Exploration of factors that promote retention of nurse educators

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This study explores the factors that promote retention of nurse educators in higher education.

Identifying qualitative factors that promote both professional and personal satisfaction may provide the insight that faculty administrators desperately need to promote workplace satisfaction, influence retention, and increase capacity of nurse educational programs.
The purpose of this qualitative study was to identify factors that influence retention of nurse educators.

- Identifying formal and informal processes used to transition nurses.
- Identify factors that promote successful role transition and nurse educator's satisfaction.
Three questions guided the research of retention of nurse educators:

1. What factors promote retention of nurse educators?
2. What formal and informal processes are being used to transition nurses into the nurse educator role?
3. What formal or informal processes promote role satisfaction and educator competencies?
Theoretical framework

Benner: *Novice to Expert*

Transition
Movement from expert to novice in the new field of practice

Bandura: *Social Learning Theory; Modeling*

Note: Changes in the lines shows decreasing socialization anxiety
The literature revealed five factors that impact retention:
1. Professional Satisfaction
2. Professional Motivators
3. Nurse Practice Role
4. Mentoring
5. Orientation Process
Factors motivating decision to work in nursing education

Factors by Categories:
1. Reward (M = 4.22)
2. Personal (M = 4.08)
3. Work Schedule (M = 3.69)
4. Work Environment (M = 3.28)
5. Benefits (M = 2.61)

16 Individual factors:

Most impactful
Student interaction (M = 4.58)
Career goal (M = 4.31)

Least Impactful
Pay potential (M = 2.42)
Additional factors that strongly influence decision

Open ended comments coded into categories:

1. Reward 43.48%
2. Personal 39.13%
3. Work environment 8.70%

Positive 90.4%
Negative 9.52%
Factors that strongly disappointed or challenged decision to become a nurse educator.

Factors by Categories:
1. Work Environment (M = 3.23)
2. Benefits (M = 3.04)
3. Reward (M = 2.22)
4. Personal (M = 2.19)
5. Work Schedule (M = 2.05)

16 Individual factors:

*Most impactful*
- Workload (M = 3.70)
- Pay potential (M = 3.67)
- Work Environment (M = 3.59)

*Least Impactful*
- Holidays off (M = 1.91)
Additional factors that strongly disappointed decision

- Open ended comments coded into categories:
  - Work environment 58.33%
  - Benefits 25%
  - Personal 8.33%
  - Reward 4.16%
  - Work Schedule 4.16%
When approached about becoming a nurse educator, what do you tell them?

Open ended comments coded into categories:

1. Personal 58.06%
2. Reward 48.39%
3. Benefits 32.26%
4. Workload 32.26%
5. Challenging 19.35%
6. Climate 19.35%
7. Perception/Expectation 12.90%
8. Communication 9.68%

Positive 69%
Negative 31%
Which factors impacted retention or ability to become secure in role as nurse educator?

Factors by Categories:
1. Personal (M = 3.60)
2. Climate (M = 3.54)
3. Communication (M = 3.18)
4. Orientation (M = 3.14)
5. Mentors (M = 2.88)
6. Workload (M =2.84)

18 Individual factors:

Most impactful
- Intent to stay (M = 4.03)
- Peer availability (M = 3.82)
- Continuing education (off campus) (M= 3.71)

Least Impactful
- Assigned mentors (M= 2.52)
- Reduced workload (M = 2.6)
Additional factors that strongly impacted ability to become secure in role of nurse educator.

Open ended comments coded into categories:

1. Personal 44%
2. Climate 24%
3. Mentor 12.5%
4. Reward 12.5%
5. Orientation 8.3%

Positive 88%
Negative 12%
When a new educator joins your program, what things are you certain to do to welcome them?

Open ended comments coded into categories:

1. Offer mentoring 32.46%
2. Climate 30%
3. Communicate 21.79%
4. Orientation 10.3%
5. Stay Connected 10.3%
When a new educator joins your program what things do you make sue to tell them to help with the transition?

Open ended comments coded into categories:

1. Tips to navigate role 45.16%
2. Available to help 38.71%
3. Ask for help or questions 32.26%
4. Encouragement 32.26%
5. Plan for change 9.68%
RQ 1. What formal and informal processes promote role satisfaction and educator competencies?

RQ 2. What factors promote retention of nurse educators?

Motivation For Nurse Educator Role:

**Most Influenced**

*Personal and Reward*
- Student Interactions
- Career Goals
- Work-life Balance
- Autonomy, and Flexibility

**Least Influenced**

*Workload and Pay/Benefits*
- Pay Potential
- Tuition Reimbursement
- Retirement
Disappointment and Challenges to Retention

Most Disappointing

*Workload and Pay/Benefits*
  - Pay Potential

Least Disappointing

*Personal and Reward*
  - Student Interactions

**Attitude Toward Role:**
  - Personal & Reward Factors
  - Pay & Benefits
RQ 1. What formal and informal process promote role satisfaction and educator competencies?

RQ 3. What formal and informal process are used to transition nurses in the nurse educator role?

- Retention or ability to become secure in role:

<table>
<thead>
<tr>
<th>Most beneficial</th>
<th>Least beneficial</th>
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<tbody>
<tr>
<td><strong>Personal and Climate</strong></td>
<td><strong>Mentor and Workload</strong></td>
</tr>
<tr>
<td>• Career Goal</td>
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• Retention or ability to become secure in role:

Most beneficial

**Personal and Climate**

• Career Goal
• Welcoming Environment
• Open Communication of Colleagues

Least beneficial

**Mentor and Workload**

• Assigned Mentor
• Reduced Workload
Retention or ability to become secure in role:

1. Personal Goals
   - Intent to stay
   - Previous educator coursework

2. Mentoring Climate
   - Communication or peer availability

3. Communication
   - Understanding workload

4. Continuing Education
   - Training in the field of nursing education
   - Training off campus to the field of nursing education
To improve retention of educators as the nursing shortage unfolds:

• Understand nurses personal goal for seeking educator roles.
• Improve transparency of pay potential and benefits.
• Develop purposeful plans to transition nurses from practice to educator.
• Improve communication of role and expectations.
• Create a welcoming climate.
• Promote a mentoring climate.
Implications

*Nursing Education*

Nurses seek educator roles for personal and reward factors.

Reward

- Student interaction

Personal

- Career goals
- Intent to stay
Implications

**Nursing Practice**

Loss of focus on Nursing Education Practice Role

Purposeful plan to transition from practice to educator

- Understanding of personal career goals
- Education for new role
- Welcoming climate
- Clear communication of goals and expectation

Factors can align expectation and outcomes improving job satisfaction ultimately promoting retention of the nurse in the educator role.
Implications

Nursing Policy

• Nurses seeking educator roles are strongly motivated by personal and reward factors, but experience disappointment with pay and benefits.

• Improving transparency of pay and benefits prior to securing the nurse educator role would allow the nurse to make a more informed decision.

• Improving transparency could also reduce the disappointment factor and improve satisfaction and retention.
Questions

References Upon Request