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Assessing the Impact of Practice Transition on Advance Practice Registered Nurse's Job Stress and Job Satisfaction

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Abstract

Problem

The impact of the transition to full practice authority (FPA) on job satisfaction and job stress has not been previously described in the literature.

Method

Job satisfaction, job stress, and practice transition stress data was collected from a sample of 33 Advance Practice Registered Nurses (APRN) working at the VA St Louis Health Care System using Misener Nurse Practitioner Job Satisfaction Survey (MNPJSS), National Institute of Occupational Safety and Health Generic Job Stress Questionnaire (NIOSH-GJSQ), and student-developed practice transition stress questionnaire during the initial phase of FPA transition.

Results

APRNs were minimally satisfied to satisfied. Job stress from work conflict, role ambiguity, intragroup conflict, and intergroup conflict has a significant negative effect on job satisfaction ($p < .001$) and perceived control, and task control has a positive effect ($p < 001$). Practice transition stress had a negative effect on overall satisfaction ($p < .01$). Misaligned APRNs were different from aligned APRN in the level of role conflict ($p < .01$) and percentage of positive emotions toward full practice authority ($p < .05$).

Conclusion

FPA transition does generate stress and emotions. Practice transition stress experienced was in a positive response pattern. Job stress from work conflict, role ambiguity, intragroup conflict, and intergroup conflicts have a more significant impact on

job satisfaction than the transition to FPA. Individual and organization interventions were developed.

Implication for Practice

Strategies for supporting APRNs when transitioning to FPA, reducing job stress by decreasing conflict at work, increase task and decision control, and ensuring APRNs are in alignment with the *Consensus Model* is needed. These actions may improve APRN job satisfaction.

Keywords: advance practice registered nurses, practice transition, practice transition stress, role transition, full practice authority, job stress, job satisfaction, emotions

Introduction

The recognition of the nursing profession's role in health care reform served as a pivot point for the Advance Practice Registered Nurses (APRNs) community of educators, certifiers, accreditation, and licensing bodies to formulate the *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, and Education* (APRN Consensus Work Group & National Council of State Board of Nursing, 2008). The model is a broad-based approach to standardize regulation across the United States to ensure access to quality healthcare for the public and mobility for APRNs (Stanley, Werner & Apple, 2009). Major nursing professional organizations have endorsed the *Consensus Model* concurring the importance of this standard and consistent quality APRN education and practice. Diverse regulations, different certification and licensing requirements, and inconsistent population foci present barriers to optimal APRN practice (Rounds, Zych & Mallary, 2013). The *Consensus Model* represented the status quo for a few states when it was published and a future state of the full practice authority (FPA) for all APRNs.

Changes in state practice acts require education of licensees and stakeholders to understand the implication on practice fully. The potential negative impact on practicing APRNs are misalignment of APRNs roles, inability to be grandfathered or ineligibility for licensure between states, APRNs not wanting FPA, concerns about liability, and organizational refusal to grant privileges (Klien, 2013). Additionally, practicing APRNs may experience role conflict, role ambiguity, and underutilization of skills because previous collaborating physicians may not fully understand the *Consensus Model* or FPA. Successful FPA legislation and the professional transition that results from it requires the

APRN to engage in an ongoing process of role development in response to these changes. Preparation of APRNs for the FPA scope should occur long before the legislation is passed, but until the law is passed then fully understanding the policy impact can only be anticipated and not indeed known.

In January 2017, the Veterans Health Administration (VHA) Final Rule granted FPA consistent with the *Consensus Model* to APRNs in Nurse Practitioners (NP), Clinical Nurse Specialist (CNS), and Certified Nurse Midwives (CNM) roles practicing within the VHA regardless of the state of licensure. The law created a practice transition from a dependent scope of practice to independent practice with delineated clinical privileges. Professional transitions are stressful. The change from dependent APRN practice to independent practice in the same practice setting may cause unrecognized job stress in the APRN. Job stress may lead to job dissatisfaction. Job dissatisfaction may negatively impact APRN's intent to stay in the organization and cause burnout. Turnover of APRNs may reduce or limit access to care. Job stress in APRN professional practice transition and its impact on job satisfaction has not been studied.

The purpose of this project was to establish a baseline understanding of APRN job satisfaction and job stress in VA St Louis Health Care System (VASTLHCS) APRNs during practice transition to FPA. The results were used to develop actions that support APRN professional practice transitions. Determining and characterizing the type of job stress and its relationship to job satisfaction is needed to create effective actions. This project addressed the relationship of job stress on job satisfaction when transitioning from a dependent scope of practice to independent privileges among APRNs working at VASTLHCS.

Review of Literature

A systematic literature review was completed. Databases searched included Cochrane Library, CINAHL, MEDLINE (OVID), and PsycINFO. The keywords used were *advance practice registered nurse, nurse practitioner, job satisfaction, job stress, practice transition,* and *role transitions.* The literature review included research studies and articles from 2005 up to October 2017 and was limited to health-care related articles. Reports and studies that were excluded were not related to health care. The literature regarding APRN/NP satisfaction is growing while the research on APRN/NP job stress and APRN/NP practice transition was limited. A single article was found that examined APRN/NP stress and satisfaction. Studies that evaluated job stress and job satisfaction for registered nurses were included to provide a basic understanding of the relationship between job stress and job satisfaction in professional nursing. No studies or articles were found evaluating job stress, job satisfaction, and practice transition.

Job Satisfaction

Eleven studies were found that examine NP satisfaction utilizing the Misener Nurse Practitioner Job Satisfaction Scale (MNPJSS) to measure job satisfaction. Each studied evaluated different variables and job satisfaction. Kacel, Miller, and Norris (2005) conducted a descriptive cross-function study using NMPJSS with a random sample of 147 NPs in a single Midwestern state that found that NPs were minimally satisfied to satisfied. NPs working in long-term care were more satisfied than other practice settings and NPs with 0-1 year of NP experience had the higher satisfaction than experienced NPs. Ryan and Ebbert (2013) conduct a descriptive study of 112 Family NPs living in targeted counties in Kansas and Missouri using NMPJSS. The authors

found that the NPs were minimally satisfied to satisfied. No differences were found in demographics or subscales.

Bush and Lowery (2016) using a nonequivalent group study design compared a convenience sample of two groups of NPs, those with post-graduate education (fellowship) and those without postgraduate education across multiple clinical settings. Job satisfaction was measured using MNPJSS. Overall median job satisfaction of both groups was satisfied. Mean job satisfaction scores were highest among NPs who have completed postgraduate training, work in full practice authority state, and have more than three years of NP experience. Postgraduate education emerged as a statically significant predictor of job satisfaction when regulatory and years of experience were considered ($p < .05$).

De Milt, Fitzpatrick, and McNulty (2011) conducted a cross-sectional descriptive study of job satisfaction, intent to leave nursing as direct care NP, and anticipated turnover of 254 NP. Job satisfaction was measured using MNPJSS. Overall the APRN job satisfaction was satisfied. There were statistically significantly higher satisfaction scores for NP without intent to leave and lower satisfaction scores for NP with the intention to leave ($p < .001$). NP job satisfaction and anticipated turnover had a relationship that was statistically significant ($p < .001$) where higher satisfaction was related to lower anticipated turnover. Similarly, Lelli, Hickman, Savrin, and Peterson (2015) conducted a cross-sectional descriptive study of job satisfaction, intent to leave and practice setting of a retail clinic and traditional primary care clinic of 310 primary care NPs. Overall NPs were moderately satisfied to satisfied with current positions; there were no differences between NPs by practice setting. There were statistically significant

differences ($p < .01$) in the subscales of interaction, autonomy, and benefits by practice setting. Traditional primary care clinic NPs reported higher job satisfaction with interactions and autonomy while retail clinic NPs reported higher job satisfaction with benefits. Job satisfaction was statistically significant ($p < .01$) higher with years of NP experience and years in current position. NPs with higher satisfaction did not intend to leave their jobs ($p < .001$).

Schiestel (2007) conducted a descriptive study of 155 NP registered with the Arizona State Board of Nursing. Overall satisfaction was minimally satisfied with their current positions. No significant relationships were found between demographics and MNPJSS subscales. NPs who were self-employed were most satisfied while NPs who worked in managed care setting were least satisfied. Pron (2013) conducted a descriptive cross-sectional study of 99 NPs working in nurse-managed health centers using the MNPJSS. Overall NPs working in nurse-managed health centers were satisfied. There was no relationship between demographic variables and job satisfaction. Total satisfaction was strongly correlated with a subscale of intra-practice partnership, autonomy, and professional, social and community interactions. Pasarón (2013) descriptive study using the NMPJSS of 40 NP that was credentialed by the medical staff office in one facility found that NPs were minimally satisfied to satisfied and there were no differences between intrinsic and extrinsic subscales. O'Keefe, Corry, and Moser (2015) examined job satisfaction of advance nurse practitioners and nurse midwives in the Republic of Ireland using the MNPJSS and open-ended questions. This descriptive study includes 47 individuals. Overall, they were minimally satisfied to satisfied. There was no significant relationship between the MNPJSS subscales or demographic variables.

Faris, Douglas, Maples, Berg, and Thrailkill (2010) utilized the MNPJSS to study job satisfaction and barriers to practice for APRN employed at VHA. This cross-section survey includes 1,983 clinical nurse specialists (CNS) and NPs. Overall, APRN in this study was minimally satisfied. They were most satisfied with benefits and autonomy and were least satisfied with professional growth and intra-practice partnerships. The differences between CNS and NP roles was examined. CNSs had statistically significantly higher total satisfaction ($p < .01$). VHA APRNs were less satisfied than compared to community APRNs using the MNPJSS. Demographics of this study differed from others in that it had a higher percentage of males and ethnic diversity. Barriers to practice were identified via an investigator-developed list. The top three barriers to practice were too many non-APRN tasks, lack of administrative support, and inadequate time to do research. No comparison was made between APRN job satisfaction and barriers to practice in this study.

Brom, Melnyk, Szalacha, and Graham (2016) conducted a descriptive study of 181 NPs working at a Midwestern academic medical center to determine role perception, stress, satisfaction, and intent to stay. The investigators used the MNPJSS to measure satisfaction, an investigator-developed 11 item role perception scale, a single 10-point Likert type scale question to measure stress, and intent to stay measured by a single 5-point Likert type scale question. Overall the NPs were somewhat satisfied with their current positions. NP role perceptions were positively correlated with satisfaction ($p < .01$). Intent to stay was positively correlated with NP role perception ($p < .01$) and satisfaction ($p < .01$). Intent to stay was not related to stress. Stress was found to be statistically significant with overall satisfaction ($p < .01$). Role perception was analyzed

by whom NP reported to (nurse executive, NP, nurse manager, physician, and non-clinician administrator). There were no differences between job satisfaction and role perception by type of supervisor. There were differences in MNPJSS intra-practice subscale by type of supervisor for those who reported to an NP vs. nurse executive ($p <$ .05) and there was a difference in NMPJSS professional subscale of by type of supervisor for those who reported to non-clinician administrator vs. nurse executive ($p < .05$).

Three studies were identified that used the 2012 National Sample Survey of Nurse Practitioner (NSSNP) to examine satisfaction and other variables. Athey et al. (2016) utilized NSSNP to explore the extent autonomy and working setting predicted job satisfaction. The analysis included 8311individuals. Overall NPs were satisfied. Autonomy was statistically significantly related to job satisfaction ($p < .001$). NPs in primary care had a small difference in satisfaction compared with NPs in an acute care setting. The most important predictor of NP satisfaction was NP skills being fully utilized ($p < .001$). Bae (2016) conducted a secondary analysis of NSSNP to examine job satisfaction in working condition of rural compared to non-rural areas. The study consisted of responses from 9010 NPs. Overall, NPs were satisfied to very satisfied. There were no significant differences between rural and non-rural NPs. For both groups, there was a considerable difference in NP job satisfaction when their skills were fully utilized with the rural NPs having a higher magnitude of difference. Falk, Rudner, Chapa & Greene (2017) examined the NSSNP for the relationship between demographic characteristic, work environment characteristic, and intent to retire. The sample included 3171 working NPs who were 55 years old and older. Overall the NPs were satisfied. Working part-time and having less than a master's degree was strongly ($p < .01$)

associated with intent to retire compared to those who work full-time and have a master's degree or higher. Being very satisfied was related to lower intent to retire and working in primary care for age group 55-59 was related to higher intent to retire.

Shea (2015) conducted a grounded theory approach to understand the contextual nature of NPs description of job satisfaction from a personal perspective. The study was done through face-to-face interviews with open-ended questions with 15 individuals. The NPs identified providing holistic patient care and being valued as professional as satisfiers. Dissatisfaction was described when patient care was compromised.

These studies revealed that overall APRN/NP are minimally satisfied to satisfied in their roles. Comparisons between different practice settings, such as traditional primary care vs. retail, urban vs. rural, hospital vs. clinic, long-term care, and nurse-managed healthcare centers, showed some differences in job satisfaction. Comparison of the employment status of self-employment vs. managed care and part-time vs. full-time showed a difference in job satisfaction. There was inconsistency in the studies of the impact of the intrinsic and extrinsic factors, demographics such as years of experience. These inconsistencies could be due to the year in which the study was conducted, the growth and expansion of APRN roles, the ongoing professional development of APRNs, expansion of doctoral prepared APRNs, and the density of APRN is a geographical region. Job dissatisfaction was related to intent to leave or retire. Empowerment, autonomy, professional practice, collaboration, and skill being used were predictors of job satisfaction. The MNPJSS was the most common tool used to measure job satisfaction.

Practice Transition

Four studies were identified on NP practice transition. Two were concept analysis, and two focused on RN student NP transition to NP. These studies examined the RN to NP role transition. Barnes (2014) completed a concept analysis of RN to NP role transition. Barnes literature review identified the emotions associated with role transitions in nursing as exciting, stressful, anxious, nervous, overwhelmed, frustrated, feeling of inadequacy, ambiance, uncertainty, not fitting in, not belonging, isolation, and longing to return to one's prior role. The defining attributes of NP role transition were the absorption of the role, the shift from a provider of care to prescriber of care, straddling two identities, and mixed emotions. MacLellan, Levett-Jones, and Higgins (2015) conducted the concept analysis with Australia NPs. NP role was not introduced until 1998 with the first NPs practicing in 2000. The literature of RN to NP role transition was limited to the United States, Canada, Taiwan, and the United Kingdom understanding RN to NP role transition in the context of the country's healthcare system transition to include the role was needed. The defining attributes of NP role transition were a genuine commitment from a supportive professional and organization structure, lack of confidence and self-doubt, and encouragement and reassurance to increase clinical confidence. The authors concluded that there were subtle differences in Australia compared to the existing literature because of historical and political influences.

Dillion, Dolansky, Casey, and Kelley (2016) used a descriptive correlational-comparative study design to examine the NP transition and its relationship of personal resources (previous experience), community resources (organizational support, communication, and leadership), and a successful transition from RN to Acute Care Nurse Practitioner (ACNP). The study used the Casey-Fink Graduate Nurse Experience

Survey and included 34 ACNP who were members of the Acute Care Nurse Practitioner Network social media site. The study found statistically significant positive correlations between organizational support with comfort/confident ($p < .01$), patient safety ($p < .05$), professional satisfaction ($p < .05$), and job satisfaction ($p < .01$). Additionally, it found a statistically significant positive correlation between communication/leadership with comfort/confident ($p < .01$), patient safety ($p < .01$), professional satisfaction ($p < .05$), job satisfaction ($p < .01$), and job retention ($p < .05$). There was no difference found between personal resources and successful transitions. Barnes (2015) explored factors that influenced NP transition. The author found that formal orientation to the NP role had significantly predicted role transition ($p < .001$). Prior RN experience did not predict NP transition.

Three studies were found on practice transition related to regulation change. Kaplan and Brown (2007) used a grounded theory approach with twelve focus groups to understand the relationship between controlled substance prescriptive authority and perceived autonomy for approximately 100 NP in Washington State. They found that core category of letting go and taking hold characterized the NPs experience of transition to a prescription of a controlled substance. Three dimensions that were identified in the transition were resisting change, ambivalent about the change, and embracing change. Emotions associated with resistance were acceptance of status quo, scapegoating, passing the buck, and holding out for FPA, emotions related to ambivalence were mired in process and worrying, and emotions associated with embracing change were feeling liberated, affirming and worry about the drug-seeking behavior of patients. The authors concluded the letting go and taking hold to a new scope of practice extended beyond the

successful passage of the law, there is an importance of examining the nature of the professional transition, and role development as an ongoing process throughout NP's career.

Cousins and Donnell (2012) conducted a qualitative approach using a semi-structured interview with six NPs in England who were independent prescribers. The results of this study identified prescribing was associated with the positive aspects of increased job control, greater autonomy and more holism in the role and negative elements of increase job demands, support issues and lack of reward. The investigators determined that the two overarching concepts of increase job satisfaction and increase job stress were associated with independent prescribing for the six subjects.

Peterson, Keller, Ways, and Borges (2015) conducted a descriptive correlational survey of APRN in New Mexico to explore the relationship between empowerment and autonomy with physician oversight, geographical location, and practice setting. New Mexico APRN practice act supports independent practice and prescriptive authority. The study included 259 APRN who are licensed as APRN (NP, CNS, and CRNA) in New Mexico. They found that mean scores for empowerment was high as measured by the Conditions of Work Effectiveness Questionnaire-II and autonomy was high as measured by the Dempster Practice Behavior Scale with t-test showing it is statistically significant ($p < .001$). In the study, 41% of the individuals indicated that physician oversight was present. There was a statically significant difference ($p < .001$) in this variable with the practice setting of the hospital and urban geographic location. An unexpected finding of the study was APRNs practicing in urban areas had statistically significant higher ($p < .01$) empowerment scores than those practicing in rural areas and APRNs with physician

oversight had statistically significant higher ($p < .01$) empowerment scores than those without physician oversight. The authors did not report results by APRN role.

Practice or role transitions are filled with emotions for both the transition from RN to NP and NP practice transitions due to regulatory policy. Organizational support was found to a crucial concept in successful role transition from RN to NP role. Kaplan and Brown (2007) was the only study found that addressed NP practice transition due to regulatory policy. They conclude "the phenomenon of transition is complex, iterative process that is usually invisible" (p. 190). NP role development in response to new state law would be similarly complex iterative process and usually invisible. Revealing and examining the process of implementation of regulatory change would facilitate the goal of the statutory policy change.

Job Stress

APRNs begin their career as Registered Nurses (RNs), their job satisfaction as APRN may be related to job satisfaction as RNs. Studies were found of RN job stress and job satisfaction. Zangaro and Soeken (2007) meta-analysis of 31 studies of RN in staff positions found that three variables of autonomy, job stress, and nurse-physician relationships were commonly identified and associated with job satisfaction. The results showed that job stress had a high negative correlation with job satisfaction, a nurse-physician relationship had a strong positive correlation with job satisfaction and autonomy had a moderate positive connection with job satisfaction. Similarly, Coomber and Barriball (2007) found that stress was related to dissatisfaction and a higher turnover of RNs.

Smart et al., (2014) examined compassion fatigue and compassion satisfaction in a cross-sectional survey among the United States healthcare workers. The study includes 139 RNs, physician and nursing assistants using Professional Quality of Life Scale which measures compassion satisfaction, compassion fatigues, and secondary traumatic stress. Results showed a statistically significant negative correlation between compassion satisfaction and burnout ($p < .001$), negative correlation between compassion satisfaction and secondary trauma stress ($p < .001$) and positive correlation between traumatic stress and burnout ($p < .001$). Elshaer, Mouafa, Aiad, and Ramadan (2017) examined job stress and burnout syndrome among critical care healthcare workers in Alexandria, Egypt. The study included 82 individuals with 50% being nurses and 50% being healthcare technicians. The investigators used the NIOSH Generic Job Stress Questionnaire (NIOSH-GJSQ) to measure job stress and the Maslach Burnout Inventory (MBI) of Health and Human Services to measures burnout. There was a statistically significant difference emotional exhaustion on MBI and NIOSH-GJSQ subscale of perceived control ($p < .01$) and personal accomplishment on the MBI and NIOSH-GJSQ subscale of intergroup conflict ($p < .01$), perceived control ($p < .01$), responsibility for people ($p < .001$) and job satisfaction ($p < .01$).

McVicar (2016) completed a scoping review of 27 international studies from 2000 to 2013 to identify common antecedent of job stress and job satisfaction using the job demand-resource model for stress. He concluded that job stress and jobs satisfaction were different conceptual phenomena and were inversely related. The close correlation of stress and satisfaction was related to the antecedents of job demands (work pressures and emotional demands) and antecedents of job resources of interpersonal and social

relationship, leadership/leadership style, decision latitude and task significance. He suggested that these may be the core mediators of the correlative relationship between high job stress and low job satisfaction for a nurse.

Riahi (2011) presented a concept analysis of role stress amongst nurses in the workplace. The basis for this study was that role stress has become a significant problem for nurses leading to distress and burnout. This work produced a model of work stress in nurse in the workplace to recognize the antecedents needed to create a better work environment for nurses. The attributes of role stress that were identified: (a) perceived incongruences between role demand and capabilities and resources; (b) role stress has physiological and psychological effects; (c) interactional feedback is experienced and provided by others during stressful situation; (d) response patterns describes the coping mechanism employed by the individual; (e) hardiness is an element of positive coping used to rise in stressful situation in order to manage more effectively; and (f) burnout is a negative method of responding to stress and is detrimental to an individual.

One study was found that examined APRN job stress and job satisfaction. It found that there was a relationship between stress and satisfaction when stress was measured by a single 10-point Likert Scale type question. One study found a relationship between compassion satisfaction and burnout and secondary trauma; another found an association between emotional exhaustion and personal accomplishment and job stress. Concept analysis provided a model to recognize the antecedents of role stress.

Summary

There is a growing number of studies evaluating APRN/NP job satisfaction. APRN are generally minimally satisfied to satisfied. A single study was found that

included both job stress and job satisfaction for APRNs. The emotions associated with RN to NP role transition and with NP practice transition due to regulatory change were identified. These emotions may be considered an indicator of job stress. Studies involving RN job stress and job satisfaction could be considered as applicable to APRNs. This literature revealed that job stress negatively related to job satisfaction. One model described job stress for nurses in the workplace. *Consensus Model* requirements may increase job stress for APRN who are not in roles consistent with their role certification in a population. The period of role or practice transition is from 6 to 12 months. No studies were found assessing APRN practice transition due to successful full practice authority legislation. No studies were found evaluating job stress, job satisfaction, and practice transition.

Method

This project addressed the gap in the literature of understanding the relationship between job stress and job satisfaction when APRNs transition from dependent practice to independent practice. Specific aims are to (a) to determine if there is a relationship between the demographic variables and job stress, job satisfaction and practice transition; (b) to describe the level of job satisfaction using the MNPJSS; (c) describe the level of job stress and job satisfaction experienced by APRN using the NIOSH-GSJQ; (d) to describe the level of practice transition stress experience by APRN; (e) to compare aligned with *Consensus Model* group and misaligned with *Consensus Model* group with job stress, job satisfaction, and practice transition stress; and (f) identify types of job stress that are modifiable so that implemented actions could improve APRN job satisfaction.

Design

The design will be a descriptive and cross-sectional analysis of responses to a self-administered survey of currently employed ARPNs (NPs & CNSs) at VASTLHCS on job stress, job satisfaction, and practice transition. The project used a demographic questionnaire with five student-developed questions, MNPJSS, and the NIOSH-GJSQ during the initial period of practice transition from dependent to independent practice at the VASTLHCS.

Setting

The site for this project was the VASTLHCS in St Louis, Missouri. VASTLHCS is a complex health system serving more than 65,000 Veterans of all ages at nine sites of care that include two hospital campuses and community-based clinics. Services included inpatient acute care, complex surgical and invasive procedures, mental health, rehabilitation, spinal cord injury/dysfunction, skilled nursing, and hospice. In-home and community-based services for primary care and mental health, residential care for a substance used disorders, vocational rehabilitation, homelessness, and outpatient services for primary care, mental health, specialty mental health, specialty care, and women's health services. APRNs were employed in all services and practice settings.

Sample

A convenience sample of VASTLHCS employed part-time, and full-time NP and CNS APRNs in all practice settings was utilized. Approximately 60 individuals were employed in these APRN roles.

Approvals

This project was approved by the VASTLHCS Research Office as quality improvement project (Appendix A) on April 2, 2018, and the University of Missouri St. Louis Intuitional Review Board (IRB) as exempt research (Appendix B) on April 29, 2018. This project presented a minimal risk for the participants. Individuals were invited but not required to participate. Description of the project including the risks, benefits, time commitment, and the incentive was presented in plain language, and agreement from the participant was required before content is displayed. An employee who was not in the student's reporting structure was recruited to serve as the survey point of contact (POC) to mitigate potential bias or influence on participants because of the student's role in the organization.

Data Collection and Analysis

Data for this project was collected using three tools. The tools used in the project included (a) the MNPJSS to measures job satisfaction, (b) NIOSH-GJSQ to measure job stress and job satisfaction, and (c) demographic questionnaire with five student-developed questions on overall job satisfaction and practice transition stress. The MNPJSS was selected because it was found in the literature to be the most frequently used method to assess job satisfaction for APRNs. The MNPJSS has been used to measure job satisfaction APRNs working in the VHA (Faris et al., 2010). The NIOSH-GJSQ is widely used tool to assess job stress in the United States and internationally. The MNPJSS and the NIOSH-GJSQ were not found in used in together in the published literature.

Misener & Cox (2001) is the source for the MNPJSS. The tool was developed from a review of the literature, review of existing instruments and input from NP experts.

The tool is 44 items measured on a 6-point Likert Scale (6=*Very Satisfied*; 5=*Satisfied*; 4=*Minimally Satisfied*; 3=*Minimally Dissatisfied*; 2=*Dissatisfied*; and 1=*Very Dissatisfied*). The tool is a self-administered questionnaire. The tool has six subscales determined by factor analysis. Subscales are 1) Intra-practice Partnership/Collegiality, 2) Challenge/Autonomy, 3) Professional, Social and Community Interaction, 4) Professional Growth, 5) Time, and 6) Benefits. Job Satisfaction is scored by summing all 44 items and determining the mean. Subscales scores are obtained by summing the subscales items. The question means, standard deviation, and internal consistencies are reported in the original citation. Cronbach's alpha for the entire scale is 0.96 with the subscale alpha ranging from 0.79 to 0.94. Strength for using this tool is that it is easy to administer and score, it covers a wide variety of published factors associated with job satisfaction, and it has been used in many studies measuring APRN satisfaction providing an opportunity to compare results with previously published studies. These studies have expanded the tool's use in setting other than primary care and to different roles like CNS. Limitations are that it relies heavily on factor analysis to justify the subscales and a theoretical framework was not used in its development. Permission to use the MNPJSS as a component of this project has been granted in a personal communication from the steward, University of Portland, School of Nursing, for the author of the tool. The letter outlined the conditions for use (Appendix C). The tool and scoring rubric was provided (Appendices D & E).

