Integrated collegiate and professional nursing education in Nigeria universities: Self, task and impact concerns of lecturers

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ABSTRACT

The study investigated what lecturers involved in the integrated collegiate and professional nursing education in Nigeria universities characterise as concern for self, task and impact. Cross-sectional explorative design was used. Sample was 237 professional nurses on permanent employment as lecturers in any Departments of nursing of the twenty nine universities in Nigeria offering nursing programme. Data were collected using 46-items self-revealing validated Nurse-lecturer Concerns Questionnaire. The highest concern of the lecturers were related to their task (Mean + SD = 3.50 ± 1.27), followed closely by 'concern for self' (Mean + SD = 3.49 ± 1.38). Lecturers' major 'concerns for task' were frequent semester and professional examinations and working with too many students each day. Major 'concerns for self' were being unable to balance professional and personal life, having to publish several research studies to progress in their career, and inefficient use of digital technologies. There was significant difference in male and female lecturers' 'concerns for self' $p < .019$; and task $p < .000$, but not for impact. The male lecturers had lower mean scores for 'concern for self' and 'concern for task' than the females, The higher the years on the job, with teacher preparation training, the lower the lecturers' 'concern for self'. Integrated university nursing education increases lecturers' job-related concerns, especially the less skilled ones. Consolidated examination system that awards both degree and professional certificates should replace the bipartite examination system to reduce lecturers' workload. Teacher training and competence in use of digital technologies should be pre-requisite for employment of lecturers. More males should be enrolled into nursing education.

1. Introduction

Nursing education requires more than the traditional theoretical classroom interaction since the student is being prepared to become both knowledgeable and professional. University nursing education therefore involves both collegiate and professional education programmes which facilitates the award of a Degree and Certificate(s) of Registration at the end of the undergraduate programme. In Nigeria, it involves mutually exclusive bipartite education; an education system whereby the same set of students are prepared concurrently by the same set of teachers for both Bachelor of Nursing Science Degree and professional certification. Bachelor of Nursing Science (BNSc) Degree is awarded to the graduate after a five-year educational programme. Within this five-year undergraduate period, the lecturers take students on all relevant courses as stipulated in curricula of the National Universities Commission (NUC) for BNSc and the Nursing and Midwifery Council of Nigeria's (N&MCN) for General Nursing and Midwifery education. Additionally, lecturers prepare students in their fourth and fifth years respectively for the pre-professional and professional examinations for General Nurses and Midwives. Some Departments also prepare students for Public Health Nursing Examination of the West African Health Examination Board (WAHEB) within the student's fifth year. Further, some Departments offer postgraduate diplomas and degrees in nursing. University nursing

education, therefore, causes the lecturer to juggle roles of teaching, supervising, coaching, counselling, leadership/administration, and research/scholarship.

The NUC and NMCN benchmark minimum academic standards (BMAS) for lecturer:student ratio is 1:10. However, it has been reportedly observed that Nigeria Universities have staggering lecturer:student ratios, about the worst in the world due to an increasing demand for education by the large Nigeria youth populations, with well-over 1:100 lecturer-to-student ratios (World Education Services. (2017 ((2017, 2017). Departments of Nursing are not left out.

While there is a continuous academic and professional demand on the lecturer to remain credible in providing educational and clinical support to the nursing student, university education system also demands the lecturer to work hard to remain relevant in his/her academic career. The 'publish or perish' syndrome attached to career progression of the university lecturer implies that the lecturer must work extra hours to remain relevant on the job. Adding to the general roles of the lecturer as director of learning and role model, he/she has to work extra times to publish enough quality papers for his/her career progression and these responsibilities may constitute concerns for him/her.

'Concerns' are the things the lecturer worries about, problems the lecturer desires to be solved. Fuller (1969) identified three types of concern: 'concern for self', 'concern for task' and 'concern for impact'. 'Concern for self' centres around the lecturer's worry about his/her own survival in relation to his/her teaching job, that is, his/her self-efficacy and self-survival (Kuusinen, 2016). 'Concern for task' is a concern about teaching situations. 'Concern for task' focuses on the lecturer's interaction with the school environment, that is, the duties, materials, methods, classroom and clinical postings management, number of students and assessment strategies, which need to be properly handled in any teaching situation. 'Concern for impact', on the other hand, is related to one's ability to make a difference in the teaching/learning process. Lecturer's concern, therefore, represents his/her care, commitment or emotional attachment to self, task and impact.

