



## Number of papers published in English from the nursing departments of 42 national universities in Japan in the past ten years



Junichi Kameoka<sup>a,\*</sup>, Junya Iwazaki<sup>a</sup>, Fumie Takahashi<sup>a</sup>, Fumiko Sato<sup>b</sup>, Kazuki Sato<sup>b</sup>, Atsuko Taguchi<sup>b</sup>, Yasuka Nakamura<sup>b</sup>, Seiichi Ishii<sup>a</sup>, Yutaka Kagaya<sup>a</sup>

<sup>a</sup> Office of Medical Education, Tohoku University Graduate School of Medicine, Sendai, Japan

<sup>b</sup> Department of Health Sciences, Tohoku University Graduate School of Medicine, Sendai, Japan

### ARTICLE INFO

#### Article history:

Accepted 27 November 2015

#### Keywords:

Research paper  
Nursing teacher  
National universities  
Education  
Japan

### SUMMARY

**Background:** In Japan, the departments of nursing were established by 2004, and graduate school programs for master's degree were established by 2008, in 42 national universities. With these changes, a more academic mission has been pursued, and the need for writing papers in English has increased.

**Aim:** To investigate the numbers of papers published in English from the nursing departments of national universities in Japan over the past ten years.

**Methods:** The lists of teachers who have nursing licenses in the departments of nursing in the 42 national universities ( $n = 2292$ ) were obtained from the Japan Association of Nursing Programs in Universities. The number of papers published in English by these teachers from 2004 to 2013 was counted using the SCOPUS database.

**Results:** The average number of total papers, in which at least one of the authors was a nursing teacher, and first-authored papers, in which the first author was a nursing teacher, were 211.4 and 69.9 per year, respectively; both increased approximately two-fold during the past ten years. The means and standard deviations of the number of total papers and first-authored papers were  $50.3 \pm 63.8$  (range: 1–382) and  $18.3 \pm 23.4$  (range: 0–147) according to universities, and  $1.39 \pm 5.84$  (range: 0–140) and  $0.33 \pm 1.28$  (range: 0–21) according to teachers, respectively. When journals with the highest number of papers were analyzed, 12 of the top 20 (total papers) and 12 of the top 16 (first-authored papers) were in journals whose editorial offices are in Japan.

**Conclusion:** The number of papers published in English has increased over the past ten years, varied markedly depending on the universities and teachers, and many papers were published in Japanese journals. To our knowledge, this is the first report anywhere to determine the average number of nursing papers “per teacher” in a specific population.

© 2015 Elsevier Ltd. All rights reserved.

### Introduction

In Japan, nursing education was mainly provided at three-year junior colleges or three-year training schools until the 1990s when the Japanese government began to establish the departments of nursing in national four-year universities. By 2004, the departments of nursing were established in 42 national universities, and graduate school programs for master's degree have been established by 2008 in all these universities, and for doctoral degree in 27 of them (Japanese Nursing Association, 2011). Now, as of 2015, there are 86 national universities in Japan, among which 42 (48.8%) have the departments of nursing as well as master's courses. With changes in the school system, a more academic mission has been pursued in the departments of nursing, and the requirement to publish papers in English has become stronger. However, unlike teachers in medical departments, nursing teachers in

Japan, particularly those educated at three-year junior colleges or three-year training schools, were not used to writing papers in English. Over the decades, the importance of English education has been emphasized (Yamanaka, 2000; Miyake and Tremarco, 2005; Anazawa et al., 2012), and various programs in the English language have been developed in each university. However, methods to evaluate the outcome of English education, in terms of writing proficiency, have not yet been established.

One approach to assess writing proficiency in English is to count the number of nursing research papers published in English, which, we know, not only involves proficiency in writing English but also represents nursing research activities. The numbers of papers published in English were reported in other countries including Spain (Pardo et al., 2001), the U.K. (Traynor et al., 2001), Australia (Borbasi et al., 2002), Taiwan (Huang et al., 2006), and China (Peng and Hui, 2011), but the average numbers “per teacher” are unknown in these reports because the total numbers of nursing teachers were not available. One Japanese study reported that the total number of papers in English per year in Japan between 1999 and 2003 was 32, 50, 46, 30, and 32

\* Corresponding author at: 2-1 Seiryō-cho, Aoba-ku, Sendai 980-8575, Office of Medical Education, Tohoku University Graduate School of Medicine, Japan. Tel.: +81 22 717 8222. E-mail address: [j-kame@med.tohoku.ac.jp](mailto:j-kame@med.tohoku.ac.jp) (J. Kameoka).

(Onjoji et al., 2006); however, these findings were based on a database restricted to journals published in Japan. A bibliometric analysis of nursing studies published in English worldwide, as a long-term outcome evaluation of English education, has not yet been attempted.

To evaluate the present status of English publications and obtain baseline data for a long-term (20–30 year) evaluation of English education in nursing departments, we investigated the number of papers published in English by the nursing departments of 42 national universities in Japan over the past 10 years. We also analyzed the journals in which these papers were published. The results obtained indicated that the number of papers published has increased, varied markedly depending on the universities and the teachers, and many papers were published in journals whose editorial offices are in Japan.

## Methods

This is a descriptive study. This study was approved by the Tohoku University Research Ethics Board (2014-1-117).

