

UNIVERSITY OF CINCINNATI

Date: _____

I, _____,
hereby submit this work as part of the requirements for the degree of:

in:

It is entitled:

This work and its defense approved by:

Chair: _____

Running head: GORMLEY

Organizational climate, role ambiguity, role conflict and nurse faculty work role balance:
Influence on organizational commitment and turnover intention

A dissertation submitted to the
Division of Research and Advanced Studies
of the University of Cincinnati

in partial fulfillment of the
requirements for the degree of

DOCTORATE OF PHILOSOPHY (Ph.D.)

in the College of Nursing

2005

by

Denise K. Gormley, MSN, RN

B.S.N., University of Cincinnati, 1992

M.S.N., University of Cincinnati, 1995

Doctoral Committee:

Susan Kennerly, Ph.D., RN, Chairperson

Linda L. Workman, Ph.D., RN

Nancy A. Evers, Ph.D.

Abstract

Gormley, D. K. (2005). *Organizational climate, role ambiguity, role conflict and nurse faculty work role balance: Influence on organizational commitment and turnover intention*. Unpublished doctoral dissertation, University of Cincinnati.

The mission for faculty in university and college settings is generally three-part and encompasses teaching, research, and service. Nurse faculty have struggled to balance work and understand the changing views of scholarship. A number of factors affect faculty commitment to the academic organization, and can influence behavior and attitude in the workplace. No research was found that explored the effect of organizational climate, role ambiguity, role conflict, and nurse faculty work role balance on faculty organizational commitment and turnover intention.

The purpose of this study was to examine how organizational commitment and turnover intention are influenced by organizational climate, role ambiguity, role conflict and nurse faculty work role balance in departments/colleges of nursing in Carnegie Doctoral/Research Universities – Extensive, public and private, not-for-profit institutions. The research was based on Meyer and Allen's Multidimensional Model of Organizational Commitment (Allen & Meyer, 1990). The sample was comprised of full-time tenure track, doctorally prepared nurse faculty. Forty-five schools of nursing and 316 full-time tenure track, doctorally prepared nurse faculty participated in the study.

This non-experimental descriptive correlational study was conducted using an e-mailed approach. Zoomerang™, a survey software package, was used for confidential and secure electronic data collection. Pearson correlation, analysis of variance, and logistical regression were computed to analyze the relationships and evaluate the predictive quality of organizational climate, nurse faculty work role balance, role

ambiguity, role conflict, and organizational commitment on turnover intention. Path analysis was completed to test the fit of the correlation matrix against the causal model.

Role ambiguity and role conflict scores were affected by low, moderate, and high levels of the research, teaching, and service components of work role balance. Significant negative relationships ($p \leq .05$) were reported for role ambiguity, role conflict, and the organizational climate subscales of consideration, intimacy, and production emphasis. Positive significant relationships ($p \leq .05$) were found between role ambiguity, role conflict and the organizational subscale of disengagement. Role ambiguity and role conflict were also significantly ($p \leq .05$) negatively correlated with affective, continuance, and normative organizational commitment. Organizational climate subscales of consideration, intimacy, and production emphasis were positively related to affective, continuance, and normative organizational commitment ($p \leq .05$) and negatively related to turnover intention. Organizational climate subscale disengagement was positively related to turnover intention ($p \leq .05$).

Nurse faculty intention to leave the job was predicted by role ambiguity; affective, continuance, and normative organizational commitment; and the organizational climate subscales of intimacy and disengagement. Findings indicate that work role balance does not influence the organizational commitment of nurse faculty at Carnegie Doctoral/Research Universities – Extensive, but that role ambiguity, role conflict, and organizational climate are related to all dimensions of organizational commitment and turnover intention.

The results of this study reveal that many nurse faculty are experiencing role ambiguity, role conflict, and disengagement from their organization, which can lead to a

decrease in organizational commitment and an increase in turnover intention, particularly for younger nurse faculty. These findings have implications for the recruitment and retention of nurse faculty. Efforts should be made by university deans and nurse faculty to match institutional and individual goals, and open discussions should take place between administrators and faculty about role expectations, criteria for tenure and promotion, and other institutional rewards.

Acknowledgements

Support and encouragement have been shown by many people during the completion of this doctoral program and dissertation research. A dissertation is never a solo effort. Dr. Susan Kennerly has been steadfast in her support and her knowledge that even though “life gets in the way sometimes” this research project would be completed. Dr. Nancy Evers and Dr. Linda Workman gave generously of their expertise and thoughtfulness. Nurse faculty throughout the country willingly responded to the research survey and offered kind words and support. My colleagues at Northern Kentucky University have been encouraging throughout this process.

Jack, my husband, best friend, and most avid supporter, provided emotional support throughout this project and offered unwavering confidence in the outcome. My daughters, Kate and Anna, have learned much about graduate education and patience. I owe all of my family much love and many thanks.

I cannot forget my friends, fellow students, and University of Cincinnati professors and staff for their support and understanding throughout this long and occasionally difficult process. They have always been willing to listen and provide support.

Many blessings to all.

Denise K. Gormley, PhD, RN

“The future belongs to those who believe in the beauty of their dreams”.

Eleanor Roosevelt

TABLE OF CONTENTS

	Page
ABSTRACT	2
ACKNOWLEDGEMENTS	6
LIST OF FIGURES.....	12
LIST OF TABLES.....	13
CHAPTER I	
INTRODUCTION.....	15
PURPOSE OF THE STUDY.....	16
RESEARCH QUESTIONS.....	17
DEFINITIONS.....	18
Organizational Commitment.....	18
Organizational Climate.....	18
Consideration.....	18
Intimacy.....	18
Disengagement.....	18
Production Emphasis.....	18
Nurse Faculty Work Role Balance.....	18
Role Ambiguity.....	19
Role Conflict.....	19
Turnover Intention.....	19
SIGNIFICANCE OF THE STUDY.....	19

	Page
THEORETICAL FRAMEWORK.....	22
Antecedents to Affective, Continuance and Normative Organizational Commitment.....	25
Correlates to Affective, Continuance and Normative Organizational Commitment.....	25
Consequences of Affective, Continuance and Normative Organizational Commitment.....	26
Summary.....	26
CHAPTER II	
REVIEW OF RELATED LITERATURE	
Organizational Commitment.....	29
Organizational Climate.....	32
Nurse Faculty Work Role Balance, Role Ambiguity, and Role Conflict.....	36
Turnover Intention.....	40
CHAPTER III	
METHODOLOGY	
Design.....	43
Instruments.....	44
Organizational Commitment.....	44
Organizational Climate.....	45
Role Ambiguity and Role Conflict.....	46

	Page
Nurse Faculty Work Role Balance.....	47
Turnover Intention.....	48
Demographic and Organizational Data.....	48
Sample.....	48
Data Collection.....	49
Data Analysis.....	50
 CHAPTER IV	
ANALYSIS OF DATA	
University and College/School Data.....	52
Faculty Data.....	54
Instrumentation.....	57
Descriptive Statistics.....	57
Factor Analysis of the Instruments.....	58
Multidimensional Organizational Commitment Questionnaire.....	58
Organizational Climate Description Questionnaire – Higher Education (Partial).....	61
Role Ambiguity and Role Conflict Questionnaire...	66
Scale Reliability Coefficients.....	68
 PRIMARY DATA ANALYSIS	
Research Question 1.....	70
Research Question 2.....	78

	Page
Research Question 3.....	81
Research Question 4.....	83
SECONDARY DATA ANALYSIS	
Analysis of Demographic Variables.....	84
Logistical Regression.....	86
Path Analysis.....	92
CHAPTER V	
FINDINGS, CONCLUSIONS, IMPLICATIONS AND FUTURE RESEARCH	
Findings and Conclusions.....	99
University and School Data.....	99
Faculty Data.....	99
Research Question 1.....	100
Research Question 2.....	103
Research Question 3.....	104
Research Question 4.....	105
Limitations.....	106
Recommendations for Future Research.....	108
Summary.....	110
REFERENCES.....	112
APPENDICES	
Appendix A – Questionnaire.....	125
Appendix B – Nursing Academic Unit Data Form.....	133

	Page
Appendix C – Letter to dean.....	135
Appendix D – Letter to faculty.....	137
Appendix E – Informed Consent.....	139
Appendix F – Permission to Use Organizational Commitment Scale.....	141
Appendix G – Summary Data for Scales and Subscales of Role Ambiguity, Role Conflict, Organizational Commitment, and Organizational Climate.....	144

LIST OF FIGURES

	Page
Figure 1. Meyer & Allen's Multidimensional Model of Organizational Commitment (1997).....	23
Figure 2. Path Diagram of Model.....	96

LIST OF TABLES

Table 1. Types of Programs Offered.....	53
Table 2. Descriptive Data on Nurse Faculty Academic Degree.....	55
Table 3. Nurse Faculty Professor Rank.....	55
Table 4. Meyer and Allen’s Multidimensional Organizational Commitment Questionnaire – Factor Loadings for the Principle Factor Analysis.....	58
Table 5. Organizational Climate Description Questionnaire-Higher Education (Partial) [OCDQ-HE (Partial)] - Factor Loadings for the Principle Factor Analysis.....	61
Table 6. Role Ambiguity and Role Conflict Questionnaire- Factor Loadings for the Principle Factor Analysis.....	67
Table 7. Correlation Matrix for Research Question 1 Variables: Organizational Climate, Role Ambiguity and Role Conflict.....	71
Table 8. Mean Scores for Role Ambiguity, Role Conflict, and Organizational Climate and Research Components of Work Role Balance.....	73
Table 9. ANOVA for Research Components of Work Role Balance and Role Ambiguity, Role Conflict, and Organizational Climate....	74
Table 10. Mean Scores for Role Ambiguity, Role Conflict, and Organizational Climate and Teaching Components of Work Role Balance.....	75

	Page
Table 11. ANOVA for Teaching Components of Work Role Balance and Role Ambiguity, Role Conflict, and Organizational Climate.....	76
Table 12. Mean Scores for Role Ambiguity, Role Conflict, and Organizational Climate and Service Components of Work Role Balance.....	77
Table 13. ANOVA for Service Components of Work Role Balance and Role Ambiguity, Role Conflict, and Organizational Climate.....	78
Table 14. Correlation Matrix for Research Question 2 Variables: Organizational Climate, Role Ambiguity, Role Conflict and Organizational Commitment.....	80
Table 15. Correlation Matrix for Research Question 3 Variables: Organizational Climate, Role Ambiguity, Role Conflict, and Turnover Intention.....	82
Table 16. Correlation Matrix for Research Question 4 Variables: Organizational Commitment and Nurse Faculty Turnover Intention.....	84
Table 17. Hosmer and Lemeshow Test for Goodness of Fit.....	87
Table 18. Logistical Model Classification of Nurse Faculty Intention to Leave Job.....	87
Table 19. Logistic Model if Variable Removed.....	89
Table 20. Regression Coefficients for Independent Variables.....	93

Organizational climate, role ambiguity, role conflict and nurse faculty work role balance:
Influence on organizational commitment and turnover intention

CHAPTER I

Introduction

The mission for faculty in university and college settings typically encompasses three-parts: teaching, research, and service. Faculty are expected to be excellent teachers, engage in meaningful research, and participate in community service activities. Nurse deans and faculty struggle to understand and prioritize faculty work role balance in light of the changing views of scholarship, and the need to sustain a meaningful link between faculty work and the practice and discipline of nursing. The interaction of these factors may influence the climate of the academic setting and the organizational commitment of faculty.

The effect of organizational climate on organizational commitment in academic settings is not well understood. Universities have placed emphasis on reputation, image, and the quest for research level status; and teaching and collaborative productivity have not been given top priority or advocated as worthwhile (Shulman, 1993). No research was found that explores organizational climate, nurse faculty work role balance and their effect on organizational commitment to the academic setting and turnover intention.

Role stress occurs as nurse faculty face the challenge of balancing their teaching, research, and service roles while maintaining currency of practice, knowledge and expertise. The phenomenon of role stress has been well studied in organizational research, particularly the stresses of role conflict and role ambiguity (Fain, 1987; Jackson & Schuler, 1985; Miller & Anderson, 2002; Schuster, 1986). However, most role stress

research has focused primarily on individual outcomes. The effect of role conflict and role ambiguity on organizational outcomes such as commitment and retention has received less attention, and was typically conducted in non-academic settings (Meyer & Allen, 1991; Meyer, Allen & Smith, 1993; Mowday, Porter & Steers, 1982). This study of nurse faculty examined the relationship of organizational climate, work role balance, role ambiguity, and role conflict and their influence on organizational commitment and turnover intention in nursing schools across the United States.

Research that adds to the understanding of how organizational climate and faculty work impact commitment, and influence turnover intention of nursing faculty is imperative if an adequate supply of nurse educators and researchers is to be achieved. As faculty labor to balance work roles in teaching, research, and service, the type and level of organizational commitment may vary. By better understanding the commitment of current and future nurse faculty, planning for recruitment and retention can be enhanced, so that no further reduction in the pool of qualified nurse faculty can be achieved. New knowledge regarding nurse faculty organizational commitment may also allow for new models of faculty practice that may improve and enhance faculty's ability to more effectively manage their work expectations.

Purpose of the Study

The purpose of this study was to examine how dimensions of organizational commitment and turnover intention were influenced by organizational climate, role ambiguity, role conflict, and nurse faculty work role balance in departments/colleges of nursing in Carnegie Doctoral/Research Universities – Extensive, public and private, not-for-profit institutions. Carnegie Doctoral/Research Universities – Extensive are those

universities that offer a wide range of baccalaureate programs, and are committed to graduate education through the doctorate. These universities typically award fifty or more doctoral degrees per year across at least fifteen disciplines.

The Multidimensional Model for Organizational Commitment proposed by Meyer and Allen (1997) guided this study. The three dimensions of organizational commitment are affective, continuance, and normative. Meyer and Allen (1991) hypothesized these dimensions developed through different processes and had distinct effects on predicted outcomes. The other relational variables explored in this study were organizational climate, work role balance, role ambiguity, role conflict, and turnover intention. The work roles examined as components of work role balance were research, teaching and service.

Research Questions

1. What are the relationships between organizational climate, role ambiguity, role conflict and work role balance in nurse faculty at Carnegie Doctoral/Research Universities – Extensive?
2. What are the relationships between organizational climate, role ambiguity, role conflict and work role balance, and organizational commitment in nurse faculty at Carnegie Doctoral/Research Universities – Extensive?
3. What are the relationships between organizational climate, role ambiguity, role conflict and work role balance and turnover intention in nurse faculty at Carnegie Doctoral/Research Universities – Extensive?

4. What is the relationship between organizational commitment and turnover intention in nurse faculty at Carnegie Doctoral/Research Universities – Extensive?

Definitions

The following definitions were applied to form the basis of this research.

A. *Organizational commitment*: a multidimensional psychological state that characterizes the person's relationship with the organization in question and had implications for the decision to remain involved in the organization (Meyer & Allen, 1997). The multidimensional states were (1) affective, (2) continuance, and (3) normative organizational commitment, as measured by the total subscale scores on the Affective, Continuance and Normative Commitment Scales (Meyer & Allen, 1993) (Appendix A).

B. *Organizational climate*: current common patterns of important elements of organizational life or its members' perceptions of those elements (Peterson & Spencer, 1990), as reflected by the total score on Organizational Climate Description Questionnaire – Higher Education (OCGQ-HE -Partial) (Borrevik, 1972) (Appendix A).

The following four subscales relevant to the academic setting were:

1. Consideration: the working relationships among faculty and the dean or chairperson (Borrevik, 1972);
2. Intimacy: faculty's enjoyment of friendly social relationships with each other (Borrevik, 1972);
3. Disengagement: fractionalization among the faculty (Borrevik, 1972); and

4. Production emphasis: behavior that places the college's welfare above that of the individual faculty members (Borrevik, 1972).
- C. *Nurse faculty work role balance*: the distribution of faculty work among teaching, research, and service (Middaugh, 2002), as reflected by the nurse faculty designation of the respective percentage of actual work spent on an academic year basis relative to teaching, research and service (Appendix A). Low, moderate, and high percentage components of work role balance were 0-30%, 31-60%, and 61-100%, respectively.
- D. *Role ambiguity*: a lack of clarity in role expectations and disagreement on relevant norms (Hardy & Conway, 1978), as measured by Role Ambiguity subscale of the Rizzo, House and Lirtzman's (1970) Role Ambiguity and Role Conflict Questionnaire (Appendix A).
- E. *Role conflict*: a condition in which role expectations were contradictory or mutually exclusive (Hardy & Conway, 1978), as measured by the Role Conflict subscale of the Rizzo, House and Lirtzman's (1970) Role Ambiguity and Role Conflict Questionnaire (Appendix A).
- F. *Turnover intention*: faculty's plan to leave his or her current job within the next year, as assessed by using a researcher developed single item question (Appendix A).

Significance of Study

Organizational commitment in academic settings was not previously well studied. Researchers have agreed that affective, continuance, and normative organizational commitment have demonstrated sufficiently different correlations with other variables, such as turnover intention, attendance, and performance, which are purported to be outcomes of commitment (Cohen, 1996; Dunham, Grube & Castenada, 1994; Hackett,

Bycio & Hausdorf, 1994; Meyer, Allen & Gellatly, 1990). The degree of employee commitment to the organization has implications for the employee and the organization (Mowday, Porter & Steers, 1982). Committed employees may perceive greater rewards, have increased job satisfaction, and improved retention.

Knowledge about organizational commitment to and satisfaction with the work of educating future nurses, conducting research, and disseminating findings is important in recruiting and retaining nurse faculty. Nurse faculty organizational commitment has not been well studied, and should be explored more thoroughly in relation to organizational climate, work role balance, role ambiguity, and role conflict. Past research has shown that organizational climate influences satisfaction, morale, achievement, and motivation (Duxbury, Healy, and Armstrong, 1982; LaFollete & Sims, 1975; Pritchard & Karosick, 1973). The profession of nursing needs motivated and qualified educators.

Knowledge of understanding how the dimensions of nurse faculty organizational commitment are influenced by organizational climate, work role balance, role ambiguity, and role conflict can be used to more effectively recruit and retain faculty.

The current three-part mission for faculty in university and college settings requires faculty to define and manage a work role balance between teaching, research, and service. Faculty are expected to be excellent teachers, engage in meaningful research, and participate in community service activities. Administrators and faculty have struggled with questions of priority for faculty work, changing views of scholarship, and meaningfulness of faculty contributions to education and scholarship (Dua, 1994). Little research exists in the area of faculty work role balance, role ambiguity, and role conflict, and their effect on organizational commitment. The type and level of faculty

organizational commitment is believed to vary as faculty strive to balance roles in teaching, research, and service.

Several researchers have examined how faculty feel about the work role (Fain, 1987; Haussler, 1988; Middaugh, 2002; Miller & Anderson, 2002; Schuster, 1986). Fain (1987) conducted a study to test the relationship between job satisfaction in nursing faculty and perceived levels of role conflict and role ambiguity. Results revealed significant ($p \leq .05$) negative relationships between role conflict and role ambiguity and job satisfaction (role ambiguity $r = -.282$; role conflict $r = -.374$). Faculty focus groups conducted by Miller and Anderson (2002) indicated that mixed messages about expectations for work, needs for faculty development, idiosyncratic evaluation criteria, lack of clarity of mission, and other factors contributed to issues for reform in colleges and universities. Schuster (1986) outlined the predicaments facing the academic profession and focused on four major propositions: 1) the decline of the faculty condition; 2) low faculty morale; 3) declining career competitiveness; and 4) the teaching/research dilemma. These four challenges suggest that the academic profession in the United States is in need of change and reform in order to better recruit and retain faculty in academic institutions.

Faculty retention is especially important in schools and colleges of nursing. The nursing profession is facing a serious shortage of qualified faculty. The American Association of Colleges of Nursing (AACN, 1997) reported that in 1996-1997, only 50% of all nursing faculty teaching in baccalaureate and higher degree programs were doctorally prepared. This percentage remains virtually unchanged in 2003-2004, with only 50.2% of nurse faculty prepared at the doctoral level (AACN, 2004).

The nurse faculty shortage has major consequences for the nursing profession. The decreasing number of qualified nurse faculty will limit the number of students who can be educated. According to the American Association of Colleges of Nursing (2004), 32,797 qualified applicants were turned away from U.S. nursing schools in 2004. The increasing scientific knowledge base of the profession will also be compromised, as fewer doctorally prepared nurses in academia conduct nursing research and disseminate knowledge.

Data suggest that a number of factors influencing nursing faculty have decreased the pool of qualified educators (Hinshaw, 2001). These factors include an overall decrease in the enrollment of students into nursing programs, a decrease in the number of graduate nurses selecting academia, and an overall “aging” of the nurse educator population. Understanding and fostering the organizational commitment of current and future nurse faculty needs to be of paramount importance to administrators in halting the decline in faculty and in recruiting new faculty.

