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Factors That Impact Nursing Faculty Members' Job Satisfaction And Intent To Stay

Stephanie Christian

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Factors that Impact Nursing Faculty Members' Job Satisfaction and Intent to Stay

by

Stephanie Christian
Bachelor of Science, University of North Dakota 1985
Master of Science, University of North Dakota 1994

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This document, submitted in partial fulfillment of the requirements for the degree from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

C. Casey Ozaki

Kathy Smart

Robert Stupnisky

Anne Kelsch

This document is being submitted by the appointed advisory committee as having met all the requirements of the School of Graduate Studies at the University of North Dakota and is hereby approved.

Chris Nelson
Dean of the School of Graduate Studies

Date

PERMISSION

Title   Factors that Impact Nursing Faculty Members' Job Satisfaction and Intent to Stay

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Stephanie Christian
January 20, 2021
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ABSTRACT

A shortage of qualified nurse educators limits the ability of nursing program to increase student enrollment to meet the increased demand for Registered Nurses (RNs) needed to meet current and anticipated healthcare needs across the United States (US). In order to educate more nurses to increase the nursing workforce, qualified nurse educators are necessary to graduate competent nurses with critical thinking and clinical reasoning skills required to provide quality care to complex patients, families and communities.

This descriptive study used Herzberg's Motivation Hygiene theory to explore motivation and hygiene factors that influence nursing faculty job satisfaction and intent to stay in their academic position. An electronic request to participate in the study was sent to nursing faculty in baccalaureate and graduate nursing programs across the US. Participants ($N = 299$) completed an online Qualtrics survey which included items from the New Faculty Success Scale (Stupnisky, Weaver-Hightower, & Karshokina, 2014), Newcomer Socialization Questionnaire (Haueter, Macan, & Winter, 2003), Dimensions of Part-Time Faculty Job Satisfaction Survey (Hoyt, Howell, & Eggett, 2007), Utrecht Work Engagement Scale (Shaufeli, Bakker, & Salanova, 2006), and Measure of Intent to Stay (Price & Mueller, 986). Items were categorized as motivation and hygiene factors in order to explore their relationship with job satisfaction and intent to stay using multiple regression analysis.

A significant relationship between the motivation factors of dedication and recognition and job satisfaction was found. This finding implies that nursing faculty who are dedicated to their work and recognized for their contributions were more likely to experience job satisfaction. Additionally, recognition was found to predict intent to stay in academic positions.

Further analysis found that four hygiene factors (collegiality, professional balance: teaching, personal balance and compensation) predicted nursing faculty job satisfaction. These hygiene factors except for personal balance were also found to significantly predict intent to stay. Nursing faculty members experiencing collegiality, professional and personal balance while fairly compensated for their work contributions were more likely to experience job satisfaction and stay in their faculty positions.

Analysis of demographic data suggest that employment status, geographic location, academic appointment, academic rank, level of education, gender, age and years of appointment do not influence nursing faculty job satisfaction or intent to stay.

Final analysis included exploring the relationship between job satisfaction and intent to stay using Pearson's r correlation. A strong correlation between job satisfaction and intent to stay ($p < .001$) was found suggesting nursing faculty who experience higher levels of job satisfaction are more likely to stay in their positions.

Identifying motivation and hygiene factors that contribute to nursing faculty job satisfaction will allow academic programs to use an evidence based approach to create work environments that support nurse educators to successfully develop as academicians and provide quality education for future nurses. As nursing faculty experience more job satisfaction, it is likely that longevity in academic positions will increase and increase recruitment.

CHAPTER I

INTRODUCTION

Quality health care is in part achieved by employing enough healthcare professionals who are educated to meet the current and anticipated needs of the populations they serve. Integral to each healthcare team are Registered Nurses (RN). As the largest population of the healthcare workforce, RNs are responsible for coordination of care, and patient and public education regarding various health conditions (Bureau of Labor Statistics, 2020).

Although RNs are the largest proportion of healthcare workers, the profession is experiencing a nursing shortage that is expected to intensify as aging populations experience more complex and diverse healthcare needs (Buerhaus, Auerbach, Skinner & Staiger, 2017). Despite national recruitment initiatives, economic circumstances and changes in healthcare laws have compounded the need to educate more nurses to care for current and future patients (Bittner & O'Connor, 2012).

If the need to recruit and retain qualified nurses is not met, the ability to provide safe, quality care to people of all ages may be compromised (Gerolamo, Overcash, McGovern, Roemer, Bakewell-Sachs, 2014). Increased nurse patient ratios due to inability to hire enough nurses to meet staffing needs may create an unsafe care environment. According to Aiken, Clarke, Sloane, Lake, and Cheney (2008), mortality rates within inadequately staffed hospitals were 60 percent higher than care environments with lower nurse patient ratios integrated into their staffing practices.

Staffing practices continue to be challenged due to changes in care delivery. Escalating health care costs and the impetus for accountable healthcare management, dictate how and where

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patients receive care. Patients traditionally admitted to acute care facilities will be cared for in outpatient and home settings; while those cared for in hospitals will require increasingly acute and complex care. These changing healthcare environments mandate that nurses must be prepared to provide care at the highest level within their scope of practice (Institute of Medicine [IOM], 2010). To navigate these complex healthcare settings and comprehensively meet patient needs, nurses will require higher levels of critical thinking and clinical reasoning skills. American Association of Colleges of Nursing (AACN) (2017) states that BSN nurses possess the skills necessary to meet complex patient needs. Nurses with a Bachelor of Science (BSN) degree develop strong analytic, problem solving, and communication skills based on their liberal arts background.

To improve patient outcomes, the IOM (2010) recommends that 80 percent of practicing nurses should be educated at the baccalaureate level or higher by the year 2020. Aiken et al.'s (2017) findings supports this recommendation. They found that patients experienced improved healthcare outcomes when cared for by BSN nurses. The need to increase the number of baccalaureate nurses in the nursing workforce continues to be clearly articulated by accrediting agencies, professional organizations, and public healthcare entities. Strategies to address the nursing shortage include increasing enrollment in baccalaureate nursing programs and retention of currently employed nurses by improving work environments and overall job satisfaction (Bittner & O'Connor, 2012).

Increasing student enrollment in baccalaureate nursing programs requires examination of the nursing faculty workforce. In addition to the overall shortage of nurses, the U.S. is also experiencing a shortage of qualified nurse faculty. A growing national shortage of nurses significantly influences the number of nurses pursuing positions as nurse educators in academic settings (Proto & Dzurec, 2009). The literature discusses several factors that are attributed to a

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deficiency of nurse educators. Some of the most commonly identified factors include (1) high workload and role demands, (2) increased number of applicants to nursing programs, (3) low salaries compared to opportunities in clinical settings for advanced degrees, and (4) aging nursing faculty population (Derby-Davis, 2014). A lack of qualified nursing faculty creates a barrier to enrollment growth in nursing programs nationwide. Increased job outlook and opportunities have established a renewed interest in the nursing profession, resulting in an increase in qualified applicants to nursing programs (Fang & Bednash, 2014). However, lack of qualified faculty to educate these students creates limited space in nursing programs, decreasing the ability to increase the nursing workforce through increased admission of additional nursing students.

To positively address the nursing faculty workforce shortfall, it is necessary to examine their existing work environment. Identifying factors perceived by the current nursing faculty workforce that contribute to job satisfaction will improve retention and recruitment efforts, which will assist in increasing the number of nurse educators. Expanding the nursing faculty workforce allows colleges and universities to increase the number of qualified applicants into their nursing programs. This approach will assist in educating more nurses to relieve the national nursing shortage.

To establish effective recruitment and retention strategies, factors that affect nursing faculty vacancies need to be explored. AACN (2019) cites an aging nursing faculty population, high rate of anticipated retirements, inequitable financial compensation, and inadequate numbers of master's and doctoral nursing faculty as factors that significantly contribute to the nursing faculty workforce shortage.

To ensure that strategies for recruitment and retention of nursing faculty are effective, it is important to establish practices based on evidence. Identifying factors that contribute to

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nursing faculty job satisfaction will provide information that will improve academic work environments.

RN Shortage

According to the Bureau of Labor Statistics (2020), the predicted job growth for Registered Nurses (RNs) will increase by 12 percent from 2018 to 2028, compared to the general occupational growth rate of five percent. Buerhaus et al. (2017) predicted an estimated shortage of 500,000 nurses by the year 2020. To address the anticipated workforce shortage, foundations and healthcare organizations established national campaigns to recruit people to the nursing profession. A nationwide recession in 2008, delayed the retirement of many nurses, who became the primary source of income for their families during the economic downturn. These efforts successfully increased the nursing workforce by over one million nurses (Buerhaus et al., 2017).

The current impact of the COVID-19 pandemic has further increased the need for more nurses to care for people in all care settings. As more is known regarding COVID-19 transmission, acute, and long-term effects, the pre COVID nursing shortage estimations may be severely underestimated.

Despite the increase in nursing workforce in 2008, calls for reform in the national healthcare delivery system and changes in healthcare legislation further compounded nursing shortage predictions. In 2010, the Affordable Care Act (ACA) and the IOM (2010) report, *The Future of Nursing: Leading Change, Advancing Health*, greatly impacted the nursing workforce. The ACA established goals to reform the current healthcare delivery system. In order to accomplish these goals, emphasis was placed on interdisciplinary teamwork and collaboration. As integral members of the healthcare team, increased numbers of RNs and Advanced Practice Registered Nurses (APRN) were required to meet the goals established by the ACA (Buerhaus et al., 2017).

The same year as the passage of the ACA, IOM (2010) released *The Future of Nursing: Leading Change, Advancing Health*. This report outlined changes needed by the nursing profession in order to improve the nation's health. The IOM (2010) report discussed the need for nurses to lead healthcare teams which effectively meet the increased healthcare demands precipitated by the ACA and an increasingly complex healthcare system.

To effectively accomplish the directives established in the IOM (2010) report, nurses must work to the full extent of their license. As the largest healthcare profession delivering direct patient care, nurses are called to use their insights, knowledge, and abilities to collaborate and lead other healthcare professionals to improve the quality and safety of care. Due to financial pressure on hospitals to discharge patients as soon as possible, RNs will be needed in an increased number of nontraditional settings requiring more transitional and outpatient care.

Anticipated growth in outpatient and home-based care focused on health promotion and chronic disease management creates a change in care models (IOM, 2010). These changes result in more acute and complex care requirements for patients in traditional hospital settings, while chronic disease management will occur in outpatient settings. The ongoing changes in healthcare delivery require RNs to use strong theoretical knowledge as a basis for critical thinking and clinical reasoning skills, regardless of the setting in which they will be practicing (Aiken et al., 2008).

To prepare RNs for current and future practice, nursing education must develop curricula that educates students to develop high-level problem-solving skills that will be essential in all healthcare delivery settings. Experienced nursing faculty are needed to develop educational experiences that prepare students to face the ever-changing healthcare arena, and fully participate as an integral member of the healthcare team.

As emphasized by national agencies, educational preparation has a significant impact on nurses' ability to provide comprehensive care to a variety of patients in multiple settings. An education based in the liberal arts prepares nurses who have strong analytical skills, creative capacity, and effective communication styles. Bachelor of Science in Nursing (BSN) graduates use their liberal arts background as a platform for critical thinking, clinical reasoning, and problem solving. These professional characteristics lead to high quality patient care (AACN, 2017).

Evidence reveals improved outcomes and mortality for patients cared for by nurses who have a BSN degree or higher. For each 10 percent increase in BSN nurses on staff, hospitals experienced a decrease in patient mortality by four percent (Aiken et al., 2008). Professional nursing organizations and accrediting bodies also recognize the impact of education on safety and improved healthcare outcomes and, therefore, have established directives to increase the number of BSN prepared nurses as directed by the IOM (2010) report (AACN, 2018). These directives, along with an increased job outlook, have greatly increased the demand on colleges and universities to increase admission to traditional and completion BSN programs.

Additionally, the IOM (2010) recognizes the importance of the educational preparation of nurses in providing quality care. In order to meet the complex health needs of the US population, the report states that 80 percent of practicing nurses should be educated at the baccalaureate level or higher by the year 2020 (IOM, 2010). In 2015, the number of bachelor's educated nurses (47 percent) exceeded the number of Associates Degree nurses (32 percent) for the first time in the profession's history (Buerhaus et al., 2017). The next National Nursing Workforce Study will be conducted by the National Council of State Boards of Nursing (NCSBN) in 2020. The results of this study will provide updated information on the educational preparation of nurses, and progress toward meeting the goal to increase BSN prepared nurses.

Nursing Faculty Shortage

To meet the nursing workforce demands, a cadre of qualified nursing faculty is essential. The nursing shortage is not exclusive to patient care settings; academic programs are also experiencing a critical shortage of nursing faculty. According to the AACN (2018) over 64,000 qualified nursing applicants were denied admission to baccalaureate and graduate nursing programs in 2017-2018 due to insufficient resources, compared to 75,029 qualified applicants during the 2018-2019 academic year. These resources include qualified faculty, clinical sites, classroom space, and preceptors in the clinical setting. The AACN *Nursing Faculty Shortage Fact Sheet* (2019), a survey of baccalaureate and graduate nursing programs in 2018, reported a faculty vacancy rate of 7.9 percent. Of those reported vacancies, 92.8 percent of the open positions required or preferred a doctoral degree. Without effective recruitment and retention strategies, the number of unfilled nursing faculty positions is expected to significantly increase (Derby-Davis, 2014).

Demographically, the average age of nursing faculty significantly impacts the current and projected faculty workforce. According to AACN (2017), the average ages for doctoral-prepared nursing faculty were 62.2 for professors, 57.6 for associate professors, and 51.1 among assistant professors. The mean ages of nursing faculty with a master's degree at the ranks of professor, associate professor, and assistant professor, were 57.8, 56.6, and 50.9 years, respectively. Within the next 10 years, many nursing faculty are expected to retire from academia, greatly decreasing the future number of experienced nurse educators. Aging nursing faculty members and anticipated retirements, which decrease the available pool of qualified nurse educators, are unavoidable issues.

Another factor that contributes to a decrease in nursing faculty workforce is noncompetitive salaries. Despite aggressive marketing and recruitment strategies, nurses are

unwilling to leave clinical or private practice to take a faculty position that cannot offer equal or competitive financial compensation (Derby-Davis, 2014). AACN (2017) identified salary disparities between clinical practice and academia as a factor that deters qualified nurses from pursuing or retaining nursing faculty appointments. Lack of financial compensation for education and expertise can lead to job dissatisfaction (Gormley, 2003).

Lastly, nursing education has experienced a decline in the number of nurses interested in pursuing academic nursing careers. Lack of interest has resulted in inadequate numbers of masters and doctoral prepared nursing faculty. The rising average age of nursing faculty is evidence that younger people are not attracted to academic nursing positions (Evans, 2013).

As the nursing faculty workforce continues to decline, the demands of the position continue to increase. Current nursing educators experience heavy workloads and increased expectations in their role. Increased responsibilities without proper mentoring or support can lead to poor work performance, decreased motivation, and overall job dissatisfaction. Nursing faculty may become disengaged in their positions and leave the academic setting (Derby-Davis 2014). Lack of retention contributes to an already diminishing cadre of qualified nursing faculty.

Gormley (2003) found that job satisfaction greatly influences an employee's desire to pursue or stay in their current position. Improved retention rates will positively impact the nursing faculty workforce. Understanding factors that contribute to nursing faculty job satisfaction and dissatisfaction will allow institutions to use evidence to increase retention and recruitment efforts.

Nursing Faculty Job Satisfaction

To determine which strategies will most effectively increase the nursing faculty workforce, it is important to assess current factors that impact job satisfaction. Examining these factors will allow universities and colleges to assess current working conditions and practices

which create an environment for faculty success. The literature refers to the following variables identified by nursing faculty in affecting satisfaction within their academic role (1) role transition and expectations, (2) work environment, (3) workload and work life balance, (3) financial compensation, and (4) professional responsibility (Derby-Davis, 2014).

Role Transition and Expectations

Nursing faculty who clearly understand and manage the expectations of their academic role while maintaining work life balance tend to experience job satisfaction (Suplee & Gardner, 2009). Job satisfaction leads to recruitment and retention, which positively addresses the nursing faculty shortage. Therefore, it is important to examine the faculty perspective regarding role expectations and the ability to maintain work life balance. Improved understanding will allow nursing leadership to create a work environment conducive to ongoing role development while maintaining work life balance.

Work Environment

In order to fully understand the experience of a nursing faculty member, it is important to understand the environment in which they work. The educational environment provides the context for the faculty members' experience. Interpretation and meaning of their experience provide insight into the roles and responsibilities associated with the nurse educator role. Understanding the nursing faculty experience in the academic environment including collegiality, work expectations and socialization can assist in development of evidence-based recruitment and retention strategies (Gazza, 2009).

Workload and Work Life Balance

In addition to challenges in role transition, nursing faculty describe workload as one of the most significant elements affecting work life balance, which in turn impacts job satisfaction (Gerolamo & Roemer, 2011). In addition to didactic instruction, workload assignments include

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face-to-face laboratory and clinical teaching. The nature of nursing education requires direct supervision in simulation and laboratory settings to assist students in skill development that will be translated to clinical practice. Clinical education involves faculty oversight of six to eight students providing care to patients in acute inpatient settings. Teaching assignments involving clinical and laboratory supervision includes a higher number of face to face time with students than didactic teaching assignments. The increased number of hours involved in direct student supervision, in addition to didactic teaching, service and scholarship expectations, can create challenges in work life balance (AACN, 2005).

Financial Compensation

As nursing faculty struggle to meet high workload demands and experience work life imbalance, these nurses receive lower salaries than similar positions in practice settings. Lack of equitable financial compensation between academic and practice positions can significantly affect retention and recruitment. Low salaries and increased workloads can negatively impact faculty perception of job satisfaction. Carlson (2015) supports this statement in a study that found that low nursing faculty salaries had a negative impact on retention.

