

The Convergence Effect of Ego-Resilience and Compassion Satisfaction on Professor Trust of Nursing Students

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간호대학생의 공감만족, 자아탄력성이 교수신뢰에 미치는 융합적 영향

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Abstract The objective of this study was to investigate the impact of ego-resilience and compassion satisfaction on professor trust in nursing students. This was a descriptive survey that one hundred and sixty-one first- to fourth-year students of a university in D city who signed an informed consent form to participate in this study were enrolled. The collected data were analyzed using regression analysis. The regression was performed using peer relations, ego-resilience, and compassion satisfaction as the predicting variables. The results showed that peer relations ($\beta=0.142$, $p=.020$), ego-resilience ($\beta=0.322$, $p<.001$), and compassion satisfaction ($\beta=.370$, $p<.001$) predicted professor trust, and they explained 31.1% of the variance. Therefore, it is suggested to develop interventions to improve professor trust through school-year-specific counseling that enhances nursing students' ego-resilience and compassion satisfaction.

Key Words : Compassion Satisfaction, Ego-Resilience, Professor Trust, Peer Relations, Nursing Students

요약 본 연구는 간호대학생의 자아탄력성과 공감만족이 교수신뢰에 미치는 영향을 파악하기 위한 서술적 조사 연구이다. 본 연구는 D시에 소개한 1개 대학교의 간호학과 1~4학년 학생 161명을 대상으로 하였다. 수집된 자료는 IBM SPSS 20.0 프로그램을 이용하여 회귀분석으로 분석하였다. 대상자의 친구관계, 자아탄력성 및 공감만족을 예측변수로 하여 회귀분석을 실시한 결과 친구관계 ($\beta=0.142$, $p=.020$), 자아탄력성 ($\beta=0.322$, $p<.001$)과 공감만족 ($\beta=.370$, $p<.001$)이 교수신뢰에 영향을 주는 것으로 나타났고, 대상자의 교수신뢰에 대한 이들 변수의 설명력은 31.1%였다. 따라서 본 연구를 바탕으로 간호대학생의 자아탄력성과 공감만족을 높일 수 있는 학년별 상담 및 교육을 통한 교수신뢰 향상 중재 개발을 제언한다.

주제어 : 공감만족, 자아탄력성, 교수신뢰, 친구관계, 간호대학생

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1. Introduction

1.1 Rationale of the study

Trust is the first developmental task that must be achieved by humans. Not only does it assist in individuals' growth and development, but it also plays a critical role in maintaining and developing organizations and communities [1]. When faculty and students, who are in a relationship built upon mutual trust within the boundaries of an academic community [2], develop a trust relationship, it boosts students' immersion in their major and academic accomplishments, [2] ultimately inducing academic satisfaction [3]. Further, professor trust influences undergraduates' learning motivation and academic persistence while lowering academic stress, thereby improving students' adaptation to college life and satisfaction with their major [4-7]. Therefore, the degree of intimacy students perceive with their professor may affect their adaptation to college and have a positive impact throughout their college life, during which they acquire knowledge, skills, and an attitude that will help them excel in society after graduation.

Ego-resilience is a construct related to adaptation in the nursing profession. It refers to the ability to respond flexibly to stressful situations and maintain a psychological balance by regulating one's self-control [8, 9]. People with high ego-resilience can find the positive side of stressful situations, overcome crises, and maintain good interpersonal relationships [10, 11].

As a result of the preceding study[12], the ego-resilience of nursing students who had club activities and had opposite sex friends was found to be higher. This result is thought to be that ego-resilience, which is the ability to recover by flexibly responding to the stressful environment in the process of having a conversation and psychological will through interpersonal relationships. Therefore, the ego-resilience of

nursing students is expected to have an effect on professor trust.

Compassion satisfaction refers to the joy of helping others; in other words, it means the positive emotions that arise from having the ability to help others [13]. Compassion satisfaction is a protective factor against burnout in people who care for others professionally. High compassion satisfaction enables one to balance out the negative influence of caring for patients [14]. Compassion satisfaction may be increased through support from others, positive relationships with colleagues, self-improvement, and meditation [15]. It is an important factor that lowers stress and burnout among clinical nurses [13].

Even when nursing students experience academic stress and maladjustment to college life, their coping skills and academic persistence may vary according to the level of their professor trust [4, 16]. Further, ego-resilience acts as a mediator that lowers academic stress and stress from college life [17]. The higher the ego-resilience is, the higher the compassion satisfaction is[18]. So it is expected that the ego-resilience and compassion satisfaction will have an effect on the professor of teaching. Therefore, this study aimed to investigate the impact of compassion satisfaction and ego-resilience on professor trust in nursing students, with the ultimate aim of providing baseline data for efforts to increase professor trust and satisfaction with one's college life and major.

