnaire survey. To reduce the interference of common method bias, on the one hand, a tracking survey was conducted at two time points, and procedural control was implemented through unified reading of guidance, clarification of survey objectives, voluntary principles, and response methods.

**Data Analysis** - Using SPSS 26 0. Conduct descriptive statistics, correlation analysis, and testing for common method bias on the data. Use Harman's single factor test method to test for common method bias. Statistician interpreted the collected quantitative data using the SPSS. The researcher used t-tests to analyze and understand the differences in psychological richness, self-compassion, and self-efficacy across grades and genders. Pearson's Correlation Coefficient was used to determine the relationship existing between variables, and further analyzed the impact of independent variables on multiple dependent variables using multivariate analysis of variance. Multiple factor analysis of variance was used to understand the impact of multiple independent

variables on the dependent variable. Amos or Mplus was used to analyze whether self-efficacy has a mediating effect between the impact of self-compassion and psychological richness.

**Ethical Considerations** - According to the requirements of the Philippine Psychological Association, prior to conducting questionnaire surveys and psychological assessments, the researchers have provided informed consent forms to the participants and clearly informed them of the content, purpose, and methods of this study. Participants fully understand the purpose, procedures, potential risks, and benefits of the study and voluntarily participate in the study. Participants have the opportunity to raise questions and have the right to withdraw from the study at any time, unconditionally and without any adverse effects. The basic information and questionnaire results of the participants are kept confidential to the greatest extent possible, and appropriate measures are taken to ensure the anonymity and confidentiality of the data, such as using codes instead of real names to identify participants. The content of this study will not cause serious or irreversible physical or psychological damage to the subjects, ensuring a reduction in the impact of negative unexpected situations. During the research process, every aspect from research content, research design to experimental implementation ensures that all participants are treated fairly and justly, without any form of discrimination or bias. Prior to the commencement of formal research, relevant ethical information has been submitted to relevant institutions and has passed ethical review. After the study is completed, necessary psychological intervention and support will be provided to the participants to reduce the adverse psychological effects caused by their participation in the study. Finally, this study meets the requirements of relevant laws and regulations in the country where it is conducted.

### 3. Results & discussion

**Table 1**

*Psychological Richness (n=782)*

	Mean	SD	Rank
a. My psychological life is rich.	5.74	1.15	1
b. My life experience is rich.	5.21	1.43	3
c. My emotional life is rich.	4.48	1.84	12
d. I have had many interesting experiences.	5.55	1.31	2
e. I have had many novel experiences.	5.15	1.50	5
f. My life is full of unique and extraordinary experiences.	4.84	1.60	8
g. There are many unforgettable moments in my life.	5.03	1.53	7
h. I gain a full range of emotional experiences from personal experiences such as travel and concerts.	5.09	1.61	6
i. I have many life stories to tell others.	4.76	1.59	10
j. Before I die, I should say, "I had an interesting life."	4.83	1.62	9
k. Before I die, I should say, "I have seen a lot and learned a lot."	5.18	1.47	4
l. My life would be wonderful if adapted into a novel or movie.	4.62	1.65	11
<i>Overall Mean</i>	5.04	Below the Median	
	Md (5.08)		
<i>Overall Sum</i>	60.48	Below the Median	
	Md (61.00)		

Legend: No interpretation for each item as Likert scale used was continuous (1: not characteristic, 7 very characteristic of me)

Table 1 displays the mean, standard deviation, and median of the total sample of Chinese nursing vocational college students in psychological richness questionnaire, as well as the mean and standard deviation of each item. It is also sorted based on the mean value of each item. The results showed that the mean total score of the participants was M=60.48, and the median total score was Md=61. The Psychologically Rich Life questionnaire (PRLQ) uses the Richter 7-point scoring system, which ranges from 1-7 points and has a total score distribution of 12-84 points. The lower the score, the lower the psychological richness, while the higher the score, the better the psychological richness. This may indicate that the overall psychological richness of Chinese nursing vocational students is relatively good.