The demand for an increase in the nursing workforce commands higher practice salaries, particularly for nurses with advanced educational degrees. Financial and budgetary constraints within colleges and universities result in noncompetitive salaries for nursing faculty (Proto & Dzurec, 2009). As a result, opportunities for employment with higher salaries and manageable work life balance responsibilities in practice settings may be attractive to current and potential nursing faculty. Fang and Bednash (2014) found that 11.8 percent of nursing faculty study participants who were employed full time in academic settings, intended to leave their academic positions in the next two years. Approximately half of these participants were seeking non-academic positions.

Professional Commitment

Examining factors that attract clinical nurse experts to academic careers will allow educational institutions to develop work environments in which motivational factors can continue to develop, leading to job satisfaction and retention. Many expert nurses are committed to their profession and feel compelled to share their commitment and expertise with students and novice nurses; they look for opportunities to contribute to the profession (Evans, 2013).

Professional commitment may be an intrinsic motivator that draws nurses to nursing education. Understanding the reasons that nursing faculty pursue and work in academic careers may allow nursing administration to create work environments which facilitates professional development while shaping current and future nursing practice by educating new generations of nurses. Identifying factors that contribute to nursing faculty job satisfaction, both intrinsic and extrinsic, may be effective in recruitment and retention efforts.

Statement of the Problem

The current and anticipated nursing workforce shortage will significantly impact the ability to provide comprehensive care for people throughout the United States. One of the most significant factors that influences nursing workforce is the lack of qualified nurse educators necessary to educate nurses in the numbers needed to relieve the urgency of the workforce shortage. Exploration of issues that impact the recruitment and intent to stay in academic positions of qualified nursing faculty is imperative. Understanding factors that contribute to job satisfaction, based on evidence, can positively influence strategies to increase the number of nurse educators, which in turn, provides opportunity to educate an increased number of nurses to provide care.

Theoretical Framework

With current and anticipated shortages of nursing faculty, examining factors that influence job satisfaction in academic roles is imperative. Understanding these factors will allow nursing administrators in educational settings to develop and implement strategies that promote job satisfaction which may have a positive influence on an employee's intent to stay in their faculty position (Gormley, 2003). Nursing faculty who experience job satisfaction are likely to share their experience with their non-academic colleagues, which may assist with recruitment efforts. The theoretical framework that guided this study was Herzberg's Motivation Hygiene Theory of Job Satisfaction.

Herzberg's Motivation Hygiene two factor content theory explores factors which contribute to job satisfaction (Herzberg, Mausner, & Snyderman, 1959). Herzberg theorized that there are two types of factors that contribute to the presence or absence of job satisfaction. These factors were labeled as hygiene and motivation factors. Hygiene factors are identified as extrinsic requirements that achieve a basic level of job satisfaction. Salary, job security, work environment are examples of hygiene factors. He continues to describe motivation factors as intrinsic factors such as self-esteem, job recognition, responsibility, and sense of achievement that build on hygiene factors to enhance job satisfaction (Sachau, 2007).

This two-factor theory was explored to examine motivating and hygienic factors that impact job satisfaction. The ability to categorize factors as motivation or hygiene may allow the researcher to dissect the factors and their influence more closely on perceived job satisfaction.

Several faculty workforce studies have found effectiveness in using Herzberg's Motivation Hygiene theory as a study framework to qualitatively and quantitatively examine factors that contribute to faculty job satisfaction (Evans, 2013; Derby-Davis, 2014; Waltman, Bergom. Hollenshead, Miller & August, 2012). Herzberg's description of the two dimensions (motivation and hygiene) that contribute to job satisfaction was used in these studies. This

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dichotomy assists the researcher to identify factors that impact intrinsic and extrinsic motivation (Evans, 2013).

This study used Herzberg's Motivation Hygiene theory to test the hypothetical model that demographic, motivation, and hygiene factors predict nursing faculty job satisfaction and intent to stay in nursing faculty positions. Examination of motivation and hygiene factors related to nursing faculty perception of their current positions will provide insight that will assist with recruitment and retention efforts to address the nursing faculty shortage.

Purpose Statement

The purpose of this study was to examine demographic, motivation, and hygiene factors that influence nursing faculty job satisfaction and their relationship to intent to stay in academic positions. Identifying factors that contribute to nursing faculty job satisfaction will provide information that will improve academic work environments. Improved work environments will retain and attract nursing faculty which can significantly affect the institution's ability to admit more students in nursing programs and ultimately educate more BSN prepared nurses to enter the workforce.

Research Questions

1. How do age, academic longevity, employment status, geographic location, academic appointment, academic rank, educational degree, and gender, predict nursing faculty job satisfaction and intent to stay in their academic position?

2. What motivational factors predict nursing faculty job satisfaction and intent to stay?

3. What hygienic factors impact nursing faculty job satisfaction and intent to stay?

4. How does job satisfaction affect nursing faculty intent to stay in academic positions?

Significance of the Study

This study explored factors affecting nursing faculty job satisfaction and intent to stay in their academic positions. The intent of this study was to gain insight into ways to improve job satisfaction, leading to stronger recruitment and retention efforts. Identification of these variables allow nursing administrators to improve factors leading to dissatisfaction and build on factors that promote job satisfaction. Herzberg's Motivation Hygiene Theory provides a framework to identify motivation and hygiene factors and their impact on job satisfaction (Sachau, 2007). Nursing faculty who are engaged and motivated may be satisfied with their position leading to longer terms of employment. Examining motivation and hygiene factors and their relationship to intent to stay may lead to improved nursing faculty retention and recruitment efforts. Several qualitative studies (Waltman et al., 2012; Weidman, 2013; Clark, 2013) examine personal perspectives regarding one or two issues that impact nursing faculty job satisfaction, however, quantitative studies that address multiple factors that can be generalized to the nursing faculty population are limited. This quantitative study encompasses a large sample of nursing faculty, allowing results to be more generalizable to the population.

Definitions

Absorption: Fully concentrated and happily engrossed in work (Schaufeli et al., 2006).

Dedication: Experiencing a sense of pride, enthusiasm, inspiration, and challenge when strongly involved in work (Schaufeli et al., 2006).

Hygienic Factors: Factors extrinsic to the expected work of the position that leads to job dissatisfaction (Sachau, 2007).

Job Dissatisfaction: The degree in which employees are not fulfilled or content with their employment position (Hackman & Oldham, 1975).

Job Satisfaction: The degree in which an employee is content with their job (Hackman & Oldham, 1975).

Motivational Factors: Intrinsic factors that lead to job satisfaction (Sachau, 2007).

Role Development: Role development refers to acquisition of knowledge and skills related to a role within an institution. This type of development takes place through socialization (Haueter et al., 2003).

Role Expectations: Role expectations provide clear direction and standards for a person's ability to be successful in their position (Stupnisky et al., 2014).

Vigor: High energy levels and mental resilience while investing in work (Schaufeli et al, 2006).

Work environment: Work environment is composed of social and physical attributes where employees perform the duties expected of their position. A healthy work environment fosters autonomy and creates opportunity for work life balance (Evans, 2013).

Work Life: Faculty work life encompasses personal and professional balance. Personal balance refers to the responsibilities outside of the work environment, while professional balance refers to responsibilities that are required for employment. Professional nursing workload is comprised of teaching, service and scholarship (Ellis, 2013).

CHAPTER II

LITERATURE REVIEW

The nursing workforce shortage has many implications for both practice and academic settings. Insufficient numbers of RNs to meet national healthcare demands impacts the quality of care, and ultimately patient health outcomes. Strategies to increase the nursing workforce must also consider educational preparation of nurses entering professional practice. To meet the increasingly complex needs within a constantly changing healthcare arena, the IOM (2010) report calls for an increased number of BSN RNs to work at the fullest extent of their license. Additionally, Aiken et al. (2008) found that employment of bachelor's prepared RNs in sufficient numbers to obtain safe staffing ratios has been proven to decrease patient mortality.

With a projected job growth of 12 percent (Bureau of Labor Statistics, 2020) until the year 2028, more people are becoming interested in nursing as a profession. To address the increased interest in nursing careers, academic programs are challenged to increase student enrollment. To admit more students, universities must secure clinical partnerships with healthcare agencies, state of the art simulation and learning laboratories, and most importantly, educationally prepared, and qualified nursing faculty to develop and implement relevant and contemporary curricula.

Academic nursing programs' ability to meet the demand for an increase in BSN prepared nurses poses challenges. Resources needed to educate enough baccalaureate nurses to meet current and anticipated demands, are not easily obtained. The nursing workforce shortage impacts all areas of nursing practice including nursing faculty in academic settings. Therefore, multiple factors must be explored when examining the nursing faculty workforce. Fang and

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Bednash (2014) found that 11.8 percent of nursing faculty employed in 2010 intended to leave their full-time academic positions in 2012. Nearly half of these nursing faculty members were leaving for non-academic positions. Other faculty members in the study were leaving their positions due to retirement. An aging nursing faculty population with anticipated retirements will continue to contribute to the workforce shortage. To balance this unavoidable circumstance, the nursing faculty role should be studied to identify factors that impact job satisfaction, which in turn affects retention and recruitment efforts.

This literature review examines nursing faculty job satisfaction in four identified areas. First, work environment which encompasses role transition and expectations, collegiality, and socialization will be explored. Secondly, factors related to nursing faculty perceptions of workload and work life balance will be examined. The third area addresses financial compensation and position structures, while the fourth area to be examined includes nursing faculty perspective on professional commitment and investment.

Work Environment

Understanding nursing faculty insight regarding their work setting is crucial to determining perceived success in their faculty role. Nursing faculty experiences are rooted in the environment in which they practice. Studying faculty perception regarding various aspects of their academic work environment will provide insight into opportunities to create an environment that supports professional growth and development within the academic arena.

Gazza's (2009), study of nursing faculty members' perceptions of their experiences as educators was key in identifying multiple aspects that nursing faculty both positively and negatively defined their experiences within the academic work environment.

Through qualitative study, participants reported that the most rewarding aspect of their experience was teaching. They stated that they felt teaching was considered the most positive

contribution that impacts students, the nursing profession and healthcare. Conversely, the aspect that most negatively impacted nursing faculty perceived experience was the multiple role responsibilities and expectations related to teaching, scholarship, service, and maintenance of clinical expertise. The perception of high nursing faculty workloads was the result of a culmination of these role expectations.

Additionally, Gazza (2009) found that relationships with colleagues and administration influenced the nursing faculty members' perceived experience. The participants of this study described unsupportive environments that included poor collegial relationships and lack of administrative mentorship and guidance. Participants further indicated that a lack of supportive work environment impacted the ability for perceived success in their academic educator roles. Supported by a qualitative study completed by Peters (2014), themes emerged relating to participant perspective of their interaction with senior faculty in the academic work environment. Their experiences were described as uncivil and unsupportive. Novice faculty educators expressed feelings of isolation without mentorship or support; their contributions and abilities were not recognized or valued.

Exploring aspects of the work environment that contribute to perceived job satisfaction and dissatisfaction of nursing faculty will provide guidance in developing institutional practices and culture that create work settings which promotes success and opportunities for growth. As expert nurses leave the structure of practice environments, it is important to develop a work environment conducive to successful role development as an academician.

Role Transition

As expert nurses' transition from clinical practice to academic roles, they not only need an environment with growth and development opportunities, they also need to understand the work expectations associated with a faculty position. To maintain an environment of academic

excellence, nursing faculty require a comprehensive understanding of their multifaceted role as an academician (Clark, 2013).

Nurses are often recruited to academic positions based on demonstrated expertise as a practicing nurse (Clark, 2013). As expert clinicians, they have a strong understanding of their roles and responsibilities in the clinical setting. Most of these nurses have established themselves as leaders in their respective practice areas. They leave the familiarity and comfort of the practice setting and enter academia as a novice.

The transition from clinical practice to employment in a formal educational setting can be challenging. The role of a clinical nurse expert is very different than the role of a nursing faculty member in an institution of higher education. Newly hired nursing faculty members navigate unfamiliar academic environments that provide limited formal orientation programs (Suplee & Gardner, 2009). Compared to the structured training and preceptorship for newly educated nurses, orientation and mentorship to the nursing faculty role is underdeveloped in most academic programs, particularly for non-tenure seeking faculty (Clark 2013).

Typically, these clinical experts have limited formal teaching education to prepare them for an academic role (Anibas, Hanson Brenner, & Zorn, 2009). Novice nursing educators are often lacking knowledge regarding learning theories, curriculum, teaching pedagogy, and educational standards for nursing education. With limited orientation and mentorship programs in academic settings, the amount of new information needed to begin working as a nursing educator can be overwhelming.

Additionally, emphasis and exposure to nursing academic roles in graduate nursing programs has significantly decreased (Schoening, 2013). Graduate nursing programs no longer focus on educational pedagogy and curriculum development as in previous decades. The focus is now on advanced clinical practice and nursing administration (Anderson, 2009). This shift in

emphasis has created less interest in nursing education as a career objective (Proto & Dzurec, 2009). The decreased exposure to academic careers and increased emphasis on advanced nursing practice further contributes to a declining nursing faculty workforce.

Another challenge experienced by novice educators as they transition from clinical practice is maintaining work life balance. As practicing nurses in the clinical setting, the work commitment ends at the conclusion of their shift. In contrast, it is common for nursing faculty to finish their work at home outside of their regularly scheduled office time (Lee, Miller, Kippenbrock, Rosen, & Emory, 2017). To understand the complexity of the nurse faculty role and manage work life balance, proper mentorship and support is needed from academic colleagues and administrators. Baker (2010) found that faculty who perceived strong administrative and collegial support were more likely to be satisfied with their academic career.

Establishing improved practices to help expert nurses transition to faculty roles will provide opportunities for deeper understanding of job expectations in the academic environment. Role clarity may also allow novice educators to develop strategies to improve work life balance. According to Suplee and Gardner (2009), nursing faculty who clearly understand and manage the expectations of their academic role while maintaining work life balance also tend to experience job satisfaction. Nursing faculty experiencing job satisfaction tend to remain in their academic positions, which positively addresses the nursing faculty workforce shortage.

Understanding new faculty perspective regarding role transition may provide insight into ways to develop comprehensive orientation and mentorship programs that create opportunity for more effective role transition, resulting in improved job performance and job satisfaction. Proper orientation with colleague and administrative support will assist novice nursing educators to understand the expectations of the faculty role.

Work Expectations

As nursing faculty begin to navigate the academic work environment, they will encounter multiple work demands that are drastically different than those experienced in clinical practice. According to McDonald (2020), novice nursing educators experience high levels of trepidation and anxiety as they enter an unfamiliar practice environment. Without proper orientation and education, the academic environment may be perceived as challenging and unwelcoming. To gain insight and support their new role as an educator, new nursing faculty seek out collegial relationships from more experienced faculty (Anibas, et al., 2009). The guidance of senior faculty provides an informal education regarding work expectations as a faculty member.

When exploring predictors of faculty success utilizing a mixed method study, Stupnisky et al. (2015) found that clear job expectations predicted general life satisfaction and had a negative correlation with stress. Participants indicated that clear expectations assisted them in meeting the performance standards of their faculty role. Additionally, participants discussed the discovery of unwritten and implicit job expectations within the academic environment. The incongruence between written and unwritten standards and expectations was challenging for these new faculty members (Stupnisky et al., 2015). As faculty work collectively, the implicit expectation for job performance may vary based on individual faculty perception and expectations. The high demands on collective and individual efforts in working toward the common goals of the program and institution may create academic discord, and conflict, contributing to faculty job stress.

Based on these findings, job related stress can be decreased by providing faculty with clear expectations and performance guidelines. Clearly understanding role expectations will allow faculty to meet the expectations of job performance more successfully. This approach offers the opportunity for ongoing development as a nursing faculty member, leading to an increase in job satisfaction.

Collegiality

As novice educators begin their practice in academic settings, they seek out guidance and support from experienced faculty. The unfamiliar environment and change in work expectations, often leave new faculty members feeling isolated and overwhelmed (Clark, 2013). Mentorship and guidance from administration and senior faculty members is necessary to effectively develop as a nurse educator. Relationship development with these and other nursing colleagues provides a network of support for new nursing faculty.

Administrative Support. An environment that is conducive to professional growth and creative productivity can be influenced by strong administrative support. As nursing faculty transition from clinical practice to academe, supportive administration can create a more positive work environment which may increase perceived satisfaction within the academic role. Understanding nursing faculty perceptions regarding administrative support within the academic environment may provide insight into the development of best practices that have the potential to increase job satisfaction in nursing education.

While exploring nursing faculty insights related to their work environment, Candela, Gutierrez, and Keating (2015) found a positive correlation between perceived administrative support and job satisfaction resulting in intent to stay in the academic role. It was discovered that positive perceptions of administrative support led to increased faculty productivity and contributed to a more positive work environment.

Additionally, Hessler and Ritchie (2006) identified the importance of administrative guidance and support and its influence on faculty success, in particular, novice nursing educators. In this study, nursing faculty considered positive recognition for their work, financial support for ongoing development, and increased role responsibilities rewarding. Understanding

these perspectives allow nursing administrators to find creative ways to reward individual faculty ultimately leading to job satisfaction.

The positive impact of administrative support is further supported by Carver, Candela, and Gutierrez (2011). In their quantitative study, they found that support from academic administration promotes organizational commitment from nursing faculty members. Individual guidance based on the experience and expertise of each nursing faculty member, creates an atmosphere of support and motivation to continue to grow in their faculty role, resulting in high potential for promotion and tenure success. Demonstrating genuine concern and care for each faculty member by administration creates a positive work environment that leads to job satisfaction, and ultimately, organizational commitment.

Candela et al. (2015) also found that recognition from nursing administrations resulted in more positive work values and productivity. A work environment that recognizes and supports faculty in the tripartite mission of teaching, scholarship and service is created through institutional and administrative investment.

Examining nursing faculty perceptions of their role and work environment provides insight into ways to create an atmosphere in which faculty can be motivated and engaged. A supportive work environment encourages nursing faculty members to work at their highest potential and leads to increased job satisfaction.

