

'Becoming and overcoming': A qualitative meta-synthesis of the experiences of men in nursing academia

Abstract

Background

The experiences of men in nursing academia remain poorly understood globally as they remain a minority within the underrepresented male nursing populace.

Purpose

To develop a comparative understanding of the experiences of male nurse educators.

Method

We conducted a systematic review and meta-synthesis. Studies were considered eligible if they employed qualitative methodologies, contained verbatim quotes, published in a peer-reviewed journal and full-text available in English. An interpretive stance inspired by Ricoeur's hermeneutic approach was employed to undertake data analysis.

Results

Five studies were retained in the study. Three themes and ten subthemes emerged. Becoming describes why male nurses enter and stay in academia. Although several factors may push them, they often experienced isolation requiring them to overcome leading to professional growth.

Conclusion

The space of becoming and overcoming can be a lonely and isolated journey, often with no role models to support the process. Mentorship and peer support programmes are required as male nurses' transition and remain in nursing academia.

Keywords: Academia, Men, meta-synthesis, Nursing, Transitioning

Introduction

Undoubtedly, nursing is a female dominated profession (van der Cingel & Brouwer, 2021). Data available from the World Health Organization covering 104 countries indicate that females outnumber males in the nursing profession: Africa (65 % females vs 35 % males), Americas (86 % females vs 14 % males), Eastern Mediterranean (79 % females vs 21 % males), Europe (84 % females vs 16 % males), South-East Asia (79 % females vs 21 % males), and Western Pacific (81 % females vs 19 % males) (Boniol et al., 2019). The Nursing Workforce Survey Data from the United States of America (USA) also show that, while the number of male nurses has increased exponentially from 27,000 in 1970 to 310,000 in 2018, the number of female nurses has also increased dramatically from 1.39 million to 2.9 million over the same period (HRSA, 2021) suggesting that men are still underrepresented in nursing (Kronsberg, Bouret, & Brett, 2018; Rajacich, Kane, Williston, & Cameron, 2013).

Nursing encompasses clinical practice, management/leadership, and academia. The caring and nurturing roles associated with nursing are considered female attributes with a dominant societal and cultural bias that men are unsuitable for nursing (Liu, Hsu, Hung, Wu, & Pai, 2019; W. Zhang & Liu, 2016). In the clinical setting, when a nurse is female, her gender often goes unnoticed, whereas a male nurse is not simply called a nurse, but a male nurse (DeVito, 2016). Several studies have reported the existence of gender-based barriers, rejection, stereotypes, stigma, and discrimination experienced by male nurses in various clinical settings (Achora, 2016; Bolton, 2005; Cheng, Tseng, Hodges, & Chou, 2018; Keogh & O'Lynn, 2007; Kouta & Kaite, 2011; Nelson & Belcher, 2006) which can contribute to a higher attrition rate of male nurses at the clinical setting (Curtis, Robinson, & Netten, 2009). These experiences have permeated the educational setting as one study observed that male student nurses often felt

‘visible’ due to their gender with gender-based stereotypes, yet remaining ‘invisible’ as a nurse (Meadus & Twomey, 2011) which may create uneasiness and contribute to lower completion rates of nursing education programmes among male nursing students (McLaughlin, Muldoon, & Moutray, 2010). Another study which included male student nurses from New Zealand observed that the educational curriculum is generally perceived to be feminine in nature among the students (Christensen & Knight, 2014).

These experiences notwithstanding, male professional nurses may often have better career prospects and promotion chances compared to females nurses (H. Zhang & Tu, 2020). Beyond the clinical setting, male nurses in leadership roles tend to have more positive experiences even though they are still a minority with an advantage over female colleagues (Rochelle, 2017) which include receiving more support in their leadership roles, and been acknowledged for their contributions at the workplace and the nursing profession. Thus, they are more likely to recommend nursing leadership to other male nurses (Rochelle, 2017).

Despite the progress made in uncovering the experiences of male student nurses, clinical nurses and leaders, the experiences of male nurse educators remain poorly understood globally as they remain a ‘minority’ within the underrepresented male nursing populace. In fact, while there is a plethora of literature related to men in nursing in general, limited attention has been paid to male nurses in academic positions. In the USA for instance, statistics published by the American Association of Colleges of Nursing (AACN) indicate that male nurse educators constitute only 7.1 % (n = 1528) of nursing faculty out of the total 21,622 (AACN, 2020). Also, the AACN observed that of the 783 nursing school deans in the USA, only 46 (5.9 %) are males (AACN, 2020). Previous studies have explored the experiences of nurse educators (irrespective

of their gender) regarding how they handled incivility among students (Leech, 2017), teaching large classes (Ndawo, 2016), their transition experiences to teaching in dedicated areas (DeMeester, 2016) and online teaching experiences (Sword, 2012). What male nurse educators experience working in an area where there is limited availability to general lack of mentors or role models remain minimally explored. The experience of being a minority within an underrepresented group is blurred: why they become nurse educators and how they navigate their journey and roles remain poorly understood. In contrast, several studies exist that describe the experiences of female nurse educators (Bernard & Ghaffari, 2019; Gardner, 2014; Hawkins, Chard, & Seibert, 2018; Laurencelle, Scanlan, & Brett, 2016; Sinacori, 2020; Sword, 2012). Yet, there has been increasing calls to increase both the number of nursing faculty and diversity (NLN, 2016). It is argued that by attaining a comparative understanding of the experiences of male nurse educators, it will be possible to bring their unique experiences to the forefront and facilitate the formulation of strategies to boost the number of educators as well as identify potential support that male nurse educators may require. The current study sought to synthesize existing qualitative studies to develop a comparative understanding of the experiences of male nurse educators.

Methods

Study design

A qualitative meta-synthesis with an interpretivist stance was systematically conducted (Zimmer, 2006). Qualitative meta-synthesis utilizes the results of other qualitative studies as data to develop a deeper understanding of a phenomenon (Zimmer, 2006). Qualitative meta-synthesis represents an in-depth synthesis of qualitative data to attain a comprehensive understanding of a phenomenon which makes it an appropriate approach to understand the

experiences of male nurse educators (Sandelowski et al., 2007). At its core, meta-synthesis represents the authors' interpretation of interpretations of primary data by the original authors of the included studies (Zimmer, 2006). We report this qualitative meta-synthesis according to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) (Moher, Liberati, Tetzlaff, Altman, & Group, 2009) and the Enhancing transparency in reporting the synthesis of qualitative research (ENTREQ) statement (Tong, Flemming, McInnes, Oliver, & Craig, 2012).

Search strategy

Pre-planned search terms were developed by the authors with the assistance of a librarian. An initial limited search was undertaken in EMBASE and CINAHL following which a comprehensive search strategy was developed guided by the SPIDER tool for qualitative synthesis (Cooke, Smith, & Booth, 2012) and tailored to each database. The search strategy formulated based on the SPIDER tool is as follows: Sample (male nurse educators); Phenomenon of Interest (working in an academic setting); Design (interviews and focus group discussions); Evaluation (experiences); and Research type (multi-method or mixed method with qualitative data reported and qualitative studies). These were combined as follows: (S AND P or I AND (D OR E) AND R) (Cooke et al., 2012). Although the search strategy was pre-planned, it was continuously modified by the authors based on emerging findings. The full search sources were conducted by two members of the team from inception of the database to 31st March 2021 and repeated in December 2021 by three team members independently in the following databases: EMBASE via OVID, CINAHL via EBSCO, PubMed, Web of Science, and PsychINFO. The reference sections of identified studies were also manually searched for potential studies. Additionally, we performed a lateral search of citations based on the potential

studies while following the CRAAP (Currency, Relevance, Authority, Accuracy, Purpose) approach to evaluate the data sources (Fielding, 2019). Ongoing group discussion was ensured to compare the search findings and to resolve any conflicting findings. The search terms used were: 'male' OR 'men' OR 'man' OR 'males' AND 'nursing' OR 'nurse' OR 'nurses' OR 'male nurses' OR 'men in nursing' AND 'educator' OR 'instructor' OR 'teacher' OR 'lecturer' OR 'academic' OR 'professor'. We considered peer-reviewed qualitative studies containing verbatim quotes relevant to the experiences of male nurse educators. In this meta-synthesis, we defined qualitative studies as those using methodologies such as grounded theory, phenomenology (descriptive or hermeneutic), ethnography, interpretive description, and qualitative description.

