

Subjective well-being and its association with peer caring and resilience among nursing vs medical students: A questionnaire study



FangFang Zhao^{a,b,*}, Yujie Guo^{b,1}, Riitta Suhonen^{c,2}, Helena Leino-Kilpi^{c,d,3}

^a Department of Nursing Science, Faculty of Medicine, University of Turku, Finland

^b School of Nursing of Nantong University, Nantong University, Jiangsu Province, 0086-226001, China

^c Department of Nursing Science, Faculty of Medicine, University of Turku, Lemminkäisenkatu 1, Turun Yliopisto, Finland

^d Turku University Hospital, Finland

ARTICLE INFO

Article history:

Accepted 24 November 2015

Keywords:

Subjective well-being
Peer caring
Resilience
Questionnaire
Nursing students
Medical students

SUMMARY

Background: The subjective well-being (SWB) of nursing and medical students is a very important component in the training of future nurses and doctors, as well-being enables them to be more productive.

Objectives: The study examined the effects of peer caring and resilience on SWB as well as the mediating and moderating effects of resilience in the relationship between peer caring and SWB.

Design: A cross-sectional survey design was used.

Settings: A university and an affiliated hospital in China.

Participants: The convenience sample consisted of 426 nursing students and 336 medical students.

Methods: Questionnaires comprising peer caring measurement, a resilience scale and a well-being scale were used in the spring of 2014.

Results: Students participate in the study showed low SWB. There was a significant difference between nursing students and medical students in peer caring, but not in SWB and resilience.

The mediating effects of resilience on the relationship between peer caring and SWB were examined. As hypothesized, resilience mediated the relationship between peer caring and SWB partly for nursing students ($SE = 0.022$, 95% CI = 0.041–0.128) and fully for medical students ($SE = 0.023$, 95% CI = 0.067–0.161). Resilience did not statistically significantly moderate the peer caring-SWB relationship for nursing students ($\beta = 0.092$, $p = 0.057$) but did so for medical students ($\beta = 0.108$, $p < 0.05$).

Conclusion: Peer caring and resilience improved the SWB of both nursing students and medical students. In addition, resilience improved SWB through peer caring for both nursing students and medical students, and higher resilience in medical students enhanced the positive effects of peer caring on SWB. Therefore, educators should promote peer caring and resilience in order to improve students' SWB.

© 2015 Elsevier Ltd. All rights reserved.

Introduction

Subjective well-being (SWB), a focal concept in positive psychology, has attracted increasing interest in research. The significance of SWB levels and the factors influencing them are well recognized. Nursing students often experience high levels of stress (Gibbons, 2010). Continued high stress can affect students' mental health. Psychological well-being enables people to be more productive and effective, making it a very important component in the training and development of future nurses (Ratanasiripong et al., 2012), and medical staff.

Over 10% of Chinese nursing students suffer from moderate to severe anxiety, and nearly 1/3 score high on depressive symptoms which is more than other Chinese young people. (Cao et al., 2003; Zhang et al., 2007). More attention has been focus on the mental health of nursing students in China, and other countries (Frydenberg, 2004; Ross et al., 2005; Gibbons, 2010). Psychologically healthier nursing students tend to be more productive and successful in their academic and clinical studies, work more efficiently, and provide better care for patients (Ratanasiripong et al., 2012).

Although previous international studies have revealed influencing factors of nursing students' depression and burn-out (Ross et al., 2005; Gibbons, 2010), a little is known about the factors influencing their positive state, and keep them feeling well. In addition, little attention has been paid to investigating the general well-being of nursing students and medical students. Dyrbye et al. (2006) showed that prevalence of depression and anxiety is higher among medical students than in general population. Caring about the health of both nursing and

* Corresponding author at: School of Nursing of Nantong University, Nantong University, Jiangsu Province 0086-226001, China. Tel.: +86 417072907.

E-mail addresses: fangfang.zhao@utu.fi (F. Zhao), 570068767@qq.com (Y. Guo), riitta.suhonen@utu.fi (R. Suhonen), helena.leino-kilpi@utu.fi (H. Leino-Kilpi).

¹ Tel.: +86 13776917583.

² Tel.: +358 2 333 8417.

³ Tel.: +358 2 333 8404.

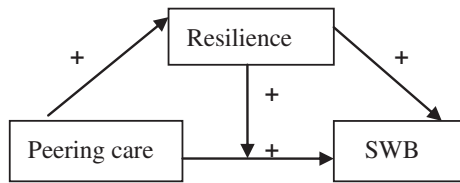


Fig. 1. The hypothesis of moderate and mediating effects of resilience on the relationship of peer caring and SWB.

medical students is necessary to provide high-quality treatment and care. Identifying the differences between the two groups in terms of general well-being and protective factors will provide meaningful guidance for future education. It is necessary to explore SWB and factors connected.

Background

Subjective well-being has gained increasing research attention in recent years (Hawker, 2012; Lent et al., 2014). Previous studies have emphasized the importance of well-being in the quality of life, positive emotions, cognitive capacity, physical health, and social productivity, rather than the absence of disorder (Pavot and Diener, 2004). Students have been reported to fare lower on psychological well-being than the general population (Roberts and Zelenyanski, 2002), but it seems that they do not seek help for these health complaints (Boot et al., 2009). A sense of well-being benefits students' intellectual and professional development, instead of simply completing enough credits for a degree (Jimenez, 2011). It is thus necessary to understand their level of SWB and the factors influencing it.