Multigenerational Work Environment. Another environmental element to be considered is a multigenerational workforce. Generational differences in organizational commitment, work ethic, and perception of work life balance may create an atmosphere of conflict and discord (Candela, et al., 2015). The average age of nursing faculty at the rank of professor is 62.2 years, therefore, many experienced nursing faculty members are part of the Baby Boomer generation (AACN, 2017). This generation places value on a strong work ethic,

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which may be viewed as excessive by faculty from younger generations. Younger generations, such as the Generation X and Millennials, tend to be more focused on professional development and maintaining a healthy work life balance (Dunham-Taylor, Lynn, Moore, McDaniel, & Walker, 2008).

Additionally, Carver et al. (2011) examined the impact of administrative support on faculty from different generations. Their study explored differences in organizational commitment between the Baby Boomers, Generation X, and the Millennial generation. They discovered that administrative support, professional development, and organizational fit are important to nursing faculty of all generations, however, each generation defines these areas differently. This brings to light the importance of administrative understanding and competency in working with faculty members from different generations.

Building upon generational strengths through collaborative work and mentorship with faculty members of different generations has the potential to create a stronger and more cohesive faculty. Exploring each faculty members' perspective regarding their work environment from a generational lens may provide additional information that may lead to a positive and collegial work environment.

Socialization to the Academic Faculty Role

Educational programs in healthcare fields bridge academia and clinical practice using clinical experts with advanced education and certification as faculty members. Many clinical experts are recruited to nursing faculty positions because of their established expertise and contributions to the ongoing development of the nursing profession. Advanced nursing educational programs prepare nurses for roles in advanced practice, not academia (Schoening, 2013). Little, if any, emphasis is placed on the advanced role of a nurse educator; therefore, these clinical experts have no formal preparation as academicians. Lack of foundational knowledge in educational

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pedagogy creates difficulty in role transition creating novice faculty members to lack confidence and experience feelings of inadequacy (Hessler & Ritchie, 2006).

Socializing nurses to practice roles differs greatly from academic socialization. In clinical practice, it is imperative that new employees are confident and knowledgeable with the policies and procedures essential to their role prior to independent practice to ensure patient safety, therefore, healthcare professionals commonly go through an extensive orientation period prior to beginning any new position (Schoening, 2013). In contrast, academic environment orientation practices are often informal and less structured. Novice faculty often begin academic employment by navigating the environment through informal guidance from established colleagues (Davidson & Rourke, 2012).

These differences in orientation processes between clinical practice and academia present challenges to new nursing faculty members as they transition to their new role (Santisteban & Eques, 2014). The detailed orientation that leads to preparation for role success in clinical practice is not as clearly defined or consistent in the academic setting. The anxiety and apprehension of beginning a new position in an unfamiliar setting is compounded by insufficient guidance and mentorship in developing in the faculty role (McDonald, 2010).

Lack of proper socialization through effective orientation and mentorship is further supported by Waltman et al. (2012). This study found that novice nursing educators without guidance or mentorship described feelings of discouragement and isolation. These feelings can lead to job dissatisfaction, poor work performance, and ultimately poor student learning outcomes. Therefore, clinical experts transitioning to nursing faculty roles, require formal educational programs and collegial support to help them become successful in their new positions (Derby-Davis, 2014). To ensure proper role socialization, academic administrators need to provide

adequate resources that allow novice educators the time to understand and begin to develop as a faculty member.

With the increased number of clinical experts transitioning to faculty roles, academic institutions must reexamine factors that contribute to the success of these professionals as faculty members. Institutions of higher education have few structured programs and practices that support the development of non-tenure seeking faculty members (Santisteban & Eques, 2014). Understanding novice nurse educator needs and perspectives will provide insight into needed resources and orientation programs that support not only the transition process but ongoing professional development. As the nursing faculty workforce continues to dwindle, strong transitional support from clinical practice to academic faculty roles will contribute to a work environment that attracts and retains clinical experts who have much to contribute to nursing education.

Workload and Work Life Balance

Along with navigating an unfamiliar work environment, nursing faculty begin discovering work expectations that are very different than those previously experienced. While clinical practice includes a finite number of hours in which the expected work is completed, academic work frequently requires time beyond regular work hours.

As the need for financial transparency and fiscal accountability increases in colleges and universities, faculty workload becomes scrutinized. To meet budgetary goals, faculty workload and work demands are increasing (Candela et al., 2015); nursing faculty are not exempt from these institutional expectations. According to Bittner and O'Connor (2012), nursing faculty workload has been identified as one of the most significant factors that impacts job satisfaction. Increased workloads in fulfilling the tripartite mission of the academic department may require

work hours that extend into evenings and weekends. These additional hours impact faculty personal time and often result in a work life imbalance.

In addition to the financial impact, nursing faculty workload is also influenced by policies established by the institution, department, and accrediting agencies. These policies guide faculty workload allocation: however, each stakeholder may have different perspectives and expectations depending on their purpose and mission. As such, nursing workload allocation lacks standardization and relies on the needs and budgetary resources of individual institutions and nursing departments to meet accreditation expectations (Ellis, 2013). The result of incongruent workload allocations creates inequity between nursing programs, and more importantly, between nursing faculty members within the same department. Lack of evidence-based workload guidelines not only creates inequitable workload; it also may be misaligned with the institutional expectations of the faculty role. Nursing faculty are unable to meet all the expectations of the various stakeholders, which leads to role confusion and increased perceptions of job stress.

Another factor that impacts nursing faculty workload is availability of qualified nurse educators. Financial constraints and shortage of qualified nurse educators require administration to continue to increase teaching, scholarship, and service expectations of currently employed nursing faculty to meet departmental needs. Increased workloads to cover nursing faculty vacancies impact the ability to admit more qualified applicants into nursing programs (Gerolamo, et al., 2014).

As nursing faculty workloads increase, time allocation for development of innovative, creative teaching strategies that impact student learning decreases. To maintain quality educational experiences, faculty require time to develop, implement, and evaluate their courses and teaching. Without this time built into faculty workload, additional hours expand the work week, further impacting work life balance. More time for reflective teaching practices may

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improve work performance, leading to faculty satisfaction and ultimately job retention (Candela et. al., 2015).

Further supported by Moulton and Lang (2008), this study found that fulltime nursing faculty in North Dakota reported working an average of 67.3 hours a week. These hours encompassed teaching (i.e., classroom, laboratory, clinical and preparation), service, research, student advising, and faculty development. Heavy workloads resulting in increased number of weekly work hours contribute to an inability for nursing faculty to balance work and personal responsibilities.

The negative impact of increased nursing faculty workload is further supported by Carlson (2015), whose research found that heavy teaching workloads create lack of flexibility and increase faculty stress, strongly influencing a nursing faculty member's intent to leave the organization. Similarly, Gerolamo and Roemer (2011), found that increased workload and decreased work life balance led to job dissatisfaction, negatively impacting nursing faculty recruitment and retention efforts.

To address the high nursing faculty workload implications, Ellis (2013) supports the quantification of workload that includes sufficient time for faculty teaching reflection and innovation, along with development of scholarly projects within the 40-hour work week. This approach would provide a manageable work week and lead to improved work life balance, which in turn may lead to increased job satisfaction resulting in improved retention and recruitment.

In addition to the traditional faculty role responsibilities, nursing faculty are required to maintain clinical expertise through practice and continued education. These additional professional expectations are not integrated into workload assignments. Clinical practice hours and the ongoing education required to maintain licensure and teaching expertise are added to an already full academic work schedule (Bittner & O'Conner, 2012). A rapidly changing healthcare

environment also impacts nursing faculty workload. Acquisition of new evidence-based practice requires nursing education to be fully apprised of current practice in order to effectively educate students. Faculty need to maintain pace with changes in patient care to properly educate and safely supervise students caring for patients in clinical areas.

In addition to maintaining current evidence-based practice, nursing faculty must be apprised of changes in care environments. Currently, hospital settings are filled with critically ill patients requiring more complex care. Nursing students caring for these patients require close faculty supervision to provide safe, comprehensive care. Patient complexity also extends to the ambulatory setting as more care is becoming home and outpatient based. Changes in care delivery create a need to move away from traditional nursing education models used in primarily inpatient care settings and developing more learning experiences in outpatient settings. With heavy workload assignments, nursing faculty have little time to invest in planning nontraditional learning experiences that meet the educational needs of the students (Proto & Dzurec, 2009). Nursing faculty workload needs to include time to develop learning experiences that align with current practice models to adequately prepare students to safely enter the workforce upon graduation.

The need to standardize nursing faculty workload is further supported by Gerolamo and Roemer (2011). Their study proposes the need to improve understanding of nursing faculty workload and quantifiably measure it to include unique needs related to clinical and laboratory instruction. Recognition of the additional time commitment required for workload assignments which include laboratory and clinical supervision, is essential to developing guidelines that provide a manageable workload that contributes to improved work life balance (Nally, 2008).

Working to achieve the multifaceted expectations of the nursing faculty role may create challenges in maintaining work life balance. Gerolamo and Roemer (2011) found that nursing

faculty engaged in the role of educator, researcher, clinician, and student advisor tended to report an overwhelming sense of stress that impacts their ability to maintain a manageable work life balance. Additionally, the researchers found that the ability to reflect and create learning experiences that meet the needs of students was significantly lacking.

In a study conducted by Carlson (2015), clinical nursing faculty indicated that the most frequent reason for leaving their academic position was time and inability to balance work and family obligations. Heavy workloads lead to lack of flexibility and increased faculty stress, which contributes significantly to job dissatisfaction. Faculty require time to develop, implement, and evaluate their teaching and course materials which is not possible with increased workloads and responsibilities.

Additionally, Stupnisky et al. (2015) studied balance between family life and academic role responsibilities. They reported that new female faculty members had difficulty establishing a balance between family life and their role as a faculty member, resulting in lower life satisfaction. These results have implications for nursing faculty as most full-time nurse educators (94 percent) identify as female with the remaining six percent of faculty identifying as male (National League for Nursing, 2015).

In conclusion, nursing literature consistently discusses increased nursing workloads and lack of work life balance as factors that negatively impact job satisfaction for nursing faculty. Collecting more data from nursing faculty regarding specific workload issues that create job dissatisfaction may provide evidence to establish consistent workload guidelines that create more manageable workloads leading to improved work life balance. Workload guidelines that adequately allocate time needed to reflect on teaching practices and develop strong educational experiences will ultimately improve student learning outcomes. Further study to determine the impact of workload and work life balance based on nursing faculty perspectives can provide

insight into the development of strategies, which may lead to increased retention and recruitment of nursing faculty.

Financial Compensation and Position Structure

Another factor to consider when examining the nursing faculty workforce is financial compensation. As the demand for nurses increase, salary also increase. According to the Bureau of Labor Statistics (2020), the average annual salary for practicing BSN nurses is $73,300, compared to the average salary for nursing faculty with advanced degrees at $63,690. Financial constraints within colleges and universities impact the ability to provide competitive nursing faculty salaries. Nurses with advanced degrees have opportunities for advanced practice roles with more lucrative salaries than nurses with the same or higher educational degrees in academic positions resulting in more attractive job prospects in the practice setting for current and potential nursing faculty (Proto & Dzurec, 2009).

Higher wages in clinical practice combined with the perceived heavy workloads and decreased job satisfaction of nursing faculty can influence recruitment and retention in academic positions. In support, Carlson (2015) found that low nursing faculty salaries had a negative impact on attrition and retention. Increasing nursing faculty salaries so they are commensurate with educational degree and clinical practice expertise may promote job satisfaction and retention.

Additionally, challenges of securing advanced degrees required for nursing faculty positions may discourage nurses in pursuing academic careers. In a quantitative study completed by Carlson (2015), participants indicated that the time and expense of advanced education in addition to part time or fulltime employment was perceived as challenging and overwhelming. The study also found that returning to school to obtain necessary degrees was identified as a deterrent to pursuing academic careers. Financial responsibilities of paying tuition for advanced

degrees that lead to positions with salaries lower than clinical practice careers has a negative impact on nurses considering roles in academia. Nurses may determine that pursuing a career as a nursing educator may not be a feasible financial possibility.

In addition to inequitable compensation, terms of employment may create concerns for potential nursing faculty members. Typically, non-tenure seeking nursing faculty contracts are offered annually for the academic year, which translates to a nine-month position. To meet their financial obligations and maintain practice expertise, nursing faculty are additionally employed in settings beyond the academic institution. These nursing faculty must then maintain requirements and juggle the responsibilities of two or more positions. When studying job satisfaction, Bittner and O'Conner (2012) found that 57 percent of the 226 nursing faculty participants reported having two or more jobs, while 19 percent indicating three or more reported jobs. Multiple job responsibilities were identified as contributing factor to job dissatisfaction.

In order to address the financial disparities of nursing faculty, academic administration must be aware of the current financial compensation in clinical practice. Utilizing a regional and national comparative assessment tool may assist academic nurse leaders to negotiate equitable nurse faculty salaries based on educational preparation and experience (Bittner & O'Conner, 2012). Noncompetitive nursing faculty salaries not only creates job dissatisfaction; it may also be a barrier for nurses considering academic careers.

Further exploration of nursing educator perspectives regarding the financial implication in pursuing or maintaining an academic role may provide useful data that impacts changes in financial compensation and incentives offered by institutions of higher education. Identification of potential barriers will allow nursing education to be creative and innovative in developing incentives that may attract potential faculty members. Working toward faculty salaries

commensurate with educational preparation and clinical practice expertise based on evidence may positively impact job satisfaction.

Professional Commitment and Investment

Despite the high workloads, low salaries, and concerns regarding the work environment, it is important to identify factors that motivate nursing faculty to stay in their academic positions. Carlson (2015) found that most study participants indicated that the most influential aspect leading to job retention was the desire to work with students. Nurse educators indicated that they enjoyed teaching nursing students and viewed this as a positive contribution to the nursing profession. Those nurses considering careers as nursing faculty begin developing an interest and dedication to advancing the profession through interactions with nursing students in clinical practice (Schoening, 2013).

Carlson's finding is supported by Evans (2013) who discovered that money was not a motivating factor for pursuing a career as a nurse educator. This study found that many nursing faculty members were attracted to academia to work with students to continue to build and contribute to the nursing profession. Additionally, study results by Evans (2013), indicated that many nursing educators began teaching due to professional role modeling and encouragement from their former faculty members. These findings support the importance felt by nurses to positively impact their profession by sharing their knowledge, expertise, and passion (Carlson, 2015).

Study findings by Candela et al. (2015) further support the importance of job satisfaction in relation to perceived expertise as a nurse educator. Nursing faculty who viewed themselves as effective teachers had higher levels of job satisfaction. These findings also support the need to consider faculty development and time for teaching reflection when allocating workload. Allowing time to develop as a novice educator will allow them to become more effective and

competent educators creating pride and satisfaction within their faculty role. Understanding the nursing faculty experience will provide a basis to build on their professional commitment and investment.

Nursing literature includes limited data regarding the factors that draw nurses to academic careers. Even though factors that negatively impact nursing faculty job satisfaction need to be addressed, aspects that motivate and retain nursing faculty despite the challenges need further exploration. Understanding the internal and external motivation of current nursing faculty who continue teaching students will allow administrators and institutions of higher education to create a work environment to enhance and build on these motivating factors.

Factors Contributing to Job Satisfaction and Dissatisfaction

In order to positively influence the nursing faculty workforce, factors that contribute to job satisfaction and dissatisfaction must be explored. Faculty members that experience satisfaction in their position are more likely to continue to remain employed in that position, as well as contribute to positive recruitment efforts (Derby-Davis, 2014). Understanding nursing faculty experiences that lead to job satisfaction and dissatisfaction will allow administration to develop evidence-based strategies that improve satisfaction, leading to effective retention and recruitment.

Exploring factors that have the greatest effect on nursing faculty job satisfaction, Gormley (2003) completed a meta-analysis that synthesized six research studies. This synthesis found that nursing administrative behavior, along with role conflict and ambiguity, had the highest influence on perceived job satisfaction. A strong relationship between the nursing chairpersons' actions related to curriculum and instruction and nursing faculty expectations of nursing leadership was discovered. Congruence between faculty expectations and administrative actions resulted in increased perceptions of job satisfaction. Gormley (2003) also found an

inverse relationship between role ambiguity and conflict and job satisfaction. As nursing faculty experience increased conflict and ambiguity in their academic role, job satisfaction decreased. These findings support the need for clear role definition and work expectations within the academic environment guided by nursing administration. Further supported by Waltman et al. (2012), this study identified unclear administrative policies as a source of job dissatisfaction. The presence or absence of strong administrative support and guidance was found to influence perceived job satisfaction or dissatisfaction. Further study to explore nursing faculty experiences in relation to administrative expectations, as well as work expectations will provide further insight in improving work processes that will lead to job satisfaction.

Additionally, Chung and Kowalski (2012) discovered that the most significantly linked factor to job satisfaction was job stress. In this study, nursing faculty members with perceived high stress levels were the most dissatisfied in their faculty positions. Although, the significance of increased job stress is well documented in the literature, the breakdown of factors that most significantly contribute to job stress is not evident. A deeper understanding of factors that impact job stress will in turn lead to strategies to improve job satisfaction.

When exploring job satisfaction, it is important to consider terms of academic employment. Nursing faculty with tenured or tenure seeking positions may have different perspectives regarding factors that contribute to job satisfaction compared to colleagues employed in non-tenured positions. Exploring factors that impact non-tenured faculty job dissatisfaction, Waltman et al. (2012) found that uncertainty of employment and job security was highly correlated with job dissatisfaction. Typically, non-tenure seeking nursing faculty are offered year-to-year contracts without guarantee for future employment. Lack of commitment from academic institutions in hiring practices leaves non-tenured faculty members feeling of disrespected and undervalued. Lack of job security creating job dissatisfaction is further

supported by Roughton (2013), who found that faculty without tenure have a 64 percent higher risk of leaving their academic positions, in part, due to lack of job security. Institutions inability to offer long term contracts maybe related to insufficient funding or other institutional considerations, however, to current and potential nursing faculty it may be viewed as lack of commitment or investment in their capabilities as an contributing member of the faculty team.