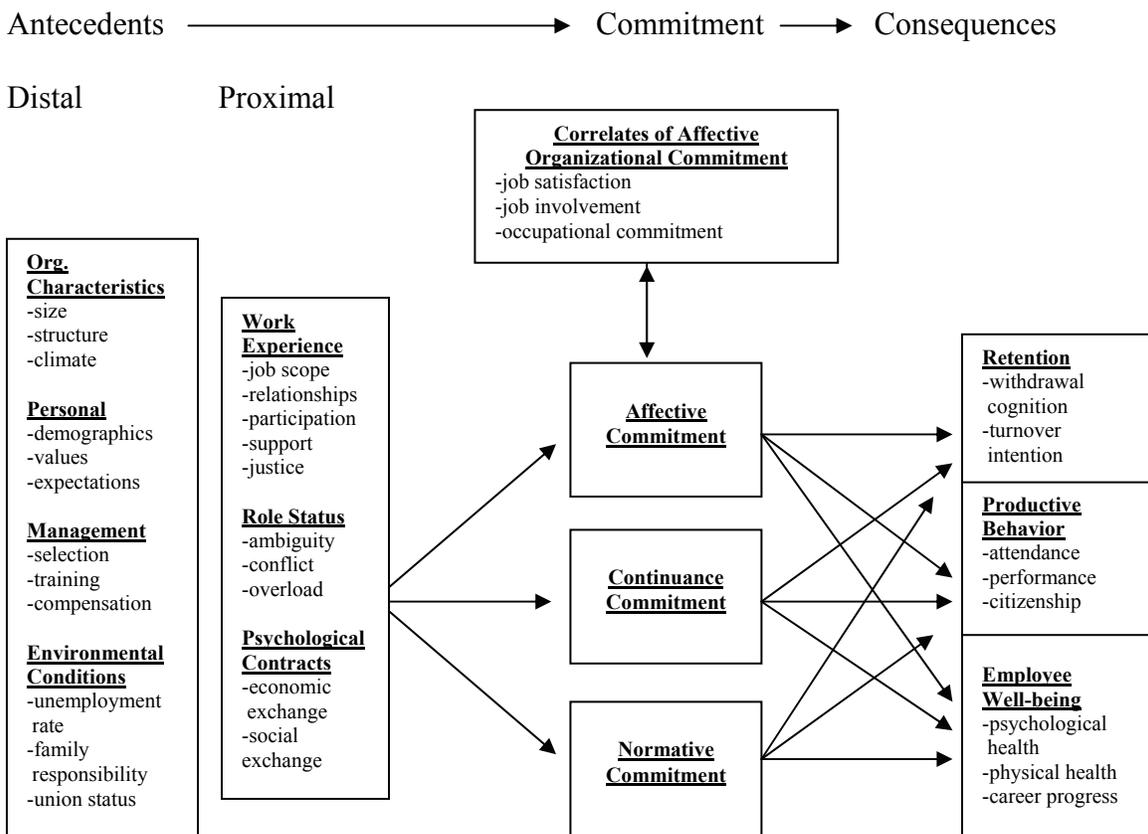
Nurse faculty struggle with the various roles of educator, grant writer, researcher, clinician, role model, and scholar, making faculty achievement and ability more difficult to define. Heightened faculty awareness of organizational climate, work roles, work role stress, and organizational commitment may help faculty select employment in schools that have environments that meet their individual needs (person-job fit).

Theoretical Framework

Meyer and Allen’s Multidimensional Model of Organizational Commitment (Allen & Meyer, 1997) (Figure 1) provided the foundation for this research. The

Multidimensional Model of Organizational Commitment proposes that organizational commitment consists of three dimensions: (1) affective, (2) continuance, and (3) normative. Each of these dimensions of organizational commitment identified different consequences for employee behavior.

Figure 1. Meyer & Allen’s Multidimensional Model of Organizational Commitment (1997)



Distal antecedents to affective, continuance, and normative organizational commitment include organizational characteristics, personal characteristics, management, and environmental conditions. The proximal antecedents include work experience, role status, and psychological contracts. There are several correlates that generally occur with

affective commitment. These include job satisfaction, job involvement, and occupational commitment.

Retention, productive behavior, and employee well-being are all consequences or outcomes of affective, continuance, and normative commitment. Retention is positively affected by all dimensions of organizational commitment. Productive behavior and employee well-being are positively affected by affective and normative commitment. However, productive behavior and employee well-being are negatively affected by continuance commitment.

Affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization. Employees remain in the organization as a result of a desire to stay. Retention in an organization is based on positive attachments to and identification with the organization and encompasses wanting to be a part of the organization. Continuance commitment refers to an awareness of the costs associated with leaving the organization. Employees remain because of a personal reason to do so. Retention is based on the costs associated with leaving. Normative commitment reflects a feeling of obligation to continue employment and a belief about one's responsibility to the organization. Employees remain because of a feeling that one ought to remain.

Since the 1990s, organizational commitment has been recognized as a multi-dimensional construct with antecedents, correlates, and consequences that vary across dimensions (Allen & Meyer, 1990; Jaros, Jermier, Koehler & Sincich, 1992; Mathieu & Zajac, 1990; Mayer & Schoorman, 1992; Meyer & Allen, 1991; 1997). Although all three forms of commitment relate negatively to turnover, the relationship to antecedents,

and other work behavior consequences are different for each dimension of commitment (Meyer & Allen, 1991; 1997).

Antecedents to Affective, Continuance and Normative Organizational Commitment

Personal characteristics of age, organizational tenure, and position tenure have been demonstrated to be correlated to all dimensions of organizational commitment (Meyer & Allen, 1991; 1997). Organizational characteristics of structure, size and climate have also been correlated to all dimensions. These characteristics are all distal antecedents to commitment.

Much confusion exists in the literature on the conceptualization and operationalization of organizational commitment and climate. Theorists and researchers have studied both as independent, dependent and intervening variables. Meyer and Allen (1997) viewed organizational climate as a distal antecedent variable to organizational commitment. This research also views this variable as distal antecedents to organizational commitment.

Correlations with work experience variables have been shown to be much higher and more proximal to affective, continuance, and normative commitment (Meyer & Allen, 2001). Role ambiguity and role conflict are negatively correlated to affective commitment and normative commitment, but not related to continuance commitment (Meyer & Allen, 2001). Leadership, justice and organizational support are positively correlated to affective and normative organizational commitment and negatively correlated to continuance commitment (Meyer & Allen, 1993; 1997; 2002).

Correlates of Affective, Continuance and Normative Organizational Commitment

Occupational commitment, coworker satisfaction, promotion satisfaction and work satisfaction were all positively correlated to affective commitment. Several correlates have a strong, positive relationship with affective and normative organizational commitment. These include: job involvement, overall job satisfaction and pay satisfaction. All correlates were negatively related to continuance organizational commitment (Meyer & Allen, 1997; 2002).

Consequences of Affective, Continuance and Normative Organizational Commitment

The hypothesized consequences of affective commitment are an increased desire to contribute to the organization, an increase in organizational citizenship, increased motivation, and a decrease in absenteeism and turnover (Mathieu & Zajac, 1990; Meyer & Allen, 1991; Tett & Meyer, 1993). Consequences of continuance commitment are a decrease in motivation, an increase in absenteeism, an increase in frustration, poor career progression and few positive relationships with performance indicators (Allen & Meyer, 1996; Gellatly, 1995; Hackett, Bycio & Hausdorf, 1994; Tett & Meyer, 1993). Normative commitment has been hypothesized to increase work performance, decrease absenteeism, increase organizational citizenship, but increase resentment (Allen & Meyer, 1996; Gellatly, 1995; Tett & Meyer, 1993). Work performance, absenteeism and citizenship relationships with normative commitment have been parallel to, but weaker than those with affective commitment (Ashforth & Saks, 1996; Randall, Fedor & Longenecker, 1990).

Summary

The factors affecting the organizational commitment and turnover intention of nurse faculty in academic settings are multiple. Most researchers concede that organizational commitment is a multidimensional construct that includes affective, continuance, and normative components. This theoretical framework contains the affective dimensions, as well as the practical considerations of organizational commitment, such as the cost of leaving an organization, an issue that certainly is important to nurse faculty who are tenured or tenure-track. While some antecedents and consequences are important to business and academia, academic settings are unique and have special considerations with respect to the factors that influence organizational commitment and turnover. Understanding the multiple dimensions of organizational commitment of nurse faculty to their academic setting and the factors that influence their commitment and turnover intention will be valuable in planning for recruitment and retention of nurse faculty.

This study explored the relationships of selected variables in the Meyer and Allen Multidimensional Model of Organizational Commitment (1990). The antecedent variables to organizational commitment and turnover intention chosen for this study included organizational and personal characteristics examined through demographic data obtained from the participants, and organizational climate and role status. Role status variables chosen to examine in this study were role ambiguity and role conflict. Instead of role overload, work role balance was added to the role status variable because of the changing nature of faculty work and the requirements for faculty to engage in research, teaching, and service (Coate, Barnett, & Williams, 2001; Hershberger, Cesarini, Chao, Mara, Rajaei & Madigan, 2005; Middaugh, 2002; Miller & Anderson, 2002; Schuster,

1986; Shulman, 1993). Work role balance was defined as the percentage of nurse faculty work time spent in research, teaching, and service activities.

Significant evidence exists that job satisfaction, job involvement, and occupational commitment, correlates of affective commitment, were positively related to affective organizational commitment based on numerous previous studies, and were, therefore, not included in this study (Aven, 1988; Meyer & Allen, 1991; 1997; Meyer, et al, 1993; Mowday, et al, 1979; 1982; Withey, 1988). Productive behavior, including attendance, performance, and citizenship, and employee well-being variables of psychological health, physical health, and career progress were not included as consequences in this study of nursing faculty because parameters are underlying expectations of the faculty role and already in place in most academic universities. Additionally, nursing faculty, by law, must maintain well-being and licensure, as defined by Meyer and Allen (1997).

The multidimensionality of commitment is now widely recognized. The model is based on existing distinctions of variable relationships either empirically or theoretically supported in the literature (Gellatly, 1995; Jaros, Jermier, Koehler & Sincich, 1992; Mathieu & Zajac, 1990; Mayer & Schoorman, 1992; Meyer & Allen, 1993; 1997; 2002; Tett & Meyer, 1993). The variables chosen for this study were based on previous research that had demonstrated relationships between these variables in non-academic settings, but had not been fully explored in academic settings (Barger & Briggs, 1987; Dua, 1994; Duxbury, Healy, & Armstrong; 1984; Fain, 1987; Grigsby, 1991; Harri, 1996; Harshberger, 1989; Haussler, 1988; Honeyman & Summers, 1994; Mobily, 1991).

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of the literature includes an overview of published research on organizational commitment, organizational climate, role ambiguity, role conflict, work role balance and turnover intention. There was extensive reference to organizational commitment, but far fewer references to multidimensional commitment as theorized by Meyer and Allen (1990). The following section focuses on organizational commitment.

Organizational Commitment

Accepted definitions of commitment include an identity with the organization, shared goals and values between the organization and the individual, continuing membership in the organization, and attachment to social relationships in the organization (Kanter, 1968; Meyer & Allen, 1991; Mowday, Porter & Steers, 1982, Mowday, Porter & Steers, 1979). To understand the nature of the complex relationship between workers and their organizations, many researchers focused on commitment in the workplace. Most of this research was conducted in non-professional populations of employees, and in some selected professional groups.

Researchers focused on the conceptualization of the organizational commitment construct, development of psychometric measures, and antecedents and consequences of commitment (Alutto, Hrebiniak, & Alonso, 1973; Allen & Meyer, 1990b, 1996; Becker, 1960; Kanter, 1968; Meyer & Allen, 1984, 1991, 1997; Meyer, Allen & Smith, 1993; Mowday, et al, 1979, 1982; Wiener, 1982). Investigations were conducted to explore the development of organizational commitment and the outcomes associated with commitment (Allen & Meyer, 1990a; Angle & Perry, 1981; Chelte & Tausky, 1987;

Drucker, 1992; Harshbarger, 1989; Meyer, Bobocel & Allen, 1991; Porter, Steers, Mowday & Boulian, 1974; Steers, 1977). In the majority of these studies, a unidimensional affective conceptualization of commitment was investigated.

However, there was increasing agreement that organizational commitment was a multidimensional construct with different relationships to antecedents and outcomes (Allen & Meyer, 1990; Aven, 1988; Mathiew & Zajac, 1990; McGee & Ford, 1987; Meyer, Paunonen, Gellatly, Goffin & Jackson, 1989; Withey, 1988). Allen and Meyer (1990) found that affective commitment was positively related to work experiences that promote feelings of comfort in the organization and personal competence. Meyer et al. (1980) found that affective commitment correlated positively, and continuance commitment, negatively, with supervisory ratings of performance and promotability.

According to Meyer and Allen (1990, 1991, and 1997), affective, continuance and normative commitment were distinguishable components of commitment. The results of several confirmatory factor analyses have supported this hypothesis (Cohen, 1996; Dunham, Grube & Castenada, 1994; Hackett et. al., 1994; Meyer, Allen & Gellatly, 1990). Most of these researchers agreed that affective, normative and continuance commitment demonstrate sufficiently different correlations with other variables, as well, especially variables purported to be outcomes of commitment such as turnover intention, attendance, and performance.

Research supported the belief that organizational commitment was significantly linked to productivity, dedication, efficiency, and length of tenure (Angle & Perry, 1981; Blau & Boal, 1989; Chelte & Tausky, 1987; Hoy, Tartar & Kottkamp, 1991; Mowday, et al, 1982). Findings drawn from this literature indicated that some variables generalized

across populations of employees, while other influences differed based on the types of employees examined. There was a need to examine the influences of individual variables on organizational commitment, and to explore how these relationships could vary across populations, particularly in academic environments.

The degree of employee commitment to the organization had implications for both the employee and the organization (Mowday, et al., 1982). Committed employees may perceive greater rewards, have increased job satisfaction and improved retention. These implications not only benefited the employee, the organization benefited as well (Meyer & Allen, 1997; Mowday, et al., 1982). Mathieu and Zajac (1990) reported that committed employees were more likely to engage in creative and innovative work, which could keep the organization competitive.

Mowday, et al (1982) indicated there were three related aspects of work role that can influence commitment. These included job scope or challenge, role conflict, and role ambiguity. Steers (1977) extended the definition of work experience to include group attitudes, organizational dependability, and personal import. Decotiis and Summers (1987) included individual perception of situational attributes as predictors of organizational commitment.

Faculty commitment to the university also provided important consequences for the faculty and the university. Neumann and Finaly-Neumann (1990) indicated that “Universities need dedicated faculty members who not only join their university, but continue to remain actively involved in innovative research activities; prepare new materials and approaches for teaching; build, assess, and reform academic programs;

maintain high levels of academic standards; participate in academic decision making; and work closely and actively with their students” (p. 77).

Thornton (1970) explored the relationship between organizational involvement and commitment to the university. Thornton (1970) found that when dimensions of organizational involvement were professional, junior college faculty were committed to both their profession and their school.

In summary, organizational commitment had important antecedents and provided significant consequences for employees and organizations. Antecedents included personal characteristics, individual perceptions, organizational climate, and role conflict and role ambiguity. Consequences of organizational commitment were attendance, efficiency, productivity, and tenure. Most research on organizational commitment, however, explored only affective commitment, rather than multidimensional commitment. Continuous and normative commitment has been shown to have different antecedents and consequences from affective commitment (see Figure 1 on p. 22).

Organizational Climate

Organizational climate was examined in prior research as independent, dependent and intervening variables. Organizational climate has been related to leadership, job satisfaction, employee performance, organizational structure, and organizational commitment (DeCotiis & Summers, 1987; Hellriegel & Slocum, 1974; LaFollette & Sims, 1975; Pritchard & Karosick, 1973).

In a study of university professors, Neumann (1978) explored organizational climate in academic settings. Neumann examined the relationship between

organizational climate and job satisfaction. The dimensions of organizational climate examined were perception of power, assessment of financial reward, and perceived university goals. Neumann (1978) found that dimensions of organizational climate were related differently to job satisfaction. In the physical sciences, the correlation between perceived faculty power and job satisfaction was low ($r=.19$; $p\leq .05$), but in the social sciences, the relationship between perceived power and satisfaction was strong ($r=.42$; $p\leq .05$). Findings indicate that faculty who perceive themselves to be included in decision-making also perceive the organizational climate as more positive.

Levin (1995) also stated that faculty needs to be included in some administrative procedures and decisions, and when faculty were excluded from these decisions, their perception of the organization and overall performance was negatively affected. Levin (1995) also argued that organizational climate played an essential role in determining employee productivity in institutions of higher education.

Steers (1977) examined three sets of work experiences as antecedents to organizational climate and organizational commitment by surveying 382 hospital workers and 119 scientists and engineers. The three work experiences were: (1) expectations met, (2) feelings of self importance, and (3) dependability of the organization. All three sets of antecedents were significantly related to commitment and climate. Climate characteristics of autonomy, variety, feedback, and task identity were significantly related to organizational commitment at .64, .38, .44, and .35, respectively ($p\leq .05$). Work experiences of expectations met, feelings of self importance, and dependability of the organization were significantly related in both groups to organizational commitment at .71, .64, and .66 ($p\leq .05$).

DeCotiis and Summers (1987) surveyed 367 restaurant managers on attributes of the work environment including organizational structure, human resource processes and organizational climate. Aspects of perceived structure were formalization, centralization, role ambiguity, and role conflict. Several dimensions of human resource processes were assessed including decision-making, leadership, communication, compensation, promotions, and feedback. Eight dimensions of climate were assessed. These were: (1) autonomy, (2) trust, (3) cohesiveness, (4) support, (5) pressure, (6) recognition, (7) innovation, and (8) fairness (Decotiis & Summers, 1987). Individual perceptions of structure were found to be significantly related to climate (formalization .08, centralization -.32, role conflict -.44, and role ambiguity -.43; $p \leq .05$). Several aspects of human resource processing were significantly related to climate (decision-making .52, leadership styles .40, communication .50, compensation .33, promotion .38, and feedback .31; $p \leq .05$). Organizational climate items were also significantly related to organizational commitment (autonomy .33, trust .46, cohesiveness .53, support .49, recognition .42, pressure .50, fairness .47, and innovation .39; $p \leq .05$) (DeCotiis & Summers, 1987).

Hoy, Tarter, and Kottkamp (1991) surveyed 1,083 high school educators in New Jersey. The researchers hypothesized that each element of school climate is related to the teacher's organizational commitment. The climate variables that were assessed included (1) institutional integrity, (2) principal influence, (3) consideration, (4) initiating structure, (5) resource allocation, (6) morale, and (7) academic emphasis. Their findings supported the hypothesis that the above aspects of school climate are related to commitment (.58, .62, .76, .58, .42, .39, .43; respectively, $p \leq .05$).

Peterson, Cameron, Mets, Jones and Ettington (1986) explored the dimensions of organizational climate that would improve teaching and learning in undergraduate education. Their climate dimensions included: (1) administrative climate, (2) academic innovation, (3) academic workplace, (4) academic management, (5) faculty motivation and effort, (6) faculty involvement, (7) academic administrative support, and (8) resource availability. The researchers were able to illustrate the interrelatedness and interdependency of the organizational climate variables, but found a non-significant relationship between climate measures and teaching effectiveness and productivity.

In the above studies, the antecedent of organizational climate appeared to be significantly related to organizational commitment. Though the climate influences varied from study to study, and the variable was defined differently in each study, support was provided for the theoretical model by Meyer and Allen (1997) applied in this study. Prior studies supported the need for research that examines the relationship between organizational climate, role ambiguity, role conflict, role balance and organizational commitment, and turnover intention.

Grigsby (1991) conducted a descriptive comparative study of two schools of nursing to compare what structural organizational factors were associated with variations in the organizational climate. One school of nursing was highly centralized with the locus of authority concentrated in a few people, and was highly formalized and hierarchical in structure. The other school had low centralization, and a shared locus of authority, with low formalization and a flat structural configuration. Organizational size was comparable. Significant relationships ($p \leq .05$) were identified between the structural characteristics of centralization and formalization, and the organizational climate

dimensions of autonomy, work pressure, and control (Grigsby, 1991). Organizational constructs of leadership, satisfaction, commitment, and productivity were not explored though it appears that individual perceptions of administrative support, autonomy, and control are important in determining organizational climate.

Nurse Faculty Work Role Balance, Role Ambiguity, and Role Conflict

An extensive body of research examined the relationship between role conflict, role ambiguity, and a variety of organizational constructs following the introduction of the theory of organizational role dynamics (Kahn, Wolfe, Quinn, Snoek & Rosenthal, 1964). Roles were thought to function as a boundary, tie the individual to the organization, and become dysfunctional when ambiguity and conflict led to stress (Gmelch & Torelli, 1994; Owens, 1991; Schuler, Aldag, & Brief, 1977). Schuler, et al (1977) concluded that role conflict and ambiguity were valid constructs and were associated with negatively valued states, such as (1) tension, (2) absenteeism, (3) low satisfaction and involvement, and (4) task characteristics with low motivating potential.

