Understanding Empowerment, Burnout, and Job Satisfaction in School Nursing: A Mixed-Methods Study

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Disclosure

**Presenter:** Beth E. Jameson

**Conflicts of Interest:** None

**Employer:** Seton Hall University, Nutley, New Jersey

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<table>
<thead>
<tr>
<th>GOALS AND OBJECTIVES</th>
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<tbody>
<tr>
<td>Identify the overarching theme of the “Caged Leaders.”</td>
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<tr>
<td>State how empowerment and control over practice in school nursing affect nurse and student outcomes.</td>
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<tr>
<td>Differentiate between control over context, content and competence.</td>
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<td>Formulate understanding of three structures that promote empowerment: environment/structure, psychological/self-efficacy and relational power.</td>
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<td>Discuss potential resources, work environment structures and policies that may positively influence student health outcomes.</td>
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</table>
Why Should We Care About School Nursing

- Home and Community Factors – Adverse Childhood Experiences and Social Determinants of Health
- Mental Health/Behavioral Health
- Increasing Medical Complexity
- Case Management of Chronic Illness
- Influence Attendance
- Essential Arm of Public Health Nursing
- Faculty and School Leaders Focus on Teaching and Education
- Cost-benefit Analysis
- Student, Community, Population Health Outcomes

(Lineberry & Ickes, 2015; Lineberry, Whitney, & Noland, 2017; Maughan et al., 2018; National Association of School Nurses, 2012; Wang et al., 2014)
Hidden System of Healthcare

(Bergren, 2016, 2017; Lear, 2007)
SCHOOL NURSE WORK ENVIRONMENT

What do we know and what do we need to know?
SIGNIFICANCE AND GAPS
**STUDY AIMS**

**Over-arching Question:**

*How do school nurses’ perceptions of their work environment illuminate understanding of the relationships between their work environment, burnout and job satisfaction?*

| What factors of the school nurse work environment support or constrain professional role enactment? | What is the relationship between school nurses’ levels of burnout and their perceptions of barriers that prevent them from professional role enactment? | Is school nurses’ burnout and job satisfaction dependent upon organizational influences? | How do the narrative results extend, refute, or clarify the survey findings about areas of worklife and burnout? |
METHODOLOGY: CONVERGENT PARALLEL DESIGN

An integration of quantitative and qualitative in mixed methods research to provide a more comprehensive and deeper understanding of the phenomenon is advised (Bazeley, 2012; Creswell, 2014).

- **Qualitative:** Interviewed 20 NJ School nurses across the state.

- **Quantitative:** 100 NJ State School Nurses Association members
  - Maslach Burnout Inventory-Human Services Survey
  - Areas of Worklife Survey

(Leiter & Maslach, 2011; Maslach, Jackson, Leiter, & Schaufeli, 2016)
“The challenges personally, professionally I have, I think for me I feel like I'm a bit of a caged bird and I don't like that feeling.”

“You know what? I was putting out fires everyday. I was just praying that nobody would go home not the way they came to school, and it was pretty scary actually. It was pretty traumatic and scary and I had a lot of crazy things happen. I really felt very isolated.”
• *I just think it's just a great working environment. I can make it my own. I feel like I can work independently well, and I'm respected.*

• *I wish I was more in a position of decision-making and authority but I'm not.*

• *What I do five days out of the year is - and for 40 minutes, you're going to base my evaluation on, and not what I do the other 175 days out of the year, which is my true nursing job?*
What would drive me away? Well, uh, not having a supportive administrator, which in my prior school, was definitely an issue. And, um, *I did ask to leave a school, because there wasn’t that support.* And, that saddened me, but that was something that I knew couldn’t change, despite my trying to educate her; and, uh, you know . . .

I became like this *militant school nurse.* Determined to make it through…. In other regards I really paid a personal price for it in terms of burnout or compassion fatigue.

Most people have no idea what my job entails. Taking care of the children is the easiest part. *My frustration mostly comes from things that I know need to be in place but are not.* For instance I have numerous students with food allergies but no documentation, no action plans, no medication, not even parent phone numbers. These are the kind of things that keep me up at night!
## Quantitative: Levels of Burnout

<table>
<thead>
<tr>
<th>Burnout Subscale</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emot. Exh. n=96</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High (score ≥ 27)</td>
<td>27</td>
<td>28.1</td>
</tr>
<tr>
<td>Moderate (score 17-26)</td>
<td>17</td>
<td>17.7</td>
</tr>
<tr>
<td>Low (score ≤16)</td>
<td>44</td>
<td>54.2</td>
</tr>
<tr>
<td><strong>Depers. n=99</strong></td>
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<td></td>
</tr>
<tr>
<td>High (score ≥ 13)</td>
<td>7</td>
<td>7.1</td>
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<tr>
<td>Moderate (score 7-12)</td>
<td>16</td>
<td>16.1</td>
</tr>
<tr>
<td>Low (score ≤ 6)</td>
<td>76</td>
<td>76.8</td>
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<tr>
<td><strong>Pers. Acc. n=96</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High (score ≤ 31)</td>
<td>6</td>
<td>6.2</td>
</tr>
<tr>
<td>Moderate (score 32-38)</td>
<td>12</td>
<td>12.5</td>
</tr>
<tr>
<td>Low (score ≥ 39)</td>
<td>78</td>
<td>81.2</td>
</tr>
</tbody>
</table>