Academic employment practices require further exploration as they apply to non-tenure track nursing faculty. As the academic landscape changes, increased numbers clinical experts are recruited to non-tenured faculty positions (Roughton, 2013). Terms of employment in academic positions significantly differ from clinical practice. Clinical experts who were proficient in professional positions now find themselves vulnerable as they begin working in an unfamiliar environment with different employment practices. Establishing employment practices that provide security and investment may increase nursing faculty job satisfaction.

Nursing education needs motivated and, qualified faculty members. In order to retain these educators, exploration of factors that positively influence job satisfaction through further study is needed. Very few quantitative studies look at multiple factors and their relationship on perceived job satisfaction of non-tenure, tenured, or tenure seeking nurse faculty members. Exploring these factors on a larger scale may provide additional insight into ways to optimize working environments, manage workload, promote healthy work life balance, provide competitive salaries, and build on the professional dedication of current and future nurse educators. A broader understanding of the factors that contribute to nursing faculty job satisfaction on a larger scale will allow results to be generalized to the nursing faculty population. Findings may then positively impact the nursing faculty workforce through evidence-based retention and recruitment strategies.

Herzberg's Motivation Theory

Herzberg's Motivation Hygiene Theory was used in this study as a framework to examine factors that impact nursing faculty job satisfaction. When studying job satisfaction, Herzberg (1959) explored factors that contributed to high or low employee morale in the work environment. He purposed that morale impacted employee motivation, and in turn job performance and satisfaction. Through study, he found that employees with high morale demonstrated higher levels of motivation resulting in positive job performance, while workers with low morale lacked motivation, negatively impacting their job performance.

Based on his research findings, Herzberg (1959) developed the Motivation Hygiene theory that identifies factors that promote or inhibit employee motivation contributing to job satisfaction and job dissatisfaction. Herzberg states that there is either a presence or absence of satisfaction or dissatisfaction. The absence of one does not indicate the presence of the other. He theorized that job satisfaction and dissatisfaction are distinctly different and independent of each other, and are influenced by different factors (Waltman, et al., 2012). This framework proposes that certain factors contributed to job satisfaction while other factors consistently impacted job dissatisfaction (Herzberg, 1966).

Herzberg (1966) categorized certain characteristics as motivation or hygiene factors. Motivation factors facilitate self-direction, high levels of productivity, and directly influence the absence or presence of job satisfaction. Factors such as work recognition, opportunity for achievement, growth and advancement create intrinsic value and satisfaction within the job itself.

Based on intrinsic motivation, work engagement is a persistent positive state of mind when work is fulfilling and meaningful. It is negatively correlated with job burnout (Schaufeli, et al., 2006). According to Schaufeli et al. (2006), work engagement relies on intrinsic factors such as absorption, dedication, and vigor. Employees who are completely immersed in their work while fully concentrated possess absorption. Work time passes quickly. In application to work

engagement, dedication creates a sense of pride and enthusiasm in is viewed an individual's work. Work is perceived as challenging and rewarding. High energy directed toward interesting and challenging work is referred to as vigor. Engaged individuals approach their job with the ability to focus their energy on their work. Applying Herzberg's framework, absorption, dedication, and vigor would be categorized motivation factors. The variables are based on intrinsic motivation and would be considered aspects that may lead to job satisfaction (Sachau, 2007).

On the other hand, hygiene factors, which are extraneous to the actual work expected of the job, affect motivation related to job context. Extrinsic factors may affect the ability of an employee to find intrinsic motivation in their position. These factors may create dissatisfaction preventing an individual from experiencing the internal motivation that drew them to the work in the first place (Herzberg, 1966).

Sachau (2007) discusses misinterpretations of Herzberg's Motivation Hygiene theory. He proposes that Herzberg's theory was oversimplified in limiting job satisfaction to motivation factors while discussing hygiene factors exclusively to their contributions to job dissatisfaction. A more accurate reflection of this framework would include clearer delineation of motivation factors and their implications to both job satisfaction and job dissatisfaction. The categorical labels established by Herzberg may have provided clearer understanding if these factors were more simply addressed as intrinsic motivators and extrinsic motivators.

To determine applicability to current job structure and organizational practices, researchers have critically examined Herzberg's theory. Bassett-Jones and Lloyd (2005) studied Herzberg's theory to explore its ability to predict motivation as originally intended. Through quantitative study with over 3,200 participants, findings revealed that motivation associated with intrinsic factors outweighed motivation linked to financial gain and extrinsic rewards. The result

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of this study indicated that Herzberg's theory was still relevant in identifying factors that predict motivation which in turn impacts job satisfaction.

Application of Herzberg's Motivation Theory

Several faculty workforce studies have found effectiveness in using Herzberg's Motivation Hygiene theory as a study framework to qualitatively and quantitatively examine factors that contribute to faculty job satisfaction (Evans, 2013; Derby-Davis, 2014; Waltman et al., 2012). Herzberg's description of the two dimensions (motivation and hygiene) to predict job satisfaction was used in these studies. This dichotomy assists the researcher to identify factors that contribute to intrinsic and extrinsic motivation that leads to job satisfaction (Evans, 2013). Many motivation and hygiene factors impacting nursing faculty job satisfaction are explored through qualitative study, with many studies focusing on hygiene factors. These studies provide valuable insight into the common themes that impact job satisfaction; however, these themes need further study on a larger scale to determine the impact on recruitment and retention of nursing faculty. Additional study is needed to understand factors that can be generalized to the nursing faculty population.

This study used Herzberg's Motivation Hygiene theory to test the hypothetical model that demographic, motivation, and hygiene factors predict nursing faculty job satisfaction and intent to stay in nursing faculty positions. Examination of motivation and hygiene factors related to nursing faculty perception of their current positions will provide insight that will assist with recruitment and retention efforts to address the nursing faculty shortage.

Conclusion

The purpose of this study was to gain a better understanding of motivation and hygiene factors that impact nursing faculty job satisfaction and intent to stay. Exploration of these factors may reveal data that will allow college and university administration to better understand the

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needs of nursing faculty in order to create a work environment in which faculty can be successful in their academic role. Greater insight may lead to improved hiring and orientation practices unique to nursing faculty.

Quantitative studies that explore factors impacting nursing faculty job satisfaction are limited. Evidence related to job satisfaction will allow nursing program administration to address reasons nursing faculty leave academic positions (Fang & Bednash, 2014). Proper identification of factors that positively or negatively impact job satisfaction will provide opportunities to develop appropriate measures to improve faculty attrition rates

CHAPTER III

METHODOLOGY

It is well documented that the US is experiencing a current and projected shortage of nurses to care for its population. In order to address this shortage, academic institutions are challenged to increase the number of students in nursing programs. Without enough numbers of qualified nursing faculty, institutions are unable to increase nursing enrollment. Lack of nurse educators significantly impacts the ability to increase the number nursing student graduates to improve the nursing workforce outlook. This study examined factors that influence nursing faculty job satisfaction and intent to stay in their positions. Understanding these factors may allow nursing programs to develop evidence-based strategies to promote retention and increase recruitment of qualified nursing faculty.

Purpose

The purpose of this study was to examine demographic, motivation, and hygiene factors that influence nursing faculty job satisfaction and their relationship to intent to stay in academic positions. Identifying factors that contribute to nursing faculty job satisfaction will provide information that will improve academic work environments. Improved work environments will retain and attract nursing faculty which can significantly affect the institution's ability to admit more students in nursing programs and ultimately educate more BSN prepared nurses to enter the workforce.

Research Questions

The following research questions were explored in this study:

1. How do age, academic longevity, employment status, geographic location, academic appointment, academic rank, educational degree, and gender, predict nursing faculty job satisfaction and intent to stay in their academic position?

2. What motivational factors contribute to nursing faculty job satisfaction and intent to stay?

3. What hygienic factors impact nursing faculty job satisfaction and intent to stay?

4. How does job satisfaction affect nursing faculty intent to stay in academic positions?

Methodology

The goal of this study was to develop a better understanding of demographic, motivation, and hygiene factors that impact nursing faculty's job satisfaction and how they influence intent to stay. While there has been considerable qualitative research describing faculty perception of factors that affect job satisfaction and intent to stay in their positions, few quantitative studies examine the relationship of multiple identified factors and their relationship to intent to stay. To address this gap, this study utilized a quantitative research design to examine the relationship of factors affecting job satisfaction and intent to stay of faculty in baccalaureate and graduate nursing programs.

Research Design

Using a descriptive cross-sectional quantitative research design, an online survey was distributed to nursing faculty across the U.S. to collect data regarding motivation and hygiene factors that impact job satisfaction and intent to stay. Demographic data was assessed to determine categorical influence on the dependent variables of job satisfaction and intent to stay. Utilizing Herzberg's framework, items were categorized as hygiene and motivation factors. These independent variables were correlated to determine relationships with job satisfaction and intent to stay.

Assumptions

1. Participants completed the survey voluntarily.

2. Participants responded to the survey to the best of their ability, providing honest responses.

3. Participants complete the survey one time.

4. The survey instrument accurately measured data related to the research questions in achieving the purpose of the study.

Participants

The target population for this study was a convenience sample of part-time and full-time nursing faculty in baccalaureate and graduate nursing programs in the U.S. that are accredited by the Commission on Collegiate Nursing Education (CCNE). Limiting participants to those in baccalaureate and graduate nursing programs accredited by CCNE, was an attempt to provide consistency in educational practices and standards. To represent the nursing faculty population, all clinical, tenure-seeking, and tenured appointments at all academic ranks were invited to participate.

The survey instrument was accessed by 345 participants. Eighteen of the 345 participants opened the survey but did not enter any data, and therefore, were excluded from the study. An additional 28 participants completed items in the survey but did not complete items related to job satisfaction and intent to stay, therefore, the data was unable to be correlated and they were excluded from the study. The final number of study participants used in data analysis was 299. Participants' responses regarding the state in which they practiced as a nursing faculty member were categorized into geographic regions (National Geographic). The highest response rates were from the west (26.2%) and Midwest (25.8%) regions. The regional response rate is shown in Table 1.

Table 1. Response Rate by Geographic Region.

Region	States	n	$\%$
West	WA, OR, ID, MT, WY, CO, UT, NV, CA, AK, HI	72	26.2
Midwest	ND, SD, NE, KS, MN, IA, MO, WI, IL, MI, IN, OH	71	25.8
Southwest	AZ, NM, TX, OK	16	5.8
Southeast	AR, LA, MS, AL, GA, Fl, SC, NC, TN, KY, WV, VA, DC	63	22.9
Northeast	ME VT, NH, MD, NY, RI CT, NJ, PA, DE, MA	53	19.3

To describe the sample population, descriptive statistics were calculated. Demographic and background characteristics along with sample number and percent are identified in Table 2. A large majority of participants identified as women. Approximately 50 percent of participants had earned PhDs. Additionally, over 90 percent were employed as full-time nursing faculty members. Most participants worked in non-tenured positions, while over two-thirds of the participants held academic ranks higher than instructor.

Table 2. Demographic and Background Characteristics of the Sample (N=299).

	n	$\%$
Employment Status		
Full time	266	93.3
Part time	19	6.7
Academic Appointment		
Tenured	101	34.1
Tenure Seeking	56	18.9
Non-Tenured	139	47.0
Academic Rank		
Instructor	41	13.9
Assistant Professor	88	29.7
Associate Professor	69	23.3
Professor	80	27.0
Other	18	6.1
Educational degree		
Bachelor of Science	4	1.4
Master's degree	78	26.5
Doctor of Nursing Practice	66	22.4
PhD	146	49.7
Gender		

Woman		279	93.9
Man		15	5.1
Self-Identify		3	1.0

Age and years of academic employment were collected as a continuous variable. The mean participant age was 55.78, while average years of academic employment was 14.87 (Table 3).

Table 3. Age and Academic Longevity.

Variable	N	Min	Max	Mean	SD
Age	289	26	76	55.78	9.71
Years of Employment	292	.25	50	14.87	10.80

Instruments

The survey used for this study included items from the following established instruments: (1) New Faculty Success Scale, (2) Newcomer Socialization Questionnaire, (3) Utrecht Work Engagement Survey, (4) Dimensions of Part-Time Faculty Job Satisfaction, and (5) Measure of Intent to Stay. Modifications of some instrument items were made to address the population described in this study. Terms were changed to apply to nursing programs in academic institutions. These modifications are described in detail in subsequent discussion of survey instruments.

Motivation and hygiene factors were categorized and measured as independent variables utilizing items from the New Faculty Success Scale (NFS), Newcomer Socialization Questionnaire (NSQ), and Utrecht Work Engagement (UWES). The Dimensions of Part-Time Faculty Job Satisfaction (DFJS) and Measure of Intent to Stay (MIS) tools was used to measure the dependent variables of job satisfaction and intent to stay, respectively. Independent hygiene variables (collegiality, socialization, expectations, professional balance, personal balance, compensation) were correlated with the dependent variables (job satisfaction and intent to stay)

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to determine if a relationship exists. Additionally, the independent motivation variables (vigor, dedication, absorption, recognition, autonomy) were also correlated with the dependent variables (job satisfaction and intent to stay) to determine potential relationships.

The survey included characteristics of the study population relative to academic positions in bachelor's and graduate nursing programs. Demographic information assessed in the survey included age, academic longevity, employment status, geographic location, tenure status, academic rank, educational degree, and gender. The study framework is represented in Figure 1.
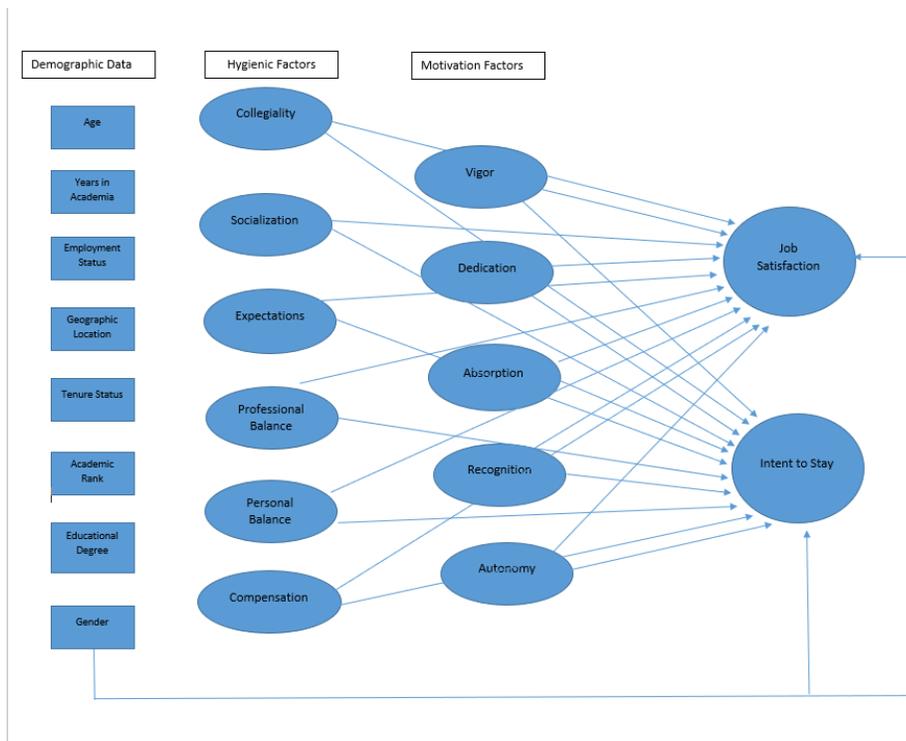
Figure 1. Study Framework.

New Faculty Success Scale

Stupnisky et al. (2014) developed a survey that assesses predictors of new faculty success based on five constructs that emerged through qualitative study. The five constructs include (1) expectations, (2) collegiality, (3) professional balance, (4) personal balance, and (5) location (Appendix A). The NFS measures each construct on a five-point Likert scale (1 = strongly

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disagree, 5 = strongly agree). The survey contains four items for the construct of expectation, five items for collegiality, five items for professional balance, five items for personal balance, and five items for location.

Construct validity was determined through exploratory factor analysis with an established reliability of .73-.91. Correlations at the $p<.05$ level were found between the construct items on the survey and the new faculty success indicators (Stupnisky, et al., 2014). All items from this instrument were included in the study except for the five items related to location. As the majority of nursing faculty are recruited locally from practice, the location construct was not included in the study. Additionally, literature review did not indicate location as a factor impacting nursing faculty job satisfaction. Categorical reliability was retested with findings consistent with Stupnisky, et al. (2014) (Table 4).

Table 4. Retested Reliability for Categories in New Faculty Success Scale.

Category	Reliability	Correlation
Expectations	.70	p<.05
Collegiality	.82	p<.05
Professional Balance	.81	p<.05
Personal Balance	.86	p<.05

These categories from the NFS were identified in the survey as hygiene factors and were assessed in relation to perceived nursing faculty job satisfaction and intent to stay. Expectations, collegiality, professional and personal balance are constructs that address the variables of work environment, role expectations and work life balance.

Newcomer Socialization Questionnaire

The Newcomer Socialization Questionnaire (NSQ) was developed by Haueter et al. (2003). This instrument examines the socialization process as it relates to understanding and performing as an organizational member. Effective socialization can not only improve job satisfaction, but overall effectiveness of an employee (Haueter, et al., 2003).

The NSQ measures socialization utilizing a seven-point Likert scale in three primary areas: (1) organization, (2) group, and (3) task. The survey contains 12 items for the socialization construct of organization, 12 items for group, and 11 items for task. Cronbach's alpha establishes internal consistency reliability at the .88, .92 and .89 levels, respectively. Correlation at the $p<.05$ level was established for all three constructs (Haueter, et al., 2003).

The NSQ was adapted to apply items to the academic setting (Appendix B). Adaptations include replacing terms such as "institution" vs "organization", "department vs group", "department administrator" vs "supervisor", and "service" vs "product/service". Examples included at the end of items within the tool deemed not pertinent to academic institutions were removed.

Items from the NSQ instrument were omitted to focus on the institutional, departmental and task socialization items that were consistent with factors discussed in literature review. The 12 items assessing institutional socialization were decreased to 5 items, 12 items assessing departmental socialization decreased to 6 items, and 11 task socialization items decreased to 7 items (Table 5). Elimination of these items decrease the overall length of the study survey while maintaining reliability in assessing nursing faculty socialization.