Faculty roles have been changing over time as society demands varied, resulting in new and different role expectations. At the end of the 19th century, the need for specialization in industry altered the faculty role and how faculty taught in four ways: (1) disciplines and professional fields emerged; (2) departments were developed at the institutional level; (3) graduate education was established; and (4) lecture teaching replaced recitation and disputation methods (Davis, 1995). The resulting academic environment made the faculty role more multifaceted, and as colleges and universities persisted in becoming more complex organizations, the faculty role became increasingly complex. Participants in a 1999 National Study of Postsecondary Faculty survey

reported that depending on their institution's policies, some faculty did not have instructional duties, and some individuals with instructional duties did not have faculty status. New paradigms and new roles increased the probability of role conflict among faculty because of the loss of clarity in roles and the multiple role expectations (Zimble, 1994).

Fairweather and Beach (2000; 2002) found that variations in teaching, research, and grant productivity within research universities were strongly attributable to department or program area differences. Fairweather and Beach (2000) used case analyses of three research universities to explore academic departments' collective attention to teaching and the effects of department and college level factors such as relationships with governmental agencies and laboratories, the need to compete for funded research, the need for departments to provide required general college courses outside of their specialty, and the existence of highly visible graduate programs. Study results suggested that organizational influences affected faculty work roles at the individual, departmental, and university levels.

Jackson and Schuler (1985), in a meta-analysis, examined cognitive and motivational processes to explain negative relationships between role ambiguity, role conflict, and job performance. Employees with high levels of interaction with others in and across work areas were found to be more likely to experience role ambiguity and role conflict than employees working in roles with specific job tasks. The more clearly identifiable the role components, the less likely role ambiguity and role conflict will occur. This may be highly significant in nursing academic settings where faculty are expected to relate to various other constituents, including faculty in other disciplines,

nurses in practice settings, and students, in order to meet research, teaching and service requirements.

Several researchers examined how faculty feel about the work role (Fain, 1987; Haussler, 1988; Miller & Anderson, 2002; Mobily, 1991; Schuster, 1986). Fain (1987) conducted a study to test the relationship between job satisfaction in nursing faculty and perceived levels of role conflict and role ambiguity. Results demonstrated significant negative relationships between job satisfaction and role conflict ($r = -.374$; $p \leq .05$) and role ambiguity ($r = -.282$; $p \leq .05$). Miller and Anderson (2002) conducted focus groups with faculty that indicated that mixed messages about expectations for work, needs for faculty development, idiosyncratic evaluation criteria, and lack of clarity of mission contributed to role ambiguity and role conflict in faculty.

Mobily (1991) also examined the major sources and the degree of role strain in nurse faculty employed in Carnegie Research I Universities, and the relationships between socialization experiences and personal characteristics. Mobily reported that 18% of the respondents experienced a high degree of role strain and 50% of the respondents were experiencing moderate to high levels of role strain due to high job demands, pressure to conduct research and gain external funding, and poor preparation for their roles.

Mobily (1991) reported that nine work-related situations contributed to the role strain experienced by nurse faculty. These included: 1) having adequate time to meet expectations; 2) coping with the number of expectations; 3) feeling pressured to secure outside funding; 4) having job demands interfere with other activities; 5) feeling like the workload is too heavy; 6) feeling physically drained; 7) having adequate resources; 8)

feeling emotionally drained; and 9) thinking about work interfering with the quality of work. Socialization experiences and personal characteristics that were significantly related to role strain in nurse faculty were: 1) highest degree was a master's degree; 2) undergraduate teaching; 3) clinical teaching responsibilities; 4) decreased learning opportunities in research; 5) lack of fit between academic role orientation (teaching, research and service) and that of the dean's; 6) enrollment in a doctoral program; and 7) married and having children (Mobily, 1991).

Hinshaw (2001) also suggested that the issues of role ambiguity and role conflict were significant concerns in the developing shortage of qualified nurse faculty. She stated that there were high expectations for individuals who select academic careers and that these individuals must possess a strong commitment to teaching, research, and service, as well as a willingness to balance these three roles. The shift from higher degrees in education, where the focus has been on teaching, to the philosophy of science doctoral degree in nursing, has added to the role conflict for nurse faculty. Doctorally prepared nurses in academia, experienced in research and scientific methods, are expected to teach and continue practice as new professors in the university setting. This role ambiguity could lead to a decrease in commitment and an increase in turnover intention.

Similarly, Schuster (1986) outlined the predicaments facing the academic profession and focused on four major propositions: (1) the decline of the faculty condition; (2) low faculty morale; (3) declining career competitiveness; and (4) the teaching/research dilemma. Schuster (1986) concluded that the academic profession in

the United States stands at a junction in which change and reform need to occur in order to improve the recruitment and retention of faculty to positions in academia.

Research and literature on the role of faculty strongly suggested that this population struggled with role conflict and role ambiguity, but these constructs, as related to faculty, had not been extensively studied (Barr & Tagg, 1995, Dickson, 1999, Davis, 1995; Greenburg, 1999; Zimble, 1994). This study proposed to add to the research on role ambiguity, role conflict and work role balance. The findings of this study could have implications for faculty when making institutional selections for employment, and seeking a position where the organizational mission is congruent with individual needs, and for new practice model development.

Turnover Intention

Many studies have been undertaken to determine the extent to which commitment and turnover were related. Early studies showed predictive correlations across the various groups studied, including scientists, engineers, psychiatric technicians, transit workers, and management trainees (Angle & Perry, 1981; Hom, Katerberg & Hulin, 1979; Porter, Crampon & Smith, 1976; Porter et al, 1974). In these four studies, highly significant correlations were found between affective commitment and subsequent turnover ($r=.342-.535$; $p \leq .05$).

Several studies explored proximal precursors in turnover intention, while other studies examined more distal determinants. The proximal precursors included job satisfaction, organizational commitment, job search, comparison of alternatives, and withdrawal cognition (Blau, 1993; Huselid & Day, 1991; Shore & Wayne, 1993; Tett & Meyer, 1993). The distal predictors were characteristics of the work environment, such

as job content, stress, work group cohesion, leadership and distributive justice, and promotional chances (Hom & Griffeth, 1995; Mobley, 1977; Price & Mueller, 1986). The distal predictors demonstrated only small to moderate relationships to turnover and turnover intention.

Honeyman and Summers (1994) examined the factors associated with the attrition of faculty at the University of Florida. Specifically, the study sought to determine turnover levels at the university and the demographics and motives given by leaving faculty. Women and ethnic minorities were found to leave in disproportionately high numbers with 42% of the faculty leaving for work at other academic institutions, and 43% leaving academia to work in business or industry. Also, lower ranking faculty left academia more often than higher-ranking faculty, and this was not associated with tenure review cycles.

The Office of Institutional Research and Effectiveness at South Texas Community College (STCC) (2003) explored factors important to making faculty decide to continue or terminate employment at South Texas Community College. Full-time faculty were asked the question, "Have you ever seriously considered leaving STCC?" and were offered three possible responses: 1) No, not seriously, 2) Yes, somewhat seriously, and 3) Yes, very seriously. Respondents were then asked to give employee-related written comments. The research found no significant link between length of employment at STCC or years of teaching experience and how seriously faculty considered leaving. Significant relationships were found with student learning emphasis, availability of multi-year contracts and job security ($r=.222, .294, .326$, respectively; $p \leq .05$).

This review of related literature presented an overview of organizational commitment, organizational climate, role ambiguity, role conflict and turnover intention, particularly as pertinent to faculty and academic settings. Relevant research and the specific dimensions of organizational commitment were presented.

CHAPTER III

METHODOLOGY

This chapter describes the research design and methods for analyzing the relationships between nurse faculty work role balance, role ambiguity, role conflict, organizational climate, organizational commitment, and turnover intention. The research instruments are described, and the study population and sample size are discussed. A discussion of the statistical methods used in analyzing the data concludes the chapter.

Design

This non-experimental descriptive correlational study was conducted using an e-mailed questionnaire approach. The dean/chairperson or designee of the academic unit was requested to complete a Nursing Academic Unit Data Form (Appendix B) that provided organizational information on the characteristics of the college/university and the nursing academic unit. The Nursing Academic Unit Data Form was mailed with the letter of request to the dean/chairperson (Appendix C). After University of Cincinnati Internal Review Board approval and consent from the academic unit dean or chairperson were obtained, nurse faculty were asked to participate via a written e-mail request from the researcher (see Appendix D). Following agreement to participate with informed consent (Appendix E), each nurse faculty was asked to complete the (1) Nurse Faculty Demographic Survey, (2) Role Ambiguity and Role Conflict Questionnaire (Rizzo, House & Lirtzmann, 1970), (3) Organizational Commitment Scales (Meyers & Allen, 1991), and (4) Organizational Climate Description Questionnaire – Higher Education (Partial) (Borrevik, 1972) (Appendix A). Total items for the questionnaires were 71. The scales were consistently ordered in a single questionnaire format. Earlier research

demonstrated that random order of presentation produced no significant difference with the use of these instruments (Kennerly, 1996). Faculty completed the questionnaire online and returned it via the Zoomerang™ software program. Reminder letters and thank you letters were sent at two-week intervals via Zoomerang™ based on research by Dillman (1978).

Investigator-developed and standardized instruments were used for data collection. Nurse faculty demographic data were collected on the Nurse Faculty Demographic Survey and organizational characteristics were assessed using the Nursing Academic Unit Data Form developed by the researcher.

Instruments

A single questionnaire format consisting of three standardized instruments and two researcher developed items were used for data collection. Organizational Commitment, Organizational Climate, and Role Ambiguity and Role Conflict instruments are presented followed by Work Role Balance and Turnover Intention items. Demographic and organizational data forms are also discussed.

Organizational commitment

The three components of nurse faculty organizational commitment were measured using the Meyer and Allen Organizational Commitment Instrument (1993). Affective, Continuance, and Normative Commitment Scales were presented as one questionnaire for ease of administration (Meyer & Allen, 1991). Median coefficient alphas were reported as .85, .79, and .73, respectively for the Affective, Continuance, and Normative Scales. Test-retest reliability was reported between .60 and .94 when the scales were administered at one and two month intervals.

The factor structure of the Meyer and Allen Organizational Commitment Instrument (Meyer & Allen, 1993) has been previously examined using both exploratory and confirmatory analyses. The results of both the exploratory and confirmatory studies provided evidence that affective, continuance, and normative commitment were distinguishable constructs (Dunham, Grube & Casteneda, 1994; Hackett, Bycio & Hausdorf, 1994; Meyer et al., 1990, Meyer & Allen, 1990; McGee & Ford, 1987; Shore & Tetrick, 1991, Somers, 1993).

Responses to each item on the Affective, Continuance, and Normative Scales were made on a 7-point scale with anchors labeled strongly disagree (1) to strongly agree (7). Items 2, 5, 6, 12, 15, and 18 assessed affective commitment. Items 1, 4, 7, 8, 9, and 14 measured continuance commitment. Items 3, 10, 11, 13, 16 and 17 were normative commitment items. Items 12, 13, 15, and 18 were reverse scored. Minimum and maximum subscale scores range from 6 to 42. Permission was granted by John Meyer to use the commitment scales for purposes of this study (Appendix F).

Organizational climate

The OCDQ-HE (partial), developed by Borrevik (1972), was used to measure organizational climate. The OCDQ-HE was developed to ascertain faculty perceptions of the organizational climate in their colleges. The questionnaire was modeled after Halpin and Croft's (1963) survey for quantifying organizational climate in elementary and secondary schools. Borrevik (1972) validated the OCDQ-HE by a factor analysis of 575 faculty members' responses. A three-factor solution was obtained yielding six subscales: 1) consideration, 2) intimacy, 3) disengagement, 4) production emphasis, 5) student involvement, and 6) detachment.

Split-half coefficient of reliability for the sub-scales of consideration, intimacy, disengagement, and production emphasis ranged from .70 to .92 (Borrevik, 1972). The sub-scales of student involvement and detachment were not included for use in this study as the internal consistency of the sub-scales was found to be unreliable with split-half coefficients of reliability of .08 and .37, respectively (Borrevik, 1972). Permission was given via telephone by B. Borrevik (May 4, 2004) to use the questionnaire for academic purposes.

The OCDQ-HE has a total of 42 items. Responses were on a 5 point scale: 1 = Event Almost Never Occurs, 2 = Event Seldom Occurs, 3 = Event Occasionally Occurs, 4 = Event Often Occurs, and 5 = Event Almost Always Occurs. The total possible organizational climate score is 42 to 210. Items 4, 5, 10, 19, 20, 21, 24, 25, 28, 34, 35, and 40 measured Consideration. Consideration subscale scores could range from 12 to 60. Items 8, 16, 18, 23, 26, 27, 36, 38 and 41 measured Intimacy. Intimacy subscale scores could range from 9 to 45. Items 3, 6, 7, 12, 17, 22, 29, 30, 33, 37, and 42 were Disengagement items. Disengagement subscale scores could be from 11 to 55. Items 1, 2, 9, 11, 13, 14, 15, 31, 32, and 39 measured Production Emphasis. This subscale score could range from 10 to 50.

Role ambiguity and role conflict

Role ambiguity and role conflict were measured using the Role Ambiguity and Role Conflict Questionnaire developed by Rizzo, House, and Lirtzman (1970). This questionnaire uses self-reporting to measure employees' perceptions of their jobs, work roles, and organizational features.

The questionnaire developed by Rizzo, et al., (1970) has been widely used and the internal consistency of the two subscales has been acceptable. Rizzo, et al. (1970) reported construct validity for the two subscales labeled role conflict and role ambiguity. Spearman-Brown internal reliability coefficients of .76 and .90 were reported for Role Ambiguity and .90 and .94 for Role Conflict.

The Role Ambiguity and Role Conflict Questionnaire (Rizzo, et al, 1970) was comprised of 14-items divided into two subscales: 6 items for role ambiguity and 8 items for role conflict. Respondents are asked to rate each of the 14 items regarding the extent to which expectations for behavior and performance are perceived as being in conflict or inconsistent or unclear. Subjects are asked to respond to each item according to their perceptions of how each statement applied to their role using a seven-point scale: 1 = Very False, 2 = Somewhat False, 3 = False, 4 = Neutral, 5 = Somewhat True, 6 = True, and 7 = Very True. Scores for the two scales ranged from 6 to 42 for role ambiguity and 8 to 56 for role conflict. Items measuring role ambiguity were worded positively and were reverse scored, so that a high score indicates high role ambiguity.

Researcher developed instruments are described in the following paragraphs.

Work role balance

A single researcher developed item asked subjects to report the average percentage of their actual work on an academic year basis that is spent in teaching, research, and service. This single-item measurement was similar to the approach used by the National Study of Post-secondary Faculty that is conducted every five years and is administered to a national sample of faculty representing the broad spectrum of higher education institutions (Joint Commission on Accountability Reporting, 1997). After the

percentage calculation by nurse faculty, the work role was designated as research, teaching, and service components: low (0-30%), moderate (31-60%), or high (61-100%).

Turnover intention

Turnover intention was measured by asking subjects to respond to a single item question developed by the researcher. Each subject was asked to give a “Yes” or “No” answer to the question: “Have you seriously considered leaving your current job in the past year?” If the answer was yes, the respondent was asked to give a reason for possibly leaving by selecting one of the following: new job, career change, spouse job/career change, move, and job dissatisfaction.

Demographic and organizational data

Faculty and organizational data were collected using researcher developed surveys. The Nursing Academic Unit Data Form (Appendix C) collected a number of organizational characteristics including: number of faculty in the academic unit, number of students in the academic unit, size of the university, number of nursing programs offered, and whether the organizational structure was bureaucratic or shared governance. The nurse faculty demographic data were collected on the Nurse Faculty Demographic Survey as part of the Questionnaire (Appendix A). Demographic data included: age (in years), gender, race, marital status, academic degree, professor rank, tenure status, number of years at the college/university, and the percentage of time during the academic year spent in research, teaching, and service.

Sample

The sample was comprised of full-time tenure-track, doctorally prepared nurse faculty employed in public and private, not-for-profit universities that offered accredited

undergraduate and graduate programs in nursing. Schools of nursing were chosen from all institutions classified as Doctoral/Research Universities - Extensive by the Carnegie Council on Policy Studies in Higher Education. All of the eighty-one schools of nursing were asked to participate in the study to achieve a desired sample size of approximately 300 faculty members. In order for a college/school of nursing to be included in the actual sample, at least five doctorally prepared faculty must have agreed to participate. Nurse faculty were invited to participate via email.

Data Collection

A survey approach was used for data collection. An introductory letter to the Dean/Chairperson (Appendix C) and the Nursing Academic Unit Data Form (Appendix B) were sent through conventional mail along with a self-addressed stamped envelope for return of the data form. Faculty were contacted upon receipt of the college's agreement to participate. The introductory letter to faculty (Appendix D) and informed consent (Appendix E) were emailed to the faculty participants along with a hyperlink to the Nurse Faculty Demographic Survey and the questionnaire (Appendix A). The questionnaires and data forms were coded so that school and faculty data could be nested for analysis.

Zoomerang™, a survey software package, was used for collection of faculty data. The survey was developed online and delivered to the sample subjects via email. Faculty email addresses were procured from the university websites. The Zoomerang™ software program tracked survey responses, and maintained the confidentiality of the data. Follow-up reminders were sent to non-responders and thank you letters were sent after a response was received. The reminder email included the original survey hyperlink to facilitate participant response.

Zoomerang™ stored personal information of participants in secure databases protected by passwords as well as database and network firewalls to prevent the loss, misuse or alteration of personal information. While no security systems are infallible, Zoomerang™ policies provide for prosecution to the fullest extent of the law for unauthorized access to secured information.

The surveys stored by Zoomerang™ could be retrieved only by the researcher to assure confidentiality for the participants. The survey results were retrieved in spreadsheet format so that statistical analysis could be conducted using SPSS-12 (Statistical Package for the Social Sciences-12, 2004). The data from the Nursing Academic Unit Data forms were manually entered into SPSS-12.

At least five faculty participants from each school were required in order for data to be included in data analyses. The number of participants from each school ranged from 5 to 24. Questionnaires with a whole section incomplete or more than 2% of item responses missing in any scale or subscale were considered invalid and were not included in data analyses.

Data Analysis

All data received were entered into SPSS-12 (2004) for data analysis. Descriptive analyses were performed on organizational characteristics reported by the academic unit head or designee on the Nursing Academic Unit Data form (Appendix C) and nurse faculty demographics (Appendix A). T-tests for independent groups were conducted to determine sample mean differences for the nurse faculty demographic information and the variables under investigation. Pearson correlation procedures were computed to examine the relationships between the independent variables of organizational climate,

nurse faculty work role balance, role ambiguity, role conflict, and the dependent variables of affective, continuance, and normative organizational commitment and turnover intention. Analysis of variance (ANOVA) was computed to ascertain whether significant mean differences existed for research, teaching, and service components of work role balance and the variables of role ambiguity, role conflict, organizational climate, organizational commitment, and turnover intention. ANOVA is used to test for mean differences among two or more populations, and can aid in discerning if the relationships between variables are different for various groups.

Logistical regression was also employed to study the predictive quality of the independent variables on the turnover intention of nurse faculty. Logistical regression is used to predict or explain a binary dependent variable from one or more metric and/or nonmetric independent variables. The dependent variable was turnover intention (yes/no), and the independent variables were work role balance (research, teaching, service), role ambiguity, role conflict, organizational commitment (affective, continuance, normative), and organizational climate (consideration, intimacy, disengagement, production emphasis).

Path analysis was conducted to test the fit of the correlation matrix against the causal model so that a predictive ordering of variables would occur. Regression analysis was performed for each variable in the model to determine the unique contribution each predictor or independent variable was making on the dependent variable (Stevens, 1996).

CHAPTER IV

ANALYSIS OF DATA

Chapter IV presents the data analyses including descriptive statistics, reliability coefficients for the instrument scales, and statistical procedures performed to answer the research questions. Pearson correlation was used to investigate the relationships between work role balance, role ambiguity, role conflict, organizational climate including consideration, intimacy, disengagement and production emphasis dimensions, affective, continuance, and normative organizational commitment and turnover intention. ANOVA was computed to ascertain whether significant mean differences existed for research, teaching, and service work roles and role ambiguity, role conflict, organizational climate, organizational commitment, and turnover intention. Logistical regression was also used to examine the predictive quality of the independent variables on nurse faculty turnover intention.

University and School Data

Forty-five (55.5%) of the schools of nursing contacted agreed to participate. The schools were widely dispersed throughout the United States with 9 schools (20%) from the Northeast, 16 (33.3%) from the Southeast, 11 (24.4%) from the Midwest, 4 (8.6%) from the Northwest, and 5 (11.1%) from the Southwest. The 45 schools were from 26 states. The university size of the participating schools ranged from 3,250 to 58,000 with a mean of 24,017 students. The size of the schools of nursing ranged from 166 enrolled students (not including distance or on-line students) to 1000 with a mean number of enrolled students of 611. Distance and on-line students were excluded from the total enrolled as each school defined these terms differently, and it was difficult to ascertain a

correct number and the extent to which this might influence variables. The number of faculty in each school ranged from 20 to 210 ($M = 61$). The number of tenured faculty in each school ranged from 2 to 40 ($M = 14$). Sixteen (36%) of the 45 schools reported having a bureaucratic organizational structure, while 29 (64%) schools reported having a shared governance organizational model. The range of programs offered was three to seven with a mean of 4.76. Table 1 presents the types of nursing programs offered.

