

Factors related to teaching global nursing among nurse educators: A cross-sectional study

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【Introduction】

Globalization trends have increased the importance of being competent in communication with people from different cultural backgrounds. Nurse educators must be culturally competent to teach cultural care to nursing students effectively. However, only a few studies focused on nurse educators. The purpose of this was to explore factors related to teaching global nursing among nurse educators.

【Method】

This is a cross-sectional exploratory study. Participants were nurse educators with a license of a registered nurse in Japan, whose email addresses were available on their university homepage and who agreed to participate in this survey. A total of 10,199 educators in 284 universities were listed and 3,475 email addresses were available. Survey contents included characteristics of participants' universities, participants' basic demographic characteristics, language-related factors, cultural interaction factors, intercultural sensitivity questions, and whether they teach or participate in global nursing or multicultural nursing or related education (hereafter: global nursing) or not. Data were collected from October 2023 to November 2023 using Google Forms.

Japanese version of the Intercultural Sensitivity Scale (ISS) (Kuwano et al., 2016) was used to measure intercultural sensitivity after obtaining permission from both the creator and translator. The scale includes five subscales (interaction engagement, respect for cultural differences, interaction confidence, interaction attentiveness, and interaction enjoyment), with the total score ranging from 24 to 120.

Bivariate analyses were used to select variables for hierarchical logistic regression. All the 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】

Among 1,026 nurse educators who submitted the questionnaire (response rate=29.5%), 176 were excluded because they reported that their university did not provide global nursing education. A total of 850 nurse educators were included in the analysis (effective response rate =82.8%). The majority of them were from Japan (98.7%), and women (84.5%). Over half of them had PhD degree (60.8%), but only 6.4% obtained degrees in foreign countries. Three hundred and twenty-eight (38.6%) answered that they teach global nursing.

In bivariate analyses, eight demographic factors, three language-related factors, and two cross-cultural interaction variables, and total score and four domains of ISS were significantly related to teaching global nursing. When demographic factors were entered into the logistic

regression, more number of countries worked, longer years lived in foreign countries, having family members living in foreign countries for one year or more were associated with teaching global nursing. In the second model, language-related factors were added, where number of countries worked, having family members living in a foreign country for one year or more, more number of non-native language use, and higher levels of non-native language were associated with teaching global nursing. In the third model, cultural interaction factors were added, where more friends from different cultures and more frequently taking part in cross-cultural interactions were associated with teaching global nursing. In the fourth model, ISS total score was added, where more frequently taking part in cross-cultural interactions, and higher ISS total scores were associated with teaching global nursing (Table 1). Variance Inflation Factors were all lower than 2.5. Fourteen variables accounted for 28.1% of the variance.

Table 1. Factors related to teaching global nursing

Predictors	Step1	Step2	Step3	Step4
	Basic demographics	Add language related factors	Add cultural interaction factors	Add intercultural sensitivity
	Odds Ratio (95% Confidence Interval)			
Position	1.04 (0.86-1.25)	1.05 (0.87-1.27)	1.02 (0.84-1.24)	1.00 (0.82-1.22)
Years of full-time nurse educator	1.01 (0.99-1.04)	1.02 (0.99-1.04)	1.02 (0.99-1.04)	1.02 (0.99-1.05)
Highest degree	1.33 (0.97-1.81)	1.15 (0.84-1.58)	1.12 (0.81-1.55)	1.22 (0.88-1.71)
Degree obtained in foreign countries	1.25 (0.60-2.61)	1.20 (0.56-2.54)	1.14 (0.52-2.52)	1.21 (0.54-2.70)
Number of countries worked	1.78 (1.12-2.84)*	1.69 (1.05-2.72)*	1.57 (0.97-2.55)	1.54 (0.96-2.48)
Number of countries visited	1.00 (0.95-1.06)	1.00 (0.94-1.05)	0.99 (0.94-1.05)	0.99 (0.94-1.05)
Years lived in foreign countries	1.43 (1.21-1.70)***	1.19 (0.99-1.44)	1.10 (0.91-1.34)	1.06 (0.87-1.30)
Family member living in foreign countries	1.54 (1.10-2.18)*	1.52 (1.08-2.16)*	1.33 (0.92-1.91)	1.33 (0.92-1.91)
Number of non-native language use		1.43 (1.07-1.91)*	1.23 (0.91-1.67)	1.21 (0.89-1.64)
Level of non-native language		1.31 (1.08-1.59)**	1.12 (0.91-1.38)	0.98 (0.79-1.23)
Use non-native language at least once a week		1.25 (0.88-1.77)	0.82 (0.56-1.21)	0.87 (0.59-1.28)
Number of friends from different cultures			1.39 (1.10-1.76)**	1.26 (0.99-1.60)
Frequency to take part in cross-cultural interactions			1.40 (1.22-1.62)***	1.35 (1.16-1.56)***
Intercultural sensitivity scale total score				1.04 (1.02-1.06)***
NagerkeR ²	0.165	0.202	0.262	0.281
ΔNagerkeR ²		0.037	0.060	0.019

【Discussion】

To teach global nursing, not only working experience and living in foreign countries, but also maintaining levels of English or non-native language and cross-cultural interactions, and higher intercultural sensitivity are necessary.

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

【Reference】

Kuwano, N., Fukuda, H., & Murashima, S. (2016). Factors affecting professional autonomy of Japanese nurses caring for culturally and linguistically diverse patients in a hospital setting in Japan. *J Transcult Nurs*, 27(6), 567-573. <https://doi.org/10.1177/1043659615587588>