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### Investigation of Continuous Self-Improvement, Self-Efficacy, Compassion Toward Self & Others

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# Investigation of Continuous Self-Improvement, Self-Efficacy, Compassion Toward Self & Others

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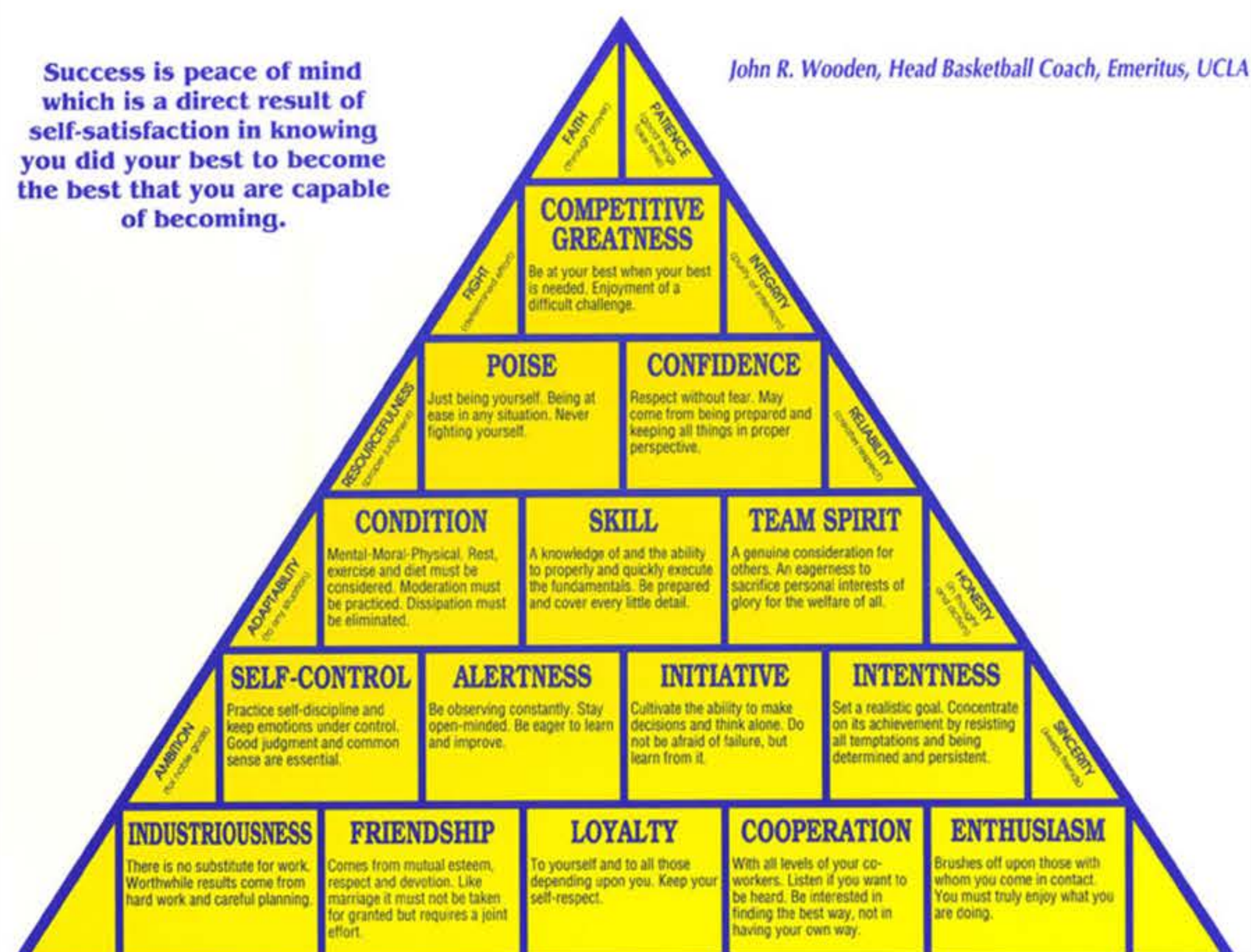
## Background

### Competitive Greatness

John R. Wooden's father shared two principles which were a major influence for his life: (1) "Don't try to be better than someone else, and (2) Always try to be the best you can be" (Wooden & Carty, 2005, p. 17). The first principle was a reminder that a successful life does not find peace of mind by comparing one's self to others. There is an interconnection between the second principle and Wooden's competitive greatness construct (CG). The definition of CG: "Be at your best when your best is needed. Enjoyment of a difficult challenge" (Wooden & Carty, 2005, p. 90).

Competitive greatness is linked to continuous self-improvement. By making the focus of life primarily on individual growth and development, there are endless opportunities to expand our skills and abilities. In Wooden's words: "We don't have to be superstars or win championships to reach competitive greatness. All we have to do is learn to rise to every occasion, give your best effort and make those around us better as we do it. It's not about winning. It's about learning to give all we have to give" (Wooden & Carty, 2005, p. 91).