Table 1

Types of Programs Offered (n = 45)

Types of Programs	Percentage of Schools
Baccalaureate	
Generic	42%
RN/BSN	34%
ABSN	27%
Masters	
MSN	32%
MS	12%
AMSN	13%
PhD	36%
Other	12%

The majority of programs offered were at the baccalaureate level with various entry points, including traditional four year programs, the RN-to-BSN completion

program, and the accelerated BSN. The “Other” category was the doctor of nursing science degree, increasing the doctoral level programs offered to a total of 48%.

Faculty Data

Three hundred twenty-nine (61.5%) of the 535 full-time, doctorally-prepared nurse faculty members employed in public and private, not-for-profit universities that offer accredited undergraduate and graduate programs in nursing participated in the study by returning completed emailed questionnaires. The faculty were all from institutions classified as Doctoral/Research Universities - Extensive by the Carnegie Council on Policy Studies in Higher Education. Thirteen nurse faculty members from ten different schools of nursing partially completed the survey. These surveys were not included in data analysis because whole sections of the questionnaire were incomplete.

Two hundred ninety-two (88.8%) participating nurse faculty were female and 23 (11%) were male. One faculty did not report gender. Two hundred eighty-one faculty (85.4%) were tenured. Thirty-four (14.2%) were not tenured. One faculty did not report tenure status. Ages of faculty ranged from 30 years of age to 68 ($M = 52.8$ years).

Two hundred ninety-four nurse faculty (93%) were Caucasian/White, fifteen (4.7%) were African American/Black, one (.3%) was Hispanic, and six (1.9%) reported other. Two faculty were American Indian and 4 were of Asian descent. Two hundred nineteen (70.2%) nurse faculty were married, 52 (16.7%) were single, 32 (10.3%) were divorced, and nine (2.9%) were widowed. Four faculty (1.2%) did not report marital status.

Academic degree and professor rank are displayed in Tables 2 and 3. The majority (83.2%) of the faculty had doctor of philosophy degrees. Nurse faculty also

reported having doctorates of education (8.4%) and doctorates of nursing science degrees (8.4%). The majority of faculty responding to the study were either associate or assistant professors accounting for 81.3%. The range of number of years at university was from less than one year to forty years ($n = 310$) with a mean of 11.45. Six faculty (1.9%) did not report years at university.

Table 2

Nurse Faculty Academic Degree ($n = 310$)*

Academic Degree	Frequency	Percentage
PhD	258	83.2
EdD	26	8.4
Other	26	8.4
Total	310	100.0

*Six faculty did not report academic degree.

Table 3

Nurse Faculty Professor Rank ($n = 315$)*

Professor Rank	Frequency	Percentage
Professor	59	18.7
Associate Professor	131	41.6
Assistant Professor	125	39.7
Total	315	100.0

*One faculty did not report professor rank.

Faculty documented the percentage of time spent in the past academic year on research, teaching, and service components of work role balance. The range of time nurse faculty spent in research was 0 – 100 % ($n = 316$, $M = 33.92\%$, $SD = 19.57$). The mean percentages of time for low, moderate, and high research components of work role balance were 20.63% ($n = 176$), 44.87% ($n = 106$), and 68.53% ($n = 34$), respectively. The medians for low, moderate, and high research components were 20%, 40%, and 70%, respectively.

The range of faculty time spent in teaching was 0 – 90 % ($n = 316$, $M = 45.79\%$, $SD = 19.37$). The mean percentages of time for low, moderate, and high teaching components of work role balance were 21.55% ($n = 85$), 45.03% ($n = 138$), and 69.06% ($n = 93$), respectively. The median percentages for teaching components were 20%, 50%, and 70%, respectively.

The range of time spent in service activities was 0 – 100 % ($n = 315$, $M = 20.28$, $SD = 14.86$). The mean percentages of time for low, moderate, and high service components of work role balance were 15.69% ($n = 273$), 42.79% ($n = 29$), and 66.54% ($n = 13$), respectively. The medians for low, moderate, and high service components were 15%, 40%, and 60%, respectively.

A greater percentage (45.79%) of time on average was devoted to teaching followed by research (33.92%) and service (20.28%). Two nurse faculty reported spending 100% of their work time in research activities, and one faculty reported spending 100% of work time in service activities. No faculty reported spending 100% of work time in teaching activities.

Instrumentation

Descriptive Statistics

Descriptive statistics for each item of the Role Ambiguity, Role Conflict, Multidimensional Organizational Commitment Scale, and the Organizational Climate Description Questionnaire-HE (Partial) Scales are presented in Appendix G. The range of scores for each item on the Role Ambiguity and Role Conflict Questionnaire were 1 to 7 with mean scores between 2.11 and 5.01 ($SD = 1.10-1.86$). The range of total scores for the role ambiguity subscale was 6 to 40 ($M = 16.21$; $SD = 6.74$). Role conflict subscale scores ranged from 9 to 56 ($M = 33.63$; $SD = 10.03$).

The range of scores for the items on Multidimensional Organizational Commitment Scale were 1 to 7 with mean scores ranging from 2.59 to 4.82 ($SD = 1.55-1.97$). Affective Organizational Commitment total scores ranged from 7 to 42 ($M = 27.35$; $SD = 7.75$). Continuance Organizational Commitment total scores ranged from 6 to 40 ($M = 20.37$; $SD = 7.68$), and the Normative Organizational Commitment total scores ranged from 8 to 36 ($M = 22.74$; $SD = 5.33$).

Item scores on the OCDQ-HE (Partial) ranged from 1- 5 with a mean score of 1.93 to 4.10 ($SD = .81-1.25$). Total scores for Consideration subscale ranged from 13 to 60 ($M = 41.75$; $SD = 10.2$); Intimacy subscale scores ranged from 11 to 44 ($M = 27.09$; $SD = 5.64$); Disengagement subscale scores ranged from 17 to 46 ($M = 30.97$; $SD = 5.5$); and Production Emphasis subscale scores ranged from 18 to 48 ($M = 35.4$; $SD = 4.98$). Total scores for the OCDQ-HE (Partial) ranged from 94 to 160 ($M = 123.69$; $SD = 10.61$).

Factor Analysis of the Instruments

Multidimensional Organizational Commitment Questionnaire.

Factor analysis on the Meyer and Allen's Multidimensional Organizational Commitment Questionnaire was completed using SPSS-12 to perform a principle component analysis. In this procedure, the maximum number of factors, or constructs, present in the tool was established. Factor analysis was conducted on 316 cases. Three factors registered eigenvalues above one, and accounted for 100 % of the total variance among the commitment items. Table 4 shows factor loadings for the Multidimensional Organizational Commitment Questionnaire.

Table 4

Multidimensional Organizational Commitment Questionnaire– Factor Loadings for the Principle Factor Analysis ($n = 316$)

Item	Factor 1	Factor 2	Factor 3
Affective Organizational Commitment			
1. I really feel as if the organization's problems are my own.	.346	--*	--
2. I would be very happy to spend the rest of my career in this organization.	.787	--	-
3. This organization has a great deal of personal meaning to me.	.807	--	--
4. I do not feel "emotionally attached" to this organization.	.834	--	--

Item	Factor 1	Factor 2	Factor 3
5. I do not feel a strong sense of “belonging” to my organization.	.853	--	--
6. I do not feel like “part of the family” at my organization.	.814	--	--
Continuance Organizational Commitment			
1. If I had not already put so much of myself into this organization, I might consider working elsewhere.	.641	.341	.252
2. One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.	--	.609	--
3. Right now, staying with my organization is a matter of necessity as much as desire.	--	.719	--
4. It would be very hard for me to leave my organization right now, even if I wanted to.	--	.786	--
5. Too much of my life would be disrupted if I decided I wanted to leave my organization right now.	--	.754	--
6. I feel I have too few options to considering leaving this organization.	--	.566	--
Normative Organizational Commitment			
1. I would feel guilty if I left my organization now.	.330	--	.428

Item	Factor 1	Factor 2	Factor 3
2. Even if it were to my advantage, I do not feel it would be right to leave my organization now.	.306	--	.496
3. I owe a great deal to my organization.	.100	--	.698
4. I do not feel any obligation to remain with my current employer.	--	--	.731
5. This organization deserves my loyalty.	--	--	.795
6. I would not leave my organization right now because I have a sense of obligation to the people in it.	--	--	.838

*Loadings less than .200 were replaced with.--.

For the Affective Organizational Commitment Subscale, all items loaded on Factor 1. In this study, item 1 on the Continuance Organizational Commitment Subscale loaded on all three factors and was subsequently dropped from further analyses. Items 1, 2 and 3 on the Normative Organizational Commitment Scale loaded on both Factor 1 and Factor 3. The higher loadings were on Factor 3, and were greater than .40; therefore, the items were included in later analyses (Stevens, 1996). These loadings were not consistent with previous findings, though some studies have reported evidence that affective and normative commitment have loaded on the same factor and have been indistinguishable (Jaros, et al, 1993; Mayer & Schoorman, 1992).

Organizational Climate Description Questionnaire-Higher Education (Partial)
[OCDQ-HE (Partial)]

Principle components analysis for the OCDQ-HE (Partial) was conducted on the responses of 316 subjects. For this instrument, four factors initially yielded eigenvalues above one. The results of the principle factor analysis are shown in Table 5.

Table 5

Organizational Climate Description Questionnaire-Higher Education (Partial) [OCDQ-HE (Partial)] - Factor Loadings for the Principle Factor Analysis ($n = 316$)

Item	Factor 1	Factor 2	Factor 3	Factor 4
Organizational Climate Consideration				
4. The Dean has faculty members share in making decisions.	.728	.325	--*	--
5. The Dean displays tact and humor.	.715	.380	--	--
10. The Dean engages in friendly jokes and comments during faculty meetings.	.642	--	--	--
19. The Dean is friendly and approachable.	.730	.333	--	--
20. The Dean finds time to listen to faculty members.	.770	.344	--	--
21. The Dean accepts change in school policy or procedure	.685	.357	--	--
24. The morale of the faculty members is high.	.784	--	--	--

Item	Factor 1	Factor 2	Factor 3	Factor 4
25. The school works as a committee of the whole.	.641	--	--	--
28. The Dean changes his/her approach to meet new situations.	.604	--	--	--
34. The Dean uses constructive criticism.	.709	.350	--	--
35. The Dean delegates the responsibility for school functions among the faculty	.625	--	--	--
40. The Dean treats all faculty members as his/her equals.	.729	--	--	--
Organizational Climate Intimacy				
8. There is a great deal of borrowing and sharing among the faculty.	--	.451	--	--
16. Faculty members enjoy getting together for bowling, dancing, card games, etc.	.285	.515	--	--
18. Close friendships are found among the school faculty.	.300	.502	--	--
23. Everyone enjoys their associations with their colleagues in this school.	--	.634	--	--
26. There are periodic informal social gatherings.	--	.486	.445	--

Item	Factor 1	Factor 2	Factor 3	Factor 4
27. There are opportunities within the school for faculty members to get together in extra- curricular activities.	--	.482	.444	--
36. New jokes and gags get around the school in a hurry.	.256	.557	--	--
38. Faculty members talk to each other about their personal lives.	--	.379	--	--
41. The school is thought of as being very friendly.	--	.639	--	--
Organizational Climate Disengagement				
3. Faculty start projects without trying to decide in advance how they will develop or where they may end.	--	.236	.514	--
6. Faculty members express concern about the “deadwood” in this school.	--	.285	.287	--
7. Scheduled appointments by faculty members are not kept.	--	--	.282	--
12. Faculty members talk about leaving the college or university.	--	--	.383	--
17. Tensions between faculty factions interfere with school activities.	--	--	.378	--

Item	Factor 1	Factor 2	Factor 3	Factor 4
22. The Dean yields to pressure of a few students who are not representative of student opinion.	--	--	.222	--
29. The important people in this school expect others to show respect for them.	--	--	.316	--
30. Older faculty control the development of school policy.	--	.293	.366	--
33. Individual faculty members are always trying to win an argument.	--	.268	.470	--
37. Faculty members approach their problems scientifically and objectively.	--	--	.535	.222
42. Faculty members in this school use mannerisms which are annoying.	--	--	.483	.000
Organizational Climate Production Emphasis				
1. The Dean puts the school's welfare above the welfare of any faculty member in it.	--	--	--	.503
2. Faculty members recognize that there is a right and wrong way of going about school activities.	--	--	--	.415
9. The Dean has everything going according to schedule.	--	--	--	.310

Item	Factor 1	Factor 2	Factor 3	Factor 4
11. The Dean encourages the use of uniform procedures.	.244	--	--	.419
13. The Dean is first in getting things started.	.378	--	--	.425
14. The Dean sells outsiders on the importance of the school.	.291	--	--	.254
15. Faculty members seem to thrive on difficulty – the tougher things get, the harder they work.	--	--	--	.234
31. Faculty members ask permission before deviating from common policies or practices.	--	--	--	.363
32. The Dean maintains definite standards of practice.	--	--	--	.513
39. The faculty uses parliamentary procedures in meetings.	--	--	--	.400

* Loadings less than .200 were replaced with --.

The results of the principle components analysis were a four factor solution which accounted for 100 percent of the variance found in organizational climate. In Organizational Climate Consideration Subscale, Items 4, 5, 19, 20, 21, and 34 loaded on Factor 1 and Factor 2, but were significantly higher on Factor 1, and were left in Factor 1 for later analyses. Organizational Climate Intimacy Subscale items 16, 18, 26, 27, and 36 loaded on more than one Factor. Items 26 and 27 loaded on Factor 2 and Factor 3. Both

items were eliminated from further analyses since it was impossible to discern to which factor the item belonged. Items 16, 18 and 36 were included in Factor 2 due to the higher loading.

In the Organizational Climate Disengagement Subscale, items 3, 6, 17, 30 and 33 loaded on more than one Factor. Items 6, 17 and 30 were excluded from subsequent analyses due to the inability to discern to which factor the items belonged. Items 3 and 33 were included in Factor 3 due to the higher loading.

Items 11, 13, and 14 loaded on more than one factor in the Organizational Climate Production Emphasis Subscale. Item 14 loaded on Factors 1, 2 and 4 and was removed from future analyses. Items 11 and 13 were retained in the subscale.

In summary, the variables being measured by the OCDQ-HE (Partial) clustered appropriately within the factors. The items 6, 14, 17, and 30 in the OCDQ-HE (Partial) were removed from further analyses due to multiple factor loading.

Role Ambiguity and Role Conflict Questionnaire

Principle components analysis for the Role Ambiguity and Role Conflict Questionnaire was conducted on the responses of 316 subjects. For this instrument, two factors initially yielded eigenvalues above one. The results of the principle factor analysis are shown in Table 6.

Table 6

Role Ambiguity and Role Conflict Questionnaire- Factor Loadings for the Principle Factor Analysis ($n = 316$)

Item	Factor 1	Factor 2
1. I feel certain about how much authority I have.	.646	--*
2. Clear, planned goals and objectives exist for my job.	.694	--
3. I know that I have divided my time properly.	.544	--
4. I know what my responsibilities are.	.602	--
5. I know exactly what is expected of me.	.749	--
6. Explanation is clear of what has to be done.	.715	--
7. I have to do things that should be done Differently.	--	.563
8. I receive an assignment without the manpower to complete it.	--	.732
9. I have to buck a rule or policy in order to carry out an assignment.	--	.654
10. I work with two or more groups who operate quite differently.	--	.500

	Factor 1	Factor 2
11. I receive incompatible requests from two or more people.	--	.653
12. I do things that are apt to be accepted by one person and not accepted by others.	--	.632
13. I receive an assignment without adequate resources and materials to execute it.	--	.728
14. I work on unnecessary things.	--	.614

* Loadings less than .200 were replaced with --.

The results of the principle components analysis were a two factor solution which accounted for 100 percent of the variance found in role ambiguity and role conflict. All items for role ambiguity loaded on Factor 1 and all items for role conflict loaded on Factor 2. Item 13 loaded on both factors but remained in Factor 2 due to the higher loading. This principle component analysis is consistent with past findings (Rizzo, et al, 1970).

Scale Reliability Coefficients

Cronbach's alpha coefficients were calculated for the scales and subscales used in this study. The scales include the Role Ambiguity and Role Conflict Questionnaire, Meyer and Allen's Multidimensional Organizational Commitment Questionnaire, Affective, Continuance and Normative Subscales, and the OCDQ-HE-Partial and the subscales of Consideration, Intimacy, Disengagement, and Production Emphasis.

The Role Ambiguity and Role Conflict Questionnaire had high alpha coefficients of .88 and .83, respectively, which were consistent with those found (.76 to .94) by Rizzo, et al (1970). Reliability coefficients were evaluated for the Meyer and Allen's Multidimensional Organizational Commitment Questionnaire and the Affective, Continuance, and Normative Subscales. The Multidimensional Organizational Commitment Questionnaire had a moderate alpha coefficient of .73, as did the Affective and Continuance subscales (.87 and .77, respectively). The Normative subscale had a fairly low alpha (.45). Meyer and Allen (1993) reported alpha coefficients of .85, .79, and .73, respectively. The lower internal consistency for the Normative Organizational Commitment subscale will be considered in further evaluating statistical findings.

Cronbach's alpha coefficients were also calculated for the OCDQ-HE (Partial) and the Consideration, Intimacy, Disengagement, and Production Emphasis subscales. The alpha coefficients for Organizational Climate, and the subscales of Consideration, Intimacy, Disengagement and Production Emphasis were .83, .93, .83, .69, and .68, respectively. These findings are similar to the findings of Borrevik (1972), who reported alpha coefficients of .70 to .92. The subscales of Disengagement and Production Emphasis are somewhat lower than the generally acceptable level of .70 for internal consistency of attitudinal measures (Brink & Wood, 1998), but are sufficiently close to .70 to be included in further analyses.

Primary Data Analyses

The following section describes statistical procedures used to examine relationships between variables. Each research question is presented individually.

Research Question 1: What are the relationships between organizational climate, role ambiguity, role conflict and work role balance in nurse faculty at Carnegie

Doctoral/Research Universities – Extensive?

Pearson correlation was used to test the relationships between organizational climate, role ambiguity, role conflict and work role balance in nurse faculty. Three hundred sixteen faculty were included in data analysis. Data were pooled for analysis.

The correlation matrix for Research Question 1 variables of organizational climate, including consideration (OCC), intimacy (OCI), disengagement (OCD), and production emphasis (OCP), role ambiguity (RA), and role conflict (RC) is displayed in Table 7. Research, teaching, and service work role balances were not significantly ($p \leq .05$) correlated with any other variables in Research Question 1 and were removed from the correlation matrix.

Table 7

Correlation Matrix for Research Question 1 Variables: Organizational Climate, Role Ambiguity, and Role Conflict ($n = 316$) ($p \leq 0.05$)*

	Org Climate Consider. (OCC)	Org Climate Intimacy (OCI)	Org Climate Disengage. (OCD)	Org Climate Prod. Emph. (OCP)	Role Ambig. (RA)	Role Confl. (RC)
OCC	--					
OCI	.506	--				
OCD	-.456	-.358	--			
OCP	.529	.354	-.277	--		
RA	-.471	-.391	.323	-.269	--	
RC	-.465	-.346	.510	-.255	.462	--

*Two-tailed significance

Significant ($p \leq .05$) positive relationships exist between the organizational climate subscales of consideration and intimacy (.506), consideration and production emphasis (.529) and intimacy and production emphasis (.354). Significant ($p \leq .05$) negative relationships exist between the organizational climate subscales of consideration, intimacy, production emphasis and the subscale of disengagement (-.456, -.358, -.277, respectively).

There are also significant ($p \leq .05$) positive relationships between the organizational climate subscale disengagement and role ambiguity and role conflict (.323, .510, respectively). The relationships between the organizational climate subscales of consideration, intimacy and production emphasis are significantly ($p \leq .05$) and

negatively correlated to role ambiguity (-.471, -.391, -.269, respectively) and role conflict (-.465, -.346, -.255).

As a further examination of the components of work role balance, analysis of variance (ANOVA) was computed to assess if mean differences existed for research, teaching, and service work roles and organizational climate, role ambiguity, and role conflict. Subscales for organizational climate were removed from the analysis of variance report for Research Question 1 as no significant differences were found on statistical analysis. Table 8 displays the mean scores for role ambiguity, role conflict, and organizational climate and the groups with low, moderate and high research components of work role balance. Mean scores for role ambiguity were higher for the nurse faculty with low and moderate research responsibilities. Mean scores were higher for perception of organizational climate in the faculty with low and high research components of work. Mean scores for role conflict were similar for all three groups.

Table 8

Mean Scores for Role Ambiguity, Role Conflict, and Organizational Climate and Research Components of Work Role Balance

	Work Role	<i>n</i>	Mean Score	<i>SD</i>
Role Ambiguity	Low Research	176	16.64	6.87
	Moderate Research	100	16.56	6.76
	High Research	40	13.43	5.50
Role Conflict	Low Research	174	34.51	10.12
	Moderate Research	100	32.53	9.77
	High Research	400	32.55	10.16
Organizational Climate	Low Research	176	124.69	10.34
	Moderate Research	100	121.79	10.97
	High Research	40	124.05	10.51

Table 9 displays the analysis of variance for research components of work role balance. There is a significant ($p \leq .05$) difference between the low, moderate, and high research components of work role balance and role ambiguity and a significant ($p \leq .10$) difference between faculty research components of work role balance and organizational climate. Nurse faculty with low and moderate research responsibilities were more likely to experience increased role ambiguity, possibly due to the emphasis on research activities in these universities and the lower component of research activity in assigned faculty work. Nurse faculty with a moderate research component to their work experienced a lower perception of organizational climate.

