

Influence of Organizational Climate and Personal Factors on the Teaching Self-Efficacy of Nursing Educators Teaching in Higher Education Institutions in Pakistan

Dr Samina Kausar^{1*}, Dr. John Arul Philip²

¹Professor of Nursing, University of Health Sciences, Lahore, Pakistan, Email: saminamanzoor31@yahoo.com

²Professor/Dean of the School of Graduate Studies, Asia e University, Malaysia Email: john.arul@aeu.edu.my

***Corresponding Author:** Dr. Samina Kausar,

Professor of Nursing, University of Health Sciences, Lahore, Pakistan Email: saminamanzoor31@yahoo.com

ABSTRACT

Introduction: This study examined the influence of organizational climate and nursing educators' personal factors on their teaching self-efficacy in higher education institutions in Pakistan and determined the personal and organizational level predictors of their teaching efficacy.

Design: A cross-sectional analytical design was employed.

Methods: The study was conducted in medical universities of Pakistan considering nursing educators as the study population. Two hundred and twenty nursing educators were considered as a sample. A purposive sampling technique was employed. The data was collected by using the Teachers' Sense of Efficacy Scale and the Organizational Climate Description Questionnaire. The Analysis of Variance was conducted to assess differences among teaching-efficacy dimensions about age and teaching experience. The significance of differences between pairs of age and teaching experience group means was calculated through the Post hoc Tukey test. An Independent t-test was run to determine the difference in teaching efficacy dimensions about qualifications level. The correlation between organizational climate and teaching efficacy was estimated by correlation coefficient. A multiple regression was conducted to envisage nursing educators' personal and organization-level predictors of teaching efficacy.

Results: This study has provided evidence that nursing educators senior in age with longer years of teaching experience were more competent at facilitating classroom teaching. Moreover, the study also found that organizational climate impacts nursing educators' teaching efficacy. From personal level predictor, teaching experience and from organizational level predictor consideration has been found strong predictor of their teaching efficacy.

Conclusion: Teaching experience, age and supportive organizational climate significantly impact classroom teaching efficacy.

Keywords: Self-Efficacy, Nursing Educators, Class-Room Teaching, Perception

1. INTRODUCTION

The nursing education system in Pakistan has undergone significant changes in recent years, including the decision to replace the three-year diploma in nursing with a four-year Bachelor of Science Nursing (B.Sc. Nursing) program. This change is expected to provide nurses with more comprehensive education and training in nursing theory, research, and practice, and to better prepare them for the complex healthcare needs of the population. Additionally, this change is expected to align nursing education in Pakistan with international standards and to enhance the recognition and credibility of nursing as a profession. The government's commitment to this change is a positive step towards improving the quality of nursing education and healthcare outcomes in Pakistan (Bibi, Khan, & Noreen, 2020).

However, there is currently a shortage of master's and doctoral-prepared nursing educators with classroom teaching experience (Huda & Alisbinati, 2015). Most of nursing educators around the globe enter higher educational institutions with abreast knowledge of the subject matter of the nursing field but with little and/or no pedagogical knowledge about the discipline of nursing education as only a handful of nursing educators are properly prepared for a teaching role in academic settings (Booth, Emerson, Hackney, & Souter, 2016). Whenever nursing educators who are involved in classroom teaching must be equipped with pedagogical knowledge along with clinical experience because education and nursing are two distinguishing fields, clinical skills are not helpful in developing classroom teaching efficacy (Marfell, Mc Mullen, Onieal, Scheibmeir, & Hawkins-Walsh, 2017; Smith, Karosas, & Beauchesne, 2019). However, a large number of researches conducted worldwide have discovered that the majority of the nursing educators employed in nursing educational institutions are not adequately geared up for classroom teaching and they have to put a lot of effort into making the educational transition successful (Brown & Sorrell, 2017; Cooley & De Gagne, 2016; Grassley & Lambe, 2015; Miner, 2019). Although, some nursing educators are struggling to implement novel pedagogical methods designed to prepare student nurses to develop problem-solving skills and the skill of collaboration for navigating the educational transition in nursing (Bristol et al., 2019), still there is a need to match the teaching strategies with the teaching-learning theories to augment students learning outcomes because attaining high-quality in nursing

