

STRUCTURE OF CAREER DEVELOPMENT IN NURSING FACULTY

~MAINTAINING MOTIVATION TO CONTINUE WORKING IN TIMES OF ADVERSITY~

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BACKGROUND : In Japan, despite the small 18-year-old population **the number of nursing university is increasing**.

The Ministry of Education, Culture, Sports, Science and Technology has pointed out the influence of temperature differences in the educational ability of individual teachers on improving education, such as teaching methods and the enthusiasm and attitude of teachers. As one of the issues to be examined in the future, the most important factor in quality assurance of education is the qualitative and quantitative enhancement of teachers. There is room for debate about "**quality of teachers**," but there is concern that quantitative enhancement will be prioritized due to the growing shortage of teachers. Therefore, as a model construction for young faculty members, we conducted semi-structured interviews for **10 university faculty members** with long careers.

PURPOSE : The Structure of Career Development in Nursing Faculty who have been involved in nursing education for more than 10 years consisted of 8 categories and 28 concepts. In this paper, I will clarify **[new perspectives obtained by changing the way of thinking]**.

RESULTS **[new perspectives obtained by changing the way of thinking]** consisted of 2 concepts:

<starting from scratch is rewarding in a sense>

<the difference in organizational culture is an opportunity to think about the necessity>.

Story Line

Due to the experience of transfer, differences in student quality and culture can be an opportunity to think about "what is necessary as a teacher", and it is worthwhile depending on how they think about it in the opening of a new university or in an educational environment where nothing is in place. The participants caught it and positively thought **[new perspectives obtained by changing the way of thinking]**.

DISCUSSION :

- Participants originally tended to think positively and were able to develop differences in organizational culture and environment.
- They have the vitality to create deliverables even in an empty environment and have motivated him to continue working as a university faculty member.
- It is considered to be an indispensable attitude for career development as an educator.
- Participants have an average of 18 years of educational experience, and it can be seen that their positive attitude supported their willingness to continue working in the process of career development.

CONCLUSION : In the process of career development as a university faculty, it is also necessary to be able to change the thinking to take things positively.

METHODS: In a qualitative inductive study, a semi-structured interview was conducted , analyzed using the modified Granded Theory approach(M-GTA). This study was approved by the University A Ethics Committee.

[changing the way of thinking]

<the difference in organizational culture is an opportunity to think about the necessity>.

<starting from scratch is rewarding in a sense>

Figure1: **[changing the way of thinking]**consists 2 concepts:

The two concepts are defined as follows;

<the difference in organizational culture is an opportunity to think about the necessity>

In a new university or in an undeveloped environment, change your mindset that starting from scratch is more rewarding than difficult.

<starting from scratch is rewarding in a sense>

A different organizational culture was an opportunity to think about what was needed, good or bad.

REFERENCE : Japan Association of Nursing Programs in Universities, <https://www.janpu.or.jp/2020.Apr.20>

Ministry of Education, Culture, Sports, Science and Technology. Guaranteeing and improving the quality of university education.

https://www.mext.go.jp/b_menu/shingi/chukyo/chukyo4/houkoku/attach/1302346.htm (April 23, 2019)