Peer caring refers to caring behavior in students' peer-to-peer interactions (Kuo et al., 2007). Peer caring has attracted little attention from educators. Hughes (1998) noted that "little attention has been focused on peer relationships as an important dimension of educational experience in schools of nursing" (p. 206). Social support has been shown to contribute positively to the physical and psychological health, both important aspects of SWB (Thoits, 2011). However, the effect of social support from peers has not been explored sufficiently. There is little literature exploring the relationship between peer caring and SWB, and it is necessary to examine their relationship. Family, school, and church are traditional agencies for developing caring behaviors and attitudes in young people (Ng et al., 2013). While at school, students spend most of their time with their classmates. Peers can provide more direct instrumental support by forming study groups, sharing notes and experiences, and giving advice and strategies to use (Richardson and Skinner, 1992). Relationships with peers can also help them learn caring skills from each other. These skills can

strengthen their ability to face difficulties and provide them with better resources for promoting their mental health. Rodriguez et al. (2003) have found that peer support strongly correlated with general psychological adjustment among college students and peers are able to support the resources needed to face specific challenges. Thus, peer caring, as an important part of social support during studies at college is expected to have a positive impact on SWB.

Resilience is an important psychological resource, reflecting the ability to "bounce back" from stress and "it can be broadly defined as the capacity of a dynamic system to adapt successfully to disturbances that threaten system function, viability, or development" (Masten, 2014). Resilience and measurements regarding it have gained a lot of attention from researchers in Western countries (Wagnild, 2009). Resilience can have an increased positive effect leading to enhanced self-esteem, improved life satisfaction, and successful buffering of negative experiences (Liu et al., 2012). As a result, it has become a popular topic of research in positive psychology (Frydenberg, 2004).

Resilience may enable individuals to retain health in difficult times (Connor and Davidson, 2003). Thus, we expected resilience to be a strong predictor of SWB. B  r   et al. (2015) report that support from family and peers had a positive impact on resilience among physiotherapy students. The support from peers may also exert more effects on SWB when students have higher resilience. Based on the relationships of peer caring, resilience and SWB, we also hypothesized that as a psychological resource, resilience may mediate and moderate the effects of peer caring on SWB.

Methods

Design

A cross-sectional survey design was used to examine peer caring, resilience, and SWB in nursing and medical students, and to test the mediating and moderating effects of resilience in the two groups. The following hypotheses were tested (Fig. 1): H1: Peer caring and resilience predict well-being. H2: Resilience mediates and moderates the relationship between peer caring and SWB among the two samples. We hypothesize that peer caring will play a more significant role for resilient students in improving SWB and peer caring predicts SWB fully or partly through resilience.

Ethical Consideration

The study was approved by the director of the school of nursing and by the academic affairs office of the university. The students were informed verbally about the purpose of the study and their freedom to participate or withdraw from the study. They were given a small gift if

Table 1 Participants' demographic information and comparisons of SWB peer caring and resilience of nursing vs medical students in SWB.

	Nursing students				Medical students			
	N (%)	SWB	Peer caring	Resilience	N (%)	SWB	Peer caring	Resilience
Gender								
Female	411 (96.5)	78.74 ± 11.52	82.72 ± 14.43 *	127.77 ± 19.53*	187 (55.7)	76.78 ± 10.49	79.25 ± 15.41	126.14 ± 18.83
Male	15 (3.5)	77.07 ± 10.75	68.93 ± 18.20	113.53 ± 21.16	149 (44.3)	78.32 ± 10.79	77.44 ± 16.09	126.33 ± 21.58
Total								
College year								
1st year	143 (33.6)	76.88 ± 11.11 *	83.65 ± 13.08	125.97 ± 19.31 *	66 (19.6)	76.77 ± 11.62 *	80.14 ± 16.79 *	124.74 ± 22.87 *
2nd year	96 (22.5)	77.40 ± 10.33	80.77 ± 17.94	123.34 ± 19.64	82 (24.4)	74.33 ± 10.51	78.55 ± 16.68	122.04 ± 18.18
3rd year	104 (24.4)	82.00 ± 9.64	84.06 ± 12.87	128.43 ± 16.61	57 (17.0)	81.25 ± 10.40	79.37 ± 13.26	133.16 ± 18.76
4th year	83 (19.5)	79.12 ± 13.17	79.19 ± 15.44	132.60 ± 23.00	78 (23.2)	79.55 ± 9.44	80.63 ± 13.39	127.58 ± 20.13
5th year					53 (15.8)	76.02 ± 9.96	71.98 ± 17.21	125.09 ± 18.91
Total	426	78.68 ± 11.49	82.23 ± 14.80	127.27 ± 19.74	336	77.46 ± 10.64	78.45 ± 15.72	126.22 ± 20.06

Maximum points for SWB scale was 124, for peer caring 102 and for resilience 175.

* p < 0.05.

Download English Version:

<https://daneshyari.com/en/article/368010>

Download Persian Version:

<https://daneshyari.com/article/368010>

[Daneshyari.com](https://daneshyari.com)