Study screening and selection

Identified studies were pooled to the Rayyan Intelligent Systematic Review Platform to remove duplicates and to facilitate screening by the group concurrently (Ouzzani, Hammady, Fedorowicz, & Elmagarmid, 2016). Title and abstract screening were carried out independently by two authors (JB and HAO) and full-text versions of the papers retained following this process were retrieved. Disagreements were resolved via discussions and evaluation by third independent reviewer (FKYW). These references were exported to Endnote X9.2. The inclusion criteria were: 1) published studies that focused on male nurse educators 2) employed a qualitative design (as described above) 3) reported in English. Qualitative studies that included both male and female nurse educators were considered for inclusion if they specified the verbatim quotes of the male nurse educators. Considering the nature of the review, no publication year limits were applied. Mixed method studies were considered for inclusion if they provided qualitative data relating to male nurse educators. Preprints, unpublished thesis,

and grey literature were excluded. The results of the search are presented in the PRISMA flow diagram presented as Fig. 1.

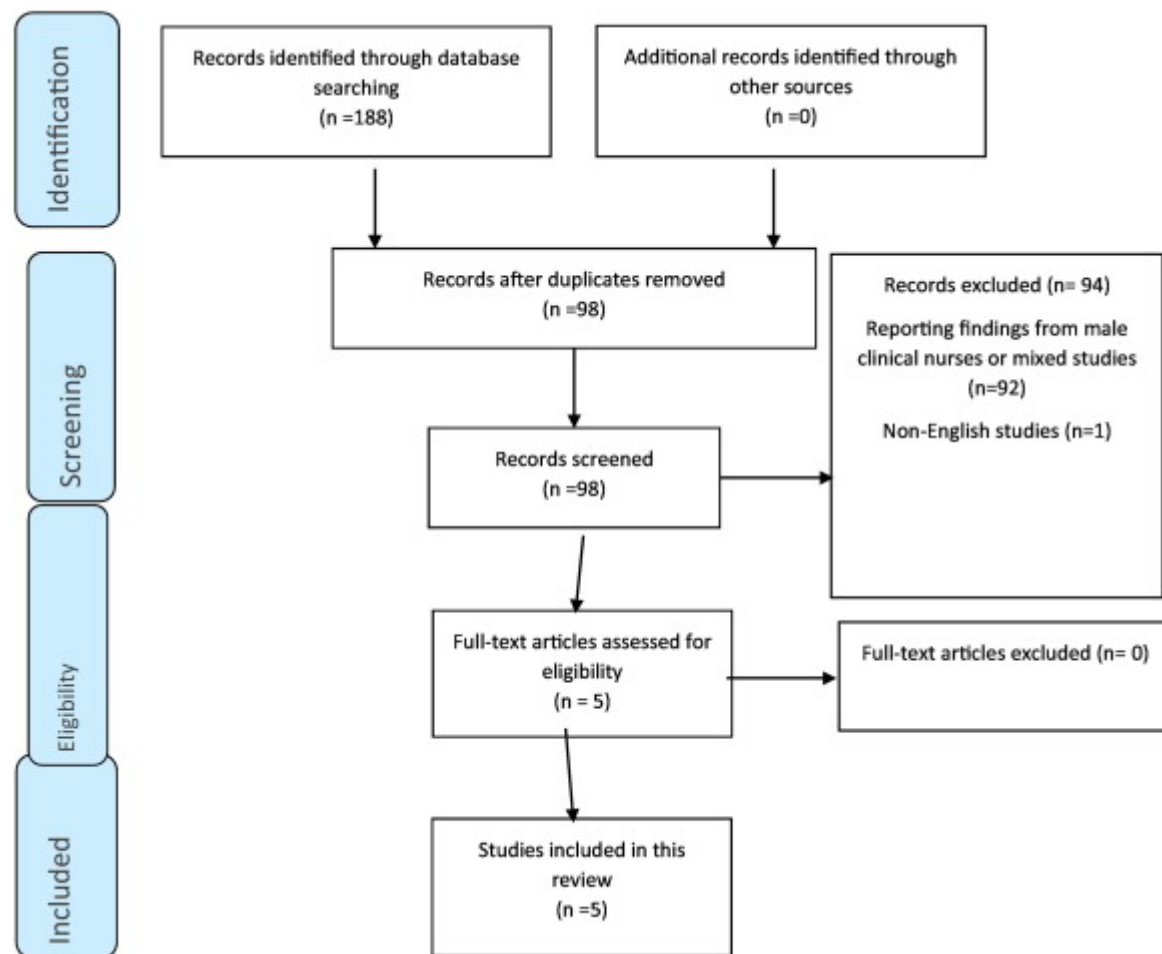


Fig. 1. PRISMA flowchart.

Appraisal of methodological quality

Studies considered for inclusion in the review were critically appraised with the Joanna Briggs Institute (JBI) 10-item standardized critical appraisal checklist for qualitative studies by two independent reviewers (see Table 2 for appraisal results). As reported in a previous meta-synthesis, a minimum of ‘yes’ for six domains was required for inclusion (Boehm et al., 2021).

Data extraction and synthesis

Data extracted from selected studies included standardized information such as authors, setting, study aims, qualitative methods employed, and sample size. This format was predetermined by the authors (see Table 1). The standardized descriptive information was saved in an Excel worksheet. Following this, all verbatim quotes from participants in the included primary studies were copied to a Word file. The interpretative stance for this study was inspired by Ricoeur's hermeneutic approach (Ricoeur, 2004) which was further developed by Lindseth and Norberg and involves a process of interpreting text to seek the meaning of lived experience, deeper than the ones that immediately appears (Lindseth & Norberg, 2004). The inductive analytical process for this meta-synthesis proceeded through naïve reading, thematic structural analysis, and comprehensive understanding (Lindseth & Norberg, 2004).

Naïve reading involved reading the entire study with emphasis on the results of each primary study/verbatim quotes to grasp its meaning as a whole. To remain open to the text and to allow the text to 'speak', the authors noted their experiences in a reflective journal to approach the text with an open mind. After several rounds of reading the findings, the verbatim quotes from each study were copied into a Microsoft Word sheet following which the authors recorded their understanding of the text in phenomenological language independently. This was followed by thematic structural analysis which involved explaining the text. With this approach, the question "what is the experience of a male nurse educator like"? remained in the mind of the authors as they navigated through the text to identify which part of the text answered the question. These texts were interpreted and put into an analytic grid (Table 1). The meaning units were read, re-read, and reflected on against the background of the naïve reading and condensed to formulate essential/condensed meanings. The condensed meanings across studies

were read and reflected on to identify the differences and similarities. Similar meanings across studies were condensed further to formulate subthemes, which were subsequently assembled to formulate themes. The themes were reflected on in relation to the naïve understanding and questioned whether the themes validated or invalidated the naïve understanding. In two instances, the thematic structural analysis invalidated the naïve understanding. Thus, the texts were read and re-read again. The process was repeated until the naïve understanding of the text was fully substantiated by the structural analysis. In the final phase (comprehensive understanding), the themes and sub-themes were summarized and reflected on in relation to the review aim. Each study was then read with the naïve understanding and validated themes in mind and paying attention to the authors preunderstanding of the experience. At the end of the analytic process, the authors discussed the emerging themes. Verbatim quotes from the primary studies are provided to support the interpretation attained from the analytic process.

Rigour, trustworthiness, and reflexivity

This meta-synthesis focused on verbatim quotes reported in each primary study rather than the original authors' own interpretations. This action enabled the team to stay with and to interpret the quotes of male nurse educators reported therein. Our team comprised of three male nurse educators from Ghana (JB), Palestine (HAO), and Hong Kong (KCWA). Additionally, the group included a female nursing professor from Hong Kong (FKYW). All members of the team have expertise in qualitative methodologies which helped to shape the interpretations.

Results

Study characteristics

The extensive, systematic search yielded 188 studies, of which five studies met the inclusion criteria and were retained in the study (Dos Santos, 2020a, Dos Santos, 2020b; Mott & Lee, 2018; Sodidi & Jardien-Baboo, 2020; Zeb et al., 2020). All the studies received an overall appraisal “include”. However, the included studies lacked information regarding researcher positionality and reflexivity (see Table 2). The studies were published from 2018 to 2020. The settings of the studies included East Asia (South Korea, Japan, Taiwan, China, and Malaysia) (Dos Santos, 2020a), Pakistan (Zeb et al., 2020), United States (Dos Santos, 2020b; Mott & Lee, 2018), and South Africa (Sodidi & Jardien-Baboo, 2020). All the studies employed qualitative methods with sample sizes ranging from 10 (Dos Santos, 2020b), 12 (Mott & Lee, 2018; Zeb et al., 2020) to 18 male nurse educators (Dos Santos, 2020a). In one study, the sample included both male and female nurse educators with verbatim quotes from the former (Sodidi & Jardien-Baboo, 2020).