Table 5. Newcomer Socialization Questionnaire Items in Survey.

Socialization Category	Number of Items	Item
Institutional	5	I know the structure of the institution I understand this institution's objectives and goals. I understand how various departments contribute to this institution's goals.

Socialization Category	Number of Items	Item
		I understand how my job contributes to the larger institution. I know this institutions' overall policies and/or rules.
Departmental	6	I know my department's objectives. I understand the relationship between my department and other departments.

		I understand the expertise (e.g., skill, knowledge) each member brings to my particular department.
		I understand what the Department Administration expects from the department.
		I know my role within the department.
		I know the policies, rules, and procedures of my department
Task	7	I understand how to perform the task that make up my job.
		I understand how to operate the tools I use in my job
		I know how to acquire resources needed to perform my job
		I know who to ask for support when my job requires it.
		I know how to meet my students' needs
		I know when to inform my supervisor about my work
		I know what constitutes acceptable job performance

Reliability was retested using items listed in Table 5 socialization categories. Findings were consistent with reliability established by Haueter, et al. (2003) (Table 6).

Table 6. Retested Reliability for Categories in Newcomer Socialization Questionnaire Items.

Category	Reliability	Correlation
Institutional Socialization	.92	$p < .05$
Departmental Socialization	.87	$p < .05$
Task Socialization	.88	$p < .05$

The adapted NSQ will provide information on nursing faculty perception of socialization to the academic role. The NSQ can identify areas in which hygiene factors may impact job satisfaction related to improper socialization to the academic role. Nurse educators' perceptions and experiences within their academic role will provide insight into ways to support and facilitate nursing faculty job satisfaction.

Utrecht Work Engagement Scale

The Utrecht Work Engagement Scale (UWES) was used to study positive organizational behavior, assessing the constructs of vigor, dedication, and absorption. Schaufeli et al. (2006) shortened the 17-item scale to a nine-item scale (UWES-9) through confirmatory factor analysis conducted in 10 different countries. Internal consistency reliability of the nine-item scale was

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established with a Cronbach's alpha of .92 across all national samples. Correlation at the p<.05 level was established between the original 17 item UWES and the revised UWES-9 in all three constructs related to work engagement.

Utilization of the UWES-9 survey in the study provided insight into nursing faculty's perceptions of the constructs of vigor, dedication, and absorption related to role engagement (Appendix C). This survey measures 17 items utilizing a Likert scale in relation to how they feel at work (0 = never, 6 = always). Six items measure the construct of vigor, with five items measuring dedication, and six items measuring absorption. All items in this tool were used in the study survey. Categorical reliability was retested with findings consistent by Schaufeli et al. (2006) (Table 7).

Table 7. Retested Reliability for Categories in Utrecht Work Engagement Scale.

Category	Reliability	Correlation
Vigor	.83	p<.05
Dedication	.85	p<.05
Absorption	.74	p<.05

Vigor, dedication, and absorption are constructs that can be considered intrinsically motivating and were categorized as motivation factors (Sachau, 2007). The researcher correlated these independent variables to establish an association with nursing faculty's perceptions of job satisfaction and intent to stay.

Dimensions of Part-time Faculty Job Satisfaction Survey

Hoyt et. al (2007) developed the Dimensions of Part-Time Faculty Job Satisfaction (DFJS) instrument to assess job satisfaction of part-time faculty in higher education. These researchers used Herzberg's Motivation Hygiene Theory to develop constructs into hygiene and motivation categories (Hoyt, et al, 2007). According to Herzberg (1966), hygiene factors

extrinsically impact job satisfaction while motivation factors lead to job satisfaction through internal motivation.

Overall job satisfaction is the first construct measured by the Dimensions of Part-Time Faculty Job Satisfaction Survey. The survey also assesses the constructs of recognition and autonomy which are categorized as motivation factors, while hygiene constructs include work preference, classroom facilities, faculty support, honorarium, quality of students, and teaching schedule. These constructs are measured on a six-point Likert scale with 1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, and 6=strongly agree

The construct of overall job satisfaction was independently assessed for reliability. Factor analysis was not completed on this construct since the other constructs would contribute to overall job satisfaction ratings. Each additional construct was tested for reliability (Hoyt, et al., 2007) (Table 8).

Table 8. Reliability for constructs in Dimensions of Part-Time Faculty Job Satisfaction.

Construct	Survey Items	Cronbach's Alpha
Overall Job Satisfaction	1-4	.85
Recognition	5-8	.87
Work Preference	9-12	.69
Autonomy	13-16	.82
Classroom Facilities	17-20	.85
Faculty Support	21-24	.86
Honorarium	25-28	.94
Quality of Students	29-32	.87
Teaching Schedule	33-36	.87

Adaptations to the DFS were made to utilize the instrument to assess perceptions of full-time nursing faculty members, therefore, the term part-time was omitted from the study survey. Items were adapted with term replacements, to include "teaching" vs "job and/or work", "honorarium" vs "compensation", and "work preference" vs "professional balance" (Appendix D). The construct of classroom facilities and quality of students was excluded from the adapted survey due to little or no reference to this being a factor impacting job satisfaction of nursing

faculty in the literature review. One item from the construct of work engagement (30. I have been very satisfied with my work schedule), was added to the adapted construct of professional balance. Additionally, two items in work engagement, "The times that I work, work well with my personal or other family commitments" (number 31), and "I have to work at times that are inconvenient for me" (number 32) were categorized as personal balance for the purpose of this study. Table 9 reflects reliability of adapted items used in the study survey.

Table 9. Retested Reliability for Adapted Categories in Dimensions of
Part-time Faculty Job Satisfaction.

Construct	Cronbach's Alpha
Overall Job Satisfaction	.87
Recognition	.88
Construct	Cronbach's Alpha
Professional Balance	.76
Autonomy	.85
Faculty Support	.87
Compensation	.93
Personal Balance	.61

Using the DFS, the researcher assessed the influence of hygiene and motivation factors on job satisfaction. These correlations may provide evidence to establish best practice in developing guidelines and practices for the nursing faculty role, leading to retention and recruitment.

Measure of Intent to Stay

Price and Mueller (1986) developed a four-question Intent to Stay scale which measures an employee's intention to remain employed at an institution (Appendix E). Scores on the four survey items are measure on a five-point Likert scale with 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4= Agree, and 5=Strongly Agree.

The authors of this survey have not published information on reliability for this tool however, other studies utilizing this survey have published strong reliability. Studies completed

by Kim, Price, Mueller, and Watson (1996) and Price and Kim (1993) published Cronbach's alpha of .85 and .90, respectively. Additionally, a dissertation completed by Markowitz (2012), documented a Cronbach's alpha of .92. These studies support the tool's reliability. To ensure consistency in reliability using the Intent to Stay tool, Cronbach's alpha for the Intent to Stay scale in this study was .86.

The Intent to Stay tool was adapted to be used in this study. Adaptation included changing "work institution" to "university" to be more applicable to the target participants.

Survey Constructs

Independent variables categorized as hygiene constructs in the study survey were assessed by items in the New Faculty Success Scale (NFS), Dimensions of Part Time Faculty Satisfaction Survey (DFS), and Newcomer Socialization Questionnaire (NSQ). The study survey addressed hygienic factors with items from the established tools as indicated in Table 10.

Table 10. Survey Items for Hygiene Constructs.

Hygiene Constructs	Tool	Items
Collegiality	NFS	Collegiality 1-5
	DFS	17-20
Socialization	NSQ	Institutional 3, 5, 6, 7, 9
		Department 2, 3, 4, 6, 8, 10
		Task 2, 4, 5, 6, 8, 9, 10
Expectations	NFS	Expectations 1-4
Professional Balance	NFS	Professional Balance 1-5
	DFS	9-12, 30
Personal Balance	NFS	Personal Balance 1-5
	DFS	31, 32
Compensation	DFS	21-24

Motivation constructs were identified utilizing items from the Dimensions of Part Time Faculty Job Satisfaction Survey (DFS) and the Utrecht Work Engagement Scale (UWES). Table 11 identifies items used to measure the independent variables assessing motivation constructs.

Table 11. Survey Items for Motivation Constructs.

Motivational Constructs	Tool	Items
Vigor	UWES	1, 4, 8, 12, 15, 17
Dedication	UWES	2, 5, 7, 10, 13
Absorption	UWES	3, 6, 9, 11, 14, 16
Recognition	DFS	5-8
Autonomy	DFS	13-16

This study examined the relationship between the independent variables and the dependent variables of job satisfaction and intent to stay. Job satisfaction was measured by items one through four from the Dimensions of Part Time Faculty Job Satisfaction Survey (DFS), while intent to stay was measure by all four items on the Intent to Stay Scale (ISS).

After survey items were categorized into independent and dependent variables, each construct was tested for reliability and validity. The Cronbach's alpha of these variables ranged from .70 to .93, indicating acceptable reliability (Table 12). Two items from the Dimensions for Part Time Faculty Job Satisfaction Survey (DFS) were included in the survey and categorized as personal balance. To determine reliability of the two items on the DFS, a Pearson's correlation was conducted with findings of .451 p.000 which is significant at 0.01 level

Table 12. Reliability and Validity of Instrument Variables.

Variables	M	SD	Range	Cronbach's α
Independent Variables				
Overall Job Satisfaction	4.13	1.09	1-6	.87
Intent to Stay	3.69	.97	1-5	.85
Dependent Variables				
Institutional Socialization	4.38	.67	1-5	.91
Departmental Socialization	4.54	.59	1-5	.87
Task Socialization	4.53	.56	1-5	.88
Collegiality	3.44	.98	1-5	.82
Professional Balance	3.38	.89	1-5	.81
Personal Balance	3.03	.89	1-5	.86
Work Engagement Overall	5.39	.81	1-6	.91
Work Engagement: Vigor	5.29	.93	1-6	.82
Work Engagement: Dedication	5.77	.92	1-6	.85
Work Engagement: Absorption	5.18	.89	1-6	.74
Recognition	4.35	1.19	1-6	.88

Professional Balance	4.56	.83	1-6	.76
Autonomy	4.44	1.07	1-6	.85
Faculty Support	4.35	1.21	1-6	.87
Compensation	2.93	1.48	1-6	.93
Personal Balance*	3.72	1.10	1-6	

* Pearson correlation .451 p .000 Significant correlation at the 0.0 level

Establishing reliability and categorizing independent variables into hygiene and motivation constructs provided a framework to analyze a relationship between these constructs and the study's dependent variables. This framework allows the researcher to closely examine each construct's ability to predict job satisfaction and intent to stay.

Data Collection

Upon approval of the study proposal and university Institutional Review Board (IRB) approval, a list of over 600 accredited nursing programs was obtained from the CCNE website. The names of Deans and Directors from graduate and baccalaureate nursing programs was publicly posted and obtained to electronically distribute the study survey. An email invitation including a link to an online Qualtrics survey was sent to each of these Deans or Directors with a request to forward the survey to their respective faculty. The survey was anonymous, and participation was voluntary. An introduction at the beginning of the survey provided participants with a description of the survey and IRB approval information. Participants were informed that proceeding to the survey implied consent.

Study participants were invited to complete the online survey utilizing Qualtrics, an online survey tool used by the North Dakota University System (NDUS). This survey tool is password protected and provides the ability to electronically store data within NDUS. It provides secure data storage and participant anonymity. After data collection was completed, data was coded and downloaded to an excel file and analyzed using the Statistical Package for the Social Sciences (SPSS). Data files are stored on a password protected computer in a locked office.

To optimize response rate, the link to the survey was active for two weeks following deployment. Reminders for survey completion were sent one week after the survey was deployed and again 24 hours prior to closure.

Data Analysis

Using a descriptive cross-sectional quantitative research design, an online survey was distributed to nursing faculty across the US to collect data to assess motivation and hygiene factors that contribute to job satisfaction and intent to stay. Individual constructs were assessed and correlated with demographic data, job satisfaction, and intent to stay in current academic position.

The researcher manually reviewed the data submitted by 345 participants. Study exclusions included 18 participants who opened the survey with no responses, and 28 participants who started the survey and had more than 20% missing data. Additionally, these 28 participants were missing data in both dependent variables (job satisfaction and intent to stay). Therefore, 46 participants were excluded from the study resulting in N of 299.

Research Questions and Data Analysis

The first research question examined the demographic factors of age, years of employment, employment status, geographic location, tenure status, academic rank, educational degree, and gender and their prediction of job satisfaction and intent to stay. Descriptive statistics were calculated to identify the frequencies, range, means, and standard deviations. Each independent variable was examined to by assessing the means and standard deviations for the dependent variables of job satisfaction and intent to stay.

The second and third research questions examined independent variables categorized as motivation and hygiene factors, respectively, and their prediction on job satisfaction and intent to stay. Motivation factors were identified as vigor, absorption, dedication, recognition, and

autonomy, while collegiality, socialization, expectations, professional balance, personal balance, and compensation were categorized as hygiene factors. Multiple regression analysis was conducted to determine if a relationship exists between motivation and hygiene factors and job satisfaction and intent to stay.

The final research question explored the relationship between nursing faculty job satisfaction and intent to stay. Pearson's correlation was conducted to determine the relationship between the two independent variables. (Table 13)

Table 13. Research Question and Data Analysis.

Research Question	Independent Variable	Dependent Variable	Data Analysis
1. How do age, academic longevity, employment status, geographic location, academic appointment, academic rank, educational degree, and gender, predict nursing faculty job satisfaction and intent to stay in their academic position?	Age, years of academic employment, employment status, geographic location, tenure status, academic rank, educational degree, gender,	Faculty job satisfaction, Intent to stay	Descriptive statistics (frequencies, range, means, standard deviation), Bivariate correlation
2. What motivational factors contribute to nursing faculty job satisfaction and intent to stay?	Vigor, Dedication, Absorption, Recognition, Autonomy	Faculty job satisfaction, Intent to stay	Multiple regression analysis
3. What hygienic factors impact nursing faculty job satisfaction and intent to stay?	Collegiality, Socialization, Expectations, Professional Balance, Personal Balance, Compensation	Faculty job satisfaction, Intent to stay	Multiple regression analysis
4. How does job satisfaction affect nursing faculty intent to stay in academic positions?	Job satisfaction	Intent to Stay	Pearson's product-moment correlation

CHAPTER IV

RESULTS

Understanding factors that impact job satisfaction and intent to stay may positively influence strategies which lead to increased numbers of qualified nursing faculty and expanding the nursing faculty workforce will provide the opportunity to increase student enrollment in nursing programs to address the national nursing shortage. This study examined demographic data, motivation, and hygiene factors that predict nursing faculty job satisfaction and intent to stay.

This chapter includes findings from the data analysis that address the four study research questions. Analysis included descriptive statistics calculation to determine influence on job satisfaction and intent to stay. Additionally, bivariate correlations and multiple regression analysis were used to identify variables that predict job satisfaction and intent to stay. The data was analyzed with a type I error rate of $p < .05$.

Preliminary Analysis

Prior to conducting study analysis, data were assessed for univariate and multivariate normality. Preliminary data analysis found most constructs were within normal ranges for skewness and kurtosis, therefore normal distribution of data is assumed. Additionally, scatterplots of each variable demonstrated linearity. Outliers were present in four of the 299 participants. Upon further examination, analysis results did not change with or without outliers, therefore, all 299 participants were included in further data analysis.

Bivariate Pearson correlations were computed to assess the relationship among all independent variables and dependent variables. As shown in Table 14, each of the independent

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variables were significantly correlated with the dependent variables of job satisfaction and intent to stay.

Table 14. Pearson Correlations for All Independent Variables with Job Satisfaction and Intent to Stay.

Variables	Job Satisfaction	Intent to Stay
Job satisfaction	-	-
Intent to Stay	.68	-
Work Engagement: Vigor	.63	.50
Work Engagement: Dedication	.67	.55
Work Engagement: Absorption	.35	.33
Recognition	.79	.63
Autonomy	.59	.35
Institutional Socialization	.34	.24
Departmental Socialization	.44	.31
Task Socialization	.45	.34
Collegiality	.64	.51
Expectations	.46	.38
Professional Balance: General	.62	.48
Professional Balance: Teaching	.48	.31
Personal Balance	.56	.36
Faculty Support	.65	.50
Compensation	.44	.36

Note. All dependent variables were significant at $p < .001$ for both job satisfaction and intent to stay

Research Question 1: How do age, academic longevity, employment status, geographic location, academic appointment, academic rank, educational degree, and gender predict nursing faculty job satisfaction and intent to stay in their academic position?

The first research question explored demographic data and its ability to predict nursing faculty job satisfaction and intent to stay in academic positions. The means (M) and standard deviations (SD) for overall job satisfaction and intent to stay were calculated for categorical demographic variables. Mean comparisons of demographic variables found no significant difference in overall job satisfaction and intent to stay (Table 15). Findings suggest that employment status, geographic location, academic appointment, academic rank, educational level, and gender did not predict overall job satisfaction or intent to stay.

Table 15. Demographic Mean Comparisons.

