

# Factors related to teaching global nursing in Chinese nursing educators:

## A cross-sectional study

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### 【Introduction】

With the rapid development of globalization, the demand for international nursing talents is increasing daily. To enhance China's openness to the world, training international nursing professionals has become a crucial measure for Chinese colleges and universities (Ji Meihua et al, 2023). However, the factors related to nursing educators' teaching global nursing are still not clear. This study aims to explore the factors which would influence educators teaching global nursing in China.

### 【Method】

This is a cross-sectional study. Participants were nursing educators with the nurse certification, whose email addresses were available at their university homepage, and those who agreed to participate in this research. A total of 1,962 nursing educators were listed in all 303 universities' websites in mainland China, and 1,622 educators' email addresses were accessible. The Tencent Survey was used for collecting data. This survey consisted of three parts: university characteristics, participants' basic demographics, language related factors, abording experience, cultural interactional factors, and intercultural sensitive questions. Whether the participants do or not teach global nursing or multicultural nursing courses were collected as the screening question. The data were collected from Oct 17<sup>th</sup> to Nov 21<sup>st</sup> in 2023.

We translated the Intercultural Sensitive Scale (ISS) (Chen & Starosta, 2000) into Chinese after permission from the creator. The scale includes 24 items with five subscales (interaction engagement, respect for cultural differences, interaction confidence, interaction attentiveness, and interaction enjoyment), with the total score ranging from 24 to 120. The Chinese version ISS were assessed among 21 Chinese nurses ( $\alpha=0.85$ , ICC=0.86).

The variables were selected by bivariate analyses for the hierarchical logistic regression. Statistical significance level was set at  $p<0.05$ . This study was approved by the Ethics Review Committee of the Institute of Education of the University (Approval No. C2023-30).

### 【Results】

A total of 214 nursing educators submitted the questionnaire (response rate=13.2%), and all of them were included in the analysis (effective response rate =100%). All were from China (100%), and most of them are women (94.9%). Almost half of them had PhD degree (44.9%), but only 11.7% obtained degrees in foreign countries. One hundred and seventeen (54.7%) nursing educators answered that they teach global nursing.

In bivariate analyses, six demographic factors, one language-related factor, and two cross-cultural interaction variables, and total score and

two domains (Interaction Engagement, Interaction Confidence) of ISS were significantly related to teaching global nursing.

When basic demographic factors were entered into the logistic regression, full-time work status and having work experience in foreign countries were associated with teaching global nursing (Table 1). In the second model, after adding language-related factors, only full-time work status remained associated with teaching global nursing. In the third model, after adding the total score of ISS, full-time work status and higher ISS were associated with teaching global nursing. In the fourth model, after adding cultural interaction factors, full-time work status, having more friends from different cultures, and more frequent participation in cross-cultural interactions were associated with teaching global nursing. All variables' Variance Inflation Factors were lower than 3.0. The ten variables accounted for 29.2% of the variance.

Table 1. Factors related to teaching global nursing

Predictors	Step1	Step2	Step3	Step4	VIF
	Basic demographics	Add language related factors	Add intercultural sensitivity	Add cultural interaction factors	
Highest degree	1.10 (0.72-1.66)	1.00 (0.64-1.55)	0.97 (0.62-1.529)	0.82 (0.51-1.33)	1.40
Work status	2.53 (1.20-5.34)*	2.42 (1.14-5.14)*	2.73 (1.26-5.90)*	3.22 (1.45-7.19)**	1.19
Degree obtained in foreign countries	0.59 (0.21-1.69)	0.56 (0.19-1.63)	0.56 (0.19-1.66)	0.76 (0.24-2.40)	1.32
Work experience in foreign countries	1.98 (1.03-3.84)*	1.94 (1.00-3.77)	1.89 (0.96-3.72)	1.83 (0.89-3.75)	1.34
Number of countries visited	1.55 (0.96-2.51)	1.58 (0.97-2.56)	1.50 (0.92-2.45)	1.24 (0.73-2.09)	1.59
Length of staying abroad	0.94 (0.64-1.37)	0.91 (0.62-1.33)	0.90 (0.61-1.33)	0.72 (0.47-1.11)	2.54
Frequency to use non-native language		1.11 (0.94-1.31)	1.05 (0.89-1.25)	0.97 (0.81-1.17)	1.47
Intercultural sensitivity			1.05 (1.01-1.09)*	1.03 (0.99-1.07)	1.21
Number of friends from different cultures				2.53 (1.33-4.82)**	2.00
Frequency to take part in cross-cultural				1.68 (1.03-2.75)*	1.67
Nagerkelker <sup>2</sup>	0.142	0.151	0.180	0.292	
$\Delta$ Nagerkelker <sup>2</sup>		0.009	0.029	0.112	
Hosmer-Lemeshow test P	0.585	0.853	0.351	0.227	

### 【Discussion】

Among Chinese educators, those with full-time work status were more likely to teach global nursing. Additionally, having work experience in foreign countries also promoted teaching global nursing. Furthermore, higher intercultural sensitivity, making friends from different cultures, and frequently participating in cross-cultural interactions were significantly important for teaching global nursing.

【COI】 There is no conflict of interest to be disclosed.

### 【Reference】

- Chen, G.-M., & Starosta, W. J. (2000). The Development and Validation of the Intercultural Sensitivity Scale. The Annual Meeting of the National Communication Association (86th, Seattle, WA, November), 8-13.
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