

Relation between Innovation, Professionalism, Participation and Organizational Commitment for Faculty Nursing Educators

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Abstract

Background: Most of the educators had innovation, professionalism, participation and organizational commitment. **The current study aimed** to assess relation between innovation, professionalism, participation and organizational commitment for faculty nursing educators. **Design:** Descriptive correlational research design was utilized to fulfill the aim of this study. **Subject:** A sample was included 118 educators accordingly. **Setting:** this study was conducted in faculty of nursing educators. **Tool:** The data collection tool consisted of 4 tools; **tool (1):** Siegel Scale of Support for Innovation It included two parts: Part I: personnel data of the educators; Part II: Siegel Scale of Support for Innovation (SSSI). **Tool (2):** Modified professionalism scale); and **Tool (3):** Participation scale **Tool (4):** Educators Organizational commitment questionnaire. **Results:** Nearly two thirds of nurse educators (62.7%) have high level of total innovation, more than half of nurse educators (52.5%) have high level "professionalism", half of the nurse educators (50%) have high level of participation, and nearly one third of them (32.2%) have high level of organizational commitment. Also, there were positive correlation between innovation, professionalism, participation and organizational commitment among nurse educators. **Conclusion:** The study concluded that the nursing educator's innovation was higher percentage, followed by professionalism, then participation and finally organization commitment. **Recommendation:** The study recommended the integration of designed nursing national and international congress to enhance their organizational commitment.

Keywords: Innovation, Professionalism, Participation, Organizational Commitment and Nursing Educators

Introduction

Nursing educators are the primary source for the development of a professional identity for the nursing student and the future practitioner. Nursing education today is one of the merits of the Ministry of Higher Education. Higher education in Egypt was established to enhance the nation's growth and the wellbeing of Egyptian people. There is a movement toward advanced nursing education in order to keep pace with today's health demand (Shoib & Khalid, 2017).

The Nursing Faculties in Egypt have a mission. Typically, this mission covers teaching, research, and community service. Faculty members are the main structure of every university. Colleges and Universities need experienced educators as one of the principles for education in order to raise scientific level of students. Lack of job commitment among faculty members could threaten their physical and mental health and life quality and could prevent achieving individual and social development (Pa'wan & Omar, 2018).

Organizational commitment is the ability of an educator to act in such a way that meets the organization's goals and interests. Employing committed educators is essential to organizations. Commitment to an organization occurs to the extent that educators perceive some beneficial or equitable exchange relationship. Educators who feel that they are cared by their organization and managers also have not only higher levels of commitment, but they are also more conscious about their responsibilities, have greater involvement in the organization, and are more innovative (Choi, Cundiff, Kim, & Akhatib, 2018).

Innovation is often undertaken when a gap is found in performance or when increased performance is desired. For innovation to take place, both the structural and the cultural components of the organization must be able to support

change. Innovation is comprised of two components: support for innovation and resource supply (Joseph, Huber, Bair, Moorhead, & Hanrahan, 2019).

Professionalism is an attitudinal attribute of nursing educators comprised of five factors: a professional organizational reference, a belief in service to the public, a feeling of autonomy, a belief in self-regulation, and a sense of calling to the field. Professionalization is the process of movement toward correspondence with the professional model (Guliyev, Avci, Öztüren, & Safaeimanesh, 2019).

Participation has been viewed as one means for individuals to obtain and live a meaningful life, thereby contributing to achievement of dreams and goals. Participation is often viewed as a solution when conflict, frustration, ambivalence, and indecisiveness are present. Ideas about participation in organizations originate in democratic theory and the importance of involvement in decisions about the health and well-being of individuals and societies (Lleo, Viles, Jurburg, & Lomas, 2017).

Significance of the study:

Nursing education today is one of the merits of the Ministry of Higher Education. Higher education in Egypt was established to enhance the nation's growth and the wellbeing of Egyptian people. There is a movement toward advanced nursing education in order to keep pace with today's health demand. The Nursing Faculties in Egypt have a vision and mission. Typically, this mission covers teaching, research, and community service. Faculty members are the main structure of every university. Colleges and Universities need experienced educators as one of the principles for education in order to raise scientific level of students (Abdelkader and Abdel Atti, 2016).

The Faculty of Nursing has recently received
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accreditation. To maintain quality and accreditation, faculty members and their assistants should be innovative, highly professional, Participative and have a commitment. The faculty should follow up and evaluate that performance. Therefore, the present study aims to assess innovation, participation, professionalism and their relation with the commitment of faculty members and their assistants.

Aim of the Study:

This study aimed to: Assess relation between innovation, professionalism, participation and organizational commitment for faculty nursing educators

Research Questions:

- 1-What is the degree of nursing educator's innovation, professionalism, participation and organizational commitment?
- 2-Is there a relation between innovation, professionalism, participation and organizational commitment for faculty of nursing educators?