Variable	N	Overall job satisfaction M	Overall job satisfaction SD	N	Intent to stay M	Intent to stay SD
Employment Status						
Full time	266	4.11	1.10	265	3.68	97
Part time	19	4.11	1.13	17	3.67	1.01
Region						
West	72	4.27	1.10	72	3.67	.92
Midwest	71	3.90	1.15	71	3.64	.95
Southwest	16	4.17	1.03	16	3.84	.86
Southeast	63	4.25	1.11	62	3.67	.99
Northeast	53	3.97	1.05	53	3.71	1.14
Academic Appointment						
Tenured	101	4.16	1.05	101	3.71	1.02
Tenure seeking	56	3.99	1.21	56	3.61	.99
Non-tenured	139	4.15	1.08	138	3.73	.93
Academic Rank						
Instructor	41	4.28	1.17	41	3.87	.87
Assistant Professor	88	3.83	1.13	88	3.48	.97
Associate Professor	69	4.18	1.00	69	3.76	1.00
Professor	80	4.30	1.04	79	3.74	1.02
Other	18	4.25	1.10	18	4.03	.67
Level of Education						
Bachelor of Science	4	4.31	.43	4	3.93	.72
Master's degree	78	4.15	1.09	78	3.75	.91
Doctor of Nursing Practice	66	4.00	1.17	66	3.63	.97
PhD	146	4.16	1.08	145	3.70	1.01
Gender						
Woman	279	4.14	1.09	278	3.69	.98
Man	15	4.12	.99	15	3.90	.61
Self-Identify	3	2.33	1.04	3	2.67	1.15

A Pearson product-moment correlation coefficient was computed to assess the relationship between participant age and years of employment with job satisfaction and intent to stay with a type I error rate of $p<.05$. The mean age of the 299 participants included in data analysis was 55.78 years. Pearson's r data analysis revealed no correlation ($r=.03$) of age to job satisfaction or intent to stay ($r=.07$). Further analysis to assess the relationship between participant average years of employment (14.87) and job satisfaction and intent to stay was completed. Pearson's r data analysis again revealed no correlation ($r =.05$) with job satisfaction or intent to stay ($r=.01$). Overall, there was no evidence of a correlation between age or years of

employment with nursing faculty job satisfaction or intent to stay, therefore age and years of employment do not predict job satisfaction or intent to stay in academic positions.

Research Question 2: What motivation factors contribute to nursing faculty job satisfaction and intent to stay?
Research Question 3: What hygiene factors impact nursing faculty job satisfaction and intent to stay?

The second and third research questions in this study examine motivation and hygiene factors and their contribution to nursing faculty job satisfaction and intent to stay in their academic positions. To address both research questions, two multiple linear regression analyses, one predicting job satisfaction and a second predicting intent to stay, were conducted using the five motivation factors (vigor, dedication, absorption, recognition, autonomy) and the 10 hygiene factors (institutional socialization, departmental socialization, task socialization, collegiality, expectations, professional balance: general, professional balance: teaching, personal balance, faculty support, compensation) as predictors, and job satisfaction or intent to stay as the outcome (Table 16).

The first regression model was analyzed for overall job satisfaction, incorporating both motivation and hygiene variables. The researcher hypothesized that motivation and hygiene factors would influence nursing faculty job satisfaction. Supporting this prediction, the regression equation with job satisfaction was significant, $R^2_{adj} = .79$, $F(15,278) = 82.12$, p<.001. As shown in Table 16, the motivational factors of dedication and recognition, significantly predicted job satisfaction. Therefore, faculty who were more dedicated to their work and recognized for their contributions by their department and/or institution reported being more satisfied in their current position as a nursing faculty member.

Additional analysis found that five hygiene factors (collegiality, professional balance: general, professional balance: teaching, personal balance, compensation) significantly predicted nursing faculty job satisfaction. Nursing faculty who experienced higher levels of collegiality,

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professional and personal balance reported more satisfaction in their faculty role. Compensation also significantly predicted job satisfaction. Nursing faculty who were more satisfied with their financial compensation of their work reported more job satisfaction.

Additionally, the second regression model was computed for intent to stay. The researcher further hypothesized that motivation and hygiene factors also predicted nursing faculty intent to stay in academic positions. The second regression model was significant ($R^2_{adj}=.48$, $F(15,278) = 19.02$, p<.001) and supported this prediction. Based on these results, the motivation factor of recognition positively predicted intent to stay. Thus, nursing faculty who were more recognized for their work by their department and/or administration were more likely to stay in their academic positions. Inversely, autonomy negatively predicted intent to stay. These findings imply that faculty experiencing more autonomy in their work were less likely to stay in their current academic position.

Table 16. Multiple Regression Results Predicting Job satisfaction and Intent to Stay.

Variables	Job Satisfaction				Intent to Stay			
	B	$SE\ B$	β	Partial R^2	B	$SE\ B$	β	Partial R^2
Motivation								
Work Engagement:								
Vigor	.03	.06	.03	< .01	-.01	.09	-.01	< .01
Dedication	.14	.07	.12*	.02	.16	.09	.15	.01
Absorption	.02	.05	.02	< .01	.07	.07	.06	< .01
Recognition Motivation	.34	.04	.37***	.17	.28	.06	.35***	.07
Autonomy	.06	.04	.06	.01	-.13	.05	-.14*	.02
Hygiene								
Institutional Socialization	.03	.06	.02	< .01	.01	.08	.01	< .01
Departmental Socialization	.07	.08	.04	< .01	-.09	.12	-.06	< .01
Task Socialization	.08	.08	.04	< .01	.11	.11	.06	< .01
Collegiality	.16	.05	.14***	.04	.15	.07	.06*	.02
Expectations	-.09	.05	-.07	.01	.08	.07	.07	< .01
Professional Balance								
General	.12	.05	.10*	.02	.01	.06	.01	< .01

Professional Balance:								
Teaching	.28	.05	.21***	.12	.22	.06	.19***	.04
Personal Balance	.12	.05	.10**	.02	.02	.06	.02	< .01
Faculty Support	-.04	.04	-.04	< .01	-.03	.06	-.03	< .01
Compensation	.09	.02	.12***	.05	.08	.03	.12*	.02
R^2	0.80				0.51			
R^2_{adj}	0.79				0.48			
F	72.72***				19.02***			

Note. $^*p < .05$; $^{**}p < .01$; $^{***}p < .001$.

Research Question 4: How does job satisfaction affect nursing faculty intent to stay in academic positions?

The fourth research question examined the relationship between job satisfaction and nursing faculty intent to stay. To assess the relationship between nursing faculty job satisfaction and intent to stay, a Pearson product-moment correlation coefficient was computed. Pearson's r data analysis revealed a strong positive correlation (r=.39, p<.01) between these two independent variables. Based on these results, nursing faculty who were more satisfied in their current jobs had a higher intent to stay in their academic positions.

Upon further exploration, job satisfaction was added to the linear regression model predicting intent to stay to determine its impact on the relationship between the predictor variables and intent to stay (Table 17). Supporting the prediction that job satisfaction predicts intent to stay, the regression equation was significant ($R^2_{adj} = 0.53$, $F (16, 277) = 19.77$, $p < .001$).

Additional analysis supports previous results regarding motivation factors. Results indicate that recognition significantly predicted job satisfaction, indicating faculty who were recognized for their work contribution were more likely to stay in their faculty positions. Similarly, autonomy was also found to negatively predict intent to stay. These findings continue to suggest that nursing faculty who experience more autonomy in their role were less likely to stay in their academic appointments.

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Adding job satisfaction to this model changed the significance of three hygiene variables. Further analysis found that none of the hygiene factors were found to predict intent to stay in this regression model. Collegiality, professional balance (teaching), and compensation had previously been found significant in prediction of intent to stay in the linear regression model.

Table 17. Exploratory Multiple Regression Results Predicting Job Satisfaction with Intent to Stay.

| Variables | Intent to Stay | | | |
	B	$SE\ B$	β	Partial R^2
Job Satisfaction	.32	.08	.36***	.05
Motivation Factors				
Work Engagement:				
Vigor	-0.02	0.09	-0.16	< .01
Dedication	0.11	0.09	0.11	< .01
Absorption	0.06	0.07	0.06	< .01
Recognition	0.17	0.07	.22**	0.03
Autonomy	-0.15	0.05	-.16*	0.03
Hygiene Factors				
Institutional Socialization	0.00	0.08	0.02	< .01
Department Socialization	-0.11	0.11	-0.07	< .01
Task Socialization	0.08	0.11	0.05	< .01
Collegiality	0.10	0.07	.11	< .01
Expectations	0.11	0.07	0.09	< .01
Professional Balance:				
General	-0.03	0.06	-0.03	< .01
Teaching	0.13	0.07	.11	0.01
Personal Balance	-0.02	0.06	-0.02	< .01
Faculty Support	-0.01	0.06	-0.02	< .01
Compensation	0.05	0.03	.08	0.01
R^2	0.73			
R^2_{adj}	0.51			
F	19.77***			

Note. $^*p < .05$; $^{**}p < .01$; $^{***}p < .001$.

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Summary

This study examined four research questions that explored factors that impact nursing faculty job satisfaction and intent to stay in academic positions. Demographic descriptive statistics, bivariate correlation, and multiple linear regression were used to analyze survey data to determine relationships between motivation and hygiene variables and nursing faculty job satisfaction and intent to stay.

When comparing demographic means, no significant differences were found. Employment status, geographic location, academic appointment, academic rank, educational level, gender, age, and years of academic employment did not predict overall job satisfaction or intent to stay in nursing faculty positions.

Data analysis also identified motivation and hygiene factors that significantly predicted nursing faculty job satisfaction. Through multiple linear regression analysis, the motivation factors of dedication and recognition were significantly and positively correlated with job satisfaction, along with the hygiene factors of collegiality, professional balance (general, teaching), personal balance, and compensation. Nursing faculty who indicated higher ratings in these variables also reported higher levels of job satisfaction.

Additional multiple linear regression analysis identified a significant correlation between the motivation factors of recognition and autonomy and intent to stay. A strong positive correlation was found between recognition and intent to stay, indicating that high levels of work recognition leads to a higher intent to stay in academic positions. Interestingly, autonomy was negatively correlated with intent to stay. This finding suggests that as perceived faculty autonomy increases, intent to stay in academic positions decreases. Additionally, the hygiene factors of collegiality, professional balance regarding teaching responsibilities, and compensation demonstrated a significant and positive correlation with intent to stay. These

findings indicate that as nursing faculty members report higher ratings in these hygiene factors, they were more likely to stay in their current academic position.

Lastly, a bivariate correlation analysis between job satisfaction and intent to stay-found a strong positive correlation between these two dependent variables. Findings support the hypothesis that nursing faculty who experience higher levels of job satisfaction are more likely to stay in their academic positions.

Further exploration of these research findings will be discussed in the following chapter. Understanding the implications of how these variables impact job satisfaction and intent to stay may provide insight in ways to improve the nursing education environment which may lead to improved job satisfaction and stronger retention and recruitment efforts of nursing faculty. In turn, the nursing faculty workforce would increase and allow programs to expand student enrollment to address the nursing workforce shortage.

CHAPTER V

SUMMARY, DISCUSSION, and RECOMMENDATIONS

The purpose of this descriptive cross-sectional quantitative research study was to develop a better understanding of factors that influence nursing faculty job satisfaction and intent to stay in their academic positions. This chapter summarizes the study, discusses major findings based on the data presented in chapter 4 related to the literature on nursing faculty job satisfaction, and concludes with a discussion of the implications for practice, study limitations, and recommendations for further research.

Overview of the Problem

The nursing profession is experiencing a national workforce shortage that is expected to worsen as an aging population experiences more complicated healthcare (Buerhaus, et al., 2017). A projected job growth of 12 percent by the Bureau of Labor Statistics (2020) supports the need to continue to educate nurses to meet the complex health needs of current and future patients. Additionally, the recent COVID-19 pandemic has accentuated the need for nurses with strong clinical reasoning and decision-makings skills in order to care for complex patients with unknown disease processes. Increase numbers of hospitalized patients requiring complex care have further increased the demand for more nurses. As the effects of COVID become more clearly understood, the number of nurses needed to meet patient needs can significantly contribute to an already anticipated nursing shortage. Pre COVID-19 workforce shortage predictions are likely much higher than previously anticipated. Aiken et al. (2017) found that patients cared for by baccalaureate prepared nurses experienced improved healthcare outcomes,

which supports the need to educate more BSN nurses to address the workforce shortage and positively influence the care in rapidly changing health care settings.

Additionally, the current and predicted nursing workforce shortage is not limited to nurses involved in direct patient care; academic nursing programs are also experiencing shortages of qualified nursing faculty. Inability to recruit and retain qualified nursing faculty impacts the number of students nursing programs can admit and graduate, which negatively affects the workforce shortage (Proto & Dzurec, 2009).

Few quantitative research studies have been conducted to assess nursing faculty perceived job satisfaction and their intent to stay in academic programs. Exploring nursing faculty perceptions of satisfaction in their academic roles may provide insight into ways to effectively retain and recruit quality nursing faculty in numbers that will allow academic institutions to increase enrollment while maintaining relevant, quality education.

Purpose Statement

The purpose of this quantitative study was to assess demographic, motivation, and hygiene factors that predict nursing faculty job satisfaction and intent to stay in their current academic positions. In addition, this study assessed the relationship between nursing faculty job satisfaction and intent to stay.

Understanding these perceptions allows academic institutions to use evidence in creating an environment that is conducive to supporting nursing faculty in ways that may lead to job satisfaction which may result in effective retention and recruitment efforts.

Research Questions

The following four research questions guided this study to explore the factors that predict nursing faculty job satisfaction and intent to stay in their academic positions.

1. How do age, academic longevity, employment status, geographic location, academic appointment, academic rank, educational degree, and gender, predict nursing faculty job satisfaction and intent to stay in their academic position?

2. What motivational factors predict nursing faculty job satisfaction and intent to stay?

3. What hygienic factors impact nursing faculty job satisfaction and intent to stay?

4. How does job satisfaction affect nursing faculty intent to stay in academic positions?

Review of Methodology

This study used a descriptive cross-sectional quantitative research design to identify factors that predicted nursing faculty job satisfaction and intent to stay. The framework used to explore and categorize factors that may influence job satisfaction was Herzberg's Motivation Hygiene Theory. This model theorizes that factors that impact job satisfaction are in one of two categories, motivation, or hygiene. Motivation factors lead to self-directed work and high levels of job productivity which intrinsically contribute to job satisfaction. Conversely, hygiene factors are those that are extrinsically related to job context and may affect the ability to achieve intrinsic job satisfaction. This study identified vigor, dedication, absorption, recognition, and autonomy as motivation factors, while hygiene factors included collegiality, socialization expectations, professional balance, person balance and compensation. Additionally, nursing faculty perceptions of overall job satisfaction and intent to stay in their academic positions were queried.

A Qualtrics survey assessing demographic, motivation and hygiene factors, overall job satisfaction, and intent to stay, was sent to full-time and part-time nursing faculty in baccalaureate and graduate programs in CCNE accredited schools across the US. The study instrument was accessed by 345 participants with 46 participants excluded from the study due to incomplete submissions. The final sample size used to complete data analysis was 299.

Demographic data was calculated to include sample number and percentages. This categorical data was assessed to determine influence on the dependent variables of job satisfaction and intent to stay. The relationship between the independent variables categorized as motivation and hygiene factors and the dependent variables was analyzed using multiple regression analysis. Additionally, the relationship between the two dependent variables of job satisfaction and intent to stay were explored using Pearson's correlation.

Discussion of Findings

This study addressed four research questions to explore factors that contribute to nursing faculty job satisfaction and intent to stay in academic positions. The ability to categorize factors that may influence these constructs utilizing Herzberg's Motivation Hygiene framework can provide insight into nursing faculty perceptions. Understanding the intrinsic or extrinsic nature of each factor may influence the development of work environments and culture that may contribute to nursing faculty job satisfaction and intent to stay in their academic positions. As nursing faculty experience more job satisfaction in their academic positions, it is likely they will be more intent to stay. The following discussion addresses findings relative to each research question and the relationship to current evidence.

How do age, academic longevity, employment status, geographic location, academic appointment, academic rank, educational degree, and gender, predict nursing faculty job satisfaction and intent to stay in their academic position?

Demographic data was assessed to explore its ability to predict nursing faculty job satisfaction and intent to stay. Mean comparisons of the categorical demographic data revealed no significant difference in overall job satisfaction and intent to stay. Additionally, no correlation between nursing faculty age and years of employment with these dependent constructs was found to be significant. These findings suggest that employment status, geographic location,

academic appointment, academic rank, level of education, gender, age, and years of employment did not influence nursing faculty perceptions of job satisfaction or intent to stay in academic positions. These findings may be explained by examining the factors which were found to predict job satisfaction and intent to stay in this study. Nursing faculty indicated that the motivation factors of dedication and recognition positively predicted job satisfaction, as well as the hygiene factors of collegiality, professional balance, personal balance, and compensation. These same factors, except for dedication and personal balance, also predicted intent to stay. The predictive factors may be inherent within the nursing faculty role itself without the influence of demographic variables.

When exploring levels of educational preparation, these findings contradict the results of a quantitative study conducted by Carlson (2015) who reported participants indicated that time and financial investment in obtaining advanced degrees required in academic nursing faculty positions had a negative influence on pursuing further work as academicians. Furthermore, Carlson (2015) reported that increased expectations or requirements for further educational study contributed to participants leaving academic positions. In contrast, this study revealed no significant difference in mean scores assessing overall job satisfaction and intent to stay between participants who held a bachelor's, master's, Doctor of Nursing Practice, or PhD. This finding may suggest that the financial and time investment in seeking advanced educational degrees is not a deterrent to finding enjoyment in the nursing faculty role. It also appears there is no difference between educational degrees and intent to stay in academic positions.

Additionally, the lack of significant differences in job satisfaction and intent to stay noted between tenured, tenure seeking, and non-tenured nursing faculty differed from findings in other studies. Waltman et al. (2012) found that the uncertain job security reported by tenure seeking or nontenure positions was highly correlated with job dissatisfaction. Further supported by

Roughton (2013), study findings found that faculty without tenure reported a 64 percent higher risk of leaving their nursing faculty positions than their tenured counterparts. Lack of job security was a significant contributor to seeking employment elsewhere.

Comparing means for job satisfaction between tenured (4.16), tenure seeking (3.99), and non-tenured (4.15), little difference is noted suggesting job satisfaction is not influenced by academic rank. Similarly, the difference in means regarding participant's intent to stay was minimal suggesting academic rank does not predict intent to stay.

In summary, demographic mean comparisons in this study do not support a significant impact on job satisfaction and intent to stay in nursing faculty positions. The participants were geographically located throughout the US in a consistent manner (19 to 25 percent) except for the Southwest region which was less represented making up 5.7 percent of the study sample size. This difference may be explained by the method geographic regions are assigned by the National Geographic Society (2020). Regions are categorized by areas of land with common natural features, not population. Population in each region varies based on land features and use. Population density impacts the number of CCNE accredited nursing programs in each geographic region.