Themes

Three themes and ten subthemes emerged from the data (see Table 3).

Table 3. Themes and subthemes.

Themes	Subthemes
Becoming	1.Childhood experiences and external influences 2.Being connected to teaching/scholarly work 3.Being connected to the profession 4.Being in search of identity upgrade
Overcoming	1.Negotiating a lonely space

	2. Being the torchbearer for other male students 3. Keeping one's head above the waters
Experiencing growth	1. Seeking avenues for collaboration 2. Supporting students 3. Envisioning a better future

Theme 1: becoming

The theme describes why male nurses ‘become’ educators. The subthemes are: 1) childhood experiences and external influences; 2) being connected to teaching/scholarly work; 3) being connected to the profession and 4) being in search of identity upgrade.

Childhood experiences and external influences

Meaningful experiences during one's childhood influenced some men to become nurses and subsequently, grow professionally to become nurse educators (Dos Santos, 2020b; Mott & Lee, 2018). These childhood experiences include a conviction that one was born to teach (Mott & Lee, 2018) and participation in community volunteer activities (such as elderly care and orphanage services) for persons from diverse backgrounds (Dos Santos, 2020b). These volunteering experiences enabled them to understand the essence of helping others which naturally drew them to become nurses and subsequently, nurse educators:

I think from my early years of college, maybe even before, I wanted to be a teacher of some sort

Mott and Lee (2018)

Serving the senior residents in our country was very meaningful ... we went to the senior housing every week ... we helped all senior citizens ... my mom told me that we will get old in the future, we needed to help people who need us ... we continued with this volunteering services until the last minutes of my mom ... that's why I decided to continue my education in nursing.

Dos Santos (2020b)

Some male nurses had parents who were teachers and that served as an inspiration to continue the family line of teachers. The perceived nobility associated with their parents' vocation which was voluntary particularly among poor immigrants was viewed as attractive (Dos Santos, 2020b). Also, the respect accorded to their parents made them feel a sense of pride creating a childhood dream of becoming a teacher in the future (Dos Santos, 2020b). Having parents or grandparents as teachers offered these men an opportunity to learn teaching methods/models as they joined them in their teaching sessions which they subsequently built on further to become nurse educators:

If they had charged these poor children and adult learners for their services, these people might not have come to learn as they did not have enough money to buy basic food. Some of them needed to send all their salaries back to their hometown. So, my grandmother and mother never charged for the teaching service they provided.

Dos Santos (2020b)

During my early childhood, I always went to the community center or church with my mother to observe the volunteering service. The teaching I observed was beneficial and interesting ... from new immigrated learners to experienced immigrants, was engaged in learning...both English and health education ... I could see the growth of others as well as my own personal growth. I also met one of my best friends at the community center during my childhood ...

without these experiences, I could not select my university major in nursing or social caring services

Dos Santos (2020b)

Beyond the immediate family, some men were also influenced by the stories and lifestyle of their peers (Dos Santos, 2020b). Their peers were sources of health information which enabled them to consider a career in nursing. Other men were also influenced by their teachers during their nursing training programme to become educators based on their teacher's assessment of their abilities (Dos Santos, 2020b; Mott & Lee, 2018). For others, it was experiencing how their teachers influenced the other young students which drew them into nursing education with a desire to also exert similar positive influence on other students (Mott & Lee, 2018):

During my early childhood, I never left California ... The only foreign information such as health knowledge and eating habit, I received was from the Asian immigrant learners ... My best friend, James was born in China and moved to California when he was about five years old. He always eats Chinese food and practiced Chinese customs. During the Lunar New Year ... I have learnt the eating habit, food sciences, nutrition, and balancing from Chinese people ... This unique experience ... always influence my career decision ... that's why I love to do health promotion and eating habit promotion at the hospital

Dos Santos (2020a)

He made a strong impression and saw me as someone who had ability to work with people and help make complex ideas understandable and strongly encouraged nursing education as a career path

Mott and Lee (2018)

Being connected to teaching/scholarly work

The push factor into nursing academia for some males was their interest/passion for teaching. These men felt a natural connection to teaching and other scholarly work executed in institutions of higher education (Dos Santos, 2020b; Mott & Lee, 2018). They exhibited their interest in teaching as clinical nurses as they were involved in teaching students or staff and enjoyed it (Dos Santos, 2020b; Mott & Lee, 2018). Additionally, the academic lifestyle was deemed attractive to other which pulled men into nursing academia:

I knew I like to teach because I would do it when I was a nurse manager, I would do different teaching projects. And knew I probably wanted to teach at some point

Mott and Lee (2018)

Being connected to the profession

In addition to the push factors, some men also demonstrated connections to the nursing profession which made them want to contribute to the future of the profession (Dos Santos, 2020a, Dos Santos, 2020b; Mott & Lee, 2018). They felt that the greatest opportunity to contribute to the profession was to impact/influence future nurses and contribute to their growth which gave them the greatest joy (Mott & Lee, 2018):

...I get great satisfaction from seeing people grow

Mott and Lee (2018)

For other male nurse educators, the religious and cultural practices of their location made them envisage a need to train, groom, and model more male nurses to deliver care to other males (Dos Santos, 2020a, Dos Santos, 2020b). Also, females were noted to be often preoccupied with raising a family and that created a need to have more males to achieve a balance, an area

where male nurse educators felt they could contribute immensely to sustain the profession (Dos Santos, 2020a, Dos Santos, 2020b):

Some male patients refuse to take off clothing in front of female professionals, and some female patients refuse to do so in front of male professionals. Patients have the right to request to be treated by a professional of the same gender; we can ask social care providers to accommodate this. Still, some treatment and services must be provided by male nurses. Therefore, we need to train some male nurses

Dos Santos (2020a)

Further to the above, some male nurses highlighted that the nursing profession had attained a level where the gender of individual nurses did not play any role in determining what one can do though they agreed that public bias persisted. By becoming male nurse educators, they were in a position to fight those biases and contribute to the training of more nurses (both male and female) by serving as a role model (Dos Santos, 2020a, Dos Santos, 2020b):

Most general public members believe nursing is only for women and men should not join the profession. But my role, as a model for the profession, is to destroy this social and cultural bias. Nursing is a meaningful profession that welcomes both male and female workers. Over the years, we have gained a lot of respect from the government and people in our communities, as both frontline nurses and nursing educators, particularly during crises

Dos Santos (2020a)

Being in search of identity upgrade

Further to the above-mentioned points, other male nurses viewed becoming a nurse educator as an escape route from the clinical setting which was filled with gender-based discrimination, biases, and rigid policies that did not favor male clinical nurses (Dos Santos, 2020b; Zeb et al.,

2020). Thus, the *image* of a male nurse at the clinical setting was considered a second best (after a female nurse), unappreciated, and not respected which made them consider avenues to evade that *image* (Zeb et al., 2020):

Once I was in a hospital setting. I told the unit manager that I am a male nurse and I want to teach my students how to perform health assessment. Very blatantly, the manager said that nurses are female how come you are claiming to be a nurse? I tried to explain that I am a nurse and can do the same tasks as a female nurse. First, they didn't understand my perspective and stubbornly refused me. Later, after some discussion she allowed me to do my work. These people were well-qualified medical professionals, but they did accept that nurses could be male.

Zeb et al. (2020)

The challenges at the clinical setting were overwhelming and male nurses wanted an exit to a place where there were opportunities for growth and they were appreciated, respected, and able to contribute meaningfully to the profession (Zeb et al., 2020):

If you look in the clinical settings, there are many hurdles for nurses. Those sorts of hurdles are less in educational settings. In education settings male nurses are in dominant positions, they have respectable jobs. I think male educators have more opportunities and respect in educational settings

Zeb et al. (2020)

Theme 2: overcoming

The theme describes how the participants navigated the unfamiliar territory of *being* educators. The subthemes are 1) negotiating a lonely space; 2) being a torchbearer for other male students; 3) keeping one's head above the waters.