In late 1980's, NIOSH, a department of the Center for Disease Control and Prevention (CDC), undertook the development of a generic job stress tool to aid occupational health research involving workers' self-report of job characteristics, health

complaints and stressors (Weigand et al., 2012). Common in the occupational health research were scales that were seldom re-used in the same manner leading to unknown validity and reliability thus lack of comparability. Additionally, there was little consideration of stress outside of the work environment that may contribute to work stress. NIOSH in-house experts in occupation stress research that built upon previous models to develop an instrument with constructs and measures that cut across occupations. The scheme used in the NIOSH-GJSQ (CDC, 2014a) was Job Stressors are working conditions that may lead to acute reactions or strains in the worker. Individual factors, non-work factors, and buffer factors are variety of personal and situational factors that may lead to differences in the way some individuals respond or perceive the same job stressor (CDC, 2014b). This tool was selected because of it has been widely used, has norms for comparison and has flexibility in the subscales. The tool is simple to administer and score by calculating the mean (CDC, 2014c). The tool items are measured on a Likert Scale that varies by subscale by on type of item response (level of agreement, frequency of occurrence, and level of satisfaction) All rating are from least to most (*5= Very much so, 4=Moderately so; 3=Somewhat; 2= Slightly;* or *1=Not at all or 5=Often; 4=Fairly Often; 3=Sometimes; 2=Occasionally; and 1=Rarely* or *5=Strongly Agree; 4=Agree; 3=Neither Agree nor Disagree; 2= Disagree; and 1=Strongly Disagree*). For this project, the question sets of Conflict at Work, Employment Opportunities, Job Requirements, Job Satisfaction, Problems at Work, Work and Responsibilities, Your Job, and Your Job Future were used. Within these question sets were the subscales of Role Conflict, Role Ambiguity, Intragroup Conflict, Intergroup Conflict, Group Cohesion, Job Future Ambiguity, Perceived Control, Quantitative

Workload, Quantity of Work, Variance in Workload, Responsibility for People, Skill Underutilization, and Job Satisfaction. Cronbach's alpha the subscales were alpha ranging from 0.90 to 0.62. These subscales have used in studies with nurses. Four of the subscales (role conflict, quantitative workload, job future ambiguity and skill underutilization) were significant predictors of job dissatisfaction (Hurrell & McLaney, 1988). In October 2010, NIOSH assembled an expert panel to perform a content analysis of existing job stress literature and to recommend constructs and measures for measurement of stress-related factors in a variety of work contexts. The panel continued to recommend the NIOSH-GJSQ for the constructs of job demand, job control, perception of risk, responsibility of others, role demands, utilization of skills, job insecurity, and interpersonal conflict (Weigrand et al., 2012). The NIOSH-GJSQ is available for public use from the CDC – NIOSH website. The NIOSH-GJSQ tool (Appendix F), rationale for NIOSH-GJSQ (Appendix G), and scoring for NIOSH-GJSQ (Appendix H) were downloaded from this site.

A demographic, overall job satisfaction and practice transition stress questionnaire was created for this project. The demographics included age, gender, RN experience, APRN experience, VASTLHCS employment, employment status (full vs. part-time), current certifications, APRN educational level, APRN role, other educational degrees, practice setting, states of APRN licensure, and previous FPA experience. Overall job satisfaction was measured using a rating of overall job satisfaction on 0 to 10 point scale with 10 being the highest level of overall job satisfaction. Practice transition stress was measured with three questions. Two questions asked for a rating of the level of practice transition stress at two different time points (spring 2017 and spring 2018) on

a Licker Scale (*5=Very much so; 4=Moderately so; 3=Somewhat; 2=Slightly; and 1=Not at all*). The third question as participants to rate the level of stress they feel about FPA on a scale of 0 to 10 with 10 being the highest level of stress. Rating of overall job satisfaction and level of stress toward FPA were intentionally written with the same scale so that valid statistical comparison could be made between the two measures. Additionally, the participants were presented with 20 words that reflected both positive and negative emotions and asked to select all that applied to what the participant felt when they thought about practice transition (Appendix I). The list of emotions included those listed by Barnes (2014) associated with NP transition.

The three questionnaires were combined into a single electronic survey application utilizing Qualtrics™. The survey application collected, recorded and stored the responses on a secure server within an information security firewall. The application did not collect subject identifying information such as email address, name or internet protocol (IP) addresses. The data was accessible only to the student and application administrator. Intellectus**S**tatistics™ was used to perform statistical analysis.

The survey conforms to the requirement outlined in *Guidance for Survey used for VA Operational and Research Purposes* (VHA Organizational Assessment Sub-Committee, 2016). Qualtrics™ is an approved VHA survey platform. The survey does not require Organization Assessment Sub-Committee approval as it was administered to less than 1000 employees and in less than 10 VA Medical Centers. VASTLHCS Office of Research and UMSL IRB approvals were obtained. Local union notification was completed (Appendix J).

Following data collection, statistical analysis including descriptive, correlation, t-Test, and linear regression was completed. Statistics analysis included the overall and subscales of MNPJSS utilizing the scoring guide for the MNPJSS (Appendix E) to determine the level of job satisfaction; of question set level and subscales the NIOSH-GJSQ using the scoring key (Appendix H) to determine the level of job stress and job satisfaction, and demographics to determine participant's characteristics and student developed questions to measure overall satisfaction, practice transition stress, and emotions.

Additionally, the data was stratified by aligned and misaligned APRN role. An align role was defined as an APRN in a role that is consistent with the *Consensus Model* (Aligned-Yes). A misaligned role was defined as an APRN in a position that is not consistent with the *Consensus Model* (Aligned-No). Comparisons of MNPJSS, NIOSH-GJSQ, and student developed questions were made between the two groups. It was anticipated that individuals with higher job stress would have lower job satisfaction and the misaligned APRN group will have higher job stress than the aligned APRN group.

Procedure

The three questionnaires were entered into a VHA approved survey platform to generate a single 105 item survey instrument (Appendix K). The three survey testers were recruited from fellow DNP students who do not work at VASTLHCS to evaluate the clarity of instructions and questions, the functionality of the electronic tool and measure time to complete the survey to ensure that participants' experience is free of technical difficulties and time estimate are accurate. Feedback from the survey testers

was used to modify the tool based on feedback without changing context MNPJSS or NIOSH-GJSQ. The student developed questions were revised based on feedback.

Participant's responses did not include personally identifiable information such as name, email address or IP address. Demographic data was collected in categories to reduce identifiability of the participants. Data collection was finalized by the participant's completion/end of the electronic survey. Participants were able to end the survey before completing all items. Description of the project including the risks, benefits, time commitment, and incentive will be presented in plain language, and agreement from the participant will be required before content is displayed (Appendix L).

A Qualtrics™ generated email was used for this project. A third-party POC was recruited to assist with this project to mitigate potential bias or influence on participants because of the student's role in the organization. The POC is a Program Support Assistant who works in a service outside of the student reporting structure. This person served as a resource for technical issues, questions, and distribution of the incentive. The Qualtrics™ generated email improved the confidentiality of participants' data and reduced the bias on behalf of the student's role in the organization or the participant's perception of the student from the workplace. The student's name and DNP program were associated with the survey instrument, communications and the fulfillment of incentive.

A list of part-time and full-time APRNs employed at VASTLHCS was obtained from human resources. This list served as the potential pool of participants in this project. The VASTLHCS APRN Council was used to inform the APRNs of the opportunity to participate in this project. Using the list of APRNs, an email invitation

was sent using the Qualtrics™ email account with the POC information. Non-respondents were re-invited at one week and two weeks following the initial invitation. The survey was closed to participants after three weeks. A response rate of 50% was expected.

Upon completion of the survey, the participants were sent a thank you email with information to complete the incentive information. A minimal incentive was offered to increase participation in the project in the form of a $10 gift certificate to the facility's coffee shop or a $10 donation to a non-profit organization (St Patrick Center or VASTLHCS Volunteer Services) that serves Veterans. The participant name and contact information were collected to distribute the incentive by the POC. The POC completed the incentive distribution and then disposed of participant's data. The student did not have access to this information.

The project established a baseline understanding of job stress and job satisfaction experienced by VASTLHCS APRN while transitioning form dependent practice to independent practice and any relationship between the demographic variables with job stress and job satisfaction and comparison of aligned and misaligned APRN groups. The results of this project were used to develop actions to address the identified areas of job stress, job dissatisfaction, and practice transition stress.

Results

The survey was opened to 59 potential participants on May 1, 2018, with an invitational email. The survey closed on May 21, 2018, with a total of 33 completed responses. The response rate was 56% achieving the target response rate of 50%. Missing data was less than 2% for all responses.

Descriptive Statistics of Participants Characteristic

Frequencies and percentages were calculated for all characteristics. The most frequently observed category of age was 50-59 (*n* = 12, 36%), gender was female (*n* = 27, 82%), Years as RN was more than 25 years (*n* = 15, 45%), years as APRN was 16-20 years (*n* = 10, 30%), years at VASTLHCS was 3-5 years (*n* = 8, 24%), employment status was full-time (*n* = 32, 97%). more than one certification were No (*n* = 30, 91%), APRN Education Level was Master of Science in Nursing (*n* = 29, 88%), APRN role was Nurse Practitioner (*n* = 31, 94%), Practice Setting was Outpatient - Medicine or Medical Specialty (*n* = 7, 21%), Aligned was Yes (*n* = 29, 88%). Licensed in FPA State was No (*n* = 26, 79%), and previous FPA practice was No (*n* = 31, 94%). Frequencies and percentages are presented in Table 1. The participants were mostly female over 40 year of age, have more than 15 years of RN experience, have more than 10 years of APRN experience, less than 10 years at VASTLHCS, work full time, were in an NP role, had no previous FPA experience, and were in aligned roles.

Table 1

Frequency Table for APRN Characteristics

Characteristic	*n*	*%*
Age		
20-29	2	6.06
30-39	2	6.06
40-49	8	24.24
50-59	12	36.36
60-69	7	21.21
Gender		
Female	27	81.82
Male	5	15.15
Prefer not to respond	1	3.03
Years as RN		
0-5 years	1	3.03
6-10 years	2	6.06

Characteristic	*n*	*%*
11-15 years	2	6.06
16-20 years	5	15.15
21-25 years	7	21.21
More than 25 years	15	45.45
Years as APRN		
0-2 years	2	6.06
3-5 years	6	18.18
6-10 years	3	9.09
11-15 years	6	18.18
16-20 years	10	30.30
21-25 years	4	12.12
Years at VASTLHCS		
0-2 years	6	18.18
3-5 years	8	24.24
6-10 years	7	21.21
11-15 years	5	15.15
16-20 years	2	6.06
More than 20 years	4	12.12
Employment Status		
Full-time 72-80 hours per pay period	32	96.97
Part-time 40 hours per pay period	1	3.03
APRN Education Level		
Doctor of Nursing Practice	4	12.12
Master of Science in Nursing	29	87.88
APRN Role		
Clinical Nurse Specialist	2	6.06
Nurse Practitioner	31	93.94
Practice Setting		
Outpatient - Medicine or Medical Specialty	7	21.21
Outpatient - Primary Care	6	18.18
Outpatient - Home Based Primary Care Community	5	15.15
Inpatient - John Cochran Campus	4	12.12
Outpatient - Mental Health or Mental Health Specialty	4	12.12
Community Living Center	2	6.06
Outpatient - Emergency Department/Urgent Care	2	6.06
Outpatient - Surgery or Surgical Specialty	2	6.06
Other	1	3.03

Characteristic	*n*	*%*
Current Practice Aligned with *Consensus Model*		
No	4	12.12
Yes	29	87.88
Holds License in FPA State		
No	26	78.79
Yes	7	21.21
Previous Practice with FPA		
No	31	93.94
Yes	2	6.06

Note. Due to rounding errors and missing data, percentages may not equal 100%.

Descriptive Statistics for Survey Questions

Descriptive statistics were calculated for each question in the NMPJSS, NIOSH-GJSQ and student questionnaires. Mean (M), standard deviation (SD), Standard Error of the Mean (SE_M), skewness and kurtosis were calculated. When the skewness is greater than 2 in absolute value, the variable is considered to be asymmetrical about its mean. When the kurtosis is greater than or equal to 3, then the variable's distribution is markedly different from a normal distribution in its tendency to produce outliers (Westfall & Henning, 2013).

Summary statistics for MNPJSS questions with the highest mean were vacation/leave policy, immediate supervisors, benefits package, retirement plan and sense of accomplishment. Questions with the lowest mean were monetary bonus, support for continuing education, reward distribution, and opportunity for compensation outside of normal work. Benefits Package met the skewness of greater than 2 and kurtosis of greater than 3 thus it was asymmetrical and markedly different from a normal distribution. Summary statistics for MNPJSS are presented in Appendix M.

Job satisfaction for the MNPJSS is measured by summing responses to all 44 items then calculating the mean. The mean is compared to the tool's scale to describe the level of satisfaction. Overall the group mean was 4.32 showing they were minimally

satisfied to satisfied. The minimum of the range was 2.14 with a maximum of 5.89 indicating that the group ranged from dissatisfied to very satisfied. Summary statistics calculated MNPJSS job satisfaction score is presented in Table 2.

Table 2

Summary Statistics Table for MNPJSS Job Satisfaction

Variable	*M*	*SD*	*n*	SE_M	Skewness	Kurtosis
Job Satisfaction	4.32	0.88	33	0.15	-0.44	0.13

Descriptive statistics for NIOSH-GJSQ questions after reverse scored items were coded. The questions with the highest mean were: knows responsibilities, know what is expected, explanation is clear about what is in the job, know how to divide time properly, and there are clear planned goals and objective for the job. Questions with the lowest mean were lulls between heavy work periods, slowdowns in work, number of available jobs, how easy to find a job at another employer, and opportunity for promotion or advancement. The question, knowing that I divided my time properly, had a kurtosis of greater than 3 thus it has a distribution that is markedly different from a normal distribution. Summary statistics for NIOSH-GJSQ are presented in Appendix N

Descriptive statistics were calculated for the student developed questions. A comparison of the means for the rating of practice transition stress in 2017 and now (2018) showed that 2018 was slightly lower (less stress) than 2017, but there was no statistical difference in the means as measured by a paired sample *t*-Test (*p*=.334). Summary statistics for student questions are presented in Table 3.

Table 3

Summary Statistics Table for Student Developed Questions

Question	*M*	*SD*	*n*	SE_M	Skewness	Kurtosis
On a scale from 0 to 10, with 10 being the highest level of satisfaction, how would you rate your overall job satisfaction.	7.45	1.94	33	0.34	-1.06	0.50

Question	*M*	*SD*	*n*	SE_M	Skewness	Kurtosis
Thinking back to the spring of 2017, rate the level of stress you had regarding the change from a scope of practice dependent to full practice authority independent.	3.06	1.27	32	0.22	-0.41	-1.21
At this moment, rate the level of stress you have regarding the change from a scope of practice dependent to full practice authority independent.	2.97	1.33	32	0.24	-0.19	-1.30
On a scale from 0 to 10 with 10 being the highest level of stress, how would you rate the level of stress you feel about the FPA transition.	4.28	3.22	32	0.57	0.03	-1.61

Descriptive Statistics for Emotions

As part of the student-developed questionnaire, participants were asked to select all the emotions that was felt when thinking about the transition from dependent to independent APRN practice. Twenty words that reflected positive and negative emotions were presented. The participant could select all that applied. Twelve words were labeled as negative emotions, and eight were labeled as positive emotions. The range of words chosen was zero to eleven with the average being five. As a group, 57% (93) of the selected words were positive emotions about practice transition. The range of percent positive emotion was 0% to 100%. At least one positive emotion was selected by 66% of the participants. Eleven (33%) participants chose all positive emotions while two (6%) participants selected only negative emotions. Table 4 contains summary statistics for practice transition emotions.

Table 4

Summary Statistics Table for Practice Transition Emotions

Variable	*M*	*SD*	*n*	SE_M	Skewness	Kurtosis
Positive	2.82	2.26	33	0.39	0.84	-0.22
Negative	2.12	2.33	33	0.41	1.07	0.33

Variable	*M*	*SD*	*n*	SE_M	Skewness	Kurtosis
Percent Positive Emotions	62%	36%	33	0.06	-0.36	-1.35

The most frequently select positive emotions were an opportunity and a new challenge. These were selected greater than 50% of participants. The most frequently selected negative emotions were uncertainty and stressful. More than 40% of participants chose these negative emotions. No participant selected the negative emotions of loss, anger, and ambiance. Table 5 contains frequency table for practice transition emotions.

Table 5

Frequency Table for Practice Transition Emotions

Variable	*n*	*%*
Positive Emotions		
Opportunity	19	57.58
New Challenge	18	54.55
More Professional	14	42.42
Excitement	11	33.33
It's About Time	10	30.30
Proud	8	24.24
Wonder	7	21.21
Strength	6	18.18
Negative Emotions		
Uncertainty	16	48.48
Stressful	14	42.42
Anxious	12	36.36
Worry	7	21.21
Overwhelmed	7	21.21
Frustrated	4	12.12
Insecurity	4	12.12
Fear	3	9.09
Feeling of inadequacy	3	9.09
Loss	0	0.00
Ambiance	0	0.00
Anger	0	0.00

Reliability

Cronbach alpha coefficients were calculated for each scale. Cronbach's alpha coefficients were evaluated using the guidelines suggested by George and Mallery (2016) where > .9 excellent, > .8 good, > .7 acceptable, > .6 questionable, > .5 poor, and ≤ .5 unacceptable. Reverse scored questions were coded before completing reliability analysis.

MNPJSS. The items for Subscales 1 thru 4 had a Cronbach's alpha coefficient of > .9 indicating excellent reliability. The items for Subscales 5 and 6 Cronbach's alpha coefficient of > .8 indicating good reliability. Table 6 presents the results of the reliability analysis.

Table 6

Reliability Table for MNPJSS Factors

Scale	No. of Items	α
Intrapractice Partnership & Collegiality	14	0.93
Challenge & Autonomy	10	0.92
Professional, Social, & Community Interaction	8	0.93
Professional Growth	5	0.91
Time	4	0.80
Benefits	3	0.85

NIOSH-GJSQ. The items for Intergroup Conflict and Work Conflict have Cronbach's alpha coefficients > .9 indicating excellent reliability. Items for Role Ambiguity, Quantitative Workload, Job Requirements, Job Satisfaction, Decision Control, Variation in Workload and Perceived Control had Cronbach's alpha coefficients > .8 indicating good reliability. The items for Quantity Workload, Skills Utilization, Task Control, Intragroup Control and Role Conflict had Cronbach's alpha coefficients > .7 indicating acceptable reliability. The items for Job Future, Responsibility for People, Problem Solving, Job Certainty, Environmental Control and Resource Control had Cronbach's alpha coefficients less than .7 indicating questionable to unacceptable

reliability and were not used in the analysis. Table 7 presents the results of the reliability analysis.

Table 7

Reliability Table for NIOSH-GJSQ Factors

Scale	No. of Items	α
Intergroup Conflict	8	0.92
Work Conflict	16	0.91
Role Ambiguity	6	0.88
Quantitative Workload	4	0.88
Job Requirements	10	0.85
Job Satisfaction	4	0.84
Decision Control	4	0.84
Group Cohesion	4	0.84
Variation in Workload	3	0.80
Perceived Control	14	0.80
Quantity of Work	3	0.77
Skills Utilization	3	0.76
Task Control	5	0.76
Intragroup Conflict	8	0.73
Role Conflict	8	0.72
Job Future	4	0.69
Responsibility People	3	0.68
Problem Solving	4	0.62
Resource Control	2	0.58
Job Certainty	4	0.23
Environmental Control	2	0.17

Student Developed Questions. The items for Practice Transition Stress had Cronbach's alpha coefficients > .8 indicating good reliability. Table 8 presents the results of the reliability analysis.

Table 8

Reliability Table for Practice Transition Stress

Scale	No. of Items	α

Practice Transition Stress	3	0.81

Spearman Correlation

Spearman rank correlation is a non-parametric test used to measure the degree of association between two variables. Spearman rank correlation test does not make any assumptions about the distribution of the data and is the appropriate correlation analysis when the variables are measured on a scale that is at least ordinal level. A Spearman correlation analysis was conducted among variables. Cohen's standard was used to evaluate the strength of the relationships, where coefficients between .10 and .29 represent a small effect size, coefficients between .30 and .49 represent a moderate effect size, and coefficients above .50 indicate a large effect size (Cohen, 1988). A Spearman correlation requires that the relationship between each pair of variables does not change direction (Conover & Iman, 1981). This assumption is violated if the points on the scatterplot between any pair of variables appear to shift from a positive to negative or negative to a positive relationship. Scatterplot between pairs of variables did not violate this assumption. Reverse scored questions in NIOSH-GJSQ were coded in before this analysis was completed.

Overall job satisfaction, NIOSH-GJSQ job satisfaction and practice transition stress variables were included in each of the Spearman correlation to determine the relationship, if any, between satisfaction, practice transition stress and the other factors.

Job Satisfaction and Practice Transition Stress. In the project, job satisfaction was measured in three separate ways. NMPJSS job satisfaction score is mean calculated sum of response to the 44 items. The NIOSH-GJSQ job satisfaction score is the mean calculated of response to four items. The student developed question asks for a rating of

overall job satisfaction from 0 to 10 with 10 being the highest satisfaction A Spearman Correlation Matrix was complete to determine if a relationship existed between the three satisfaction measures and practice transition stress measure. There was a strong positive correlation between student-developed question overall job satisfaction, the MNPJSS and the NIOSH-GJSQ job satisfaction measures with $p < .001$. The MNPJSS job satisfaction had a strong positive correlation to the NIOSH-GJSQ job satisfaction with $p < .001$. Overall job satisfaction had a strong negative correlation to practice transition stress with $p < .001$. NIOSH-GJSQ has a moderate negative correlation with practice transition stress with $p < .05$. Table 9 shows the Spearman Correlation Matrix for job satisfaction and practice transition stress.

Table 9

Spearman Correlation Matrix among Job Satisfaction and Practice Transition Stress

Variable	1	2	3	4
1. Overall Job Satisfaction	-			
2. MNPJSS Job Satisfaction	0.76***	-		
3. NIOSH-GJSQ Job Satisfaction	0.64***	0.55***	-	
4. Practice Transition Stress	-0.53**	-0.31	-0.37*	-

Note. The critical values are 0.34, 0.44, and 0.55 for significance levels $*p < .05$, $**p < .01$, and $***p < .001$ respectively.

MNPJSS. Since the MNPJSS job satisfaction measure is the mean calculated from the sum of the responses to the 44 items, it was not used in this model. The student developed question Overall Job Satisfaction and NIOSH-GJSQ Job Satisfaction were substituted. Interpractice Partnership/Collegiality had a large positive correlation with Challenge & Autonomy, Professional, Social and Community Interaction, Professional Growth, and Time at $p < .001$ and with Benefits at $p < .01$. Challenge/Autonomy had a large positive correlation with Professional, Social and Community Interaction,

Professional Growth, Time, and Benefits at $p < .001$. Professional, Social, and Community Interaction had a large positive correlation with Professional Growth and Time at $p < .001$ and Benefits at $p < .01$. Professional Growth had a large positive correlation with Time at $p < .001$ and Benefits at $p < .05$. Time had a large positive correlation with Benefits at $p < .01$. Interpractice Partnership/Collegiality, Challenge & Autonomy, Professional, Social and Community Interaction, Professional Growth, Time, and Benefits had a large positive correlation with Overall Job Satisfaction at $p < .001$. Challenge & Autonomy, Time, and Benefits had a large positive correlation with NIOSH-GJSQ Job Satisfaction at $p < .001$. Interpractice Partnership & Collaboration and Professional, Social and Community Interaction a large positive correlation with NIOSH-GJSQ Job Satisfaction at $p < .01$. Professional Growth had a moderate positive correlation with NIOSH-GJSQ Job Satisfaction at $p < .05$. Practice Transition Stress had a moderate negative correlation with Challenge & Autonomy and Benefits at $p < .05$. Table 10 shows the Spearman Correlation Matrix for MNPJSS subscales, overall job satisfaction, NIOSH-GJSQ job satisfaction and practice transition stress.

Table 10

Spearman Correlation Matrix among MNPJSS, Overall Job Satisfaction NIOSH-GJSQ Job Satisfaction and Practice Transition Stress

Variable	1	2	3	4	5	6	7	8	9
1. Interpractice Partnership & Collegiality	-								
2. Challenge & Autonomy	0.88***	-							
3. Professional, Social & Community Interaction	0.86***	0.80***	-						
4. Professional Growth	0.89***	0.80***	0.79***	-					
5. Time	0.71***	0.69***	0.64***	0.69***	-				
6. Benefits	0.50**	0.64***	0.51**	0.41*	0.51**	-			
7. Overall Job Satisfaction	0.67***	0.82***	0.64***	0.62***	0.63***	0.70***	-		
8. NIOSH-GJSQ Job Satisfaction	0.53**	0.62***	0.47**	0.39*	0.55***	0.66***	0.64***	-	
9. Practice Transition Stress	-0.20	-0.35*	-0.28	-0.29	-0.29	-0.41*	-0.53**	-0.37*	-

Note. The critical values are 0.34, 0.44, and 0.55 for significance levels *$p < .05$, **$p < .01$, and ***$p < .001$ respectively.

