

# ***Self-compassion and Other Compassion Improves Subjective Well-being in University Studies***

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**Abstract:** The intense level of competitiveness in society, along with the challenging employment climate, has led to a rise in the amount of academic pressure placed on university students, which in turn has led to issues with mental health. The subjective happiness of college students is an important topic, and more study in this area is needed. The purpose of this research is to learn more about the connections between college students' compassion and their own sense of happiness, as well as the factors that contribute to these connections. This study is based on the notion that difficulties may be overcome by college students with the help of self-compassion and sympathy from others. Using correlation coefficient analysis and a survey, this research sought to better understand the factors that contribute to the positive associations between empathy and students' reported levels of satisfaction with life on campus. This connection will be broken down and examined in light of the results of the prior research. Both receiving and giving compassion were found to have a good influence on one's own sense of well-being, which in turn mitigated the negative mental health effects of stress. These findings can be found in the results of the study.

**Keywords:** Subjective well-being, Self-compassion

## **1. Introduction**

Currently, parents and schools are worried about and considered the importance of mental health as a societal problem. The intense competitiveness in society and the more challenging employment environment are contributing to an increase as it pertains to college students' mental health [1]. The majority of college students experience a lot of pressure, including pressure to perform well academically and social anxiety. They make unfavorable judgments about themselves and struggle with high levels of anxiety, depression, and suicidal thoughts [2-4].

According to the findings of research that has been conducted, College students have a far higher risk of mental health concerns than the overall population [5]. It has been demonstrated that college students in a number of different countries suffer from poor mental health, with high rates of melancholy, worry, and stress frequently being documented [6]. For example, 9% of university students in China have a high prevalence of depressive symptoms, and 41% of Hong Kong students report high anxiety levels [7-8]. A quarter of university students in the UK suffer mental health problems yearly [9]. Therefore, it is essential to explore the subjective well-being of college students. When faced with adversity, college students may be able to face it, triumph over it, recover from it, and acquire a sense of well-being in their life if they receive sympathy from others as well as from

themselves. College students may be able to face, triumph over, recover from, and acquire a sense of well-being in their life [10]. This may be one viable solution.

When a person is going through a challenging situation, compassionate people provide their care, kindness, and support to one another. Individuals need to enhance their openness and receptivity, as well as diminish their fear of receiving compassion and their reluctance to accepting it, in order to better absorb and experience the compassion that is offered to them by other people [11]. A person who consistently accepts compassion from other people may find that they eventually absorb that compassion as compassion for themselves. An increased openness to receive compassion from others may result in an increase in one's own degree of self-compassion, according to a growing body of research that suggests this connection [12].

The ability to feel compassion - essentially being touched by the suffering of others coupled with the desire to alleviate it [11]. Also, compassion evolved as a unique emotional experience. Its principal purpose is to foster collaboration and to safeguard the vulnerable and those who are through hardship [12]. The characteristics of this sympathetic response differ from those of pain, grief, and love, suggesting that sympathy is indeed a unique emotion. Compassion may go in a number of various directions and flows; an individual can show compassion to both himself and others, and they can also receive compassion from both themselves and others [13]. Research has shown that different compassions can also influence each other. For example, people who receive compassion from others may deepen their self-compassion while giving more compassion to others [14-15].

The capacity to show kindness and understanding to oneself, even in the face of one's own shortcomings and challenges, is what's meant by the term "self-compassion." In the context of issues pertaining to adult mental health, and is one of the protective psychological factors that has been the subject of a significant amount of empirical investigation [16]. Self-compassion includes three key components: self-kindness (the tendency to care for and understand oneself), common humanity (acknowledging one's failures), and positive thinking (over-identification). People who adopt self-compassion are likely to be better able to give affirmation and warmth to themselves when facing difficulties [17]. They make themselves identified through self-affirmation from adversity. It takes a universal human emotional experience, and these people will be better able to get through difficult times.

Over the last several years, an increasing number of academics have directed a greater portion of their attention on the factors that influence the subjective well-being of college students and the ways in which it might be improved. Despite this, relatively little is known about the underlying workings of the systems that are visible on the surface. Both the mechanisms that lie underlying the linkages between compassion and subjective well-being among college students as well as the correlations themselves were the focus of this research. We tested the hypothesis that receiving compassion from other people reduces both the amount of stress connected with schoolwork and the amount of self-compassion experienced by the recipient. College students who engage in less self-criticism and more self-affirmation would have a reduction in their levels of psychological stress and an improvement in their sense of well-being.