Negotiating a lonely space

The space of becoming a nurse educator was a lonely one for males where they could not experience any form of physical otherness, except themselves (Dos Santos, 2020a, Dos Santos, 2020b; Mott & Lee, 2018; Zeb et al., 2020). There was often no mentorship or role models and male nurse educators had to navigate the lonely space on their own with a feeling that others could not understand what they were experiencing (Mott & Lee, 2018). The experience was isolating, particularly when one was the only male in an academic setting. For new male nurse educators, the experience evoked unpleasant experiences, particularly in the absence of orientation as they transitioned:

Feels lonely sometimes... very lonely and isolating to be the only male

Mott and Lee (2018)

It frustrates a lot because there was no communication, yes I realized later on that there was a year plan, but eh eh eh at the beginning I couldn't eh get much

Sodidi and Jardien-Baboo (2020)

Though some males viewed the academic setting as an escape route from the clinical setting, they still experienced discrimination as male educators and their opinions were reportedly less valued compared to their female colleagues (Zeb et al., 2020). Also, it was difficult dealing with non-nursing managers at academic institutions due to different priorities (Zeb et al., 2020):

I don't know if I can say that I have experienced a lot of discrimination. May be to some extent. I felt that in those educational institutions where the director or principal is a female nurse, they give more value to the opinion of female nurse educators

Zeb et al. (2020)

Further to the above, male nurse educators had to navigate gender norms, socio-cultural constraints, and systemic issues of their respective settings (Mott & Lee, 2018; Sodidi & Jardien-Baboo, 2020; Zeb et al., 2020). Male nurse educators were particularly vulnerable in dealing with female students and had to exercise caution with their communication or ensure they were always within the public eye when dealing with female students to avoid breaching societal norms. They had to continuously watch themselves when working with female students due to hidden threat of sexual conflicts (Mott & Lee, 2018) which can often lead to being self-conscious (Zeb et al., 2020):

The door is open when advising female students or when in a supervisory role with colleagues.... I also feel that I am sometimes vulnerable in one-on-one situations with female students. What's to stop a female student from claiming I was inappropriate or something if they are upset with their grades?

Mott and Lee (2018)

If you communicate openly with female students, people scandalize you and think that you had some sort of relationship with female students. So, you always must think a lot before communicating with female students

Zeb et al. (2020)

Differences in communication styles and interpreting communication was particularly difficult for participants as it often created tension and a sense of exclusion at the workplace (Mott & Lee, 2018). Male nurse educators therefore underscored a need to have a male mentor who would serve as their main support system to navigate and overcome the lonely space:

It's really helpful to have a male mentor. That way, they know what I am going through... Find one male mentor with similar experiences and career goals and stick with that one mentor

Mott and Lee (2018)

Being a torchbearer for other male students

Despite the loneliness and isolation experienced by male nurse educators, they demonstrated readiness to support other male nursing students as they could relate to and understand their experiences (Dos Santos, 2020a; Mott & Lee, 2018; Zeb et al., 2020):

I have all the male students come and ask me questions. Just things like, am I overreacting to what this person said or reading them wrong? It gave me the chance to help coach them

Mott and Lee (2018)

Male nurse educators were able to use the meanings derived from their own experiences to facilitate the professional development of other male student nurses (Dos Santos, 2020a; Mott & Lee, 2018; Zeb et al., 2020). In this way, they served as coaches/role models for the male student nurses. This is an aspect of their work that they seem to really enjoy, knowing they have positively influenced and become a significant part of another's development:

I think being a role model for male students is one of the biggest positive. I often wonder if I had any influence on him...my favorite part is to be able to talk with the male students and help them through the process of becoming a nurse

Mott and Lee (2018)

Many students and parents did not know that male students can join nursing schools. I described my previous experience and told some lived stories to them. All agreed that male nurses are important professionals in hospitals. Although I cannot promise that they will, many students expressed the intention of joining the field

Dos Santos (2020a)

Keeping one's head above the waters

As the male nurse educators navigated the academic spaces further, they needed to prove their worth as *being capable* and keep up with the pace to negate the prejudices against male nurses (Zeb et al., 2020). This involved remaining updated with evidence-based practices in order to argue an issue with evidence (Zeb et al., 2020):

In Pakistan nursing is a female dominant profession and there are hurdles for male nurses in different positions. But, if as a male nurse you argue based on research, evidence, and support your points with good literature; no one can challenge you. During my five to six years as a male nurse educator, I have never experienced any difficulties or challenges in my workplace. I think the reason is that I always focus on providing accurate and up to date knowledge to my students and colleagues

Zeb et al. (2020)

Additionally, male educators employed innovative approaches to teaching to leave a good impression on their students and to gain their confidence and respect (Zeb et al., 2020):

In order to help these students, focus on the lecture, I had to change strategies and come up with effective strategies. So, you change your strategies and assess those students who don't pay attention. For these cases, I would use role play along with the lectures. I refrained myself from strict behaviour with the students because then they don't ask questions, avoid communication in the class, feel scared, and the educator feels like a dictator. So, you must deal with these students in a diplomatic manner to help them understand the issues

Zeb et al. (2020)

It was observed that men were often relegated to administrative/leadership roles as it was generally perceived to be linked to *being a man* (Mott & Lee, 2018):

generally, my experience has been that sometimes people look for men to solve problems. They attribute leadership to you, and you would just handle the situations.... I am given opportunities that would be good for either males or females but I get the opportunity because the group wants to have a male perspective on this because we need a balance

Mott and Lee (2018)

Theme 3: experiencing growth

The theme describes participants' experiences as they grow professionally and personally as educators. The subthemes are 1) seeking avenues for collaboration; 2) receiving support and supporting students; 3) envisioning a better future.

Seeking avenues for collaboration

As male nurse educators navigated their way in the academic space, they sought avenues to build relationships and collaborate with others (Mott & Lee, 2018; Zeb et al., 2020). Despite the notion of gender discrimination may persist, some male nurse academics observed later that female nurse academics were not necessarily prejudiced which required them to change their mindset. In fact, the collaboration brought mutual learning in building the team (Mott & Lee, 2018; Zeb et al., 2020):

Working with female colleagues is important and could be a great experience, but from the beginning female dominance has prevailed in nursing and some people don't like to work with male nurses. So, when I started practicing as a nurse, I had similar thoughts that female nurses

are not cooperative. But I don't think it is like that. There are many talented female colleagues, and they work great. They share their knowledge and even learn from us. I think it should be like this

Zeb et al. (2020)

Beyond the academic setting, male nurse educators also sought avenues to collaborate with groups within the wider communities such as men's groups to offer gender-specific health promotion support (Dos Santos, 2020a). Most importantly, participants feel females are not well positioned to handle these issues due to contextual factors (Dos Santos, 2020a). In this way, they can promote healthy living:

Our team hosts men's health workshops for many middle-aged and elderly male residents about benign prostatic hyperplasia, erectile dysfunction, self-testicular exams, and male mental health problems. Such topics cannot be shared by female professionals. The roles of male nursing educators are vital in this case

Dos Santos (2020a)

Receiving support and supporting students

Despite the prevailing challenges, male nurse educators often received support from their institution (Mott & Lee, 2018; Zeb et al., 2020). Male educators often experienced autonomy in decision making within a supportive work environment which seems to improve the relationship they have with students (Zeb et al., 2020):

The management are only here to support us. So, most of the time we take decisions on our own and just convey those decisions to the management and administration. They allow us to work

the way we want to work. So, until now I have very good experiences with the management, and they are happy with our work progress Zeb et al. (2020)

As male nurse educators experience professional growth, they were able to support not only male students, but also female students (Dos Santos, 2020a; Mott & Lee, 2018; Zeb et al., 2020). Male nurse educators often established rapport with the female students and facilitated a safe learning space that could enable female students express themselves (Zeb et al., 2020):

I interacted with one female student among the class of 50 male students. I had very good interaction with her. She was always focused on her lectures and never hesitated to talk to male educators. I always wanted to make sure that she felt comfortable during the classes and did not feel isolated in male dominant classes

Zeb et al. (2020)

Envisioning a better future

As experiences evolved, male nurse educators envisioned a better future when nursing will not be equated to a gender and with no segregation regarding male or female nurses (Dos Santos, 2020a, Dos Santos, 2020b; Zeb et al., 2020):

The categorization of male and female nurses should not be there. We are all nurses and should be called professional nurse educators

Zeb et al. (2020)

Additionally, they envisioned a future when public biases will be non-existent and male nurses will not have to endure suffering due to social norms:

some parents and patients did not understand my role as a man ... I could see the social stigma and bias of course ... but due to my childhood experience about ... dealing with bilingual residents ... many accepted my role because of my passion ... afterward, I could use my bilingual skill ... to do some fund-raising and health promotion activities ... yes, there are bias, but we can overcome

Dos Santos (2020b)

Discussion

This review sought to develop a comparative understanding of the experiences of men in nursing academia. Overall, the number of studies examining the experiences of male nurse educators is limited suggesting a critical gap. This notwithstanding, the review findings highlight a plethora of factors that drive male nurses to *become* educators. The findings highlight that *overcoming* as a male nurse educator are embedded within the wider unique contextual features of a geographical location as they navigate socio-cultural prejudices. The space of *becoming* and *overcoming* as a male nurse educator can be a lonely one, often with limited to no access to role models to support the process. Despite having to navigate through an unfamiliar territory on their own, male nurse educators are likely to experience growth and support the professional development of other male student nurses. Male nurse educators may therefore be viewed as playing a dual role: potentially serving as a mentor to other educators and a role model to students. These critical roles may be essential to retaining other nurse educators and male student nurses as well as facilitating their development. Despite the limited number of studies, the review findings highlight that there is a need for more formal support for male nurse educators, particularly focusing on tailor-made mentorship programmes (Dunham-Taylor, Lynn, Moore, McDaniel, & Walker, 2008) and peer support as they transition

to become experts in nursing academia (McDermid, Peters, Daly, & Jackson, 2016; Mott & Lee, 2018).