Table 1 shows that the mean of the population sample is lower than the median of the population sample (M=5.04<Md=5.08), and the total score of the population sample is lower than the median of the total sample score (M=60.48<Md=61). The number of participants with high scores is greater than that with low scores. In

terms of population, there are more people with high psychological richness than those with low psychological richness. Further comparison with the norm ( $M=54.48$ ,  $SD=5.2$ ) obtained from the study data of Chinese university students by Wang et al. (2022) shows that the average psychological richness score of nursing vocational college students is higher than the general norm, indicating that the psychological richness of Chinese nursing vocational college students is better than that of the general university student population. This may be because psychological richness is influenced by life satisfaction ( $r=0.450$ ,  $p<.001$ ), the existence of life meaning ( $r=0.508$ ,  $p<.001$ ), and positive emotions ( $r=0.523$ ,  $p<.001$ ). Psychological richness is positively correlated with openness, extroversion, rigor, and affinity (Wang, 2022), while nursing vocational colleges have a complex curriculum design, diverse teaching modes, and broad teaching content.

The diversity of teaching forms has advantages, and the curriculum of nursing vocational colleges has characteristics such as systematicity and complexity (Li et al., 2020), including general courses (such as vocational English, information technology, philosophy, etc.), professional basic courses (such as medical introduction, physiological basics, etc.), and compulsory courses (such as obstetrics and gynecology nursing, pediatric nursing, internal medicine nursing, surgical nursing, etc.) Professional elective courses (such as psychiatric nursing, elderly care, etc.) and professional skill operations (such as intravenous injection, cardiopulmonary resuscitation, etc.) are widely taught in nursing vocational colleges. Students need to study various courses, including general and professional courses, for a total of over 1400 class hours. This leads to nursing vocational college students being exposed to a large amount of knowledge from different disciplines, greatly promoting their cognitive development, and cognitive factors can promote happiness (Wei, 2023). The results of this study indirectly support the influence of cognitive factors on psychological richness.

Specifically, Project 1 "My life has been psychologically rich" ( $M=5.74$ ,  $SD=1.15$ ), Project 4 "I have had a lot of interesting experiences" ( $M=5.55$ ,  $SD=1.31$ ), and Project 2 "My life has been empirically rich" ( $M=5.21$ ,  $SD=1.43$ ) are the top three items with high scores. They describe an overview of the macro perception of personal life experiences, which is relatively broad and abstract, while the top three items with low scores mainly describe the micro level situation, which is more specific and direct. This indicates that when the problem becomes more micro and specific, participants are guided to think about small events in daily life. Vocational college students, due to their insufficient learning ability, experience a greater proportion of failures and setbacks (Zheng 2017). Therefore, in daily life, more negative and negative events and evaluations are felt, leading to a more negative self-awareness.

The scores for Project 3 "My life has been emotionally rich" ( $M=4.48$ ,  $SD=1.84$ ), Project 12 "My life would make a good novel or movie" ( $M=4.62$ ,  $SD=1.65$ ), and Project 9 "I have a lot of personal stories to tell others" ( $M=4.76$ ,  $SD=1.59$ ) are relatively low. Considering that the overall age of the research subjects is between 19 and 21 years old, their life experiences are not rich enough, and they have fewer "special moments", "highlight moments", "unforgettable experiences" and so on in their lives, It is also a possible reason why Project 9 "I have a lot of personal stories to tell others" ( $M=4.76$ ,  $SD=1.59$ ) and Project 12 "My life would make a good novel or movie" ( $M=4.62$ ,  $SD=1.65$ ) may have lower scores if my life were adapted into a novel or movie. Project 3 "My life has been emotionally rich" ( $M=4.48$ ,  $SD=1.84$ ). My emotional life scored the lowest, possibly because people in this age group are in early adulthood. Erikson's theory of personality development states that the main task in early adulthood is "intimacy vs isolation", and the most important task in this stage is to overcome loneliness and gain intimacy (Karnam et al., 2019). However, because one's own personality, family relationships, academic pressure, new lifestyles, and so on, loneliness has become an important psychological issue that cannot be ignored on university campuses (Cai Weiling, 2023). Therefore, the development of "emotions and love" among vocational nursing students at this stage of life is on the rise, and the current level is relatively low.

Table 2 shows the mean ( $M=3.24$ ) and standard deviation ( $SD=0.22$ ) of the total sample of Chinese nursing vocational students in Self-compassion, and arranges the three basic components of self-compassion based on the mean. Mindfulness ( $M=3.83$ ,  $SD=0.70$ ) ranks first, self kindness ( $M=3.66$ ,  $SD=0.66$ ) ranks second, and the

sense of common humanity ( $M=2.21$ ,  $SD=0.72$ ) ranks third.