Research Design:

Descriptive correlational research design was utilized to fulfill the aim of this study.

Research Setting:

The study was conducted in faculty of Nursing – Minia University, Egypt

Research Subjects:

The subjects of the study sample was included all educators who working in faculty of nursing during the period of data collection in the second term of academic year2019|2020. Educators who have a maternity leave or a vacation more than six month was excluded. Their total numbers consisted 118 of educators and are classify as follows:

Sampling:

Department	Professor	Assistant Professor	Lecturer	Assistant Lecturer	Clinical Instructor	Total No.
Nursing Administration	1	1	8	8	3	21
Medical- Surgical Nursing	1	2	9	16	9	37
Pediatric Nursing	0	1	2	5	4	12
Community Health Nursing	2	0	5	5	3	15
Psychiatric Health Nursing	0	0	5	8	3	16
Woman Health and Obstetrics Nursing	3	0	8	3	3	17
Total	7	4	37	45	25	118

Tools for Data Collection

Tools of data collection were revised by 5 panels of experts in nursing administration staffs. The data collection tool consisted of 4 tools:

The first tool: Siegel Scale of Support for Innovation

It included two parts:

Part I: Personal Data Such as age, gender, educational level, and years of teaching experience and position.

Part II: Siegel Scale of Support for Innovation (SSSI tool adapted by Holliman et al., (2012). It consisted of 22 items. as follow: support for creativity subscale (8 items) , the

tolerance-of-differences subscale (8 items), and support for innovation measures “the degree to which individuals view the organization as open to change, supportive of new ideas from members, and tolerant of member diversity (6 items). The items was measured by using five-point Likert scale ranged as 5 = strongly agree, 4= agree, 3= Neutral 2= disagree, and 1= strongly disagree

Scoring System:

Low from 22 to 51, moderate from 52 to 81, and high from 82 to 110. The higher score, the higher agreement Support for Innovation. The alpha reliabilities for this subscale averaged was 0.849

The second tool: Modified professionalism scale tool developed by Holliman et al., (2012). It consisted of 25 items. These items were grouped under five theoretical dimensions as referent (5 items), belief in public service (5 items), belief in self-regulation (5 items), a sense of calling to the field (5 items), and autonomy (5items).

The items was measured by using five-point Likert scale ranged as 5 = Very well, 4= Well, 3= Don't know, 2= Poorly, and 1= Very poorly

Scoring System:

Ranged from: 25 to 125, which categorized as following: low from 25 to 58, moderate from 59 to 91, and high from 92 to 125. The higher score, the high well professionalism. Cronbach alpha reliabilities of modified professionalism scale was 0.738

The third tool: Participation scale tool adapted by Holliman et al., (2012). It consisted of 6 items as team building activities, administrative duties, leadership activities, public relations responsibilities, committee tasks, and discipline activities.

The items will be measured by using five-point Likert scale ranged as 5 = Always, 4= Sometimes, 3= occasionally, 2= Rarely, and 1= Never

Scoring System:

Ranged from: 6 to 30, which categorized as following: low from 6 to 13, moderate from 14 to 21, and high from 22 to 30. The higher score, the higher participation. The reliability coefficient of the participant scale was 0.847.

The fourth tool: Educators Organizational commitment questionnaire tool adapted by Holliman et al., (2012). It consisted of 15 items. The items will be measured by using seven-point Likert scale ranged as 5 = strongly agree, 4= agree, 3= Neutral 2= disagree and 1= strongly disagree

Scoring System

Ranged from: 15 to 75, which categorized as following: low from 15 to 34, moderate from 35 to 54, and high from 55 to 75. The higher score, the higher commitment. Cronbach alpha reliability of the commitment instrument was 0.888.

Validity of Tools:

After translating to Arabic the tool was tested for the face validity by a jury of 5 experts in the field of Nursing Administration. The jury composed of two Assistant Professors from Faculty of Nursing, Mina University, two

Professors from Faculty of Nursing; Ain shams University and one Professor from Faculty of Nursing, Cairo University. The tool content validity was done to identify the degree to which tools supposed to be measured. Each of the expert panel was asked to examine the instrument for content coverage, clarity, wording, length, format and overall appearance. No necessary modification was done from jury panel. Reliability of Tools:

Reliability of the tool was performed to confirm consistency of tool after translating to Arabic. The internal consistency measured to identify the extent to which the items of the tool measured the same concept and correlate with each other by Cronbrash's alpha test. The Cronbach's alpha for the tools categorized as follow:

Tools	α
Siegel Scale of Support for Innovation	0.806
Modified professionalism scale	0.803
Participation scale	0.794
Educators organizational commitment questionnaire	0.864

Table (2): Cronbach's alpha for the tools.