Healthcare is evolving at an unprecedented rate and now more than ever, there is a need for more nurse academics to facilitate the education of professional nurses. In 2021, up to 91,938 qualified persons were turned away from nursing schools due to an inadequate number of faculty in the United States alone (AACN, 2022) with a prediction that the situation will be more severe in coming years as the aging of the nursing faculty continues (Nevidjon & Erickson, 2001). To reverse the pattern, a recent study has highlighted a need to enhance the capacity of nursing faculty globally (Nardi & Gyurko, 2013). The current review findings highlight various push factors that drive male nurses to consider a role in academia including influences from others, interest in scholarly work, and passion to contribute to the nursing profession. Similarly, a previous study that surveyed 940 nurses noted that they wanted to become nurse educators as they had been influenced by others along that path and also hoped to influence the profession (Evans, 2018). Inasmuch as male nurses may encounter prejudices, it is likely their passion to influence the younger generation of nurses and contribute to the profession may be protective factors that make them stay. In fact, the review findings suggest that male nurse educators are also connected to *nurturing* others. Though it may be challenging to deal with public biases against male nurses, their passion and interest should be cultivated to retain them in the profession. For instance, existing nursing faculty need to be on the watch to identify young talents early and support their development to become faculty members. Additionally, there should be institutional policies regarding mentorship and orientation that can facilitate their transitioning into academic roles (Nevidjon & Erickson, 2001).

An interesting factor that was identified to push some male nurses into academia was the discrimination, stigma, and prejudices they encountered in the clinical setting. Thus, academia served as an escape route. Undoubtedly, several studies have highlighted the negative experiences faced by male professional and student nurses in the clinical setting (Achora, 2016; Bolton, 2005; Cheng et al., 2018; Kouta & Kaite, 2011; Nelson & Belcher, 2006) which may lead to leaving the profession (Curtis et al., 2009). The passion to continue in the nursing profession may be a factor that drives them to seek other opportunities of remaining rather than quitting the profession altogether. It is worth mentioning that this finding emerged from a unique setting (Pakistan) where religious beliefs and socio-cultural practices are deeply ingrained within the fabric of society suggesting that the push factors into academia may vary from individual to individual.

Moving from the clinical to academic setting is a major transition as an expert clinician becomes a novice educator (McDonald, 2010). Changes in values and beliefs as one adapts to the new academic environment may require an identity shift which can take a while to settle (Murray, Stanley, & Wright, 2014) and often difficult to navigate through (Grassley, Strohfus, & Lambe, 2020). In addition to these experiences, the current review findings highlight the loneliness and isolation that male nurse educators experience as well as the gendered norms and socio-cultural constraints they need to navigate through which adds an extra layer of complexity to the transitioning process for males. In addition to implementing sustainable mentoring programmes to ease the transitioning challenges (Grassley & Lambe, 2015), tailor-made peer support may be required for male nurse academics (Dunham-Taylor et al., 2008). Peer support programmes at the workplace may be helpful particularly as the review findings observed that isolation may worsen if a male nurse educator is the only male at the setting (Mott & Lee, 2018). This can be in the form of supportive collegial relationships which has

been noted to facilitate the development of resilience among novice nurse academics (McDermid et al., 2016). Administrators of institutions also need to be aware of these transitioning experiences that male nurse educators go through and develop more supportive relationships with them. Having such a supportive relationship and environment can facilitate the growth and development of male nurse educators.

Limitations

To the authors' best knowledge, this is the first meta-synthesis to focus solely on the experiences of male nurse educators. Despite its uniqueness, some limitations are noteworthy. Firstly, only studies reported in English were considered for inclusion. Secondly, the findings of each primary study are embedded within the unique socio-cultural context of the study setting which may limit their transferability globally. Thus, more studies are needed across settings which can facilitate an update of this meta-synthesis.

Implications for nursing education

Overall, the review findings imply that structures be put in place to support male nurses as they transition to nursing academia. This may include ongoing mentorship and peer support at the workplace. Male nurses who have journeyed through academia are particularly well positioned to serve as role models and mentors for younger faculty. Avenues to enable male nurses to voice their loneliness and isolation should be readily available at the workplace.

Conclusion

The call to increase both the number of nursing faculty and diversity emphasizes a need to increase the number of men as well. Despite the limited number of studies regarding the experiences of men in nursing academia, the review findings highlight several issues such as having to deal with prejudices and loneliness warranting attention. These experiences notwithstanding, there are opportunities for professional growth which can be facilitated by ongoing support.

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Appendix

Table 1. Data extraction and analysis.

Authors/year/setting	Study aim/methods/sample	Verbatim quotes	Page number	Meaning units	Condensed meanings	Subthemes	Themes
Mott and Lee (2018) USA	To identify and describe the experiences of male nursing faculty Qualitative descriptive design with Colaizzi's data analytic approach n = 12 Convenience sampling	I have always enjoyed teaching. I liked having students with me in my clinical role. So, I decided to pursue my master's degree and start teaching.	43	Enjoyed teaching and having students at the clinical area	Enjoying teaching/happy with teaching	Being connected to teaching and scholarly work	Becoming
		I think from my early years of college, maybe even before, I wanted to be a teacher of some sort.	43	Wanted to be a teacher as a kid	Childhood attraction to teaching	Being connected to teaching and scholarly work	Becoming
		Intellectual side of academia has always been attractive to me.	43	Being attracted to scholarly work	Attraction to academia	Being connected to teaching and scholarly work	Becoming
		I knew I like to teach because I would do it when I was a nurse manager, I would do different teaching projects. And knew I probably wanted to teach at some point.	44	Liked to teach and participated in teaching projects as a nurse manager	Attracted to teaching	Being connected to teaching and scholarly work	Becoming
		I did a lot of staff education, and worked with the education department	44	Participation in education programmes	Working in educational programmes	Being connected to teaching and scholarly work	Becoming
		I get great satisfaction from seeing people grow	44	Satisfaction from nurturing young nurses	Nurturing young nurses	Being connected to nurturing young nurses	Becoming
		greatest opportunity to impact future nurses	44	Contributing to the future of nursing	Nurturing young nurses	Being connected to nurturing young nurses	Becoming
		He made a strong impression and saw me as someone who had ability to work with people and help make complex ideas understandable and strongly encouraged nursing education as a career path	44	Personal attributes Influenced by others	Attraction to academia	Being connected to teaching and scholarly work	Becoming
		Good teachers in high school; good coaches and I sensed the influence these people had on young people, so. And, thought maybe I could do something like that and be influential in people's lives	44	Influenced by others Desire to influence others	Nurturing young nurses	Being connected to nurturing young nurses	Becoming

		“Free tuition for kids” at some institutions, “summers off,” and ended by saying “the lifestyle appealed to me”	44	Incentives	Incentives in academia	Being connected to teaching and scholarly work	Becoming
		It's really helpful to have a male mentor. That way, they know what I am going through.	44	Needing mentorship Navigating on their own	Limited mentorship	Journeying alone with limited mentorship (negotiating a lonely space)	Overcoming
		Find one male mentor with similar experiences and career goals and stick with that one mentor	44	Needing mentorship	Limited mentorship	Journeying alone with limited mentorship (negotiating a lonely space)	Overcoming
		Mentoring relationship as their “main support system” at their new environment	44	Needing mentorship but finding none	Limited mentorship	Journeying alone with limited mentorship (negotiating a lonely space)	Overcoming
		I think being a role model for male students is one of the biggest positive. I often wonder if I had any influence on him	44	Becoming a role model for male nursing students	Becoming a role model	Being connected to students (male nurses)	Overcoming
		I have all the male students come and ask me questions. Just things like, am I overreacting to what this person said or reading them wrong? It gave me the chance to help coach them.	44	Becoming a coach/role model for male nursing students	Becoming a role model	Being connected to students (male nurses)	Overcoming
		I have the chance to relate to the students. That way they aren't so isolated from others. They like that I can understand what they are going through.	44	Being able to relate with other male nurses' experiences based on their own experiences	Connectedness with others' experiences	Being connected to students (male nurses)	Overcoming
		My favorite part is to be able to talk with the male students and help them through the process of becoming a nurse	44	Becoming a support structure and bridge supporting male students to becoming nurses.	Connectedness with others' experiences	Being connected to students (male nurses)	Overcoming
		More opportunities than men in other occupations and perhaps even female colleagues in nursing and academia	44	Nursing academia offers more opportunities	Opportunities	Opportunities in nursing academia	Experiencing growth
		Generally, my experience has been that sometimes people look for men to solve problems. They attribute leadership to you, and you would just handle the situations	44	Attributing leadership and problem solving to male nurse educators	Men's ability to solve problems and lead	Being connected to the profession	Becoming

