

# The Perceived Impact on Nursing Students of Their Trust in Faculty

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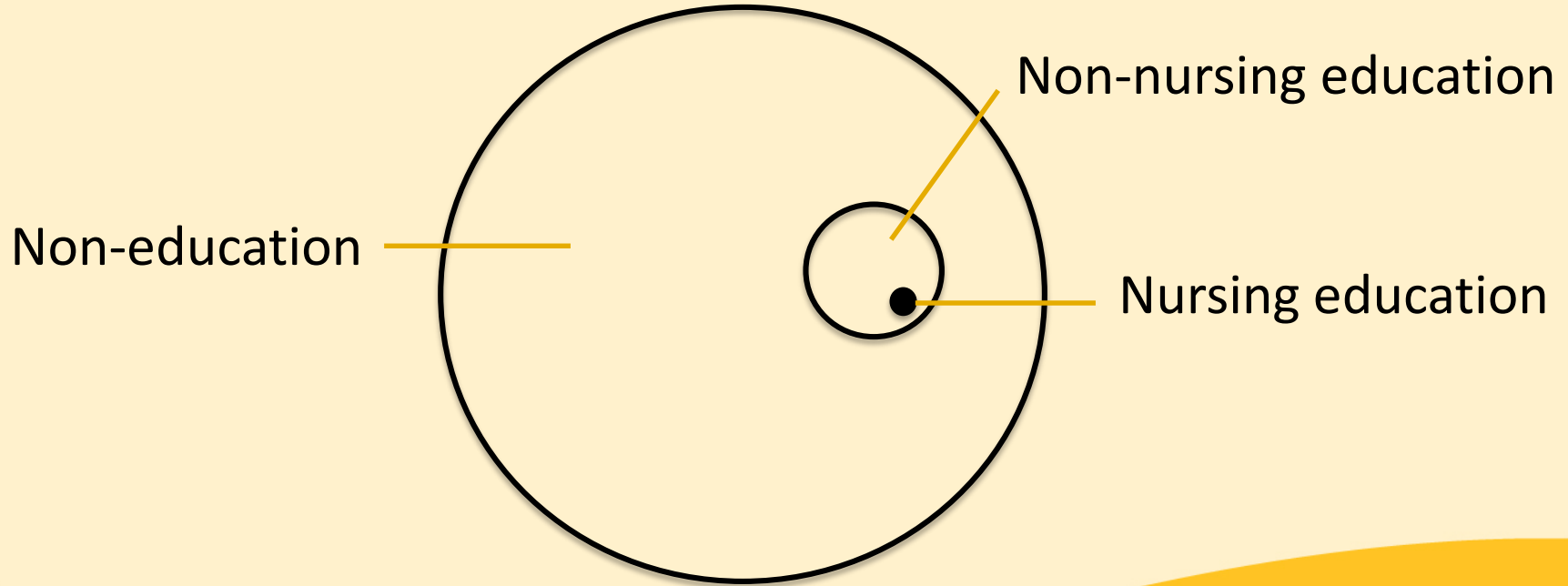
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“The relationship between educators and students is considered to be one of the most important factors in the learning outcomes of students”

Chan, Tong, & Henderson, 2017, p. 110

# Global Trust Research Literature



# Why Study Nursing Faculty Trustworthiness?

To realize the benefits of nursing students' trust in faculty,

- Nursing faculty need to be perceived as trustworthy by students

# Purpose of the Study

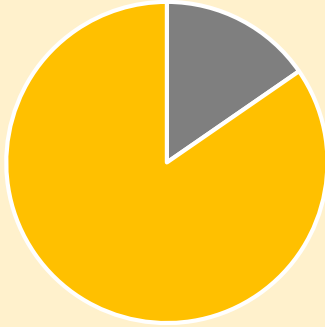
To explore nursing students' perceived impact of their trust in faculty on the students' emotions, thoughts, attitudes, behaviors, and academic performance.