To establish validity, the questionnaire was piloted on a panel of 5 experts of nursing administration staff, and Nursing professors who reviewed the instruments for clarity, relevance, comprehensiveness, understanding, applicability, and easiness, and will use alpha Cronbrash's way to check the stability of the internal consistency of the instrument.

Pilot Study:

A pilot study was carried out before starting data collection on 10% of educators (12 educators) from faculty of nursing. The aim of this pilot study is to test the clarity, comprehensiveness, accessibility, and applicability of the tools and to estimate the appropriate time require filling the questionnaire.

Administrative design

An official written approval letter clarifying the purpose of the present study was obtained from the dean of the Faculty of Nursing, as approval for data collection to conduct

Results

Table (1): Distribution of the personal data regarding to nurse educators (n=118)

Characteristics	(N=118)	%
Age		
• 23-33yrs	63	53.4
• 34-44yrs	41	34.7
• 45-55yrs	12	10.2
• >55yrs	2	1.7
Mean+SD = 32.45+7.77		
Educational Qualification		
• BSc	25	21.2
• MsD	45	38.1
• PhD	36	30.5
• Post doctor	12	10.2
Years of experience		
• 1-10	64	54.2
• 11-20	43	36.4
• 21-30	11	9.3
Mean+SD = 10.78+6.93		

Table (1) illustrates that the high percent nurse educators (53.4%) between age group (23-33) years old with mean age (32.45+7.77), and more than one third of them (38.1%) have master degree in nursing. Regarding to years of experience, more than half (54.2%) of nurse educators have years of experience ranged from (1-10) years

this study also an oral informed consent was obtained from included educators in the study. It included a full explanation of the purpose of the present study, procedure, and rights for privacy and confidentiality.

Participants were recruiting from faculty of nursing. Each participant was interviewed individually after taking their consent to participate in the study and given an explanation about the nature of the study by the investigators. The time required for observation will be estimated after making of the pilot study and will collect within 6 months.

Ethical consideration:

- An official letter was granted from the research ethics committee of the Faculty of Nursing, Minia University
- Approval to conduct the study was obtained from dean of the Faculty of Nursing, Minia University
- An permission and consent was obtained from the chief person of the nursing department.
- Consent was obtained from educators that are willing to participate in the study, after explaining the nature and purpose of the study.
- The study subject had the right to refuse to participate or withdraw from the study without any rationale at any time.
- Study subject privacy was considered during the collection of data
- Participants were assured that all their data are highly confidential.

Statistical Analysis:

- The data obtained from the study tools were categorized, tabulated, analyzed and data entry was performed using the SPSS software (statistical package for social sciences version (22.0).
- Descriptive statistics were applied (e.g. mean, standard deviation, frequency and percentage). Tests of significance were performed to test the study data.
- Pearson's correlation coefficient was applied between quantitative variables. A significant level value was considered when P <0.05

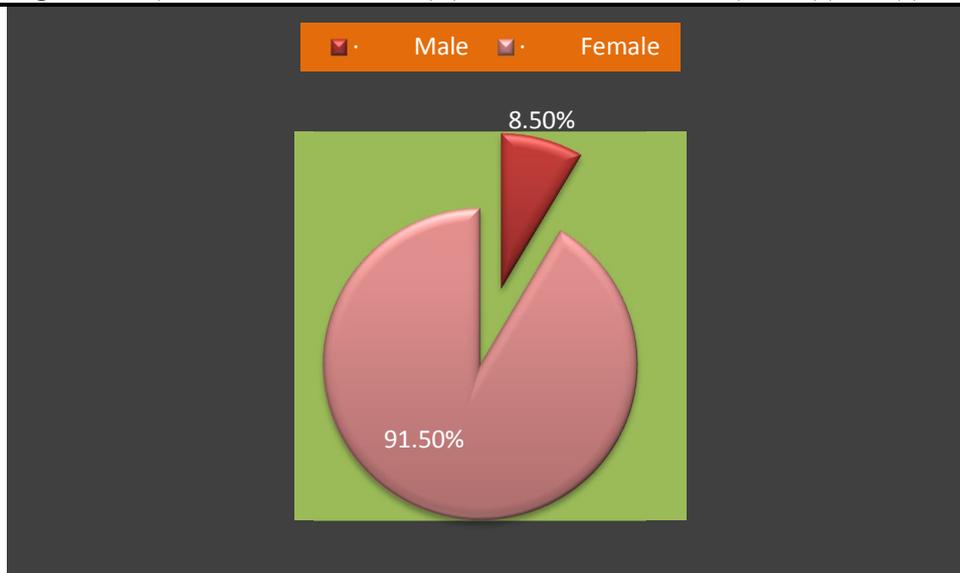


Figure (1): Distribution of the nurse educators regarding to their gender (n=118).

Figure (1) shows that the majority of nurse educators (91,5 %) are female.

