ABSTRACT

Today’s nurses require an expanded knowledge of technology to function in highly complex patient-care environments (NACNEP, 2010a). To support this goal, undergraduate nursing faculty are expected to utilize innovation in their teaching, yet this can be particularly stressful if they have limited technical knowledge (Axley, 2008). Millennial students’ strong preference for technology has caused educators to reevaluate their instructional techniques (Lancaster, Wong & Roberts, 2011). External forces, such as university administrators and accrediting agencies, add to this pressure by articulating their expectations for nursing programs to integrate innovation and technology into their curricula. Despite this, one question has been left unanswered: Do nursing faculty feel that they are prepared to meet this challenge? The purpose of this research study was to explore technology use, technological self-efficacy, and general self-efficacy among undergraduate nursing faculty.

METHODS AND MATERIALS

This quantitative study utilized a non-experimental descriptive correlational research design to describe technology use, technological self-efficacy, and general self-efficacy among undergraduate nursing faculty who teach at one of 651 CCNE accredited baccalaureate nursing programs in the United States.

RESULTS

Participants reported a moderate technology use in general teaching (M=62.4, SD=12.6). Most (n=270) were ranked as having a moderate level of technology. Data analysis revealed that while faculty participants who only taught didactic content had moderate technology use (M=62.9, SD=13.6) as measured by the RTUS, those who taught clinical/laboratory content had high levels of technology use (M=24.1, SD=6.61). A two-tailed Spearman’s rho was employed to test correlations between how faculty rated their relationship with innovation on the Rogers’ Diffusion of Innovation continuum and general self-efficacy. Results showed there was a significant, strong positive correlation between how faculty saw themselves/their relationship with innovation and self-efficacy (r=.615, p<.01, and the perceived impact of technology on student learning and general self-efficacy (r=-.333, p<.01). A weak relationship between age and technological self-efficacy (r=.127, p=.09) was also found.

DISCUSSION/ CONCLUSIONS

This study adds the following points to this topic: (1) faculty should have access to a technology point person since many in this study state that they are on their own for learning and integrating technology in their teaching; (2) most faculty are not familiar with and have not taken the Technology Informatics Guiding Education Reform (TIGER) initiative training; (3) non-teaching faculty who do not teach didactic content and an inverse relationship was noted between age and technological self-efficacy; (4) despite being digital immigrants, faculty are using technology and an inverse relationship was noted between age and technological self-efficacy.