NIOSH-NJSQ. A large positive correlation was found between Work Conflict and Role Conflict, Role Ambiguity, Intragroup Conflict, Intergroup Conflict and Group Cohesion at $p < .001$. Role Conflict had a large positive correlation with Role Ambiguity, Intragroup Conflict, Intergroup Conflict and Group Cohesion at $p < .001$. Role Ambiguity had a large positive correlation Intragroup Conflict, Intergroup Conflict, and Group cohesion at $p < .001$. Intragroup Conflict had a large positive correlation with Intergroup Conflict and Group Cohesion at $p < .001$. Work Conflict, Role Conflict, Role Ambiguity, Intragroup Conflict, Intergroup Conflict and Group Cohesion had a large positive relationship with Overall Job Satisfaction at $p < .001$. Work Conflict, Role Ambiguity, Intragroup Conflict and Group Cohesion had a large positive correlation with NIOSH-GJSQ Job Satisfaction at $p < .001$. Role Conflict, Intergroup Conflict, and Group Cohesion had a large positive correlation with NIOSH-GJSQ Job Satisfaction at $p < .01$. Practice Transition Stress showed a moderate negative correlation with Role conflict at $p < .05$. Table 11 shows the Spearman Correlation Matrix for NIOSH-GJSQ conflict scales, overall job satisfaction NIOSH-GJSQ job satisfaction, and practice transition stress.

Table 11

Spearman Correlation Matrix among NIOSH-GJSQ Conflict Subscales Group Cohesion, Overall Job Satisfaction, NIOSH-GJSQ Job Satisfaction and Practice Transition Stress

Variable	1	2	3	4	5	6	7	8	9
1. Work Conflict	-								
2. Role Conflict	0.88***	-							
3. Role Ambiguity	0.92***	0.67***	-						
4. Intragroup Conflict	0.89***	0.70***	0.91***	-					
5. Intergroup Conflict	0.95***	0.91***	0.83***	0.73***	-				
6. Group Cohesion	0.84***	0.68***	0.83***	0.94***	0.70***	-			
7. Overall Job Satisfaction	0.69***	0.61***	0.70***	0.69***	0.66***	0.67***	-		
8. NIOSH-GJSQ Job Satisfaction	0.61***	0.46**	0.64***	0.69***	0.49**	0.64***	0.64***	-	
9. Practice Transition Stress	-0.30	-0.35*	-0.27	-0.27	-0.32	-0.21	-0.53**	-0.37*	-

Note. The critical values are 0.34, 0.44, and 0.55 for significance levels $^{*}p < .05$, $^{**}p < .01$, and $^{***}p < .001$ respectively.

A large positive correlation was found between Job Requirements and Quantitative Workload, Variation in Workload, and Quantity of Work at $p < .001$ and a moderate positive correlation with Skill Utilization at $p < .05$. A large positive correlation was found between Quantitative Workload and Variation in Workload and Quantity of Work at $p < .001$. A large positive correlation was found between Variation in Workload and Quantity of Work at $p < .001$. A large positive correlation was found between Skills Utilization and Overall Job Satisfaction. A moderate negative correlation was found between Quantitative Workload and NIOSH-GJSQ Job Satisfaction. Table 12 shows the Spearman Correlation Matrix for NIOSH-GJSQ work scales, overall job satisfaction, NIOSH-GJSQ job satisfaction and practice transition stress.

Table 12

Spearman Correlation Matrix among NIOSH-GJSQ Workload Scales, Overall Job Satisfaction, NIOSH-GJSQ Job Satisfaction, and Practice Transition Stress

Variable	1	2	3	4	5	6	7	8
1. Job Requirements	-							
2. Quantitative Workload	0.89***	-						
3. Variation in Workload	0.88***	0.79***	-					
4. Skills Utilization	0.39*	0.08	0.15	-				
5. Quantity of Work	0.76***	0.74***	0.69***	0.15	-			
6. Overall Job Satisfaction	-0.13	-0.41	-0.12	0.51***	-0.16	-		
7. NIOSH-GJSQ Job Satisfaction	-0.24	-0.37*	-0.33	0.32	-0.08	0.64	-	
8. Practice Transition Stress	-0.12	0.05	-0.11	-0.29	0.07	-0.53**	-0.37*	-

Note. The critical values are 0.34, 0.44, and 0.55 for significance levels $*p < .05$, $**p < .01$, and $***p < .001$ respectively.

A large positive correlation was found between Perceived Control and Task Control, Decision Control $p < .001$. A large positive correlation was found between Task Control and Decision Control at $p < .001$. Overall Job Satisfaction had a large positive

correlation with Perceived Control, Task Control and Decision Control at $p < .001$ NIOSH-GJSQ Job Satisfaction had a large positive correlation with Perceived Control and Task Control at $p < .01$and a moderate positive correlation with Decision Control at $p < .05$. Practice Transition Stress had a large negative correlation with Decision Control at $p < .01$. Table 13 shows the Spearman Correlation Matrix for NIOSH-GJSQ control scales, satisfaction and practice transition stress.

Table 13

Spearman Correlation Matrix among NIOSH-GJSQ Control Scales, Overall Job Satisfaction, NIOSH-GJSQ Job Satisfaction, and Practice Transition Stress

Variable	1	2	3	4	5	6
1. Perceived Control	-					
2. Task Control	0.85***	-				
3. Decision Control	0.82***	0.55***	-			
4. Overall Job Satisfaction	0.58***	0.56***	0.48***	-		
5. NIOSH-GJSQ Job Satisfaction	0.55***	0.58***	0.41**	0.64***	-	
6. Practice Transition Stress	-0.30	-0.08	-0.37*	-0.53**	-0.37*	-

Note. The critical values are 0.34, 0.44, and 0.55 for significance levels $^{*}p < .05$, $^{**}p < .01$, and $^{***}p < .001$ respectively.

Linear Regression Analysis

Multiple linear regression is the most common form of linear regression analysis. As a predictive analysis, the multiple linear regression is used to explain the relationship between one continuous dependent variable from two or more independent variables. It does this by creating a linear combination of all the independent variables to predict the dependent variable. The independent variables can be continuous or categorical (dummy coded as appropriate). The R^2 statistic is used to assess how well the regression predicted the dependent variable. The unstandardized beta (B) describes the increase or decrease of the independent variable(s) with the dependent variable.

Before conducting the linear regression, the assumptions of normality of residuals, homoscedasticity of residuals, an absence of multicollinearity, and the lack of outliers

were examined. Normality was evaluated using a Q-Q scatterplot (Field, 2009; Bates, Mächler, Bolker, & Walker, 2014; DeCarlo, 1997). The Q-Q scatterplot compares the distribution of the residuals with a normal distribution (a theoretical distribution which follows a bell curve). In the Q-Q scatterplot, the solid line represents the theoretical quantiles of a normal distribution. Normality can be assumed if the points form a relatively straight line. Homoscedasticity was evaluated by plotting the residuals against the predicted values (Field, 2009; Bates et al., 2014; Osborne & Waters, 2002). The assumption is met if the points appear randomly distributed with a mean of zero and no apparent curvature. Variance Inflation Factors (VIFs) were calculated to detect the presence of multicollinearity between predictors. High VIFs indicate increased effects of multicollinearity in the model. VIFs greater than 5 are cause for concern, whereas VIFs of 10 should be considered the maximum upper limit (Menard, 2009). To identify influential points, Studentized residuals were calculated, and the absolute values were plotted against the observation numbers (Field, 2009; Stevens, 2009). Studentized residuals are computed by dividing the model residuals by the estimated residual standard deviation. An observation with a Studentized residual greater than 3.37 in absolute value, the .999 quartile of a *t* distribution with 32 degrees of freedom, was considered to have a significant influence on the results of the model. Observation numbers are specified next to each point with a Studentized residual greater than three.

Linear regression analysis was conducted to assess whether variables significantly predicted job satisfaction for the NIOSH-GJSQ and student developed questions. MNPJSS was excluded as the job satisfaction measure is a result of the mean of the sum of 44 items included in the six subscales.

Job Satisfaction. A multiple linear regression analysis was conducted to assess whether factors significantly predicted job satisfaction. The majority of variables VIF were greater than 10, and the rest had VIF of greater than 5. These results raise concerns as the presence of multicollinearity was detected between predictors. The validity of the results of this multiple linear regression should be questioned and assumed to be poor estimates because of multicollinearity. Multiple regression analysis using MNPJSSS and NIOSH-GJSQ groups were found to be invalid. Single linear regression was completed for each variable to determine if each factor predicted Overall Job Satisfaction, MNPJSS Job Satisfaction and NIOSH-GJSQ Job Satisfaction and removed the inflation multicollinearity on the result. Table 14 summarizes the *p*-values found for each linear regression model. The results of each of the single linear regression models is found in Appendix O.

Table 14

Summary of Results for Linear Regression factors predicting Overall Job Satisfaction, MNPJSS Job Satisfaction and NIOSH Job Satisfaction.

Variable	Overall Job Satisfaction *p*-value	MNPJSS Job Satisfaction *p*-value	NIOSH Job Satisfaction *p*-value
Interpractice Partnership & Collegiality	<. 001	< .001+	< .001
Challenge & Autonomy	< .001	< .001+	< .001
Professional, Social and Community Interaction	< .001	< .001+	< .01
Professional Growth	< .001	< .001+	< .05
Time	< .001	< .001+	< .001
Benefits	< .001	< .001+	< .001
Work Conflict	< .001	< .001	< .001
Role Conflict	< .001	< .001	< .01
Role Ambiguity	< .001	< .001	< .001
Intragroup Conflict	< .001	< .001	< .001
Intergroup Conflict	< .001	< .001	< .01
Group Cohesion	< .001	< .001	< .001
Job Requirements	-	-	-
Quantitative Workload	< .01^	< .001^	< .05^
Variation in Workload	-	< .05^	-
Skill Utilization	< .01	< .05	< .05
Quantity of Work	-	< .05^	-

Variable	Overall Job Satisfaction *p*-value	MNPJSS Job Satisfaction *p*-value	NIOSH Job Satisfaction *p*-value
Perceived Control	< .001	< .001	< .01
Task Control	< .001	< .001	< .001
Decision Control	< .05	< .05	< .05
Percent Positive Emotions	<.01	-	-

Note: '^' denotes a negative linear relationship and '-' denotes a not significant linear regression model. '+' denotes that caution should be used in the prediction of MNPJSS Job Satisfaction by its six subscales as the measure is a result of the sum of 44 items included in the six subscales.

Practice Transition Stress. A multiple linear regression analysis was conducted to assess whether Practice Transition Stress significantly predicted any of the variables. The majority of variables VIF were greater than 10, and the rest had VIF of greater than 5. These results raise concerns as the presence of multicollinearity was detected between predictors. The validity of the results of this multiple linear regression should be questioned and assumed to be poor estimates because of multicollinearity. Multiple regression analysis using variable groups were found to be invalid. Single linear regression was completed for each variable to determine if practice transition stress predicted any of the variables and removed the inflation multicollinearity on the result. Table 15 summarizes the *p*-values found for each linear regression model. The results of each of the single linear regression models is found in Appendix O.

Table 15

Summary of Results for Linear Regression with Practice Transition Stress predicting Variables

Variable	Practice Transition Stress *p*-value <
Overall Job Satisfaction	.001^
MNPJSS Job Satisfaction	.05^
NIOSH-GJSQ Job Satisfaction	.05^
Interpractice Partnership & Collegiality	-
Challenge & Autonomy	.05^
Professional, Social and Community Interaction	-
Professional Growth	-
Time	-
Benefits	.05^
Work Conflict	-

Variable	Practice Transition Stress *p*-value <
Role Conflict	.05^
Role Ambiguity	-
Intragroup Conflict	-
Intergroup Conflict	.05^
Group Cohesion	-
Job Requirements	-
Quantitative Workload	-
Variation in Workload	-
Skill Utilization	.05^
Quantity of Work	-
Perceived Control	-
Task Control	-
Decision Control	.05^
Percent Positive Emotions	.001^

Note: '^' denotes a negative linear relationship and '-' denotes a not significant linear regression model.

Independent Samples *t*-Test

An independent samples *t*-tests was conducted to examine whether the means of the variable were significantly different between the No and Yes categories of Aligned. The purpose of this analysis is to answer the question if alignment with *Consensus Model* impacts job satisfaction or job stress. Prior to the analysis, the assumptions of normality and homogeneity of variance were assessed. Shapiro-Wilk test conducted to determine if variable could have been produced by a normal distribution (Razali & Wah, 2011). If the Shapiro-Wilk test was significant it is unlikely that the results were produced by a normal distribution thus normality cannot be assumed. Levene's test for equality of variance was used to assess whether the homogeneity of variance assumptions was met (Levene, 1960). The homogeneity of variances assumption requires the variance of the dependent variable to be approximately equal to each group. The result of Levene's test was not significant for all variables, indicating that the assumption of homogeneity of variance was met. A Mann-Whitney was conducted on variables with a significant Shapiro-Wilk test. A Mann-Whitney two-sample rank-sum test was conducted to examine whether there were significant differences between the levels of Aligned. The Mann-Whitney

two-sample rank-sum test is a non-parametric alternative to the independent samples *t*-test and does not share the independent samples *t*-test's assumptions (Conover & Iman, 1981). There were 4 observations in group No and 29 observations in group Yes.

Alignment. Role Conflict and Percent Positive Emotions were found to be statistically significant on independent sample t-Test. Role Conflict was statically different between the Aligned Yes and No group with p=.004. Percent Positive Emotions was statistically different between the Aligned Yes and No groups with p=0.32. Percent Positive Emotion had a positive Shapiro-Wilk test then Mann-Whitney Test was completed which resulted in statistical significance with p=.040. Appendix P presents a boxplot of the ranks of Percent Positive Emotions by Aligned. Table 16 summarizes Independent Sample t-Test for differences between variables and *Consensus Model* alignment. Table 17 summarizes Mann-Whitney Test for a variable that had a positive Shapiro-Wilk test.

Table 16

Independent Samples t-Test for the Difference between Variable and Alignment

	No		Yes				
Variable	*M*	*SD*	*M*	*SD*	*t*	*p*	*d*
Overall job satisfaction#	7.25	1.71	7.48	1.99	-0.22	.826	0.13
MNPJSS satisfaction	4.45	0.65	4.31	0.91	0.30	.765	0.18
Interpractice Partnership & Collegiality	58.25	10.40	54.66	15.21	0.46	.652	0.28
Challenge & Autonomy	44.75	8.02	46.28	8.91	-0.32	.748	0.18
Professional, Social and Community Interaction	38.75	4.86	35.28	9.05	0.75	.461	0.48
Professional Growth	17.50	6.66	18.07	6.16	-0.17	.865	0.09
Time	17.75	3.40	17.48	3.73	0.14	.893	0.07
Benefit#	16.50	1.29	15.83	1.91	0.68	.503	0.41
Work Conflict	62.75	6.40	55.52	13.01	1.08	.287	0.71
Role Conflict	3.56	0.12	3.18	0.57	3.14	.004**	0.94
Role Ambiguity	3.62	0.80	3.25	1.09	0.66	.512	0.39
Intragroup Conflict#	3.97	0.39	3.53	0.73	1.17	.249	0.76
Group Cohesion	4.38	0.60	3.89	0.86	1.08	.287	0.66
Job Requirements	38.75	7.80	39.79	6.31	-0.30	.764	0.15

	No		Yes				
Variable	*M*	*SD*	*M*	*SD*	*t*	*p*	*d*
Quantitative Workload#	3.81	0.80	3.84	0.98	-0.05	.963	0.03
Variation in Workload	3.83	0.88	3.89	0.86	-0.11	.911	0.06
Skills Utilization#	4.00	0.82	4.26	0.67	-0.72	.478	0.35
Quantity of Work#	4.17	0.88	4.06	0.67	0.30	.769	0.14
Perceived Control	4.52	0.80	4.90	0.89	-0.80	.427	0.45
Task Control	5.00	0.54	5.03	1.13	-0.05	.962	0.03
Decision Control	3.75	1.93	4.53	1.51	-0.94	.356	0.45
NIOSH-GJSQ Job Satisfaction#	2.88	0.43	2.78	0.50	0.34	.735	0.19
2017 Practice Transition Stress#	3.50	1.00	3.03	1.30	0.69	.497	0.40
2018 Practice Transition Stress#	3.75	1.26	2.79	1.35	1.34	.190	0.73
FPA Transition Stress#	5.75	3.40	4.34	3.05	0.85	.400	0.43
Practice Transition Stress#	13.00	5.60	10.17	5.26	1.00	.325	0.52
Percent Positive Emotions#	0.26	0.27	0.67	0.35	-2.25	.032*	1.32

Note. Degrees of Freedom for the *t*-statistic = 31. *d* represents Cohen's *d* . *'#'* denotes the results of Shapiro-Wilk test were significant. *p < 0.5, **p < .01

Table 17

Mann-Whitney Test for variables by Aligned

	Mean Rank				
Variable	No	Yes	*U*	*z*	*p*
Overall job satisfaction	15.25	17.24	51.00	-0.40	.692
Benefits	19.88	16.60	69.50	-0.66	.509
Intragroup Conflict	22.50	16.24	80.00	-1.22	.223
Quantitative Workload	16.62	17.05	56.50	-0.08	.934
Skills Utilization	13.38	17.50	43.50	-0.81	.416
Quantity of Work	18.88	16.74	65.50	-0.42	.675
NIOSH-GJSQ Job Satisfaction	18.50	16.79	64.00	-0.35	.725
2017 Transition Stress	19.88	16.60	69.50	-0.68	.497
2018 Transition Stress	23.00	16.17	82.00	-1.37	.170
FPA Stress	20.12	16.57	70.50	-0.70	.481
Practice Transition Stress	21.38	16.40	75.50	-0.97	.332
Percent Positive Emotions	7.88	18.26	21.50	-2.05	.040*

Mann-Whitney Test was significant at *$p < .05$.

Discussion

The survey produced data that allowed descriptive, correlation and linear regression analysis to be completed. The participants were mostly female over 40 years of age, have more than 15 years of RN experience, have more than 10 years of APRN experience, have less than 10 years at VASTLHCS, work full time, were in an NP role, had no previous FPA experience, and were in aligned roles. There was no statistical difference found between demographic groups of age, gender, years of experience as RN, APRN or at VASTLHCS, or practice setting in job satisfaction measures, MNPJSS subscales, NIOSH-GJSQ subscale and student developed questions. Employment status, APRN education level, and previous FPA were not tested as one group had too few results.

The MNPJSS revealed participants' job satisfaction was minimally satisfied to satisfied. The items that were most satisfaction with benefits, immediate supervisors and sense of accomplishment and the items with the least satisfaction were monetary bonuses, rewards, an opportunity for additional compensation, and support for continuing education. There was a large positive correlation between the subscales of MNPJSS. Intrapractice Partnership & Collegiality, Challenge & Autonomy, Professional, Social & Community Impact, Professional Growth and Time were significant at $p < .001$. Benefits were significant at $p < .01$. All MNPJSS subscales had a large positive relationship with Overall Job Satisfaction at $p < .001$. The MNPJSS subscales of Challenge & Autonomy, Time and Benefits had a large positive relationship with NIOSH-GJSQ Job Satisfaction at $p < .001$ and Intrapractice Partnership & Collegiality

and Professional, Social, and Community Interaction at $p < .01$ and a moderate positive relationship with Professional Growth at $p < .05$.

The NIOSH-GJSQ revealed APRNs was very satisfied. NIOSH-GJSQ conflict subscales had a large positive relationship to NIOSH-GJSQ Job Satisfaction and Work Conflict, Role Ambiguity, Intragroup Conflict and Intergroup Conflict at $p < .001$ and Role Conflict at $p < .01$ *(Note: conflict subscale show the lack of conflict vs the presence of conflict. Therefore, an increase in the conflict scale is a decrease in the level of conflict.).* Group Cohesion had a large positive relationship with NIOSH-GJSQ Job Satisfaction at $p < .001$. The workload subscales did not have a relationship with NIOSH-GJSQ Job Satisfaction. Perceived Control and Task Control had a large positive relationship with NIOSH-GJSQ Job Satisfaction at $p < .001$ and Decision Control had a moderate positive relationship with NIOSH-GJSQ Job Satisfaction at $p < .05$. NIOSH-GJSQ conflict subscales of Work Conflict, Role Conflict, Role Ambiguity, Intragroup Conflict, Intergroup Conflict, Skills Utilization had a large positive correlation with Overall Job Satisfaction at $p < .001$. The control subscales of Perceived Control, Task Control and Decision Control had a large positive relationship with Overall Job Satisfaction $p < .001$.

Interpractice Partnership & Collegiality, Challenge & Autonomy, Professional Growth, Time and Benefits significantly predicted job satisfaction, Caution should be used in the prediction of MNPJSS Job Satisfaction with these subscales because the NMPJSS Job Satisfaction is the mean of the sum of the 44 items. Work Conflict, Role Conflict, Role Ambiguity, Intragroup Conflict, Intergroup Conflict, Group Cohesion, Quantitative Workload, Skills Utilization, Perceived Control, Task Control and Decision

Control significantly predicted job satisfaction. Job Requirements, Variation in Workload, and Quantity of Work, did not predict job satisfaction.

Within the survey, there were three measures of job satisfaction. The measures showed to have a large positive relationship with each other. This validates the student-developed question of Overall Job Satisfaction. The measures differed in the aspect of job satisfaction they measured. The MNPJSS evaluated the APRN's satisfaction with practice environment and support, the NIOSH-GJSQ assessed the APRN's satisfaction his or her career choice, and the overall job satisfaction captures the current level of APRN's satisfaction. These measures could be considered in a longitudinal manner with NIOSH-GJSQ as long-term, NMPJSS as mid-term and Overall Job Satisfaction as short-term.

Practice Transition Stress as measured by the student developed questions was found to be present in the group. Practice Transition Stress was found to have a large negative relationship with Overall Job Satisfaction at $p < .01$, a moderate negative relationship with NIOSH-GJSQ Job Satisfaction at $p < .05$ and a non-significant negative relationship to MNPJSS job satisfaction. Practice Transition Stress had a moderate negative relationship with MNPJSS subscales Challenge & Autonomy and Benefits at $p < .05$, NIOSH-GJSQ subscales Role Conflict and Decision Control at $p < .05$.

Practice Transition Stress significantly negatively predicted Overall Job Satisfaction. MNPJSS Job Satisfaction, NIOSH-GJSQ, Challenge/Autonomy, Benefits, Role Conflict and Percent of Positive Emotions.

All participants express some emotion about the transition to FPA with a higher percentage of positive emotions selected over negative chosen emotions. The majority

(57%) of selected words were positive emotions toward FPA. The majority (66%) of the group selected at least one negative emotion about FPA transition. Only positive emotions were selected by 33% (11) of the APRNs and only negative emotions were selected by 6% (2) APRNs. Both of these APRNs selecting only negative emotions were in misaligned roles. The positive emotions of opportunity and new challenges and the negative emotions of uncertainty and stressful had the highest frequency of selection.

Role alignment with the *Consensus Model* was found in 88% of the participants. The percentage of alignment is similar to the percentage of alignment of the actual VASTLHCS workforce (84% 50/59). Differences in the aligned group and the misaligned group was found in Role Conflict ($p < .01$) and Percent Positive Emotion ($p < .05$). The misaligned group are more likely to experience more role conflict and negative emotions toward FPA because the transition will require them have a career change into an aligned role. The misaligned APRNs may feel that they have little input in their role change.

The results of the MNPJSS are similar to those found in the literature review. APRNs were minimally satisfied to satisfied. There was no difference in demographic characteristics or practice settings. VASTLHCS APRNs were more satisfied than those survey by Faris, et al. (2010). This may be due to the time since that survey and the implementation of a standard provider support model in VHA. Skill utilization was positively related to job satisfaction like was found by Athey, et al. (2016) and Bae (2016). The results of job stress on job satisfaction was similar to those found by Brom, et al. (2016) and provided more specificity to the type of job stress and practice transition

stress experienced and by APRNs. Also, the results were similar to McVicar (2016) findings that job stress and job satisfaction were inversely related.

VASTLHCS APRNs expressed more positive emotion than those described by Barnes (2014) this may be due to the possibly indicating experience as APRN beyond the initial RN to APRN was a positive role development prepared them for other role transitions. Comparing the emotions expressed by the APRNs to the description of Kaplan and Brown (2007) theory of letting go and taking hold, VASTLHCS APRNs are embracing change.

Riahi (2011) model of role stress in RN within the workplace (Appendix Q) was used to evaluate practice transition stress as role stress. The results support role stress existed, and positive response patterns were present. The model indicates that primary and secondary prevention strategies to address role stress would be warranted. These strategies would be consistent with resolving actual or perceived incongruencies in role demand, role capabilities, availability of resources, providing options for constraints, providing feedback and acknowledgment, validation of performance, and supporting positive coping strategies.

A literature review completed by Nowrouzi, et al. (2015) on workplace intervention aimed at addressing occupational stress suggested that person-directed intervention of mindfulness-based stress reduction and organization-directed interventions of education and support might be beneficial. Ruotsalainen, Verbeek, Mariné, and Serra's (2015) Cochran Review concluded that cognitive-behavioral training, as well as mental and physical relaxation all, reduced stress moderately and

organizational interventions were needed to better focus on addressing specific factors causing stress.

The assumptions that APRNs with higher job stress would have lower job satisfaction was supported by the results for job stress measured by NIOSH-GJSQ and student-developed questions of practice transition stress. The results identified modifiable job stress included work conflict, role conflict, role ambiguity, intragroup conflict, intergroup conflict, and practice transition. The assumption that misaligned APRNs would have higher job stress than the aligned group was not supported by the results. The misaligned group was different in the amount of role conflict and percent of positive emotions toward FPA than the aligned group.

Implications

The job stress experienced by the VASTLHCS APRN due to practice transition is "good" stress, and positive coping is evident. Actions to support the APRNs through the period of practice transition included: 1) support with accurate, reliable information via group and individual meetings and written communication; 2) provide access to subject matter experts for personal specific questions during the transition to FPA; 3) consider a formal orientation to FPA role for new hires and incumbents; 4) provide ongoing support for 6-12 months after FPA transition is completed; and 5) consider the creation of a APRN role development program to support APRNs in the ongoing role development. The APRNs may have experienced job stress due to work conflict including role conflict, intragroup conflict and intergroup conflict to for a longer term or to a higher degree than practice transition stress. Actions to address the potentially detrimental and modifiable job stress include: 1) conducting small group sessions to understand the sources of

conflict; 2) provide conflict management education/support; 3) engage team leadership in addressing conflict; 4) build resilience in the APRN group training and support to build self-care behaviors and joy in work consistent with VHA employee wellness model; and 5) continue to empower APRN to utilize skills to work at the top of their license and certification by continuing to clarify their role in the organization, in the care team, and within the medical staff structure. Actions to address the dissatisfier identified on MNPSS include: 1) ensure information on funding to support and opportunities continuing education are known to the APRN group; 2) provide APRN group understand the limitation of monetary bonus, rewards, and compensation within VHA; and 3) provide routine forums for APRNs to connect and meet with leadership. Lastly, the nurse executive will provide continuing education and support to clarify roles, mitigate role conflicts and reassignment of misalignment of APRNs at the VASTLHCS.