Studies identified sources of concern to the teacher to include: unsupportive teaching context (van den Bos, 2017), feeling of incompetence in teaching and meeting emotional needs of the students; issues with student preparedness, career progression and coping with students with learning differences and behavioural problems; too many, and sometimes conflicting, standards and regulations set for teachers; and heavy workload pressures (Boakye, Ghartey, & Ampiah, 2017; Cevher-Kalburan, 2014). Several studies have been documented on concerns of teachers generally (Boakye et al., 2017; Cevher-Kalburan, 2014; George, Hall, & Stiegelbauer, 2013; Stanton, Cawthon, & Dawson, 2017; van den Bos, 2017; Zounhia, Hatziharistos, & Emmanouel, 2004). However, none of these was found to have assessed the concerns of lecturers saddled with helping nursing students achieve their academic and professional goals simultaneously in a bipartite university programme. The thrust of this study, therefore, was on the concerns reported by lecturers in nursing departments of universities in Nigeria. Specifically, the study focused on: what lecturers in nursing departments of Nigeria universities identify as concern in the face of the integrated collegiate and professional nursing education system; the degree to which the lecturers have concerns; comparison of differences between the mean scores on the lecturers' concerns for self, task and impact; and the assumption that teacher preparation, gender, years of experience and official status are associated to the lecturers' levels of concern. This study originated from the hypothesis that teacher concerns would impact quality of nursing education and practice. Also, finding pertinent solutions to certain educational problems may require dialogue with the teachers in this regard.

Fuller's Concerns-Based Adoption Model (CBAM) underpinned this study. CBAM which focuses on teacher experiences was developed at the Texas Research and Development Centre to conceptualize and facilitate education change (Sultana, 2015). The CBAM holds that individuals in any organization go through three basic and predictable

types of concern: 'concerns for self', 'concerns for task', and 'concerns for impact' and that successful accomplishment of organisational goals is directly dependant on moving employees through each of these types of concern successfully. Earlier, George et al. (2013) observed that concerns vary depending on how much one knows about a situation and his/her experiences with the situation, that is, the focus of the concern.

Nursing is conceived by the society as predominantly a professional role of women. Not less than 90% of nursing faculty members are females (Blanc, 2016; Williams, 2017). Researchers did not find literature on influence of gender on the lecturers' concern for self, task and impact. However, Bednarz, Schim, and Doorenbos (2010) observe that men entering into nursing often come with a more task-oriented instrumental approach to the work, probably because according to Samulowitz, Gremyr, Eriksson, and Hensing (2018) and Sussex (2018) men are stoic. Fischer, Kret, and Broekens (2018) also studied gender differences in emotional perception and self-reported emotional intelligence and found that men had less confidence in their own emotional intelligence than the women and expressed more emotions for things outside the context of the study. However, there is paucity of studies on differences in the male and female lecturers' concern for self, task and impact.

Teachers at different levels of experience tend to focus their concern on different aspects of their job. Glickman, Gordon, and Ross-Gordon (2004) observed that more highly experienced teachers tend to be concerned with their teaching environment and teaching responsibilities than the less experienced ones. Stanton et al. (2017) noted significant differences in concerns of cadre and non-cadre teachers and concluded that teachers who were more comfortable with programme (like the higher ranked lecturers) tend towards higher order concerns (concern for impact) that bring about reforms. Also, study by Chinweuba (2007) on relationship between job stress and job satisfaction of nurse educators indicated that the educators at the managerial level had the least stress in their job because they have control of their work day. This implies that the higher the experience one acquires, the less challenging and difficult he/she finds his/her task; by extension, the lower his or her job-related concerns. Similarly, studies suggest a correlation between teacher preparation programmes and the teacher's efficacy and concerns. Zundans-Fraser and Lancaster (2012) observed that teacher concerns increased with higher teacher preparation training.

Jackson, Napier, Newman, Odom, Ressler, Ridgeway, Shanta, and Spector (2008) identified the roles of the nurse lecturer to include, but not limited to: classroom education, distance learning coordination, continuing quality improvement of education, advising for matriculation and career, curriculum development, laboratory instruction, simulation instruction clinical coaching, student evaluation, maintaining clinical relevance, mentoring preceptors and novice faculty members, administration, professional leadership, global representative, and research/scholarship. Mok (2005) posits that teacher concerns are context-specific; different contexts may invoke different concerns. However, concerns of lecturers engaged in the integrated collegiate and professional nursing education and how these associate with their gender, teacher preparation training backgrounds, years of teaching experience and official status has been neglected by studies in nursing education and administration.