		I am given opportunities that would be good for either “males or females” but gets the opportunity because the group wants to “have a male perspective on this because we need a balance”.	44	Bringing the male perspective on board to achieve balance	Achieving balance	Being connected to the profession	Becoming
		Limited peer group support	44	Lack of other male colleagues to offer support	Lack of support	Journeying alone (negotiating a lonely space)	Overcoming
		Feeling lonely sometimes.	44	Navigating through it all alone	Lack of support	Journeying alone (negotiating a lonely space)	Overcoming
		Very lonely and isolating to be the only male	44	Navigating through it all alone	Lack of support	Journeying alone (negotiating a lonely space)	Overcoming
		Door open when advising female students or when in a supervisory role with colleagues	44	Being vulnerable in dealing with female students	Handling female students	Being vulnerable	Overcoming
		I also feel that I am sometimes vulnerable in one-on-one situations with female students. What's to stop a female student from claiming I was inappropriate or something if they are upset with their grades?	44	Being vulnerable in dealing with female students	Handling female students	Being vulnerable	Overcoming
		I've had a few female students flirt with me over the years, or at least I perceived they were flirting with me. One in particular made a very overt sexual statement and that made me very uncomfortable.	44	Being vulnerable in dealing with female students	Handling female students	Being vulnerable	Overcoming
		“Men and women process information differently” and that there needs to be “a gender intelligence quotient” that people should become more aware of and be more tolerant of	44	Being aware of nuances associated with communication and information processing among males and females	Communication issues	Nuances in communication and information processing	Overcoming
		I believe men are calmer than women in “stressful situations” and that, in other departments, where there are more males, “there seems to be less seriousness, and less angst and drama over rules, policies, processes”.	44	The male approach to handling work-related issues and stress.	Handling work-related issues and stress	Being connected to the profession	Becoming
Zeb et al., 2020 Pakistan	To explore and develop an in-depth understanding of the lived experiences of male nurse educators	I applied in other government institutions and realized that as a male nurse, I may not be able to get admission on a merit basis. I then applied to (University Name) and easily got selected.	136	Discrimination based on gender for governmental institutions	Discrimination and in search of a new identity.	Being in search of an identity upgrade due to discrimination.	Becoming

	Interpretive phenomenology with Ricoeur's interpretative approach n = 12 Purposive sampling The age ranged from 27 to 39 years and the clinical and educational experience ranged from 1 to 19 years and 1–6 years respectively	At that time, I was working in a government hospital. When I received the letter and visited the director Mr. XXX; please delete his name later (laughs) and explained that I am going for higher education to (University Name) and please facilitate me. He said that I can't go for further studies and if I leave this job or province then I won't facilitate you. So, he did not accommodate me. I needed that job at that time and he never facilitated me. I still have those offer letters and even today I feel sorrowed about that. I often think that why these people can't facilitate others when they should facilitate. I had to refuse that offer. Later, I came to know that many female nurses have been sent to Karachi for further education, training and even master's degree. So, I felt that it was perhaps because of my “gender.”		Gender discrimination at the workplace (clinical side)			
		If you look at the policy of Pakistan Nursing Council about male nurses that was the root cause for discrimination. That policy has affected the thoughts of student and their families, and we feel disheartened and trying our best to remove that policy about male nursing ratio. The policy was that if there are total 50 students in a class, out of those 50 students 45 should be female and 5 should be male. It means 90 % female and 10 % male. There was a similar sort of ratio in jobs too. In spite of qualified male nurses, the jobs were mainly offered to diploma holder female nurses.	137	Policy discrimination against male nurse clinicians Job preference of females over males.	Discrimination based on gender and in search of a new identity.	Being in search of an identity upgrade due to discrimination.	Becoming
		Once I was in a hospital setting. I told the unit manager that I am a male nurse and I want to teach my students how to perform health assessment. Very blatantly, the manager said that nurses are female how come you are claiming to be a nurse? I tried to explain that I am a nurse and can do the same tasks as a female nurse. First, they didn't understand my perspective and stubbornly refused me. Later, after some discussion she allowed me to do my work. These people were well-qualified medical professionals, but they did accept that nurses could be male.	137	Workplace discrimination	Discrimination and in search of a new identity.	Being in search of an identity upgrade due to discrimination.	Becoming

		If you look in the clinical settings, there are many hurdles for nurses. Those sorts of hurdles are less in educational settings. In education settings male nurses are in dominant positions, they have respectable jobs. I think male educators have more opportunities and respect in educational settings	137	Lots of hurdles at the clinical setting vs fewer hurdles at the educational settings More respect and opportunities for nurse educators.	Varied challenges in the clinical setting compared to the educational setting.	Being in search of an identity upgrade due to discrimination.	Becoming
		In Pakistan nursing is a female dominant profession and there are hurdles for male nurses in different positions. But, if as a male nurse you argue based on research, evidence, and support your points with good literature; no one can challenge you. During my five to six years as a male nurse educator, I have never experienced any difficulties or challenges in my workplace. I think the reason is that I always focus on providing accurate and up to date knowledge to my students and colleagues.	137	Less hurdles at the educational setting.	Varied challenges in the clinical setting compared to the educational setting.	Being in search of an identity upgrade due to discrimination.	Becoming
				Keeping up the pace	Needing to prove oneself to overcome the prejudices.	Maintaining momentum in the field	Overcoming
		In order to help these students, focus on the lecture, I had to change strategies and come up with effective strategies. So, you change your strategies and assess those students who don't pay attention. For these cases, I would use role play along with the lectures. I refrained myself from strict behaviour with the students because then they don't ask questions, avoid communication in the class, feel scared, and the educator feels like a dictator. So, you must deal with these students in a diplomatic manner to help them understand the issues.	137	Coming up with innovative strategies at the educational setting Striving towards a balanced class.	Needing to prove oneself to overcome the prejudices. Innovative strategies in teaching and learning	Maintaining momentum in the field	Overcoming
		The medical and nursing profession is evolving and there has been a lot of changes over time. If you won't learn to deal with the challenging issues, you won't be able to gain the respect that you deserve, and people would say that male nurses are useless, and they don't know anything at all. I think it is very important to learn the skills and theory so that you can become successful educators.	137	Dealing with challenges Having to prove oneself as competent capable.	Needing to prove oneself to overcome the prejudices.	Maintaining momentum in the field	Overcoming
		If you communicate openly with female students, people scandalize you and think that you had some sort of relationship with female students. So, you always must think a lot before communicating with female students.	138	Being vulnerable with female students Self-consciousness	Gender norms and socio-cultural constraints	Negotiating a lonely space	Overcoming