Table 9

ANOVA for Research Components of Work Role Balance and Role

Ambiguity, Role Conflict, and Organizational Climate

		Sum of	<i>df</i>	Mean	<i>F</i>	Sig.
		Squares		Square		
Role Ambiguity	Between Groups	354.49	2	177.24	3.97	.020
	Within Groups	13965.14	313	44.62		
	Total	14319.63	315			
Role Conflict	Between Groups	302.86	2	151.43	1.51	.222
	Within Groups	31180.29	311	100.26		
	Total	31483.15	313			
Organizational Climate	Between Groups	543.30	2	271.65	2.43	.089
	Within Groups	34943.92	313	111.64		
	Total	35487.23	315			

Table 10 presents the mean scores for role ambiguity, role conflict, and organizational climate and low, moderate and high teaching components of work role balance. Role ambiguity, role conflict, and organizational climate mean scores were all higher in the group with high teaching responsibilities.

Table 10

Mean Scores for Role Ambiguity, Role Conflict, and Organizational Climate and Teaching Components of Work Role Balance

	Work Role	<i>n</i>	Mean Score	<i>SD</i>
Role Ambiguity	Low Teaching	85	15.27	6.48
	Moderate Teaching	138	15.59	6.06
	High Teaching	93	17.97	7.62
Role Conflict	Low Teaching	85	33.80	10.22
	Moderate Teaching	138	31.85	9.50
	High Teaching	91	36.18	10.17
Organizational Climate	Low Teaching	85	124.36	10.48
	Moderate Teaching	138	121.50	10.53
	High Teaching	93	126.33	10.28

Table 11 depicts the analysis of variance for the teaching components of work role balance. Significant ($p \leq .05$) differences were found in role ambiguity, role conflict, and organizational climate scores for the teaching work role groups. Nurse faculty with high teaching responsibilities were more likely to experience role ambiguity, and role conflict, possibly caused by the inability to commit more time to the research mission of the university because of the high teaching workload.

Table 11

ANOVA for Teaching Components of Work Role Balance and Role Ambiguity, Role Conflict and Organizational Climate

		Sum of	<i>df</i>	Mean	<i>F</i>	Sig.
		Squares		Square		
Role Ambiguity	Between Groups	414.68	2	207.34	4.68	.010
	Within Groups	13904.96	313	44.43		
	Total	14319.63	315			
Role Conflict	Between Groups	1030.56	2	515.28	5.26	.006
	Within Groups	30452.59	311	97.92		
	Total	31483.15	313			
Organizational Climate	Between Groups	1350.36	2	675.18	6.19	.002
	Within Groups	34136.86	313	109.06		
	Total	35487.23	315			

The mean scores for role ambiguity, role conflict, and organizational climate and the service components of work role balance are shown in Table 12. The majority of faculty had low service work roles, but faculty with high service work had higher mean scores for role ambiguity, role conflict, and organizational climate than low or moderate service groups.

Table 12

Mean Scores for Role Ambiguity, Role Conflict, and Organizational Climate and Service Component of Work Role Balance

	Work Role	<i>n</i>	Mean Score	<i>SD</i>
Role Ambiguity	Low Service	263	16.40	6.87
	Moderate Service	35	14.54	6.29
	High Service	18	16.67	5.34
Role Conflict	Low Service	261	33.52	9.94
	Moderate Service	35	32.40	11.28
	High Service	18	37.61	8.12
Organizational Climate	Low Service	263	123.48	10.69
	Moderate Service	35	121.80	8.54
	High Service	18	130.56	11.10

Table 13 displays the analysis of variance for the service component of work role balance and the variables of role ambiguity, role conflict, and organizational climate.

The only significant ($p \leq .05$) finding between service work role groups is for organizational climate. The total number of nurse faculty in this sample with a primary service component of work role balance was low ($n = 18$), but they were more likely to experience a higher perception of organizational climate.

Table 13

ANOVA for Service Components of Work Role Balance and Role Ambiguity, Role Conflict and Organizational Climate

		Sum of	<i>df</i>	Mean	<i>F</i>	Sig.
		Squares		Square		
Role Ambiguity	Between Groups	110.07	2	55.04	1.21	.299
	Within Groups	14209.56	313	45.40		
	Total	14319.63	315			
Role Conflict	Between Groups	341.34	2	170.67	1.70	.184
	Within Groups	31141.81	311	100.13		
	Total	41483.15	313			
Organizational Climate	Between Groups	985.59	2	492.80	4.47	.012
	Within Groups	34501.63	313	110.23		
	Total	35487.23	315			

Research Question 2: What are the relationships between organizational climate, role ambiguity, role conflict and work role balance, and organizational commitment in nurse faculty at Carnegie Doctoral/Research Universities – Extensive?

Pearson correlation was used to test the relationships between organizational climate, role ambiguity, role conflict, work role balance, and organizational commitment in nurse faculty. Three hundred sixteen faculty were included in data analysis. Data were pooled for analysis.

Table 14 shows the correlation matrix between organizational climate subscales consideration, intimacy, disengagement, and production emphasis, and role ambiguity, role conflict and organizational commitment scales, affective commitment, continuance commitment, and normative commitment. Work role balance was not significantly correlated with any other variables in Research Question 2 and was not included in the correlation matrix.

Table 14

Correlation Matrix for Research Question 2 Variables: Organizational Climate, Role Ambiguity, Role Conflict, and Organizational Commitment ($n = 316$) ($p \leq .05$)*

	Org Climate Cons. (OCC)	Org Climate Int (OCI)	Org Climate Dis (OCD)	Org Climate Prod (OCP)	Role Amb (RA)	Role Conf (RC)	Affect Comm (AC)	Cont Comm (CC)	Norm Comm (NC)
OCC	--								
OCI	.506	--							
OCD	-.456	-.358	--						
OCP	.529	.354	-.277	--					
RA	-.471	-.391	.323	-.268	--				
RC	-.465	-.346	.510	-.255	.462	--			
AC	.475	.596	-.385	.309	-.527	-.421	--		
CC	-.277	-.148	.256	-.078	-.301	-.340	-.190	--	
NC	.284	.271	-.114	.237	-.221	-.204	.506	.125	--

*Two-tailed significance

A significant ($p \leq .05$) and moderately strong negative, inverse relationship was present between role ambiguity and affective and continuance organizational commitment (-.527, -.301), and between role conflict and affective and continuance organizational commitment (-.421, -.340). The relationships between role ambiguity, role conflict and normative organizational commitment were significant ($p \leq .05$) but moderately low (-.221, -.204). Organizational climate subscales consideration, intimacy

and production emphasis were significantly ($p \leq .05$) positively correlated with affective (.475, .596, .309, respectively) and normative organizational commitment (.284, .271, .237, respectively). Organizational climate subscale disengagement was significantly ($p \leq .05$) positively correlated with continuance commitment (.256), and was significantly ($p \leq .05$) negatively correlated to affective and normative commitment (-.385, -.114, respectively).

Analysis of variance (ANOVA) was computed to determine if mean differences existed for research, teaching, and service work roles and affective, continuance, and normative organizational commitment. No significant findings were found between research, teaching, and service work roles and the multi-dimensions of organizational commitment. Thus, levels of commitment to the organization did not vary substantively based on work role focus.

Research Question 3: What are the relationships between organizational climate, role ambiguity, role conflict, work role balance and turnover intention in nurse faculty at Carnegie Doctoral/Research Universities – Extensive?

Pearson correlation was used to test the relationships between organizational climate, role ambiguity, role conflict, work role balance, and turnover intention in nurse faculty. Since turnover intention is ordinal level, Pearson and Spearman correlations were both calculated statistically and no discernable difference was noted in the results. Three hundred sixteen faculty were included in data analysis. Data were pooled for analysis.

The correlation matrix for organizational climate, role ambiguity, role conflict, and turnover intention in nurse faculty is displayed in Table 15. Work role balance was

not significantly correlated with any other variables in Research Question 3 and was removed from the correlation matrix.

Table 15

Correlation Matrix for Research Question 3 Variables: Organizational Climate, Role Ambiguity, Role Conflict, and Nurse Faculty Turnover Intention ($n = 316$) ($p \leq .05$)*

	Org Climate Con (OCC)	Org Climate Int (OCI)	Org Climate Dis (OCD)	Org Climate Prod (OCP)	Role Amb (RA)	Role Conf (RC)	Turnover Intention (TI)
OCC	--						
OCI	.506	--					
OCD	-.456	-.358	--				
OCP	.529	.354	-.277	--			
RA	-.471	-.391	.323	-.268	--		
RC	-.465	-.346	.510	-.255	.462	--	
TI	-.362	-.373	.379	-.226	.368	.381	--

*Two-tailed significance

There is a significant ($p \leq .05$) and moderately strong relationship between organizational climate subscales consideration, intimacy and disengagement and turnover intention (-.362, -.373, .379, respectively). A significant ($p \leq .05$) and moderately strong relationship also existed between role ambiguity and turnover intention (.368), and role conflict and turnover intention (.381). The relationship between organizational climate

subscale production emphasis and turnover intention was significant ($p \leq .05$), but minimal (.226).

Analysis of variance (ANOVA) was computed to determine if mean differences existed for research, teaching, and service work roles and turnover intention. No significant findings were found between research, teaching, and service work roles and the multi-dimensions of organizational commitment.

Research Question 4: What is the relationship between organizational commitment and turnover intention in nurse faculty at Carnegie Doctoral/Research Universities – Extensive?

Pearson correlation was used to test the relationships between organizational commitment and turnover intention in nurse faculty. Because turnover intention is ordinal level, Pearson and Spearman correlations were both calculated statistically and no discernable difference was noted in the results. Three hundred sixteen faculty were included in data analysis. Data were pooled for analysis.

Table 16 depicts the correlation matrix for affective, continuance and normative organizational commitment and nurse faculty turnover intention.

Table 16

Correlation Matrix for Research Question 4 Variables: Organizational Commitment and Nurse Faculty Turnover Intention ($n = 316$) ($p \leq .05$)*

	Affective Comm. (AC)	Continuance Comm. (CC)	Normative Comm. (NC)	Turnover Intention (TI)
AC	--			
CC	-.190	--		
NC	.506	.125	--	
TI	-.451	-.284	-.293	--

*Two-tailed significance

There was a significant ($p \leq .05$) and moderately strong negative relationship between affective commitment and turnover intention (-.451). The relationships between continuance commitment and normative commitment were significant ($p \leq .05$) but minimally correlated to turnover intention (-.284, .293).

Secondary Data Analyses

Analysis of Demographic Variables

Pearson correlation was conducted on all intervening variables and the independent and dependent variables included in this research study. The intervening variables examined were: number of faculty in the academic unit, number of students in the academic unit (excluding distant, on-line students), size of the college or university, bureaucratic or shared governance model, number of nursing programs offered, years of work experience in the academic unit, total years of work experience in

teaching/research, number of tenured faculty in the academic unit, and type of doctoral degree held by the faculty member.

Data from each participant were nested with the corresponding data from his or her university and school of nursing. No significant correlations were identified for any of the intervening variables and the variables under investigation, possibly due to the homogeneity of the sample.

T-tests for independent groups were conducted to determine sample mean differences for the nurse faculty demographic information of gender, race, age, years of work experience in the academic unit, and professor rank, and the variables under investigation in the study: role ambiguity, role conflict, work role balance (research, teaching and service), organizational climate and subscales (consideration, intimacy, disengagement, and production emphasis), affective, continuance, and normative commitment, and turnover intention.

There were no significant mean differences noted between gender, race and professor rank, or years at the university in mean scores for any of the study variables. When comparing the difference between nurse faculty age and study variables, the only significant mean difference ($n=316$, $t=-2.7$, $p \leq .05$) was for role ambiguity. Nurse faculty under the age of 53 years had a significantly higher mean score ($m=17.38$) on role ambiguity than faculty over age 53 years ($m=15.32$). Faculty who were tenured had a significantly higher mean percentage ($n=315$, $t=3.6$, $p \leq .05$) for research ($m=35.35\%$) than non-tenured faculty ($m=22.79\%$). Non-tenured faculty had a significantly higher mean percentage ($n=315$, $t=3.95$, $p \leq .05$) for teaching ($m=57.79\%$) than tenured faculty

(m=44.23%). No other differences were found between demographic and study variables.

Logistical Regression

Logical regression was performed on the data to predict the contribution of organizational climate, role ambiguity, role conflict, work role balance, and organizational commitment on nurse faculty intention to leave their job within the next year. Logistical regression was chosen over multiple regression and discriminant regression because logical regression assumes a dichotomous dependent variable where the other regression models do not (Stevens, 1996; Wright, 2004). The Hosmer and Lemeshow Test for Goodness of fit is shown in Table 17. Table 18 displays the logistical regression model for nurse faculty to leave their job or not leave their job. The independent variables are work role balance, role ambiguity (RA), role conflict (RC), organizational commitment (AC, CC, NC), and organizational climate (OCC, OCI, OCD, OCP). The dependent variable was nurse faculty intention to leave the job. Table 19 depicted the logistic model if the independent variable was removed.

Table 17

Hosmer and Lemeshow Test for Goodness of Fit

Step	Chi-square	<i>df</i>	Sig.
1	20.09	8	.210
2	16.49	8	.436
3	19.77	8	.511
4	19.77	8	.411
5	20.43	8	.229
6	15.02	8	.459
7	20.99	8	.327

Table 18

Logistical Model Classification of Nurse Faculty Intention to Leave Job ($n=313$)

Observed	Predicted Intention		Percentage Correct*
	To Leave		
Step 1 Intention to leave	Leave	111 41	73.0
	Noleave	37 124	77.0
Overall Percentage			75.1

Step 2	Intention to leave	Leave	111	41	73.0
		Noleave	38	123	76.4
		Overall Percentage			74.8
Step 3	Intention to leave	Leave	111	41	73.0
		Noleave	38	123	76.4
		Overall Percentage			74.8
Step 4	Intention to leave	Leave	109	43	71.7
		Noleave	38	123	76.4
		Overall Percentage			74.1
Step 5	Intention to leave	Leave	111	41	73.0
		Noleave	35	126	78.3
		Overall Percentage			75.7
Step 6	Intention to leave	Leave	113	39	74.3
		Noleave	34	127	78.9
		Overall Percentage			76.7
Step 7	Intention to leave	Leave	110	42	72.4
		Noleave	33	128	79.5
		Overall Percentage			76.0

*The cut value is .500

Table 19

Logistic Model if Variable Removed

		Model Log	Change in-2 Log	<i>df</i>	Sig. of
		Likelihood	Likelihood		Change
Step 1	Role Ambiguity	-158.786	1.781	1	.182
	Role Conflict	-158.219	.648	1	.421
	Affective Comm.	-159.511	3.231	1	.072
	Cont. Comm.	-162.964	10.137	1	.001
	Norm. Comm.	-162.120	8.450	1	.004
	Org. Climate Cons.	-157.905	.020	1	.888
	Org. Climate Int.	-157.075	2.360	1	.124
	Org. Climate Dis.	-161.409	7.027	1	.008
	Org. Climate Pro.	-157.906	.021	1	.884
	Research	-157.897	.004	1	.948
	Teaching	-157.927	.064	1	.800
	Service	-158.012	.234	1	.628
Step 2	Role Ambiguity	-158.786	1.778	1	.182
	Role Conflict	-158.219	.643	1	.422
	Affective Comm.	-159.514	3.234	1	.072
	Cont. Comm.	-162.983	10.172	1	.001
	Norm. Comm.	-162.142	8.490	1	.004
	Org. Climate Cons.	-157.907	.021	1	.886

	Org. Climate Int.	-159.075	2.356	1	.125
	Org. Climate Dis.	-161.409	7.023	1	.008
	Org. Climate Pro.	-157.908	.021	1	.885
	Teaching	-158.091	.387	1	.534
	Service	-158.529	1.263	1	.261
Step 3	Role Ambiguity	-158.847	1.879	1	.170
	Role Conflict	-158.248	.681	1	.409
	Affective Comm.	-159.539	3.263	1	.071
	Cont. Comm.	-163.045	10.276	1	.001
	Norm. Comm.	-162.229	8.643	1	.003
	Org. Climate Int.	-159.223	2.632	1	.105
	Org. Climate Dis.	-161.629	7.442	1	.006
	Org. Climate Pro.	-157.931	.046	1	.830
	Teaching	-158.106	.397	1	.529
	Service	-158.547	1.280	1	.258
Step 4	Role Ambiguity	-158.907	1.953	1	.162
	Role Conflict	-158.280	.699	1	.403
	Affective Comm.	-159.553	3.246	1	.072
	Cont. Comm.	-163.048	10.235	1	.001
	Norm. Comm.	-162.385	8.908	1	.003
	Org. Climate Int.	-159.369	2.877	1	.090
	Org. Climate Dis.	-161.871	7.882	1	.005
	% Teaching	-158/123	.385	1	.535

	% Service	-158.556	1.251	1	.263
Step 5	Role Ambiguity	-159.215	2.185	1	.139
	Role Conflict	-158.502	.758	1	.384
	Affective Comm.	-159.718	3.189	1	.074
	Cont. Comm.	-163.232	10.219	1	.001
	Norm. Comm.	-162.512	8.779	1	.003
	Org. Climate Int.	-159.585	2.925	1	.087
	Org. Climate Dis.	-162.005	7.763	1	.005
	% Service	-158.592	.939	1	.333
Step 6	Role Ambiguity	-160.072	3.140	1	.076
	Affective Comm.	-160/184	3.364	1	.067
	Cont. Comm.	-164.699	12.395	1	.000
	Norm. Comm.	-163.289	9.574	1	.002
	Org. Climate Int.	-160.029	3.054	1	.081
	Org. Climate Dis.	-164.198	11.391	1	.001
	% Service	-159.019	1.034	1	.309
Step 7	Role Ambiguity	-160.696	3.355	1	.067
	Affective Comm.	-160.462	2.887	1	.089
	Cont. Comm.	-164.998	11.958	1	.001
	Norm. Comm.	-163.972	9.907	1	.002
	Org. Climate Int.	-160.608	3.179	1	.075
	Org. Climate Dis.	-165.076	12.114	1	.001

Hosmer and Lemeshow Test for Goodness of Fit Step demonstrated that the data fits the logistical model. Step 6 of the logistical regression model demonstrated the highest probability of predicting nurse faculty intention to leave at 76.7 %, however, Service was insignificant at $p \leq .309$.

Step 7 had a probability of predicting nurse faculty intention to leave at 76 % (see Table 18) with $p \leq .10$. This step included the independent variables role ambiguity, affective commitment, continuous commitment, normative commitment, organizational climate intimacy, and organizational climate disengagement. The variables that do not increase the probability of nurse faculty intention to leave include the variables work role balance (Research, Teaching, Service), role conflict, organizational climate, consideration, and organizational climate production emphasis.

Path Analysis

Path analysis was conducted to test the fit of the correlation matrix against the model used by the researcher. Regression weights predicted by the model were compared with the observed correlation matrix for the variables. The path model is a diagram relating independent, intermediary, and dependent variables. The dependent variable was Intention to leave. The independent variables were role ambiguity, role conflict and organizational climate. The intermediary variables were affective, continuance, and normative organizational commitment. Regression coefficients are shown in Table 20. Figure 3 displays the path model.