Limitations

The student's role at VASTLHCS as nurse executive may have had a negative or positive influence on the APRN response rate and responses. The methodology used for this project included safe guards against this it cannot be dismissed as a possible limitation. Additionally, it is unknown if the knowledge that the results of this project would be used in the development of action to address APRN job stress and job satisfaction influence the participants responses.

This project was conduct in a single facility and the results may not be generalizable to other facilities.

Conclusion

Practice transition does generate stress and emotions. Both positive and negative emotions are experienced during practice transitions. Practice transition stress predicted each of the three job satisfaction measure in the project. Practice transition stress should be temporary and mitigated with information, support and clarity of APRNs role in the organization. Job stressors of conflict predicted overall job satisfaction, Conflict is modifiable stressors for which actions can be developed. Work conflict requires specific individual and team accountability and intervention to mitigate the effects on job satisfaction. Individual and organizational interventions were generated to address job stress and dissatisfiers. Additionally, enhancing empowerment through group cohesion, job control and skill utilization will improve job satisfaction.

Alignment with the *Consensus Model* requires an intentional review of APRNs employed in an organization to identify those APRNs that are misaligned and establish a plan to achieve alignment by fulfilling a role in the population that matches certification and license. Transitioning a misaligned APRN to an aligned role should be treated as a positive career move vs. a negative one. The reasons how and why the APRN became to be a misaligned role should be understood but not considered when effecting the role change. Nurse executives, medical staff leaders, and human resource staff must demonstrate an understanding of the *Consensus Model* to ensure that hiring practices conform with the model. APRN educators, APRN professional organization and State Boards of Nursing must continue the conversation of staying the APRN's practice lane and knowing how to change lanes to avoid misalignment (Buppert, 2017 & Emrich, 2017). A late careerist APRN may not want to invest time and effort into obtaining the required education and certification to meet requirements of the *Consensus Model*. Like

driving a car, the APRN is in the driver seat and chooses his or hers practice lane that is consistent with their role and population foci. Organization leadership must hold themselves accountable to ensure alignment with the *Consensus Model* as a support their APRNs.

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Appendix A

VAHSTLHCS Office of Research Approval

VA St. Louis Health Care System (VASTLHCS)
CHECKLIST: QUALITY ASSURANCE OR IMPROVEMENT (QA/QI) OR RESEARCH

Instructions: In accordance with VHA Handbook 1058.05, "VHA Operations Activities[1] That May Constitute Research", VASTLHCS employees may conduct certain operations activities which may or may not constitute research. Whenever the research versus non-research status of an operations activity may be in question, a determination of the status must be made.

Please submit this form to the **VASTLHCS Research Office by sending a scanned, signed copy via fax to 314-289-7009.** Please reference the VHA Operations Activities that May Constitute Research decision tree for an overview of how a decision between research and non-research activities is determined.

Project Title:	Assessing the Impact of Practice Transition on Advance Practice Registered Nurse's Job Stress and Job Statisfaction		
Responsible Project Lead:	Patty Hendrickson	**Email:**	patricia.hendrickson2@va.gov
Department:	Patient Care Services	**Role/Title:**	ADPCS
Are VASTLHCS Medical Center nurses members of the project team? *If yes, once a determination is made, a copy of this signed form will be sent to the Evidence Based Practice Nursing Committee*		☑ YES ☐ NO	

CONDITIONS TO BE CONSIDERED FOR DETERMINATION OF RESEARCH VS. NON-RESEARCH OPERATIONS		
NOTE: If answers to questions 1 through 10 are marked **"TRUE"** the project is more than likely not research. *For answers that are marked "false," please provide an explanation in the text fields below regarding how this project may still be QA/QI or contact Karen Oliver* **at 5-5521 IRB Administrator or Wanda McLemore at 5-5518 RDC Administrator for guidance.**	**TRUE**	**FALSE**
1) The project is designed and/or implemented for internal VA purposes in support of the VA mission(s).	☑	☐
2) The findings are designed to be used by and within VA (or by entities responsible for overseeing VA).	☑	☐
3) The project is not designed for the purpose of contributing to generalizable knowledge.[2]	☑	☐
4) The project is not designed to produce information that expands the knowledge base of a scientific discipline (or other scholarly field).[2]	☑	☐
5) The project is not funded or otherwise supported as **research** by the Office of Research and Development (ORD) or any other entity (including the Center for Healthcare Equity Research and Promotion [CHERP] or the VISN 15 Competitive Pilot Project Funding [CPPF] program).	☑	☐
6) The project does not involve administration, dispensing and/or use of any drugs, devices and/or biologics.	☑	☐
7) The project does not involve design characteristics typically reflective of research, e.g.: • Double-blind interventions • Use of placebo controls • Prospective patient-level randomization to clinical interventions not tailored to individual benefit.	☑	☐

Version Date 10/17/16

Page **1** of **3**

VA St. Louis Health Care System (VASTLHCS)

CHECKLIST: QUALITY ASSURANCE OR IMPROVEMENT (QA/QI) OR RESEARCH?

8) The proposal includes provisions to ensure that the safety, rights, and welfare of patients and staff are appropriately protected as applicable.[3]	☑	☐
9) The project is **not** intended to meet the requirements set forth by a master's program (or other university level degree program) that requires "research" be conducted.	☑	☐
10) The activity **will not be** supplemented or modified before, during, or after implementation in order to produce information to expand the knowledge base of a scientific discipline or scholarly field of study or otherwise contribute to generalizable knowledge.	☑	☐

PROJECT DESCRIPTION

Reason for Project ☑ Locally initiated ☐ Mandated by

In the following fields, please provide enough information about the proposed project that a reviewer understands why and how the work will be performed. Please define all acronyms.

Objectives(s): *What is the purpose of the project? What are the issues/questions being addressed and why?*

The purpose of this project is to establish a baseline understanding of Advance Practice Registered Nurses (APRNs) job satisfaction and

Methodology: *How will the work be conducted and where? Who will be involved? Please be detailed in how the work will be conducted including data collection and analyses.* This project will consist of administration

Impact/Significance: *What will be done with resulting information?* A results of this project will be used to determine job

Signature of Responsible Project Lead: Patricia E. Hendrickson 191079 Digitally signed by Patricia E. Hendrickson 191079 Date: 2018.03.25 20:26:27 -05'00' Date: 2/4/2018

Print Name of Responsible Project Lead: Patricia E. Hendrickson Date:

VA St. Louis Health Care System (VASTLHCS)

CHECKLIST: QUALITY ASSURANCE OR IMPROVEMENT (QA/QI) OR RESEARCH?

ACOS /R&D or IRB Analyst Comments:

Research ☐ **QI/Quality Improvement** ☒ **Need More Information** ☐

VASTLHCS ACOS/R&D Signature: _____ **Date:** 4/2/2018

Reference:

VHA Handbook 1058.05: VHA Operations Activities That May Constitute Research

[1]Examples of operations activities include activities designed for internal VA purposes, including routine data collection and analysis for operational monitoring, evaluation and program improvement purposes, VHA system redesign activities, patient satisfaction surveys, case management and care coordination, policy and guidance development, benchmarking activities, Joint Commission visits and related activities, medical use evaluations, business planning and development such as cost-management analyses, underwriting, and similar activities.

[2]Any change made before, during, or after implementation that results in an intent to expand the knowledge base of a scientific discipline or scholarly field of study, or otherwise contribute to generalizable knowledge, constitutes research and must be submitted to an IRB or other pertinent review committee.

[3]Potential risks (including physical, psychological, social, financial, privacy, and confidentiality, and other foreseeable risks) associated with non-research operations should be evaluated and appropriate protections established to mitigate them.

[4]Please note it is the responsibility of this individual and/or each VA author and coauthor (in cases of publication) to retain a copy of this form signed by the ACOS/R&D for a minimum of 5 years after publication and in accordance with any applicable records retention schedules. A copy will also be retained by Research Service and Quality & Performance Service.

Appendix B

UMSL IRB Approval

Office of Research Administration

One University Boulevard
St. Louis, Missouri 63121-4499
Telephone: 314-516-5899
Fax: 314-516-6759
E-mail: ora@umsl.edu

DATE:	April 29, 2018
TO:	Patricia Hendrickson, MSN RN
FROM:	University of Missouri-St. Louis IRB
PROJECT TITLE:	[1193695-1] Assessing the Impact of Practice Transition on Advance Practice Registered Nurse's Job Stress and Job Satisfaction
REFERENCE #:	
SUBMISSION TYPE:	New Project
ACTION:	DETERMINATION OF EXEMPT STATUS
DECISION DATE:	April 29, 2018
REVIEW CATEGORY:	Exemption category # 2

The chairperson of the University of Missouri-St. Louis IRB has APPROVED the above mentioned protocol for research involving human subjects and determined that the project qualifies for exemption from full committee review under Title 45 Code of Federal Regulations Part 46.101b. The time period for this approval expires one year from the date listed above. You must notify the University of Missouri-St. Louis IRB in advance of any proposed major changes in your approved protocol, e.g., addition of research sites or research instruments.

You must file an annual report with the committee. This report must indicate the starting date of the project and the number of subjects to date from start of project, or since last annual report, whichever is more recent.

Any consent or assent forms must be signed in duplicate and a copy provided to the subject. The principal investigator must retain the other copy of the signed consent form for at least three years following the completion of the research activity and they must be available for inspection if there is an official review of the UM-St. Louis human subjects research proceedings by the U.S. Department of Health and Human Services Office for Protection from Research Risks.

This action is officially recorded in the minutes of the committee.

If you have any questions, please contact Carl Bassi at 314-516-6029 or bassi@umsl.edu. Please include your project title and reference number in all correspondence with this committee.

Appendix C

Permission to Use MNPJSS

University of Portland SCHOOL OF NURSING

October 23, 2017

Patricia Hendrickson, MSN, RN, FACHE, CPHQ
VIA: email

Dear Patricia:

I am delighted you are interested in using the Misener Nurse Practitioner Job Satisfaction Survey for your research project.

This letter serves as permission for you to use the tool in your study of APRNs job stress and job satisfaction under the following conditions:

- The survey will only be used for your research study and you will not sell or use it with any compensated or curriculum development activities.
- You will send a copy of your completed research study to my attention upon completion of the study.
- You will acknowledge the University of Portland School of Nursing in all manuscripts using the Misener Nurse Practitioner Job Satisfaction Survey tool, whether published or unpublished.

I wish you the best on this study.

Sincerely,

Joane T. Moceri

Joane T. Moceri, PhD, RN
Dean and Professor
University of Portland
School of Nursing

5000 N. Willamette Blvd., Portland, OR 97203-5798 T 503.943.7211 F 503.943.7729 up.edu

Appendix D

Misener Nurse Practitioner Job Satisfaction Scale

Misener Nurse Practitioner Job Satisfaction Scale ©

Instructions:

The following is a list of items known to have varying levels of satisfaction among NPs. There may be items that do not pertain to you, however please answer it if you are able to assess your satisfaction with the item based on the employer's policy, i.e., if you needed it would it be there?

HOW SATISFIED ARE YOU IN **YOUR CURRENT JOB AS A NURSE PRACTITIONER** WITH RESPECT TO THE FOLLOWING FACTORS?

V.S. = Very Satisfied
S. = Satisfied
M.S. = Minimally Satisfied
M.D. = Minimally Dissatisfied
D. = Dissatisfied
V.D. = Very Dissatisfied

		V.S.	S.	MS.	M.D.	D.	V.D.
1.	Vacation/Leave policy	6	5	4	3	2	1
2.	Benefit package	6	5	4	3	2	1
3.	Retirement plan	6	5	4	3	2	1
4.	Time allotted for answering messages	6	5	4	3	2	1
5.	Time allotted for review of lab and other test results	6	5	4	3	2	1
6.	Your immediate supervisor	6	5	4	3	2	1
7.	Percentage of time spent in direct patient care	6	5	4	3	2	1
8.	Time allocation for seeing patient(s)	6	5	4	3	2	1
9.	Amount of administrative support	6	5	4	3	2	1
10.	Quality of assistive personnel	6	5	4	3	2	1
11.	Patient scheduling policies and practices	6	5	4	3	2	1
12.	Patient mix	6	5	4	3	2	1
13.	Sense of accomplishment	6	5	4	3	2	1
14.	Social contact at work	6	5	4	3	2	1
15.	Status in the community	6	5	4	3	2	1
16.	Social contact with your colleagues after work	6	5	4	3	2	1
17.	Professional interaction with other disciplines	6	5	4	3	2	1

HOW SATISFIED ARE YOU IN YOUR CURRENT JOB AS A NURSE PRACTITIONER WITH:

V.S. = Very Satisfied
S. = Satisfied
M.S. = Minimally Satisfied
M.D. = Minimally Dissatisfied
D. = Dissatisfied
V.D. = Very Dissatisfied

		V.S.	S.	M.S.	M.D.	D.	V.D.
18.	Support for continuing education (time and $$)	6	5	4	3	2	1
19.	Opportunity for professional growth	6	5	4	3	2	1
20.	Time off to serve on professional committees	6	5	4	3	2	1
21.	Amount of involvement in research	6	5	4	3	2	1
22.	Opportunity to expand your scope of practice	6	5	4	3	2	1
23.	Interaction with other NPs including faculty	6	5	4	3	2	1
24.	Consideration given to your opinion and suggestions for change in the work setting or office practice	6	5	4	3	2	1
25.	Input into organizational policy	6	5	4	3	2	1
26.	Freedom to question decisions and practices	6	5	4	3	2	1
27.	Expanding skill level/procedures within your scope of practice	6	5	4	3	2	1
28.	Ability to deliver quality care	6	5	4	3	2	1
29.	Opportunities to expand your scope of practice and time to seek advanced education.	6	5	4	3	2	1
30.	Recognition for your work from superiors	6	5	4	3	2	1
31.	Recognition of your work from peers	6	5	4	3	2	1
32.	Level of autonomy	6	5	4	3	2	1
33.	Evaluation process and policy	6	5	4	3	2	1
34.	Reward distribution	6	5	4	3	2	1
35.	Sense of value for what you do	6	5	4	3	2	1
36.	Challenge in work	6	5	4	3	2	1
37.	Opportunity to develop and implement ideas.	6	5	4	3	2	1
38.	Process used in conflict resolution	6	5	4	3	2	1
39.	Amount of consideration given to your personal needs	6	5	4	3	2	1
40.	Flexibility in practice protocols.	6	5	4	3	2	1
41.	Monetary bonuses that are available in addition to your salary	6	5	4	3	2	1
42.	Opportunity to receive compensation for services performed outside of your normal duties.	6	5	4	3	2	1
43.	Respect for your opinion	6	5	4	3	2	1
44.	Acceptance and attitudes of physicians outside of your practice (such as specialist you refer patients to)	6	5	4	3	2	1

Appendix E

Scoring Rubric for MNPJSS

FACTOR 1: INTRAPRACTICE PARTNERSHIP/COLLEGIALITY

INPUT INTO ORGANIZATIONAL POLICY
FREE TO QUESTION DECISIONS/PRACTICES
CONSIDERATION OF YOUR OPINION
PROCESS OF CONFLICT RESOLUTION
CONSIDERATION GIVEN TO PERSONAL NEEDS
RESPECT FOR YOUR OPINION
OPPORTUNITY TO DEVELOP IDEAS
SUPERIOR RECOGNITION
EVALUATION OF PROCESS/PRACTICE
REWARD DISTRIBUTION
IMMEDIATE SUPERVISOR
MONETARY BONUSES
ADMINISTRATIVE SUPPORT
COMPENSATION FOR SERVICES OUTSIDE NORMAL

FACTOR 2: CHALLENGE/AUTONOMY

LEVEL OF AUTONOMY
CHALLENGE IN WORK
- PERCENTAGE OF TIME WITH PATIENT
SENSE OF ACCOMPLISHMENT
ABILITY TO DELIVER QUALITY CARE
EXPANDING SKILL LEVELS WITHIN SCOPE
VALUE OF WHAT YOU DO
OPPORTUNITY TO EXPAND SCOPE OF PRACTICE
VARIETY OF PATIENT LOAD
FLEXIBILITY IN PRACTICE PROTOCOLS

FACTOR 3: PROFESSIONAL, SOCIAL AND COMMUNITY INTERACTION

SOCIAL WITH COLLEAGUES
PROFESSIONAL INTERACTION WITH OTHER DISC
SOCIAL CONTACT AT WORK
STATUS IN COMMUNITY
PEER RECOGNITION
ACCEPTANCE OF PHYSICIANS OUTS OF PRACTICE
INTERACTION OF OTHER NPS
QUALITY OF ASSISTIVE PERSONNEL

FACTOR 4: PROFESSIONAL GROWTH

EXPAND YOUR SCOPE AND EDUCATION
SUPPORT FOR CONTINUING EDUCATION
OPPORTUNITY FOR PROFESSIONAL GROWTH
TIME TO SERVE ON PROFESSIONAL COMMITTEES
INVOLVEMENT IN RESEARCH

FACTOR 5: TIME

TIME FOR REVIEW OF LAB
TIME FOR ANSWERING MESSAGES
TIME FOR SEEING PATIENTS
PATIENT SCHEDULING POLICIES

FACTOR 6: BENEFITS

BENEFIT PACKAGE
RETIREMENT PLAN
LEAVE POLICY

FACTOR 1: ITEMS 6, 9,24,25,26,30,33,34,37,38,39,41,42,& 43
FACTOR 2: ITEMS 7,12,13,22,27,28,32,35,36,& 40
FACTOR 3 ITEMS 10,14,15,16,17,23,31, & 44
FACTOR 4: ITEMS 18,19,20,21, & 29
FACTOR 5: ITEMS 4,5,8, & 11
FACTOR 6: ITEMS 1, 2, & 3

For Details see: **Misener, T.R. & Cox, D.L. (2001). Development of the Misener nurse practitioner job satisfaction scale. Journal of Nursing Measurement 9(1), 91-108.**

Appendix F

NIOSH-GJSQ

NIOSH Generic Job Stress Questionnaire

National Institute for Occupational Safety and Health
Division of Applied Research and Technology
Organizational Science and Human Factors Branch
Cincinnati, OH 45226
(513) 533-8165

FACTOR INFORMATION

FORM NUMBER: 96, REVISION: 01

STUDY ID:

Factor	Rev	Factor Name	Form / Revision	Factor Definition	Alpha	Study	Type
01	01	Physical Environment Evaluation	03/01	3, 4, 6, 7, 8			0
01	01	Reverse Physical Environment Evaluation		1, 2, 5, 9, 10			0
02	01	Role Conflict	04/01	3, 5, 7, 8, 10-12, 14	0.82	Nurse	0
03	01	Role Ambiguity	04/01				0
03	01	Reverse Role Ambiguity		1, 2, 4, 6, 9, 13			
04	01	Intragroup Conflict	05/01	1, 2-4, 5, 6, 7, 8	0.86	Nurse	0
05	01	Intergroup Conflict	05/01	9, 10, 11, 12, 13, 14, 15, 16	0.85	Nurse	0
06	01	Job Future Ambiguity	21/01				0
06	01	Reverse Job Future Ambiguity		1-4	0.65	Nurse	0
07	01	Perceived Control	06/01	1-16	0.90	Nurse	0
23	00	Task Control	06/01	1, 3, 4, 5, 6, 15, 16	0.85		1
24	00	Decision Control	06/01	8, 10, 11, 13	0.74		1
25	00	Physical Environment Control	06/01	7, 14	0.79		1
26	00	Resource Control	06/01	2, 12	0.82		1
08	01	Lack of Alternate Opportunity	07/01	1-3	0.80		0
09	01	Social Support from Spr	08/01	1, 4, 7, 10	0.88	0.87 Postal	0
10	01	Social Support from Cwrk	08/01	2, 5, 8, 11	0.84	0.85 Postal	0
11	01	Social Support from Family	08/01	3, 6, 9, 12	0.85	0.76 Postal	0
12	01a	Quantitative Workload	09/02	1-4			0
12	01b	Quantitative Workload	10/01	3, 4, 6	0.85	Nurse	0
12	01b	Reverse Quantitative Workload		1, 2, 5			0
13	01	Variance in Workload	09/02	5-7	0.86	Nurse	0
14	01	Responsibility for People	10/01	8-11	0.62	Nurse	0
15	01	Reverse Skill Underutilization	10/01	8, 9, 10	0.73	Nurse	0
16	01	Mental Demands	11/01	4, 5	0.75	0.71 Postal	0
17	01	Non-work Activities	12/01	1-7			0
19	01	Self-Esteem	13/01	4, 5, 8, 10	0.85	Nurse	0
19	01	Reverse Self-Esteem		1, 2, 3, 6, 7, 9			0
20	01	Somatic Complaints	14/01	1-17	0.87	Nurse	0
21	01	Reverse Job Satisfaction	18/01	1-4	0.83	Nurse	0
22	01	Depression	16/02	6-8, 10-12, 14-16, 18-20, 22-25			0
22	01	Reverse Depression		9, 13, 17, 21			0

Type 0 = Subjective Assessment

Type 1 = Principle Component with oblique Rotation

CONFLICT AT WORK

FORM NUMBER: 05, FORM REVISION: 01

STUDY ID:

Please answer the following questions about your work situation. Please enter a number in the space provided at the end of each statement.

1. There is harmony within my group.
   1 Strongly Disagree
   2 Moderately Disagree
   3 Neither Agree nor Disagree
   4 Moderately Agree
   5 Strongly Agree

2. In our group, we have lots of bickering over who should do what job.
   1 Strongly Disagree
   2 Moderately Disagree
   3 Neither Agree nor Disagree
   4 Moderately Agree
   5 Strongly Agree

3. There is difference of opinion among the members of my group.
   1 Strongly Disagree
   2 Moderately Disagree
   3 Neither Agree nor Disagree
   4 Moderately Agree
   5 Strongly Agree

4. There is dissension in my group.
   1 Strongly Disagree
   2 Moderately Disagree
   3 Neither Agree nor Disagree
   4 Moderately Agree
   5 Strongly Agree

5. The members of my group are supportive of each other's ideas.
   1 Strongly Disagree
   2 Moderately Disagree
   3 Neither Agree nor Disagree
   4 Moderately Agree
   5 Strongly Agree

6. There are clashes between subgroups within my group.
   1 Strongly Disagree
   2 Moderately Disagree
   3 Neither Agree nor Disagree
   4 Moderately Agree
   5 Strongly Agree

FORM NUMBER: 05, FORM REVISION: 01, page 2

7. There is friendliness among the members of my group.
   1 Strongly Disagree
   2 Moderately Disagree
   3 Neither Agree nor Disagree
   4 Moderately Agree
   5 Strongly Agree

8. There is "we" feeling among members of my group.
   1 Strongly Disagree
   2 Moderately Disagree
   3 Neither Agree nor Disagree
   4 Moderately Agree
   5 Strongly Agree

9. There are disputes between my group and other groups.
   1 Strongly Disagree
   2 Moderately Disagree
   3 Neither Agree nor Disagree
   4 Moderately Agree
   5 Strongly Agree

10. There is agreement between my group and other groups.
   1 Strongly Disagree
   2 Moderately Disagree
   3 Neither Agree nor Disagree
   4 Moderately Agree
   5 Strongly Agree

11. Other groups withhold information necessary for the attainment of our group tasks.
   1 Strongly Disagree
   2 Moderately Disagree
   3 Neither Agree nor Disagree
   4 Moderately Agree
   5 Strongly Agree

12. The relationship between my group and other groups is harmonious in attaining the overall organizational goals.
   1 Strongly Disagree
   2 Moderately Disagree
   3 Neither Agree nor Disagree
   4 Moderately Agree
   5 Strongly Agree

13. There is lack of mutual assistance between my group and other groups.
   1 Strongly Disagree
   2 Moderately Disagree
   3 Neither Agree nor Disagree
   4 Moderately Agree
   5 Strongly Agree

FORM NUMBER: 05, FORM REVISION: 01, page 3

14. There is cooperation between my group and other groups.
    1 Strongly Disagree
    2 Moderately Disagree
    3 Neither Agree nor Disagree
    4 Moderately Agree
    5 Strongly Agree

15. There are personality clashes between my group and other groups.
    1 Strongly Disagree
    2 Moderately Disagree
    3 Neither Agree nor Disagree
    4 Moderately Agree
    5 Strongly Agree

16. Other groups create problems for my group.
    1 Strongly Disagree
    2 Moderately Disagree
    3 Neither Agree nor Disagree
    4 Moderately Agree
    5 Strongly Agree

EMPLOYMENT OPPORTUNITIES

FORM NUMBER: 07, FORM REVISION: 01

STUDY ID:

The next four questions ask you to evaluate your feelings about your job in relationship to other jobs you might be able to get. Please respond to each item by placing the number of the response that best indicates your feelings about the question in the space provided at the end of each question.

1. How easy would it be for you to find a suitable job with another employer?
   1 Very Easy
   2 Quite Easy
   3 Fairly Easy
   4 Not Quite so Easy
   5 Not at all Easy

2. How easy would it be for you to find a job as good *as the one you now have* with another employer?
   1 Very Easy
   2 Quite Easy
   3 Fairly Easy
   4 Not Quite so Easy
   5 Not at all Easy

3. How would you describe the *number of available jobs*, with all types of employers, for a person with your qualifications?
   1 Very Easy
   2 Quite Easy
   3 Fairly Easy
   4 Not Quite so Easy
   5 Not at all Easy

4. How likely is it that you would have to move out of your local area to find a suitable job with another employer?
   1 Very Easy
   2 Quite Easy
   3 Fairly Easy
   4 Not Quite so Easy
   5 Not at all Easy

JOB REQUIREMENTS

FORM NUMBER: 09, FORM REVISION: 02.

STUDY ID:

Now we would like you to indicate how often certain things happen at your job. Please write the number for your response in the space provided at the end of each question.