2. Methods

2.1. Design

A cross-sectional descriptive survey design was used since the study involved exploring what lecturers' characterise as concerns related to their job. This was used effectively by Boakye, Ghartey, and Ampiah (2017) in similar studies.

2.2. Population

Target population was all professional nurses registered with the N&MCN and employed as permanent staff in any of the twenty nine private or governmental universities in Nigeria that offer Bachelors Degree in Nursing Science (BNSc). Report from the respective Heads of Department at the time of study showed an estimated 387 nurse-lecturers in Nigeria universities offering nursing programme. Considering the small size of the population and the need to include all Departments of Universities, both governmental and private, to increase internal validity of the responses and generalisation of the findings, no sampling was done. However, the inclusion criteria were that the prospective participant must be a nurse and regular staff in a Department of Nursing in Nigeria whose responsibilities would include teaching and supervision of students of the department and would be willing to participate in the self-revealing study.

2.3. Instrument for data collection

A 46-item self-revealing Nurse-Lecturer Concerns Questionnaire (N-LCQ) adapted from Zounhia, Hatziharistos and Emmanouel's (2004) Teacher Concerns Questionnaire (TCQ) was used for data collection. The original TCQ had been tested for internal consistency using Cronbach's alpha correlation coefficient (r). Reliability coefficients was documented to be 0.67 for self concerns, 0.56 for task concerns, and 0.80 for impact concerns, which were minimally acceptable, unacceptable, and respectable respectively. The N-LCQ required respondents to indicate which of the 5-point responses of: 'Not Concerned At All', 'A Little Concerned', 'Moderately Concerned', 'Very Concerned', and 'Totally Pre-occupied' best applied to them in relation to their teaching job. Also, respondents' socio-demographic characteristics of: years of teaching experience in the university, gender, teacher preparation training received and current rank/status in the university were collected.

To ensure face and content validity of the modified N-LCQ, two professors from Department of Measurement and Evaluation of a University in Nigeria were requested to comment on adequacy of the items in relation to the objectives of the study. After due modifications, the reliability was established by pilot testing the instrument. Twenty four copies of the N-LCQ (that is, 10% of the sample size) were administered to twenty four lecturers in two Departments of Medical Laboratory Sciences that also runs integrated collegiate and professional education system – ten lecturers in University of Nigeria, Enugu Campus and fourteen lecturers in Nnamdi Azikiwe University, Awka, both in Nigeria. The scores were subjected to split-half reliability test using Pearson Product Moment Correlation Co-efficient (r). The result, $r = 0.86$, indicated a high reliability index.

Twenty four copies of the N-LCQ were administered to lecturers in Departments of Medical Laboratory Sciences that also run integrated collegiate and professional education system

2.4. Ethical consideration

The study was approved by the Research Ethics Committee of University of Nigeria Teaching Hospital, Enugu, Nigeria (Ref. number UNTH/CSA/329/VOL.5). Also, prospective respondents were informed that participation in the study was voluntary and assured of total anonymity and confidentiality of information before informed consent was obtained.

2.5. Procedure for data collection

Six research assistants were recruited to help in data collection; one from a university in each of the six geo-political zones in Nigeria. These were all university lecturers in the Faculty of Education. The assistants were contacted individually at different times. Method of data collection was discussed with each assistant emphasizing how to approach the prospective respondents and to explain the purpose and demands of the study. Some of the respondents were contacted during the 2017 Examiners' Workshop organised by the N&MCN between July and August 2017 at four different geopolitical zones in the country; while some were accessed in their respective place of employment between August and December 2017. The accessible population for the study subsequently was 256 lecturers. The questionnaire was administered directly to consenting lecturers. Participants were asked to respond to each item in the questionnaire as it applied to them. They were requested to fill and return the questionnaire the same day. However, participants who could not fill and return the questionnaire same day were allowed time as appropriate to them before retrieval at agreed time and place. Data collection lasted for twenty one weeks, five days.

2.6. Method of data analysis

Responses were analysed using both descriptive and inferential statistics. Responses on the TCQ were weighted 1–5, with the least, 'not concerned at all' weighted 1 and the highest, 'totally pre-occupied' weighted 5. Weighted mean of responses to each item were calculated. With 5-points interval scale weighted 1 to 5, any item with weighted mean of 3 and above is taken to be a concern to the lecturers. Responses on the levels of concerns for self, task and impact were analysed descriptively using frequency, percentages, mean and standard deviation. Wilcoxon Signed Ranks Test was performed to compare the differences in the mean score of the three dimensions of concern expressed by the lecturers. Data on the reported concerns for self, task and impact were associated with the gender and whether the lecturers received teacher preparation programme using independent samples *t*-test of difference. Brown-Forsythe statistics for robust test of equality of the means was also perform on the mean scores on gender and teacher preparation training received to ascertain consistency of the p values. Kruskal-Wallis H was used to test the association between years of experience of the lecturers and current rank/status in the university and their concerns for self, task and impact. The statistical Package for Social sciences (SPSSP version 21.0) was used to perform all statistical analysis at 0.05 level of significance.