1.2 Objective

The objective of this study was to investigate the impact of ego-resilience and compassion satisfaction on professor trust in nursing students. The objective of specific this study was as follows.

Identify differences in ego-resilience, compassion satisfaction, and professor trust

according to the nursing student's general characteristics.

The relationship between the nursing student's ego-resilience, compassion satisfaction, and professor trust is assessed.

Identify the factors that affect the nursing student's professor trust.

2. Method

2.1 Study design

This was a descriptive survey that aimed to investigate the impact of ego-resilience and compassion satisfaction on professor trust in nursing students.

2.2 Study participants and data collection

One hundred and sixty-one first- to fourth-year students of a university in D city who signed an informed consent form to participate in this study were enrolled. The number of subjects was calculated using the G-Power 3.1.9.7 program. As a result of calculating the effect size of .15, significance level of .05, power of .95, and 5 predictive factors, the minimum number of subjects was 138, so a total of 166 copies were selected considering the dropout rate of 20%. Data were collected with cooperation from a professor at the university after providing a detailed explanation of the purpose of this study.

In this study, a total of 165 surveys were distributed, of which 163 surveys were recovered. Among the collected questionnaires, a total of 161 surveys were used for data analysis, excluding 2 surveys with unfaithful responses.

For ethical reasons, the author informed the participants about the purpose and method of the study, guaranteed anonymity and confidentiality, and explained their freedom to withdraw from the study at any time without any penalty. After explaining that the collected data

would only be used for research purposes and would be processed anonymously, the participants were given the questionnaire and a small gift. They were informed that the gift would not be taken back even if they decided to withdraw. It took about 15 minutes to complete the survey.

2.3 Study measures

2.3.1 Ego-resilience

Ego-resilience is a characteristic that manifests as an objective insight into internal and external problems, the ability to recreate a situation, and the ability to flexibly address a situation [19, 20]. In this study, ego-resilience was assessed using the self-reported ego-resilience Scale developed by Klohnen[20] and adapted by Park[21]. The tool is comprised of 4 domains (confidence, interpersonal efficiency, optimistic attitude, and emotional regulation) with 4 positively worded statements and 25 negatively worded statements. Each item is rated on a five-point Likert scale ranging from 1 = "never true" to 5 = "always true," with a higher score indicating higher ego-resilience. The reliability of the tool as measured with Cronbach's α was .88 in the study by Park[20] and .93 in this study.

2.3.2 Compassion satisfaction

Compassion satisfaction was assessed using the compassion satisfaction subscale of the ProQoL version 5 developed by Stamm[13]. This tool is available on the PROQOL website (www.proqol.org) as Korea version 5. It is comprised of 10 items, and each item is rated on a 5-point scale ranging from 1 = "not at all" to 5 = "very frequently." The total score ranges from 10-50, and a higher score indicates greater compassion satisfaction. The reliability of the tool as measured with Cronbach's α was .88 at the time of development [13] and .93 in this study.

2.3.3 Professor trust

Professor trust was assessed using a tool developed by Jeong and Park[2]. This 27-item tool is comprised of four domains (intimacy, expertise, lecturing ability, and leadership), and each item is rated on a five-point Likert scale (1 = “strongly disagree” to 5 = “strongly agree”). A higher score indicates higher professor trust. The reliability of the tool as measured with Cronbach’s α was .96 at the time of development [2] and .93 in this study.

2.3.4 General Characteristics

The general characteristics of participants including academic year perceived relationship of peer were collected from all participants.

2.4 Data analysis

The collected data were analyzed using the IBM SPSS 20.0 software. Participants’ general characteristics were analyzed with frequency, percentage, and mean with standard deviation. Ego-resilience, compassion satisfaction, and professor trust according to the general characteristics were analyzed with t-tests and analysis of variance, and intergroup differences were analyzed using Scheffe’s test. The relationship among ego-resilience, compassion satisfaction, and professor trust was analyzed with Pearson’s correlation coefficient, and the predictors of professor trust were identified with a regression. The reliability of each tool was determined using Cronbach’s α .

3. Results

3.1 Ego-resilience, compassion satisfaction, and professor trust according to the general characteristics

The mean scores were $3.62 \pm .53$ for ego-resilience, $3.91 \pm .59$ for compassion satisfaction, and

$3.68 \pm .57$ for professor trust. Compared to first-, third-, and fourth-year students, second-year students showed statistically significantly higher professor trust, and students who claimed to have very good peer relations showed statistically significantly higher professor trust compared to those who have bad peer relations(as shown Table 1).