**Table 2**

*Respondent's Level of Self-compassion (n=782)*

	Mean	SD	Interpretation	Rank
Mindfulness	3.83	0.70	-	1
Sense of Common Humanity	2.21	0.72	-	3
Self-Kindness	3.66	0.66	-	2
Overall Self-compassion	3.24	0.22	Moderate	

Legend: 1-2.5 Low, 2.5 – 3.5 Moderate, 3.50 – 5 High

Among the 782 respondents who participated in the survey, their overall average score in self-compassion is 3.24, which means their level of self-compassion is moderate. Specifically, the average scores of respondents in the dimensions of self-kindness, mindfulness, and universal humanity were 3.66, 3.83, and 2.21, respectively. Among them, the dimension of mindfulness scored the highest, indicating that respondents performed well in maintaining awareness and acceptance of their own feelings and experiences; The lowest score was in the dimension of general human nature, indicating that respondents performed poorly in recognizing similarities between themselves and others and feeling comforted as a result.

Mindfulness refers to an individual's attitude of awareness and acceptance towards their own feelings and experiences (Monica et al., 2024). A higher mindfulness score indicates that respondents are able to remain calm and objective when facing their own feelings and difficulties, rather than avoiding or resisting. This psychological quality is of great significance for an individual's mental health (Yang, 2024). Mindfulness can help individuals better cope with stress and setbacks, reduce negative emotions such as anxiety and depression (Huang et al., 2024). In addition, mindfulness can help individuals better understand their inner needs and adjust their emotions and behaviors more targetedly (Monica et al., 2024).

Self-compassion refers to an individual's ability to show tolerance and care when facing their own shortcomings and failures (Jin, 2021). A higher self-compassion score indicates that respondents are able to accept and love themselves when facing their own shortcomings, rather than self-blame and demanding. This psychological quality is equally important for an individual's mental health. Self-compassion can help individuals better cope with failures and setbacks, reduce negative emotions such as self-blame and depression (Cheng, 2023).

Universal humanity refers to an individual's ability to recognize similarities between themselves and others, and feel comforted and belonging as a result (Monica et al., 2024). A lower general humanity score indicates that respondents have some difficulty recognizing similarities between themselves and others and finding comfort from them. This may mean that they have some difficulties in interpersonal relationships and find it difficult to establish deep connections with others. This has a certain negative impact on an individual's mental health and social adaptability. To improve interpersonal skills, respondents can try to increase communication and interaction with others (Liu et al., 2023), actively participate in group activities to enhance a sense of belonging and meet interpersonal needs.

Table 3 displays the average score and standard deviation of the total score of the subjects on the General Self-efficacy scale, as well as the average score and standard deviation of the subjects on each item of the scale. From the results, the total scores of the 10 items in the General Self-Efficacy scale ( $M=24.47$ ,  $SD=6.51$ ) are in the Moderate range, indicating that Chinese nursing vocational college students have good self-efficacy, but lower than nursing undergraduate students, which is consistent with previous studies on nursing vocational college students (Zhu et al., 2016).

The results of this study are slightly higher than the results of Yan Lifang et al.'s (2022) study on the general self-efficacy of vocational nursing students in northern Guangdong ( $M=24.14$ ,  $SD=5.09$ ), and higher than Yang's (2021) average self-efficacy score of ( $23.63 \pm 5.10$ ) for vocational nursing students in Anhui Province. However,

the results of this study are lower than the research results of Liu et al. (2023) on the self-efficacy of nursing vocational college students in Guangxi Province ( $M=26.09 \pm 6.45$ ), lower than the survey results of Liu et al. (2019) on nursing students in a vocational college in Hunan Province, lower than the self-efficacy score of Chen et al. (2018) on five-year vocational nursing students ( $M=26.82$ ,  $SD=3.01$ ), lower than the research results of Zhang et al. (2023) on vocational college students in Hebei Province ( $M=26.80$ ,  $SD=4.19$ ), and lower than the research results of Li et al. (2023) on students in Fujian Province ( $M=24.99$ ).  $SD=6.30$ ).

Through the above comparative analysis, we can find that: firstly, the self-efficacy of vocational college students is relatively lower than that of undergraduate students. This may be because under China's college entrance examination system, undergraduate students have stronger learning abilities than vocational college students, and therefore have higher levels of confidence and more positive self-awareness. At the same time, undergraduate students have higher academic qualifications, which give them an advantage in other social competitions such as further education, employment, and entrepreneurship. They have more social resources, which also leads to higher self-efficacy among undergraduate students (Chen, 2023).

