

# NURSING EDUCATOR RETENTION: THE RELATIONSHIP BETWEEN JOB EMBEDDEDNESS AND INTENT TO STAY AMONG NURSING EDUCATORS

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# Amy S. Hamlin—Disclosure

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# Learning Objectives

Participants will be able to:

- describe job embeddedness and the impact of job embeddedness on intent to stay.
- describe embeddedness interventions that may be developed and implemented in an academic setting.

# Research Problem

- United States Registered Nursing Shortage
  - Documented nationwide shortage of Registered Nurses (RN's)
  - Demand to admit increasing numbers of nursing students
  - Major contributing factors: falling wages, aging workforce, and large numbers of retiring nurses.
  - Parallel shortage of nursing educators and lack of clinical sites.
- United States Nursing Educator Shortage
  - Nationwide vacancy rate of 7.6%
  - Southern region of the U.S. vacancy rate of 12%.
  - 58.8% of Nursing Programs across the U.S. report unfilled full-time educator positions
  - Most research demonstrates the lack of nursing educators as being the primary contributing factor to the overall RN shortage.
  - Limits the ability for nursing programs to increase enrollment

# Causes of Nurse Educator Attrition

- Increasing age and retirement
  - Average age= 51.5 years
- Dissatisfaction with academia
- Low job satisfaction
- Heavy workload and burnout
- Unrealistic demands and expectations
- Transitional difficulties from practice to education
- Disparities among salaries

# Costs of Educator Attrition

- Voluntary turnover costly to the institution and profession
- Direct costs
  - Hiring costs
  - Salary differences
  - Training replacement educators
  - Educator development
  - Support
- Indirect costs
  - Loss of productivity
  - Decreased morale

# Job Embeddedness

- **Job embeddedness** is the collection of forces that keep people on the job.
- Strong predictor of employee retention
- Six dimensions focusing on organizational (on-the job) and community (off-the job) factors
  - Professional connections (Links)
  - How well job fits in their lives (Fit)
  - Ease of walking away (Sacrifice)

# Dimensions of Job Embeddedness

- Organizational & Community **FIT**
  - Compatible with culture, climate, values, ambitions, plans
  - Organizational “Fit” enhanced by creating relationships and flexible scheduling
- Organizational & Community **LINKS**
  - Formal or informal social influences or relationships
  - Organizational “Links” enhanced by social networking and social connections
- Organizational and Community **SACRIFICE**
  - Benefits or options that are non-transferrable
    - Organizational= insurance, retirement, pension, colleagues, projects, promotional opportunities
    - Community= relocation, family, hours, commute time, schedule

