

Academic Mentoring and Job Satisfaction of Baccalaureate Nursing Faculty

Kimberly Wilson, DNP, RN

Jefferson College of Health Sciences

The author listed certifies that there are no affiliations with or involvement in any organization or entity with any financial interest or non-financial interest in the subject matter or materials in this presentation.



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Background

- ❖ National shortage of nursing faculty is estimated to be 7.7% nationally (American Association of Colleges of Nursing, 2012)
- ❖ Nursing schools in the United States turned away 75,587 qualified nursing applicants from nursing programs in 2011 (American Association of Colleges of Nursing, 2012)
- ❖ There are less graduates of nursing programs to care for the increasing numbers of patients
- ❖ Overall nursing shortage is estimated to reach one million nurses by 2018 (U. S. Department of Labor, Bureau of Labor Statistics, 2009)



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Background

- ❖ The future of nursing rest on the transformation of education within the profession (Institute of Medicine, 2011)
 - ❖ Increasing graduates at all levels of nursing

- ❖ Nurses transitioning into academia
 - ❖ Clinical expertise
 - ❖ New environment
 - ❖ Mentoring: “relevant across the entire career continuum of an educator and encompasses four components”:
 - ❖ Orientation to the faculty role
 - ❖ Socialization to the academic community
 - ❖ Development of teaching
 - ❖ Research and service skills and facilitation of the growth of future leaders in nursing and nursing education (National League of Nursing, 2005)

Purpose of the Study

The purpose of this study was to examine the relationship between the perceptions of academic mentoring and job satisfaction in academic nursing faculty.

Research Questions

1. What is the level of academic mentoring perceived by nursing faculty?
2. What is the perceived level of job satisfaction among academic nursing faculty?
3. What is the relationship between perception of academic mentoring and job satisfaction among academic nursing faculty?

Literature Review

- ❖ Nursing Shortage and Nursing Faculty Shortages
- ❖ Academic Mentoring
- ❖ Job satisfaction in nursing faculty and mentoring

Study Design

- ❖ The study was a descriptive, correlational, cross-sectional design

The researcher utilize two survey instruments:

- ❖ Dreher and Ash Mentoring Scale
- ❖ Abridged Job Descriptive Index/Job in General Scale



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Sample Design & Setting

- ❖ The study used a systematic cluster approach to sampling, with academic nursing faculty as the target population without regard to age, socioeconomic status, or race
- ❖ Sample selection proceeded in four stages

Inclusion and Exclusion Criteria

Inclusion:

- ❖ Working full-time (greater than 36 hours)
- ❖ Working part-time (24 hours or more)
- ❖ Licensed as a registered nurse
- ❖ Accredited by the CCNE

Exclusion:

- ❖ Adjunct faculty, preceptors and any faculty working less than 24 hours a week



Method Instruments

The researcher asked **9 demographic questions** that include topics of:

- ❖ Currently have a mentoring relationship at your faculty workplace or had one in the past.
- ❖ Age
- ❖ Level of education
- ❖ Employment status:
 - ❖ full-time (greater than 36 hours)
 - ❖ part-time, or adjunct (24 hours to 35 hours)
- ❖ Years teaching in a nursing program
- ❖ Tenured or non-tenured
- ❖ Academic rank
- ❖ How long ago were you practicing in a clinical setting
- ❖ United States Region

Methods Instruments (cont.)