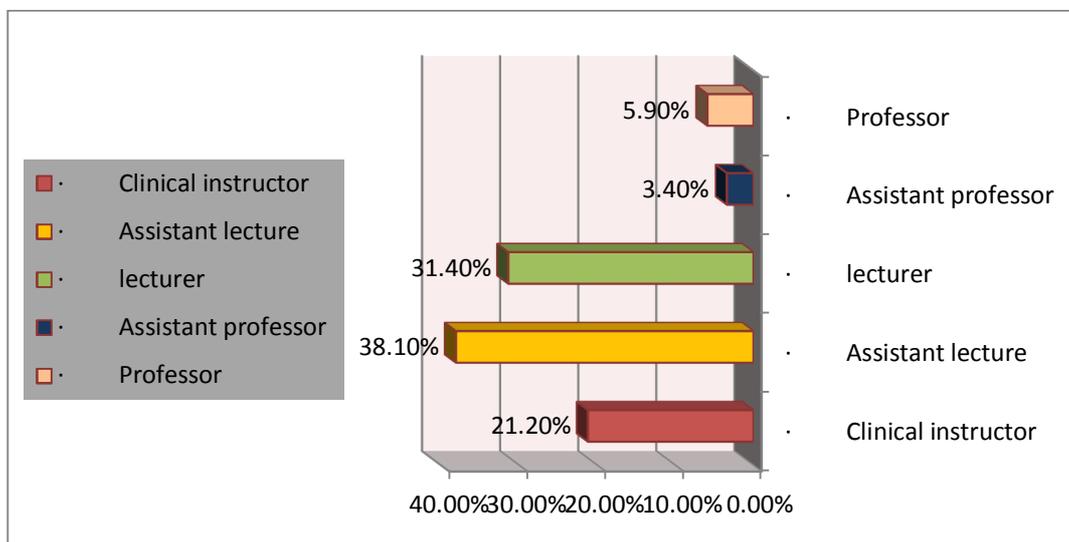


Figure (2): Distribution of the nurse educators regarding to their position (n=118). Figure (2) ± shows that more than one third of them (38.1%) enrolled to assistant lecturer in the faculty of nursing.

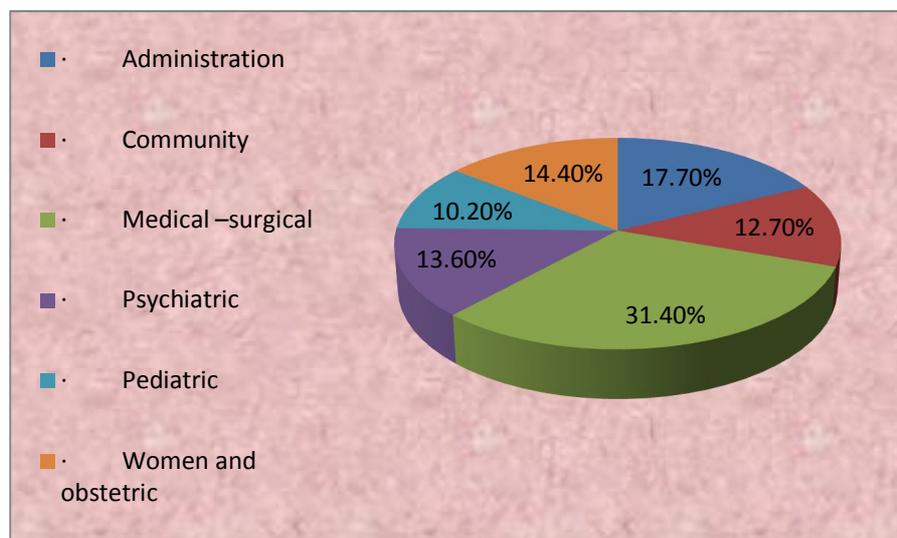


Figure (3): Distribution of the nurse educators regarding to their departments (n=118).

Figure (3) shows that nearly one third of nurse educators (31.4%) are worked in Medical – Surgical Nursing department.