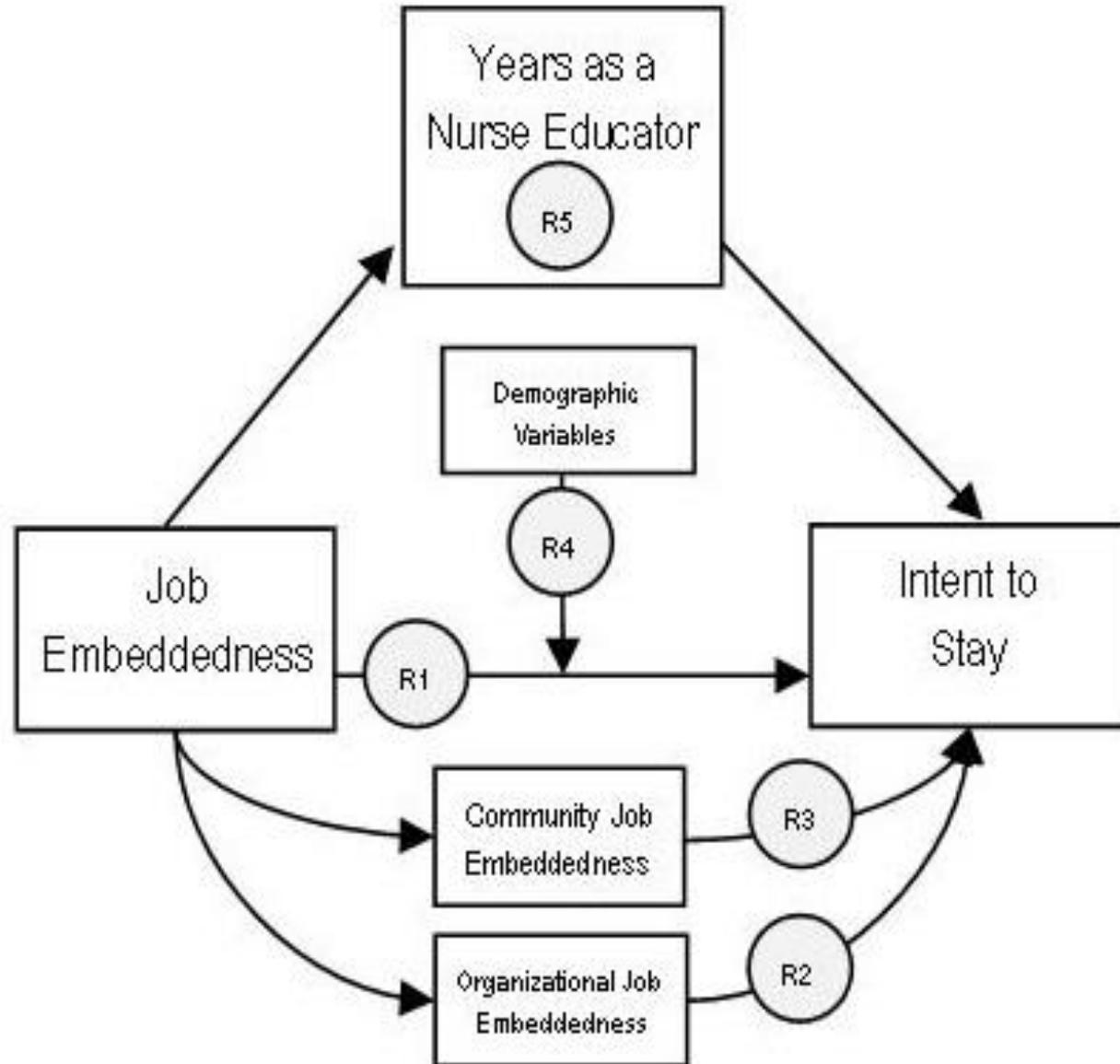
# Literature Review

- Context of Existing Literature
  - Traditional Turnover Models
    - Business, Healthcare, HR, IT, Management
    - Focused largely on voluntary turnover
  - Job Embeddedness
    - Organizational (on-the-job) Job Embeddedness
    - Community (off-the-job) Job Embeddedness
  - Intent to Stay
    - RNs, University Faculty, Nursing Educators
- Gaps in the Literature
  - There is a gap in the literature with regards to why nursing educators choose to stay in their academic positions

# Study Purpose

- The purpose of this quantitative study was to contribute to the overall understanding of nursing educator retention by examining the relationships between job embeddedness (independent variable) and intent to stay (dependent variable) for nursing educators teaching full time in ACEN accredited baccalaureate (BSN) programs in the Southern United States.

# Researcher's Theoretical Framework



# Significance

- The aim of this study was to contribute to the overall body of nursing education knowledge by increasing the understanding of factors contributing to nursing educator retention.
- No research studies have implicitly investigated the relationship of job embeddedness and intent to stay for nursing educators.
- Stakeholders & Beneficiaries
  - Through investigation and development of a model examining the relationships between job embeddedness and intent to stay among nursing educators, this study increases the understanding of factors contributing to nursing educators' intent to stay.
  - This study provides direction for academic administrators to develop retention programs enhancing nursing educator embeddedness.

# Methodology & Design

- Research Design
  - Quantitative cross-sectional correlational design
- Target Population
  - Full time nursing educators at public and private AECN accredited BSN programs in the Southern U.S.
- Research Sample
  - Non-probability convenience sample (N=1060)
  - 17 states in the Southern United States
- Instrumentation
  - Combined instrument using Garbee and Killacky's (2008) intent to stay scale, the Mitchell et al. (2001) job embeddedness scale, and a researcher developed demographic questionnaire.
- Data Collection
  - The survey tool, using a self-reported questionnaire, was e-mailed to participants and accessed through a hyperlink to Survey Monkey.

# Data Analysis

- The data from the study were compiled and quantitative data analysis used the Statistical Package for the Social Sciences (SPSS).
- Data Analysis Procedures
  - Descriptive Statistics
  - Pearson product-moment correlation coefficients (Pearson  $r$ )
  - Spearman and point biserial correlations
  - Baron and Kenny's (1996) four-step mediation analysis
    - (1) determining if the predictor variable was significantly related to the criterion variable;
    - (2) determining if the predictor variable was significantly related to the mediating variable;
    - (3) determining if the mediating variable was significantly related to the criterion variable;
    - (4) determining the change in the relationship between the predictor variable and the criterion variable while holding the mediating variable constant.

