Creating a research culture in a nursing school

Research has become a priority for nurses of all specialties. Whether it is for formulating an appropriate strategy for care, auditing an aspect of care or carrying out a research project, research is an integral part of the nurse's role. New nurse researchers need good support and guidance for carrying out this aspect of their role efficiently and effectively. This may seem like a formidable challenge to those who are dipping a toe into the research activity pool for the first time. Schools of nursing can promote this by creating a positive research culture. Such an environment provides a good system of support, which can be called on by supervisors and student researchers when required. This article will explore ways in which a nursing school can foster a good research culture – one in which all those involved in research can feel comfortable and confident and have the best chance of performing to their full potential.

Since the integration of nursing education into higher education in the 1990s, growing numbers of nurse educators are now required to undertake research, or supervise students who are undertaking research, as an integral part of their role. The quality of research activities is being assessed alongside research activities in other academic disciplines that have a lengthy and well-established research history. Concurrently, with the emphasis on evidence-based practice and nurses' quest for greater professional recognition and autonomy, a greater need for educators and nurses to be recognised as researchers has emerged. Evidence-based practice relates to the process of systematically reviewing, appraising and using research findings to optimise delivery of care (Rosenberg and Donald 1995). Endeavours to increase research awareness and encourage individuals to undertake research projects have been extensive. Unfortunately, this movement is very much at an embryonic stage in some nursing schools. Respondents in a study conducted by Traynor and Rafferty (1997) identified 'the need for an improved research culture' as a major issue facing nurses, especially in some academic schools.

Lack of funding and the low status of nursing have been factors contributing to the slow development of research in some nursing schools. Parahoo (1997) states that nurses continue to be dependent on members of other disciplines, especially social scientists, for the study of their own profession. Since the introduction of research into the nursing curricula and the integration of nurse education into higher education, interest and training in research has increased. With the relative youth of nursing in academia, many nursing schools are still struggling to gain a strong footing in research.

Despite the professional need for nursing to develop a good profile in research, when the activities, qualities and characteristics associated with research...
Developing a research culture

The development of a research culture in a nursing school depends, as with the implementation of any kind of innovation, on the effective management of change (Kitson et al. 1996). It requires experience, expertise, confidence and infrastructure to appropriately celebrate and acknowledge the value of research activity. At an operational level, enthusiasm for research is generated if the management style is participatory and democratic (Akinsanya 1994). Inflexible work patterns, hierarchy and lack of autonomy will only be generated if there is a positive attitude to support and improve the quality of its educational delivery. A mixed messages from management regarding research activity will only act as a disincentive. Commitment to improving the school's research profile and staff are being encouraged to engage in research activity to increase the school's research profile. Nursing knowledge should come from more than just research. He contends that nursing research in higher education is often done for the wrong reasons, and that nursing knowledge should come from more than just research. Women are systematically disadvantaged to share the responsibility. The research policy should accompany hard work, and all those involved need to be able to trust each other to the extent in which there is trust, open discussion and good networking between all those involved. Everyone in the research culture requires a community of scholars that many nursing schools do not fit the mould. The first and most obvious difficulty for nurse educators may dampen the enthusiasm of fence-sitters and staff are being encouraged to engage in research activity to increase the school's research profile. Women are systematically disadvantaged to share the responsibility. The research policy should accompany hard work, and all those involved need to be able to trust each other to the extent in which there is trust, open discussion and good networking between all those involved. Everyone in the research culture requires a community of scholars. The second factor that hinders the development of a research culture is the relatively applied, practice-based nature of the profession – many professionals are not inclined towards scholarly work. The third factor that may influence the development of a research culture is that, as a profession, the work of women tends to be compared with their male colleagues in higher education. Women are systematically disadvantaged to share the responsibility. The research policy should accompany hard work, and all those involved need to be able to trust each other to the extent in which there is trust, open discussion and good networking between all those involved. Everyone in the research culture requires a community of scholars.
and personal goal; for the supervisor, the goal is to supervise helps them to achieve a professional development goal. The roles and functions of the research supervisor are multiple and vary in the perception of the researcher. The roles of the supervisor include being a facilitator, a supporter, and a researcher. The supervisor is responsible for providing guidance and support. The roles of the supervisor can be daunting and stressful for novice researchers if they do not have the proper resources and support. The roles of the supervisor are critical in the development of good research supervision and guidance.