## **2. Methodology**

### **2.1. Participants**

The participants were 304 undergraduate students from a university in mainland China. An anonymous survey was issued to the undergraduate students, and it was designed with demographic factors like gender to add additional realism and variety to the sample data. People who were interested in taking part in the study would go to the website for data collection, read the goals and methods, sign a written consent form, and complete a set of uniform questions. A Chinese translation

of the questionnaire that was originally produced in English was used for this investigation. There were more boys than females (56.7%), and there were fewer freshmen (9.2%), sophomores (14.8%), juniors (67.1%), and seniors (8.9%).

## 2.2. Data Analyses

### Reliability testing.

Reliability analysis, which goes by that name most of the time, is a test of how stable, consistent, and reliable measurement data is. Before doing the analysis, the valid data from the questionnaire needs to be checked for accuracy to make sure the measurement results are correct. The Cronbach's alpha coefficient is the standard method for doing analysis in social science research nowadays. When the reliability coefficient is more than 0.9, it implies that the level of dependability is very high. If it is between 0.8 and 0.9, then it suggests that the dependability is much higher than the norm. If it is between 0.7 and 0.8, then the dependability is considered to be above average. When the value is between 0.6 and 0.7, it indicates that the dependability is satisfactory. If it is less than 0.6, it indicates that there is a need to adjust the dependability. The reliability coefficient of the scale questions is high, as can be seen from the table, which means that the survey results are deemed to be relatively trustworthy.

### Validity analysis.

The degree to which a test or scale is able to correctly evaluate the psychological and behavioral characteristics that are being measured is referred to as its validity. This is the same as stating that the findings of the test may be trusted and that they are correct. In general, a significant association between the original variables is more probable if the significance level of Bartlett's sphericity test is modest. This is because Bartlett's sphericity test examines the degree to which two variables are similar to one another ( $p < 0.05$ ). The values of kmo, which range from 0 to 1, are what are used to compare the simple and partial correlation coefficients between different things. With a significance level of 0.0000.01, which is very tiny, the results of Bartlett's sphericity test are highly reliable. Because the kmo values are more than 0.7, it may be deduced that the data are trustworthy.

Table1: The correlation coefficient between the compassion of others and the compassion that one feels.

		Compassion from others	Self-compassion
Compassion from others	Correlation	1	0.444**
	Sig. (2-tailed)		0.000
	N	304	304
Self-compassion	Correlation	0.444**	1
	Sig. (2-tailed)	0.000	
	N	304	304

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table2: The correlation coefficient between psychological discomfort and compassion for others.

		Compassion from others	Self-compassion	Mental stress	Subjective well-being
Compassion from others	Correlation	1	0.444**	-0.395**	0.532**
	Sig. (2-tailed)		0.000	0.000	0.000
	N	304	304	304	304
Self-compassion	Correlation	0.444**	1	-0.404**	0.612**
	Sig. (2-tailed)	0.000		0.000	0.000
	N	304	304	304	304
Mental stress	Correlation	-0.395**	-0.404**	1	-0.464**
	Sig. (2-tailed)	0.000	0.000		0.000
	N	304	304	304	304
Subjective well-being	Correlation	0.532**	0.612**	-0.464**	1
	Sig. (2-tailed)	0.000	0.000	0.000	
	N	304	304	304	304

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### 3. Results and Discussion

The correlation coefficient between the compassion of others and the compassion that one feels toward oneself is 0.444, which is significant at the level of 0.01 according to what is indicated in the table that was just shown (Table 1) above. This indicates that one's own self-compassion is strongly correlated with the compassion that one experiences from others. This is supported by the fact that there is a positive association between the two.

There was a substantial positive link between the compassion of others and the compassion that one feels toward oneself. Each variable showed a correlation coefficient that was more than 0, suggesting that there was a meaningful connection between the two concepts.

According to Table 2, the correlation coefficient between psychological discomfort and compassion for others was -0.395, and it was significant at the 0.01 level. This indicates that there is a substantial and negative association between psychological anguish and compassion for others. The significant negative correlation of -0.404 between psychological stress and self-compassion at the 0.05 level suggests a strong inverse relationship between the two.