1. How often does your job require you to work *very fast*?
   1 Rarely
   2 Occasionally
   3 Sometimes
   4 Fairly Often
   5 Very Often

2. How often does your job require you to work *very hard*?
   1 Rarely
   2 Occasionally
   3 Sometimes
   4 Fairly Often
   5 Very Often

3. How often does your job leave you with *little* time to get things done?
   1 Rarely
   2 Occasionally
   3 Sometimes
   4 Fairly Often
   5 Very Often

4. How often is there a *great deal* to be done?
   1 Rarely
   2 Occasionally
   3 Sometimes
   4 Fairly Often
   5 Very Often

5. How often is there a marked increase in the work load?
   1 Rarely
   2 Occasionally
   3 Sometimes
   4 Fairly Often
   5 Very Often

6. How often is there a marked increase in the amount of concentration required on your job?
   1 Rarely
   2 Occasionally
   3 Sometimes
   4 Fairly Often
   5 Very Often

FORM NUMBER: 09, FORM REVISION: 02, page 2

7. How often is there a marked increase in *how fast* you have to think?
   1 Rarely
   2 Occasionally
   3 Sometimes
   4 Fairly Often
   5 Very Often

8. How often does your job let you use the skills and knowledge you learned in school?
   1 Rarely
   2 Occasionally
   3 Sometimes
   4 Fairly Often
   5 Very Often

9. How often are you given a change to do the things you do the best?
   1 Rarely
   2 Occasionally
   3 Sometimes
   4 Fairly Often
   5 Very Often

10. How often can you use the skills from your previous experience and training?
   1 Rarely
   2 Occasionally
   3 Sometimes
   4 Fairly Often
   5 Very Often

JOB SATISFACTION

FORM NUMBER: 18, FORM REVISION: 01

STUDY ID:

We would like you to think about the *type of work you do in your job*.

1. Knowing what you know now, if you had to decide all over again whether to take the type of job you now have, what would you decide?
   - 1 I would decide without hesitation to take the same job.
   - 2 I would have some second thoughts.
   - 3 I would decide definitely NOT to take this type of job.

2. If you were free right now to go into any type of job you wanted, what would your choice be?
   - 1 I would take the same job.
   - 2 I would take a different job.
   - 3 I would not want to work.

3. If a friend of yours told you he/she was interested in working in a job like yours, what would you tell him/her?
   - 1 I would strongly recommend it.
   - 2 I would have doubts about recommending it.
   - 3 I would advise against it.

4. All in all, how satisfied would you say you are with your job?
   - 1 I am very satisfied.
   - 2 I am somewhat satisfied.
   - 3 I am not too satisfied.
   - 4 I am not at all satisfied.

PROBLEMS AT WORK

FORM NUMBER: 20, FORM REVISION: 01

STUDY ID:

People deal with day to day problems at work in many ways. When faced with problems at work, how often do you do each of the following: Please enter a response in the space provided at the end of each statement.

1. Make a plan to solve the problems(s) and stick to it.
   - 1 Rarely
   - 2 Occasionally
   - 3 Sometimes
   - 4 Fairly Often
   - 5 Very Often

2. Go on as if nothing happened.
   - 1 Rarely
   - 2 Occasionally
   - 3 Sometimes
   - 4 Fairly Often
   - 5 Very Often

3. Feel responsible for the problem(s).
   - 1 Rarely
   - 2 Occasionally
   - 3 Sometimes
   - 4 Fairly Often
   - 5 Very Often

4. Daydream or wish that you could change the problem(s).
   - 1 Rarely
   - 2 Occasionally
   - 3 Sometimes
   - 4 Fairly Often
   - 5 Very Often

5. Talk to your boss or co-workers about the problems(s).
   - 1 Rarely
   - 2 Occasionally
   - 3 Sometimes
   - 4 Fairly Often
   - 5 Very Often

6. Become more involved in activities outside of work.
   - 1 Rarely
   - 2 Occasionally
   - 3 Sometimes
   - 4 Fairly Often
   - 5 Very Often

WORKLOAD AND RESPONSIBILITY

FORM NUMBER: 10, FORM REVISION: 01

STUDY ID:

The next few items are concerned with various aspects of your work activities. Please indicate how much of each aspect you have on your job by writing a number in the box provided.

1. How much slowdown in the work load do you experience?
   1 Hardly Any
   2 A Little
   3 Some
   4 A Lot
   5 A Great Deal

2. How much time do you have to think and contemplate?
   1 Hardly Any
   2 A Little
   3 Some
   4 A Lot
   5 A Great Deal

3. How much work load do you have?
   1 Hardly Any
   2 A Little
   3 Some
   4 A Lot
   5 A Great Deal

4. What quantity of work do others expect you to do?
   1 Hardly Any
   2 A Little
   3 Some
   4 A Lot
   5 A Great Deal

5. How much time do you have to do all your work?
   1 Hardly Any
   2 A Little
   3 Some
   4 A Lot
   5 A Great Deal

6. How many projects, assignments, or tasks do you have?
   1 Hardly Any
   2 A Little
   3 Some
   4 A Lot
   5 A Great Deal

FORM NUMBER: 10, FORM REVISION: 01, page 2

7. How many lulls between heavy work load periods do you have?
   1 Hardly Any
   2 A Little
   3 Some
   4 A Lot
   5 A Great Deal

8. How much responsibility do you have for the future of others?
   1 Hardly Any
   2 A Little
   3 Some
   4 A Lot
   5 A Great Deal

9. How much responsibility do you have for the job security of others?
   1 Hardly Any
   2 A Little
   3 Some
   4 A Lot
   5 A Great Deal

10. How much responsibility do you have for the morale of others?
   1 Hardly Any
   2 A Little
   3 Some
   4 A Lot
   5 A Great Deal

11. How much responsibility do you have for the welfare and lives of others?
   1 Hardly Any
   2 A Little
   3 Some
   4 A Lot
   5 A Great Deal

YOUR JOB

FORM NUMBER: 04, FORM REVISION: 01

STUDY ID:

How accurate are each of the following statements in describing your job?

1. I feel certain about how much authority I have.
   1 Very Inaccurate
   2 Mostly Inaccurate
   3 Slightly Inaccurate
   4 Uncertain
   5 Slightly Accurate
   6 Mostly Accurate
   7 Very Accurate

2. There are clear, planned goals and objectives for my job.
   1 Very Inaccurate
   2 Mostly Inaccurate
   3 Slightly Inaccurate
   4 Uncertain
   5 Slightly Accurate
   6 Mostly Accurate
   7 Very Accurate

3. I have to do things that should be done differently.
   1 Very Inaccurate
   2 Mostly Inaccurate
   3 Slightly Inaccurate
   4 Uncertain
   5 Slightly Accurate
   6 Mostly Accurate
   7 Very Accurate

4. I know that I have divided my time properly.
   1 Very Inaccurate
   2 Mostly Inaccurate
   3 Slightly Inaccurate
   4 Uncertain
   5 Slightly Accurate
   6 Mostly Accurate
   7 Very Accurate

5. I receive an assignment without the help I need to complete it.
   1 Very Inaccurate
   2 Mostly Inaccurate
   3 Slightly Inaccurate
   4 Uncertain
   5 Slightly Accurate
   6 Mostly Accurate
   7 Very Accurate

FORM NUMBER: 04, FORM REVISION: 01, page 2

6. I know what my responsibilities are.
   1 Very Inaccurate
   2 Mostly Inaccurate
   3 Slightly Inaccurate
   4 Uncertain
   5 Slightly Accurate
   6 Mostly Accurate
   7 Very Accurate

7. I have to bend or break a rule or policy in order to carry out an assignment.
   1 Very Inaccurate
   2 Mostly Inaccurate
   3 Slightly Inaccurate
   4 Uncertain
   5 Slightly Accurate
   6 Mostly Accurate
   7 Very Accurate

8. I work with two or more groups who operate quite differently.
   1 Very Inaccurate
   2 Mostly Inaccurate
   3 Slightly Inaccurate
   4 Uncertain
   5 Slightly Accurate
   6 Mostly Accurate
   7 Very Accurate

9. I know exactly what is expected of me.
   1 Very Inaccurate
   2 Mostly Inaccurate
   3 Slightly Inaccurate
   4 Uncertain
   5 Slightly Accurate
   6 Mostly Accurate
   7 Very Accurate

10. I receive incompatible requests from two or more people.
   1 Very Inaccurate
   2 Mostly Inaccurate
   3 Slightly Inaccurate
   4 Uncertain
   5 Slightly Accurate
   6 Mostly Accurate
   7 Very Accurate

FORM NUMBER: 04, FORM REVISION: 01, page 3

11. I do things that are apt to be accepted by one person and not accepted by others.
    1 Very Inaccurate
    2 Mostly Inaccurate
    3 Slightly Inaccurate
    4 Uncertain
    5 Slightly Accurate
    6 Mostly Accurate
    7 Very Accurate

12. I receive an assignment without adequate resources and materials to execute it.
    1 Very Inaccurate
    2 Mostly Inaccurate
    3 Slightly Inaccurate
    4 Uncertain
    5 Slightly Accurate
    6 Mostly Accurate
    7 Very Accurate

13. Explanation is clear about what has to be done on my job.
    1 Very Inaccurate
    2 Mostly Inaccurate
    3 Slightly Inaccurate
    4 Uncertain
    5 Slightly Accurate
    6 Mostly Accurate
    7 Very Accurate

14. I work on unnecessary things.
    1 Very Inaccurate
    2 Mostly Inaccurate
    3 Slightly Inaccurate
    4 Uncertain
    5 Slightly Accurate
    6 Mostly Accurate
    7 Very Accurate

YOUR JOB FUTURE

FORM NUMBER: 21, FORM REVISION: 01

STUDY ID:

In the future, some jobs will be changing while others will be staying the same. Here are some questions which deal with this topic.

1. How certain are you about what your future career picture looks like?
   - 1 Somewhat Uncertain
   - 2 A Little Uncertain
   - 3 Somewhat Certain
   - 4 Fairly Certain
   - 5 Very Certain

2. How certain are you of the opportunities for promotion and advancement which will exist in the next few years?
   - 1 Somewhat Uncertain
   - 2 A Little Uncertain
   - 3 Somewhat Certain
   - 4 Fairly Certain
   - 5 Very Certain

3. How certain are you about whether your job skills will be of use and value five years from now?
   - 1 Somewhat Uncertain
   - 2 A Little Uncertain
   - 3 Somewhat Certain
   - 4 Fairly Certain
   - 5 Very Certain

4. How certain are you about what your responsibilities will be six months from now?
   - 1 Somewhat Uncertain
   - 2 A Little Uncertain
   - 3 Somewhat Certain
   - 4 Fairly Certain
   - 5 Very Certain

5. If you lost your job, how certain are you that you could support yourself?
   - 1 Somewhat Uncertain
   - 2 A Little Uncertain
   - 3 Somewhat Certain
   - 4 Fairly Certain
   - 5 Very Certain

Appendix G

Rationale for NIOSH-GJSQ

RATIONALE FOR NIOSH GENERIC JOB STRESS QUESTIONNAIRE

The dominant methodology in occupational stress research has been a questionnaire survey approach (generally cross-sectional) involving workers' self-reports of job characteristics and health complaints, the former achieving "stressor" status if co-related with the latter (Murphy and Hurrell, 1987). While this approach is quick and economical (especially in the study of large population groups) and has generated some important findings, it is quite obvious that problems abound. As Jenkins, DeFrank, and Speers, (1984) have noted in their review and evaluation of psychometric methodologies for stress assessment, no single job stress measurement questionnaire currently used has such extensive psychometric support, and is so free from methodological difficulties, that it can be recommended without reservation. A recurring practice has been to use abbreviated and unstandardized scales for measures of variables. Often, these scales are borrowed from earlier studies, but then reduced in size without analysis of the old or new data to determine the effects such abbreviations have on the psychometric properties of the scales. Scales averaging 3 items in length are common in the literature. Investigators who use such short scales often do not cite reliability figures, if they are cited, they are usually internal consistency estimates based upon an approach such as the Spearman-Brown Prophecy Formula, which makes a projection about what the reliability of the scale would be if it were many times longer. Such scales can also be expected to generally have low validity.

Another major problem is that scales are seldom re-used in the exact form that they were first developed (Murphy and Hurrell, 1987); (Jenkins et al, 1984). This along with the use of scales with unknown validity and reliability leads to a problem of unknown degrees of non-comparability and retards the formation of a much needed normative data base against which to compare stress levels in specific occupational groups.

Some questionnaire survey studies of job stress have failed to adequately distinguish between measures of stressors and measures of resulting strain (Kasl, 1978). Others make this distinction but fail to show separately the relationships between stressors, strain, and physical and mental health outcomes. Very few questionnaire studies consider intervening or modifying variables. Even fewer consider sources of stress outside the work environment which may serve to exacerbate or in other ways interact with work related problems (Murphy and Hurrell 1987).

The problems summarized above point to a need for a valid and reliable generic questionnaire instrument (or at least a core set of scales) which could be applied across occupational situations. Tailor-made or selectively modified scales could be added to this generic instrument as the need arises to capture the idiosyncratic factors which make any particular occupation difficult. Such a generic instrument would allow for the accumulation of a psychometric data base which would permit comparisons across occupations. Indeed, there is increasing pressure for such an instrument owing in part to the mounting numbers of stress-related Worker Compensation lawsuits and the concurrent and growing necessity for organizations to document the effectiveness of stress reduction and stressor abatement interventions (Ivancevich, Matteson and Richards, 1985).

Development of such an instrument requires a content analysis of existing job stress literature to identify constructs and measures which cut across occupations. Therefore, independent content analyses and recommendations concerning candidate scale inclusion were solicited from two national recognized experts.

Using these analyses and recommendations and in-house expertise in this area, a generic instrument was developed by NIOSH. A schematic view of the theoretical approach to job stress which guided the final selection of specific constructs included in the questionnaire is presented in Figure 1. This model, developed by NIOSH, builds upon frameworks proposed by Caplan, Cobb, French, Harrison, and Pinneau (1975), Cooper and Marshall (1976), and House (1974). In this scheme, Job Stressors refer to working conditions that may lead to Acute Reactions, or strains in the worker. These short-term strains, in turn, are presumed to have an impact on longer-term indicators of mental and physical health. Three other components are included in the model: Individual Factors, Non-work Factors, and Buffer Factors. These categories encompass a variety of personal and situational factors that seem to lead to differences in the way individuals exposed to the same job stressors perceived and/or react to the situation.

Following the selection of constructs for inclusion in the questionnaire, empirical measures were chosen. The choice of particular scales (measures) was guided by the following criteria:

1. Preference should be given to multi-item scales for which evidence exists regarding acceptable reliability and validity.

2. Items or scales should be used which do not explicitly confound the description of stressors and their consequences.

3. Given lack of confounding and acceptable psychometric properties, scales should be chosen which have been used most extensively in prior research, thereby providing norms for comparison.

4. Given that no sound measures of an important construct exist, multi-item scales should be constructed.

Table 1 provides a list of the constructs and the measure ultimately included in the questionnaire while Table 2 summarizes the bases on which the measures were chosen.

Table 1 - Constructs and Measures Included in NIOSH Generic Job Stress Questionnaire

Construct	Source of Measure	Number of Items
Job Stressors		
Physical Environment	New Items	10
Role Conflict	Rizzo et al. (1970)	8
Role Ambiguity	Rizzo et al. (1970)	6
Interpersonal Conflict	Rahim (1983)	16
Job Future Ambiguity	Caplan et al. (1975)	4
Job Control	Greenberger (1981) & Ganster (1984)	16
Perceived Employment Opportunities	Ganster (1984)	4
Quantitative Workload	Caplan et al (1975)	11
Variance in Workload	Caplan et al (1975)	3
Responsibility for People	Caplan et al (1975)	4
Utilization of Abilities	Caplan et al (1975)	3
Cognitive Demands	Hurrell et al (1985)	5
Shiftwork	New Items	4
Non-Work Factors		
Non-Work Activities	New Items	7
Individual Factors		
Age		1
Gender		1
Marital Status		1
Number and Ages of Children		4
Job Tenure		1
Job Title		1
Type A Personality	Thurstone (1953)	20
Self-Esteem	Rosenberg (1965)	10

Construct	Source of Measure	Number of Items
Buffer Factors		
Social Support	Caplan et al (1975)	12
Acute Reactions (psychological)		
Job Satisfaction	Caplan et al (1975)	4
Affective Reaction	NIMH CES-Depression Scale	20
Acute Reactions (psychological)		
Domestic Complaints	Ganster (1984)	17
Acute Reactions (behavioral)		
Accidents	New Item	1
Tobacco Use	New Item	1
Recent Sick Leave	New Item	1
Illnesses		
Health Conditions	Cornell Medical Index	24
Work Disability	New Items	5

Table 2 - Criteria for Measure Selection

Measure	Acceptable Psychometric Properties	Absence of Stressor/Strain Confounding	Extensive Use/Norms Available
Role Conflict	Yes	Yes	Yes
Role Ambiguity	Yes	Yes	Yes
Group Conflict	Yes	Yes	Yes
Job Future Ambiguity	Yes	Yes	Yes
Job Control	Yes	Yes	No
Employment Opportunities	Yes	Yes	No
Quantitative Workload	Yes	Yes	Yes
Variance in Workload	Yes	Yes	Yes
Responsibility for People	Yes	Yes	Yes
Utilization of Abilities	Yes	Yes	Yes
Cognitive Demands	Yes	Yes	No
Type A	Yes	Yes	Yes
Self-Esteem	Yes	NA	Yes
Social Support	Yes	NA	Yes
Job Satisfaction	Yes	NA	Yes

Measure	Acceptable Psychometric Properties	Absence of Stressor/Strain Confounding	Extensive Use/Norms Available
Affective Reactions	Yes	NA	Yes
Somatic Complaints	Yes	NA	Yes
Health Conditions	Yes	NA	Yes

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Appendix H

Score Rubric for NIOSH-GJSQ

SCORING KEY FOR NIOSH GENERIC JOB STRESS QUESTIONNAIRE

1. Physical Environment Evaluation: Page 2, Questions 1 to 10.

Compute average of items, reverse score 1, 2, 5, 9, 10.

2. Role Conflict: Pages 2 and 3, Questions 3, 5, 7, 8, 10, 11, 12, 14.

Compute average of items, no reverse scoring.

Alpha = 0.82 (From data from 700 Newfoundland NURSES)

3. Role Ambiguity: Pages 2 and 3, Questions 1, 2, 4, 6, 9, 13.

Compute average of items, reverse score all items.7

Alpha = 0.74 (NURSES)

4. Intragoup Conflict: Page 3, Questions 1 to 8.

Compute average of items, reverse score 1, 5, 7, 8.

Alpha = 0.86 (NURSES)

5. Intergroup Conflict: Pages 3 and 4, Questions 9 to 16.

Compute average of items, reverse score 10, 12, 14.

Alpha = 0.85 (NURSES)

NOTE: Principal Factor and Principal Components Analyses (using oblique rotation) of the NURSES responses to the Conflict Items indicate that there are three factors present:

Intragroup Conflict (Questions 2, 3, 4, 6, and 15)

Alpha = 0.79

Intergroup Conflict (Questions 9, 10, 11, 12, 13, 14, and 16)

Alpha = 0.85

Group Cohesion (Questions 1, 5, 7, and 8)

Alpha = 0.81

6. Job Future Ambiguity: Page 4, Questions 1 to 4.

Compute average of items, reverse score all items.

Alpha = 0.65 (NURSES)

7. Perceived Control: Pages 5 and 6, Questions 1 to 16.

Compute average of items, no reverse scoring.

Alpha = 0.90 (NURSES)

NOTE: Principal Factor Analysis (oblique rotation) with Screen test indicates the presence of four factors:

Task Control (Questions 1, 3, 4, 5, 6, 15, and 16)

Alpha = 0.85

Decision Control (Questions 8, 10, 11, and 13)

Alpha = 0.74

Physical Environment Control (Questions 7 and 14)

Alpha = 0.79

Resource Control (Questions 2 and 12)

Alpha = 0.82

8. Lack of Alternative Opportunities: Page 6, Questions 1 to 3.

Compute average of items, no reverse scoring.

Alpha = 0.80

9. Social Support from Supervisor: Pages 6 and 7, Questions 1A, 2A, 3A, 4A.

Compute average of items, no reverse scoring.

Alpha = 0.88 (0.87 from NIOSH study of 6000 postal workers)

10. Social Support from Co-workers: Pages 6 and 7, Questions 1B, 2B, 3B, 4B.

Compute average of items, no reverse scoring.

Alpha = 0.84 (0.85 Postal Workers)

11. Social Support from Family/Friends: Pages 6 and 7, Questions 1C, 2C, 3C, 4C.

Compute average of items, no reverse scoring.

Alpha = 0.85 (0.76 Postal Workers)

12. Quantitative Workload: Page 7, Questions 1 to 4, Page 8, Questions 1 to 7.

Compute average of items, reverse score Page 8, Questions 1, 2, 5, 7.

Alpha = 0.85 (NURSES)

13. Variance in Workload: Page 7 and top of Page 8, Questions 5 to 7.

Compute average of items, no reverse scoring.

Alpha = 0.86 (NURSES)

NOTE: Principal Factors and Principal Components Analyses (using oblique rotation) of responses to all workload items by Nurses indicated slightly different factors:

Quantitative Workload (Page 8, Questions 1, 2, 3, 4, 5, 7).

Alpha = 0.75

Variance in Workload (Page 7 and top of Page 8, Questions 1 to 7)

Alpha = 0.90

14. Responsibility for People: Bottom page 8, Questions 8 to 11.

Compute average of items, no reverse scoring.

Alpha = 0.62 (NURSES)

15. Skill Underutilization: Top Page 8, Questions 8 to 10.

Compute average of items, reverse score all items.

Alpha = 0.73 (NURSES)

16. Mental Demands: Page 9, Questions 1 to 5.

Compute average of items, reverse score 1, 2, 3.

Alpha = 0.75 (0.71 Postal Workers)

17. Non-Work Activities: Page 9, Questions 1 to 7.

Compute sum of items, scoring "yes" as 1 and "no" as 0.

Alpha = 0.

18. Type A Personality: Bottom Pages 14 and 15, Questions 1 to 20.

Computer average of items reverse score Questions 3, 6, 8, 9, 11, 12, 14, 15, 16, 18.

Alpha = 0.85 (Postal Workers)

19. Self-Esteem: Bottom of Page 9 and top of Page 10, Questions 1 to 10.

Compute average of items, reverse score Questions 2, 3, 6, 7, 9.

Alpha = 0.85 (NURSES)

20. Somatic Complaints: Page 10, Questions 1 to 17.

Compute average of items, no reverse scoring.

Alpha = 0.87 (NURSES)

21. Job Satisfaction: Top page 14, Questions 1 to 4.

Compute average of items reverse score all items.

Alpha = 0.83 (NURSES)

Appendix I

Demographic & Student Developed Questionnaire

Table 18 contains the student developed demographic, overall satisfaction and practice transition stress questions and possible responses to the question.

Table 18

Demographic	Responses
Gender	Female Male Choose not to answer
Age in years on last birthday	10-year Range Categories
Number of years of RN practice	5-year Range Categories
Number of years of APRN practice	0-2, 3-5 and then 5-year Range Categories
Number of years employed at VASTLHCS	0-2, 3-5 and then 5-year Range Categories
Employment status	Full – time 72-80 hours pp Part-time 40-70 hours pp Part-time < 40 hours pp
List current certification	List
APRN education level	MSN DNP
APRN role	NP CNS
Other educational Degrees	List with other
Area of practice	List with other
List states that you hold a license as APRN	Drop Down Box
Any previous experience as FPA APRN?	Yes No If Yes How long (5-year Range Categories)
Rate level of overall job satisfaction	0-10 point scale *(0=No satisfaction 10 Highest)*
In the spring of 2017, rate level of anxiety regarding change from scope of to FPA.	5-Point Likert Scale (*5=Very Much So; 4=Moderately so; 3=Somewhat; 2=Slightly; and 1=Not at all*)
At this moment, rate level of anxiety about changing from scope of practice to FPA.	5-Point Likert Scale (*5=Very Much So; 4=Moderately so; 3=Somewhat; 2=Slightly; and 1=Not at all*)

Demographic	Responses
Rate of level of stress you feel about FPA transition.	0-10 point scale *(0=No stress, 10 Extremely likely*
Select emotion you feel about transition to FPA	List (Select all that apply)
What is biggest concern about transition to FPA?	Free Text

Appendix J

Local Union Notification

Department of Veterans Affairs | **Memorandum**

Date: February 6, 2018

From: Patricia E. Hendrickson RN MSN FACHE CPHQ
Associate Director Patient Care Services/Nurse Executive

Subj: UMSL DNP Student Survey

To: Diane Cline, President AFGE Local 96

1. This memorandum is provided you with the opportunity on behalf of AFGE Local 96 to review University of Missouri St Louis Doctor of Nursing Practice student survey of Advance Practice Registered Nurses (APRNs) at the VASTLHCS.

2. The student has been approved to conduct DNP Capstone Project at VASTLHCS by the Medical Center Director. The student's project is to gain a baseline understanding of APRN Job Satisfaction and Job Stress and the relationship between satisfaction and stress. It is anticipated that the survey will take 25 minutes to complete. The survey is voluntary, and the participant may choose to terminate their participation in the survey at any time for any reason. The responses are completely confidential and are no participant identifiable information (such as name, email address or IP address) is collected. A $10 incentive will be provided to the survey participants.

3. I have attached the copy of the UMSL DNP Student Survey.

I would appreciate a reply no later than February 15, 2018. You may contact me at patricia.hendrickson2@va.gov or 314-289-7097 for any question

Patricia E Hendrickson RN MSN FACHE CPHQ

Theresa M. Stearns

Receipt by AFGE

02.12.18

Date

Appendix K

APRN Survey

SURVEY INSTRUCTION

Thank you for accepting the invitation to participate in this project. This survey is part of University of Missouri St Louis student, Patty Hendrickson, Doctor of Nursing Practice Capstone Project.

The purpose of this project is to explore the relationship between job stress and job satisfaction for Advance Practice Registered Nurses (APRNs) working at VA St. Louis Health Care System (VASTLHCS) in the roles of Clinical Nurse Specialist or Nurse Practitioners.

The survey has three sets of questions on 1) job satisfaction, 2) job stress and 3) demographics. The results of this study will be used to improve the work environment. You will have the opportunity to see the results of the survey when it is presented to the VASTLHCS APRN Council.

Informed Consent

Welcome!

I am interested in understanding APRN Job Satisfaction and Job Stress. You will be presented with information relevant to APRN Job Satisfaction and Job Stress and asked to answer some questions about it. Please be assured that your responses will be kept completely confidential. No personally identifiable information such as name, email address or IP address will be collected.