		Working with female colleagues is important and could be a great experience, but from the beginning female dominance has prevailed in nursing and some people don't like to work with male nurses. So, when I started practicing as a nurse, I had similar thoughts that female nurses are not cooperative. But I don't think it is like that. There are many talented female colleagues, and they work great. They share their knowledge and even learn from us. I think it should be like this.	138	Challenging one's perceptions regarding working with female colleagues.	Collaborating with female colleagues	Seeking collaboration	Experiencing growth
		I interacted with one female student among the class of 50 male students. I had very good interaction with her. She was always focused on her lectures and never hesitated to talk to male educators. I always wanted to make sure that she felt comfortable during the classes and did not feel isolated in male dominant classes.	138	Promoting a positive and safe classroom atmosphere	Positive atmosphere and interacting with female students	Supporting students	Experiencing growth
		I don't know if I can say that I have experienced a lot of discrimination. May be to some extent. I felt that in those educational institutions where the director or principal is a female nurse, they give more value to the opinion of female nurse educators	138	Some form of discrimination in the educational setting	Gender-based discrimination in academia	Negotiating a lonely space in academia	Overcoming
		In nursing institutions, the managers are not nurses. These managers have different priorities. For example, nursing clinical or simulation labs. These managers would not want to spend money on the nursing skills lab because they think that it would not give them enough profit. On the other hand, nurse educators, like me, want to spend money on the facilities and resources like simulation labs, libraries that can be useful for nursing students.	138	Dealing with non-nursing managers in the academic setting (different priorities)	Differences in priorities in academia	Negotiating a lonely space in academia	Overcoming
		The management are only here to support us. So, most of the time we take decisions on our own and just convey those decisions to the management and administration. They allow us to work the way we want to work. So, until now I have very good experiences with the management, and they are happy with our work progress.	138	Receiving support from management	Receiving support	Receiving support to grow	Experiencing growth
		The management is very professional and there is no outside interference. There is freedom of speech and	138	Freedom, autonomy, and professional working atmosphere	Receiving support	Receiving support to grow	Experiencing growth

		autonomy for nursing students as well as educators and the overall environment is very professional					
		The categorization of male and female nurses should not be there. We are all nurses and should be called professional nurse educators.	139	No need to segregate names based on gender	No gender segregation	Envisioning a better future	Experiencing growth
		It was the biggest challenge to be a male nurse in Pakistan until 2010. When we entered nursing as male educators, we encountered many challenges. People made all sorts of remarks against us. As a male nurse and an educator, I worked hard and now I can see the changing trend in 2019. It feels like the gender discrimination is coming towards an end. It feels there is more gender equality now, but in last 8–10 years we suffered a lot. I believe as male nurses we have adjusted to the social norms and adapted to the society. Indeed, it was very challenging because people had this strong belief that nurses are only female. So, when I joined many people said that I should have joined medicine and not nursing. Often, while providing care to the patients, I had to counsel the family and the attendants about male nurses. It is due to those efforts that today I am teaching in this institution as a male nurse, and Alhamdulillah there is less discrimination towards male nurses. There seems to be gender equality now.	139	Looking for a time when male nurses will not experience suffering and public prejudices	No gender segregation	Envisioning a better future	Experiencing growth
Dos Santos, 2020a East Asia	To outline how to increase the morale and confidence of male educators in nursing school settings Qualitative methods with thematic analysis n = 18 Purposive sampling	In some religious practices, male patients must be treated by other male medical professionals. Also, for some treatments, such as bladder catheters for male patients, male nurses and medical professionals are needed due to requests from the patients. Without enough male professionals, it is hard to balance the demands.	6	Training more male nurses	Nurturing young nurses	Being connected to nurturing young nurses	Becoming
		Male nurses usually have a better level of logical thinking. In contrast, female nurses usually have better skills in communication and public relations. We should arrange and appoint the right people in the right positions. In the postgraduate programmes in nursing at my school, we need to provide such thinking, ideas, and managerial styles to	7	Men and women have different ways of thinking, communicating, and doing things and need to have the right people in the right positions.	Harnessing the unique abilities of nurses to promote the profession irrespective of their gender	Being connected to the profession	Becoming

		nursing leaders, to reform their managerial styles at the hospital.					
		Female nurses and mothers put family first; their jobs can be their third or the fourth priority, but male individuals should balance this out, as they are often the main resource providers of the family. Male nurses can contribute more to their positions and development. Male nurses are also interested in building their career development.	7	Female's concerns about raising a family positions male to impact the profession positively	Males are well positioned to impact nursing	Being connected to the profession	Becoming
		The differences in family structures and expectations also play an important role in the nursing profession. It is hard to arrange all-female co-workers' timetables, as many of them are mothers with similar backgrounds. Male nurses are the coordinators in this form of operation management.	7	Female's concerns about raising a family positions male to impact the profession positively	Males are well positioned to impact nursing	Being connected to the profession	Becoming
		In some religious practices, gender is a sensitive topic. Male doctors and nurses cannot touch female patients. If there is a demand, why not provide male human resources? However, due to the occupational bias of male nurses, young boys tend not to join nursing schools. That's why nursing schools should coordinate with different secondary schools, partnered hospitals, community centers, and elsewhere when making promotions.	8	Religious beliefs may necessitate gender-specific care.	Male nurse academics are needed to train more male nurses to care for male patients	Being connected to the profession	Becoming
		Some male patients refuse to take off clothing in front of female professionals, and some female patients refuse to do so in front of male professionals. Patients have the right to request to be treated by a professional of the same gender; we can ask social care providers to accommodate this. Still, some treatment and services must be provided by male nurses. Therefore, we need to train some male nurses.	8	Religious beliefs may necessitate gender-specific care.	Male nurse academics are needed to train more male nurses to care for male patients	Being connected to the profession	Becoming
		There are different types of work for nurses in the emergency unit. There are many obese patients, injured patients who can't move, elderly patients who need extra help. These are all physical forms of work and we expect male nurses and professionals to carry them out. We have social care providers, but male nurses are required in the operation room.	8	More males needed in various clinical specialties	Male nurse academics are needed to train more male nurses	Being connected to the profession	Becoming

		I believe modelling is key in the nursing profession and nursing education. I learned a lot of knowledge and practices from my placement supervisor, my co-workers, my workplace, and now my school. We use our lives to influence other lives. I use my male nursing modelling and experience to influence other potential male nurses.	9	Modeling and nurturing younger nurses	Being connected to nurturing young nurses	Being connected to the profession	Becoming
		I can solve some problems or male patients' concerns because of my gender. Also, many students and school professionals love us because of our special roles. When my patients leave the hospital, satisfaction and happiness are priceless. I want to share and continue this love with the next generation.	9	Solving problems and handling male concerns	Playing special roles in the profession (supporting male patients)	Being connected to the profession	Becoming
		Many students and parents did not know that male students can join nursing schools. I described my previous experience and told some lived stories to them. All agreed that male nurses are important professionals in hospitals. Although I cannot promise that they will, many students expressed the intention of joining the field.	9	Modeling and nurturing younger nurses	Being connected to nurturing young nurses	Being connected to the profession	Becoming
		I like to bring my students to recruitment fairs. If they can go back to their secondary school, it is meaningful, as they understand the students' backgrounds. Many received positive messages from their previous counsellors and teachers. We received respect from both parents and students, as we are doing something meaningful for society.	9–10	Modeling and nurturing younger nurses	Being connected to nurturing young nurses	Being connected to the profession	Becoming
		Most general public members believe nursing is only for women and men should not join the profession. But my role, as a model for the profession, is to destroy this social and cultural bias. Nursing is a meaningful profession that welcomes both male and female workers. Over the years, we have gained a lot of respect from the government and people in our communities, as both frontline nurses and nursing educators, particularly during crises.	10	Being a role model to fight public prejudice and biases.	Fighting prejudices and biases	Being connected to the profession	Becoming
		I can go back to the hospital for a senior director's position, but I want to work in the school, as I am a male educator who can positively model the profession to other male and	10	Being a role model to fight public prejudice and biases.	Fighting prejudices and biases	Being connected to the profession	Becoming

		female students at the nursing school, as well as community members in Asia. Many believe men should not work in the nursing profession, which is not true. I always use myself as an example to destroy this bias.					
		School health professionals and public health professionals coordinate to promote health-related messages to local communities. Men and women can work with general health promotions, female professionals usually manage female sexual health promotions and health plans, and male professionals, like me, handle men's health promotions. Some forms of sexual health knowledge are social taboos in this region.	11	Working collaboratively with female colleagues to improve outcomes	Collaborating with female colleagues	Seeking collaboration	Experiencing growth
		There is moral, government, and biology classes at secondary school, but teachers may not be experts on teaching their students about sexual health, so we coordinated with local secondary school teachers to deliver courses on this. Female nursing educators also provide instructions to girls at the schools.	11	Working collaboratively with female colleagues to improve outcomes	Collaborating with female colleagues	Seeking collaboration	Experiencing growth
		Our team hosts men's health workshops for many middle-aged and elderly male residents about benign prostatic hyperplasia, erectile dysfunction, self-testicular exams, and male mental health problems. Such topics cannot be shared by female professionals. The roles of male nursing educators are vital in this case.	11	Working collaboratively with other men in the community	Collaborating with the wider community to promote male health	Seeking collaboration	Experiencing growth
		My team and my male nursing students like to provide health promotion services and volunteer with local LGBT associations. LGBT people like to share their ideas with people of the same gender or sexual orientation. I like to use my gender and my experience to help LGBT youths and adults experiencing difficulties. It also encourages a connection with my school and local centers.	11	Working collaboratively with other men in the community	Collaborating with the wider community to promote male health	Seeking collaboration	Experiencing growth
Dos Santos, 2020b United States	First, the study aimed to explore how the childhood experiences of these male nursing practitioners and	If they had charged these poor children and adult learners for their services, these people might not have come to learn as they did not have enough money to buy basic food. Some of them needed to send all of their salaries back to	7	Learning from grandmother and mother not charging for their services	Being influenced by mother and grandmother to help others	External influences	Becoming