(Jameson & Bowen, 2018)
## Quantitative: Areas of Worklife Survey

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Frequency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Workload n=98</td>
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<tr>
<td>Job-person mismatch (1.00-2.99)</td>
<td>45</td>
<td>45.9</td>
</tr>
<tr>
<td>Not sure (3.0)</td>
<td>10</td>
<td>10.2</td>
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<tr>
<td>Job-person match (3.01-5.00)</td>
<td>43</td>
<td>43.8</td>
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<tr>
<td>Control n=100</td>
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<tr>
<td>Job-person mismatch (1.00-2.99)</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Not sure (3.0)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Job-person match (3.01-5.00)</td>
<td>79</td>
<td>79</td>
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<tr>
<td>Reward n=98</td>
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<td></td>
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<tr>
<td>Job-person mismatch (1.00-2.99)</td>
<td>30</td>
<td>30.6</td>
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<tr>
<td>Not sure (3.0)</td>
<td>6</td>
<td>6.1</td>
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<tr>
<td>Job-person match (3.01-5.00)</td>
<td>62</td>
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<td>Community n=98</td>
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<td>2.0</td>
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<tr>
<td>Job-person match (3.01-5.00)</td>
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<td>79.6</td>
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<td>Fairness n=97</td>
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<td>Job-person mismatch (1.00-2.99)</td>
<td>51</td>
<td>52.5</td>
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<tr>
<td>Not sure (3.0)</td>
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<td>4.1</td>
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<tr>
<td>Job-person match (3.01-5.00)</td>
<td>42</td>
<td>43.3</td>
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<tr>
<td>Values n=97</td>
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<td>Job-person mismatch (1.00-2.99)</td>
<td>21</td>
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<tr>
<td>Not sure (3.0)</td>
<td>9</td>
<td>3.1</td>
</tr>
<tr>
<td>Job-person match (3.01-5.00)</td>
<td>67</td>
<td>69.1</td>
</tr>
</tbody>
</table>

(Jameson & Bowen, 2018)
Integrated Findings – Divergence
Control Over Practice

Interview and AWS Statements
- Caged Leaders.
- Participants who rated control as good job-person match in AWS – 99% (n=69/70) negative control statements.
  - It is really frustrating and disheartening to realize that there is no one to cover me for professional development, illness or personal time.
  - State legislations that put our nursing licenses at risk causes a lot of stress. We are behind a rock and a hard place. State is dictating laws that is putting our nursing license on the line or requires extensive financial investment that we do not have.

Associations
- Strongly correlated with community (0.64), values (0.60), and fairness (0.53).

Reasons For Divergence
- Instrument appropriate to specialty.
- Definitions of autonomy: clinical independence, professional autonomy.
Empowerment?

- Day-to-day responsibilities
- State mandated tasks
- Collaboration
- Communication
- Lack of predictability
- Formal education/Professional development
- Self-efficacy
- Competency
- Administrative Structure
- Safety

‘I love my job, but …’

Benner, 1984; Broussard, 2007; Fletcher, Jordan, & Jean Baker, 2000; Fletcher, 2006; Kanter, 1987; Kramer et al., 2014)
Making Optimum Contribution

(Aiken et al., 2014; Jarrín, Kang, & Aiken, 2017; Kutney-Lee et al., 2016; Manojlovich, 2007; Manojlovich et al., 2015; Manojlovich, Hofer, & Krein, 2018)
Structural, Psychological, Relational?

ENVIRONMENT/STRUCTURAL

RELATIONAL THEORY

PSYCHOLOGICAL THEORY

(Breau & Reaume, 2014; Broussard, 2007; Kanter, 1987; MacPhee et al., 2014; Wåhlin, 2017)
Is This a Healthy Work Environment?

Practice Implications

- Quadruple Aim.
- Career ladder.
- Policies that require collection of school nurse workforce data statistics.
- Conceptual framework/model to link outcomes.
- Explore more culture and theoretical frameworks.
- Repeat study.

Bodenheimer & Sinsky, 2014; Nickitas, Middaugh, & Feeg, 2020)
QUESTIONS?


References Con’t

Dahlke, S., & Stahlke Wall, S. (2017). Does the emphasis on caring within nursing contribute to nurses' silence about practice issues? *Nursing Philosophy, 18*(3), n/a-n/a. doi:10.1111/nup.12150


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