

Motivators And Challenges of Research and Evidence-Based Practice Competency of Nursing Faculty: Basis of Research Training Framework

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ABSTRACT

Background: The study explores the motivators and challenges faced by nursing faculty in acquiring research and evidence-based practice (EBP) competencies, focusing on developing a research training framework. The researcher, serving as a dean in the College of Nursing within a school system, brings an administrative perspective and deep insight into the academic and professional landscape of nursing education. The background provides a unique vantage point for assessing the interplay of academic expectations, professional development, and institutional support mechanisms in fostering research culture and EBP skills. The study likely emphasizes how these factors influence faculty engagement in scholarly activities and their readiness to integrate evidence-based methods into teaching and practice.

Result: The study revealed that to enhance nursing faculty's research and evidence-based practice (EBP) competencies by addressing skills development, motivation, mentorship, and institutional support. It provides targeted training in research methodologies, promotes EBP integration through case studies and systematic reviews, and mitigates challenges like workload and resource limitations via peer mentoring. By fostering a supportive research culture through incentives, collaboration, and institutional backing, the framework strengthens faculty engagement, improves nursing education, and enhances patient outcomes.

Conclusion: This study highlights the strong research and evidence-based practice (EBP) competencies among nursing faculty despite challenges such as workload, resource limitations, and mentorship gaps. It finds that research and EBP competencies are closely linked, with EBP serving as a key mediator in overcoming research challenges. However, gaps in advanced research skills, critical appraisal, and global collaboration persist, while the study's reliance on linear models limits a deeper exploration of faculty motivations and institutional influences on competency development.

Keywords: Nursing Faculty, Research Competency, Evidence-Based Practice, Motivation, Challenges, Research Training Framework.

1. INTRODUCTION

The study highlights significant changes in nursing education, emphasizing research productivity and compliance with accrediting bodies to enhance educational quality. Despite expectations for nursing faculty to excel in research and evidence-based practice (EBP), their productivity and application of EBP remain limited. Both traditional research and EBP are critical for academic practice but present challenges for schools in the School System. The study underscores the need for structured training approaches to enhance research and EBP skills. Mesa et al. (2019) advocate for training programs that adapt to evolving methodologies, while Rao (2019) emphasizes standardized implementation competencies, particularly in low- and middle-income countries. Kusdanu (2019) links faculty performance to research and EBP abilities, calling for assessments to measure their impact on teaching duties. Holistic capacity-building programs, including writing skills and strategic action plans, are recommended by Merritt et al. (2019) and Malilin et al. (2019). Wanrui et al. (2019), Larsen et al. (2019), Albarqouni (2019), and Mikkonen (2019) emphasize the complexity of integrating EBP into nursing education, advocating for interdisciplinary and collaborative approaches to standardize competencies and improve educator development. Barriers such as lack of time and limited access to information, highlighted by Penz et al. (2021), must also be addressed to enhance EBP integration in clinical settings. This review provides a foundation for exploring research and EBP skills among nursing

faculty in the School System. Nursing education is evolving, placing greater emphasis on evidence-based practice (EBP) and research skills for educators and students. Patelarou (2020) highlights the reliance of healthcare decision-making on EBP, though lower-level nursing practitioners often lack these competencies. This study aims to identify effective educational interventions to enhance EBP competencies among undergraduate nursing students, addressing challenges such as inexperienced faculty and inconsistent training frameworks, as noted by Long (2019) and Wart et al. (2019). Using a scoping review design, the research seeks to uncover strategies that improve understanding of evidence-based care and bridge gaps in EBP teaching. It will also compare research and practice competencies among School System faculty, aligning with the institution's commitment to improving nursing education and supporting its strategic goals of academic excellence and quality healthcare outcomes.

2. METHODS

Research Design

To complete the study, a survey correlational research design was used. In this design, surveys are delivered to measure variables of interest as well as examine their connections through correlation analysis and other statistical methods.

Respondents of the Study

The central focus of this study comprises nursing faculty members within the colleges of nursing across the School System. This population represents a specific subset of educators who play a crucial role in shaping the future of nursing professionals within the School System.