Table 1. Differences of compassion satisfaction, ego-resilience, and professor trust by characteristics of participants (N=161)

| Variables | n (%) or M±SD | Ego-Resilience | | Compassion Satisfaction | | Professor Trust | |
|--------------------------------|---------------|----------------|------------------|-------------------------|------------------|-----------------|----------------------|
| | | M±SD | F | M±SD | F | M±SD | F |
| Academic year | | | | | | | |
| 1 ^a | 23(14.3) | 3.60±.38 | 1.625 | 3.95±.56 | .369 | 3.61±.49 | 12.671** a,c,d(b) |
| 2 ^b | 44(27.3) | 3.75±.73 | | 3.97±.70 | | 4.05±.61 | |
| 3 ^c | 43(26.7) | 3.50±.48 | | 3.84±.60 | | 3.69±.51 | |
| 4 ^r | 51(31.7) | 3.61±.41 | | 3.90±.49 | | 3.68±.57 | |
| Perceived relationship of peer | | | | | | | |
| Very good ^a | 18(11.2) | 4.14±.58 | 9.297** a>b,c | 4.37±.63 | 8.853** a,b>c | 3.98±.64 | 2.451 |
| Good ^b | 86(53.4) | 3.63±.43 | | 3.98±.48 | | 3.63±.53 | |
| Moderate ^c | 54(33.5) | 3.44±.56 | | 3.67±.62 | | 3.64±.59 | |
| Bad ^d | 3(1.9) | 3.45±.68 | | 3.47±.84 | | 4.07±.32 | |
| Ego-Resilience | | 3.62±.53 | | | | | |
| Compassion Satisfaction | | 3.91±.59 | | | | | |
| Professor trust | | 3.68±.57 | | | | | |

M=mean, SD=standard deviation
** $p < .001$

3.2 Correlations between ego-resilience, compassion satisfaction, and professor trust

Table 2 shows the correlations among ego-resilience, compassion satisfaction, and professor trust. Professor trust was significantly positively correlated with ego-resilience ($r = .476$, $p < .001$) and compassion satisfaction ($r = .504$, $p < .001$), in which professor trust increased with

higher ego-resilience and compassion satisfaction. Further, compassion satisfaction was significantly positively correlated with ego-resilience ($r=.609$, $p<.001$).

Table 2. Correlations among compassion satisfaction, ego-resilience, and professor trust (N=161)

| Variables | Compassion Satisfaction | Professor Trust |
|-------------------------|-------------------------|-----------------|
| | <i>r</i> (<i>p</i>) | |
| Ego-Resilience | .609** | .476** |
| Compassion Satisfaction | | .504** |

** $p<.001$

3.3 Predictors of professor trust

To identify the predictors of professor trust, peer relations, which significantly differed according to professor trust, was set as an independent variable. Further, ego-resilience and compassion satisfaction were significantly correlated with professor trust and thus met the criteria for an independent variable, so a regression was performed with a total of three independent variables and as the dependent variable.

To verify the basic assumptions of multiple regression, multicollinearity, residuals, and outliers were diagnosed. Autocorrelation of error was examined using the Durbin Watson statistic, which was close to 2 (1.477), thereby confirming the absence of autocorrelation. Further, the range of the standardized residuals (-3.218--2.344) satisfied equal variance. To measure influence, Cook's D statistic was observed, and none of the items had a value of 1.0 or higher. Tolerance ranged from .598-.834, and the variance inflation factor ranged from 1.200-1.671, confirming the absence of multicollinearity. The F value of the regression model was 25.045 ($p<.001$), confirming that the regression model had a good fit.

The regression was performed using peer relations, ego-resilience, and compassion

satisfaction as the predicting variables. The results showed that peer relations ($\beta=0.142$, $p=.020$), ego-resilience ($\beta=0.322$, $p<.001$), and compassion satisfaction ($\beta=.370$, $p<.001$) predicted professor trust, and they explained 31.1% of the variance(as shown Table 3).