3. Results

Of the 256 copies of questionnaire administered, 237 were returned and effectively filled giving a return rate of 92.6%. Three participants did not respond to some items of the questionnaire, while sixteen did not return their copies.

Table 1 indicates that majority of the subjects, 199 (84%), were females. The number of subjects increased with increased years of

Table 1
Respondents' socio-demographics. $n = 237$.

Socio-demographic variable		n	%
Gender	Male	38	16.0
	Female	199	84.0
Years of teaching experience	< 1 (beginning lecturer)	25	10.5
	1–5	49	20.7
	6–10	98	41.4
	≥11	65	27.4
	Mean ± (SD)	2.67 ± 1.317	
Teacher preparation programme received	None	41	17.3
	Registered Nurse, Midwife or Public Health Nurse Educator	196	82.7
Current rank/status in the university	Assistant Lecturer/Graduate Assistant	49	20.7
	Lecture II/Lecturer I	128	54.0
	Senior Lecturer	37	15.6
	Associate Professor/Professor	23	9.7

Table 2
Summary of respondents' levels of 'concern for self'. $n = 237$.

Concerns	Not concerned at all	A little Concerned	Moderately Concerned	Very Concerned	Totally Pre-occupied	Mean ± SD
Being unable to balance professional and personal life	8	9	22	73	125	4.26 ± 0.99
Having to publish several research studies to progress in one's career	22	0	30	52	133	4.16 ± 1.23
Have inadequate digital literacy	0	8	44	95	90	4.16 ± 0.83
Inadequate personal office facilities	17	57	35	68	60	3.41 ± 1.29
Getting minimal support from co-workers and/or supervisors	19	60	44	46	68	3.35 ± 1.34
Conflict between one's interests and responsibilities	19	49	79	41	49	3.23 ± 1.21
Insecurity of life and property as a result of threats from workplace	63	30	46	54	44	2.94 ± 1.47
Lack of support from students' parents/guardian	49	81	33	44	30	2.68 ± 1.33
One's job encroaches unto one's private times	63	81	19	38	36	2.59 ± 1.52
Discriminative attitude of the management and staff	68	54	60	25	30	2.56 ± 1.34
x (%)[*]	**26 (11)**	**41 (17)**	**38 (16)**	**56 (24)**	**76 (32)**	**3.49 ± 1.38**

[*]Values approximated to whole numbers.

practice with the highest being 6–10 years 98 (41.4%), and the least 25 (10.5%) were beginning lecturers. Sixty five (27.4%) had been on the job for more than ten years. One hundred and ninety six (82.7%) had teacher preparation training; the rest (41) did not. It appears that the majority of the respondents were young lecturers as more than half of them 128 (54.0%) were Lecture II/Lecturer I and 49 (20.7%) were Assistant Lecturer/Graduate Assistant. Only 37 (15.6%) were Senior Lecturers while 23 (9.7%) were Associate Professor/Professors.

All the respondents had concern for all the identified personal factors relating to their job; particularly for self 76 (32%) = totally preoccupied; 56 (24%) very concerned ($x^2 = 31.207$, p = .000 < .05). In particular, they were all concerned with being unable to balance professional and personal life (Mean ± SD = 4.26 ± 0.99), having to publish several research studies to progress in their career (Mean ± SD = 4.16 ± 1.23, and their poor digital literacy level (Mean ± SD = 4.16 ± 0.83), (Table 2).

Table 3 shows that the lecturers had concern for all the items, except insufficient time for rest and class preparation (Mean ± SD = 2.33 ± 1.24). Working with too many students each day was their greatest concern (Mean ± SD = 4.06 ± 1.18). All respondents reported concern for frequent semester and professional examinations (Mean + SD = 3.93 ± 0.86) without commensurate incentives for their commitment to duties.

'Concern for impact' appeared to vary among the respondents as shown in Table 4. Their major concern was seeking alternative ways to ensure that students learn subject matter and practice standard nursing care (pre-occupied = 57; very concerned = 125; Mean ± SD = 3.98 ± 0.76); only 3 were not concerned about this at all.