teaching not only requires for pedagogical preparation of nursing educators involved in classroom teaching but also demands for high teaching efficacy to offer learners with multiple prospects to cultivate critical thinking abilities, to foster creativity and to participate in the learning process as an active agent (Gardner, McGowan Jr, & Moeller, 2010; Laari, Apiribu, Mensah, Dzomeku, & Amooba, 2023). Teacher self-efficacy as a belief is anticipated to escort teachers in their behaviors, choices, and inspiration about teaching (Dellinger, 2001). Teachers' perception of strong teaching efficacy can have a significant impact on their instructional behavior and the academic outcomes of their students. Elmalek, Ibrahim, Elbially, and El-Liethey (2022) documented that nursing educators perceived a moderate level of overall teaching self-efficacy but a high level of teaching self-efficacy in instructional strategies. Kim and Shin (2017) reported that nursing educators perceived overall high teaching efficacy, particularly in student management.

However, nursing educators with high teaching self-efficacy talked about student engagement and aligning teaching approaches with students' learning outcomes (Liverman, 2022). Over the decades, teacher self-efficacy has been a focus of research interest based on Bandura's self-efficacy theory. Studies have revealed relationships between teachers' self-efficacy and a range of instructional outcomes such as student engagement and achievement (Skaalvik & Skaalvik, 2007). Also, it is evident that nursing educators' factors namely age, teaching experience, and qualification level significantly influence nursing educators' teaching efficacy (Liverman, 2022). Shin, Kang, Hwang, and Kim (2021) assessed the association between nursing educators' personal characteristics and teaching efficacy and found a strong association between age, education level, and nursing educators' teaching efficacy as the findings revealed that teachers senior in age showed higher teaching efficacy.

Furthermore, Wu and Ho (2023) also recognized that demographic factors like age and teaching experience have a positive correlation with teaching efficacy. These findings suggest as nursing educators get older, they tend to have higher levels of teaching efficacy because they simply have more time to accumulate teaching experience. With more experience in teaching nursing students, they may also have developed a stronger rapport with their students, which can make it easier to teach effectively. In contrast, some studies think that teachers' age did not show a significant difference in teachers' self-efficacy (Hicks, 2012; Mitchell, 2019). Some studies also report no statistical relationship between qualification levels and nursing educators teaching self-efficacy (Dozier, 2019; Nugent, Bradshaw, & Kito, 1999; Wu & Ho, 2023). Similarly, few studies recognized teachers' years of teaching experience did not show a significant difference in teachers' self-efficacy (Mitchell, 2019; Tajeddin & Khodaverdi, 2011).

Besides, educators' factors, the organizational climate is also an important factor that may impact educators' teaching efficacy. An organizational climate of supportive leadership behavior results in positive change in educational institutions and also involves improving teachers' efficacy which in turn improves student learning outcomes (Grace & Meeragandhi, 2022). Leadership-supportive behavior positively influences teaching efficacy as the findings of the studies revealed that for those nursing educators who were provided with confidence by school leadership that they could regulate institutional activities, their teaching self-efficacy was reinforced (Elmalek et al., 2022). On the other hand, Wu and Ho (2023) suggest that supervisor-directive behavior was more effective in enhancing teaching efficacy.

The concept of nurse educators' teaching self-efficacy and its relationship with organizational climate was an unexplored construct in nursing education research in Pakistan (Hamid, 2016; Kousar, Kousar, Azhar, Waqas, & Gilani, 2017; Younas et al., 2019). Further the gap has also existed in the international literature. Although research studies conducted worldwide in the sphere of nursing education and in other disciplines may provide some evidence of teachers' self-efficacy but still, there was a dire need to examine nursing educators' perception of teaching self-efficacy in classroom settings, the influence of personal factors namely age, qualification level and year of teaching experience on their teaching efficacy and nursing educators' perception of organizational climate and correlation between organizational climate and their teaching efficacy in Pakistan due to unique cultural and professional background.