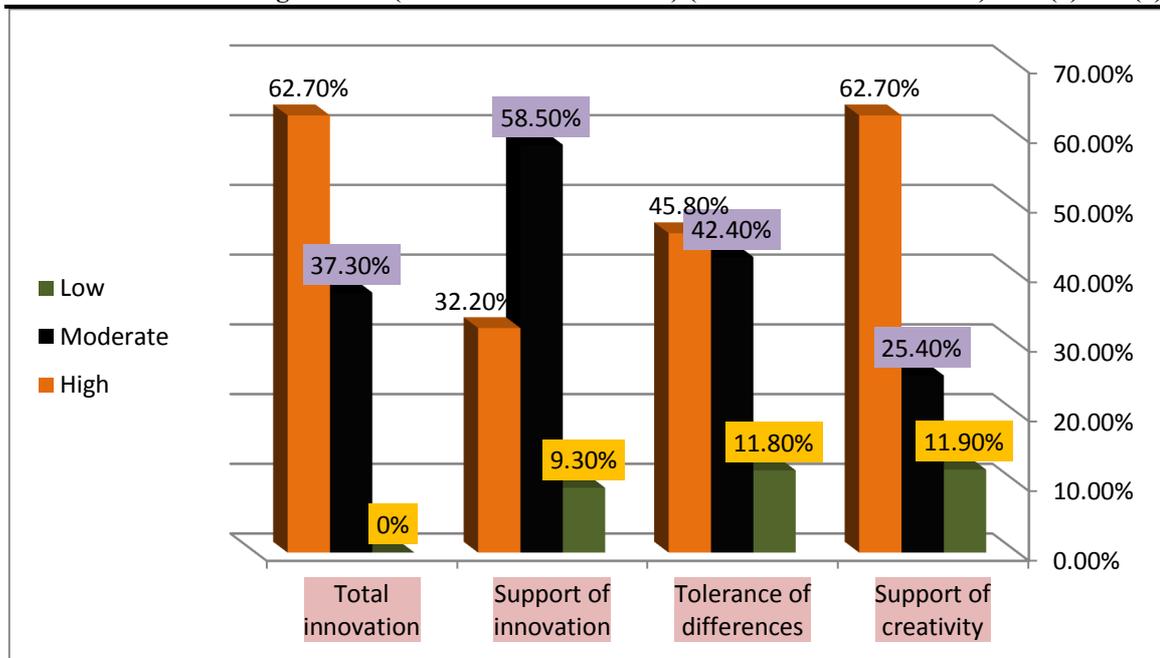


Figure (4) percentage distribution of nurse educators degree toward innovation and its dimensions (n=118).

Figure (4) illustrates that nearly two thirds of nurse educators (62.7%) have high level "support of creativity", less than half (45.8%) of them have high level "tolerance of differences", about one third (32.2%) of them have high level "support of innovation". Finally nearly two thirds of nurse educators (62.7%) have high level of total innovation.

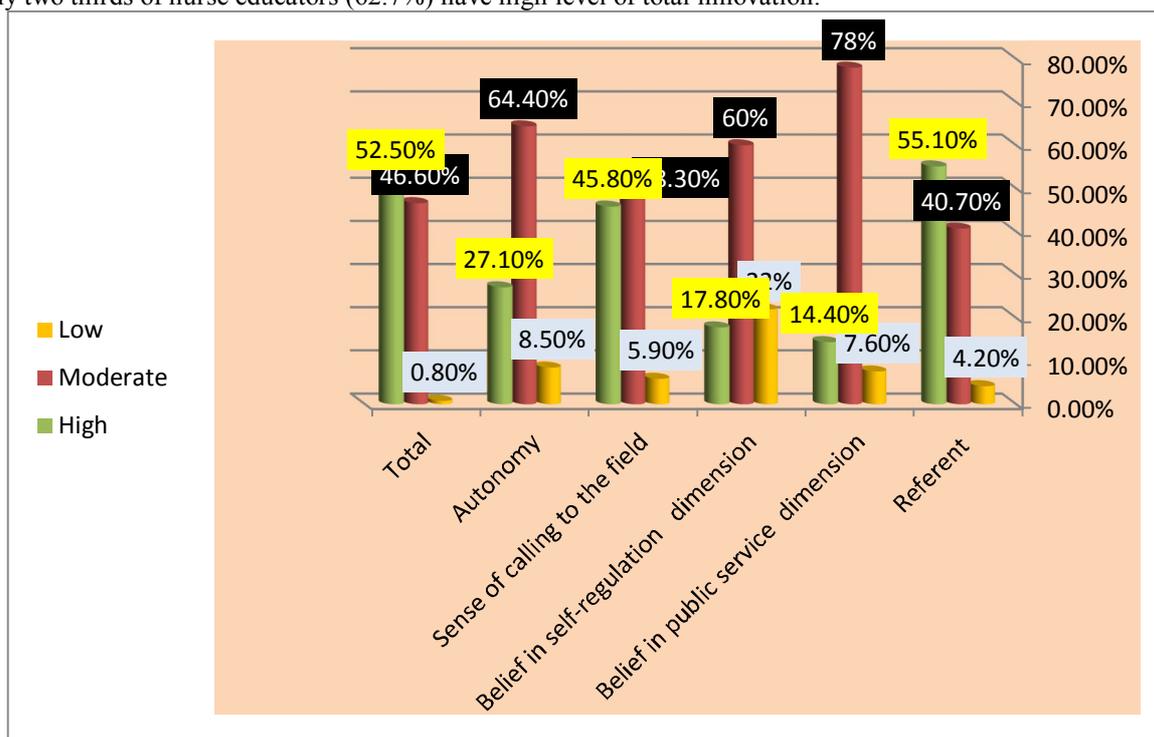


Figure (5): Percentage distribution of nurse educator's degree toward professionalism and its dimensions (n=118).