Upon location review of CCNE accredited programs, the lowest percentage (8 percent) is found in the southwest region which includes Arizona, New Mexico, Texas, and Oklahoma. Comparatively, the Midwest region contains approximately 31 percent of CCNE accredited nursing programs, followed by the northeastern region at 21.6 percent, southeastern region at 21 percent and west region at 13.6 percent (Commission on Collegiate Nursing Education, 2020). The lower percentage of CCNE accredited nursing programs in the southwest region may explain the lower participant response rate in this study.

Other factors that may impact regional study participation includes program director distribution of the study survey to faculty and faculty willingness to participate in the study. High administrative and nursing faculty workloads may also contribute to email fatigue and lack of time or motivation to voluntarily complete a research survey. Bittner and O'Connor (2012) found that the majority of nursing faculty reported having at least two or more positions with a high likelihood of overload in their academic assignments. High workload demands experienced by academic nursing administrators may contribute to failure to forward study participation requests. Increased workload requires prioritization of tasks and correspondence, therefore, participation requests from outside the program may be disregarded. If the participation request was forwarded to respective faculty, the same phenomena may occur. Nursing faculty workload prioritization efforts may result in a decline in survey participation.

When considering educational degrees and academic appointments, mean comparisons revealed no significant impact on job satisfaction or intent to stay. Limiting the study to CCNE accredited BSN and graduate nursing programs decreases the potential number of BSN prepared study participants since accreditation standards require all nursing faculty to have a graduate degree (CCNE, 2020). Therefore, even though a doctoral degree is preferred, a minimum of master's degree will suffice for appointment to academic positions. Since most study participants (88.4%) held the minimum educational degree required by CCNE for academic positions, the additional strain of securing advanced nursing degrees may not impact these faculty members.

Additionally, appointment status of nursing faculty did not appear to influence job satisfaction and intent to stay. According to Bittner and O'Conner (2012), annual contracts for non-tenured nursing faculty contributed to job satisfaction. The contradiction in findings may be explained by a worsening nursing faculty shortage which creates more job security for nursing faculty in year to year contracts.

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These findings may suggest that despite differences in academic degrees and academic appointment, nursing faculty experiences in academic work settings are similar. The motivation and hygiene factors that predict job satisfaction and intent to stay were not influenced by educational degrees or academic appointments.

What motivational factors predict nursing faculty job satisfaction and intent to stay?

To clearly identify constructs that impact nursing faculty job satisfaction and intent to stay, factors were categorized as motivation or hygiene factors utilizing Herzberg's Motivation Hygiene theory. Two linear regression models were computed to determine the influence of five motivation variables (vigor, dedication, absorption, recognition, autonomy) and their ability to predict job satisfaction and intent to stay. Through analysis, dedication and recognition significantly predicted job satisfaction. Based on these findings, it appears that participants experience higher levels of job satisfaction when they were dedicated to their job and recognized for their work contributions.

Further analysis indicated that the motivation variables of recognition and autonomy influenced the prediction of intent to stay. Recognition significantly predicted intent to stay, suggesting that nursing faculty who receive recognition for their work tend to stay in their academic positions. On the other hand, autonomy was found to negatively predict intent to stay. This finding suggests that nursing faculty experiencing high levels of autonomy were less likely to stay in their academic positions.

Recognition. Recognition appears to positively influence job satisfaction and intent to stay. These findings are consistent with Candela et al. (2015) who reported that nursing faculty perceptions of support by supervisors and administrators was positively correlated with higher job productivity, increased job satisfaction, and intent to stay in their academic positions. Similar findings were reported by Carver et al. (2011) who concluded that administrative support creates

a positive nursing faculty practice environment leading to reports of higher levels of job satisfaction. The results of this study are further supported by Candela et al. (2015) who found that recognition from nursing administration resulted in positive work values and leading to higher levels of work productivity. Nursing faculty experienced more job satisfaction as they increased their perceptions of expertise as a nurse educator.

The interpretation of the study results continues to be further supported by Carver et al. (2011) who found that higher perceptions of department fit resulted in higher levels of commitment and motivation within the nursing faculty role. Nursing faculty who experience recognition for their contributions in working towards the goals and mission of the academic department may experience more confidence as a nursing educator. As self-perceptions of expertise increase, it is likely that nursing faculty become more comfortable in their role and begin to experience growth as an educator. Positive reinforcement and increased perceptions of expertise may together increase satisfaction in the nurse academic faculty role. Faculty who are satisfied with their role in their academic departments are likely to stay in their current positions.

Dedication. Additionally, study findings suggested that nursing faculty dedication positively predicted job satisfaction. Interestingly, analysis of this motivation variable did not demonstrate a relationship with intent to stay. These findings are consistent with a qualitative study conducted by Schoening (2013) who reported that most study participants transitioned from clinical practice to academic careers because of their dedication to advancing the nursing profession through educating future nurses. Further supported by Carlson (2015), the intrinsic reward of educating students was found to be the most influential aspect contributing to nursing faculty job satisfaction. Another study conducted by Evans (2013) reported that over two-thirds of participants began their academic practice as nurse educators due to the positive influence of nursing faculty and role models on their professional practice. These faculty members were

interested in the future of the nursing profession and wanted to actively contribute to educating future nurses.

Autonomy. One of the noticeable differences in the results of this study, as compared to prior research, was that autonomy was found to have no relationship with job satisfaction and also seemed to negatively influence intent to stay in academic positions. This finding differed from Gormley (2003) who found that professional autonomy appeared to significantly influence job satisfaction, however, intent to stay in academic positions was not studied in the meta-analysis. Additional evidence to support or contradict these findings was not available with further literature review.

These findings are surprising and challenging to explain due to lack of supporting evidence. Since autonomy did not predict job satisfaction, it may be possible to consider that the lack of influence in job satisfaction did not predict intent to stay. As participants experience greater academic ability and confidence as nursing faculty members, higher levels of autonomy may be experienced. Increased perceptions of personal expertise as a nurse educator may provide more confidence to explore other academic positions.

Consideration of these study findings along with supporting literature suggests that nurses with a commitment to the nursing profession tend to seek positions as nursing faculty members. In support, Evans (2013) discovered that dedication to the nursing profession led nurse educators to academic careers. As the impetus for moving to academia, intrinsic dedication to contribute to the future of nursing as a profession continues to positively impact job satisfaction. The commitment to positively influence the profession by sharing their expertise through direct involvement in student education carries into their role as nurse educators.

Except for autonomy, the positive influence of the motivation factors of dedication and recognition on job satisfaction is consistent with previous studies. Creating an environment that

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supports faculty dedication and recognition will likely improve retention and recruitment efforts in improving the nursing faculty workforce.

What hygiene factors impact nursing faculty job satisfaction and intent to stay?

In addition to examining motivation factors, hygiene factors were also analyzed utilizing multiple linear regression. Ten hygiene factors were assessed to determine their prediction of job satisfaction and intent to stay. Through analysis, collegiality, professional balance (teaching and general), compensation, and personal balance were found to positively predict nursing faculty job satisfaction. Three variables (collegiality, professional balance (teaching), and compensation) had the most significant prediction on job satisfaction with a $p < .001$. Interestingly, these three variables were also found to predict intent to stay.

Based on these findings, nursing faculty who experienced higher levels of collegiality, professional balance (teaching and general), personal balance, and compensation reported more job satisfaction. Further analysis found that nursing faculty were more likely to stay in their academic positions if they experienced higher levels of collegiality with their peers, as well as professional balance within their teaching responsibilities. Additionally, nursing faculty who were satisfied with their financial compensation were more likely to stay employed in their current position.

Collegiality. Based on study results, nursing faculty who experienced positive relationships with their colleagues significantly reported higher levels of job satisfaction. These findings were supported by Anibas et al. (2009) who reported that due to lack of standardized orientation and mentorship programs in academia, novice nursing faculty sought out collegial relationships from more experienced faculty to assist them in their transition to the academic role. Participants of this qualitative study found these professional relationships were essential in learning about nursing faculty role expectations. These findings are consistent with Clark's work

(2013) that also found that mentorship and guidance from senior faculty and administration was reported as necessary for new nursing faculty to develop as an educator. A network of support created an environment in which faculty could be successful and satisfied in their job. These findings are also consistent with the literature that discusses the importance of administrative guidance and support positively influencing faculty success (Hessler & Ritchie, 2006; Gazza (2009); Candela et al., 2015). These studies concluded that collegial relationships with nursing administration resulted in more positive work values and productivity which contributed to nursing faculty job satisfaction.

Additionally, studies completed by Candela et al. (2015) and Carver et al. (2011) found a positive correlation between perceived administrative support and job satisfaction. Both studies reported that an atmosphere of supervisory support gave nursing faculty motivation to continue to grow in their academic role. Nursing faculty described higher levels of job satisfaction and greater organizational commitment when they experienced support and concern from their colleagues.

The results of this study agree with the literature regarding collegiality among nursing faculty and its influence on job satisfaction. As faculty members transition to academic roles, it is important to establish relationships with seasoned faculty who can help these novice educators navigate an unfamiliar work environment. Positive support from colleagues and academic administration is likely to create a positive work environment conducive to role development.

When applying Herzberg's Motivation Hygiene framework, collegiality is categorized as a hygiene factor, therefore, the type of working relationships may be a result of the work culture and atmosphere, which outside of the control of the novice educator. The nature of these relationships may influence nursing faculty perceptions of job satisfaction and intent to stay in their academic positions. Several studies report the impact of positive relationships in the work

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environment, however, Peters (2014) found that uncivil relationships or absence of supportive colleagues can lead to job dissatisfaction and cause novice educators to leave the academic environment and return to clinical practice.

Additionally, collegiality was found to positively predict intent to stay. In support of this finding, Peters (2014) reported that supportive environment in which nursing faculty support each other may significantly increase job satisfaction retaining these satisfied employees. Similarly, Carver et al. (2011) found through qualitative study that participants who found support from academic administration also were more committed to staying within their employing institution.

The development of positive professional relationships with colleagues creates an environment in which nursing faculty members can grow and develop. These collegial connections establish a foundation for professional practice which may lead to job satisfaction and greater intent to stay in academic positions within the employing institution.

Professional Balance (Teaching and General). Another hygiene variable, professional balance, was divided to more closely assess the factors that may affect perceived balance. The two areas assessed focused on teaching and general role responsibilities. Through data analysis using linear regression, professional balance involving teaching suggested stronger evidence of less error in applying this finding to the nursing faculty population with a $p < .001$ compared to general professional balance with a corresponding $p < .05$. Study findings indicate that nursing faculty who experienced higher levels of balance in their professional roles and teaching responsibilities reported higher levels of job satisfaction.

When assessing professional balance, overall nursing faculty workload responsibilities in the areas of teaching, service, and scholarship should be examined. According to Bittner and O'Connor (2012), workload was reported as the most significant factor that impacts nursing

faculty job satisfaction. Without a standardized process that guides workload allocation, work assignments are determined solely on financial resources and availability of adequately prepared nursing faculty within individual nursing programs and institutions of higher education (Ellis, 2013). Similarly, Gerolamo and Roemer (2011) proposed a standardized nursing faculty workload that demonstrates quantifiable measures that account for the unique needs of nursing education programs related to clinical and laboratory instruction.

Additionally, Candela et al. (2015) state that institutions of higher education have increased faculty work demands to meet budgetary goals due to increased financial challenges. Furthermore, increased nursing workloads are assigned to cover nursing faculty vacancies so that nursing programs can increase their admission of qualified students to increase revenue (Gerolamo, et al., 2014). In support, Moulton and Lang (2008) reported that full time nursing faculty in North Dakota reported working an average of 67.3 hours per week supporting the concern about increased workloads. As evidence continues discuss increased workloads which expand the work week, nursing faculty may experience an inability to manage the multiple demands of the job contributing to a lack of professional balance.

Study findings regarding professional balance are consistent with research conducted by Candela et al. (2015). They found that time built into nursing faculty workload for reflective teaching practices improved job performance which improved work satisfaction and retention. Further addressing the effects of balance on teaching, Carlson (2015) found that faculty who experience heavy teaching workloads reported increased levels of stress due to lack of flexibility and time for creative practices to improve teaching which strongly influencing a nursing faculty members intent to leave the organization. Further impacting workload, nursing faculty have additional work expectations to maintain expertise through continuing education and clinical practice (Bittner & O'Connor, 2012).

The implications of heavy teaching workloads may create an environment in which nursing faculty are unable to effectively manage role responsibilities. Lack of time to reflect and develop meaningful educational experiences for students likely creates nursing faculty stress that may result in job satisfaction and decreased desire to stay in their academic positions. In an effort to improve job satisfaction, efforts should be made to allocate workload that includes adequate time to incorporate effective teaching pedagogy within the classroom, laboratory and clinical setting. It is likely that nursing faculty experiencing higher levels of job satisfaction are more apt to remain employed in their academic positions.

Personal Balance. Additionally, nursing faculty may find difficulty balancing work and personal responsibilities. Personal balance, like professional balance, is also a hygiene factor that is influenced by variables outside of the nursing faculty member's control. Data analysis found that nursing faculty who experienced high levels of personal balance tended to be more satisfied in their job. Interestingly, no relationship between personal balance and intent to stay in positions was observed.

Lack of personal balance may be the result of increased nursing faculty workloads as the extended work time impacts personal time outside of regular work hours (Bittner & O'Connor, 2012). Further supported by Gerolamo and Roemer (2011), increased job stress related to the multifaced role of nursing faculty workload impacts the ability to maintain a manageable work life balance resulting in job dissatisfaction. In addition, Stupnisky et al. (2015) reported that female faculty members experienced lower job and life satisfaction when there was difficulty establishing balance between their professional role and family life. Lastly, Carlson (2015) found that the most frequent reason nursing faculty left academic positions was lack of time and inability to balance work and personal responsibilities.

Nursing faculty who manage to develop strategies to maintain balance between work and personal life tend to experience more job satisfaction. Examining workload allocation and developing guidelines to allow nurse educators to be able to effectively meet work expectations within a 40 per hour week may be helpful in achieving balance (Nally, 2008).

Compensation. The final hygiene factor that significantly predicted job satisfaction and intent to stay was financial compensation. Based on these study findings, it appears that participants who were satisfied with their wages for their work experienced higher job satisfaction and were more likely to stay employed in their current position.

According to Proto and Dzurec (2009), nurses with advanced degrees have opportunities for employment in practice settings which have significantly higher salaries than nursing educators with comparable degrees in the academic settings. Additionally, Carlson (2015) reported that nurses considering academic careers indicated that the time and expense of furthering their education to obtain the necessary academic degree while employed full time was overwhelming and not financially feasible.

To compensate for the lower salaries in academic settings, several nursing educators may seek additional employment in the practice setting. According to Bittner and Connor (2012), approximate 75 percent of study participants reported having two or more jobs while working as nursing faculty in academic settings. Supplementary employment contributes higher work demands and in turn job dissatisfaction. Additionally, nursing faculty who reported low salaries also experienced lower levels of job satisfaction which negatively influenced attrition (Carlson, 2015).

Considerations of the findings and existing research suggests that financial compensation very likely influences job satisfaction and intent to stay for nursing faculty members. In order to secure a nursing faculty position, advanced degrees must be obtained. Entering nursing graduate

programs to purse these degrees may result in significant time and financial resource commitment. Additionally, the impact of returning to school while employed full time may create strain on managing work life balances. These factors need to be considered, especially when nursing faculty salaries tend to be lower than nursing salaries in the clinical setting. Addressing the salary inequities may be the first step in improving academic work environments that attract and retain quality nursing faculty members.

How does job satisfaction affect nursing faculty intent to stay in academic positions?

Study findings suggest a high correlation between nursing faculty job satisfaction and intent to stay, therefore, nursing faculty who experience job satisfaction are more likely to stay in their academic positions. This finding was further supported when exploring the influence of job satisfaction on the predictor variable in an additional linear regression model. The results in this model indicate that job satisfaction significantly impacts intent to stay at the $p < .001$.

When assessing motivation and hygiene variables that predicted job satisfaction, only one of the two motivation factors, and three of the five hygiene factors also predicted intent to stay. The factors that predicted both job satisfaction and intent to stay include recognition, collegiality, professional balance (teaching), and compensation. This finding may be explained by examining the statistical significance levels of these five variables. All five variable predicted job satisfaction with a p value of $<.001$ compared the others which demonstrated significance at the $p<.05$ and $p <.01$. These findings may indicate that recognition, collegiality, and professional balance related to teaching significantly predicted job satisfaction; and higher levels of job satisfaction are more likely to predict intent to stay in academic positions.

Supported by Derby-Davis (2014), study results reported that nursing faculty experiencing job satisfaction were more likely to continue their employment in their current positions and contribute to positive recruitment efforts. Similarly, Candela et al. (2015) reported

a positive correlation between collegial support and nursing faculty perceived support resulting in intent to stay. Literature that examines the relationship between job satisfaction and intent to stay in academic nurse faculty positions is limited.

In summary, this study assessed demographic, motivation and hygiene factors and their relationship to nursing faculty job satisfaction and intent to stay. Findings supported relationships between the motivation factors of recognition, autonomy and dedication, as well as the hygiene factors of collegiality, professional balance (teaching and general), compensation and personal balance. The factors that most significantly predicted job satisfaction included recognition, collegiality, professional balance related to teaching responsibilities, and compensation.

Categorized as a motivation factor utilizing Herzberg's Motivation Hygiene theory, recognition facilitates self-direction and increased productivity through intrinsic motivation. Considering that recognition appears to have a strong positive influence on nursing faculty job satisfaction and intent to stay, academic institutions have an opportunity to create a work environment that integrates consistent ways to recognize nursing faculty for their contributions to the department through teaching, scholarship and service. Nursing faculty who feel valued for their work will likely experience higher levels of motivation and job satisfaction. Positive work experiences not only may lead to job retention, but also when shared with others considering academic positions may lead to successful recruitment.