Table 20

Regression Coefficients for Independent Variables

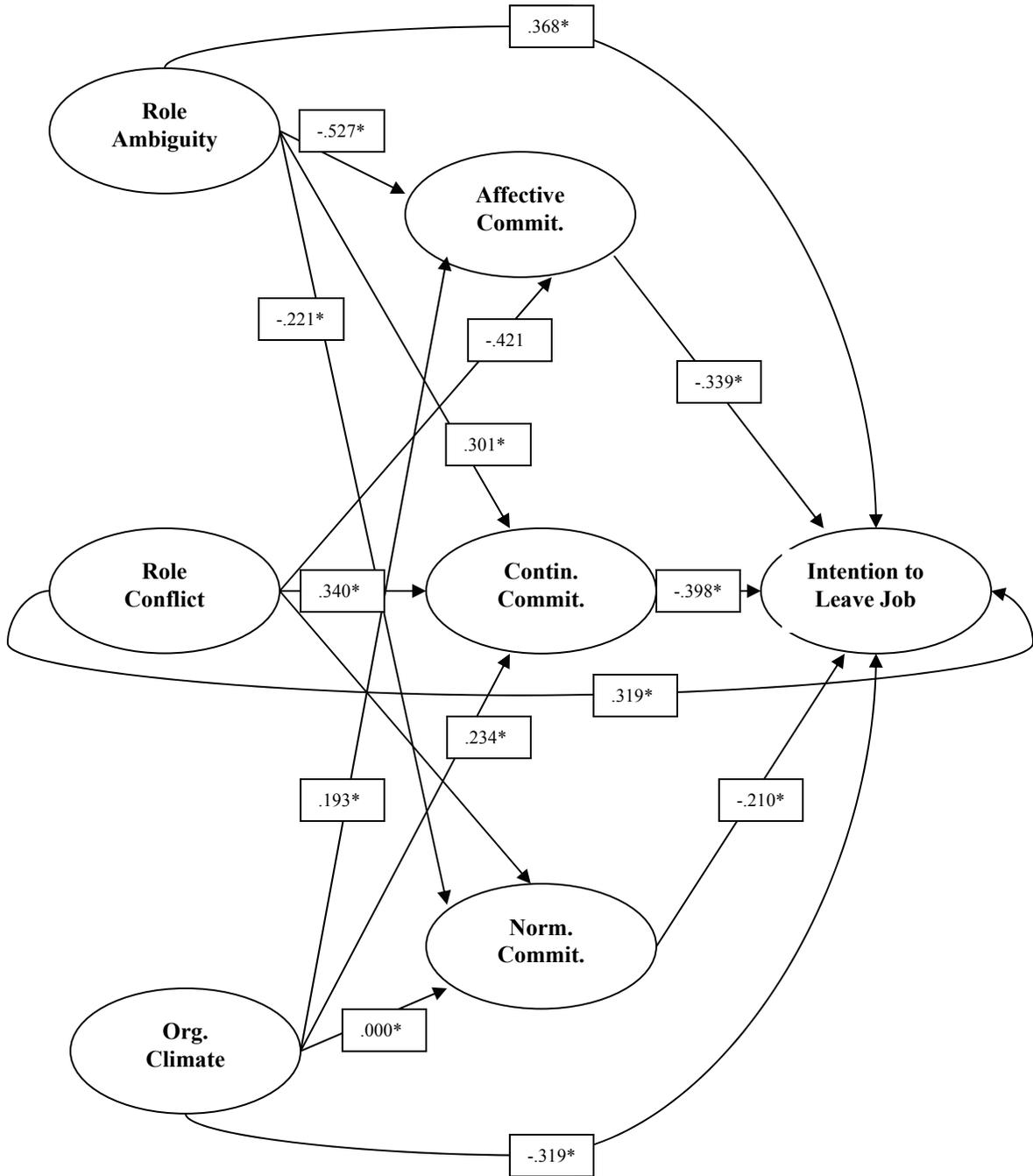
		Unstandardized	Std. Error	Standardized	<i>t</i>	Sig.
		Coefficients		Coefficients		
		B		Beta		
Model	(Constant)	1.105	.154		7.155	.000
	Affective Comm.	2.297E-02	.004	.356	6.085	.000
	Role Ambiguity	-1.343E-02	.004	-.181	-3.095	.002
a. Dependent Variable: Intention to leave						
Model	(Constant)	1.289	.159		8.806	.000
	Affective Comm.	2.262E-02	.003	.351	6.465	.000
	Role Conflict	-1.166E-02	.003	-.234	-4.307	.000
a. Dependent Variable: Intention to leave						
Model	(Constant)	1.708	.326		5.247	.000
	Affective Comm.	2.712E-02	.003	.420	8.299	.000
	Org. Climate	-7.553E-02	.002	-.160	-3.164	.002
a. Dependent Variable: Intention to leave						
Model	(Constant)	2.143	.085		25.198	.000
	Contin. Comm.	-1.241E-02	.004	-.190	-3.523	.000
	Role Ambiguity	-2.309E-02	.004	-.311	-5.755	.000
a. Dependent Variable: Intention to leave						

		Unstandardized	Std. Error	Standardized	<i>t</i>	Sig.
		Coefficients		Coefficients		
		B		Beta		
Model	(Constant)	2.284	.099		22.964	.000
	Contin. Comm.	-1.108E-02	.004	-.170	-3.097	.002
	Role Conflict	-1.614E-02	.003	-.323	-5.890	.000
a. Dependent Variable: Intention to leave						
Model	(Constant)	2.915	.312		9.351	.000
	Contin. Comm.	-1.569E-02	.004	-.241	-4.395	.000
	Org. Climate	-8.725E-03	.003	-.185	-3.379	.001
a. Dependent Variable: Intention to leave						
Model	(Constant)	1.424	.142		10.011	.000
	Norm. Comm.	2.094E-02	.005	.223	4.260	.000
	Role Ambiguity	-2.369E-02	.004	-.319	-6.092	.000
a. Dependent Variable: Intention to leave						
Model	(Constant)	1.572	.156		10.057	.000
	Norm. Comm.	2.216E-02	.005	.236	4.548	.000
	Role Conflict	-1.663E-02	.003	-.333	-6.429	.000
a. Dependent Variable: Intention to leave						

		Unstandardized	Std. Error	Standardized	<i>t</i>	Sig.
		Coefficients		Coefficients		
		B		Beta		
Model	(Constant)	2.208	.337		6.556	.000
	Norm. Comm.	2.593E-02	.005	.276	5.238	.000
	Org. Climate	-1.037E-02	.002	-.220	-4.167	.000

a. Dependent Variable: Intention to leave

Figure 2
Path Diagram of Model



* $p \leq .05$ (two-tailed)

After calculating the path coefficients using Pearson correlations and standardized regression coefficients (beta), work role balance did not fit the model for the data in this study, and was removed from the path diagram. Organizational climate did not correlate significantly with normative organizational commitment. All other variables were significantly ($p \leq .05$) correlated in direct and indirect paths with the dependent variable of intention to leave.

Role ambiguity, role conflict, and organizational climate significantly ($p \leq .05$) influenced all dimensions of organizational commitment, except for the relationship between organizational climate and normative commitment. Also, role ambiguity, role conflict and organizational climate were all mediated by dimensions of organizational commitment with regard to intention to leave job.

CHAPTER V

FINDINGS, CONCLUSIONS, LIMITATIONS AND FUTURE RESEARCH

The study of nurse faculty organizational commitment in academic settings is characterized by increasing changes in universities in the United States. There is greater emphasis on efficiency, flexibility and productivity. Universities must be able to adapt more quickly and more easily to changing conditions and expectations. Higher education has become big business, with increasing pressure to obtain research funding, and maintain high standards of teaching and learning. The student population is non-traditional; there has been an explosion in technology; and there is an increasing shortage of qualified nurse faculty to teach and advance knowledge in the profession and discipline of nursing (AACN, 2004). Understanding commitment in the workplace has the potential to make faculty happier and more productive teachers and researchers. The identification of faculty to their organization can create a larger whole that can be a driving force in performance, faculty's well-being, and the resilience of both the college and the faculty during times of change.

The Meyer and Allen (1997) Multi-dimensional Model of Organizational Commitment formed the theoretical framework for this research study. Previous organizational commitment theories focused on the single dimension of affective commitment, or "the positive feelings of identification with, attachment to, and involvement in, the work organization" (Meyer & Allen, 1984, p. 375). Meyer and Allen (1990) postulate that organizational commitment is multidimensional and that the three dimensions: affective, continuance, and normative, all have different antecedents and consequences.

Equipped with this understanding of organizational commitment theory, this study examined the influence of organizational climate, role ambiguity, role conflict, and work role balance on dimensions of organizational commitment and turnover intention in nurse faculty. The following chapter includes a discussion of the findings, conclusions, and limitations associated with this research. Suggestions for future studies are also included.

Findings and Conclusions

University and School Data

The sample of universities that participated in this study reflected the population of Carnegie Doctoral/Research Universities – Extensive, both public and private, in the United States. Forty-five of 81 universities with schools or colleges of nursing from 26 states agreed to participate. The 26 states represented universities and schools of nursing throughout the United States.

Faculty Data

The faculty demographic data represented the national data obtained from the AACN (2004). The most recent data show the national mean age of nurse faculty is 53.3 years for doctorally prepared faculty (AACN, 2004). The sample for this study had a mean age of 52.8 years ($SD = 2.4$). According to the AACN (2004), the majority of nurse faculties are Caucasian; this study had similar findings. The national percentage of professor rank is Full Professor – 12.8%, Associate Professor – 24.9%, Assistant Professor – 37.1%, and Other – 25.2% (AACN, 2004). Other included instructional/clinical faculty. This study sample had Full Professor - 18.7% ($SD = 4.6$), Associate Professors - 41.6% ($SD = 9.2$), and Assistant Professors - 39.7% ($SD = 3.4$). There was no “Other” category in the sample for this study as only tenure-track, full-time

faculty were included in the study design. This sample had a higher percentage of full and associate professors compared to the national averages. This may be due, in part, to the fact that this sample had a high percentage of tenured faculty (85.4%) compared to non-tenured (14.6%), and only Doctoral/Research Universities – Extensive were sampled.

Research Question 1: What are the relationships between organizational climate, role ambiguity, role conflict and work role balance in nurse faculty at Carnegie Doctoral/Research Universities – Extensive?

Positive correlations existed between the organizational climate subscale disengagement and role ambiguity and role conflict. The relationships between organizational subscales of consideration, intimacy, and production emphasis were negatively correlated to role ambiguity and role conflict. Work role balance was not correlated to organizational climate subscales, role ambiguity, or role conflict.

These findings suggest that nurse faculty feel more disengaged from their organizations as role ambiguity and role conflict increase. Feelings of consideration, intimacy and production emphasis decrease as role ambiguity and role conflict increase. These findings support previous findings in the literature about nurse faculty role ambiguity and role conflict (Fain, 1987; Haussler, 1988; Middaugh, 2002; Miller & Anderson, 2002; Schuster, 1986). Several researchers have found that role ambiguity and role conflict were associated with negatively valued states, such as stress, tension, low satisfaction and involvement, and low motivation (Gmelch & Torelli, 1994; Owens, 1991; Schuler, et al, 1977).

Nurse faculty that were conflicted about their roles and experiencing ambiguity were more likely to find that their working relationships among faculty and the dean were hindered (consideration), and their enjoyment of friendly social relationships with colleagues suffered (intimacy). More fractionalization may have been experienced among coworkers (disengagement), with a decrease in productive work, and concern for the college's welfare (production emphasis). Based on findings from this study, younger faculty who were less experienced were also more likely to experience role ambiguity, decreases in consideration, intimacy, and production emphasis; and an increase in faculty disengagement. The fact that younger faculty experienced role ambiguity, role conflict, poor relationships with the dean and colleagues, and disengagement from their organization may have implications for enhancing productivity and retention of these faculty. This research supports the need to consider how the academic system supports the work and the role of nurse faculty, and suggests that reform may be necessary in how universities prepare faculty for tenure, and how faculty is socialized to their roles.

Much has been written in the academic literature about the balance of faculty work and the need to excel in research, teaching, and service in order to achieve tenure and promotion (Coate, et al, 2001; Davis, 1995; Fairweather & Beach, 2000; Hershberger, et al, 2005; Miller & Anderson, 2002). However, work role balance was not correlated to organizational climate, role ambiguity, or role conflict in this study of nurse faculty at Carnegie Doctoral/Research Universities - Extensive.

Role ambiguity, role conflict, and organizational climate perceptions were, however, influenced by the low, moderate, or high components of work role balance as demonstrated in the analysis of variance between the mean group scores. Nurse faculty

with low and moderate research responsibilities, and high teaching responsibilities were more likely to experience increased role ambiguity and role conflict. These findings may possibly be due to the strong emphasis on research endeavors, and by the inability of nurse faculty to commit more time to the research mission of these Carnegie Doctoral/ Research - Extensive universities. These faculty may also lack the skill set and the ability to conduct research at this high level, and have not had mentoring, training or funding to do so.

Role ambiguity and role conflict have likely emerged as issues for nurse faculty because of the continuing faculty concern about balancing teaching and research that has been highlighted in previous literature (Barger & Bridges, 1987; Coate, et al, 2001; Dua, 1994; Fain, 1987; Hinshaw, 2001; Miller & Anderson, 2004). For example, most of nurse faculty's time is spent in teaching, but pay and promotion at major universities may be based on research activities. Therefore, there can be a built-in discrepancy between the official role of faculty and the unofficial one. This issue is not always clear to faculty, especially new or junior faculty, and it is likewise unclear when faculty have conducted good and/or enough research.

As colleges of nursing begin to offer accelerated programs into nursing doctorates and encourage younger, less experienced nurses to complete doctoral programs, deans and more experienced faculty need to socialize the new doctorally prepared faculty to the role of academician and the university culture. Official mentoring programs and working in faculty teams for research and teaching activities may be beneficial in acclimating faculty to their role in the university setting. An increased emphasis on the scholarship of teaching and learning as a method of incorporating research productivity into the teaching

arena and the classroom may be beneficial to newer faculty and less experienced researchers.

Research Question 2: What are the relationships between organizational climate, role ambiguity, role conflict and work role balance, and organizational commitment in nurse faculty at Carnegie Doctoral/Research Universities – Extensive?

Negative relationships existed between role ambiguity and role conflict, and affective, continuance, and normative organizational commitment in this study. The organizational climate subscale of disengagement was also negatively related to affective and normative commitment, but was positively related to continuance commitment. Organizational climate subscales consideration, intimacy, and production emphasis were positively related to affective and normative commitment, and negatively correlated to continuance commitment. Work role balance was not related to any dimension of organizational commitment. Work role balance does not appear to influence nurse faculty organizational commitment in Carnegie Doctoral/Research Universities – Extensive.

These findings supported the theoretical framework of the study and demonstrated that as role ambiguity, role conflict, and disengagement increased, all dimensions of organizational commitment were influenced negatively. When consideration, intimacy, and production emphasis were high, all dimensions of organizational commitment were enhanced. When nurse faculty experienced role ambiguity, role conflict, and disengagement from the organization, the commitment to the organization was diminished. This has significant implications for retention of faculty at a time when the shortage of nurse faculty is at a serious point, and the work output of nurse faculty is

increased. Commitment can be fostered to enhance retention by improving the socialization of nurse faculty to the role of academician, and by offering mentoring to new faculty regarding research, teaching, and service components of their work role.

The findings from this study were similar to other studies that examined role ambiguity, role conflict, organizational climate, and organizational commitment variables. Allen and Meyer (1990a), Aven (1988), Jackson and Schuler (1985), and Meyer and Allen (1990, 2004) found that role ambiguity, role conflict, and organizational climate were antecedents to all dimensions of organizational commitment. When organizational climate was high, dimensions of organizational commitment were high, and when role ambiguity and role conflict were present, all dimensions of organizational commitment were lower.

Research Question 3: What are the relationships between organizational climate, role ambiguity, role conflict, work role balance and turnover intention in nurse faculty at Carnegie Doctoral/Research Universities – Extensive?

Work role balance did not influence nurse faculty turnover intention in Carnegie Doctoral/Research Universities – Extensive. Organizational climate subscales consideration, intimacy, and production emphasis were negatively correlated to turnover intention in nurse faculty, while the organizational climate subscale disengagement was positively related to turnover intention. Role ambiguity and role conflict were also positively correlated to turnover intention.

These findings suggest that if organizational climate factors of consideration, intimacy, and production emphasis are low, nurse faculty may be more likely to leave their job. Also, if disengagement is high, and role ambiguity and role conflict are high,

faculty may be more likely to experience turnover intention. This means that if nurse faculty experience poor working relationships with their dean and coworkers, turnover intention is more likely to be experienced. Alternately, if faculty experience strong working relationships, turnover retention may be less likely to be experienced.

These findings are supported by findings in the literature. The literature frequently cites issues with role expectations as dissatisfiers for nurse faculty, and is documented as a reason for leaving academia (Fain, 1987; Haussler, 1988; Miller & Anderson, 2002; Hinshaw, 2001; Mobily, 1991; Schuster, 1986). Change in academia is ever-present: in the way higher education is conducted; in the way classroom teaching is accomplished; in the emphasis on research productivity; in the characteristics of the students; and in the established roles of research, teaching and service (AACN, 2003). These changes are challenging faculty, requiring more time and preparation, and may contribute to faculty turnover intention.

According to the literature, the climate of the organizational setting is also a significant influence on turnover intention (Honeyman & Summers, 1994; Horn & Griffith, 1995; Mobley, 1977). Issues such as work environment, leadership qualities, low morale, socialization experiences, and academic emphasis were cited as influencing factors in the organizational climate of academic setting, and in the turnover intention of faculty.

Research Question 4: What is the relationship between organizational commitment and turnover intention in nurse faculty at Carnegie Doctoral/Research Universities – Extensive?

In this study of nurse faculty, all dimensions of organizational commitment were negatively related to turnover intention. As all dimensions of organizational commitment increase, whether the commitment is affective, continuance, or normative, the intention to turnover or leave one's job decreases. This finding supports the theoretical framework of the study, which delineates that turnover intention is positively influenced by all dimensions of organizational commitment (Meyer & Allen, 1991; Meyer & Allen, 1993).

All dimensions of organizational commitment have different consequences for productivity. Based on findings in the literature and the theoretical model, if workers are affectively, or to a lesser degree, normatively committed to their organization, the consequences of productivity, performance, citizenship, attendance, and well-being are enhanced (Dua, 1994; Mathieu & Zajac, 1990; Meyer & Allen, 1991; Tett & Meyer, 1993). However, if the worker's organizational commitment is continuous in focus, the consequences related to productivity, performance, citizenship, attendance, and well-being are hindered. Thus, an examination of the dimensions of productivity and its relationship to the work role and organizational commitment needs to be conducted in academic settings.

Limitations

The limitations associated with this research study must be considered before any inferences can be made related to findings and conclusions. Carnegie Doctoral/Research Universities – Extensive served as the settings for this research examining organizational commitment and turnover intention in doctorally prepared nurse faculty. Therefore, generalizability of the findings to nurse faculty in other settings should be made with caution.

The research design and data collection in this study only examined internal personal and organizational influences on nurse faculty and did not address perceived competence or confidence in their roles, or the possible external influences that may affect individual faculty member's organizational commitment and turnover intention. Some of the external influences could be spouse or partner related, family related, or university related, and could significantly affect dimensions of organizational commitment. Future research should examine nurse faculty perceptions of competency and confidence in their work roles, and the contribution of external influences to nurse faculty organizational commitment and turnover intention.

Another limitation to this research study was the conceptualization of normative commitment. The reliability of the normative organizational commitment scale was low (.448), and this must be considered when reviewing findings. Also, affective and normative commitments in this sample of nurse faculty were moderately highly correlated (.506), and several items on the questionnaire loaded on the same factors in the principle components factor analysis. These findings suggest a need for additional study of the Meyer and Allen Multidimensional Organizational Commitment Questionnaire, and revision, modification, and validation of the tool.

The sample size for this research study was adequate ($n = 316$), but a larger sample of this population of nurse faculty could have enhanced the results. Including doctorally prepared nurse faculty working in clinical track or non-tenure track faculty positions at Carnegie Research/Doctoral Universities – Extensive may have increased the sample size and added a richer dimension to the findings.

Recruitment of faculty participants for this study could also be a limiting factor. The researcher was dependent on approval of the dean/chairperson of the school of nursing in order to access nurse faculty for recruitment. Several deans/chairpersons did not respond to the invitation to participate in this study, and thereby excluded the faculty at those institutions from participating. How these faculty would have responded to the questionnaire is unknown, and could be very different from the faculty that did respond.

Only turnover intention was examined as a consequence of organizational commitment. Other potential consequences include absenteeism, organizational citizenship, performance, productivity, and well-being. Understanding how these consequences relate to the dimensions of organizational commitment in nurse faculty could be important information for faculty and administrators.

Finally, common method variance could also be a limitation to this study. Only a questionnaire examining faculty perceptions was used to collect data for this research, rather than the use of multiple data sources. As a consequence of this variance, the results of the study may be overstated or inaccurate.

Recommendations for Future Study

This study is replicable, but the results can not be generalized. The sample was drawn only from Carnegie Research/Doctoral Universities – Extensive, and only full-time, doctorally prepared, tenure-track nurse faculty. Broader research should be conducted to examine the influence of organizational climate, role ambiguity, role conflict, and work role balance on organizational commitment and turnover intention in other types of universities and schools of nursing.

The Multidimensional Organizational Commitment Model developed by Meyer and Allen (1991) should be examined in light of the poor reliability of the Normative Organizational Commitment Scale in this sample of nurse faculty. Possible revision, modification, and validation of the scale and model may be necessary when examining organizational commitment in academic settings. The addition of an “individual adaptation” component of the “Personal” Distal area of the model may be an important factor to consider for nurse faculty and in academic organizations because of the need to stay current in nursing practice and on the constant pressure to change as innovations occur in practice and teaching methodologies. Maintaining competence and remaining responsive require extraordinary adaptability.

Prior research suggests that some faculty groups may be more affectively committed to their organization than others (Harshbarger, 1989; Neumann & Finaly-Neumann, 1990). Because of the investment in their career, and the socialization process of tenure, tenured and tenure-track faculty can be expected to have higher levels of affective and normative commitment. This study only explored tenure and tenure-track nurse faculty, and did find higher levels of affective and normative commitment in this sample. Further research exploring patterns of potential differences in faculty commitment across groups would be valuable, including multidimensional organizational commitment of non-tenure-track faculty, master’s prepared nurse faculty, part-time faculty, and clinical instructors.