2. OBJECTIVES

1. To assess the influence of personal factors namely age, level of education and teaching experience on nursing educators' teaching self-efficacy.
2. To determine the relationship between organizational climate and teaching self-efficacy of nursing educators.

3. METHODS

3.1 Study Design

The cross-sectional analytical study design was used in the current study to find out the correlation between the variables under study.

3.2 Study Population

All the nursing educators teaching in the universities of three provincial capitals of Pakistan i.e., Lahore (Punjab), Peshawar (Khyber Pakhtoon Khawah), Karachi (Sindh) and Islamabad (The Federal Territory of Pakistan) were considered as the study population.

3.3 Study Setting

The study was conducted in the nursing departments of the selected universities of Pakistan

Universities Name	Frequency
Jinnah Sindh Medical university Karachi	15
Dow University of Health Sciences Karachi	16
Ziauddin Medical University Karachi	18
Fatima Jinnah Medical University Karachi	12
Aga Khan Medical University Karachi	46
Foundation University Islamabad	13
Shifa Tameer-e- Millat University Islamabad	15
University of Lahore	18
Superior University Lahore	15
King Edward Medical University Lahore	22
University of Health Sciences Lahore	10
Khyber Medical University Peshawar	20
Total	220

3.4 Sampling Technique

A Purposive (Typical case sampling) was used in the current study

3.5 Sample Size

Two hundred and twenty (220) out of two hundred and eighty (280) nursing educators including both genders 195 females and 25 males involved in classroom teaching in selected medical/ health sciences universities and qualifying inclusion criteria were considered a sample for the current study.

3.6 Inclusion Criteria

The nursing educators possessing the following characteristics were included in the study:

- Those who were registered with the Pakistan Nursing Council as educators
- Those who had regular/permanent employment in the selected university.
- Those who have one year and above classroom teaching experience.
- Those who were teaching baccalaureate and masters programs.

3.7 Instrumentation

Teachers' Sense of Efficacy Scale (TSES) and Organizational Climate Description Questionnaire for Higher Education (OCDQ-HE- Partial) were used in the current study. TSES contains three dimensions i.e. teaching efficacy in student engagement, instructional strategies and classroom management. These dimensions describe how much a teacher can do to facilitate student learning. The second tool, OCDQ-HE describes four behavior patterns, two related to the head of department behavior patterns i.e. consideration (supportive behavior of the head of the department) and production emphasis (directive behavior of the head of the department), the other two describe faculty member behaviors i.e. intimacy (social interaction among faculty members) and disengagement (faculty disengaged behavior in task-oriented situations). These tools are on a points Likert scale. Information on nursing educators' factors of age, educational level and years of teaching experience was collected in the demographic section of the tool. The both questionnaires intended to be used in the current study were initially reviewed by a panel of five nursing educationists for face & content validity. The questionnaires were then distributed to fifteen (15) nursing educators for pilot testing to assess the adequacy & reliability of research instruments. The reliability of both scales teacher's sense of efficacy scale (TSES) and the organisational climate description questionnaire for higher education (OCDQ- HE) was computed to establish the culture of fairness of the instruments to use in the Pakistani setting. The reliability of TSES & OCDQ was computed through Cronbach's alpha coefficients. Cronbach's alpha coefficient for the TSES (long form-24 items) was .96. The reliability of OCDQ was .82.

The calculated standard means (Stand M) for TSES- in student engagement and instructional strategies on five five-point Likert scales was 4.05 and for classroom management was 3.72. A lower "un-weighted mean score" (un-WM) of the study variable (Teacher's Self-Efficacy) than (Stand M) of the scale considered that nursing educators in this study were less confident in all three dimensions of teaching self-efficacy and vice versa.

The score for OCDQ-HE was measured by Standard Deviation (SD) and was then compared with the key given below to assess how closely the department matches the "ideal" climate.

