

# THE PROCESS OF CAREER DEVELOPMENT IN NURSING UNIVERSITY FACULTY

## ~THE SENSE OF MISSION IN TRAINING OF JUNIOR FACULTY MEMBERS~

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**BACKGROUND** : According to the Japan Nursing University Council (JANPU) (2020), there are 287 nursing universities as of April 2020, and it is estimated that the number will increase in the future. However, under these circumstances, there is concern that the shortage of teachers will become more serious in line with the University Establishment Standards (2012) of the Ministry of Education, Culture, Sports, Science and Technology. At nursing universities, it has been reported that assistant professors and assistants with short years of educational experience have low job satisfaction due to their role burden and retire from stress.

Therefore, as a model construction for young faculty members, we conducted semi-structured interviews for 10 university faculty members with long careers.

**PURPOSE** : The process of building up the career advancement of Nursing faculty who have been more than 10 years consisted of 8 categories and 28 concepts. In this Report, We will clarify one of the categories [The mission is to nurture anyone].

**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.

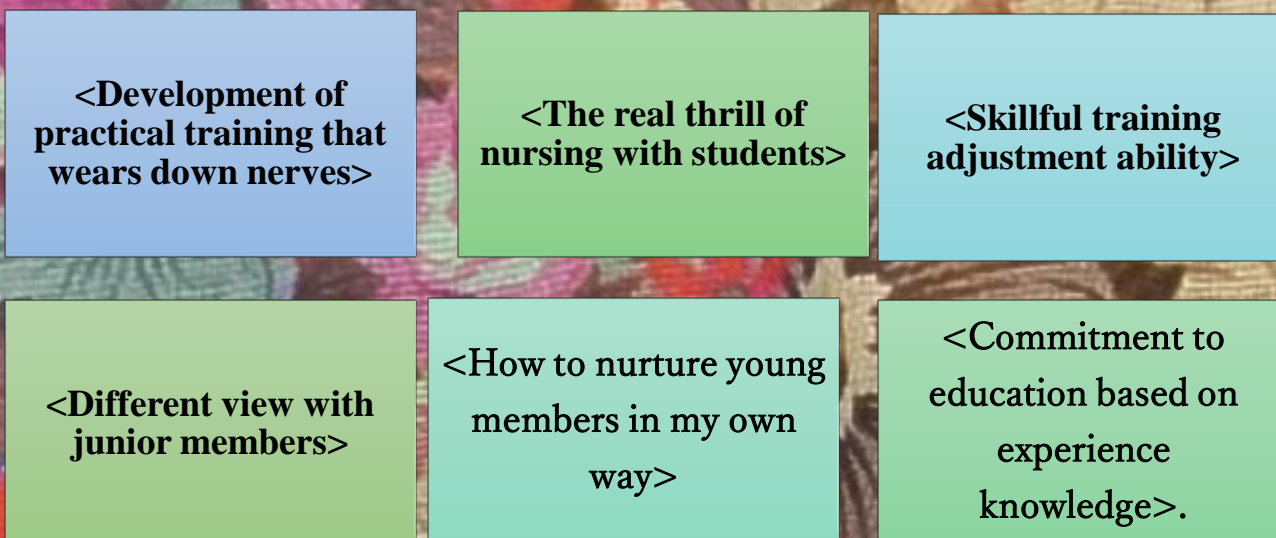


Figure1: The category [The mission is to nurture anyone] consisted of 6concept

**RESULTS** The category [The mission is to nurture anyone] was consisted of 6concept, defined as follows;

<Development of practical training that wears down nerves> : Experience of wearing down nerves due to the difficulty of developing training facilities and the difficulty of adjustment

<The real thrill of nursing with students> : Being able to experience the real thrill of nursing with students through practical training.

<Skillful training adjustment ability>: Having the ability to skillfully adjust while maintaining a relationship with the training facility

<Different view with junior members> : Feeling a difference in consciousness and temperature difference in the assistant professor who is different from when he was a young person

<How to nurture young members in my own way>: From a standpoint, develop and follow young teachers in their own way

<Commitment to education based on experience knowledge>:Being particular about their own education from the accumulated experience

### DISCUSSION :

- ◇ By observing student growth and successful graduate training, we can see that they are more motivated to continue working.
- ◇ With more than 10 years of educational experience, collaborators can learn that the true thrill of being a nurse through students and the growth of students as educators enhances their identity as teachers.
- ◇ To support this, it is reported that people who have been educated for more than 10 years have a high identity \* 1 \*\* 2
- ◇ This leads to job satisfaction and continued work as a teacher. M.Arian \* 3.et al states that teachers' job satisfaction depends on the number of years they have been taught.
- ◇ It can be said that participants formed their identities along with their educational experience in the process of building their careers.

**CONCLUSION** : In the process by which nursing faculty members build up their careers, [The mission is to nurture anyone] has been an important component.

**REFERENCE** : Yukie Ito, Sayo Kawakami, Mayumi Mishima.et.al (2018) Professional Identity of Nursing Teachers in District B, National Hospital Organization. Bulletin of Nursing School in Shikoku-Chugoku, 13,48-59. Mitsuteru Fujii, Mitsumi Tsuneishi, Mayumi Kodama et.al Occupational Identity Formation by Nursing Teachers in District B of the National Hospital Organization Nursing School Impact on. Bulletin of Nursing School attached to Chugoku Shikoku District National Hospital, 14, 44-53.Arian M, Soleimani M, Oghazian MB.Job (2018)satisfaction and the factors affecting satisfaction in nurse educators: A systematic review.J Prof Nurs. Sep-Oct;34(5),389-399.