

# Understanding the Collective Mindset: A Quantitative Analysis of Nurses' Views on Team Nursing Education

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380

Nurses Surveyed

F = 5.87

ANOVA F-Statistic

p < 0.001

Statistical Significance

5–8 yrs

Lowest Satisfaction Group

## BACKGROUND

Effective training is essential for the successful implementation of team nursing models. When nurses are inadequately prepared, patient outcomes and staff confidence suffer.

Team nursing—in which a registered nurse leads a small team of care providers—requires coordinated communication, role clarity, and shared accountability. Research consistently shows that training received prior to implementation significantly affects its overall effectiveness and adoption.

Workforce transitions, such as adopting team-based models, are particularly vulnerable to poor outcomes when education is standardized rather than personalized. Nurses at different stages of their careers bring distinct clinical strengths and knowledge gaps—yet most training programs treat all nurses as equivalent learners.

*Pre-implementation training quality is a critical determinant of team nursing success.*

## AIM

To examine nurses' perceptions of the training received before implementing a team nursing model, and to determine whether those perceptions differ by years of nursing experience.

## METHODS

**Design:** Quantitative, cross-sectional survey  
**Sample:** N = 380 registered nurses

- Participants completed a validated perception-of-training survey instrument adapted for nursing contexts
- Descriptive statistics (mean, SD) were used to summarize overall training perceptions
- One-way ANOVA assessed whether perceptions differed significantly across experience groups
- Post-hoc comparisons identified which specific groups differed from one another
- Experience groups: <1 yr, 1–4 yrs, 5–8 yrs, 9–12 yrs, >12 yrs
- IRB approval was obtained prior to data collection; participation was voluntary and anonymous

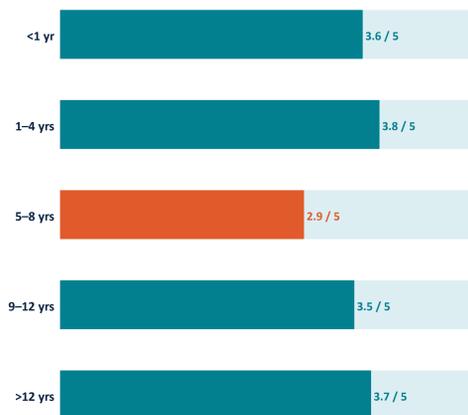
## RESULTS

### Overall Finding

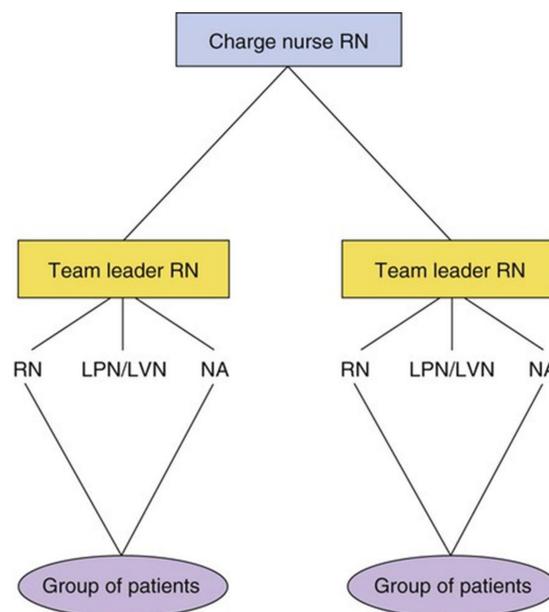
Training was perceived as slightly above average overall, though notable variation emerged across experience groups.

**ANOVA Result:** Statistically significant differences in training perceptions were found across experience groups (F = 5.87, p < 0.001).

### PERCEPTION BY YEAR OF EXPERIENCE GROUP



■ Lowest-rated group highlighted in orange | Scores out of 5.0



### Key Findings

The results revealed that nurses perceived team nursing training as slightly above average, with statistically significant differences in perceived training across experience levels (F = 5.87, p < 0.001).

Nurses with 5–8 years of experience reported the lowest training satisfaction scores—a potentially critical group often overlooked in standard training designs.

The findings suggest that, although the training was generally well received, gaps in its effectiveness exist among certain experience groups.

## CONCLUSION

Nurses overall rated their pre-implementation training slightly above average, suggesting that while foundational efforts are in place, there is meaningful room for improvement.

The statistically significant variation across experience groups (F = 5.87, p < 0.001) indicates that training programs designed as one-size-fits-all may not adequately address the distinct needs of nurses at different career stages.

Most notably, nurses with 5–8 years of experience reported the lowest satisfaction—a group that may feel under-challenged by foundational content and under-supported relative to more senior nurses. Tailored, career-stage-specific training may significantly improve preparedness and confidence.

These findings underscore the need for healthcare organizations to invest in differentiated professional development pathways that recognize and respond to career-stage variation in training needs.

## IMPLICATIONS FOR PRACTICE

### 01 Adaptive Training Programs

Develop training modules differentiated by career stage. Mid-career nurses (5–8 yrs) may benefit from advanced team dynamics and leadership content.

### 02 Ongoing Professional Development

Training should not end at implementation. Continuous learning opportunities help nurses refine team roles as the model matures.

### 03 Feedback Mechanisms

Incorporate formal feedback loops so nurse satisfaction with training informs iterative program improvements over time.

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