Deans and chairpersons are responsible for creating and influencing the organizational environment of their departments and colleges, and the functionality of the academic department depends on their leadership ability. Deans and chairpersons are

responsible for creating a shared vision for the department, and are charged with motivating faculty members, and encouraging scholarship. Future research should examine the influence of leadership on the study variables of organizational climate, role ambiguity, role conflict, work role balance, organizational commitment and turnover intention in nurse faculty.

Turnover intention was the only consequence of organizational commitment examined in this study of nurse faculty. Future research should examine not only turnover intention, but also explore the relationship between dimensions of organizational commitment, and other consequences, including faculty productivity, performance, organizational citizenship, and salary and compensation.

Summary

The findings of this investigation suggest several implications for both administrators and faculty in Carnegie Doctoral/Research – Extensive universities, and for faculty considering employment in these universities. Findings can be used for recruitment, retention, and designing of faculty workload. The results of this study reveal that many nurse faculty are experiencing role ambiguity, role conflict, and disengagement from their organization which can lead to a decrease in organizational commitment and an increase in turnover intention. This is particularly true for younger nurse faculty, and could have implications during a serious shortage of qualified nurse faculty in higher education, and at a time when many nurse faculty are approaching retirement age (Hinshaw, 2001). This study also highlights the need for improved guidance for new faculty in their roles as researcher and educator, and the need for possible new work

design, particularly with the focus on accelerated doctoral programs and the nursing practice doctorate.

Nurse faculty perceived an increase in role ambiguity and role conflict when experiencing a low or moderate component of research work role balance and a high component of teaching work role balance in these universities with a strong emphasis on the research mission. Efforts should be made by university deans and nurse faculty to match institutional and individual goals, and open discussions should take place between administrators and faculty about role expectations, criteria for tenure and promotion, and other institutional rewards. Workload policies can then be developed that equitably distribute workload between research, teaching, and service, and consider both organizational and individual needs.

The findings of this study also have implications for individual faculty and the responsibility of seeking and choosing university positions. Nurse faculty should be aware of, and understand, university and departmental mission and goals. When seeking employment, prospective faculty should question the dean concerning job expectations, work role components, and expectations for promotion and tenure.

All parties interested in educational issues for nurses, be it academic administrators or faculty, must understand that faculty work is complex; it is more than simply teaching students in a classroom. Nurse faculty must not only be highly skilled educators, but are also expected to maintain competent nursing practice, participate in research activities, and be involved in the university and the community at large. Nurse faculty work entails not only teaching in the classroom, but teaching in the clinical arena, and participation in research and scholarly activity. Role development and mentoring for

doctoral students interested in faculty work may be helpful in acclimating new faculty to their work roles. Understanding how work roles and the balance of these roles, affect nurse faculty's commitment to the academic organization and potential turnover intention is important for recruiting new faculty and retaining current faculty.

References

- Alutto, J. A., Hrebiniak, L. G. & Alonso, R. C. (1973). On operationalizing the concept of commitment. *Social Forces*, 51, 448-454.
- American Association of Colleges of Nursing (2003). *Faculty shortages in baccalaureate and graduate nursing programs: Scope of the problem and strategies for expanding the supply*. Washington, D. C.: American Association of Colleges of Nursing.
- American Association of Colleges of Nursing (1997). *Nursing programs in the U. S. and Canada*. San Francisco: American Association of Colleges of Nursing.
- American Association of Colleges of Nursing (2004). *Nursing programs in the U. S. and Canada*. San Francisco: American Association of Colleges of Nursing.
- Allen, N. J. and Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behavior*, 49, 252-276.
- Allen, N. J. and Meyer, J. P. (1990a). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63, 1-18.
- Allen, N. J. & Meyer, J. P. (1990b). Organizational socialization tactics: A longitudinal analysis of links to newcomers' commitment and role orientation. *Academy of Management Journal*, 33, 847-858.
- Angle, H. L. & Perry, J. L. (1981). An empirical assessment of organizational commitment and organizational effectiveness. *Administrative Science Quarterly*, 26, 1-14.

- Ashforth, B. E., & Saks, A. M. (1996). Socialization tactics: Longitudinal effects on newcomer adjustment. *Academy of Management Journal*, 39, 149-178.
- Aven, F. F. (1988). *A methodological examination of the attitudinal and behavioral components of organizational commitment*. Dissertation Abstracts International, 40, 3420A.
- Barger, S. E. and Bridges, W. C., Jr. (1987). Nursing faculty practice: Institutional and individual facilitators and inhibitors. *Journal of Professional Nursing*, 348-346.
- Barr, R. B. and Tagg, J. (1995). From teaching to learning – A new paradigm for undergraduate education. *Change*, 27 (6), 13-25.
- Becker, H. S. (1960). Notes on the concept of commitment. *American Journal of Sociology*, 66, 32-42.
- Blau, G. (1993). Further exploring the relationship between job search and voluntary individual turnover. *Personnel Psychology*, 46, 313-330.
- Blau, G. and Boal, K. (1989). Using job involvement and organizational commitment interactively to predict turnover. *Journal of Management*, 15 (1), 115-127.
- Borrevik, B. (1972). *The construction of an OCDQ for academic departments in colleges and universities*. Unpublished doctoral dissertation, University of Oregon.
- Borrevik, B. (2004, May 4). Telephone permission to use OCDQ-HE.
- Brink, P. J. & Wood, M. J. (1998). *Advanced design in nursing research* (2nd Ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Chelte, A. F. & Tausky, C. (1987). A note on organizational commitment: Antecedents and consequences among managers, professionals, and blue-collar workers. *Work and Occupations*, 13 (4), 553-561.

- Coate, K., Barnett, R., and Williams, Gareth. (2001). Relationships between teaching and research in higher education in England. *Higher Education Quarterly*, 55 (2), 158-174.
- Cohen, A. (1996). On the discriminant validity of the Meyer and Allen measure of organizational commitment: How does it fit with the work commitment construct? *Educational and Psychological Measurement*, 56, 494-503.
- Davis, J. R. (1995). Reengineering teaching for 21st century learning. *Educational Record*, 76 (4), 16-22.
- Day, A. L. and Jreige, S. (2002). Examining Type A behavior pattern to explain the relationship between job stressors and psychosocial outcomes. *Journal of Occupational Health Psychology*, 7, 109-120.
- DeCotiis, T. and Summers. T. P. (1987). A path analysis of a model of the antecedents and consequences of organizational commitment. *Human Relations*, 40 (7), 445-470.
- Dickson, R. (1999). The changing role of community college faculty: Implications in the literature. *Community College Review*, 26 (4), 23-37.
- Dillman, D. A. (1978). *Mail and telephone surveys: A total design method*. New York: Wiley.
- Drucker, P. F. (1992). The new society of organizations. *Harvard Business Review*, 70, 95-104.
- Dua, J. K. (1994). Job stressors and their effects on physical health, emotional health and job satisfaction in a university. *Journal of Educational Administration*, 32 (1), 59-78.

- Dunham, R. B., Grube, J. A., and Castenada, M. B. (1994). Organizational commitment: The utility of an integrative definition. *Journal of Applied Psychology, 79*, 370-380.
- Duxbury, M., Healy, G., Armstrong, G. (1982). Measurement of the nurse organizational climate of neonatal intensive care units. *Nursing Research, 31*, 83.
- Fain, J. (1987). Perceived role conflict, role ambiguity, and job satisfaction among nurse educators. *Journal of Nursing Education, 26* (6), 233-238.
- Fairweather, J. S. and Beach, A. L. (2000, November). *Variation in faculty work within research universities: Policy implications for achieving balance between teaching, research and service*. Paper presented at the Association for the Study of Higher Education Annual Conference, Sacramento, CA.
- Fairweather, J. S. and Beach, A. L. (2002). Variation in faculty work within research universities: Implications for state and institutional policy. *Review of Higher Education, 26* (1), 97-115.
- Gellatly, I. R. (1995). Individual and group determinants of employee absenteeism: Test of a causal model. *Journal of Organizational Behavior, 16*, 469-485.
- Gmelch, W. H. & Torelli, J. A. (1994). The association of role conflict and ambiguity with administrator stress and burnout. *Journal of School Leadership, 4*, 341-356.
- Greenburg, R. (1999). Where college paths converge. *Techniques: Connecting Education and Careers, 74* (6), 34-37.
- Grigsby, K. A. (1991). Perceptions of the organizational climate: Influenced by the organizational structure? *Journal of Nursing Education, 30* (2), 81-88.

- Hackett, R. D., Bycio, P., and Hausdorf, P. A. (1994). Further assessments of Meyer and Allen's (1991) 3-component model of organizational commitment. *Journal of Applied Psychology, 79*, 15-23.
- Halpin, A. W. and Crofts, D. B. (1963). *The organizational climate of schools*. Chicago: University of Chicago.
- Hardy, M. E. and Conway, M. E. (1978). *Role theory: Perspectives for health professionals*. Appleton-Century-Crofts: New York.
- Harri, M. (1996). 'I love my work, but...': The 'best' and the 'worst' in nurse educators' working life in Finland. *Journal of Advanced Nursing, 23*, 1098-1109.
- Harshbarger, B. (1989). Faculty commitment to the university: Influences and issues. *Review of Higher Education, 13* (1), 29-45.
- Hausler, S. (1988). Faculty perceptions of the organizational climate in selected top-ranked schools of nursing. *Journal of Professional Nursing, 4* (4), 274-278.
- Hellriegel, D. and Slocum, J. W., Jr. (1974). Organizational climate: Measures, research and contingencies. *Academy of Management Journal, 17*, 255-280.
- Hershberger, A., Cesarini, P., Chao, J., Mara, A., Rajaei, H., & Madigan, D. (2005). Balancing acts: Tenure-track faculty in learning communities. *Academe, 91* (4), 44-48.
- Hinshaw, A. (2001). A continuing challenge: the shortage of educationally prepared nursing faculty. *Online Journal of Issues in Nursing, 6* (1). Manuscript 3.
- Retrieved January 21, 2002 from the World Wide Web:
<http://www.nursingworld.org/ojin/topic14>.

- Hom, P. W. & Griffeth, R. W. (1995). *Employee turnover*. Cincinnati, OH: South-Western.
- Hom, P. W., Katerberg, R. & Hulin, C. L. (1979). Comparative examination of three approaches to the prediction of turnover. *Journal of Applied Psychology*, 64, 280-290.
- Honeyman, D. S. and Summers, S. R. (1994). Faculty turnover: An analysis by rank, gender, ethnicity and reason. In *Proceedings of the National Conference on Successful College Teaching*. Orlando, FL: February 26-28, 1994.
- Hoy, W. K., Tarter, J. C., and Kottkamp, R. B. (1991). *Open schools/healthy schools: Measuring organizational climate*. California: SAGE.
- Jackson, S. E. & Schuler, R. S. (1985). A meta-analysis and conceptual critique of research on role ambiguity and role conflict in work settings. *Organizational Behavior and Human Decision Processes*, 36, 16-78.
- Jaros, S. T., Jermier, J. M., Koehler, J. W. & Sincich, T. (1993). Effects of continuance, affective, and moral commitment on the withdrawal process: An evaluation of eight structural equation models. *Academy of Management Journal*, 36, 951-995.
- Joint Commission on Accountability Reporting (1997). JCAR Faculty Assignment Reporting. Washington, D. C.: American Association of State Colleges and Universities. Retrieved January 9, 2003 from the World Wide Web: <http://www.aascu.org/pdf/facultyassignment.pdf>.
- Jones, A. P. & James, L. R. (1979). Psychological climate: Dimensions and relationships of individual and aggregated work environment perceptions. *Organizational Behavior and Human Performance*, 23, 201-250.

- Kahn, R. L., Wolfe, D. m., Quinn, R. P., Snoek, J. D. and Rosenthal, R. A. (1964).
Organizational stress: Studies in role conflict and ambiguity. New York: Wiley.
- Kanter, R. M. (1972). *Commitment and community*. Cambridge, MA: Harvard University Press.
- Kanter, R. M. (1968). Commitment and social organization: A study of commitment mechanisms in utopian communities. *American Sociological Review*, 33 (4), 499-517.
- Kennerly, S. M. (1996). Effects of shared governance on perceptions of work and work environment. *Nursing Economics*, 14 (2), 111-116.
- Kennerly, S. M. (1989). Leadership behavior and organizational characteristics: implications for faculty satisfaction. *Journal of Nursing Education*, 28 (5), 198-202.
- Klem, L. (1995). Path analysis. In L. G. Grimm & P. R. Yarnold (Eds.) *Reading and Understanding Multivariate Statistics* (pp. 65-97). Washington, D. C.: American Psychological Association.
- Kozlowski, S. W. J. & Hults, B. M. (1987). An exploration of climates for technical updating and performance. *Personnel Psychology*, 40, 539-563.
- Kozlowski, S. W. J. & Klein, K. J. (2000). A levels approach to theory and research in organizations: Contextual, temporal and emergent processes. In K. J. Klein and S. W. J. Kozlowski (Eds.) *Multilevel theory, research and methods in organizations* (pp.3-90). San Francisco: Jossey-Bass.
- LaFollette, W. and Sims, H. (1975). Is satisfaction redundant with organizational climate? *Organizational Behavior and Human Performance*, 13, 257-278.

- Levin, J. S. (1995). Reconceptualizing community college leadership. *Journal of Educational Administration and Foundations*, 10 (1), 56-69.
- Litwin, G. H. and Stringer, R. A., Jr. (1968). *Motivation and organizational climate*. Boston: Division of Research, Graduate School of Business Administration, Harvard University.
- Mathieu, J. and Zajac, D. (1990). A review and meta-analysis of the antecedents, correlates and consequences of organizational commitment. *Psychological Bulletin*, 108 (2), 171-194.
- Mayer, R. C., & Schoorman, F. D. (1992). Predicting participation and production outcomes through a two-dimensional model of organizational commitment. *Academy of Management Journal*, 35, 671-684.
- McGee, G. W. and Ford, R. C. (1987). Two (or more?) dimensions of organizational commitment: Reexamination of the Affective and Continuance Commitment Scales. *Journal of Applied Psychology*, 72, 638-642.
- Meyer, J. P. and Allen, N. J. (2001). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61, 20-52.
- Meyer, J. P. and Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1 (1), 61-98.
- Meyer, J. P. and Allen, N. J. (1997). *Commitment in the workplace: Theory, research and application*. Thousand Oaks: SAGE Publications.

- Meyer, J. P. and Allen, N. J. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology, 78*, 538-551.
- Meyer, J. P. and Allen, N. J. (1984). Testing the “side-bet theory” of organizational commitment: Some methodological considerations. *Journal of Applied Psychology, 69* (3), 372-378.
- Meyer, J. P., Allen, N. J. and Gellatly, I. R. (1990). Affective and continuance commitment to the organization: Evaluation of measures and analysis of concurrent and time-lagged relations. *Journal of Applied Psychology, 75*, 710-720.
- Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a tree-component conceptualization. *Journal of Applied Psychology, 78* (4), 538-551.
- Meyer, J. P., Bobocel, D. R. & Allen, N. J. (1991). Development of organizational commitment during the first year of employment: A longitudinal study of pre- and post-entry influences. *Journal of Management, 17*, 717-733.
- Meyer, J. P., Paunonen, S. V., Gellatly, I. R., Goffin, R. D., and Jackson, D. N. (1989). Organizational commitment and job performance: It’s the nature of the commitment that counts. *Journal of Applied Psychology, 74*, 152-156.
- Middaugh, M. F. (2002). Faculty productivity: Different strategies for different audiences. *Planning for Higher Education, 30* (3), 34-43.
- Miller, P. S. and Anderson, P. J. (2002). Closing the gap between rhetoric and reality in faculty work and reward. *Action in Teacher Education, 23* (4), 50-58.

- Mobily, P. R. (1991). An examination of role strain for university nurse faculty and its relation to socialization experiences and personal characteristics. *Journal of Nursing Education, 30* (2), 73-80.
- Mobley, W. H. (1977). Intermediate linkages in the relationship between job satisfaction and employee turnover. *Journal of Applied Psychology, 77*, 237-240.
- Mowday, R. T., Porter, L. W. and Steers, R. M. (1982). *Employee-organization linkages: The psychology of commitment, absenteeism, and turnover*. New York: Academic Press.
- Mowday, R. T., Porter, L. W. and Steers, R. M. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior, 14* (2), 224-247.
- Neumann, Y. (1990). Predicting faculty job satisfaction in university departments. *Research in Higher Education, 9*, 261-275.
- Neumann, Y. and Finaly-Neumann, E. (1990). The reward-support framework and faculty commitment to their university. *Research in Higher Education, 31* (1), 75-97.
- Niehoff, B. P., Enz, C. A. and Grover, R. A. (1990). The impact of top-management actions on employee attitudes and perceptions. *Group and Organizational Studies, 15*, 337-352.
- Office of Institutional Research and Effectiveness, South Texas Community College. *Faculty Retention Study, 2002*. Prepared in cooperation with the Faculty Retention and Recruitment Committee, Division of Instructional Services.
- Owens, R. G. (1991). *Organizational behavior in education*. (4th ed.). Boston, MA: Allyn and Bacon.

- Peterson, M. W., Cameron, K. S., Mets, L. A., Jones, P., and Ettington, D. (1986). *The organizational context for teaching and learning*. University of Michigan: National Center for Research to Improve Postsecondary Teaching and Learning.
- Peterson, M. W. and Spencer, M. G. (1990). Understanding academic culture and climate. In W. G. Tierney (Ed.), *Assessing academic climates and cultures* (pp. 3-18). New Directions for Institutional Research, No. 68. San Francisco: Jossey-Bass.
- Porter, L. W., Crampon, W. J. & Smith, F. J. (1976). Organizational commitment and managerial turnover: A longitudinal study. *Organizational Behavior and Human Performance*, 15, 87-98.
- Porter, L. W., Steers, R. M., Mowday, R. T. & Boulian, P. V. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of Applied Psychology*, 59 (5), 603-609.
- Price, J. L. & Mueller, C. W. (1986). *Absenteeism and turnover of hospital employees*. Greenwich, CT: JAI Press.
- Pritchard, R. and Karosick, B. (1973). The effects of organizational climate on job satisfaction. *Organizational Behavior and Human Performance*, 9, 126.
- Randall, D. M., Fedor, D. B., & Longenecker, C. O. (1990). The behavioral expression of organizational commitment. *Journal of Vocational Behavior*, 36, 210-224.
- Rizzo, J., House, R. J. and Lirtzman, S. I. (1970). Role conflict and ambiguity in complex organizations. *Administrative Science Quarterly*, 15, 150-163.
- Schneider, B. and Snyder, R. A. (1975). Some relationships between job satisfaction and organizational climate. *Journal of Applied Psychology*, 60 (3), 318-328.

- Schuler, R. S., Aldag, R. J. & Brief, A. P. (1977). Role conflict and ambiguity: A scale analysis. *Organizational Behavior and Human Performance*, 20, 119-128.
- Schuster, J. H. (1986). The faculty dilemma: A short course. *Phi Delta Kappan*, December, 275-282.
- Shore, L. M. & Tetrick, L. E. (1991). A construct validity study of the Survey of Perceived Organizational Support. *Journal of Applied Psychology*, 76, 637-643.
- Shore, L. M. & Wayne, S. J. (1993). Commitment and employee behavior: Comparison of affective commitment and continuance commitment with perceived organizational support. *Journal of Applied Psychology*, 78, 774-780.
- Shulman, L. (1993). Teaching as the responsibility of the community. *Change*, 25 (6), 6-8.
- Somers, M. J. (1993). A test of the relationship between affective and continuance commitment using non-recursive models. *Journal of Occupational and Organizational Psychology*, 66, 185-192.
- Statistical Package for the Social Sciences – 12. (2004). Statistical software and user's guide for data analysis. Chicago: SPSS, Inc.
- Steers, R. M. (1977). Antecedents and outcomes of organizational commitment. *Administrative Science Quarterly*, 22, 46-56.
- Stevens, J. (1996). *Applied Multivariate Statistics for the Social Sciences* (3rd Ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Tett, R. P. & Meyer, J. P. (1993). Job satisfaction, organizational commitment, turnover intention, and turnover: Path analyses based on meta-analytic findings. *Personnel Psychology*, 46, 259-293.

- Thornton, R. (1970). Organizational involvement and commitment to organization and profession. *Administrative Science Quarterly*, 15, 417-426.
- Whitney, M. J. & Cooper, W. H. (1992). What's loyalty? *Employee Responsibilities and Rights Journal*, 5, 231-240.
- Wiener, Y. (1982). Commitment in organizations: A normative view. *Academy of Management Review*, 7 (3), 418-428.
- Withey, M. (1988). Antecedents of value based and economic organizational commitment. *Proceedings of the Annual Meeting of the Administrative Sciences Association of Canada – Organizational Behavior Division*, 9, 124-133.
- Wright, R. E. (2004). Logistic regression. In L. G. Grimm & P. R. Yarnold (Eds.) *Reading and Understanding Multivariate Statistics* (pp. 217-244). Washington, D. C.: American Psychological Association.
- Zimble, L. (1994). Faculty and instructional staff—Who are they and what do they do? *1993 National Study of Postsecondary Faculty*. Washington, DC: National Center for Educational Statistics.