### Demographics of Universities

We hypothesized that some demographic factors, such as years from the establishment of the graduate schools, may be affecting the number of papers published. Thus, the following demographic data of the 42 national universities as of 2013 were obtained on their websites: 1) number of years the departments of nursing, graduate school programs for master's degrees, and for doctoral degrees had been established, 2) the total number of teachers, and 3) the numbers of students per year.

### Listing of Teachers

The lists of teachers in the departments of nursing in the 42 national universities were obtained from the Japan Association of Nursing Programs in Universities; paper-based lists were obtained between 2004 and 2006, and online lists between 2007 and 2013. Among all teachers ( $n = 2608$ ), only those who had nursing licenses ( $n = 2292$ , 87.9%), here defined as “nursing teachers,” were included in the analysis.

### Counting of Papers

The number of total papers, defined as those in which at least one of the authors was a nursing teacher, published in English between 2004 and 2013, was counted in March 2014 using the SCOPUS database. Specifically, AU-ID (Author Identifier) of each nursing teacher was examined in the Author Search, and the total papers of each university were listed by grouping authors together using “AU-ID (1) or AU-ID (2) or AU-ID (3)...” in the Advanced Search. The papers in which only abstracts were written in English ( $n = 133$ ) were excluded. The number of first-authored papers, defined as those in which nursing teachers were the first authors, was separately counted.

### Analysis of Journals

A list of journals was constructed according to the order of the number of published papers identified. A list of the top 20 nursing journals, established by their impact factors in 2009 (Polit and Northam, 2011), with the number of papers in the current study, was also created.

### Statistical Analysis

Statcel (Excel 2010, Microsoft) was used to calculate Spearman's rank correlation coefficients between the number of papers per university and the demographic data of the university.

**Table 1**  
Demographics of 42 national universities in Japan (as of 2013).

	Means	Standard deviations	Ranges
Years from the establishment of the department of nursing	17.31	9.67	9–60
the graduate school (master's course)	12.67	8.15	5–49
the graduate school (doctor's course)	9.26	8.82	3–47
Numbers of students per year	68.31	11.72	40–80
teachers	27.52	4.93	20–49
teachers per students	0.41	0.09	0.30–0.73

## Results

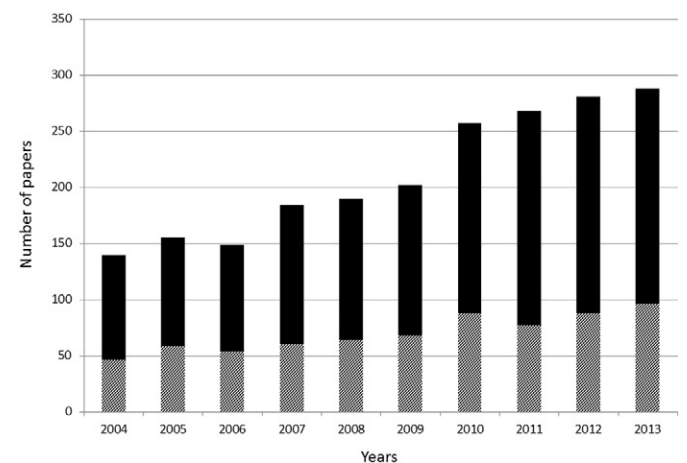
### Demographics of Universities

The demographic data are shown in Table 1. As expected, there were large differences in the years from the establishment of the department of nursing (range: 9–60), the graduate schools (master's course) (range: 5–49), and the graduate schools (doctor's course) (range: 3–47), but a variation in the number of teachers among universities (range: 20–49) was more than expected.

### Numbers of Papers

The number of total papers and first-authored papers published in English by the 42 universities per year between 2004 and 2013 was 2114 and 699 (33.1% of total papers), respectively (Fig. 1). The average number of total papers and first-authored papers was 211.4 and 69.9 per year, respectively; both increased approximately two-fold during the period studied.

The number of papers according to universities is shown in Fig. 2. The means and standard deviations of the number of total papers and first-authored papers were  $50.3 \pm 63.8$  (range: 1–382) and  $18.3 \pm 23.4$  (range: 0–147), respectively. The number of papers according to teachers is shown in Fig. 3. The means and standard deviations of the number of total papers and first-authored papers were  $1.39 \pm 5.84$  (range: 0–140) and  $0.33 \pm 1.28$  (range: 0–21), respectively. As to the total papers, 75 teachers (3.3%) published 10 or more papers, 320 (13.9%) published 2–9 papers, 263 (11.5%) published one paper, and 1634 teachers (71.3%) published no papers in ten years. As to the first-authored papers, 9 teachers (0.4%) published 10 or more papers, 123 (5.4%) published 2–9 papers, 206 (9.0%) published one paper, and 1954 teachers (85.3%) published no papers in that time.



**Fig. 1.** The total number of papers of 42 universities per year from 2004 to 2013. The striped bars indicate the number of papers in which nursing teachers were the first authors, and the closed bars indicate the number of other papers.

Download English Version:

<https://daneshyari.com/en/article/367901>

Download Persian Version:

<https://daneshyari.com/article/367901>

[Daneshyari.com](https://daneshyari.com)