A standard Deviation (SD) of 1, is considered an ideal/excellent organizational climate

A standard Deviation (SD) of 0.5, is considered a good organizational climate

A standard Deviation (SD) of -1.0, is considered the average organizational climate

Standard Deviation (SD) -0.5, considered poor organizational climate

3.8 Data Collection Procedure

After acquiring permission from the heads of nursing departments for data collection from nursing educators of their universities, the researcher approached all the nursing educators of each selected university through a telephone call to confirm their availability at the university. After confirmation of their availability, the researcher contacted all the faculty members in

person in their respective organizations. The participants were informed of the purpose of the study. An informed consent was taken. All those nursing educators who were willing to participate in the study were provided with a questionnaire. The participants were requested to indicate their opinion about each of the statements of the Teacher Sense of Efficacy Scale and the Organizational Climate Description Questionnaire.

The survey questionnaire was filled up in 25-30 minutes. Once all the questionnaires were filled up; they were collected carefully by the researcher. The researcher paid gratitude to the study participants

3.9 Data Analysis

Mean & SD were calculated for nursing educators' demographic profile and self-efficacy dimensions. Analysis of Variance was conducted to assess differences among teaching self-efficacy dimensions about nursing educators' factors of age and teaching experience. The significance of differences between pairs of age and teaching experience group means was calculated through the Post hoc Tukey test. An Independent t-test was run to determine the difference in teaching efficacy dimensions with regard to qualifications level. The correlation between organizational climate and teaching efficacy was estimated by correlation coefficient. A multiple regression was conducted to predict nursing educators' overall sense of efficacy scores from personal and organization-level characteristics.

3.10 Ethical Consideration

The researcher provided sufficient information about the consent form and the participants had the right to refuse or participate in the study and they could quit the study at any time. Consent forms were signed by the participants. An adequate level of confidentiality of the participants and research data was maintained. It was assured to the respondents that their responses would only be used for research purposes.

4. RESULTS

This chapter includes the analysis and interpretation of data for the study "Influence of Organizational Climate and Personal Factors on the Teaching Self-Efficacy of Nursing Educators Teaching in Higher Educational Institutions in Pakistan". Personal factors (age, teaching experience and educational level) of nursing educators and organizational climate were considered as independent variables whereas the teaching self-efficacy-student engagement, instructional strategies and classroom management were considered as dependent variables.

4.1 Influence of Personal Factors (Age, Educational Level & Teaching Experience) on Nursing Educators' Teaching Self-Efficacy

Table 1 Teaching Efficacy in Terms of Age & Years of Teaching Experience Groups

Age Groups in Years	N	Mean	Std. Deviation	F	P
21-30	35	3.5938	.63319	3.316	.021
31-40	80	4.0786	1.04049		
41-50	55	4.3977	.96348		
51-60	27	4.4167	.77133		
Total	197	4.1845	.98388		
Years of Teaching Experience					
1- Year	25	32.2000	5.59762	2.216	.031
< than1 to5 years	69	32.7971	6.94216		
6-10 years	46	34.5870	11.59421		
Above 10 years	57	34.0175	5.87212		
Total	197	33.4924	7.87506		

Table 1 indicates that there is a significant difference in nursing educators' teaching efficacy in terms of age group and years of teaching experience with P values of .021, and 0.31 respectively. Post hoc comparison revealed that the mean scores of nursing educators below 30 years of age (M=3.59) differed significantly from the means of the other four age groups. Thus, the results of the post-hoc (Tukey) test indicated that nursing educators in the age group of 51-60 years were more efficient in teaching-learning activities on all three subscale-student engagement, instructional strategies and classroom management of TSES with p value.048*.

Similarly, the mean score of nursing educators with less than six years of teaching experience was significantly different from the mean score of those with more than six years and above 10 years of teaching experience. Post hoc comparison revealed that nursing educators with 6-10 years of teaching experience were more efficient in engaging students in everyday classroom activities, getting students to believe they can do well in school work, and helping their students value learning (p value.049*).