Comparison of lecturers' concerns between pairs of the three stages of concerns (Self – Task; Task – Impact; and Impact – Self) in Table 5 revealed no significant difference (Z = −0.507, p = .736 > .05) between 'concern for self' and 'concern for task'. However, the result showed significant difference between self and impact (Z = −11.136, p = .000 < .05); and between task and impact (Z = −11.000, p = .000 < 0.05). This implies that the lecturers' levels of concern for self and task were relatively the same but both differed from their 'concern for impact'.

Table 6 showed that independent samples t-test of the mean score on concerns of the male and female lecturers with assumed equal variances revealed significant difference in their 'concern for self' (p < .019); and task (p < .000). However, there was no significant difference in the lecturers' 'concern for impact' based on their gender (p < .507). The female lecturers had higher mean scores for 'concern for self' and 'concern for task', while the males had higher mean scores for 'concern for impact'.

Result of Kruskal-Wallis H Test showed that the lecturers' years of experience is statistically associated with their 'concern for task' (p < .001); but not their 'concern for self' (p > .118) and 'concern for impact' (p > .670). The mean scores on each category tend to reduce as the years of experience increased, except for lecturers with 1–5 years of experience who had the highest 'concern for impact' (Mean ± SD = 3.3 ± 1.35).

With assumed equal variances, the concerns of lecturers who had teacher preparation training differed significantly from those who had none for the three categories – 'concerns for self' p < .001; 'concerns for task' p < .001; and 'concerns for impact' p < .000. Lecturers without preparatory training had higher mean scores on the three level of concern.

Lecturers' concerns based on their official ranks when mean scores were subjected to Kruskal-Wallis H Test revealed a significant difference in their 'concern for self' (p < .013). However, there was no significant difference in the 'concern for task' (p > .232) and 'concerns for impact' (p > .077). Mean and standard deviation of the scores showed that the Assistant Lecturer and Graduate Assistant were most concerned for self (Mean ± SD = 3.59 + 1.31) than their counterparts in the higher ranks; while, the Professor and Associate Professor were most concerned for impact (Mean ± SD = 3.24 ± 1.32). Lecturers I and II were most concerned for task (Mean ± SD = 3.63 ± 1.22).

4. Discussion

This study explored what lecturers in universities identify as concern for self, task and impact in the face of the bipartite Degree and professional nursing education system and how these associate to their teacher preparation, gender and years of teaching experience. The lecturers had concern for almost all the factors related to self-efficacy and self-survival. Hence, their most prominent concerns were being unable to balance their professional and personal life, their career progression and their unfortunate inadequate digital literacy. The policy of 'publish or perish' requires them to publish several research studies if they must progress in their university career. Since majority of the participants were females, some may be married and their domestic responsibilities as African women would demand their time. They equally expressed concern with how their job encroach unto their private times. Thus, handling classroom and clinical tasks, domestic responsibilities and then engaging in research and paper writing for publication can become a source of great concern to them. Their low digital literacy, despite the fact that up to 27.4% had been on the job for more than ten years, may most likely compound the situation for them. Today students are much more digitally literate with high interest in interactive learning approaches. In line with this, the lecturer needs to be both proficient and current with use of emerging digital

Table 3

Summary of respondents' levels of 'concern for task'. $n = 237$.

Concerns	Not concerned at all	A little Concerned	Moderately Concerned	Very Concerned	Totally Pre-occupied	$x \pm SD$
Working with too many students each day	12	20	27	61	117	4.06 ± 1.18
Having multiple, sometimes conflicting duties and deadlines at a time	19	14	36	60	108	3.95 ± 1.25
Too much time spent on extra duties and responsibilities related to job	6	11	44	105	71	3.95 ± 0.95
Frequent semester and professional examinations	0	17	46	111	63	3.93 ± 0.86
Supervision of students' research projects and seminars	6	22	30	108	71	3.91 ± 1.01
Lack of support and sponsorship to participate in career development programmes	9	27	38	84	79	3.83 ± 1.13
Too many and sometimes conflicting, standards and regulations set by university and professional body	8	25	49	106	49	3.69 ± 1.02
Lack of incentives for commitment to duties	0	25	79	90	44	3.65 ± 0.90
Lack of instructional material	15	5	68	111	38	3.65 ± 0.99
Supervision of students on clinical and other professional postings	30	25	54	76	52	3.40 ± 1.29
Not enough time for testing and grading students	55	11	65	60	46	3.14 ± 1.41
Not having enough time for preparation of teaching	37	64	51	44	41	2.93 ± 1.33
Insufficient time for rest and class preparation	67	90	36	22	22	2.33 ± 1.24
x (%)*	24 (10)	29 (12)	49 (21)	75 (32)	60 (25)	**3.50 ± 1.27**

technologies, not only to keep up with the changing times and improve their thinking skills, but also to reduce their physical stress of communicating, creating, disseminating, storing, and managing information while increasing their teaching effectiveness.