Figure (5) shows that more than half of nurse educators (55.1%) have high level "referent", (14.4%) of them have high level "belief in public service, (17.8%) of them have high level " belief in self-regulation", less than half of them (45.8%) have high level "sense of calling to field", and more than one quarter of nurse educators (27.1%) have high level "autonomy". Finally more than half of nurse educators (52.5%) have high level "professionalism".

In addition the same figure (5) also show (78%) of nurse educators have moderate level "belief in public service, (64.40%) have moderate level "autonomy, (60%) have moderate level " belief in self-regulation, (48.3 0%) have moderate level "sense of calling to the field, (40.70%) have moderate level "referent".

And also show dimension of nurse educators (55.10%) have low level "referent", (45.80 %) have low level "sense of calling to the field, (27.10 %) have low level" autonomy, (17.80%) have low level "belief in self-regulation, (14.40%) have low level "belief in public service

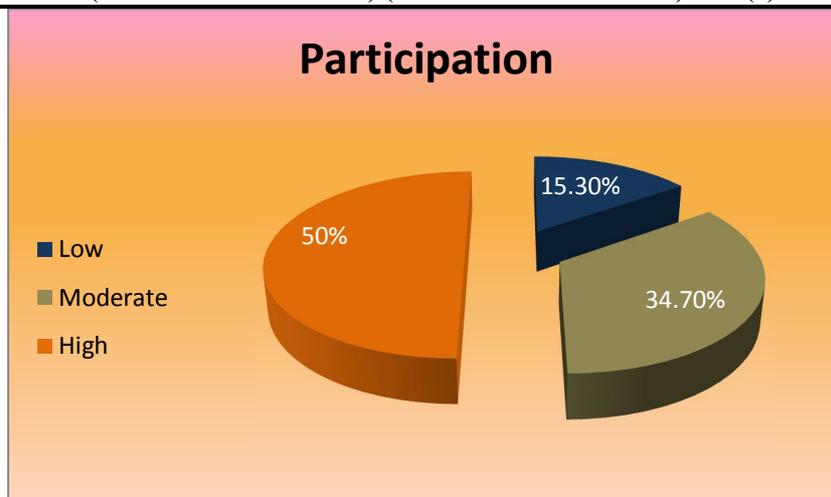


Figure (6): Percentage distribution of nurse educator's degree toward participation

Figure (6) demonstrates regarding participation that half of the nurse educators (50%) have high level of participation. Also more than one third of them (34.7%) have moderate level of participation.

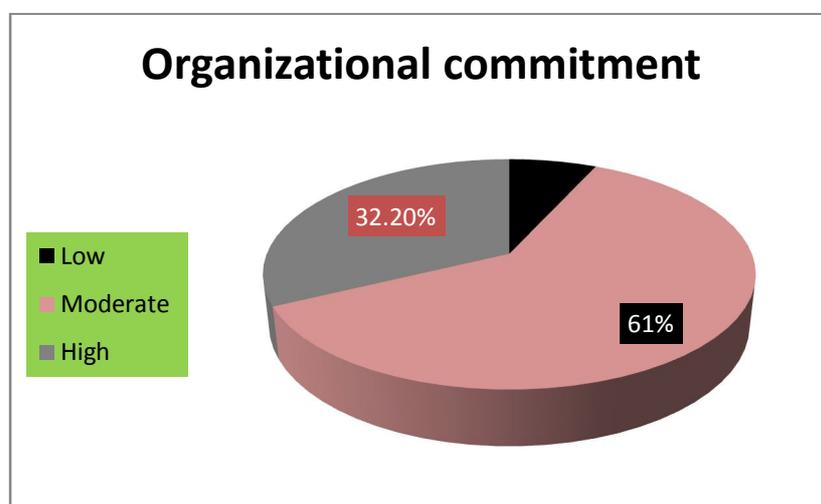


Figure (7): Percentage distribution of nurse educator's degree toward organizational commitment (n=118).

Figure (7) demonstrates regarding organizational commitment that more than half of the nurse educators (61%) have moderate level of organizational commitment. Also nearly one third of them (32.2%) have high level of organizational commitment.

Table (2): Correlations between innovation, professionalism, participation and organizational commitment among nurse educators (N=118)

Variables	Innovation		professionalism		participation		Commitment	
	r	p	r	p	r	p	r	p
Innovation	-	-	.530	.001**	.349	.001**	.620	.001**
Professionalism			-	-	.496	.001**	.673	.001**
Participation					-	-	.475	.001**
Commitment							-	-

NS: no significant difference in between departments (p value >0.05),*: Significant difference in between departments (p value ≤ 0.05), **: highly significant difference in between departments (p value ≤ 0.001)

Table (2) illustrates that, there are positive correlation between innovation, professionalism, participation and organizational commitment among nurse educators (p=0.001).