Table 3. Predictors of professor trust (N=161)

| Variables | Unstandardized coefficients | | Standardized coefficients | t | p |
|--------------------------------|-----------------------------|-------|---------------------------|-------|-------|
| | β | S.E | Std β | | |
| (Constant) | 0.751 | 0.383 | | 1.960 | .052 |
| Perceived relationship of peer | 0.142 | 0.060 | .169 | 2.355 | .020 |
| Ego-Resilience | 0.322 | 0.089 | .302 | 3.596 | <.001 |
| Compassion Satisfaction | 0.370 | 0.082 | 0.384 | 4.529 | <.001 |

$R^2=.324$, Adj $R^2=.311$, $F=25.045$, $p<.001$

4. Discussion

The mean professor trust score in this study was $3.68 \pm .57$, which is lower than that found among nursing students in previous studies 3.92 [22], 4.0 [23] and similar to that found among health students 3.72 [24]. Trust seems to have increased among second-year students compared to first-year students, as they naturally had more opportunities to have face time with their major professors in the form of counseling sessions with their advisors. However, the professor trust of the third- and fourth-year students' were lower than that of the second-year students. It is in line with previous findings[6, 22, 24]. It is believed to be a result of higher grades showed less professor trust because they experienced instruction and evaluation of many professors, and their ability to immerse themselves in learning increased, so they could do more independently without relying on professors. But the results pertaining to professor trust varied across school year [6, 7, 16, 22, 24], calling for more research to follow.

Nursing students' professor trust had a statistically significant positive correlation with ego-resilience and compassion satisfaction, and there was also a statistically significant positive correlation between ego-resilience and compassion satisfaction. This is in line with previous findings that compassion satisfaction increased with increasing ego-resilience among nursing students [25]; that people with a high ego-resilience score demonstrated an appropriate level of self-control and high confidence and self-esteem by experiencing positive emotions [26]; and that clinical nurses with high ego-resilience showed a lower depression level, resulting in improved work satisfaction [27]. These are contextually similar to our findings. These results suggest that ego-resilience is an important factor in successfully coping with stress or negative emotions, thereby highlighting the need for programs that increase ego-resilience in order to boost professor trust in nursing students.

The results of this study showed that peer relations, ego-resilience, and compassion satisfaction predicted professor trust among nursing students, and they explained 31.1% of the variance. Based on the finding that nursing students who stated that they had very good peer relations had statistically significantly higher compassion satisfaction than those who did not, trust seems to increase alongside intimacy. In the relationship between faculty and students, intimacy refers to professors' efforts to emotionally bond with students and care for them with attention and understanding [7]. Further, compassion, which refers to the ability to understand others' emotions and intentions, is a basic skill needed to build good interpersonal relationships and is an essential competency for nursing students [28]. Compassion satisfaction, a protective factor, lowers compassion fatigue—the negative influence of compassion—and is elevated by support from peers or senior

colleagues [29]. In this study, compassion satisfaction was lower among individuals with lower ego-resilience. This is in line with previous findings that emergency department nurses showed higher compassion satisfaction with increasing resilience [30] and that oncology nurses with high ego-resilience had lower compassion fatigue [31]. Furthermore, while compassion satisfaction is an individual tendency, it can also be increased through support from the environment or other people [29], suggesting the need for measures that increase nursing students' satisfaction and pride in their ability to help others as prospective nurses in school or clinical training settings. In sum, ego-resilience is a factor that can enhance nursing students' trust in the relationship with the faculty by flexibly coping with stress based on positive emotions and increasing compassion satisfaction. Compassion satisfaction, a positive feeling that arises when helping others, is also an important factor that can increase professor trust. As professor trust is a variable that can enhance adaptation to college life and satisfaction with one's major by promoting learning motivation and academic persistence and lowering academic stress in undergraduates [4, 6, 7], it is necessary to explore measures that can increase nursing students' professor trust so as to promote their adaptation to college life and satisfaction with their major, as well as increasing their learning motivation and academic persistence. The results of this study highlight the need for measures to promote the building of close relationships with friends and other students among nursing students and to strengthen their positivity in order to increase their ego-resilience, ultimately enhancing professor trust. Therefore, professors should develop and implement intervention programs that foster a communication-facilitating environment using a variety of creative and convergent pedagogic strategies where students

are given positive feedback and an opportunity to present their opinions freely during lectures. Such programs would contribute to enhancing ego-resilience and professor trust in nursing students.

This study was conducted on nursing students of a single university, so its findings are not reflective of various learning environments and contexts. Thus, interpreting the results in the context of nursing students in other regions requires caution, and replication studies with larger study populations are needed. In addition, a longitudinal study should examine changes in professor trust according to school year and identify specific predictors. Moreover, as ego-resilience is learned and developed through training [32] and compassion satisfaction can be boosted by external factors [29], school-year-specific counseling that enhances nursing students' ego-resilience and compassion satisfaction as well as educational interventions that promote professor trust should be developed.

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