**Table 3***Respondent's General Self Efficacy (n=782)*

	Mean	SD	Interpretation	Rank
a. If I try my best, I can always solve problems.	2.77	0.76	Mostly Correct	1
b. Even if others oppose me, I still have a way to get what I want.	2.55	0.79	Mostly Correct	4
c. For me, adhering to ideals and achieving goals is easy.	2.06	0.88	A little considered correct	10
d. For me, adhering to ideals and achieving goals is easy.	2.30	0.87	A little considered correct	7
e. With my intelligence, I can definitely handle unexpected situations.	2.16	0.83	A little considered correct	9
f. If I put in the necessary effort, I will definitely be able to solve most of the problems.	2.71	0.82	Mostly Correct	2
g. I can face difficulties calmly because I can trust my ability to handle problems.	2.54	0.84	Mostly Correct	5
h. When facing a difficult problem, I can usually find several solutions.	2.48	0.80	A little considered correct	6
i. When I have trouble, I usually think of some ways to deal with it.	2.64	0.78	Mostly Correct	3
j. No matter what happens to me, I can handle it with ease.	2.27	0.86	A little considered correct	8
<b>Overall</b>	<b>24.47</b>	<b>6.51</b>	<b>Moderate</b>	

Legend: 1.00 – 1.49 Completely Incorrect, 1.50 – 2.49 A little considered correct, 2.50 – 3.49 (mostly correct), 3.50 – 4.00 (completely correct) 10 – 20 Low, 21 – 30 Moderate, 31 – 40 High

Secondly, there are differences in self-efficacy among nursing vocational students in different regions of China, which may be related to the economic development, medical and health development, employment status, and career attitudes of each province. Specifically, the higher the level of economic development in regions such as Shandong, Guangdong, Jiangsu, Shanghai, and Beijing, the better the development of their healthcare industry. Therefore, the educational requirements for healthcare professionals are higher than in other regions such as Jiangxi, Hebei, Guangxi, and Hunan. Therefore, the main subjects of this study are vocational nursing students in Weifang City, Shandong Province. Their educational background does not have a competitive advantage in Shandong Province, and they lack a clear direction for their future career development. They also have concerns about their employment prospects, which can lead to low self-confidence. In underdeveloped areas, the requirements for healthcare professionals are relatively low (Yao, 2021), and graduates from vocational colleges can also have a better job. In addition, influenced by social culture and public opinion, graduates in Shandong Province are more inclined to choose high stability jobs (Zhang, 2024), which leads to a smaller range of options for students when seeking employment, further increasing their concerns about employment. Therefore, the self-efficacy of the research subjects is lower than that of students in underdeveloped areas.

Specifically, out of the 10 items on the General Self Efficiency scale, 5 items have an average score above 2.50 (mostly correct), while the other 5 items have an average score below 2.49 but above 1.49 (A little considered correct). Among them, the three projects with the highest scores are: Project 1: If I try my best, I can



always solve problems. Project 6: If I put in the necessary effort, I will definitely be able to solve most of the problems.

The three projects with the lowest scores are: Project 3: For me, adhesion to ideas and achieving goals is easy. Project 5: With my intelligence, I can definitely handle unexpected situations. Project 10: No matter what happens to me, I can handle it with ease. From the descriptions of these projects, it can be seen that the description of projects with lower scores is more absolute, while the description of projects with higher scores is more indirect and non-absolute. This difference in scores may be related to the emphasis on the doctrine of the mean in Chinese Confucian culture (Li et al., 2019). Nursing vocational college students have a certain sense of self-efficacy, but they are not overly confident (Li et al., 2019).