Dreher and Ash Mentoring Scale:

- ❖ 18 item survey
- ❖ Scored on 5 point scale

Abridged Job Descriptive Index/Job in General Scale:

- ❖ Six subscales- adjective checklist
- ❖ Scored: **3** – for “Yes” if it describes your work; **0** – for “No” if it does not describe it; and **1**– for “?” if you cannot decide

Methods - Procedure

- ❖ Approval from the Institutional Review Board (IRB) of Case Western Reserve University was obtained through submission of required application process
- ❖ The participant data base was compiled from the AACN website identifying Baccalaureate nursing programs accredited by the CCNE in the United States
- ❖ Recruitment letter was emailed to department chairs, deans or directors of the randomly selected schools from the list of CCNE accredited programs obtained from the CCNE's website

Results – Sample Demographics

Age Range n= 118	N	Percentage
25 or younger	0	0
26-35	10	8.5
36-45	28	23.7
46-55	33	28.0
56-65	43	36.4
Older than 65	4	3.4

Level of Education n= 118	N	Percentage
Masters	64	54.2
Doctorate	54	45.8

United States Region n= 118	N	Percentage
Northeast	21	17.8
Southeast	54	45.8
Midwest	20	16.9
Rocky Mountain	8	6.8
Southwest	7	5.9
Pacific	8	6.8



Results – Sample Demographics

Positions Description n=118		
Full-time (> 36 hours)	113	95.8
Part-time (24 hrs to 35 hrs)	5	4.2
Teaching Experience in BSN Program n=118		
Less than 1 year	9	7.6
1-3 years	26	22.0
4-6 years	27	22.9
7-9 years	27	22.9
10-15 years	13	11.0
15-20 years	5	4.2
More than 20 years	11	9.3
Academic rank n=118		
Instructor	33	28.0
Assistant Professor	67	56.8
Associate Professor	12	10.2
Professor	6	5.1
Clinical Practice		
Currently practicing	28	23.7
1-3 years ago	27	22.9
4-6 years ago	16	13.6
7-10 years ago	6	5.1
Over 10 years ago	41	34.7

Cronbach's Alpha of Scales

Dreher's and Ash Mentoring

Cronbach's Alpha	N of Items
.964	18

Cronbach's Alpha's for aJDI/JIG

Subscale "Facets"	Cronbach's Alpha	N of Items
Work	.72	6
Pay	.81	6
Promotion	.89	6
Supervision	.79	6
Co-Workers	.58	6
Job in General	.84	8

Results: Question 1

Dreher's Mentoring Scale Item Scores

Item	Mean	Std. Deviation
To what extent has your mentor...		
Conveyed feelings of respect for you as an individual?	3.84	1.269
Conveyed empathy for the concerns and feelings you have discussed with him/her?	3.64	1.299
Served as a role model?	3.46	1.308
Displayed attitudes and values similar to your own?	3.35	1.203
Helped you finish assignments/tasks or meet deadlines that otherwise would have been difficult to complete?	2.39	1.288
Protected you from working with other managers or departments before you knew about their likes/dislikes, opinions on controversial topics, and the nature of the political environment?	2.17	1.251

Results: Question 2

Job Satisfaction

	N	Minimum	Maximum	Mean	Std. Deviation
Work on Present Job	117	1.00	18.00	15.47	3.65
Pay	117	.00	18.00	9.41	5.47
Opportunities for Promotions	117	.00	18.00	9.18	6.41
Supervision	117	.00	18.00	14.04	4.59
People on your present job	117	.00	18.00	12.91	3.34
Job in General	116	3.00	24.00	20.33	4.77

Results: Question 3

Pearson's Correlation between Survey Scales

		Work	Pay	Promotion	Supervisor	People	Job
Mentoring	Pearson Correlation	.237*	.227*	.427**	.415**	.124	.320**
	Sig. (2-tailed)	.012	.016	.001	.001	.192	.001

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

N=112 of 100% completed surveys

Additional Analysis

- Age
- Years of teaching
- Level of education
- Geographic Region

Limitations of the Study

- ❖ Small sample size
- ❖ Definition of Mentoring
- ❖ Tools



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Implications for Clinical Practice

- ❖ Mentoring was correlated with perceived job satisfaction
- ❖ Awareness that mentoring is a favorable approach to transition individuals into a nursing faculty role
- ❖ Appropriate mentors are detrimental to a successful mentoring relationship

Future Research

- ❖ Types of mentoring
 - ❖ Formal
 - ❖ Informal
- ❖ Qualitative data

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