Table (3): Correlations between personal data of nurse educators, innovation, professionalism, participation and organizational commitment (N=118)

Variables	Innovation		Professionalism		Participation		Commitment	
	r	p	r	p	r	p	r	p
Age	.260	.005**	.170	.065	.335	.000*	.154	.095
Gender	.110	.234	.210	.022*	.189	.041*	.103	.267
Educational qualification	.240	.009**	.214	.020*	.445	.000*	.209	.023*
Years of experience	.253	.006**	.193	.036*	.358	.000*	.160	.083
Department	.099	.285	.021	.824	.030	.747	.062	.508
Position	.277	.002**	.227	.013*	.424	.000*	.220	.017

NS: no significant difference in between departments (p value >0.05)

*: Significant difference in between departments (p value ≤ 0.05)

Table (3) illustrates that, there are positive correlation between nursing educator's innovation and their personal data (age, qualification, years of experience, and position), there are positive correlation between nursing educator's professionalism and their personal data (gender, qualification, years of experience, and position). Also that, there are positive correlation between nursing educators participation and their personal data except (department), there are positive correlation between nursing educators organizational commitment and their personal data (qualification).

Discussion

Higher levels of innovation and professionalism were associated with higher levels of organizational commitment. Higher levels of participation were associated with higher levels of organizational commitment in some situations but not all; therefore, participation was only partially supported. Commitment is a very important characteristic; therefore, it is a paramount need for the profession of teaching. Commitment to the teaching will directly and positively contribute to the teaching methodology, comprehension, personality, characteristics and attitudes of the educators (**Holliman, 2012**).

Regarding the personal data of the studied sample, the present study illustrated that more than half of nurse educators between age group (23-33) years old with mean age (32.45 ± 7.77), and more than one third of them had master degree in nursing (38.1%). Regarding to years of experience, more than half of nurse educators had years of experience ranged from (1-10) years. Regarding gender, the current study showed that the majority of nurse educators are female. Regarding the departments, the current study showed that nearly one third of nurse educators are worked in Medical – Surgical Nursing department and less than tenth in psychiatric department constitute the lowest percent. This might be due that the medical surgical department was responsible for educating the first and the second group. And also, this department had many branches that need a lot of number of instructors.

This might be related to increase number of the student in academic year that need a lot of number of staff nurse educators with different position, years of experiences, specialty and qualifications. This means different abilities, skills and strategies to prevent and overcome work load and to reach desirable out come as achieve goal and objective of the faculty.

Regarding the nurse educator's degree toward innovation and its dimensions, the present study showed that nearly two thirds of nurse educators had high level "support of creativity", less than half of them had high level "tolerance of differences", and about one third of them had high level "support of innovation". Finally, nearly two thirds of nurse educators had high level "innovation". this result was similar with (**Martin, Abd-El-Khalick, Mustari, & Price, 2018**) who studied "Effectual reasoning and innovation among entrepreneurial science teacher leaders: a correlational study" and reported that innovation cannot be successful until educators find their work environment supportive of risk taking, creativity, and individual initiative.

Also (**Xiaowei & Juan, 2019**) who studied "The Impact of Psychological Empowerment and Organizational Commitment on Innovation Performance-Based University data analysis" and reported that the educator's innovation are important for both the educator and student in the learning process. It improved teaching methods and ensured attention management of students. This might be due to the sustainability of educational innovation are considered a

critical factor for the development of a faculty open to change in a society in constant evolution and it is critical to improving teaching and learning processes. So, the faculty and university prepared the educators through regular courses, workshop, self-learning and seminar. All of this keeps educators aware with skills in both practical and theoretical teaching. And also, this faculty provide supportive work environment.

Regarding the nurse educator's degree toward professionalism and its dimensions, the current study showed that more than half of nurse educators had high level "professionalism". This might be related to the workplace support, good training and the collaboration between educators. This result come in accordance with (**Raju, 2018**) who studied " Professionalism and burnout among college physical education teachers in Kerala" and reported that the most of the studied sample had high level of professionalism. This related to that this faculty encourage nurse educators to be professionalize through orientation to professional organizations, belief in public service, self-regulation, a sense of calling to the field, and autonomy reflect a set of norms instilled through a process of socialization and training grounded in the profession's code of ethics.

Regarding the studied sample total participation, the current study demonstrated that half of the nurse educators had high level of participation. Also, more than one third of them had moderate level of participation. This might be due to the leader want to increase productivity and foster a sense of self-realization among educators. This might be due to that giving the educators opportunities to perform tasks according to their abilities and experience might help them commit to the process of curriculum design.