# Results & Analysis

- **R<sub>1</sub>**: What is the relationship between job embeddedness (total) and intent to stay among nursing educators teaching full time in AECN accredited BSN nursing programs in the Southern United States?
  - A Pearson correlation test was utilized to determine if there was a relationship between job embeddedness (total) and intent to stay.
    - The results of the correlation were significant (moderately strong relationship):
      - $r(324) = .41, p < .01$
      - Results suggest a significant positive relationship between (total) job embeddedness and intent to stay.
      - **Nursing educators with high levels of total JE have higher intent to stay at their jobs.**

# Results & Analysis

- **R<sub>2</sub>**: What is the relationship between organizational (internal/on-the-job) job embeddedness and intent to stay among nursing educators teaching full time in AECN accredited BSN nursing programs in the Southern United States?
  - Pearson correlation was utilized to assess if there was a relationship between organizational (on-the-job) job embeddedness and intent to stay.
    - The results of the correlation were significant (moderately strong relationship):
      - $r(324) = .46, p < .01$
      - Results suggest a significant positive relationship between organizational (on-the-job) job embeddedness and intent to stay.
      - **Nursing educators with high levels of on-the- job JE have higher intent to stay at their jobs.**

# Results & Analysis

- **R<sub>3</sub>**: What is the relationship between community (external/off-the-job) job embeddedness and intent to stay among nursing educators teaching full time in AECN accredited BSN nursing programs in the Southern United States?
  - Pearson correlation was utilized to assess if there was a relationship between community (off-the-job) job embeddedness and intent to stay.
    - The results of the correlation were significant (weak relationship):
      - $r(324) = .15, p = .006$
      - Results suggest a significant positive relationship between community (off-the-job) job embeddedness and intent to stay.
      - **Though a small in strength relationship was determined, the construct of community (off-the-job) JE indeed relates to intent to stay.**

# Results & Analysis

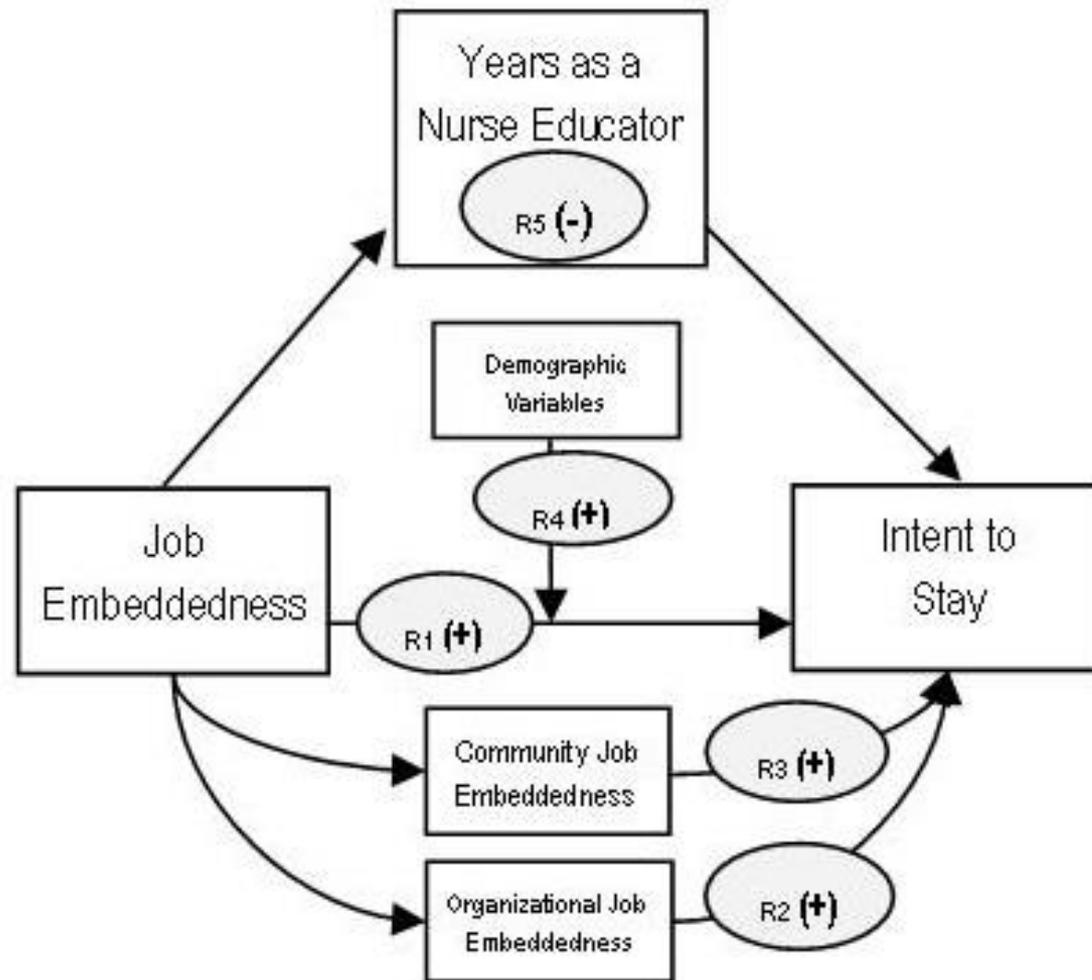
- **R<sub>4</sub>**:What, if any, are the relationships between the selected demographic (age, educational level, gender, years as a nursing educator, tenure status, and years until retirement) variables and job embeddedness (total) among nursing educators teaching full time in AECN accredited BSN nursing programs in the Southern United States?
  - Spearman and point biserial correlations assessed the relationships between job embeddedness (total) and the demographics.
    - Findings included varying levels of strength between the moderating variables and (total) job embeddedness.