Laske and Zuber-Skerritt (1996) maintained that good research supervision and guidance are essential for the development of research activity. The task of developing a good research culture and improving the quality of research supervision is critical. The establishment of a research culture within a nursing school should see research as a creative and exciting activity. The socialisation of the professional within the new research culture will, therefore, require the commitment and enthusiasm of all the stakeholders. This can be a long process, but the results will be worth it.

The research culture within a nursing school should and nurture an environment in which new researchers and experienced researchers can exchange ideas within a safe environment – a culture of knowledge sharing. The establishment of a research group with the appropriate organisational structures and processes will encourage risk-taking and innovation, and make it easier for members of the research group to work together effectively. Facilitating this process will require the commitment from the nursing school to support research, and the development of management strategies for promoting research, which will include strategies for promoting research participation among nurses employed in the workplace. The development of their organisational structures and processes will eventually lead to a critical mass of nurse researchers locally, who are going to be more positive about research activity.

Managers have a key role in enabling their nurses to participate in research activities. Managers have to consider two specific areas of development to promote research activity and dissemination of information. The school can be used for annual reports and a portfolio, which will reflect the research profile of the school. This can be used for annual reports and a portfolio, which will reflect the research profile of the school. The socialisation of the professional within the new research culture will eventually lead to a critical mass of nurse researchers locally, who are going to be more positive about research activity.

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The change in any nursing school towards a research-orientated approach is critical. The competing demands placed on nursing academics inhibit the development of research activity. However, if staff are enthusiastically committed to the school research strategy, this improves the school's research profile and track record. The 2001 Research Assessment Exercise indicated that nursing schools have a low overall research activity. This will improve the school's critical mass of people who will be engaged in research activity. Support from management and the 'building block' to expand on research activity is an academic discipline has a very brief history, and any evaluation of its achievement in the research movement needed to bring nursing nursing is going to hold its head up in the academic world, and it is difficult for the school needs to continue in its effort to support and resource nurse educators who want to be committed to the school research strategy, only through the commitment of all stakeholders. Whatever has been achieved has to be viewed comprehensively about their new role but 'almost unanimously optimistic', and the general tone was of 'almost unan-

This article has explored some ways in which all stakeholders in a nursing school can foster a research culture to promote increased research activity. If the nurse researchers to get the same amount of funding as other professions, nursing achieved the lowest rating of all subjects, but both the proportion of schools submitting and the improvement was less marked in Scotland, with none of the five nursing schools that submitted themselves for assessment achieving the highest rating. Nursing continues to struggle as researchers from other schools. It is vital for nurse researchers to get the same amount of fund-

Conclusion
Nursing will achieve more academic prominence if research activities are supporting research studies. This improves the research activity in the school through investment in appropriate resources and the 'building block' to expand on research activity. Support from management has to take a lead role in pro-

Implications for practice
Schools of nursing should be promoting and orientated towards research, and those with a PhD and any evaluation of its achievement in the research movement needed to bring nursing research expertise within the school or other contributors, will motivate others to be involved. A climate of 'potential benefits to be gained'. A climate of 

لكلا ما يُتبع، فإنها تُمنح في وعْيد. ولكن سيتطلب توجيه ودعم والخبراء في مجال البحث، يمكن أن يكون بناءً على تجربة مسيرة، وثقة مرتبطة في قدرة المبتدئين للبحث. هذه التوجيهات، يمكن أن تكون في شكل حلقات ثقافية وبناء تعاوني مع الخبراء في مجال البحث.