This result come in the same line with (**Trust, 2017**) who studied "Motivation, Empowerment, and Innovation: Teachers' Beliefs About How Participating in the Edmodo Math Subject Community Shapes Teaching and Learning" and reported that less than two third of the studied sample had high level of participation. Also this result was supported by (**Staykova, 2013**) who studied and stated that the leadership at educational institutions should involve as many educators as possible in the process of planning and designing curriculum.

Regarding studied sample total organizational commitment, the current study demonstrated that more than half of the nurse educators had moderate level of organizational commitment. Also, nearly one third of them had high level of organizational commitment. This result come in accordance with (**Holland, 1992**) who studied "the influence of job satisfaction and organizational commitment on intention to leave of nurse educators" and reported that less than two fifth of the studied sample had high level of commitment. They typically identify with the faculty goals, feel that they fit into the faculty and are satisfied with their work.

Nurse educators who are affectively committed feel valued, act as ambassadors for their faculty and are generally great assets for faculty. Also this result was supported by

(Kirking, 2007) who studied "Job Satisfaction and Occupational Commitment among Wisconsin and Minnesota Associate Degree Nursing Educators" and stated that the most of the studied sample had good commitment. Also this result come in the line with (Timalsina et al., 2018) who studied "Predictors of organizational commitment among university nursing Faculty of Kathmandu Valley, Nepal" and reported that a majority of respondents had moderate level of organizational commitment.

Regarding the correlations between innovation, professionalism, participation and organizational commitment among nurse educators, the present study illustrated that, there was positive correlation between study variables were significantly ($p=0.001$). This result come in accordance with (Pa'wan & Omar, 2018) who studied "Effects of innovative organizational climate on organizational commitment in Malaysian higher education institutions" and reported that there was positive correlation between innovation and organizational commitment.

Additionally, this result come in the line with (Karami, Farokhzadian, & Foroughameri, 2017) who studied "Nurses' professional competency and organizational commitment: is it important for human resource management" and reported that there was positive correlation between studied sample professionalism and organizational commitment among nurse. The same result was reported by (Sejjaaka & Kaawaase, 2014) who studied "Professionalism, rewards, job satisfaction and organizational commitment amongst accounting professionals in Uganda" and stated that the correlations between the study variables were significantly ($p=0.01$).

Additionally, this study finding revealed that there was positive correlation between innovation, professionalism, participation and organizational commitment among nurse educators were significantly ($p=0.001$). This might be related to feeling of each educator's responsibility for achieving the faculty goals and objectives. so nurse educator's willingness to give energy and time to this faculty. Which contribute to better future and the success of the faculty. More over these findings may also due to Faculty members are the main structure of every university. As one of the principles for education in order to raise scientific level of students. So the faculty attends several staff development programs and courses that qualified nurse educators to be innovative, participative, professionalism and organizational commitment.

Regarding the correlations between personal data of nurse educators, innovation, professionalism, participation and organizational commitment, the present study illustrated that, there are positive correlation between nursing educator's innovation and their personal data (age, qualification, years of experience, and position), there was positive correlation between nursing educator's professionalism and their personal data (gender, qualification, years of experience, and position). These results come in accordance with (Abd El, 2017) who studied " Innovation behavior levels and its relation with technology informatics guiding education reform(TIGER)-based nursing informatics competencies among critical care nurses" and stated that there was positive correlation between the level of innovation and the studied sample socio-demographic data. This might be due to nurse educators were similar to educational, cultural and social characters despite of different number of year experience, position, age and their personal characters.

This might be due to increase of nurse educators, innovation, professionalism, participation and organizational commitment which could lead to increase of their academic achievement and achieve vision and mission of the faculty. Moreover this result was confirmed by (Gonen & Lev-Ari, 2016) who studied "The Impact of Sociological Factors on Nurse Educators' Use of Information Technology" and stated that the studied sample innovation were affected by their years of experience, gender, and job title.

Conclusion:

Based on the results of the present study, it can be concluded that:

Result of correlation nearly two thirds of nurse educators (62.7%) had high level of total innovation, and more than half of nurse educators (52.5%) had high level "professionalism". Regarding participation that half of the nurse educators (50%) had high level of participation and nearly one third of them (32.2%) had high level of organizational commitment.

Recommendations:

Based on the results of the current study the following recommendations will be suggested:

- A. Recommendations to enhance nursing educators' empowerment:
- Encourage nursing educators to attend national and international congress to enhance their empowerment.
 - Nursing educators should have continuous in-service training programs to maintain high academic standards in the teaching learning process and research.

B. Recommendations to maintain nursing educators' job commitment:

- Maintain positive emotional state and secure feeling of nursing educators through appreciation and reward.
- Developing trust, fairness, and better communication to nursing educators through good team working, respect for the roles and contributions of others.

C. Recommendations for future studies:

- Replication of the study with a larger sample to further validate the results.

Conduct a study to explore the difference between Innovation, Professionalism, Participation and Organizational Commitment

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