

Factors That Can Allow University-level Instructors of Nursing to Proactively Continue Working: A Study of Personal Narratives

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Due to a rapid increase in the prevalence of nursing colleges and universities, it has now become increasingly difficult for such schools to maintain their staff of nursing instructors at the proper number and with the proper quality. Also, inexperienced nursing instructors face numerous challenges, while finding it difficult to continue pursuing their profession. Numerous studies have been conducted on inexperienced instructors. This research, however, aims to identify the factors that allow nursing instructors at nursing colleges and universities to continue teaching. For this study, three teachers with more than 10 years of clinical experience and 10 years of teaching experience were interviewed.

The oral data was analyzed using the Modified Grounded Theory Approach (M-GTA). Storylines regarding factors that might allow nursing instructors at nursing colleges and universities to continue teaching were established, along with diagrams of associated concepts. The analysis revealed that nursing instructors overcame difficulties in the workplace and any lack of skill or capability by obtaining emotional and physical support, as well as by pursuing higher education, such as by studying at graduate school. It was also found that the maturity of their perspectives regarding nursing and the emergence of views on education led them to regard their profession as being valuable and worthwhile. This study suggests that the negative concepts formed in the course of teaching at nursing colleges and universities had triggered positive actions and mindsets.