Factors related to learning-support competencies of junior faculty at nursing universities

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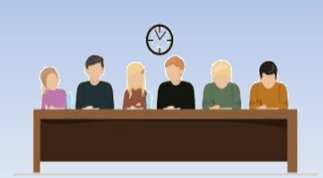

Background

- Competency development for university faculty has become a key priority ever since such faculty development became obligatory.
- The Nursing Faculty Competencies Self-Assessment Scale (NFCSAS) was created in 2015 with the aim of measuring the competencies of faculty at nursing universities[1)].
- The NFCSAS is comprised of core learning-support competencies, as well as research performance competencies, social contributions competencies, and organizational operation competencies.
- The NFCSAS has adequate internal consistency and stability, as well as construct and criterion-related validity[1)].

Purpose

This study clarified factors related to the learning-support competencies of junior faculty (assistant professors, under the age of 39, with less than three years' experience as nursing university faculty) at nursing universities to obtain suggestions for the effective faculty development of junior faculty.

Methods

Participants/Setting:

- From July to October 2015, a postal-mail questionnaire survey was conducted with 162 junior faculty in Japan.
- This survey consisted of the NFCSAS (82 items)[1)], the Metacognition Scale for Adults (28 items)[2)], the Mentoring Scale (48 items)[3)], the General Self-Efficacy Scale (16 items)[4)] and questions regarding personal background.
- This study was performed with the approval of the Osaka Prefecture University Nursing Research Ethics Committee.

Data Analysis:

Covariance structure analysis was used to analyze the data. Data analysis was performed using IBM® Amos® Version 23.

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Results

Valid responses (53.1% response rate) were received from 86 junior faculty participants.

Table1. Characteristics of the junior faculty

Variable		n	%
Gender			
	males	18	20.9
	females	68	79.1
Age			
	20-29	14	16.3
	30-39	72	83.7
Years of faculty experience			
	Mean ± SD	1.3 ± 0.8	
Degree (multiple responses permitted)			
	Doctoral degree	2	2.3
	Master's degree	75	87.2
	Baccalaureate degree	60	69.8
Type of affiliated university			
	National universities	23	26.7
	Public universities	27	31.4
	Private universities	36	41.9

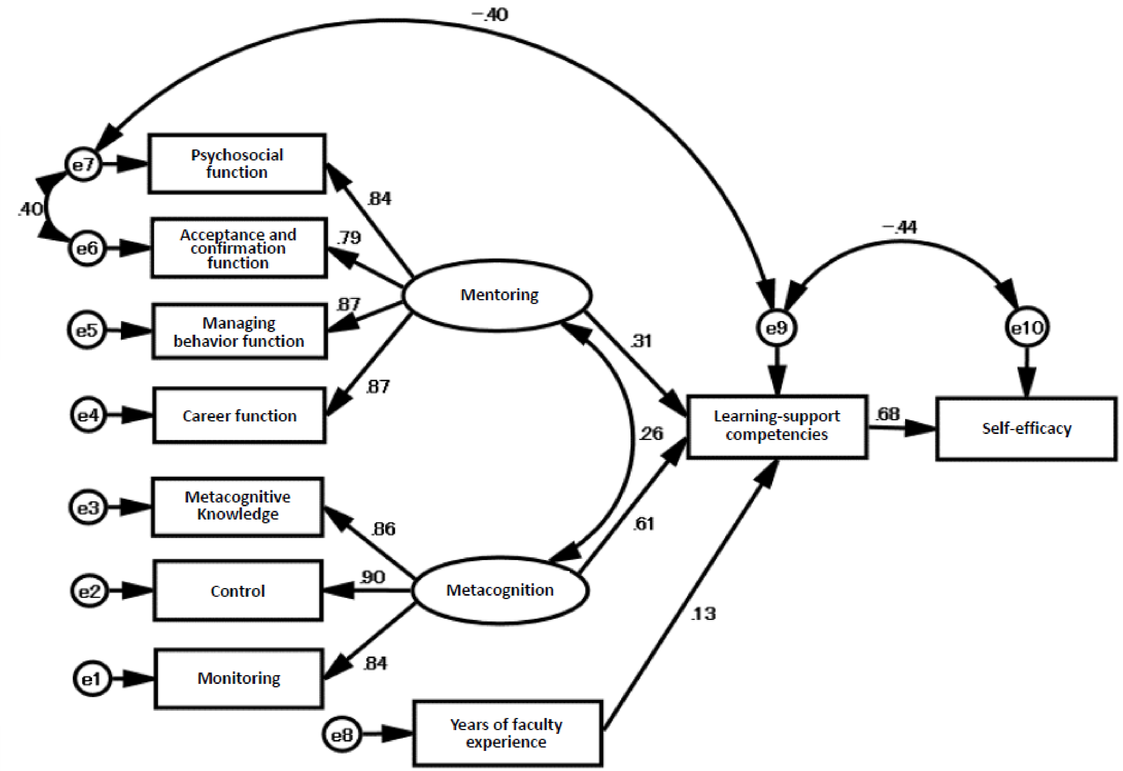

Figure 1. Paths coefficients between learning-support competencies and Related Factors of a Junior Faculty

- Mentoring, metacognition, age, and years of faculty experience had effects on the learning-support competencies of junior faculty. Further, a covariance structure model for yielding self-efficacy effects was set and used for analysis.
- The results showed the significance of the path coefficients from mentoring, metacognition, and years of faculty experience to learning-support competencies, and from learning-support competencies to self-efficacy. Nevertheless, as the path coefficient from age to learning-support competencies was not significant, this was deleted, and the data were reanalyzed. As a result, the goodness-of-fit of the model was within tolerance, with GFI = 0.916, AGFI = 0.845, CFI = 0.982, RMSEA = 0.060.

Conclusion

The present study made it clear that mentoring, metacognition, and years of faculty experience had effects on the learning-support competencies of junior faculty, and that these also contribute to self-efficacy. Thus, suggestions for the promotion of effective faculty development for junior faculty were obtained.

References:

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