Instruments of the Study

The Scientific Research Competency Scale (SRCS) and the Evidence-based Practice Questionnaire (EBPQ) served as crucial instruments in addressing the research questions about the research and evidence-based practice (EBP) competencies of selected nursing faculty of School System. Scientific Research Competency Scale (SRCS) Duru et al., 2021 for Research Question 1. Research Question 2, the Evidence-Based Practice Questionnaire (EBPQ) by Upton and Upton (2006) was published to measure nurses' practices, attitudes and knowledge toward evidence-based practice (EBP). The EBPQ has been tested for its reliability and validity, and it shows strong psychometric properties. For the Research Motivations and Challenges, this study used Rigorousness of the developed Research Attitude Scale adapted from Shafqat, Manzoor & Tariq (2018), Researcher's Sources of Motivation and Challenges Encountered in Doing Research tool were adapted from Landicho, C.J.B. (2020). A five-point Likert method was used to create this scale with the assistance of experts in the relevant field.

3. RESULT

Research Competency of Nursing Faculty in Selected Schools of School System

School System's nursing faculty show substantial research capability, with targeted growth areas that could enhance their impact and alignment with advanced academic standards. Similar study by C. Merritt et al. (2019), put forward an early career researcher development programme called Academic Competencies Series aimed at enhancing beyond scientific knowledge including writing up results and findings dissemination planning/implementation alongside balancing life outside lab setting. According to C. Merritt et al. (2019) it is important not only conduct but also communicate your research. Therefore more needs to be done on how researchers can publish their work effectively since most of them lack relevant skills necessary for preparing manuscripts suitable different outlets such as journals or conferences among others thus limiting visibility chances as well peer recognition thus this program seeks address such gaps through providing trainings workshops mentorships etcetera so that individuals become better equipped with tools required for effective communication about what they did scientifically during investigation process.

Evidence-Based Practice Competency of Nursing Faculty in Selected Schools of School System

The nursing faculty exhibit a solid foundation in EBP, with strengths in information sharing and self-assessment, positioning them well to foster a research-based educational environment. By focusing on enhancing critical appraisal skills, they can strengthen their EBP practice further, supporting the institution's commitment to high-quality nursing education and patient care.

Align to this is by Mikkonen (2019), among other things, sought out social & healthcare educators' perceptions about competence. The findings showed that these educators have multiple dimensions within their construct including subject knowledge, ethics, and continuous professional development etcetera. Penz et al. (2021) discuss barriers encountered by nurses when trying to use evidence based nursing in clinical practice setup like time constraints along availability/accessibility resources required during implementation. Therefore Penz et.al suggests strategies which can be adopted by clinical nurse educators so as to promote evidence based nursing practice.

The Challenges and Motivations of Respondents in Doing Research

Faculty members identify as researchers, gain satisfaction from research activities, and view research as essential to their professional and institutional contributions, with many seeing it as a key component of their role. Motivational sources such as skill improvement, institutional reputation, family, and extrinsic rewards (like incentives and career advancement) play a significant role in sustaining research interest. Faculty members prioritize skill development, personal fulfillment, and contributing to the institution's standing, indicating a well-rounded motivation profile that balances personal goals with professional advancement.