Appendix A

QUESTIONNAIRE

Code _____

Please complete the following within two weeks of receipt. Please fill in or check the line that applies to you for each variable. Upon completion, please click on return to send this demographic form and the surveys. Thank you for your participation.

Nurse Faculty Demographic Survey

Age _____

Gender _____

Race _____

Marital Status: Married _____ Single _____ Divorced _____ Widowed _____

Academic Degree: Ph.D. _____ Ed.D. _____ Other _____

Professor rank: Professor _____ Associate Professor _____ Assistant Professor _____

Tenure: Yes _____ No _____

Number of years at this college/university _____

Percentage of faculty time during academic year spent in:

Research _____

Teaching _____

Service _____

Questionnaire

Directions: Read the following items carefully and mark the responses that best describe your feelings.

SECTION I (1)

Please check the response that best describes your feelings about your role as a faculty member at your school/college of nursing.

Items	Very False	False	Somewhat False	Neutral	Somewhat True	True	Very True
1. I feel certain about how much authority I have.							

	Very False	False	Somewhat False	Neutral	Somewhat True	True	Very True
2. Clear, planned goals and objectives exist for my job.							
3. I know that I have divided my time properly.							
4. I know what my responsibilities are.							
5. I know exactly what is expected of me.							
6. Explanation is clear of what has to be done.							

7. I have to do things that should be done differently.							
8. I receive an assignment without the manpower to complete it.							
9. I have to buck a rule or policy in order to carry out an assignment.							
10. I work with two or more groups who operate quite differently.							
11. I receive incompatible requests from two or more people.							
12. I do things that are apt to be accepted by one person and not accepted by others.							
13. I receive an assignment without adequate resources and materials to execute it.							
14. I work on unnecessary things.							

SECTION II (2)

Directions: Please check the response that best expresses your feeling.

Items	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1. If I had not already put so much of myself into this organization, I might consider working elsewhere.							

Items	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
2. I really feel as if this organization's problems are my own.							
3. I would feel guilty if I left my organization now.							
4. One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.							
5. I would be very happy to spend the rest of my career in this organization.							
6. This organization has a great deal of personal meaning for me.							
7. Right now, staying with my organization is a matter of necessity as much as desire.							
8. It would be very hard for me to leave my organization right now, even if I wanted to.							
9. Too much of my life would be disrupted if I decided I wanted to leave my organization right now.							
10. Even if it were to my advantage, I do not feel it would be right to leave my organization now.							
11. I owe a great deal to my organization.							
12. I do not feel "emotionally attached" to this organization.							
13. I do not feel any obligation to remain with my current employer.							
14. I feel that I have too few options to consider leaving this organization.							
15. I do not feel a strong sense of "belonging" to my organization.							
16. This organization deserves my loyalty.							

Items	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
17. I would not leave my organization right now because I have a sense of obligation to the people in it.							
18. I do not feel like “part of the family” at my organization.							

SECTION III (3)

Read each item carefully. “Dean” refers to your program head. Please check the response that best indicates your department/school/college of nursing.

Item	Event Almost Never Occurs	Event Often Occurs	Event Occasionally Occurs	Event Seldom Occurs	Event Almost Always Occurs
1. The Dean puts the school’s welfare above the welfare of any faculty member in it.					
2. Faculty members recognize that there is a right and wrong way of going about school activities.					
3. Faculty start projects without trying to decide in advance how they will develop or where they may end.					
4. The Dean has faculty members share in making decisions.					
5. The Dean displays tact and humor.					
6. Faculty members express concern about the “deadwood” in this school.					
7. Scheduled appointments by faculty members are not kept.					
8. There is a great deal of borrowing and sharing among the faculty.					
9. The Dean has everything going according to schedule.					

Item	Event Almost Never Occurs	Event Often Occurs	Event Occasionally Occurs	Event Seldom Occurs	Event Almost Always Occurs
10. The Dean engages in friendly jokes and comments during faculty meetings.					
11. The Dean encourages the use of uniform procedures.					
12. Faculty members talk about leaving the college or university.					
13. The Dean is first in getting things started.					
14. The Dean sells outsiders on the importance of the school.					
15. Faculty members seem to thrive on difficulty – the tougher things get, the harder they work.					
16. Faculty members enjoy getting together for bowling, dancing, card games, etc.					
17. Tensions between faculty factions interfere with school activities.					
18. Close friendships are found among the school faculty.					
19. The Dean is friendly and approachable.					
20. The Dean finds time to listen to faculty members.					
21. The Dean accepts change in school policy or procedure.					
22. The Dean yields to pressure of a few students who are not representative of student opinion.					
23. Everyone enjoys their associations with their colleagues in this school.					
24. The morale of the faculty members is high.					

Item	Event Almost Never Occurs	Event Often Occurs	Event Occasionally Occurs	Event Seldom Occurs	Event Almost Always Occurs
25. The school works as a committee of the whole.					
26. There are periodic informal social gatherings.					
27. There are opportunities within the school for faculty members to get together in extra-curricular activities.					
28. The Dean changes his/her approach to meet new situations.					
29. The important people in this school expect others to show respect for them.					
30. Older faculty control the development of school policy.					
31. Faculty members ask permission before deviating from common policies or practices.					
32. The Dean maintains definite standards of practice.					
33. Individual faculty members are always trying to win an argument.					
34. The Dean uses constructive criticism.					
35. The Dean delegates the responsibility for school functions among the faculty.					
36. New jokes and gags get around the school in a hurry.					
37. Faculty members approach their problems scientifically and objectively.					
38. Faculty members talk to each other about their personal lives.					
39. The faculty uses parliamentary procedures in meetings.					

Item	Event Almost Never Occurs	Event Often Occurs	Event Occasionally Occurs	Event Seldom Occurs	Event Almost Always Occurs
40. The Dean treats all faculty members as his/her equals.					
41. The school is thought of as being very friendly.					
42. Faculty members in this school use mannerisms which are annoying.					

SECTION IV

Have you seriously considered leaving your current job in the next year?

Yes _____ No _____

If yes, please indicate one reason for leaving.

- _____ New job
- _____ Career change
- _____ Spouse job/career change
- _____ Move
- _____ Job dissatisfaction
- _____ Other

(1) Rizzo, J., House, R. J., and Lirtzman, S. I. (1970). Role conflict and ambiguity in complex organizations. *Administrative Science Quarterly*, 15, 150-163.

(2) Meyer, J. P. and Allen, N. J. (1997). *Commitment in the workplace: Theory, research and application*. Thousand Oaks: SAGE Publications.

(3) Borrevik, B. (1972). *The construction of an OCDQ for academic departments in colleges and universities*. Unpublished doctoral dissertation, University of Oregon.

Appendix B

Code _____

Nursing Academic Unit Data Form

Please complete the following within two weeks of receipt. Please fill in or check the line that applies to your college/university and nursing academic unit for each variable. Upon completion, please send this form to Denise K. Gormley in the stamped, pre-addressed envelope.

Number of students in the university/college _____

Number of students in the nursing academic unit (college/department) _____
(excluding distant, on-line students)

Number of nursing programs offered _____

Traditional BSN _____

RN/BSN _____

Accelerated BSN _____

MSN _____

Accelerated MSN _____

Doctoral _____

Other _____

Number of faculty in the nursing academic unit _____

Number of tenured faculty in the nursing academic unit _____

Bureaucratic Model _____ Shared Governance Model _____

Appendix C

Dear Dean/Chairperson,

I am a doctoral candidate in the College of Nursing at the University of Cincinnati in Cincinnati, Ohio. I am requesting your permission for your department/school to participate in a study entitled, "Organizational Climate, Role Ambiguity, Role Conflict and Nurse Faculty Work Role Balance: Influence on Organizational Commitment and Turnover Intention". This study is surveying nurse faculty members in Carnegie Doctoral/Research Universities – Extensive who hold a full-time, tenure track position as professor, associate professor, or assistant professor.

This study proposes that nurse faculty work role balance and role ambiguity and conflict influence organizational commitment and turnover intention in academic settings. I believe that the results of this study may prove useful in helping faculty select employment in schools that have environments that meet their individual needs (person-job fit) and may aid educational administrators in the recruitment and retention of nurse faculty.

The faculty member's participation in this study is voluntary. They may choose not to respond to any or part of the study. The surveys should take approximately 15-30 minutes to complete and includes a demographic data sheet, and organizational climate, role ambiguity, role conflict, and organizational commitment instruments. The surveys will be distributed via email through the software program, Zoomerang™. The collected data will be reported in aggregate form and will not identify faculty or your institution. Strict confidentiality will be maintained.

I am requesting that you or your designee complete the enclosed Nursing Academic Unit Data form that is assessing organizational/structural data from your academic unit and college/university. This form will be coded so that it can be nested with the questionnaire responses from your faculty. Again, this collected data will be reported in aggregate form and will not identify your college or university.

I understand how valuable your time is and greatly appreciate your cooperation with this research. If you have any questions, you may email me at [REDACTED] or telephone me at [REDACTED]. Please return the completed Nursing Academic Unit Data Form in the enclosed envelope within the next two weeks. Thank you for your time and assistance with this study.

Sincerely,

Denise K. Gormley, MSN, RN, Ph.D.c
Doctoral Candidate
College of Nursing
University of Cincinnati

Appendix D

Dear Nursing Faculty Member,

I am a doctoral candidate in the College of Nursing at the University of Cincinnati in Cincinnati, Ohio. I am requesting your participation in a study entitled, “Organizational Climate, Role Ambiguity, Role Conflict and Nurse Faculty Work Role Balance: Influence on Organizational Commitment and Turnover Intention”. This study is surveying nurse faculty members in Carnegie Doctoral/Research Universities – Extensive who hold a full-time, tenure track position as professor, associate professor, or assistant professor.

This study proposes that organizational climate, nurse faculty work role balance and role ambiguity and conflict influence organizational commitment and turnover intention in academic settings. I believe that the results of this study may prove useful in helping faculty select employment in schools that have environments that meet their individual needs (person-job fit) and may aid educational administrators in the recruitment and retention of nurse faculty.

Your participation in this study is voluntary. You may choose not to respond to any or part of the study. The surveys should take approximately 10-20 minutes to complete and includes a demographic data sheet, and organizational climate, role ambiguity, role conflict, and organizational commitment instruments. You are asked to complete the survey instruments online through the software program Zoomerang™ and return them to me as instructed. The collected data will be reported in aggregate form and will not identify you or your institution. Strict confidentiality will be maintained.

I understand how valuable your time is and greatly appreciate your cooperation with this research. If you have any questions, you may email me at [REDACTED] or telephone me at [REDACTED]. Please return the completed surveys in the next two weeks. Thank you for your time and assistance with this study.

Sincerely,

Denise K. Gormley, MSN, RN, PhD (c)
Doctoral Candidate
College of Nursing
University of Cincinnati

Appendix E

University of Cincinnati
Consent to Participate in a Research Study
College of Nursing
Denise K. Gormley, RN, MSN, PhD(c)
Telephone ([REDACTED]) email: [REDACTED]

Organizational climate, role ambiguity, role conflict and nurse faculty work role balance:
Influence on organizational commitment and turnover intention

Before agreeing to participate in this study, it is important that the following explanation of the proposed procedures be read and understood. This document describes the purpose, procedures, risks and benefits of the study. It also describes the right to withdraw from the study at any time. It is important to understand that no guarantee or assurance can be made as to the results of the study.

The purpose of the study is to explore the relationship between organizational climate, nurse faculty work role balance, role ambiguity and conflict and their influence on organizational commitment and turnover intention. You have been chosen for this study based on your full-time tenure track faculty appointment as professor, associate professor or assistant professor in a Carnegie Doctoral/Research University – Extensive. It is understood that participation in this study is strictly voluntary. You are one of approximately 600 participants. By returning the completed surveys, you indicate your consent to participate in the study.

You will be completing several survey instruments online about your nurse faculty role, commitment to your college/department of nursing and the climate of your college/department. There are no known risks or real benefits; however, you may be contributing to the knowledge base of nursing through your participation.

The survey instrument and data form will take approximately 15-30 minutes to complete. There will be no cost to you or the nursing school/department. The researcher will assimilate all costs associated with the research study.

Confidentiality will be maintained and the name of the university or school of nursing will not be revealed during any portion of the research process. The information you share will be stored via the software program, Zoomerang™, protected by a firewall, and accessible only to the researcher by password. Your name will not be revealed in any of the data reporting. Please note that absolute confidentiality cannot be guaranteed due to the limited protections of internet access. The results of the study will be reported in aggregate. You may withdraw from the study at any time.

If you have any questions concerning any aspect of this investigation, you may contact Denise Gormley, RN, MSN at [REDACTED] or Susan Kennerly, RN, Ph.D. at [REDACTED].

Appendix F

Permission to Use Organizational Commitment Scales

Email correspondence between Dr. John Meyer and Denise K. Gormley, RN, MSN

April 1, 2004

Hi Denise,

I have attached copies of the original and revised scales along with a meta-analysis of research using our measures and an in-press paper describing a revision to the ccs. Good luck with the research.

Cheers,

John

John Meyer

Department of Psychology

University of Western Ontario

London, ON, Canada N6A 5C2

Phone: ([REDACTED]

Fax: [REDACTED]

Email: [REDACTED]@ [REDACTED].a

Denise Gormley wrote:

Dear Dr. Meyer,

The commitment scales will be used for academic research purposes. My dissertation will be a test of your organizational commitment theory in academic settings. I plan to use path analysis to explore the relationships between organizational climate and faculty work roles and role status and their impact on organizational commitment and retention.

I would very much appreciate the ability to use your scales without fees. Please advise me on how to obtain the scales. I can be reached at [REDACTED]. My mailing address is:

Denise K. Gormley

[REDACTED]

Thank you very much for your offer.

Sincerely,

Denise Gormley

----- Original Message -----

From: "John Meyer" [redacted] >
To: "Denise Gormley" <[redacted]>
Sent: Thursday, April 01, 2004 7:19 AM
Subject: Re: organizational commitment

Dear Denise,
The commitment scales are available for licensing from our website: employeecommithment.com. If you are planning to use the scales for academic research purpose only, however, I would be happy to allow you to use them for free. Please let me know what your intentions are. Thanks.

John Meyer

John Meyer
Department of Psychology
University of Western Ontario
London, ON, Canada N6A 5C2
Phone: [redacted]
Fax: [redacted]
Email: [redacted]

Denise Gormley wrote:

Dear Dr. Meyer,
I am planning on using your organizational commitment surveys in my dissertation. The purpose of the study is to describe the relationship of nurse faculty work roles and work role stress and dimensions of organizational commitment, job satisfaction and organizational climate in departments/colleges of nursing. The work roles to be examined are the faculty work roles of research, teaching and service.

I am hoping that you can direct me in how to purchase the surveys for use in my study or give me permission to use them at no cost.

I look forward to hearing from you.

Sincerely,

Denise K. Gormley, MSN, RN, Ph.D. (c)
College of Nursing
University of Cincinnati
Cincinnati, OH 45221

Appendix G

Summary Data for the Role Ambiguity Subscale of the Role Ambiguity and Role
Conflict Questionnaire ($n = 316$)

Item	M^*	SD
1. I feel certain about how much authority I have.	2.60	1.40
2. Clear, planned goals and objectives exist for my job.	2.78	1.50
3. I know that I have divided my time properly.	3.35	1.58
4. I know what my responsibilities are.	2.11	1.10
5. I know exactly what is expected of me.	2.55	1.45
6. Explanation is clear about what has to be done.	2.80	1.48

*Replies ranged from 1 (Strongly Disagree) to 7 (Strongly Agree).

Summary Data for the Role Conflict Subscale of the Role Ambiguity and Role Conflict Questionnaire ($n = 316$)

Item	<i>M</i>	<i>SD</i>
7. I have to do things that should have been done differently.	4.66	1.58
8. I receive an assignment without the manpower to complete it.	4.24	1.77
9. I have to buck a rule or policy in order to carry out an assignment.	3.26	1.58
10. I work with two or more groups who operate quite differently.	5.01	1.72
11. I receive incompatible requests from two or more people.	3.79	1.76
12. I do things that are apt to be accepted by one person and not accepted by another.	4.23	1.81
13. I receive an assignment without adequate resources and materials to execute it.	4.25	1.86
14. I work on unnecessary things.	4.05	1.75

* Replies ranged from 1 (Strongly Disagree) to 7 (Strongly Agree).

Summary Data for Meyer and Allen's Multidimensional Organizational Commitment Questionnaire ($n = 316$)

Item	<i>M</i>	<i>SD</i>
1. If I had not already put so much of myself into this organization, I might consider working elsewhere.	3.44	1.97
2. I really feel as if this organization's problems are my own.	3.51	1.62
3. I would feel guilty if I left my organization now.	3.25	1.72
4. One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.	2.59	1.85
5. I would be very happy to spend the rest of my career in this organization.	4.81	1.65
6. This organization has a great deal of personal meaning for me.	4.92	1.55
7. Right now, staying with my organization is a matter of necessity as much as desire.	3.98	1.99
8. It would be very hard for me to leave my organization right now, even if I wanted to.	3.84	1.96
9. Too much of my life would be disrupted if I decided I wanted to leave my organization right now.	4.29	1.91
10. Even if it were to my advantage, I do not feel it would be right to leave my organization now.	3.35	1.77
11. I owe a great deal to my organization.	4.17	1.63
12. I do not feel "emotionally attached" to this organization.	4.61	1.68

13. I do not feel any obligation to remain with my current employer.	4.27	1.71
14. I feel that I have too few options to consider leaving this organization.	2.23	1.57
15. I do not feel a strong sense of “belonging” to my organization.	4.82	1.78
16. This organization deserves my loyalty.	4.47	1.64
17. I would not leave my organization right now because I have a sense of obligation to the people in it.	3.34	1.76
18. I do not feel like “part of the family” at my organization.	4.68	1.78

* Replies range from 1 (Strongly Disagree) to 7 (Strongly Agree).

Summary Data for Organizational Climate Description Questionnaire-HE (Partial)

(OCDQ-HE-Partial) ($n = 316$)

Item	<i>M</i>	<i>SD</i>
1. The Dean puts the school's welfare above the welfare of any faculty member in it.	3.30	1.11
2. Faculty members recognize that there is a right and wrong way of going about school activities.	3.46	0.91
3. Faculty start projects without trying to decide in advance how they will develop or where they may end.	2.82	1.03
4. The Dean has faculty members share in making decisions.	3.59	1.20
5. The Dean displays tact and humor.	3.73	1.14
6. Faculty members express concern about the "deadwood" in this school.	2.78	1.18
7. Scheduled appointments by faculty members are not kept.	1.93	0.90
8. There is a great deal of borrowing and sharing among the faculty.	3.42	1.01
9. The Dean has everything going according to schedule.	3.49	1.00
10. The Dean engages in friendly jokes and comments during faculty meetings.	3.30	1.18
11. The Dean encourages the use of uniform procedures.	3.40	1.11
12. Faculty members talk about leaving the college or university.	2.95	0.99

13. The Dean is first in getting things started.	3.29	0.96
14. The Dean sells outsiders on the importance of the school.	4.44	0.89
15. Faculty members seem to thrive on difficulty – the tougher things get, the harder they work.	3.16	0.97
16. Faculty members enjoy getting together for bowling, dancing, card games, etc.	2.07	1.01
17. Tensions between faculty factions interfere with school activities.	2.48	1.00
18. Close friendships are found among the school faculty.	3.44	0.87
19. The Dean is friendly and approachable.	3.84	1.21
20. The Dean finds time to listen to faculty members.	3.74	1.19
21. The Dean accepts change in school policy or procedure.	3.65	1.05
22. The Dean yields to pressure of a few students who are not representative of student opinion.	2.21	1.08
23. Everyone enjoys their associations with their colleagues in this school.	3.42	0.81
24. The morale of the faculty members is high.	3.11	1.00
25. The school works as a committee of the whole.	3.18	1.08
26. There are periodic informal social gatherings.	2.91	0.97
27. There are opportunities within the school for faculty members to get together in extra-curricular activities.	2.66	1.02
28. The Dean changes his/her approach to meet new situations.	3.18	1.05

29. The important people in this school expect others to show respect for them.	3.68	0.97
30. Older faculty control the development of school policy.	3.14	1.14
31. Faculty members ask permission before deviating from common policies or practices.	3.10	0.87
32. The Dean maintains definite standards of practice.	3.66	0.99
33. Individual faculty members are always trying to win an argument.	2.99	0.97
34. The Dean uses constructive criticism.	3.31	1.11
35. The Dean delegates the responsibility for school functions among the faculty.	3.72	1.09
36. New jokes and gags get around the school in a hurry.	2.39	1.05
37. Faculty members approach their problems scientifically and objectively.	3.62	0.83
38. Faculty members talk to each other about their personal lives.	3.35	0.86
39. The faculty uses parliamentary procedures in meetings.	4.10	0.94
40. The Dean treats all faculty members as his/her equals.	3.40	1.25
41. The school is thought of as being very friendly.	3.42	1.08
42. Faculty members in this school use mannerisms which are annoying.	2.38	0.98

* Replies range from 1 (Event Almost Never Occurs) to 5 (Event Almost Always Occurs).