Wooden created a pyramid of success as a guide to the continuous self-improvement process. In his books, Wooden provides explanations for each of the 15 building blocks. Key words for each block are: (1) hard work and planning (Industriousness), (2) enjoyment (Enthusiasm), (3) mutual esteem & devotion (Friendship), (4) beneficial work (Cooperation), (5) self-respect (Loyalty), (6) discipline (Self-Control), (7) observation & open-mindedness (Alertness), (8) decisions & action (Initiative), (9) realistic goals (Intentness), (10) physical, mental, moral, & spiritual (Condition), (11) timing & performance (Skill), (12) eagerness & sacrifice (Team Spirit), (13) true to self (Poise), (14) respect without fear (Confidence), and (15) loving a difficult challenge (Competitive Greatness).



## Background (cont'd)

### 10-80-10 Principle

According to Urban Meyer (2015, pp. 161-162),

There is a theory about human behavior called the 10-80-10 principle ... Think of your team or your organization as a big circle. At the very center of it, the nucleus, are the top 10 percenters, people who give all they've got all the time, who are the essence of self-discipline, self-respect, and the relentless pursuit of improvement. They are the elite—the most powerful component of any organization ... Outside the nucleus are the 80 percenters. They are the majority—people who go to work, do a good job, and are relatively reliable. The 80 percenters are for the most part trustworthy and dutiful, but they simply don't have the drive and the unbending will ... The leadership challenge is to move as many of the 80 percenters into the nucleus as you can. If you can expand the top 10 percent into 15 percent or 20 percent, you are going to see a measurable increase in the performance of your team.

### Continuous Self-Improvement (CSI)

In the academic environment, Wooden's competitive greatness can be linked to Continuous Self-Improvement (CSI). By focusing on individual growth and development, there are endless opportunities to expand our skills and abilities. Meyer's 10-80-10 principle estimates that 10 percent are in "... relentless pursuit of improvement" or CSI. In Figure 1, we have an example of a CSI nursing student functioning at an exceptional level of engagement, deeper learning processing of material from textbook readings and lecture presentations. Using an intrinsic reward system, they internalize content and concepts and continuously apply them in new, unique ways. These students appear to feel the satisfaction and receive the validation they are going to be excellent nurses. Not only do they understand the scientific and theoretical aspects of nursing, but they also demonstrate the art and caring nature of an excellent and compassionate nurse.

### Self-Efficacy

Researchers have used self-efficacy to investigate online learning, physical therapist, diabetes type 2, work engagement, teacher education, exercise behavior, chemotherapy treatment, Alzheimer disease, counseling, clinical reasoning, and online shopping (Bradley et al., 2017; Costello et al., 2017; Lalnuntluangi, et al., 2017; Lee, 2017; Lisbona et al., 2018; Malinauskas et al., 2018; Middelkamp et al., 2017; Papadopoulou et al. 2016; Salamizadeh, et al., 2017; Ümmet, 2017; Venskus & Craig, 2017; & Yahong et al., 2018). The purpose of this study is to determine if a self-efficacy intervention may increase compassion in nursing students.

## Methods

Instrumentation used were the Wooden CG/CSI scale (Hilty, 2017), self-efficacy (Schwarzer & Jerusalem, 1995), compassion scale (Pommier, 2011), self-compassion scale (Neff, 2003). The Pommier (2011) and Neff (2003) compassion instruments measure compassion with overall scale and subscales. In this study, the overall scales were used to measure self-compassion and compassion toward others.

In this educational intervention, the participants (N=61) were accelerated nursing students in the Second Degree Accelerated Degree program. The CG/CSI scale was used to create two groups (e.g., high scores, moderate-low scores). Hypothesis 1: The self-efficacy, self-compassion, and compassion to others scales would have different mean scores for the two CG/CSI groups. Hypothesis 2: The self-efficacy scale would be significantly correlated with the CG/CSI and two compassion scales.

## Methods (Cont'd)

Hypothesis 3: Using multiple regression with self-efficacy as the dependent variable and CG/CSI and the two compassion scales as predictor variables, the outcome will be significantly different from zero.

## Results

Hypothesis 1: Using SPSS 25 (independent t-test), a significant difference was found between the CSI and the non-CSI students on the self-efficacy (p=.001) and compassion toward other scales (p=.003). Hypothesis 2: Using SPSS 25, significant correlation coefficients between self-efficacy and CG/CSI (r=.515, p=.001), self-efficacy and self-compassion (r=.459, p=.001), and self-efficacy and compassion towards others (r=.362, p=.004). Hypothesis 3: Using SPSS 25, the overall regression was significant (F(3,57) = 12.617, R-squared = .399). Both the CG/CSI (p=.001) and Self-compassion (p=.005) were significant predictors of self-efficacy.

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