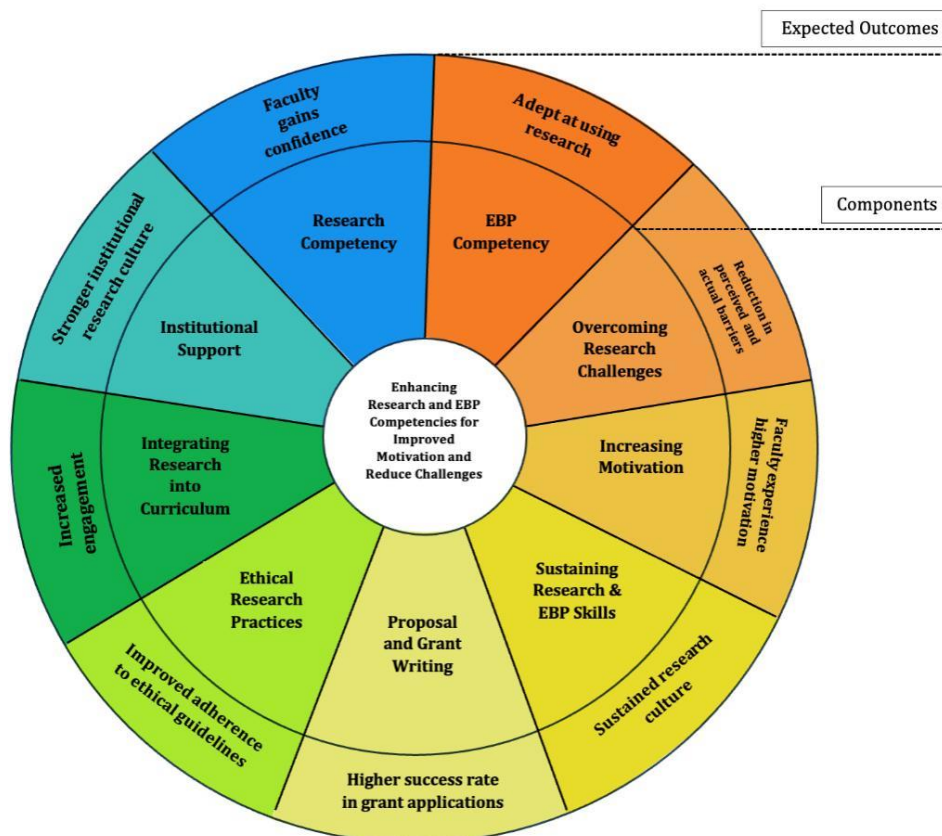
Faculty face several challenges, including limited research skills, financial constraints, and high teaching loads, all of which can restrict active research involvement. Limited access to resources and the lack of mentorship opportunities further hinder their research progress.

Link with that is study of Vantard et al. (2023) explored the challenges and motivations of researchers participating in interdisciplinary projects at the Centre National de la Recherche Scientifique (CNRS). The study found that such projects often start early in careers without hindering career development. However, longer project durations and absence of suitable scientific journals for publishing interdisciplinary work posed challenges. Assessment criteria for interdisciplinary projects were deemed inadequate because they failed to reflect cross-disciplinary interaction's unique demands. Proposals were made to recognize better engagement across disciplines by adapting evaluation frameworks.

Proposed Development

A comprehensive framework for enhancing research competency and evidence-based practice (EBP) skills among nursing faculty. The structured approach addresses the key skills, motivations, and institutional support necessary to foster a research-engaged culture. Each branch focuses on a specific area of development, with defined components, strategies, and expected outcomes aimed at creating a supportive environment that encourages faculty members to engage in research and apply evidence-based practices in clinical and educational settings.

The model provides a holistic approach to developing nursing faculty competencies in research and EBP. Each component works synergistically to address barriers, foster motivation, and provide continuous support. The expected outcomes collectively contribute to a thriving research culture, improved nursing education, and enhanced healthcare practices. This framework ultimately aims to empower nursing faculty to excel in their roles as educators, researchers, and practitioners, creating a ripple effect of positive change across the academic and clinical landscape.



4. CONCLUSION

This emphasizes the importance of addressing institutional barriers and fostering a culture of research and evidence-based practice to enhance the overall competency of nursing faculty. Moreover, this highlights strengths in the research and EBP competencies of nursing faculty but reveals several limitations. For research competency, gaps in advanced skills like risk analysis, cost calculation, and psychometric methods limit faculty capacity for technical studies. Lastly, challenges such as heavy workloads, financial constraints, and limited mentorship are acknowledged, but the analysis lacks depth on how these vary across faculty demographics or institutions. The interplay between intrinsic and extrinsic motivations is not fully explored, missing insights into enhancing engagement. While strong relationships between challenges, motivations, and competencies are demonstrated, the reliance on linear models oversimplifies these complex dynamics.

5. CONFLICTS OF INTEREST

There were no declared conflicts of interest on how the research would be carried out. Results have been deduced objectively; nothing influenced this result by any individual, monetary, or institutional interests. In effect, utmost endeavors were in order to conduct a bias-free operation of gathering and analyzing the data into interpretation and producing a study based on merit, away from research inconsistencies.

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