The study should take you around 25 minutes to complete, and you will receive $10 gift certificate to the VA Canteen/Coffee Shop, or a $10 donation will be made your choice of St Patrick's Center or the VASTLHCS Voluntary Services for your participation.

Your participation in this capstone project survey is voluntary. You have the right to withdraw at any point during the project for any reason and without any prejudice. If you would like to contact the DNP Student in the project to discuss this survey, please e-mail Patty Hendrickson at patricia.hendrickson2@va.gov. You may also ask questions or state your concerns regarding your rights as project participant to the Office of Research at (314) 516-5899 or ora@umsl.edu.

There are no known risks associated with this project. The benefit to you from this project may be that results will be used to improve APRN work environment.

By clicking the button below, you acknowledge that your participation in the study is voluntary, you are 18 years of age, and that you are aware that you may choose to terminate your participation in the project at any time and for any reason.

Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device.

- ◯ I consent, begin the study
- ◯ I do not consent, I do not wish to participate

The following is a list of items known to have varying levels of satisfaction among APRNs. There may be items that do not pertain to you, however, please answer it if you can to assess your satisfaction with the item based on VHA policy (i.e., if you needed it, it would be there).

How *SATISFIED* are you in your CURRENT job as an APRN with respects to the following factors?

	Very Dissatisfied	Dissatisfied	Minimally Dissatisfied	Minimally Satisfied	Satisfied	Very Satisfied
Vacation/Leave Policy	○	○	○	○	○	○
Benefits Package	○	○	○	○	○	○
Retirement Plan	○	○	○	○	○	○
Time allotted for answering messages	○	○	○	○	○	○
Time allotted for reviewing alerts, lab and other test results	○	○	○	○	○	○
Your immediate supervisor	○	○	○	○	○	○
Percentage of time spent in direct patient care	○	○	○	○	○	○
Time allocation for seeing patient(s)	○	○	○	○	○	○
Amount of administrative support	○	○	○	○	○	○
Quality of assistive personnel	○	○	○	○	○	○
Patient scheduling policies and practices	○	○	○	○	○	○
Patient Mix	○	○	○	○	○	○
Sense of accomplishment	○	○	○	○	○	○
Social contact at work	○	○	○	○	○	○
Status in the community	○	○	○	○	○	○
Social contact with your colleagues after work	○	○	○	○	○	○
Professional interactions with other disciplines	○	○	○	○	○	○
Support for continuing education (time & $$)	○	○	○	○	○	○
Opportunity for professional growth	○	○	○	○	○	○
Time off to serve on professional committees	○	○	○	○	○	○
Amount of involvement or opportunity for research	○	○	○	○	○	○
Opportunity to expand your scope of practice	○	○	○	○	○	○

	Very Dissatisfied	Dissatisfied	Minimally Dissatisfied	Minimally Satisfied	Satisfied	Very Satisfied
Interaction with other APRNs including faculty.	○	○	○	○	○	○
Consideration is given to your opinion and suggestion for a change in the work setting or office practice.	○	○	○	○	○	○
Input into organizational policy.	○	○	○	○	○	○
Freedom to question decisions and practices.	○	○	○	○	○	○
Expanding skill level or procedures within your scope of practice.	○	○	○	○	○	○
Ability to deliver quality care.	○	○	○	○	○	○
Opportunity to expand your scope of practice and time to advance your education.	○	○	○	○	○	○
Recognition of your work from supervisor(s).	○	○	○	○	○	○
Recognition for your work from peers.	○	○	○	○	○	○
Level of autonomy.	○	○	○	○	○	○
Performance evaluation process and policy.	○	○	○	○	○	○
Reward distribution.	○	○	○	○	○	○
A sense of value for what you do.	○	○	○	○	○	○
Challenge in work.	○	○	○	○	○	○
Opportunity to develop and implement ideas.	○	○	○	○	○	○
A process used for conflict resolution.	○	○	○	○	○	○
Amount of consideration given to your personal needs.	○	○	○	○	○	○
Flexibility in practice protocol(s).	○	○	○	○	○	○
Monetary bonuses that are available in addition to your salary.	○	○	○	○	○	○
Opportunity to receive compensation for services performed outside your normal duties.	○	○	○	○	○	○
Respect for your opinion	○	○	○	○	○	○
Acceptance and attitude of physician(s) outside your practice (such as specialist you refer patients to).	○	○	○	○	○	○

On a scale from 0 to 10, how would you rate your overall job satisfaction?
10 being the highest level of job satisfaction.

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

lock 3

Please indicate your level of agreement with the following statements about your workgroup.

Your workgroup is those individuals who you routinely interact with to carry out your duties and function as a team.

There is harmony within my workgroup.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

There is lots of bickering over who should do what job.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

There is a difference of opinion among the members of my work-group.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

There is dissension in my work-group.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

There is support for each others ideas.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

There are clashes between subgroups within my work-group.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

There is friendliness among the members of my work-group.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

There is "we" feeling among members of my work-group.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

There are disputes between my work-group and other work-groups or services.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

There is agreement between my work-group and other work-groups or services.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

Other groups withhold information necessary for the attainment of our work-group tasks.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

The relationship between my work-group and other groups is harmonious for attaining the overall organizational goal.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

There is a lack of mutual assistance between my work-group and other work-groups or services.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

There is cooperation between my work-group and other work-groups or services.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

There are personality clashes between my work-group and other work-groups or services.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

Other work-groups create problems for my work-group.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

Please provide examples of workgroup issues.

lock 4

The next four questions ask you to evaluate your feelings about your job in relation to other jobs you might be able to get.

How easy would it be for you to find a suitable job with another employer?

Very Easy	Quite Easy	Fairly Easy	Not Quite so Easy	Not at all Easy
○	○	○	○	○

How easy would it be for you to find a job *as good as the one you now* have with another employer?

Very Easy	Quite Easy	Fairly Easy	Not Quite so Easy	Not at all Easy
○	○	○	○	○

How easy would it be to find *the number of available jobs,* with all types of employers, for a person with your qualifications?

Very Easy	Quite Easy	Fairly Easy	Not Quite so Easy	Not at all Easy
○	○	○	○	○

How likely is it that you would have to move out of your local area to find a suitable job with another employer?

Very Likely	Quite Likely	Fairly Likely	Not Quite so Likely	Not at all Likely
○	○	○	○	○

Now I would like you to indicate how often certain things happen at your job.

How often does your job require you to work *very fast*?

Rarely | Occasionally | Sometimes | Fairly Often | Very Often

How often does your job require you to work *very hard*?

Rarely | Occasionally | Sometimes | Fairly Often | Very Often

How often does your job leave you with *little* time to get things done?

Rarely | Occasionally | Sometimes | Fairly Often | Very Often

How often is there a *great deal* to be done?

Rarely | Occasionally | Sometimes | Fairly Often | Very Often

How often is there a marked increase in workload?

Rarely | Occasionally | Sometimes | Fairly Often | Very Often

How often is there a marked increase in the amount of concentration required for your job?

Rarely | Occasionally | Sometimes | Fairly Often | Very Often

How often is there a marked increase in *how fast* you have to think?

Rarely | Occasionally | Sometimes | Fairly Often | Very Often

How often does your job let you use the skills and knowledge you learned in school?

Rarely | Occasionally | Sometimes | Fairly Often | Very Often

How often are you given a chance to do the things you do the best?

Rarely	Occasionally	Sometimes	Fairly Often	Very Often
○	○	○	○	○

How often can you use the skills from your previous experiences and training?

Rarely	Occasionally	Sometimes	Fairly Often	Very Often
○	○	○	○	○

ock 7

I would like you to think about the *type of work you do in your job*.

Knowing what you know now, if you had to decide all over again whether to take the type of job you have now, what would you decide?

- ○ I would decide without hesitation to take the same job.
- ○ I would have some second thoughts.
- ○ I would decide definitely NOT to take this type of job.

If you were free right now to go into any type of job you wanted, what would your choice be?

- ○ I would take the same job.
- ○ I would take a different job.
- ○ I would not want to work.

If a friend of yours told you he/she was interested in working in a job like yours, what would you tell him/her?

- ○ I would strongly recommend it.
- ○ I would have doubts about recommending it.
- ○ I would advise against it.

All in all, how satisfied would you say you are with your job?

- ○ I am very satisfied.
- ○ I am somewhat satisfied.
- ○ I am not too satisfied.
- ○ I am not at all satisfied.

People deal with day to day problems at work in different ways. When faced with problems at work, how often do you do each of the following?

Make a plan to solve the problem(s) and stick to it?

Rarely ○ Occasionally ○ Sometimes ○ Fairly Often ○ Often ○

Go on as if nothing happened.

Rarely ○ Occasionally ○ Sometimes ○ Fairly Often ○ Often ○

Feel responsible for the problem.

Rarely ○ Occasionally ○ Sometimes ○ Fairly Often ○ Often ○

Daydream or wish that you could change the problem(s).

Rarely ○ Occasionally ○ Sometimes ○ Fairly Often ○ Often ○

Talk to your boss or co-worker about the problem(s).

Rarely ○ Occasionally ○ Sometimes ○ Fairly Often ○ Often ○

Become more involved in activities outside of work.

Rarely ○ Occasionally ○ Sometimes ○ Fairly Often ○ Often ○

The next few items are concerned with aspects of activities in your job. Please indicate how much of each aspect you have in your job.

How much slow down in the workload do you experience?

Hardly Any | A Little | Some | A Lot | A Great Deal

How much time do you have to think and contemplate?

Hardly Any | A Little | Some | A Lot | A Great Deal

How much workload do you have?

Hardly Any | A Little | Some | A Lot | A Great Deal

What quantity of work do others expect of you to *do*?

Hardly Any | A Little | Some | A Lot | A Great Deal

How much time do you have to do all your work?

Hardly Any | A Little | Some | A Lot | A Great Deal

How many projects, assignment, or task do you have to do?

Hardly Any | A Little | Some | A Lot | A Great Deal

How many lulls (downtime) between heavy workload period do you have?

Hardly Any | A Little | Some | A Lot | A Great Deal

How many responsibilities do you have for the job security of others?

Hardly Any | A Little | Some | A Lot | A Great Deal

How much responsibility do you have for the morale of others?

Hardly Any	A Little	Some	A Lot	A Great Deal
○	○	○	○	○

How much responsibility do you have for the welfare and lives of others?

Hardly Any	A Little	Some	A Lot	A Great Deal
○	○	○	○	○

Block 10

How accurate are each of the following statements in describing your job?

I feel certain about how much authority I have.

Very Inaccurate	Mostly Inaccurate	Slightly Inaccurately	Uncertain	Slightly Accurately	Mostly Accurate	Very Accurate
○	○	○	○	○	○	○

There are clear, planned goals and objective for my job.

Very Inaccurate	Mostly Inaccurate	Slightly Inaccurately	Uncertain	Slightly Accurately	Mostly Accurate	Very Accurate
○	○	○	○	○	○	○

I have to do things that should be done differently.

Very Inaccurate	Mostly Inaccurate	Slightly Inaccurately	Uncertain	Slightly Accurately	Mostly Accurate	Very Accurate
○	○	○	○	○	○	○

I know that I have divided my time properly.

Very Inaccurate	Mostly Inaccurate	Slightly Inaccurately	Uncertain	Slightly Accurately	Mostly Accurate	Very Accurate
○	○	○	○	○	○	○

I receive an assignment without the help I need to complete it.

Very Inaccurate	Mostly Inaccurate	Slightly Inaccurately	Uncertain	Slightly Accurately	Mostly Accurate	Very Accurate
○	○	○	○	○	○	○

I know what my responsibilities are.

Very Inaccurate | Mostly Inaccurate | Slightly Inaccurately | Uncertain | Slightly Accurately | Mostly Accurate | Very Accurate

I have to bend or break a rule or policy in order to carry out an assignment.

Very Inaccurate | Mostly Inaccurate | Slightly Inaccurately | Uncertain | Slightly Accurately | Mostly Accurate | Very Accurate

I work with two or more groups who operate quite differently.

Very Inaccurate | Mostly Inaccurate | Slightly Inaccurately | Uncertain | Slightly Accurately | Mostly Accurate | Very Accurate

I know exactly what is expected of me.

Very Inaccurate | Mostly Inaccurate | Slightly Inaccurately | Uncertain | Slightly Accurately | Mostly Accurate | Very Accurate

I receive incompatible requests from two or more people.

Very Inaccurate | Mostly Inaccurate | Slightly Inaccurately | Uncertain | Slightly Accurately | Mostly Accurate | Very Accurate

I do things that are apt to be accepted by one person and not accepted by others.

Very Inaccurate | Mostly Inaccurate | Slightly Inaccurately | Uncertain | Slightly Accurately | Mostly Accurate | Very Accurate

I received an assignment without adequate resources and material to execute it.

Very Inaccurate | Mostly Inaccurate | Slightly Inaccurately | Uncertain | Slightly Accurately | Mostly Accurate | Very Accurate

Explanation is clear about what has to be one in my job.

Very Inaccurate | Mostly Inaccurate | Slightly Inaccurately | Uncertain | Slightly Accurately | Mostly Accurate | Very Accurate

I work on unnecessary things.

Very Inaccurate | Mostly Inaccurate | Slightly Inaccurately | Uncertain | Slightly Accurately | Mostly Accurate | Very Accurate

What are examples of unnecessary things?

lock 11

In the future, some jobs will be changing while others will be staying the same.

How certain are you about what your future career picture looks like?

Somewhat Uncertain	A Little Uncertain	Somewhat Certain	Fairly Certain	Very Certain
○	○	○	○	○

How certain are you of opportunities for promotion and advance which will exist in a few years?

Somewhat Uncertain	A Little Uncertain	Somewhat Certain	Fairly Certain	Very Certain
○	○	○	○	○

How certain are you about whether your job skills will be of use and value in five years from now?

Somewhat Uncertain	A Little Uncertain	Somewhat Certain	Fairly Certain	Very Certain
○	○	○	○	○

How certain are you about what your responsibilities will be six months from now?

Somewhat Uncertain	A Little Uncertain	Somewhat Certain	Fairly Certain	Very Certain
○	○	○	○	○

If you lost your job, how certain are you that you could support yourself?

Somewhat Uncertain	A Little Uncertain	Somewhat Certain	Fairly Certain	Very Certain
○	○	○	○	○

In a Final Rule published on January 13, 2017, the Secretary of the VA granted Full Practice Authority for APRNs (CNS, NP, and CNM) who work in the VHA facilities. The next few questions are about this transition.

Thinking back to the Spring of 2017, rate the level of stress you had regarding the change from a scope of practice (dependent) to full practice authority (independent).

Not at all	Slightly	Somewhat	Moderately so	Very much so
○	○	○	○	○

At this moment, rate the level of stress you had regarding the change from a scope of practice (dependent) to full practice authority (independent).

Not at all	Slightly	Somewhat	Moderately so	Very much so
○	○	○	○	○

Select the emotions you feel when you think about the transition from dependent APRN practice to independent APRN practice. (CHECK all that apply)

☐ Excitement	☐ Opportunity	☐ Fear	☐ Frustrated	☐ Anger
☐ New Challenge	☐ Worry	☐ Strength	☐ Feeling of inadequacy	☐ Insecurity
☐ Stressful	☐ Proud	☐ More Professional	☐ Ambiance	☐ Wonder
☐ Anxious	☐ Loss	☐ Overwhelmed	☐ Uncertainty	☐ It's About Time

On a scale from 0-10, with *10 being the highest level of stress*, how would your rate the level of stress you feel about the FPA transition?

No Stress — Extremely likely

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

With the transition to FPA, what concerns you the most?

This is the last section of the Survey. I would like to know about you and your APRN practice.

What is your age in years on your last birthday?

- ○ 20-29
- ○ 30-39
- ○ 40-49
- ○ 50-59
- ○ 60-69
- ○ 70 & older

What is your gender?

- ○ Female
- ○ Male
- ○ Prefer not to respond

How many years have you been a nurse (RN)?

- ○ 0-5 years
- ○ 6-10 years
- ○ 11-15 years
- ○ 16-20 years
- ○ 21-25 years
- ○ More than 25 years

How many years have you been an APRN?

- ○ 0-2 years
- ○ 3-5 years
- ○ 6-10 years
- ○ 11-15 years
- ○ 16-20 years
- ○ 21-25 years
- ○ More than 25 years

How many years have you worked at VA St Louis Health Care System?

- ○ 0-2 years
- ○ 3-5 years
- ○ 6-10 years
- ○ 11-15 years
- ○ 16-20 years
- ○ More than 20 years

Are you a full-time or part-time employee?

- ○ Full-time 72-80 hours per pay period
- ○ Part-time 40-71 hours per pay period
- ○ Part-time < 40 hours per pay period

Please select the APRN certification(s) you currently have.

- ☐ Acute Care NP
- ☐ Acute Care CNS - Adult - Gerontology
- ☐ Acute Care NP Certified - Adult -Gerontology
- ☐ Adult NP
- ☐ Adult Psychiatric and Mental Health NP
- ☐ Adult-Gerontology Primary Care NP
- ☐ Adult-Gerontology Acute Care NP
- ☐ Adult-Gerontology CNS
- ☐ CNS in Adult Health
- ☐ CNS in Adult Psychiatric and Mental Health
- ☐ CNS in Child and Adolescent Mental Health
- ☐ CNS in Gerontology
- ☐ CNS in Home Health Nursing
- ☐ CNS in Pediatrics
- ☐ CNS in Public/Community Health
- ☐ Certified Pediatric NP - Acute Care
- ☐ Certified Pediatric NP - Primary Care
- ☐ Emergency Nurse Practitioner
- ☐ Family Nurse Practitioner
- ☐ Gerontological NP
- ☐ Pediatric Primary Care NP
- ☐ Psychiatric-Mental Health NP
- ☐ Pediatric Primary Care Mental Health Specialist
- ☐ Women's Health Care NP
- ☐ School NP
- ☐ Other

What is your current APRN education level?

- ○ Master of Science in Nursing
- ○ Doctor of Nursing Practice

What other educational degrees do you hold?

- ○ PhD
- ○ MBA
- ○ MHA
- ○ Other
- ○ None

What is your current APRN role?

- ○ Nurse Practitioner
- ○ Clinical Nurse Specialist

What is your current area of practice?

- ○ Inpatient - John Cochran Campus
- ○ Inpatient - Jefferson Barracks
- ○ Community Living Center
- ○ Outpatient - Primary Care (includes Geri-PACT, SCI-PACT, PC-PACT H-PACT)
- ○ Outpatient - Home Based Primary Care/Community
- ○ Outpatient - Medicine or Medical Specialty
- ○ Outpatient - Surgery or Surgical Specialty
- ○ Outpatient - Emergency Department/Urgent Care
- ○ Outpatient - Mental Health or Mental Health Specialty
- ○ Inpatient and Outpatient
- ○ Other

List the States that you hold an APRN license in.

- ☐ State 1
- ☐ State 2
- ☐ State 3

Do you have any previous experience as full practice authority APRN?

- ◯ Yes
- ◯ No

How many years of experience do you have as FPA APRN?

- ◯ 0-5 years
- ◯ 6-10 years
- ◯ 11-15 years
- ◯ 16-20 years
- ◯ More than 20 years

Appendix L

Informed Consent

SURVEY INSTRUCTION

Thank you for accepting the invitation to participate in this project. This survey is part of University of Missouri St Louis student, Patty Hendrickson, Doctor of Nursing Practice Capstone Project.

The purpose of this project is to explore the relationship between job stress and job satisfaction for APRN working at VA St. Louis Health Care System (VASTLHCS) in the roles of Clinical Nurse Specialist or Nurse Practitioners.

The survey has three sets of questions on 1) job satisfaction, 2) job stress and 3) demographics. The results of this study will be used to improve the work environment. Results of the survey will be presented to the VASTLHCS APRN Council.

Informed Consent

Welcome!

I am interested in understanding APRN Job Satisfaction and Job Stress. You will be presented with information relevant to APRN Job Satisfaction and Job Stress and asked to answer some questions about it. Please be assured that your responses will be kept completely confidential. No personally identifiable information such as name, email address or IP address will be collected.

The study should take you around 25 minutes to complete, and you will receive $10 gift certificate to the VA Canteen/Coffee Shop, or a $10 donation will be made your choice of St Patrick's Center or the VASTLHCS Voluntary Services for your participation.

Your participation in this capstone project survey is voluntary. You have the right to withdraw at any point during the project for any reason and without any prejudice. If you would like to contact the DNP Student in the project to discuss this survey, please e-mail Patty Hendrickson at patricia.hendrickson2@va.gov. You may also ask questions or state your concerns regarding your rights as project participant to the Office of Research at (314) 516-5899 or ora@umsl.edu.

There are no known risks associated with this project. The benefit to you from this project may be that results will be used to improve APRN work environment.

By clicking the button below, you acknowledge that your participation in the study is voluntary, you are 18 years of age, and that you are aware that you may choose to terminate your participation in the project at any time and for any reason.

Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device.

- ○ I consent, begin the study
- ○ I do not consent, I do not wish to participate

Appendix M

Summary Statistics for MNPJSS Questions

Table 19 provides a summary of Mean (M), standard deviation (SD), Standard Error of the Mean (SE_M), skewness and kurtosis for each MNPJSS question.

Table 19

Summary Statistics Table for MNPJSS Questions

Question	*M*	*SD*	*n*	SE_M	Skewness	Kurtosis
Vacation Leave Policy	5.52	0.51	33	0.09	-0.06	-2.00
Benefits Package	5.30	0.81	33	0.14	-2.03	6.41
Retirement Plan	5.25	0.62	32	0.11	-0.20	-0.58
Time allotted for answering messages	4.36	1.03	33	0.18	-0.95	0.43
Time allotted for reviewing alerts, lab, and other test results	4.24	1.30	33	0.23	-1.07	0.53
Your immediate supervisor	5.45	0.75	33	0.13	-1.40	1.73
Percentage of time spent in direct patient care	4.97	0.68	33	0.12	0.04	-0.80
Time allocation for seeing patients	4.88	0.96	33	0.17	-1.48	2.74
Amount of administrative support	3.76	1.73	33	0.30	-0.24	-1.32
Quality of assistive personnel	4.21	1.24	33	0.22	-0.90	0.88
Patient scheduling policies and practices	4.03	1.26	33	0.22	-0.25	-1.11
Patient Mix	5.09	0.58	33	0.10	0.01	-0.00
Sense of accomplishment	5.12	0.99	33	0.17	-1.41	1.86
Social contact at work	4.56	1.34	32	0.24	-1.35	1.20
Status in the community	4.34	1.47	32	0.26	-1.04	0.28
Social contact with your colleagues after work	4.68	1.33	31	0.24	-1.57	1.98
Professional interactions with other disciplines	4.79	1.14	33	0.20	-0.99	0.30
Support for continuing education time	2.94	1.60	33	0.28	0.24	-1.33
Opportunity for professional growth	3.85	1.37	33	0.24	-0.46	-0.76
Time off to serve on professional committees	3.78	1.31	32	0.23	-0.02	-0.83
Amount of involvement or opportunity or research	3.78	1.41	32	0.25	-0.31	-0.78

Question	*M*	*SD*	*n*	SE_M	Skewness	Kurtosis
Opportunity to expand your scope of practice	4.24	1.25	33	0.22	-0.86	0.02
Interaction with other APRNs including faculty	4.36	1.25	33	0.22	-0.92	0.20
Consideration is given to your opinion and suggestion for a change in the work setting or office practice	4.30	1.33	33	0.23	-1.05	0.45
Performance evaluation process and policy	4.03	1.49	33	0.26	-0.69	-0.52
Reward distribution	3	1.72	32	0.30	0.23	-1.38
A sense of value for what you do	4.76	1.17	33	0.20	-1.29	1.94
Challenge in work	5.09	0.80	33	0.14	-0.53	-0.30
Opportunity to develop and implement ideas	4.44	1.27	32	0.22	-1.35	1.49
A process used for conflict resolution	3.87	1.59	31	0.28	-0.60	-0.87
Amount of consideration given to your personal needs	4.61	1.25	33	0.22	-1.17	1.01
Flexibility in practice protocols	4.55	1.15	33	0.20	-0.93	0.09
Monetary bonuses that are available in addition to your salary	2.30	1.55	33	0.27	0.91	-0.44
Opportunity to receive compensation for services performed outside your normal duties	3.09	1.65	33	0.29	0.32	-0.87
Respect for your opinion	4.58	1.32	33	0.23	-1.15	1.05
Acceptance and attitude of physicians outside your practice such as specialist you refer patients to	4.64	1.25	33	0.22	-0.96	0.71

Appendix N

Summary Statistics for NIOSH Questions

Table 20 provides a summary of Mean (M), standard deviation (SD), Standard Error of the Mean (SE_M), skewness and kurtosis for each NIOSH-GJSQ question.