Demographic	Job embeddedness (total)
Educational Level <sup>1</sup>	.07 (no significance)
Years as a Nursing Educator <sup>1</sup>	.29**
Years Until Retirement <sup>1</sup>	-.15**
Gender <sup>2</sup>	.00 (no significance)
Tenure Status <sup>2</sup>	.25**

# Results & Analysis

- **R<sub>5</sub>**: Does the number of years as a nursing educator mediate the relationship between intent to stay and job embeddedness (total)?
  - A Baron and Kenny mediation analysis assessed if years as a nurse educator mediated the relationship between job embeddedness (total) and intent to stay.
    - Mediation not supported.
    - Findings from Research Question 5 demonstrated that intent to stay is not mediated by the number of years as a nursing educator.
    - The relationship between job embeddedness (total) and intent to stay exists regardless of the number of years as a nursing educator.

# Theoretical Framework & Research Findings



# Conclusions & Implications

- This study assists in filling the gap in the nursing education retention literature.
- The findings of this study highlight the need for retention programs incorporating job embeddedness factors.
  - These include connections between employees, co-workers, the institution, and the community
- Implications for Nursing Education Administrators
  - Establish a retention plan integrating job embeddedness:
    - Team-building activities
    - Trust-building activities
    - Involvement in community-based professional organizations

# Embeddedness Interventions for Nurse Educators--LINKS

- **LINKS**—Connections to the university and colleagues
  - *The more links a person has with other people in the organization, the more engaged and satisfied they are likely to be.*
    - Strong orientation (on-boarding)
    - Building good work relationships
    - Avoidance of faculty isolation
    - After or outside of work socialization
    - Meal sharing
    - Celebrate achievements and special occasions
    - Mentoring program
    - Building trust—leading by example
    - Allow time during faculty meetings for socialization
    - Encourage interdisciplinary engagement

# Embeddedness Interventions for Nurse Educators--**FIT**

- **FIT**—Knowledge and skills match tasks and assignment
  - *Job embeddedness is enhanced when an employee feels that their employer supports their career goals and strengths*
    - Allow input into committee and course assignments
    - Align teaching assignments with faculty strengths
    - Meet with faculty individually and inquire about career goals
    - Assist in linking job tasks to faculty personal values
    - Discuss and provide development opportunities within the organization
    - Partner with senior faculty to see a “way to the top”
    - Allow faculty input into teaching times/days of the week

# Embeddedness Interventions for Nurse Educators--**SACRIFICE**

- **SACRIFICE**—Perceived loss if a person leaves their job
  - *It is challenging to leave a position with a happy, healthy, and rewarding work environment*
    - Minimize workplace stress
    - Give praise and reward good performance
    - Quickly identify and address problems
    - Show appreciation for efforts
    - Encourage and commend community service activities
    - Allow flexibility, when possible, for family and personal commitments (flexible hours/schedule)
    - Promote opportunities for leadership roles and promotion

# Limitations of the Study

- Use of a convenience sample.
- Use of entire population rather than a random sample.
- Data collection at a single point in time.
- Date and time limitations of the survey.
- Potentially sensitive topic.
- Findings limited to the number of participants who responded.

# Recommendations for Future Research

- Investigate potential relationships between the three dimensions of job embeddedness (fit, links, sacrifice).
- Assess the differences in community job embeddedness between nurses teaching in rural versus urban settings.
- Assess differences in job embeddedness between those teaching for on-ground and online nursing programs.
- Assess differences in job embeddedness for varying mediating variables.
- Repeat this study using alternative moderating variables.
- Assess the relationship between job embeddedness and intent to stay through a longitudinal study.

# QUESTIONS???



“You can’t expect people to be committed, to be loyal to an organization, to be engaged in an organization, [or] to want to stay in an organization if the company doesn’t care about them.”

-David Sirota, Columnist

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