Working with too many students each day and frequent semester and professional/licensing examinations due to the parallel Degree and professional education programme in the Departments were the lecturers' major 'concern for task'. From anecdotal records, the number of candidates seeking admission for nursing education in Nigeria since the past few decades has swollen and many of the institutions respond to the yearning of these teaming applicants by increasing their admission capacities, often without corresponding increase in the teaching manpower. This means having too many students to work with each day – in the classroom, clinical and other professional postings, research projects and seminars supervision, and even at examination times. A large number of students to work with each day implies an increased demand on the lecturer for attention to personal needs of the students. At the same time, the fact that the students are faced with relatively mutually exclusive bipartite university and professional education demands, by extension, means that the lecturer will continuously have more to do for the students. These reflect the observations of Boakye, Ghartey and Ampiah (2017) that heavy workload pressures is a source of concern for lecturers.

Lecturers' high concern for too many and sometimes conflicting, standards and regulations set by university and professional body is quite understandable. Like one who serves more than one master at a time, the lecturer will need to work hard and cautiously most times, to meet the demands of rules and regulations guiding university education and the standards set by the professional body. This is worse where the lecturers are not sufficiently facilitated and motivated due to poor conditions of service, limited/restrictive opportunities for advancement and/or promotion, and absence of rewards and incentives for large volumes of tasks as noted in this study. In line with van den Bos (2017), thus, the lecturers expressed concern for unsupportive teaching context in the face of the bipartite education system.

Result indicated that the lecturers are mainly pre-occupied by self-survival and environmental issues, that is, things relating to self and tasks especially those centred around the students' needs. The fact that more than one hundred and eighty nurse lecturers reported very high concern with 'seeking alternative ways to ensure that students learn the subject matter and practice standard nursing care' is heart-warming. However, there is still more to do since as many as seventy three (73) showed no concern at all for their being regarded as competent by their professional body which could be interpreted as a sign of apathy or lack of motivation at job. They are less concerned with collaborating with others to explore ideas on how to introduce impactful change on students and for improved learning outcome in students, as well as contribute to professional and personal development. Further studies may be required to ascertain the reason for this observation.

Result showed that gender influences the degree of concerns the lecturers have for self and task. Male lecturers had lower mean scores for "concern for self" and 'concern for task' but higher scores for 'concerns for impact' than the females. It appears that the males are more resilient with issues relating to self and task when their job is brought in perspective than the females. This was manifested in the fact that more males were 'not concerned at all' for some self and task items, while more females were totally pre-occupied with some self and task items than their male counterparts. This is somewhat related to Samulowitz et al., 2018) and Sussex (2018) that women were more sensitive to pain and more willing to show and to report pain while men were stoic. By nature, males appear to be less committed or attached to self-survival and emotional issues than the females. It is traditionally said in the typical African setting that an emotional man is culturally 'half man, half woman'. Men, therefore, have been known to be more restrictive in expressing emotional feeling, especially for issues related to pain and discomfort, which by extension will entail expressing

Table 4

Summary of respondents' levels of 'concern for impact'. $n = 237$.

Concerns	Not concerned at all	A little Concerned	Moderately Concerned	Very Concerned	Totally Pre-occupied	$x + SD$
Seeking alternative ways to ensure students learn subject matter and practice standard nursing care	3	0	52	125	57	3.98 ± 0.76
Understanding psychological and cultural differences that affect students' behaviour and learning differences	19	14	79	100	25	3.44 ± 0.81
Appearing competent to my professional body	19	54	41	63	60	3.38 ± 1.30
Effectively coordinating practicum examinations	36	25	49	71	56	3.38 ± 1.35
Working effectively with difficult or challenging students	16	33	84	57	47	3.32 ± 1.10
Being accepted and respected by significant persons in the profession	41	46	36	68	46	3.14 ± 1.39
Developing working relationships within and outside department	33	38	76	63	27	3.06 ± 1.20
Guiding students towards intellectual and emotional growth	58	27	60	65	27	2.90 ± 1.35
Maintaining respect of peers	46	54	57	63	17	2.79 ± 1.23
Helping students to reach their potentials	63	68	30	57	19	2.58 ± 1.32
Having personal inadequacies become known to others	57	71	43	44	22	2.57 ± 1.29
Managing time effectively	73	79	11	36	38	2.52 ± 1.46
Not getting along with one's boss and colleagues	146	52	33	0	6	1.60 ± 0.91
x (%)*	**47 (20)**	**43 (18)**	**50 (21)**	**63 (27)**	**34 (14)**	**2.97 ± 1.35**