# Methods

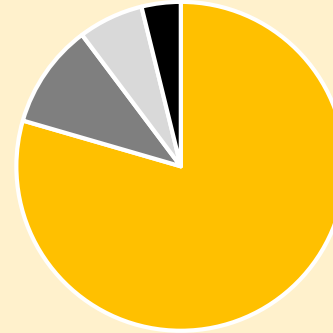
# Setting



# Participants



■ Male ■ Female



■ Caucasian

■ African American

■ Asian

■ Hispanic

Mean age: 28 years (range: 20-42 years)



# Focus Group Data

	Cohort 1	Cohort 2
Fall 2015	Stage 1	
Spring 2016	Stage 2	Stage 1
Fall 2016	Stage 3	Stage 2
Spring 2017		Stage 3

# Thematic Analysis

- Researchers independently read transcripts several times
- Specific data passages were manually underlined and assigned appropriate codes by each researcher
  - To preserve context, surrounding data for each code was left intact
- Researchers collaborated to review codes
  - Codes were sorted and collapsed to form main themes or were discarded if not relevant

# Findings

# Themes

- Evoking Strong Feelings
- Self-Assurance versus Self-Doubt
- Attainment of Academic Goals

# Evoking Strong Feelings

- *“It makes me excited to come to your class”*
- *“I was more positive and happy”*
- *“My feelings went [from] intimidated and unsure to feeling accepted and it’s okay.”*

## Evoking Strong Feelings, *cont.*

- *“So, when you don't have that trust established with the professor, I guess it could also make you feel added stress. More stress to the situation. When you don't have a really good attitude about it because of that. I think it can just be a domino effect of things happening. If you're not motivated, then you're stressed out”*

# Self-Assurance versus Self-Doubt

- *“I built trust in her that I didn't even know I was lacking and she helped me build trust in myself – in my own abilities.”*
- *“When you feel like the professor believes in you and you have a chance, it helps you believe in yourself as well”*

## Self-Assurance versus Self-Doubt, *cont.*

- *“The main feeling I feel when it comes to a teacher who I've lost trust with is defeated. Like, when I walk into a classroom I already feel defeated.”*
- *“I don't feel as confident in that material that she covered”*



# Attainment of Academic Goals

- *“It's like you have this adrenaline that you really do not want to disappoint. You want to do better. You apply yourself more, you know. You will study more and try to understand the material a little bit more, and that leads you to understand better in the class.”*

## Attainment of Academic Goals, *cont.*

- *“It's just negative energy and it affects the next step, like, motivation, you know, for what you're trying to do and then you don't want to go to class.”*
- *“If you don't trust someone, you don't even want to listen to them talking because there's no trust there.”*

# Discussion

# Bandura's Social Cognitive Theory

- Behavior results from continuous interaction between an individual's personal factors, an individual's behavioral factors, and the environmental situation

Bandura, 1977

# Application of Social Cognitive Theory

## **Environmental Factors:**

Perceived faculty member as trustworthy

## **Personal Factors:**

Student developed positive emotions, greater confidence in academic ability, and increased motivation

## **Behavioral Factors:**

Increased engagement in learning

# Contributions to the Literature

- Identified three main themes that addressed the faculty–student trust relationship’s impact on the nursing student
- Appears to align with Bandura’s Social Cognitive Theory

# Limitations

- Participants were recruited from one public university baccalaureate nursing program in the southeastern United States

# Conclusion



# Summary of Findings

- Sheds light on how trustworthiness of a faculty member influenced nursing students' feelings, attitudes, behaviors, and academic performance
- Can provide incentive for faculty to create effective learning environments centered on trust

# Future Research

- Replicate the study at other nursing programs throughout the world
- Conduct intervention research designed to evaluate the impact of nursing students' trust in faculty on their academic success.

# Contact Information

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# Q & A

## References

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