Evaluating Associate Degree Nursing Faculty Job Satisfaction

By

Karen M. Thies, DNP, RN
Teresa Serratt, Ph.D, RN
Disclosures

Karen M. Thies, RN, DNP
Health Services Supervisor
Issaquah School District

Teresa Serratt, RN, PhD
Associate Professor, DNP Program
Boise State University, School of Nursing

The authors have no potential or actual conflicts of interest with this presentation.
Objectives

Identify the factors contributing to ADN faculty job satisfaction.

Identify cost-effective strategies to promote job satisfiers.

No sponsorship or commercial support was received by the authors for this study.
Qualified nursing school applicants are being denied admission into ADN programs due to a shortage of nursing faculty.

This project identified the factors that contribute to ADN faculty job satisfaction.

Identifying these factors is the first step towards initiating changes to retaining nursing faculty.
Background Information

History of A.D.N. programs
Statistics
RETENTION of faculty
Literature review & synthesis
• Baccalaureate vs A.D.N faculty
• Job satisfaction & intent to leave academia
• Lack of literature
Setting & Target Population

Survey sent via email
FT & PT faculty
703 ADN programs
Average 14 members/institution
9402 emails sent
Theoretical Framework

Theoretical model & framework

- Autonomy
  Responsibility
  Challenging Job

- Salary
  Benefits
  Collegial Relationships

Job Satisfaction
Intent to Stay
Measurement Tool

Index of Work Satisfaction (Stamps, 1997)

• Measure specific factors
• Easily understood
• Utilized routinely
Implementation

- Pre-test of the online survey
- Targeted date
- Reminder - different day/time
- Second reminder
- Survey sent directly to faculty
- Final response rate: 26.3% (n = 2,479)
Data Collection & Analysis

- Part A – Index of Work Satisfaction
- Paired comparisons technique
- Part B – Index of Work Satisfaction
- Likert Scale
  - Frequency of answers converted to percentages
  - Unweighted estimates of satisfaction level
  - Assigned to a quartile
Data Collection & Analysis

<table>
<thead>
<tr>
<th>Component</th>
<th>Range of scores</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QUARTILES for PART B (LIKERT SCALE)</strong></td>
<td></td>
<td></td>
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<tr>
<td>Pay</td>
<td>6-42</td>
<td>6-15</td>
<td>16-24</td>
<td>25-33</td>
<td>34-42</td>
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<td>Autonomy</td>
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<td>8-20</td>
<td>21-32</td>
<td>33-44</td>
<td>45-56</td>
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<tr>
<td>Task Requirements</td>
<td>6-42</td>
<td>6-15</td>
<td>16-24</td>
<td>25-33</td>
<td>34-42</td>
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<td>Organizational Policies</td>
<td>7-49</td>
<td>7-17</td>
<td>18-28</td>
<td>29-38</td>
<td>39-49</td>
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<td>Professional Status</td>
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<td>18-28</td>
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<td>39-49</td>
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<tr>
<td>Interaction</td>
<td>10-70</td>
<td>10-25</td>
<td>26-40</td>
<td>41-55</td>
<td>56-70</td>
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<td>Nurse-to-Nurse</td>
<td>5-35</td>
<td>5-13</td>
<td>14-20</td>
<td>21-27</td>
<td>28-35</td>
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<tr>
<td>Nurse-to-Administrator</td>
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<td>5-13</td>
<td>14-20</td>
<td>21-27</td>
<td>28-35</td>
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<tr>
<td>Total Scale Score</td>
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<td>113-180</td>
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<td>249-308</td>
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<td>2.1-3.1</td>
<td>3.2-4.2</td>
<td>4.3-5.3</td>
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<tr>
<td>Component Adjusted Scores</td>
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<td>0.9-9.9</td>
<td>10.0-19.0</td>
<td>19.1-28.1</td>
<td>28.2-37.1</td>
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<td>0.5-39.7</td>
<td>0.5-10.3</td>
<td>10.4-20.0</td>
<td>20.1-29.7</td>
<td>29.8-39.7</td>
</tr>
</tbody>
</table>
Demographics

94.26% female
85.46% Caucasian
70.36% 45-64 years old

〜 25% respondents from E. North Central
13.71% from S. & mid-Atlantic region
Results

Components of greatest → least satisfaction:
• Interactions
• Professional Status
• Autonomy
• Task Requirements
• Faculty → Administrator Interactions
• Salary
## Results

<table>
<thead>
<tr>
<th>Component</th>
<th>I. Component Weighting Coefficient (Part A)</th>
<th>II. Component Scale Score (Part B)</th>
<th>III. Component Mean Score (Part B)</th>
<th>IV. Component Adjusted Scores</th>
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<td>3.51</td>
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<td>*41.46</td>
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<tr>
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<td>*49.56</td>
<td>4.96</td>
<td>14.533</td>
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<tr>
<td>Nurse-Nurse</td>
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<td>25.71</td>
<td>5.14</td>
<td>-----</td>
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<tr>
<td>Nurse-Admin</td>
<td>-----</td>
<td>23.85</td>
<td>4.77</td>
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</tbody>
</table>

| Total Scale Score: 201.4 (range: 44-308) | Mean Scale Score: 4.6 (range 1-7) | Index of Work Satisfaction: 13.8 (range 0.9-37.1) |
Economic, Social & Political Environment

Economics
• Barrier to increasing nursing faculty

Social
• Nurses perceptions = barrier
• Lack of respect = barrier
• Misperceptions = barrier

Political: Lack of funding = barrier
Social & Cultural Environment

• Lack of ethnic diversity

• Challenging biases
Recommendations & Meaningfulness to Practice

- Autonomy over salary
- Improve relationships between faculty & administrators
- Adjust or reallocate tasks
- Develop innovative solutions & teaching models
Recommendations & Meaningfulness to Practice

Strong implications for faculty retention
Significant number retiring in 3 years
Not enough prospective faculty
Collaborate with facilities
Develop partnerships
Share resources
Conclusion

This information is congruent with similar findings.

Nursing faculty shortage is a symptom of the world-wide nursing shortage

This information can be utilized to assist with faculty retention.

Areas of least satisfaction need to be addressed
Conclusion

Support greater faculty autonomy

Improve interactions between faculty & administrators

Positive environment encourages faculty to remain in academia

Faculty retention & recruitment are critical


References


McCallister, A. (2012). *R. Louise McManus & Mildred Montag create the associate degree model for the education of nurses: the right leaders, the right time, the right place: 1947-1959* (Doctoral dissertation, Columbia University)


References