Table 20

Summary Statistics Table for NIOSH-GJSQ Questions

Question	*M*	*SD*	*n*	SE_M	Skewness	Kurtosis
Conflict at Work						
There is harmony within my workgroup.	3.67	1.27	33	0.22	-0.48	-1.15
There is lots of bickering over who should do what job.+	3.15	1.46	33	0.25	-0.08	-1.44
There is a difference of opinion among the members of my workgroup.	3.09	1.33	33	0.23	-0.33	-1.12
There is dissension in my workgroup.+	3.27	1.36	32	0.24	0.10	-1.18
There is support for each other's ideas.	4.15	0.71	33	0.12	-0.22	-0.97
There are clashes between subgroups within my work group.+	3.16	1.22	32	0.22	0.24	-0.90
There is friendliness among the members of my workgroup.	4.09	0.95	33	0.16	-0.85	-0.13
There is we feeling among members of my workgroup.	3.88	1.11	33	0.19	-0.87	-0.08
There are disputes between my workgroup and other work groups or services.+	3.27	1.31	30	0.24	0.06	-1.23
There is agreement between my workgroup and other work groups or services.	3.67	1.05	33	0.18	-0.78	0.52
Other groups withhold information necessary for the attainment of our workgroup tasks.+	3.55	1.20	33	0.21	-0.16	-1.11
The relationship between my workgroup and other groups is harmonious for attaining the overall organizational goal.	3.55	1.30	33	0.23	-0.23	-1.39

Question	*M*	*SD*	*n*	SE_M	Skewness	Kurtosis
There is a lack of mutual assistance between my work group and other work groups or services.+	3.18	1.40	33	0.24	0.02	-1.28
There is cooperation between my work group and other work groups or services.	3.68	1.08	31	0.19	-0.47	-0.39
There are personality clashes between my work group and other work groups or services.+	3.41	1.24	32	0.22	0.01	-1.26
Other work groups create problems for my work group.+	3.53	1.19	32	0.21	-0.08	-1.08
Employment Opportunity						
How easy would it be for you to find a suitable job with another employer?	2.21	1.27	33	0.22	0.71	-0.61
How easy would it be for you to find a job as good as the one you now have with another employer.	3.27	1.21	33	0.21	-0.32	-0.82
How easy would it be to find the number of available jobs with all types of employers for a person with your qualifications.	2.24	1.17	33	0.20	0.58	-0.73
How likely is it that you would have to move out of your local area to find a suitable job with another employer?	3.85	1.15	33	0.20	-0.33	-1.38
Job Requirements						
How often does your job require you to work very fast?	3.73	0.98	33	0.17	-0.45	0.13
How often does your job require you to work very hard?	4.15	0.83	33	0.15	-0.61	-0.42
How often does your job leave you with little time to get things done?	3.39	1.32	33	0.23	-0.34	-0.85
How often is there a great deal to be done?	4.19	1.06	32	0.19	-1.20	0.83
How often is there a marked increase in workload?	3.82	0.92	33	0.16	-0.13	-0.98
How often is there a marked increase in the amount of concentration required for your job?	4.16	0.81	32	0.14	-0.29	-1.36

Question	*M*	*SD*	*n*	SE_M	Skewness	Kurtosis
How often is there a marked increase in how fast you have to think?	3.79	0.99	33	0.17	-0.73	0.36
How often does your job let you use the skills and knowledge you learned in school?	4.42	0.79	33	0.14	-1.28	1.04
How often are you given a chance to do the things you do the best?	4	0.94	33	0.16	-0.93	0.20
How often can you use the skills from your previous experiences and training?	4.27	0.76	33	0.13	-0.49	-1.08
Job Satisfaction						
Knowing what you know now if you had to decide all over again whether to take the type of job you have now what would you decide?+	2.64	0.55	33	0.10	-1.13	0.27
If you were free right now to go into any type of job you wanted what would your choice be?+	2.61	0.50	33	0.09	-0.43	-1.81
If a friend of yours told you he she was interested in working in a job like yours what would you tell him her?+	2.55	0.56	33	0.10	-0.71	-0.56
All in all, how satisfied would you say you are with your job?+	3.39	0.75	33	0.13	-1.23	1.44
Problems at Work						
Make a plan to solve the problems and stick to it.	4.12	0.78	33	0.14	-0.61	0.01
Go on as if nothing happened.+	4	1.20	33	0.21	-0.99	0.15
Feel responsible for the problem.	3.03	1.26	33	0.22	-0.06	-0.83
Daydream or wish that you could change the problems.+	3.94	1.06	33	0.18	-0.36	-1.26
Talk to your boss or coworker about the problem.	3.45	1.25	33	0.22	-0.43	-0.72
Become more involved in activities outside of work.	3	1.15	33	0.20	-0.13	-0.64
Workload and Responsibilities						
How much slowdown in the workload do you experience?	2.06	1.00	33	0.17	0.45	-0.93
How much time do you have to think and contemplate?	2.55	0.90	33	0.16	-0.01	-0.75
How much workload do you have?	4.21	0.78	33	0.14	-0.38	-1.22

Question	*M*	*SD*	*n*	SE_M	Skewness	Kurtosis
What quantity of work do others expect of you to do?	4.18	0.73	33	0.13	-0.28	-1.03
How much time do you have to do all your work?	3.10	0.75	31	0.13	-0.15	1.53
How many projects assignment or task do you have to do?	3.82	0.95	33	0.17	-0.74	0.70
How many lulls downtime between heavy workload period do you have?	1.84	0.77	32	0.14	0.27	-1.21
How many responsibilities do you have for the job security of others?	2.64	1.41	33	0.25	0.12	-1.36
How much responsibility do you have for the morale of others?	3.52	1.00	33	0.17	-0.23	-0.26
Your Job						
I feel certain about how much authority I have.	5	1.75	33	0.30	-0.78	-0.52
There are clear planned goals and objective for my job.	5.50	1.39	32	0.25	-1.39	2.01
I have to do things that should be done differently.+	4.09	1.57	33	0.27	0.09	-0.64
I know that I have divided my time properly.	5.64	1.03	33	0.18	-1.52	3.17
I receive an assignment without the help I need to complete it.+	4.12	1.95	32	0.34	0.22	-1.34
I know what my responsibilities are.	6.24	0.79	33	0.14	-0.83	0.24
I have to bend or break a rule or policy in order to carry out an assignment.+	5.69	1.47	32	0.26	-1.31	1.41
I work with two or more groups who operate quite differently.+	3.45	2.18	33	0.38	0.52	-1.14
I know exactly what is expected of me.	5.79	1.22	33	0.21	-1.27	1.54
I receive incompatible requests from two or more people.+	4.50	1.95	32	0.34	-0.17	-1.32
I do things that are apt to be accepted by one person and not accepted by others.+	4.33	1.92	30	0.35	0.05	-1.42
I received an assignment without adequate resources and material to execute it.	3.39	1.87	33	0.33	0.31	-0.86
Explanation is clear about what has to be one in my job.	5.75	1.11	32	0.20	-0.65	-0.37

Question	*M*	*SD*	*n*	SE_M	Skewness	Kurtosis
I work on unnecessary things.+	5.15	1.75	33	0.31	-0.38	-1.34
Your Job Future						
How certain are you about what your future career picture looks like?	3.70	1.07	33	0.19	-0.60	-0.32
How certain are you of opportunities for promotion and advance which will exist in a few years?	2.45	1.30	33	0.23	0.58	-0.80
How certain are you about whether your job skills will be of use and value in five years from now?	4.30	0.92	33	0.16	-1.86	3.98
How certain are you about what your responsibilities will be six months from now?	3.76	1.15	33	0.20	-0.53	-0.67
If you lost your job how certain are you that you could support yourself?	3.58	1.44	33	0.25	-0.57	-1.06

Note. '+' denotes reverse scored item

Appendix O

Linear Regression Results

The single linear regression models for predicting Overall Job Satisfaction, MNPJSS Job Satisfaction and NIOSH-GJSQ Job Satisfaction followed by Practice Transition Stress prediction of variables.

Overall Job Satisfaction

The results of the linear regression model Interpractice Partnership & Collegiality and Overall Job Satisfaction were significant, $F(1,31) = 37.37$, $p < .001$, $R^2 = 0.55$, indicating that approximately 55% of the variance in Overall Job Satisfaction is explainable by Interpractice Partnership & Collegiality. Interpractice Partnership & Collegiality significantly predicted Overall Job Satisfaction, $B = 0.10$, $t(31) = 6.11$, $p < .001$. This indicates that on average, a one-unit increase of Interpractice Partnership & Collegiality will increase the value of Overall Job Satisfaction by 0.10 units. Table 21 summarizes the results of the regression model.

Table 21

Results for Linear Regression with Interpractice Partnership & Collegiality predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	2.06	0.91	[0.20, 3.92]	0.00	2.26	.031
Interpractice Partnership & Collegiality	0.10	0.02	[0.07, 0.13]	0.74	6.11	< .001

Note. Results: $F(1,31) = 37.37$, $p < .001$, $R^2 = 0.55$
Unstandardized Regression Equation: Overall Job Satisfaction = 2.06 + 0.10*Interpractice Partnership & Collegiality

The results of the linear regression model Challenge & Autonomy and Overall Job Satisfaction were significant, $F(1,31) = 76.80$, $p < .001$, $R^2 = 0.71$, indicating that approximately 71% of the variance in Overall Job Satisfaction is explainable by Challenge & Autonomy. Challenge & Autonomy significantly predicted Overall Job

Satisfaction, $B = 0.19$, $t(31) = 8.76$, $p < .001$. This indicates that on average, a one-unit increase of Challenge & Autonomy will increase the value of Overall Job Satisfaction by 0.19 units. Table 22 summarizes the results of the regression model.

Table 22

Results for Linear Regression with Challenge & Autonomy predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	-1.21	1.01	[-3.26, 0.84]	0.00	-1.20	.239
Challenge & Autonomy	0.19	0.02	[0.14, 0.23]	0.84	8.76	< .001

Note. Results: $F(1,31) = 76.80$, $p < .001$, $R^2 = 0.71$
Unstandardized Regression Equation: Overall Job Satisfaction = -1.21 + 0.19*Challenge & Autonomy

The results of the linear regression model Professional, Social & Community Interaction and Overall Job Satisfaction were significant, $F(1,31) = 22.70$, $p < .001$, $R^2 = 0.42$, indicating that approximately 42% of the variance in Overall Job Satisfaction is explainable by Professional, Social & Community Interaction. Professional, Social & Community Interaction significantly predicted Overall Job Satisfaction, $B = 0.15$, $t(31) = 4.76$, $p < .001$. This indicates that on average, a one-unit increase of Professional, Social & Community Interaction will increase the value of Overall Job Satisfaction by 0.15 units. Table 23 summarizes the results of the regression model.

Table 23

Results for Linear Regression with Professional, Social & Community Interaction predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	2.27	1.12	[-0.02, 4.55]	0.00	2.02	.052
Professional, Social & Community Interaction	0.15	0.03	[0.08, 0.21]	0.65	4.76	< .001

Note. Results: $F(1,31) = 22.70$, $p < .001$, $R^2 = 0.42$
Unstandardized Regression Equation: Overall Job Satisfaction = 2.27 + 0.15*Professional, Social & Community Interaction

The results of the linear regression model Professional Growth and Overall Job Satisfaction were significant, $F(1,31) = 19.83$, $p < .001$, $R^2 = 0.39$, indicating that approximately 39% of the variance in Overall Job Satisfaction is explainable by

Professional Growth. Professional Growth significantly predicted Overall Job Satisfaction, $B = 0.20$, $t(31) = 4.45$, $p < .001$. This indicates that on average, a one-unit increase of Professional Growth will increase the value of Overall Job Satisfaction by 0.20 units. Table 24 summarizes the results of the regression model.

Table 24

Results for Linear Regression with Professional Growth predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	3.89	0.84	[2.17, 5.61]	0.00	4.62	< .001
Professional Growth	0.20	0.04	[0.11, 0.29]	0.62	4.45	< .001

Note. Results: $F(1,31) = 19.83$, $p < .001$, $R^2 = 0.39$
Unstandardized Regression Equation: Overall Job Satisfaction = 3.89 + 0.20*Professional Growth

The results of the linear regression model Time and Overall Job Satisfaction were significant, $F(1,31) = 31.48$, $p < .001$, $R^2 = 0.50$, indicating that approximately 50% of the variance in Overall Job Satisfaction is explainable by Time. Time significantly predicted Overall Job Satisfaction, $B = 0.38$, $t(31) = 5.61$, $p < .001$. This indicates that on average, a one-unit increase of Time will increase the value of Overall Job Satisfaction by 0.38 units. Table 25 summarizes the results of the regression model.

Table 25

Results for Linear Regression with Time predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	0.84	1.20	[-1.62, 3.29]	0.00	0.70	.492
Time	0.38	0.07	[0.24, 0.52]	0.71	5.61	< .001

Note. Results: $F(1,31) = 31.48$, $p < .001$, $R^2 = 0.50$
Unstandardized Regression Equation: Overall Job Satisfaction = 0.84 + 0.38*Time

The results of the linear regression model Benefits and Overall Job Satisfaction were significant, $F(1,31) = 30.29$, $p < .001$, $R^2 = 0.49$, indicating that approximately 49% of the variance in Overall Job Satisfaction is explainable by Benefits. Benefits significantly predicted Overall Job Satisfaction, $B = 0.74$, $t(31) = 5.50$, $p < .001$. This indicates that on average, a one-unit increase of Benefits will increase the value of

Overall Job Satisfaction by 0.74 units. Table 26 summarizes the results of the regression model.

Table 26

Results for Linear Regression with Benefits predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	-4.30	2.15	[-8.69, 0.08]	0.00	-2.00	.054
Benefits	0.74	0.13	[0.47, 1.01]	0.70	5.50	< .001

Note. Results: $F(1,31) = 30.29$, $p < .001$, $R^2 = 0.49$
Unstandardized Regression Equation: Overall Job Satisfaction = -4.30 + 0.74*Benefits

The results of the linear regression model Work Conflict and Overall Job Satisfaction were significant, $F(1,31) = 24.98$, $p < .001$, $R^2 = 0.45$, indicating that approximately 45% of the variance in Overall Job Satisfaction is explainable by Work Conflict. Work Conflict significantly predicted Overall Job Satisfaction, $B = 0.10$, $t(31) = 5.00$, $p < .001$. This indicates that on average, a one-unit increase of Work Conflict will increase the value of Overall Job Satisfaction by 0.10 units. Table 27 summarizes the results of the regression model.

Table 27

Results for Linear Regression with Work Conflict predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.64	1.19	[-0.79, 4.07]	0.00	1.38	.179
Work Conflict	0.10	0.02	[0.06, 0.15]	0.67	5.00	< .001

Note. Results: $F(1,31) = 24.98$, $p < .001$, $R^2 = 0.45$
Unstandardized Regression Equation: Overall Job Satisfaction = 1.64 + 0.10*Work Conflict

The results of the linear regression model Role Conflict and Overall Job Satisfaction were significant were significant, $F(1,31) = 15.25$, $p < .001$, $R^2 = 0.33$, indicating that approximately 33% of the variance in Overall Job Satisfaction is explainable by Role Conflict. Role Conflict significantly predicted Overall Job Satisfaction, $B = 2.03$, $t(31) = 3.91$, $p < .001$. This indicates that on average, a one-unit increase of Role Conflict will increase the value of Overall Job Satisfaction by 2.03 units. Table 28 summarizes the results of the regression model.

Table 28

Results for Linear Regression with Role Conflict predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	0.91	1.70	[-2.55, 4.38]	0.00	0.54	.596
Role Conflict	2.03	0.52	[0.97, 3.09]	0.57	3.91	< .001

Note. Results: $F(1,31) = 15.25$, $p < .001$, $R^2 = 0.33$
Unstandardized Regression Equation: Overall Job Satisfaction = 0.91 + 2.03*Role Conflict

The results of the linear regression model Role Ambiguity and Overall Job Satisfaction were significant were significant, $F(1,31) = 22.22$, $p < .001$, $R^2 = 0.42$, indicating that approximately 42% of the variance in Overall Job Satisfaction is explainable by Role Ambiguity. Role Ambiguity significantly predicted Overall Job Satisfaction, $B = 1.18$, $t(31) = 4.71$, $p < .001$. This indicates that on average, a one-unit increase of Role Ambiguity will increase the value of Overall Job Satisfaction by 1.18 units. Table 29 summarizes the results of the regression model.

Table 29

Results for Linear Regression with Role Ambiguity predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	3.56	0.87	[1.79, 5.33]	0.00	4.11	< .001
Role Ambiguity	1.18	0.25	[0.67, 1.69]	0.65	4.71	< .001

Note. Results: $F(1,31) = 22.22$, $p < .001$, $R^2 = 0.42$
Unstandardized Regression Equation: Overall Job Satisfaction = 3.56 + 1.18*Role Ambiguity

The results of the linear regression model Intragroup Conflict and Overall Job Satisfaction were significant, $F(1,31) = 25.28$, $p < .001$, $R^2 = 0.45$, indicating that approximately 45% of the variance in Overall Job Satisfaction is explainable by Intragroup Conflict. Intragroup Conflict significantly predicted Overall Job Satisfaction, $B = 1.83$, $t(31) = 5.03$, $p < .001$. This indicates that on average, a one-unit increase of Intragroup Conflict will increase the value of Overall Job Satisfaction by 1.83 units. Table 30 summarizes the results of the regression model.

Table 30

Results for Linear Regression with Intragroup Conflict predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	0.92	1.32	[-1.79, 3.62]	0.00	0.69	.494
Intragroup Conflict	1.83	0.36	[1.09, 2.57]	0.67	5.03	< .001

Note. Results: $F(1,31) = 25.28$, $p < .001$, $R^2 = 0.45$
Unstandardized Regression Equation: Overall Job satisfaction = 0.92 + 1.83*Intragroup Conflict

The results of the linear regression model Intergroup Conflict and Overall Job Satisfaction were significant were significant, $F(1,31) = 15.83$, $p < .001$, $R^2 = 0.34$, indicating that approximately 34% of the variance in Overall Job Satisfaction is explainable by Intergroup Conflict. Intergroup Conflict significantly predicted Overall Job Satisfaction, $B = 1.15$, $t(31) = 3.98$, $p < .001$. This indicates that on average, a one-unit increase of Intergroup Conflict will increase the value of Overall Job Satisfaction by 1.15 units. Table 32 summarizes the results of the regression model.

Table 32

Results for Linear Regression with Intergroup Conflict predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	3.48	1.04	[1.36, 5.59]	0.00	3.35	.002
Intergroup Conflict	1.15	0.29	[0.56, 1.73]	0.58	3.98	< .001

Note. Results: $F(1,31) = 15.83$, $p < .001$, $R^2 = 0.34$
Unstandardized Regression Equation: Overall Job Satisfaction = 3.48 + 1.15*Intergroup Conflict

The results of the linear regression model Group Cohesion and Overall Job Satisfaction were significant, $F(1,31) = 22.65$, $p < .001$, $R^2 = 0.42$, indicating that approximately 42% of the variance in Overall Job Satisfaction is explainable by Group Cohesion. Group Cohesion significantly predicted Overall Job Satisfaction, $B = 1.49$, $t(31) = 4.76$, $p < .001$. This indicates that on average, a one-unit increase of Group Cohesion will increase the value of Overall Job Satisfaction by 1.49 units. Table 33 summarizes the results of the regression model.

Table 33

Results for Linear Regression with Group Cohesion predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.57	1.26	[-1.00, 4.15]	0.00	1.24	.223
Group Cohesion	1.49	0.31	[0.85, 2.13]	0.65	4.76	< .001

Note. Results: $F(1,31) = 22.65$, $p < .001$, $R^2 = 0.42$
Unstandardized Regression Equation: Overall Job Satisfaction = 1.57 + 1.49*Group Cohesion

The results of the linear regression model Job Requirements and Overall Job Satisfaction were not significant, $F(1,31) = 1.36$, $p = .253$, $R^2 = 0.04$, indicating Job Requirements did not explain a significant proportion of variation in Overall Job Satisfaction. Since the overall model was not significant, the individual predictors were not examined further. Table 34 summarizes the results of the regression model.

Table 34

Results for Linear Regression with Job Requirements predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	9.92	2.15	[5.55, 14.30]	0.00	4.63	< .001
Job Requirements	-0.06	0.05	[-0.17, 0.05]	-0.20	-1.17	.253

Note. Results: $F(1,31) = 1.36$, $p = .253$, $R^2 = 0.04$
Unstandardized Regression Equation: Overall Job Satisfaction = 9.92 - 0.06*Job Requirements

The results of the linear regression model Quantitative Workload and Overall Job Satisfaction were significant, $F(1,31) = 7.97$, $p = .008$, $R^2 = 0.20$, indicating that approximately 20% of the variance in Overall Job Satisfaction is explainable by Quantitative Workload. Quantitative Workload significantly predicted Overall Job Satisfaction, $B = -0.93$, $t(31) = -2.82$, $p = .008$. This indicates that on average, a one-unit increase of Quantitative Workload will decrease the value of Overall Job Satisfaction by 0.93 units. Table 35 summarizes the results of the regression model.

Table 35

Results for Linear Regression with Quantitative Workload predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	11.01	1.30	[8.37, 13.65]	0.00	8.50	< .001
Quantitative Workload	-0.93	0.33	[-1.60, -0.26]	-0.45	-2.82	.008

Note. Results: $F(1,31) = 7.97$, $p = .008$, $R^2 = 0.20$
Unstandardized Regression Equation: Overall Job Satisfaction = 11.01 - 0.93*Quantitative Workload

The results of the linear regression model Variation in Workload and Overall Job Satisfaction were not significant, $F(1,31) = 1.77$, $p = .193$, $R^2 = 0.05$, indicating Variation in Workload did not explain a significant proportion of variation in Overall Job Satisfaction. Since the overall model was not significant, the individual predictors were not examined further. Table 36 summarizes the results of the regression model.

Table 36

Results for Linear Regression with Variation in Workload predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	9.52	1.59	[6.28, 12.76]	0.00	5.99	< .001
Variation in Workload	-0.53	0.40	[-1.35, 0.28]	-0.23	-1.33	.193

Note. Results: $F(1,31) = 1.77$, $p = .193$, $R^2 = 0.05$
Unstandardized Regression Equation: Overall Job Satisfaction = 9.52 - 0.53*Variation in Workload

The results of the linear regression model were Skills Utilization and Overall Job Satisfaction significant, $F(1,31) = 9.44$, $p = .004$, $R^2 = 0.23$, indicating that approximately 23% of the variance in Overall Job Satisfaction is explainable by Skills Utilization. Skills Utilization significantly predicted Overall Job Satisfaction, $B = 1.37$, $t(31) = 3.07$, $p = .004$. This indicates that on average, a one-unit increase of Skills Utilization will increase the value of Overall Job Satisfaction by 1.37 units. Table 37 summarizes the results of the regression model.

Table 37

Results for Linear Regression with Skills Utilization predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.66	1.91	[-2.23, 5.56]	0.00	0.87	.390
Skills Utilization	1.37	0.45	[0.46, 2.28]	0.48	3.07	.004

Note. Results: $F(1,31) = 9.44$, $p = .004$, $R^2 = 0.23$
Unstandardized Regression Equation: Overall Job Satisfaction = 1.66 + 1.37*Skills Utilization

The results of the linear regression model Quantity of Work and Overall Job Satisfaction were not significant, $F(1,31) = 1.61$, $p = .213$, $R^2 = 0.05$, indicating Quantity of Work did not explain a significant proportion of variation in Overall Job Satisfaction. Since the overall model was not significant, the individual predictors were not examined further. Table 38 summarizes the results of the regression model.

Table 38

Results for Linear Regression with Quantity of Work predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	10.03	2.06	[5.84, 14.23]	0.00	4.88	< .001
Quantity of Work	-0.63	0.50	[-1.65, 0.38]	-0.22	-1.27	.213

Note. Results: $F(1,31) = 1.61$, $p = .213$, $R^2 = 0.05$
Unstandardized Regression Equation: Overall Job Satisfaction = 10.03 - 0.63*Quantity of Work

The results of the linear regression model Perceived Control and Overall Job Satisfaction were significant, $F(1,31) = 12.42$, $p = .001$, $R^2 = 0.29$, indicating that approximately 29% of the variance in Overall Job Satisfaction is explainable by Perceived Control. Perceived Control significantly predicted Overall Job Satisfaction, $B = 1.18$, $t(31) = 3.52$, $p = .001$. This indicates that on average, a one-unit increase of Perceived Control will increase the value of Overall Job Satisfaction by 1.18 units. Table 39 summarizes the results of the regression model.

Table 39

Results for Linear Regression with Perceived Control predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.72	1.65	[-1.65, 5.09]	0.00	1.04	.305
Perceived Control	1.18	0.34	[0.50, 1.87]	0.53	3.52	.001

Note. Results: $F(1,31) = 12.42$, $p = .001$, $R^2 = 0.29$
Unstandardized Regression Equation: Overall Job Satisfaction = 1.72 + 1.18*Perceived Control

The results of the linear regression model Task Control and Overall Job Satisfaction were significant, $F(1,31) = 16.27$, $p < .001$, $R^2 = 0.34$, indicating that approximately 34% of the variance in Overall Job Satisfaction is explainable by Task

Control. Task Control significantly predicted Overall Job Satisfaction, $B = 1.07$, $t(31) = 4.03$, $p < .001$. This indicates that on average, a one-unit increase of Task Control will increase the value of Overall Job Satisfaction by 1.07 units. Table 40 summarizes the results of the regression model.

Table 40

Results for Linear Regression with Task Control predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	2.10	1.36	[-0.66, 4.87]	0.00	1.55	.131
Task Control	1.07	0.26	[0.53, 1.60]	0.59	4.03	< .001

Note. Results: $F(1,31) = 16.27$, $p < .001$, $R^2 = 0.34$
Unstandardized Regression Equation: Overall Job Satisfaction = 2.10 + 1.07*Task Control

The results of the linear regression model Decision Control and Overall Job Satisfaction were significant, $F(1,31) = 5.66$, $p = .024$, $R^2 = 0.15$, indicating that approximately 15% of the variance in Overall Job Satisfaction is explainable by Decision Control. Decision Control significantly predicted Overall Job Satisfaction, $B = 0.49$, $t(31) = 2.38$, $p = .024$. This indicates that on average, a one-unit increase of Decision Control will increase the value of Overall Job Satisfaction by 0.49 units. Table 41 summarizes the results of the regression model.

Table 41

Results for Linear Regression with Decision Control predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	5.28	0.97	[3.30, 7.25]	0.00	5.45	< .001
Decision Control	0.49	0.21	[0.07, 0.91]	0.39	2.38	.024

Note. Results: $F(1,31) = 5.66$, $p = .024$, $R^2 = 0.15$
Unstandardized Regression Equation: Overall Job Satisfaction = 5.28 + 0.49*Decision Control

The results of the linear regression model Percent Positive Emotions and Overall Job Satisfaction were significant, $F(1,31) = 9.51$, $p = .004$, $R^2 = 0.23$, indicating that approximately 23% of the variance in Overall Job Satisfaction is explainable by Percent Positive Emotions. Percent Positive Emotions significantly predicted Overall Job

Satisfaction, $B = 2.59$, $t(31) = 3.08$, $p = .004$. This indicates that on average, a one-unit increase of Percent Positive Emotions will increase the value of Overall job satisfaction by 2.59 units. Table 42 summarizes the results of the regression model.

Table 42

Results for Linear Regression with Percent Positive Emotions predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	5.85	0.60	[4.62, 7.07]	0.00	9.72	< .001
Percent Positive Emotions	2.59	0.84	[0.88, 4.30]	0.48	3.08	.004

Note. Results: $F(1,31) = 9.51$, $p = .004$, $R^2 = 0.23$
Unstandardized Regression Equation: Overall Job Satisfaction = 5.85 + 2.59*Percent Positive Emotions

MNPJSS Job Satisfaction

The results of the linear regression model Interpractice Partnership & Collegiality and MNPJSS Job Satisfaction were significant, $F(1,31) = 638.89$, $p < .001$, $R^2 = 0.95$, indicating that approximately 95% of the variance in MNPJSS Job Satisfaction is explainable by Interpractice Partnership & Collegiality. Interpractice Partnership & Collegiality significantly predicted MNPJSS Job Satisfaction, $B = 0.06$, $t(31) = 25.28$, $p < .001$. This indicates that on average, a one-unit increase of Interpractice Partnership & Collegiality will increase the value of MNPJSS Job Satisfaction by 0.06 units. Table 43 summarizes the results of the regression model.