concerns or worries. This, unfortunately, may not represent an expression of teacher-effectiveness or job-related stress-free life.

The lecturers' years of experience is associated with their 'concern for task' but not their 'concern for self' and 'concern for impact'. Although interaction between the scores for the various groups (for self) showed no significant difference, the mean scores decreased as the years of experience increased, reflecting evidence from previous studies. Teachers' self-efficacy and effectiveness appear to improve (though gradual) as their years of experience increased. The least experienced had the greatest challenges on the job. This finding is in line with Glickman, Gordon, and Ross-Gordon (2004) and Chinweuba (2007) who indicated that with increasing years of experience comes less anxiousness and better workday control while still being committed and responsible. The mean score of the lecturers' 'concern for self' decreased as their years of experience increased. Concerns remain personal issues as each lecturer has his or her own goals and aspirations, but the more experienced lecturer is better equipped with more strategies for handling these experiences as they come each day. Everyone designs his/her daily work in such a way that will help him meet the demands of his/her university and professional body.

The findings showed that lecturers without teacher preparation training background had higher levels of concern. This is not in support of Zundans-Fraser and Lancaster (2012) observation that teacher concerns increased with higher teacher preparation training. This finding, compared to teacher experiences, showed that what makes a difference in lecturer levels of concern is the background knowledge and skills in teaching the lecturer has, rather than the number of years he/she has spent in the business. The implication of this finding is that lecturers without teacher preparation will most likely show less concern and commitment to their teaching job, a quality that is necessary for helping students to maximally achieve their learning objectives.

Result indicated that the lecturers' rank is associated with their concern for self, but not for task or impact. The higher ranked lecturers

had higher 'concern for task' and 'concern for impact' than the lower cadre lecturers, thus supporting Stanton et al. (2017). This may represent increased commitment and responsibility for quality education and conscious aspiration for recognition and promotion to higher levels. Assistant lecturers and graduate assistants, on the other hand, had the highest 'concern for self'; they had more problem battling with their self-survival and self-efficacy need than their counterparts in the higher ranks. From anecdotal records, most of the assistant lecturers and graduate assistants are employed as fresh graduates without any prior working or teaching experience; hence they are designated as 'lecturer' for purpose of job duties and responsibilities. It is, therefore, possible that 'assistant lecturers and graduate assistants' in this study were young, inexperienced persons with low self-confidence in their teaching job. They require more support and mentoring for proper adjustment to the job of teaching and related responsibilities.

5. Conclusion

The bipartite collegiate nursing education system tends to multiply the regular jobs of the lecturers. Lecturers are mostly concerned with how to cope with heavy workload that characterises the integrated collegiate and professional nursing education, lack of time for personal activities for career progression and limited teacher preparatory practice. The findings have implication for job design that makes the lecturers to spend most of their day on the job with little time to take care of personal needs including paper publications for career progression. 'Concerns for task' were due to too many dynamic duties and deadlines, frequent examinations, and large number of students to work with at a time.

The female lecturers are associated with higher levels of 'concern for self' and 'concern for task'; the males are associated with higher 'concern for impact'. Level of concern for self and task increased with years of experience increased. However, those who had been on the job for

Table 5

Comparison of differences between the mean scores on the lecturers' concerns for self, task and impact. $n = 237$.

Comparison of Concerns	Not concerned at all	A little Concerned	Moderately Concerned	Very Concerned	Totally Pre-occupied	Wilcoxon Signed Ranks Test		
						Mean ± SD	Z	Exact Sig
Self-Task	26 (11)	41 (17)	38 (16)	56 (24)	76 (32)	3.49 ± 1.38	−.507[a]	.736[a]
Task-Impact	24 (10)	29 (12)	49 (21)	75 (32)	60 (25)	3.50 ± 1.27	−11.136[b]	.000[b]
Impact-Self	47 (20)	43 (18)	50 (21)	63 (27)	34 (14)	2.97 ± 1.35	−11.000[c]	.000[c]

a = Self – Task; b = Task – Impact; c = Impact – Self.