Table 2 Teaching Efficacy in Terms of Educational Level

Educational Level		N	Mean	Std. Deviation	T	Sig.(2-tailed)
Teaching-Self-Efficacy	Graduate	99	32.6465	6.74811	1.520	.130
	Postgraduate	98	34.3469	8.82254		

Table 2 reveals no significant difference in teaching efficacy about the level of education. In other words, nursing educators with graduate and postgraduate levels of qualification demonstrated identical performance in keeping students engaged in learning, practicing a variety of teaching strategies, crafting good questions for students, and managing classroom activities as no difference is found in their teaching efficacy in term of level of education (T=1.520, P= .130).

Table 3 Personal Factors -The Best Predictor of Nursing Educators' Teaching-Efficacy

Personal Factors	N	Mean	Std. Deviation	R	R Square	Adjusted R Square
Age	197	1.5482	.99178	.086 ^a	.007	.002
Educational Level	197	2.6853	1.02640	.019 ^a	.000	-.005
Teaching Experience	197	1.6041	.68182	.138 ^a	.019	.014

Multiple regression analysis was run to determine the personal level best predictor of teaching efficacy of nursing educators. The table 3 presents the results of multiple regression analysis indicating that teaching experience is the best predictor among all personal level factors (R-value .138 a). Thus, the findings of the current study revealed that the educators with longer years of teaching experience were more efficient at engaging students in learning activities, using multiple teaching strategies for motivating students to learn and handling difficult students and situations in everyday classroom management systems.

4.2 Correlation between Organizational Climate and Nursing Educators' Teaching Efficacy

The correlation coefficient was run to assess the correlation between organizational climate and nursing educators' teaching efficacy; it revealed a significant correlation between organizational climate and teaching efficacy.

Table 4 Pearson Correlation

Organizational Climate Dimensions		Consideration	Intimacy	Disengagement	Production Emphasis	OCDQ
TSES	Pearson Correlation	.245	.137	.026	.225	.209
	Sig. (2-tailed)	.001	.055	.713	.001	.003

Table 4 reveals that there is a significant correlation between overall organizational climate and teaching efficacy with a P value (.003).

Table 5 Organizational Climate (OC) the Best Predictor of Nursing Educators' Teaching Efficacy

OC	N	Mean	SD	R	R Square	Adjusted R Square
Consideration	197	3.8041	.98940	.245 ^a	.060	.055
Intimacy	197	3.4411	.70066	.137 ^a	.019	.014
Disengagement	197	3.4411	.70066	.026 ^a	.001	-.004
Production Emphasis	197	3.8249	.93794	.225 ^a	.051	.046

Table 5 shows the results of multiple regression analysis which indicated that consideration (Head of Department Supportive Behavior) one of the dimensions of organizational climate was the best predictor of nursing educators' teaching self-efficacy with (R Value.245a). The findings are reflective of the fact that the heads of the nursing departments of health sciences universities were open to listening, welcoming to change, and receptive to the opinions of their faculty members.

5 Discussion

The rapidly changing nursing education system in Pakistan requires nursing educators with a high level of teaching efficacy. Engaging students in educational and scholarly activities, contributing to classroom management and adapting new teaching methods and technologies are the most important aspects of teaching efficacy. The educational transition in the country prompted the researcher to embark upon research to touch this area emphasizing the need to assess the impact of personal factors namely age, educational level and years of teaching experience on their teaching efficacy and to determine the correlation between organizational climate and teaching efficacy,