**Table 4**

*Correlation Matrix of the Variables of the Study (n=782)*

	Self-Compassion			Self-efficacy		
	rxy	P-value	Interpretation	rxy	P-value	Interpretation
Psychological richness	.504	.000	Highly Significant	.594	.000	Highly Significant
Self-Compassion	-	-	-	.521	.000	Highly Significant
Self-Efficacy	.521	.000	Highly Significant	-	-	-

Legend: Relationship is significant at 0.05 alpha level

Table 4 presents a correlation analysis between self-compassion, self-efficacy, and psychological richness of life, with a sample size of 782 participants. A correlation coefficient of 0.504 ( $p < 0.001$ ) between self-compassion and psychological richness means that there is a moderate positive correlation between self-compassion and psychological richness, which is statistically significant. Therefore, the higher the self-compassion, the higher the degree of psychological richness. This result is consistent with existing research (Monica et al., 2024) which found that self-compassion can alleviate individual psychological stress and enhance psychological resilience, thereby helping individuals maintain mental health in the face of adversity. In addition, the research of Susannah et al. (2024) also shows that self-compassion can reduce the psychological pain of individuals in social dilemmas. From a psychological perspective, self-compassion enables individuals to treat themselves more gently when faced with difficulties. This internal warmth and support helps individuals maintain a positive mindset in the face of stress, thereby enhancing psychological richness.

A correlation coefficient of 0.521 ( $p < 0.001$ ) between self-compassion and self-efficacy indicates that there is a moderate positive correlation between self-compassion and self-efficacy, and this relationship is statistically significant. It can be seen that with the increase in self-compassion level, the self-efficacy of individuals also increases. This suggests that there is a close correlation between tolerance and understanding of oneself and individual confidence in one's own abilities.

A correlation coefficient between self-efficacy and psychological richness of 0.594 ( $p < 0.001$ ) means that there is a moderate positive correlation between self-efficacy and psychological richness, and it is statistically significant. Wang Qinqin (2023) found a significant positive correlation between general self-efficacy and happiness ( $P < 0.01$ ). This result is consistent with the research results of domestic scholars on junior high school students, emergency department nurses, and primary and secondary school teachers (Chen et al., 2024). The higher the general self-efficacy, the higher the level of individual comprehensive well-being. As a new dimension of happiness, psychological richness is also influenced by self-efficacy. Based on the results of this study, it is suggested that psychological richness, as one of the dimensions of happiness, has some characteristics of happiness.

According to the motivation achievement theory, a person who believes that he or she can handle various things well (i.e., a person with high self-efficacy) will be more confident, positive, and proactive in life (Wang Zikun et al., 2023), and can see their own strengths, thereby enhancing their overall sense of happiness. Therefore, as the level of self-efficacy of an individual increases, the degree of their rich psychological life will also increase. The influence of self-efficacy on psychological well-being may be achieved through the following

pathways: First, self-efficacy can improve individuals' coping strategies when faced with difficulties, making them more effective in solving problems (Chen et al., 2021). Secondly, self-efficacy helps individuals set reasonable goals and stick to them, thereby improving life satisfaction (Hu et al., 2023; Zhang et al., 2023). Finally, self-efficacy can also promote the realization of psychological richness by enhancing an individual's emotional self-regulation ability (Yao, 2023; Yao, 2021).

Based on the above results, we can conclude that there is a significant positive correlation between self-compassion, self-efficacy, and psychological richness of life. This means that the improvement of self-compassion and self-efficacy may promote the development of rich psychological life for individuals. Therefore, in the process of enhancing the richness of individual psychological life, it is very important to pay attention to and cultivate self-compassion and self-efficacy.

**Table 5**

*Regression Analysis for the Variables of the Study (n=782)*

Predictor Variable	Dependent Variable	Beta	p-value	Interpretation
PRL	Self-compassion	.301	.000	Predictor
	Self Efficacy	.444	.000	Predictor
Self-compassion	PRL	.267	.000	Predictor
	Self Efficacy	.297	.000	Predictor
Self Efficacy	PRL	.454	.000	Predictor
	Self-compassion	.342	.000	Predictor

*Legend: PRL (psychological rich life)*

Table 5 displays the predictive relationship between psychological richness, self-compassion, and general self-efficacy. The sample size is 782.

Psychological richness as a predictor variable. When psychological enrichment is used as a predictor variable, there is a significant positive correlation between it and self-compassion (Beta=0.301,  $p < .001$ ). This means that higher levels of psychological enrichment are associated with stronger self-compassion, with a Beta coefficient of .301 indicating that for every unit increase in psychological enrichment, self-compassion increases by an average of .301 units (after controlling for other variables). As the dependent variable, self-efficacy is also significantly positively correlated with psychological richness (Beta=0.444,  $p < .001$ ). Higher levels of psychological richness are associated with stronger self-efficacy. The Beta coefficient of 0.444 indicates that for every unit increase in psychological richness, self-efficacy on average increases by 0.444 units (after controlling for other variables). A psychologically enriched life is beneficial for individuals to broaden their horizons and expand their social relationships, fulfilling their need for self expansion. Wei et al. (2023) found that self expansion can enable people to achieve self growth and enhance their self-efficacy. This study confirms the predictive effect of psychological enrichment on self-efficacy.