The remaining constructs that significantly predicted job satisfaction were classified as hygiene factors. According to Herzberg (1959), hygiene factors extrinsically impact internal motivation related to work. The constructs of collegiality, professional balance related to teaching, and financial compensation significantly predicted job satisfaction. All three of these factors are impacted by extrinsic variables that affect internal motivation. Work environment,

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workload allocation and competitive salaries tend to be outside the control of the nursing faculty member yet appear to significantly impact job satisfaction. These findings again have implications for nursing administration. Understanding the experiences and perceptions of current nursing faculty members will allow changes to be made at the departmental level which will improve job satisfaction through use of evidence.

Implications for Practice

As the shortage of nurses impacts all nursing positions, including nursing faculty, research is needed to examine factors that contribute to a decline in the number of qualified nursing educators in academic programs. Increasing the number of faculty allows nursing programs to admit more qualified students. In turn, higher nursing student enrollment will positively impact the current and anticipated workforce shortfall. Findings from this study expanded understanding of motivation and hygiene factors that contribute to nursing faculty job satisfaction and intent to stay in their academic positions. Implications for practice based on these findings will be explored.

Work Environment

Recognition. The results from this study have several implications for nursing academic work environments. One of the most significant findings from this research was related to recognition for work contributions. Study participants indicated that increased recognition for work significantly predicted job satisfaction and intent to stay in their academic positions. This study provides evidence to improve work environment with little or no monetary investment. Creating a positive work environment where nursing faculty feel valued and recognized for their contributions may increase motivation and productivity which may lead to increased job satisfaction. Additionally, the evidence of this study encourages nursing administration to examine the work culture and recognition practices within their departments. A more conscious

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effort to express appreciation and recognition may positively impact nursing faculty job satisfaction resulting in increased retention. These efforts may include individual conversations between nursing administration and faculty on a consistent basis to discuss ways to support faculty work and development. Open lines of communication between department chairs and nursing faculty may provide more opportunities to recognize and positively acknowledge contributions to the tripartite goals of the department and college.

In order to facilitate development of a more positive and supportive work environment, assessment of recognition practices in current nursing departments through further study may be valuable. In addition to understanding more about what types of recognition practices are most influential for nursing faculty, a future study could examine work environments from the perspective of department chairs and deans. More insight into experiences of both nursing faculty and administration may provide evidence to support implementation of strategies that improve recognition culture within the work environment.

Dedication. Additionally, study results indicate that nursing faculty experiencing more dedication to their work educating students were more likely to experience job satisfaction. As discussed in the literature review, most nursing faculty enter academic practice due to the commitment and dedication to the profession of nursing. Study findings indicate that dedication continues to influence nurse educators in their academic role.

Applying these research findings to practice, activities to support professional commitment may be integrated into departmental culture and work environment. These opportunities may include professional development within and outside of the institution, mentorship by senior faculty members, increased responsibilities within the department, and leadership development.

Collegiality. Based on the findings of this study, nursing faculty experiencing collegiality in the work environment were more likely to be satisfied with their academic positions. These findings also have implications for practice related to the academic work environment. As previously mentioned, a positive, supportive work atmosphere provides opportunities for collaboration and professional growth. The support and recognition of nursing colleagues will likely lead to increased perceptions of job satisfaction.

Further study to develop an understanding of the current work environment may allow academic institutions to develop strategies to find ways to create a supportive work environment. Assessing and understanding the culture of the nursing department may reveal areas of strength and improvement to foster these relationships.

Workload Allocation

When assessing professional balance, this study found that professional balance in teaching significantly predicted job satisfaction and intent to stay. These findings imply that manageable workloads are necessary for nursing faculty to feel satisfied in their job. Further research focused on nursing faculty workload may provide evidence that supports development of a standardized workload formula that includes time for reflective teaching, student support, professional development, and maintenance of clinical practice. Understanding the competing responsibilities of a nursing faculty member may allow nursing programs to assign a manageable workload that also allows for better work life balance. Nursing faculty then can more clearly delineate their work from personal time. Finding balance may lead to higher levels of job satisfaction increasing the likelihood that nurse educators will remain employed in their academic positions.

Nursing Faculty Salaries

Lastly, nursing faculty salaries need to be explored. Study findings report that nursing faculty who are satisfied with their financial compensation are more likely to experience job satisfaction and stay in their academic positions. These findings have direct implication for practice. Nursing faculty should be fairly compensated for the education and experience comparable to the same level of practice in clinical settings. Without adequate compensation, nursing faculty may seek additional employment to supplement their income resulting in higher work demands impacting work life balance.

In order to secure competitive salaries for nursing faculty, nursing administration should complete a market analysis for nursing salaries in clinical practice and academia based on academic degree and longevity. Once faculty salaries are determined based on fair market value, financial resources to sustain these salaries should be secured. In addition to establishing equitable salaries, academic institutions could further invest in faculty development by providing financial assistance and workload release to pursue advanced degrees necessary for the role.

The findings of this study identify factors that may significantly improve nursing faculty job satisfaction. These factors collectively have implications for academic work environments, workload allocation compatible with manageable work life balance, and financial compensation which can be assessed and enhanced with administrative support.

Study Limitations

One of the limitations in this study was that the invitation for participation was sent only to CCNE accredited baccalaureate nursing programs. The intent of this limitation was to survey participants from similar programs to better understand their perspective, therefore the results may only be generalized to this population. Further study may include nursing programs outside of this population to determine if similar responses may occur in all nursing programs.

Another limitation was that the study invitation was sent to program Deans and Directors with a request to forward to their respective nursing faculty. Faculty access to the survey instrument was dependent on the actions of the Dean or Director who received the survey and request for distribution. This approach offered an opportunity for wider distribution in a timely manner. In future study, it may be beneficial to concentrate on one region and gather individual faculty emails from program websites. Personal invitations may increase nursing faculty participation.

Additionally, the study was limited due to low participation from the southwest region of the US. Sixteen percent of the sample size was from the southwest, while the study sample from the remaining regions had participation ranging from 53 to 72 percent. The study categorized geographic regions as defined by National Geographic (2020). The southwest region contains only four states; however, these states cover a large portion of the US. The geographic regions appear to be established based on square mileage, not on population density. With this in mind, the population in this geographic region may lower than other regions which in turn decreases the numbers of baccalaureate nursing programs.

Recommendations for Further Study

Based on the results of this study, several areas for further research could add to the study findings. Additional quantitative study could explore more focused assessment of the hygiene and motivation factors and their relationship to job satisfaction since these were the areas of most statistical significance. Narrowing the scope of future study to focus on the constructs with significant prediction to job satisfaction (recognition, collegiality, professional balance, and compensation) may provide more insight in understanding these factors resulting in more evidence to support strategies to increase retention and recruitment efforts.

Additionally, the survey used in this study may have assessed too many variables and created survey fatigue. In addition to more targeted demographic data, survey items related to socialization may be better suited to a separate quantitative study aimed at exploring factors that contribute to novice faculty members' job satisfaction within their first and second year of employment. Understanding their experiences may identify ways to strengthen orientation and socialization to assist faculty in successfully establishing their academic career.

Further study that includes all types of undergraduate nursing programs would explore understanding of nursing faculty job satisfaction and potentially discover similarities and dissimilarities based on program type. This approach may result in discovery of additional factors that may impact nursing faculty job satisfaction.

Another area for additional study is to explore the experiences and factors that contribute to job satisfaction of academic nurse leaders. To effectively lead nursing programs and support nursing faculty in their work, nursing administrators may also be impacted by hygiene and motivation factors that lead to job satisfaction. Understanding these factors may improve administrative work environments which in turn may increase longevity in these positions.

Conclusion

Identifying motivation and hygiene factors that impact nursing faculty job satisfaction and intent to stay allow nursing program administrators to use evidence to create a work environment which supports nurses to successfully develop as academics. Dedicated nursing faculty who are valued and recognized in their contributions to nursing education very likely will feel fulfilled and satisfied in their position. Combined with a career that allows for effective work life balance and equitable financial compensation, more nursing faculty may experience higher levels of job satisfaction which leads to job retention.

Increasing the numbers of quality nurse educators by improving work environments to promote professional and personal fulfillment will allow more students to enter nursing programs. Increase enrollments will help to educate more nurses to address the health care needs of current and future members of our society.

APPENDICIES

Appendix A

New Faculty Success Scale

Expectations, Collegiality and Balance:

The following statements are in reference to your thoughts and feelings concerning your current faculty role.

1 = Strongly disagree, 2 = Disagree, 3=Neutral, 4 = Agree, 5 = Strongly Agree

Expectations	
1	I have come to understand what the expectations are for me.
2	I am not really sure what I need to get tenure. (R)*
3	I have a desire for more clarity on what success at work means for me. (R)*
4	I have developed an innate sense for how well I am doing at work.
Collegiality	
1	My department is very supportive.
2	I have found dealing with the politics of my department stressful. (R)*
3	There is someone in my department who I can ask for advice and guidance.
4	At times, I have wondered who I can trust in my department. (R)*
5	I have found it challenging to work with other faculty in my department. (R)*
Professional Balance	
1	I have been able to balance my teaching, research and service work.
2	I have difficulty establishing a routine at work.(R)*
3	I have figured out how to efficiently use my time when at work.
4	Attempts to follow a scheduled work plan often fail. (R)*
5	I have found it difficult to manage my time at work. (R)*
Personal Balance	
1	I have been able to balance my work and home/personal life.
2	I have found time to have fun outside of work.
3	I have often felt like my job is my life. (R)*
4	I have been able to live a healthy lifestyle while working at this job.
5	At times I have compromised my health for my work. (R)*

*(R) indicates items that are reverse coded

Adapted from:

Stupnisky, R. H., Weaver-Hightower, M.B., & Karshokina, Y. (2014). Exploring and testing the predictors of new faculty success: A mixed methods study. *Studies in Higher Education,* DOI: 10.1080/03075079.2013.842220

The items related to location were not included in the survey. This omission was due to the difference in recruitment and hiring practices for nursing faculty.

Appendix B

Newcomer Socialization Questionnaire (NSQ)

Institutional Socialization:

The following statements are in reference to your understanding of the academic institution in which you are currently employed.

To what extent do you agree with the following statements?
1 = Strongly disagree, 2 = Disagree, 3=Neutral, 4 = Agree, 5 = Strongly Agree

1	I know the specific names of the services provided by this institution.
2	I know the history of this institution.
3	I know the structure of the institution.
4	I understand the operations of this institution.
5	I understand this institution's objectives and goals.
6	I understand how various departments contribute to this institution's goals.
7	I understand how my job contributes to the larger institution.
8	I understand how to act to fit in with what the institution values and beliefs.
9	I know this institutions' overall policies and/or rules.
10	I understand the internal politics within this institution (e.g. chain of command, who is influential, what needs to be done to advance or maintain good standing).
11	I understand the general management style used in this institution.
12	I understand what is meant when members use language (e.g. acronyms, abbreviations, nicknames) particular to this institution.

The section on Institutional Socialization scale was adapted in the following manner:
- The term organization was replaced with institution
- Removed products from product/service leaving service only
- Removed produced from produce/provided leaving provided only
- Removed examples at the end of items not pertaining to academic institutions. This involved items 2, 3, 4, 9, and 11.

These adaptations were completed in order to apply the items to the academic setting.

Department Socialization:

The following statements are in reference to your understanding of your current academic department.

To what extent do you agree with the following statements?
1 = Strongly disagree, 2 = Disagree, 3=Neutral, 4 = Agree, 5 = Strongly Agree

1	I understand how my particular department contributes to the institution's goals.
2	I know my department's objectives.
3	I understand the relationship between my department and other departments.
4	I understand the expertise (e.g., skill, knowledge) each member brings to my particular department.
5	I understand how each member's output contributes to the department's end service.
6	I understand what the Department Administration expects from the department.
7	I understand the Department Administration management style.
8	I know my role within the department.

9	When working as a group, I know how to perform tasks according to the department's standards.
10	I know the policies, rules, and procedures of my department (e.g., attendance, participation).
11	I understand how to behave in a manner consistent with my department's values and ideals.
12	I understand the politics of the department (e.g., who is influential, what needs to be done to advance or maintain good standing).

This section of the Socialization scale was adapted in the following manner:

- The term group was changed to department.
- The term organization was changed to institution
- Group supervisor was changed to Department Administration.
- Removed examples at the end of items not pertaining to academic institutions. Item 7.

Task Socialization:

The following statements are in regards to your understanding of your current work responsibilities.

To what extent do you agree with the following statements?
1 = Strongly disagree, 2 = Disagree, 3=Neutral, 4 = Agree, 5 = Strongly Agree

1	I know the responsibilities, tasks and projects for which I was hired.
2	I understand how to perform the tasks that make up my job.
3	I understand which job tasks and responsibilities have priority.
4	I understand how to operate the tools I use in my job (e.g., voice mail, software, programs).
5	I know how to acquire resources needed to perform my job (e.g., equipment, supplies, facilities).
6	I know who to ask for support when my job requires it.
7	I know who my customers (internal and external) are.
8	I know how to meet my student's needs.
9	I know when to inform my supervisor about my work (e.g., daily, weekly, close to deadlines, when a request is made).
10	I know what constitutes acceptable job performance (i.e., what does my supervisor and/or students expect from me).
11	In the course of performing my job, I understand how to complete necessary forms/paperwork.

This section of the Socialization scale was adapted in the following manner:

- Removed examples at the end of items not pertaining to academic institutions. Items 4 and 11

Adapted from:

Haueter, J. A., Macan, T. H., & Winter, J. (2003). Measurement of newcomer socialization: Construct validation of a multidimensional scale. *Journal of Vocational Behavior 63,* 20-39.

Appendix C

Utrecht Work Engagement Scale

Work Engagement:

The following statements are about how you feel at work. Please indicate if/or how frequently you feel this way about your current job.

0=Never, 1=Almost Never: A few times a year or less, 2=Rarely: Once a month or less, 3=Sometimes: A few times a month, 4=Often: Once a week, 5=Very Often: A few times a week, 6=Always: Every day

1	At my work, I feel bursting with energy. (VI)
2	I find the work that I do full of meaning and purpose. (DE)
3	Time flies when I am working. (AB)
4	At my job, I feel strong and vigorous. (VI)
5	I am enthusiastic about my job. (DE)
6	When I am working, I forget everything else around me. (AB)
7	My job inspires me.(DE)
8	When I get up in the morning, I feel like going to work. (VI)
9	I feel happy when I am working intensely.(AB)
10	I am proud of the work that I do. (DE)
11	I am immersed in my work. (AB)
12	I can continue working for very long periods at a time. (VI)
13	To me, my job is challenging. (DE)
14	I get carried away when I am working. (AB)
15	At my job, I am very resilient, mentally. (VI)
16	It is difficulty to detach myself from my job. (AB)
17	At my work, I always persevere even when things do not go well. (VI)

Note: VI = Vigor scale, DE = Dedication scale, AB = Absorption scale

Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire: A cross-national study. *Educational and Psychological Measurement, 66*(4), 701-716.

Appendix D

Dimensions of Part-Time Faculty Job Satisfaction Survey

Read each item and rate it using the following scale:

1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4=Somewhat Agree, 5=Agree, 6=Strongly Agree

	Overall Job Satisfaction
1	I am completely satisfied with my job as a faculty member.
2	Based on my experience, I would highly recommend the job to others.
3	Considering everything, I have an excellent job as a faculty member.
4	I am dissatisfied with aspects of my job as a faculty member. (*R)
	Recognition
5	I am often thanked for work as a faculty member here.
6	I feel well respected as a faculty member.
7	Faculty are recognized for their contributions.
8	My faculty job is a valued position.
	Work Preference
9	I really enjoy teaching classes.
10	I almost always look forward to teaching classes.
11	If I had the choice, I would rather teach than do other types of work.
12	Would prefer to do work other than teaching. (*R)
	Autonomy
13	I am completely satisfied with the level of autonomy that I have in teaching my courses.
14	I have a lot of freedom to develop and modify course content to meet the needs of my students.
15	I have a satisfactory level of autonomy to select material and texts for my courses.
16	I would like more freedom to determine the content, materials, and texts for my courses.
	Faculty Support
17	I receive very helpful advice and support from academic department faculty to improve my performance as a faculty member.
18	Faculty in my academic department are always available and accessible to me when I need assistance.
19	Full-time faculty in my academic department take a sincere interest in my success as a faculty member.
20	I feel very comfortable requesting assistance from academic department faculty when I have a question regarding my academic role.
	Compensation
21	The payment I receive for my job as a faculty member is adequate.
22	I feel that I am well compensated for my faculty position.
23	I am paid fairly for the amount of work I do in my faculty role.
24	I am dissatisfied with the pay I receive for my faculty position. (*R)
	Quality of Students
25	I am completely satisfied with the quality and caliber of students in my classes.
26	Students in my classes are very well prepared academically to take my courses.
27	Students here are highly engaged and very interested in their academic work.
28	Students lack motivation or the academic skills to succeed in my courses. (*R)
	Work Schedule
29	The times schedule for my work as a faculty have been convenient to my schedule.
30	I have been very satisfied with my work schedule.

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| 31 | The times that I work, work well with my personal or other family commitments. | |
| 32 | I have to work at times that are inconvenient for me. (*R) | |

*(R) indicates items that are reverse coded

It is recommended by the instrument authors to randomly arrange items in the survey, rather than formatted by construct.   The items related to classroom facilities were not included in the survey. This omission was due to the unrelated nature of the topic to this study.

The survey was adapted in the following manner:

- Omitted the term part-time in survey as study participants will be limited to full time faculty members
- Changed the name of the Honorarium construct to Compensation.
- Changed the term teaching to job or work in order to encompass teaching, service and scholarship in items 1 through 8, 17 through 24, and 29 through 32.

Adapted from:

Hoyt, J.E., Howell, S. L., & Eggett, D. (2007), Dimensions of part-time faculty job satisfaction: Development and factor analysis of a survey instrument. *Journal of Adult Education*, *36*(2), 23-34.

Appendix E

Measure of Intent to Stay

Read each item and rate it using the following scale:

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4= Agree, 5=Strongly Agree

1	I plan to leave this university as soon as possible. (*R)
2	Under no circumstances will I voluntarily leave this university before I retire.
3	I would be reluctant to leave this university.
4	I plan to stay at this university as long as possible.

Adapted to change institution to university.
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