5.1 Nursing Educators' Perception about the Influence of Personal Factors on their Teaching Self-Efficacy

According to the current study findings, nursing educators teaching in health sciences universities perceived high teaching efficacy in all three dimensions. However, they scored higher on the classroom management dimension of the teaching self-efficacy scale (M=4.458) followed by instructional strategies (M=4.2931) and student engagement (M=4.1843) showing that nursing educators teaching efficacy for classroom management is higher than efficacy in instructional strategies and student engagement. That may be why classroom management is often seen as a more technical skill than instructional strategies or student engagement. There are a set of specific techniques that can be used to manage a classroom effectively, such as setting clear expectations, establishing rules and procedures, and using positive reinforcement. On the other hand, instructional

strategies and student engagement are more complex and less straightforward. There is no single approach that can work for all students, and educators need to be able to adapt their teaching methods to the needs of their students. Moreover, classroom management is often seen as a more important skill than instructional strategies or student engagement. Nursing educators may feel that if they manage their classrooms effectively, then they can be able to achieve their teaching goals, regardless of the specific instructional strategies they use or the level of student engagement they achieve. However, it is possible that nursing educators were simply more assured in their ability to manage their classrooms than they are in their ability to use effective instructional strategies or to engage students. This could be due to several factors, such as their personal experiences as students or their training as educators. Whatever the reason, nursing educators need to continue to develop their skills in all three dimensions of teaching efficacy.

Moreover, the majority of the participating nursing educators also perceived themselves as efficient at engaging students in teaching-learning activities. This is a testament to their skills and dedication as educators. Nursing educators in the study also perceived themselves as confident in their ability to use multiple teaching strategies to gauge student comprehension, craft good questions and adjust lessons to the proper level of individual students. Moreover, the participants were also in the opinion that they are highly efficient in classroom management practices as they reported that they can effectively control the disruptive behavior of the students in the classroom, establish routines to keep activities running smoothly and get students to follow classroom rules. Although the findings of the current study revealed that nursing educators' teaching self-efficacy is high in all three dimensions particularly they perceived themselves best at classroom management practices as compared to student engagement and instructional strategies dimensions of teaching self-efficacy. Our findings are congruent with Chang, Lin, and Song (2011) who documented that educators in their study reported high efficacy in all three dimensions of the teaching efficacy scale but in classroom management, a large number of educators reported that they are capable to manage all classroom activities as they perceived themselves self-efficacious on dealing with exceptional students in class, creating helpful relations with students and making learning situations conducive. However many studies reported that nursing educators teaching efficacy varies in all three dimensions; nursing educators perceived overall high teaching efficacy, particularly in student engagement Kim and Shin (2017), nursing educators perceived a moderate level of overall self-efficacy but the high level of teaching self-efficacy in instructional strategies (Elmalek et al., 2022). Variation among nursing educators' perceptions among all three teaching self-efficacy dimensions may be due to organizational environment as it can have a significant impact on nursing educators' perception of teaching self-efficacy. When nursing faculty members feel like they are involved in regulating institutional activities and administrative decisions, it can reinforce their confidence in their teaching self-efficacy in classroom management practices. This is because it shows that they are valued and respected members of the institution and that their input is important. It also gives them a sense of control over their work environment, which can be very empowering (Shernoff & Kratochwill, 2007).

Additionally, the findings of the current study revealed a significant correlation between nursing educators' factors of age and teaching experience; it means as the age of nursing educators increased, they were more likely to have a strong belief in their abilities, which has contributed to their perception of higher teaching self-efficacy. Moreover, teaching experience was the best predictor found in this study; this may be why, the teachers have learned how to reach and teach students effectively with longer years of teaching experience. (Liverman, 2022; Ross & Bruce, 2007; Shin et al., 2021) also presented similar findings found in their studies, teachers senior in age and with longer years of teaching experience were more efficacious in dealing with students as they had learned with time how to engage different students effectively in everyday classroom activities. However, no statistically significant relationship between nursing educators' teaching efficacy and level of education was observed in the current study. In other words, regardless of qualification level, all nursing educators in the current study perceived themselves as best at using different teaching tactics to engage students in classroom activities and had analogous capabilities for establishing classroom management systems. Some studies in nursing education also report no statistically significant relationship between qualification levels and nursing educators teaching self-efficacy (Dozier, 2019; Mitchell, 2019). Contrary to our findings, some studies recognized that younger teachers were more efficacious at engaging their students in classroom activities as compared to older ones. This may be because the young generation is more technologically oriented that's why they can use multiple tactics to engage students in different learning activities (Shaukat & Iqbal, 2012). However, the nursing researchers documented that it is an insightful observation! Younger nursing educators may have an advantage when it comes to using technology to engage students in the classroom. However, it's important to note that older nursing educators can still be effective in engaging their students, especially if they have experience and a deep understanding of their subject matter. At any age, educators need to continue to adapt and evolve their teaching strategies to meet the needs of their students (Shin et al., 2021).