Table 6
Lecturers' concerns by socio-demographic variables.

| | | Concern Dimensions | | |
| | | Self | Task | Impact |
Variables		Mean ± SD	Mean ± SD	Mean ± SD
Gender	Male	3.00 + 1.47	2.82 + 1.49	3.08 + 1.44
	Female	3.57 + 1.35	3.68 + 1.12	2.92 + 1.34
	P	0.019*	0.000*	0.507*
Years of experience	< 1	2.8 ± 1.37	2.9 ± 1.16	3.0 ± 1.3
	1–5	2.5 ± 1.33	2.4 ± 1.18	3.3 ± 1.35
	6–10	2.3 ± 1.33	2.4 ± 1.25	3.0 ± 1.41
	≥ 11	2.2 ± 1.37	2.3 ± 1.35	2.8 ± 1.33
	P	0.118**	0.001**	0.670**
Teacher Preparation training received	None	4.02 ± 1.19	3.95 ± 1.47	3.73 ± 1.21
	Registered Nurse, Midwife or Public Health Nurse Educator	3.27 ± 1.35	3.15 ± 1.29	2.81 + 1.33
	P	0.001*	0.000*	0.000*
Current rank/status in the university	Assistant Lecturer/Graduate Assistant	3.59 + 1.31	3.29 ± 1.24	2.35 ± 1.53
	Lecturer II/ Lecturer I	3.53 ± 1.37	3.63 ± 1.22	3.16 ± 1.45
	Senior Lecturer	2.75 ± 1.51	3.39 ± 1.50	3.21 ± 1.37
	Associate Professor/Professor	3.17 + 1.37	2.74 ± 1.39	3.24 ± 1.32
	P	0.013**	0.232**	0.077**

* = Independent samples *t*-test.
** = Kruskal-Wallis H Test.

eleven years and above had the greatest concerns for self and task; while those working for one to five years had highest 'concern for impact'. Lecturers without preparation training had higher levels of concern for self, task and impact than those who had some preparatory training.

Based on findings of the study, the researchers recommend that teacher training and competence in information and communication technologies (ICT) use should be pre-requisite for employment as lecturer. Also, training on use of digital technologies should be integral part of staff development programmes since we are in the computer age where most quality academic activities can only be better performed with use of ICT. Similarly, teaching skills and lecturer responsibilities should be made integral part of contents of mandatory continuing professional development programme (MCPDP) for the lecturers. Consolidated examination system that awards both degree and professional certificates should replace the bipartite examination system to minimize duplication of tasks, reduce lecturers' workload and increase their time for self-development. Academic staff strength should be increased, and number of students admitted at a time in the Departments of Nursing be reduced to help lecturers have quality time with the students and offer more effective professional guidance to them. Since males appear to be more at home with heavy duty that characterises the bipartite university educational system, deliberate increase in admission quota for males into nursing is recommended. Charles Taylor's 'scientific shovelling' should be applied in assigning duties to staff. In this regard, the exact amount of task the lecturer, especially the young, less experienced ones, can accommodate within a specified time should be assigned.

Ethical clearance

The study was approved by the Research Ethical Committee of University of Nigeria Teaching Hospital, Ituku-Ozalla, Enugu State. Also, prospective respondents were informed that participation in the study was voluntary and assured of anonymity and confidentiality of information before informed consent was obtained.

Declaration of Competing Interest

None.

Authors' contributions

AUC conceived the paper, prepared the study protocol, designed the study, drafted the manuscript, and contributed to the statistical analysis and interpretation; ILO participated in project administration, data interpretation and critical revision of the manuscript; NEA contributed in drafting the manuscript and supervision of data analysis. SNG contributed in literature review, writing the manuscript and discussion; ICI assisted in interpretation of the data, contributed to the discussion and edited the manuscript; PCC participated in drafting the manuscript and the discussion. OTM participated in the acquisition of the data and contributed to supervision of data. All authors participated in data collection and critically reviewed the manuscript for important intellectual content and approved the final manuscript.

Instrument adaptation/modification

1. 'Not Concerned' was modified to read 'Not Concerned At All'.
2. 'Extremely concerned' was changed to 'Totally Pre-occupied'.
3. The 15-item checklist was expanded to 46 items with information from literature review in line with contents of university nursing education.
4 Items were identified and grouped under concerns for self, task and impact based on objectives of the study.

Appendix A. Supplementary data

Supplementary data to this article can be found online at https://

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