<p>nursing educators influence their educational decision. Second, from the perspectives of male nursing practitioners and nursing educators, the study aims to explore how the participants describe the relationships between their childhood experiences and lived stories.</p> <p>Interpretive phenomenological analysis</p> <p>Purposive sampling</p> <p>n = 10</p>	<p>their hometown. So, my grandmother and mother never charged for the teaching service they provided.</p>					
	<p>Serving the senior residents in our country was very meaningful ... we went to the senior housing every week ... we helped all senior citizens ... my mom told me that we will get old in the future, we needed to help people who need us ... we continued with this volunteering services until the last minutes of my mom ... that's why I decided to continue my education in nursing ...</p>	7	Volunteering and finding meaning in serving the older residents	Learning to service others	Childhood experiences	Becoming
	<p>... doing the volunteering works in the orphanages ... were very great ... my parents told me that we have to take care of hopeless children ... children are the future of our community and country ... although they do not have parents, we can send love and caring to them ... some children were fostered by good families ... this is a non-stopped process ... I can see the progression. I grew, and they grew as well ... so that's why I start my nursing degree.</p>	8	Volunteering and finding meaning in serving others	Learning to service others	Childhood experiences	Becoming
	<p>I always enjoyed my time with my mother and sisters in the Asian American community center near my school ... we did a lot of volunteering services ... we made friends ... we merged other new immigrants into our community ... I remembered when some of my peers harmed themselves ... we helped each other ... I learnt the basic healing skills from the community nurses ... and now, I will transfer these skills to the youths in our nation.</p>	8	Volunteering and finding meaning in serving others	Learning to service others	Childhood experiences	Becoming
	<p>During my early childhood, I always went to the community center or church with my mother to observe the volunteering service. The teaching I observed was beneficial and interesting ... from new immigrated learners to experienced immigrants, was engaged in learning...both English and health education ... I could see the growth of others as well as my own personal growth. I also met one of my best friends at the community center during my childhood ... without these experiences, I could not select my university major in nursing or social caring services.</p>	8	Volunteering and finding meaning in serving others	Learning to serve others	Childhood experiences	Becoming

		Besides basic volunteering services, my mother ... taught lessons in sexual promotion, sexual health, condom use, and underaged sexual intercourses etc.... My mother and my family members also benefited from this critical teaching service ... Every Lunar New Year, more than 100 Chinese current or former learners came to our farm ... [to] bring ... Chinese dumplings, sweet soups, and pocket money for my brothers and sisters. I extremely enjoyed this meaningful experiences and services to my community members. Therefore, I want to follow my mother's step ... I want to become a nursing educator.	8–9	Volunteering and finding meaning in serving others	Learning to serve others	Childhood experiences	Becoming
		During my early childhood, I never left California ... The only foreign information such as health knowledge and eating habit, I received was from the Asian immigrant learners ... My best friend, James was born in China and moved to California when he was about five years old. He always eats Chinese food and practiced Chinese customs. During the Lunar New Year ... I have learnt the eating habit, food sciences, nutrition, and balancing from Chinese people ... This unique experience ... always influence my career decision ... that's why I love to do health promotion and eating habit promotion at the hospital	9	Learning from and being influenced by peers	Influenced by peers	Childhood experiences	Becoming
		The Japanese New Year is on the same day as the Western New Year ... Japanese learners came to our farm for a celebration after worshipping at the Japanese shrine near the edge of the seashore ... My Japanese friends and their family always asked me to swim every morning in order to train up our body ... They told me that early morning exercise ... is ... important elements in their lifespan ... I was very fortunate to have experienced some colorful East Asian cultures during my early childhood ... this experience increased my interest of sport education ... further it increased my interests of helping East Asian citizens' health and related health promotion.	9	Learning from and being influenced by peers	Influenced by peers	Childhood experiences and external influences	Becoming
		I started my career as a bilingual family health nurse and health promotor for some lovely immigrants in a rural community in California ... I really think my childhood	10	Volunteering and finding meaning in serving others	Learning to serve others	Childhood experiences	Becoming

		experiences ... changed me a lot ... I really want to serve the Asian American population because my parents always asked us to do volunteering services during my childhood ... So after I gained my RN status, I joined the Asian American community immediately.					
		I first completed my placement and internship at an Asian community clinic ... it is because of my childhood experience at the Asian community center ... I worked with my parents for sexual health promotion and eating habit promotion...After I completed my placement and internship, I decided to continue ... to work with the Asian American community ... because my childhood experience absolutely changed my views and understanding.	10	Volunteering and finding meaning in serving others	Learning to serve others	Childhood experiences	Becoming
		I then continued with this career path as a nurse ... during the early stage of my nursing career in the bilingual clinics ... some parents and patients did not understand my role as a man ... I could see the social stigma and bias of course ... but due to my childhood experience about ... dealing with bilingual residents ... many accepted my role because of my passion ... afterward, I could use my bilingual skill ... to do some fund-raising and health promotion activities ... yes, there are bias, but we can overcome	10	Fighting social stigma and public bias	Becoming a nurse even with social stigma and public bias	Being connected to the profession	Becoming
		not much support or assistance was available for some rural communities, orphanages, and senior housings ... during my first four years of services in the rural communities, some residents and parents felt negative because of my gender ... but I worked hard to gain the credits from the residents ... I continued my childhood mind ... I continued to serve as a volunteer in the senior housing and community centers ... eventually, I gained the trusts from the public members in the county	11	Inadequate support from the community/setting but still working	Inadequate support yet still working	Being connected to the profession	Becoming
		I used to work in a school as a school nurse for five years as I like to work with students, youths, and young children ... I learnt how to promote healthy life and well-being at school ... not only for our students, but also teachers, staff, and parents in the school district ... because	11	Enjoy working with youth and young children	Enjoy influencing the young ones/youth	Being connected to nurturing	Becoming

		of these meaningful experiences from my experience ... I decided to upgrade my childhood experiences and professional working experiences to nursing education at the college level.					
		In rural midwestern United States ... where I spent my childhood ... there are community colleges, colleges and universities around ... after I completed my bachelor's degree in the state's capital city, I came back to the rural community for low-income families ... a significant number of students were forced to go to the workforce ... not [exactly] forced ... but not many of them had the opportunities ... since there were no vocational and technical schools during that period ... so when a college started their nursing program around, I have my intention to join ... the teaching profession for my field in nursing.	11	Interest and passion in teaching	Passion for teaching	Being connected to teaching/scholarly work and the profession	Becoming
		For many East Asian community in the west coast, most of the students enjoyed school life as they understood that education should not be taken for granted. Many from foreign families [immigrated families] might not be able to afford school, afterschool program, and college education. Therefore, they showed respect ... including [towards] teachers. Parents, particularly those from East Asian families, also respected our profession. I heard the words teacher and laoshi in Chinese Mandarin being used instead of my first name ... It is this respect ... that may change the decisions of teachers.	12	Respect for the teaching profession	Gaining respect	Childhood experiences	Becoming

Table 2. Critical appraisal.

Authors	Is there congruity between the stated philosophical perspective and the research methodology?	Is there congruity between the research methodology and the research question or objectives?	Is there congruity between the research methodology and the methods used to collect data?	Is there congruity between the research methodology and the representation and analysis of data?	Is there congruity between the research methodology and the interpretation of results?	Is there a statement locating the researcher culturally or theoretically?	Is the influence of the researcher on the research, and vice- versa, addressed?	Are participants, and their voices, adequately represented?	Is the research ethical according to current criteria or, for recent studies, and is there evidence of ethical approval by an appropriate body?	Do the conclusions drawn in the research report flow from the analysis, or interpretation, of the data?	Overall appraisal
Mott & Lee, 2018	Yes	Yes	Yes	Yes	Yes	Yes	Unclear	Yes	Yes	Yes	Include
Zeb, Younas, Rasheed, & Sundus, 2020	Yes	Yes	Ye	Yes	Yes	Yes	Unclear	Yes	Yes	Yes	Include
Dos Santos, 2020a	Yes	Yes	Yes	Yes	Yes	Yes	Unclear	Yes	Yes	Yes	Include
Dos Santos, 2020b	Yes	Yes	Yes	Yes	Yes	Yes	Unclear	Yes	Yes	Yes	Include
Sodidi & Jardien-Baboo, 2020	Yes	Yes	Yes	Yes	Yes	Yes	Unclear	Unclear	Yes	Yes	Include