It was shown that there was a significant inverse connection between empathy from others, self-compassion, and psychological stress. This suggests that the alleviation of academic stress may be done by the use of empathy from others and self-compassion. Greater amounts of self-affirmation and less amounts of self-criticism are associated with lower levels of psychological stress. There is a strong correlation between an individual's level of empathy for other people, their level of self-compassion, and the amount of psychological stress they are experiencing in their lives. To provide more clarification, the correlation coefficient between subjective well-being and compassion for others is 0.532, and it exhibits a significant level of 0.01, which suggests that there is a major positive association between subjective well-being and sympathy for others [18]. It was found that the correlation coefficient between self-compassion and subjective well-being was 0.612, and it exhibited a significant level of 0.01, which shows that there is a substantial positive link between self-compassion and subjective well-being.

There is a strong negative relationship between psychological stress and subjective well-being; the correlation coefficient between the two was determined to be -0.464 with a significance level of 0.01. Our hypothesis was supported by the finding that there is a positive association between self-compassion and the compassion of others. Getting sympathy from others may make you feel better

and less worried while going through tough situations, since there was a substantial negative association between that feeling and psychological stress, self-compassion, and psychological stress. This is because researchers found a correlation between self-compassion and psychological stress. Previous research supports the idea that receiving compassion from others for oneself can play a role in one's own capacity for self-compassion [19-21]. According to the findings of our study, having one's own capacity for self-compassion expand as a result of witnessing compassion from other people is beneficial. When people get the sense that they are being supported and cared for, they are more willing to help others and take care of themselves [13].

One's own feeling of well-being was shown to be negatively correlated with both psychological stress and self-compassion, whereas empathy for others and self-compassion were found to have a positive link with one another. This demonstrates that individuals get a higher level of subjective well-being when they reduce the amount of psychological and intellectual stress in their lives. Students in higher education report higher levels of overall happiness when they experience lower levels of psychological strain.

In the course of this research, we found out, by means of the administration of questionnaires and the evaluation of models, that both self-compassion and the sympathy of others have the potential to lessen the impact of academic stress on college students and to enhance their sense of overall well-being. Our findings are crucial because they provide light on the positive psychological effects that self-compassion and compassion for others can have on college students. The findings underscore how important it is to be open and receptive to the compassion and affection of others when going through difficult times [20].

A number of the limitations of this study need to be taken into consideration as well. First, the fact that only one university contributed the sample may have restricted the breadth of the context in which our findings might be applied. For the purpose of additional validation, it is recommended that future researchers collect and distribute a representative sample of college students. Second, it's possible that our self-report questionnaire measurements were affected by single-reporter bias with shared technique variance [22]. In the future, researchers should try their hand at a variety of approaches of data collection from a wide variety of informants.

#### 4. Conclusion

Both the mechanisms that underlie the connection between having empathy for other people and having self-compassion on the level of subjective well-being experienced by university students and the relationship between having empathy for other people as well as having self-compassion on the level of subjective well-being experienced by university students should be investigated. This study aimed to investigate the mechanisms that underlie the relationship between having empathy for other people and having self-compassion on the level of subjective well-being that is experienced by university students. Empathy is the ability to identify with and take on another person's emotional state and life story. It is thought that the outcomes of this study will enhance the mental health of college students and provide them with improved strategies of coping, which will allow them to better deal with stressful situations. The quantitative and qualitative analysis of the questionnaire indicated that the factors that needed to be taken into consideration were the group size, age, and gender of the university students. This information was disclosed by the results of the analysis of the questionnaire. It is possible, after reviewing the information that is available, to reach the conclusion that it is beneficial for college students to receive compassion from other people and to have others around them inspire them to take part in self-compassion practices. This conclusion can be reached after coming to the realization that it is possible to arrive at this conclusion after reviewing the information that is available. After going over all of the material at one's disposal, one is able to reach this verdict. Students could discover that they have fewer levels of stress, higher levels of confidence, and lower



levels of pointless self-criticism and self-doubt as a consequence of doing this. Because of this, students might find that they have less self-doubt. Students in higher education have the potential to not only improve their overall feeling of well-being but also to acquire support that may be beneficial in a variety of different parts of their lives. This presents a win-win situation for students.

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