Self-compassion as a predictor variable. When psychological richness is used as the dependent variable. When self-compassion is used as a predictor variable, there is a significant positive correlation between it and psychological richness (Beta=0.267,  $p < .001$ ). This means that stronger self-compassion is associated with higher levels of psychological richness. The Beta coefficient of .267 indicates that for every unit increase in self-compassion, PRL increases by an average of .267 units (after controlling for other variables). The research results to some extent validate the hypothesis of Wang et al. (2022) that self-compassion can serve as an explanatory mechanism for psychological richness.

Individuals with high levels of self-compassion have higher levels of self-satisfaction, perceive themselves as more valuable, and have stronger cognitive flexibility. They also have more complex narratives of life events, making them better able to cope with changes in external environment and cognition, thereby affecting their psychological richness (Chen et al., 2022). When self-efficacy is used as the dependent variable, there is a significant positive correlation between self-compassion and self-efficacy (Beta=0.297,  $p < .001$ ). Stronger self-compassion is associated with stronger self-efficacy. The Beta coefficient value is 0.297, indicating that for every unit increase in self-compassion, self-efficacy increases by an average of 0.297 units (after controlling for

other variables). Yao's (2022) study on the impact of aerobics on female university students in Shanghai also confirms that self-compassion level can predict the level of self-efficacy.

Self-efficacy as a predictor variable. When psychological richness is used as the dependent variable and self-efficacy is used as the predictor variable, there is a significant positive correlation between it and psychological richness (Beta=0.454,  $p < .001$ ). This means that stronger self-efficacy is associated with higher levels of psychological richness in life. A Beta coefficient value of 0.454 indicates that for every unit increase in self-efficacy, PRL increases by an average of .454 units (after controlling for other variables). According to Wang Qinqin's (2023), general self-efficacy significantly positively predicts overall well-being, with a direct standardized effect value of 0.33, 95% confidence interval [0.25,0.41],  $P=0.002$ , and an effect size of 60.00%. Positive coping has a significant mediating effect between general self-efficacy and overall well-being. When self-compassion is used as the dependent variable. There is also a significant positive predictive relationship between self-efficacy and self-compassion (Beta coefficient=.342,  $p < .001$ ). Stronger self-efficacy is associated with stronger self-compassion. The Beta coefficient of .342 indicates that for every unit increase in self-efficacy, the average increase in self-compassion is .342 units (after controlling for other variables).

These results indicate that there is a mutually influential relationship between psychological enrichment, self-compassion, and self-efficacy in this study. Higher levels of psychological enrichment are associated with stronger self-compassion and self-efficacy; vice versa. This suggests that enhancing individuals' levels of psychological richness, self-compassion, and self-efficacy are interrelated and beneficial strategies in promoting mental health and personal development. In future research, the mediating effects between psychological enrichment, self-compassion, and general self-efficacy can be further discussed.

**Table 6**

*Proposed reinforcement guidance and counseling program related to the Psychological Richness, Self-compassion, and Self-efficacy of nursing vocational college students*