Regarding education level, Paâ, Omar, Habib, and Mohammad (2018) & Liverman (2022) documented contrary findings as they found a strong positive association between the level of education and nursing educators' teaching efficacy. Nursing educators in these studies reported, that they felt more confident in their abilities to use effective teaching practices with the increase in education level, which in turn leads to better learning outcomes for students.

5.2 Correlation between Organizational Climate of Higher Education Institutions & Nursing Educators Teaching Efficacy

The result of the current study revealed that there was a blended environment in health sciences universities as all kinds of organizational climates (behavior patterns) were perceived by the participant nursing educators. It reflects that heads of departments and faculty members demonstrate all behavior patterns according to the situation. The findings of this study revealed a significant correlation between overall organizational climate and teaching efficacy with a P value (.003). This study also confirmed that head-of-department behavior patterns (consideration; supportive behavior) significantly impact nursing

educators teaching efficacy in student engagement and instructional strategies. It means nursing educators working in a supportive organizational climate perceive a high level of teaching efficacy. Our findings are in line with Venello's convincing that the teachers feel more efficient in instructional practices where the school leadership demonstrates highly supportive and collegial behavior. Similarly, Hoque and Kamaluddin (2017) documented a strong positive association between college climate and nursing educator's efficacy in classroom management and student engagement. Comparable findings are also presented by Özgenel (2020) documenting a positive correlation between consideration, supportive leadership behavior, and teaching effectiveness. It means a supportive work environment, can help to promote a strong sense of teaching efficacy among teachers. Moreover, in the current study consideration; the head of the department was found the best predictor of nursing educators' teaching efficacy. Analogous results were also found by Elmalek et al. (2022) documenting that the supportive behavior of the head of the organization had significant effects on nursing educators' job performance.

6 Conclusion

Overall, there was a considerable difference in senior and novice nursing educators' teaching efficacy as this study provides evidence that senior nursing educators with longer years of teaching experience perceived themselves as more competent in their abilities to facilitate classroom teaching as compared to novice colleagues. This may be why, senior nursing educators have more experience, they have had more opportunities to teach different types of students, to use different teaching methods, and to deal with different challenges. This experience can give them a sense of confidence and competence. Moreover, they have had more time to reflect on their teaching. They have had the opportunity to think about what works well, what doesn't, and how they can improve their teaching. This reflection can lead to increased self-efficacy.

However, nursing educators with different levels of education were equally confident in their ability to teach in this study. There may be a few possible reasons; nursing education programs in the country are rigorous and comprehensive. They cover a wide range of topics, including nursing theory, nursing practice, and nursing research. This ensures that all nursing educators have a deep understanding of the subject matter. Secondly, they are required to complete continuing education courses throughout their careers. These courses keep them up to date on the latest research and trends in nursing. This ensures that they are always learning and growing as educators.

Moreover, organizational climate was significantly correlated with nursing educators' teaching efficacy. A supportive organizational climate makes nursing educators feel more confident in their abilities to teach because when educators feel supported by their colleagues, administrators, and institutions, they are more likely to believe in their ability to teach effectively. This indicates that nursing educators' teaching efficacy can be improved by ensuring a supportive organizational climate in higher education institutions. A supportive organizational climate can provide nursing educators with the resources they need to be successful. This includes things like access to professional development opportunities, time for reflection and planning, and a collaborative environment where they can share ideas and learn from each other to achieve their teaching goals.

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