Key Result Area	Objectives	Strategies/Intervention	Persons Involved	Success Indicators
Below median psychological richness	<ol style="list-style-type: none"> <li>1. Help participants gain a deeper understanding of what happiness is and how it can be achieved through activities, exercises, etc</li> <li>2. Improve participants' cognitive flexibility and openness.</li> <li>3. Enhance participants' psychological adaptability and improve positive emotions and happiness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Diary activity of "Three Good Things": Guide participants to spend a week recording three good things that happen every day in their lives and discovering the beauty in life.</li> <li>2 "Experience Life": Guide participants to develop a travel guide. And through career guidance, help participants take advantage of holidays and other time to do part-time jobs, and use the money earned from part-time jobs to complete their travel plans. Through part-time work and travel, participants can experience a richer life.</li> </ol>	Psychologists Counsellor Nursing students Teachers	<ol style="list-style-type: none"> <li>1. Diversified psychological experiences of participants</li> <li>2. Improved cognitive flexibility and psychological resilience</li> <li>3. Enhanced psychological adaptability, with more positive emotions and a sense of happiness</li> </ol>
Moderate self-compassion	<ol style="list-style-type: none"> <li>1. Help participants understand the concept and importance of self-compassion.</li> <li>2. Improve participants' awareness and understanding of their own emotions.</li> <li>3. Enhance participants' psychological adaptability and mental health level.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mindfulness training: Students can cope with and overcome various challenges in daily life through mindfulness meditation, and are encouraged to identify their strengths and characteristics and how to best utilize them to overcome negative emotions and actively solve problems.</li> <li>2. Self dialogue: Through sub activities such as cognitive restructuring, self acceptance, relaxation meditation, and self praise, participants can better understand their own needs, experience changes in their emotions, and accept their imperfections with tolerance and compassion, thereby enhancing their psychological energy and solving problems better.</li> </ol>	Psychologists Counsellor Nursing students Teachers	<ol style="list-style-type: none"> <li>1. Participants have improved their understanding and recognition of self-compassion, and are able to recognize and comprehend the concept of self-compassion and its positive impact on themselves and others.</li> <li>2. Participants are able to demonstrate more self-compassion in their daily lives, giving themselves more understanding and acceptance. Enhancement of emotional regulation ability.</li> <li>3. Improved psychological adaptability and better</li> </ol>

				psychological resilience. The quality of life has been improved.
Moderate self-efficacy	<ol style="list-style-type: none"> <li>1. Help participants understand the concept and importance of self-efficacy.</li> <li>2. Enhance participants' awareness of their own abilities and potential.</li> <li>3. Enhance participants' confidence and ability to cope with challenges.</li> </ol>	<ol style="list-style-type: none"> <li>1. "Know Yourself": Counselors use psychological assessment methods such as questionnaires and projection tests to help participants better understand themselves, their strengths and weaknesses, and obtain more objective evaluations from peers.</li> <li>2. "Psychological exercises": Counselors and others guide participants to set goals and develop plans through positive self suggestion, successful experience recollection, and other methods, which can enhance their confidence and more actively respond to challenges.</li> </ol>	Psychologists Counsellor Nursing students Teachers	<ol style="list-style-type: none"> <li>1. Participants understand, recognize, and comprehend self-efficacy and its positive impact on their own abilities.</li> <li>2. Participants have a clearer understanding of themselves and develop a positive mindset.</li> <li>3. Participants believe that they can effectively cope with challenges and difficulties in life and achieve their goals through effort and appropriate strategies.</li> </ol>

#### 4. Conclusion and recommendations

The psychological richness level of Chinese nursing vocational students is at a below average level, and their scores in self-compassion and self-efficacy are at a moderate level. There is a significant positive correlation between psychological richness, self-compassion, and general self-efficacy among Chinese vocational nursing students. The improvement of self-compassion and self-efficacy levels may promote the development of individual psychological enrichment. Therefore, in the process of enhancing individual psychological richness, it is very important to pay attention to and cultivate self-compassion and self-efficacy. Psychological richness can significantly positively predict self-compassion and general self-efficacy. Self-compassion can significantly positively predict psychological richness and general self-efficacy. Self-efficacy can significantly positively predict self-compassion and psychological richness. Through systematic and programmatic group counseling, help and guide students to understand the intrinsic connection between psychological richness, self-compassion, and self-efficacy, and stimulate students' self-compassion and self-efficacy to improve their happiness.

For the respondents, this study may help them understand their own relevant psychological traits. Enable oneself to view problems from multiple perspectives, recognize that a happy life is diverse, and through positive self-compassion such as mindfulness meditation, one can better love oneself, accept one's imperfections and shortcomings, enhance self-confidence, and cope with various possible challenges. This study may encourage teachers and parents to pay more attention to students' interpersonal relationships, seek and establish intimate and supportive relationships, help students cultivate interests and hobbies, and improve their psychological richness, self-compassion, and self-efficacy, which can bring inner fulfillment and satisfaction and promote students' mental health. This study may contribute to the reform of curriculum design, group activities, and individual counseling in educational institutions such as schools. Through group counseling and case counseling, the cultivation of self-compassion and self-efficacy can be integrated to help students establish positive self-concept and confidence in facing challenges. For counselors, they may also use these psychological traits to help clients cope with stress, anxiety, depression, and other issues. In addition, further research can be combined with other disciplines such as politics and career planning to explore research issues from multiple perspectives, to expand research content and obtain more comprehensive research results.

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