Table 43

Results for Linear Regression with Interpractice Partnership & Collegiality predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.10	0.13	[0.83, 1.37]	0.00	8.36	< .001
Interpractice Partnership & Collegiality	0.06	0.00	[0.05, 0.06]	0.98	25.28	< .001

Note. Results: $F(1,31) = 638.89$, $p < .001$, $R^2 = 0.95$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 1.10 + 0.06*Interpractice Partnership & Collegiality

The results of the linear regression model Challenge & Autonomy and MNPJSS Job Satisfaction were significant, $F(1,31) = 225.91$, $p < .001$, $R^2 = 0.88$, indicating that

approximately 88% of the variance in MNPJSS Job Satisfaction is explainable by Challenge & Autonomy. Challenge & Autonomy significantly predicted MNPJSS Job Satisfaction, $B = 0.09$, $t(31) = 15.03$, $p < .001$. This indicates that on average, a one-unit increase of Challenge & Autonomy will increase the value of MNPJSS Job Satisfaction by 0.09 units. Table 44 summarizes the results of the regression model.

Table 44

Results for Linear Regression with Challenge & Autonomy predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	-0.03	0.29	[-0.63, 0.57]	0.00	-0.09	.931
Challenge & Autonomy	0.09	0.01	[0.08, 0.11]	0.94	15.03	< .001

Note. Results: $F(1,31) = 225.91$, $p < .001$, $R^2 = 0.88$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = -0.03 + 0.09*Challenge & Autonomy

The results of the linear regression model Professional, Social & Community Interaction and MNPJSS Job Satisfaction were significant, $F(1,31) = 147.62$, $p < .001$, $R^2 = 0.83$, indicating that approximately 83% of the variance in MNPJSS Job Satisfaction is explainable by Professional, Social & Community Interaction. Professional, Social & Community Interaction significantly predicted MNPJSS Job Satisfaction, $B = 0.09$, $t(31) = 12.15$, $p < .001$. This indicates that on average, a one-unit increase of Professional, Social & Community Interaction will increase the value of MNPJSS Job Satisfaction by 0.09 units. Table 45 summarizes the results of the regression model.

Table 45

Results for Linear Regression with Professional, Social & Community Interaction predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.04	0.28	[0.48, 1.61]	0.00	3.76	< .001
Professional, Social & Community Interaction	0.09	0.01	[0.08, 0.11]	0.91	12.15	< .001

Note. Results: $F(1,31) = 147.62$, $p < .001$, $R^2 = 0.83$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 1.04 + 0.09*Professional, Social & Community Interaction

The results of the linear regression model Professional Growth and MNPJSS Job Satisfaction were significant, $F(1,31) = 152.83$, $p < .001$, $R^2 = 0.83$, indicating that approximately 83% of the variance in MNPJSS Job Satisfaction is explainable by Professional Growth. Professional Growth significantly predicted MNPJSS Job Satisfaction, $B = 0.13$, $t(31) = 12.36$, $p < .001$. This indicates that on average, a one-unit increase of Professional Growth will increase the value of MNPJSS Job Satisfaction by 0.13 units. Table 46 summarizes the results of the regression model.

Table 46

Results for Linear Regression with Professional Growth predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.97	0.20	[1.56, 2.38]	0.00	9.85	< .001
Professional Growth	0.13	0.01	[0.11, 0.15]	0.91	12.36	< .001

Note. Results: $F(1,31) = 152.83$, $p < .001$, $R^2 = 0.83$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 1.97 + 0.13*Professional Growth

The results of the linear regression model Time and MNPJSS Job Satisfaction were significant, $F(1,31) = 61.41$, $p < .001$, $R^2 = 0.66$, indicating that approximately 66% of the variance in MNPJSS Job Satisfaction is explainable by Time. Time significantly predicted MNPJSS Job Satisfaction, $B = 0.20$, $t(31) = 7.84$, $p < .001$. This indicates that on average, a one-unit increase of Time will increase the value of MNPJSS Job Satisfaction by 0.20 units. Table 47 summarizes the results of the regression model.

Table 47

Results for Linear Regression with Time predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	0.89	0.45	[-0.02, 1.80]	0.00	1.99	.056
Time	0.20	0.03	[0.15, 0.25]	0.82	7.84	< .001

Note. Results: $F(1,31) = 61.41$, $p < .001$, $R^2 = 0.66$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 0.89 + 0.20*Time

The results of the linear regression model Benefits and MNPJSS Job Satisfaction were significant, $F(1,31) = 16.09$, $p < .001$, $R^2 = 0.34$, indicating that approximately 34%

of the variance in MNPJSS Job Satisfaction is explainable by Benefits. Benefits significantly predicted MNPJSS Job Satisfaction, $B = 0.28$, $t(31) = 4.01$, $p < .001$. This indicates that on average, a one-unit increase of Benefits will increase the value of MNPJSS Job Satisfaction by 0.28 units. Table 48 summarizes the results of the regression model.

Table 48

Results for Linear Regression with Benefits predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	-0.10	1.11	[-2.36, 2.17]	0.00	-0.09	.932
Benefits	0.28	0.07	[0.14, 0.42]	0.58	4.01	< .001

Note. Results: $F(1,31) = 16.09$, $p < .001$, $R^2 = 0.34$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = -0.10 + 0.28*Benefits

The results of the linear regression model Work Conflict and MNPJSS Job Satisfaction were significant, $F(1,31) = 54.50$, $p < .001$, $R^2 = 0.64$, indicating that approximately 64% of the variance in MNPJSS Job Satisfaction is explainable by Work Conflict. Work Conflict significantly predicted MNPJSS Job Satisfaction, $B = 0.06$, $t(31) = 7.38$, $p < .001$. This indicates that on average, a one-unit increase of Work Conflict will increase the value of MNPJSS Job Satisfaction by 0.06 units. Table 49 summarizes the results of the regression model.

Table 49

Results for Linear Regression with Work Conflict predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.18	0.44	[0.29, 2.07]	0.00	2.71	.011
Work Conflict	0.06	0.01	[0.04, 0.07]	0.80	7.38	< .001

Note. Results: $F(1,31) = 54.50$, $p < .001$, $R^2 = 0.64$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 1.18 + 0.06*Work Conflict

The results of the linear regression model Role Conflict and MNPJSS Job Satisfaction were significant, $F(1,31) = 37.45$, $p < .001$, $R^2 = 0.55$, indicating that approximately 55% of the variance in MNPJSS Job Satisfaction is explainable by Role Conflict. Role Conflict significantly predicted MNPJSS Job Satisfaction, $B = 1.18$, $t(31)$

= 6.12, $p < .001$. This indicates that on average, a one-unit increase of Role Conflict will increase the value of MNPJSS Job Satisfaction by 1.18 units. Table 50 summarizes the results of the regression model.

Table 50

Results for Linear Regression with Role Conflict predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	0.51	0.63	[-0.77, 1.80]	0.00	0.81	.422
Role Conflict	1.18	0.19	[0.79, 1.58]	0.74	6.12	< .001

Note. Results: $F(1,31) = 37.45$, $p < .001$, $R^2 = 0.55$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 0.51 + 1.18*Role Conflict

The results of the linear regression model Role Ambiguity and MNPJSS Job Satisfaction were significant, $F(1,31) = 32.75$, $p < .001$, $R^2 = 0.51$, indicating that approximately 51% of the variance in MNPJSS Job Satisfaction is explainable by Role Ambiguity. Role Ambiguity significantly predicted MNPJSS Job Satisfaction, $B = 0.59$, $t(31) = 5.72$, $p < .001$. This indicates that on average, a one-unit increase of Role Ambiguity will increase the value of MNPJSS Job Satisfaction by 0.59 units. Table 51 summarizes the results of the regression model.

Table 51

Results for Linear Regression with Role Ambiguity predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	2.37	0.36	[1.64, 3.10]	0.00	6.63	< .001
Role Ambiguity	0.59	0.10	[0.38, 0.80]	0.72	5.72	< .001

Note. Results: $F(1,31) = 32.75$, $p < .001$, $R^2 = 0.51$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 2.37 + 0.59*Role Ambiguity

The results of the linear regression model Intragroup Conflict and MNPJSS Job Satisfaction were significant, $F(1,31) = 37.71$, $p < .001$, $R^2 = 0.55$, indicating that approximately 55% of the variance in MNPJSS Job Satisfaction is explainable by Intragroup Conflict. Intragroup Conflict significantly predicted MNPJSS Job Satisfaction, $B = 0.91$, $t(31) = 6.14$, $p < .001$. This indicates that on average, a one-unit

increase of Intragroup Conflict will increase the value of MNPJSS Job Satisfaction by 0.91 units. Table 51 summarizes the results of the regression model.

Table 52

Results for Linear Regression with Intragroup Conflict predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.06	0.54	[-0.05, 2.16]	0.00	1.95	.060
Intragroup Conflict	0.91	0.15	[0.61, 1.22]	0.74	6.14	< .001

Note. Results: $F(1,31) = 37.71$, $p < .001$, $R^2 = 0.55$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 1.06 + 0.91*Intragroup Conflict

The results of the linear regression model Intergroup Conflict and MNPJSS Job Satisfaction were significant, $F(1,31) = 37.18$, $p < .001$, $R^2 = 0.55$, indicating that approximately 55% of the variance in MNPJSS Job Satisfaction is explainable by Intergroup Conflict. Intergroup Conflict significantly predicted MNPJSS Job Satisfaction, $B = 0.66$, $t(31) = 6.10$, $p < .001$. This indicates that on average, a one-unit increase of Intergroup Conflict will increase the value of MNPJSS Job Satisfaction by 0.66 units. Table 53 summarizes the results of the regression model.

Table 53

Results for Linear Regression with Intergroup Conflict predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	2.04	0.39	[1.25, 2.83]	0.00	5.25	< .001
Intergroup Conflict	0.66	0.11	[0.44, 0.88]	0.74	6.10	< .001

Note. Results: $F(1,31) = 37.18$, $p < .001$, $R^2 = 0.55$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 2.04 + 0.66*Intergroup Conflict

The results of the linear regression model Group Cohesion and MNPJSS Job Satisfaction were significant, $F(1,31) = 27.42$, $p < .001$, $R^2 = 0.47$, indicating that approximately 47% of the variance in MNPJSS Job Satisfaction is explainable by Group Cohesion. Group Cohesion significantly predicted MNPJSS Job Satisfaction, $B = 0.71$, $t(31) = 5.24$, $p < .001$. This indicates that on average, a one-unit increase of Group

Cohesion will increase the value of MNPJSS Job Satisfaction by 0.71 units. Table 54 summarizes the results of the regression model.

Table 54

Results for Linear Regression with Group Cohesion predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.52	0.55	[0.40, 2.64]	0.00	2.78	.009
Group Cohesion	0.71	0.14	[0.43, 0.99]	0.69	5.24	< .001

Note. Results: $F(1,31) = 27.42$, $p < .001$, $R^2 = 0.47$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 1.52 + 0.71*Group Cohesion

The results of the linear regression model Job Requirements and MNPJSS Job Satisfaction were not significant, $F(1,31) = 3.67$, $p = .065$, $R^2 = 0.11$, indicating Job Requirements did not explain a significant proportion of variation in MNPJSS Job Satisfaction. Since the overall model was not significant, the individual predictors were not examined further. Table 55 summarizes the results of the regression model.

Table 55

Results for Linear Regression with Job Requirements predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	6.09	0.94	[4.18, 8.01]	0.00	6.51	< .001
Job Requirements	-0.04	0.02	[-0.09, 0.00]	-0.33	-1.91	.065

Note. Results: $F(1,31) = 3.67$, $p = .065$, $R^2 = 0.11$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 6.09 - 0.04*Job Requirements

The results of the linear regression model Quantitative Workload and MNPJSS Job Satisfaction were significant, $F(1,31) = 13.49$, $p < .001$, $R^2 = 0.30$, indicating that approximately 30% of the variance in MNPJSS Job Satisfaction is explainable by Quantitative Workload. Quantitative Workload significantly predicted MNPJSS Job Satisfaction, $B = -0.51$, $t(31) = -3.67$, $p < .001$. This indicates that on average, a one-unit increase of Quantitative Workload will decrease the value of MNPJSS Job Satisfaction by 0.51 units. Table 56 summarizes the results of the regression model.

Table 56

Results for Linear Regression with Quantitative Workload predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	6.28	0.55	[5.16, 7.40]	0.00	11.46	< .001
Quantitative Workload	-0.51	0.14	[-0.79, -0.23]	-0.55	-3.67	< .001

Note. Results: $F(1,31) = 13.49$, $p < .001$, $R^2 = 0.30$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 6.28 - 0.51*Quantitative Workload

The results of the linear regression model Variation in Workload and MNPJSS Job Satisfaction were significant, $F(1,31) = 4.45$, $p = .043$, $R^2 = 0.13$, indicating that approximately 13% of the variance in MNPJSS Job Satisfaction is explainable by Variation in Workload. Variation in Workload significantly predicted MNPJSS Job Satisfaction, $B = -0.37$, $t(31) = -2.11$, $p = .043$. This indicates that on average, a one-unit increase of Variation in Workload will decrease the value of MNPJSS Job Satisfaction by 0.37 units. Table 57 summarizes the results of the regression model.

Table 57

Results for Linear Regression with Variation in Workload predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	5.75	0.69	[4.34, 7.16]	0.00	8.32	< .001
Variation in Workload	-0.37	0.17	[-0.72, -0.01]	-0.35	-2.11	.043

Note. Results: $F(1,31) = 4.45$, $p = .043$, $R^2 = 0.13$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 5.75 - 0.37*Variation in Workload

The results of the linear regression model Skills Utilization and MNPJSS Job Satisfaction were significant, $F(1,31) = 7.49$, $p = .010$, $R^2 = 0.19$, indicating that approximately 19% of the variance in MNPJSS Job Satisfaction is explainable by Skills Utilization. Skills Utilization significantly predicted MNPJSS Job Satisfaction, $B = 0.56$, $t(31) = 2.74$, $p = .010$. This indicates that on average, a one-unit increase of Skills Utilization will increase the value of MNPJSS Job Satisfaction by 0.56 units. Table 58 summarizes the results of the regression model.

Table 58

Results for Linear Regression with Skills Utilization predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.93	0.88	[0.13, 3.74]	0.00	2.19	.036
Skills Utilization	0.56	0.21	[0.14, 0.98]	0.44	2.74	.010

Note. Results: $F(1,31) = 7.49$, $p = .010$, $R^2 = 0.19$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 1.93 + 0.56*Skills Utilization

The results of the linear regression model Quantity of Work and MNPJSS Job Satisfaction were significant, $F(1,31) = 4.25$, $p = .048$, $R^2 = 0.12$, indicating that approximately 12% of the variance in MNPJSS Job Satisfaction is explainable by Quantity of Work. Quantity of Work significantly predicted MNPJSS Job Satisfaction, $B = -0.45$, $t(31) = -2.06$, $p = .048$. This indicates that on average, a one-unit increase of Quantity of Work will decrease the value of MNPJSS Job Satisfaction by 0.45 units. Table 59 summarizes the results of the regression model.

Table 59

Results for Linear Regression with Quantity of Work predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	6.14	0.89	[4.32, 7.96]	0.00	6.87	< .001
Quantity of Work	-0.45	0.22	[-0.89, -0.00]	-0.35	-2.06	.048

Note. Results: $F(1,31) = 4.25$, $p = .048$, $R^2 = 0.12$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 6.14 - 0.45*Quantity of Work

The results of the linear regression model Perceived Control and MNPJSS Job Satisfaction were significant, $F(1,31) = 17.82$, $p < .001$, $R^2 = 0.37$, indicating that approximately 37% of the variance in MNPJSS Job Satisfaction is explainable by Perceived Control. Perceived Control significantly predicted MNPJSS Job Satisfaction, $B = 0.60$, $t(31) = 4.22$, $p < .001$. This indicates that on average, a one-unit increase of Perceived Control will increase the value of MNPJSS Job Satisfaction by 0.60 units. Table 60 summarizes the results of the regression model.

Table 60

Results for Linear Regression with Perceived Control predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.40	0.70	[-0.04, 2.83]	0.00	1.98	.056
Perceived Control	0.60	0.14	[0.31, 0.89]	0.60	4.22	< .001

Note. Results: $F(1,31) = 17.82$, $p < .001$, $R^2 = 0.37$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 1.40 + 0.60*Perceived Control

The results of the linear regression model Task Control and MNPJSS Job Satisfaction were significant, $F(1,31) = 26.65$, $p < .001$, $R^2 = 0.46$, indicating that approximately 46% of the variance in MNPJSS Job Satisfaction is explainable by Task Control. Task Control significantly predicted MNPJSS Job Satisfaction, $B = 0.56$, $t(31) = 5.16$, $p < .001$. This indicates that on average, a one-unit increase of Task Control will increase the value of MNPJSS Job Satisfaction by 0.56 units. Table 61 summarizes the results of the regression model.

Table 61

Results for Linear Regression with Task Control predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.52	0.55	[0.39, 2.65]	0.00	2.74	.010
Task Control	0.56	0.11	[0.34, 0.78]	0.68	5.16	< .001

Note. Results: $F(1,31) = 26.65$, $p < .001$, $R^2 = 0.46$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 1.52 + 0.56*Task Control

The results of the linear regression model Decision Control and MNPJSS Job Satisfaction were significant, $F(1,31) = 5.62$, $p = .024$, $R^2 = 0.15$, indicating that approximately 15% of the variance in MNPJSS Job Satisfaction is explainable by Decision Control. Decision Control significantly predicted MNPJSS Job Satisfaction, $B = 0.22$, $t(31) = 2.37$, $p = .024$. This indicates that on average, a one-unit increase of Decision Control will increase the value of MNPJSS Job Satisfaction by 0.22 units. Table 62 summarizes the results of the regression model.

Table 62

Results for Linear Regression with Decision Control predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	3.34	0.44	[2.45, 4.23]	0.00	7.64	< .001
Decision Control	0.22	0.09	[0.03, 0.41]	0.39	2.37	.024

Note. Results: $F(1,31) = 5.62$, $p = .024$, $R^2 = 0.15$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 3.34 + 0.22*Decision Control

The results of the linear regression model Percent Positive Emotions and MNPJSS Job Satisfaction were not significant, $F(1,31) = 3.73$, $p = .063$, $R^2 = 0.11$, indicating Percent Positive Emotions did not explain a significant proportion of variation in MNPJSS Job Satisfaction. Since the overall model was not significant, the individual predictors were not examined further. Table 63 summarizes the results of the regression model.

Table 63

Results for Linear Regression with Percent Positive Emotions predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	3.83	0.29	[3.23, 4.43]	0.00	13.05	< .001
Percent Positive Emotions	0.79	0.41	[-0.04, 1.63]	0.33	1.93	.063

Note. Results: $F(1,31) = 3.73$, $p = .063$, $R^2 = 0.11$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 3.83 + 0.79*Percent Positive Emotions

NIOSH-GJSQ Job Satisfaction

The results of the linear regression model Interpractice Partnership & Collegiality NIOSH-GJSQ Job Satisfaction were significant, $F(1,31) = 14.14$, $p < .001$, $R^2 = 0.31$, indicating that approximately 31% of the variance in NIOSH-GJSQ Job Satisfaction is explainable by Interpractice Partnership & Collegiality. Interpractice Partnership & Collegiality significantly predicted NIOSH-GJSQ Job Satisfaction, $B = 0.02$, $t(31) = 3.76$, $p < .001$. This indicates that on average, a one-unit increase of Interpractice Partnership & Collegiality will increase the value of NIOSH-GJSQ Job Satisfaction by 0.02 units. Table 64 summarizes the results of the regression model.

Table 64

Results for Linear Regression with Interpractice Partnership & Collegiality predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.76	0.28	[1.18, 2.34]	0.00	6.21	< .001
Interpractice Partnership & Collegiality	0.02	0.00	[0.01, 0.03]	0.56	3.76	< .001

Note. Results: $F(1,31) = 14.14$, $p < .001$, $R^2 = 0.31$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 1.76 + 0.02*Interpractice Partnership & Collegiality

The results of the linear regression model Challenge & Autonomy NIOSH-GJSQ Job Satisfaction were significant, $F(1,31) = 21.11$, $p < .001$, $R^2 = 0.41$, indicating that approximately 41% of the variance in NIOSH-GJSQ Job Satisfaction is explainable by Challenge & Autonomy. Challenge & Autonomy significantly predicted NIOSH-GJSQ Job Satisfaction, $B = 0.04$, $t(31) = 4.59$, $p < .001$. This indicates that on average, a one-unit increase of Challenge & Autonomy will increase the value of NIOSH-GJSQ Job Satisfaction by 0.04 units. Table 65 summarizes the results of the regression model.

Table 65

Results for Linear Regression with Challenge & Autonomy predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.14	0.37	[0.40, 1.89]	0.00	3.13	.004
Challenge & Autonomy	0.04	0.01	[0.02, 0.05]	0.64	4.59	< .001

Note. Results: $F(1,31) = 21.11$, $p < .001$, $R^2 = 0.41$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 1.14 + 0.04*Challenge & Autonomy

The results of the linear regression model Professional, Social, & Community Interaction and NIOSH-GJSQ Job Satisfaction were significant, $F(1,31) = 11.17$, $p = .002$, $R^2 = 0.26$, indicating that approximately 26% of the variance in NIOSH-GJSQ Job Satisfaction is explainable by Professional, Social & Community Interaction. Professional, Social & Community Interaction significantly predicted NIOSH-GJSQ Job Satisfaction, $B = 0.03$, $t(31) = 3.34$, $p = .002$. This indicates that on average, a one-unit increase of Professional, Social & Community Interaction will increase the value of

NIOSH-GJSQ Job Satisfaction by 0.03 units. Table 66 summarizes the results of the regression model.

Table 66

Results for Linear Regression with Professional, Social & Community Interaction predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.76	0.32	[1.11, 2.41]	0.00	5.50	< .001
Professional, Social & Community Interaction	0.03	0.01	[0.01, 0.05]	0.51	3.34	.002

Note. Results: $F(1,31) = 11.17$, $p = .002$, $R^2 = 0.26$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 1.76 + 0.03*Professional, Social & Community Interaction

The results of the linear regression model Professional Growth and NIOSH-GJSQ Job Satisfaction were significant, $F(1,31) = 6.62$, $p = .015$, $R^2 = 0.18$, indicating that approximately 18% of the variance in NIOSH-GJSQ Job Satisfaction is explainable by Professional Growth. Professional Growth significantly predicted NIOSH-GJSQ Job Satisfaction, $B = 0.03$, $t(31) = 2.57$, $p = .015$. This indicates that on average, a one-unit increase of Professional Growth will increase the value of NIOSH-GJSQ Job Satisfaction by 0.03 units. Table 67 summarizes the results of the regression model.

Table 67

Results for Linear Regression with Professional Growth predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	2.19	0.25	[1.69, 2.70]	0.00	8.84	< .001
Professional Growth	0.03	0.01	[0.01, 0.06]	0.42	2.57	.015

Note. Results: $F(1,31) = 6.62$, $p = .015$, $R^2 = 0.18$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 2.19 + 0.03*Professional Growth

The results of the linear regression model Time and NIOSH-GJSQ Job Satisfaction were significant, $F(1,31) = 17.40$, $p < .001$, $R^2 = 0.36$, indicating that approximately 36% of the variance in NIOSH-GJSQ Job Satisfaction is explainable by Time. Time significantly predicted NIOSH-GJSQ Job Satisfaction, $B = 0.08$, $t(31) =$

4.17, $p < .001$. This indicates that on average, a one-unit increase of Time will increase the value of NIOSH-GJSQ Job Satisfaction by 0.08 units. Table 68 summarizes the results of the regression model.

Table 68

Results for Linear Regression with Time predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.38	0.35	[0.68, 2.09]	0.00	4.00	< .001
Time	0.08	0.02	[0.04, 0.12]	0.60	4.17	< .001

Note. Results: $F(1,31) = 17.40$, $p < .001$, $R^2 = 0.36$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 1.38 + 0.08*Time

The results of the linear regression model Benefits and NIOSH-GJSQ Job Satisfaction were significant, $F(1,31) = 25.36$, $p < .001$, $R^2 = 0.45$, indicating that approximately 45% of the variance in NIOSH-GJSQ Job Satisfaction is explainable by Benefits. Benefits significantly predicted NIOSH-GJSQ Job Satisfaction, $B = 0.18$, $t(31) = 5.04$, $p < .001$. This indicates that on average, a one-unit increase of Benefits will increase the value of NIOSH-GJSQ Job Satisfaction by 0.18 units. Table 69 summarizes the results of the regression model.

Table 69

Results for Linear Regression with Benefits predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	-0.04	0.57	[-1.20, 1.12]	0.00	-0.07	.943
Benefits	0.18	0.04	[0.11, 0.25]	0.67	5.04	< .001

Note. Results: $F(1,31) = 25.36$, $p < .001$, $R^2 = 0.45$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = -0.04 + 0.18*Benefits

The results of the linear regression model Work Conflict and NIOSH-GJSQ Job Satisfaction were significant, $F(1,31) = 19.29$, $p < .001$, $R^2 = 0.38$, indicating that approximately 38% of the variance in NIOSH-GJSQ Job Satisfaction is explainable by Work Conflict. Work Conflict significantly predicted job satisfaction, $B = 0.02$, $t(31) = 4.39$, $p < .001$. This indicates that on average, a one-unit increase of Work Conflict will

increase the value of NIOSH-GJSQ Job Satisfaction by 0.02 units Table 70 summarizes the results of the regression model.

Table 70

Results for Linear Regression with Work Conflict predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.43	0.32	[0.78, 2.08]	0.00	4.51	<.001
Work Conflict	0.02	0.01	[0.01, 0.04]	0.62	4.39	<.001

Note. Results: $F(1,31) = 19.29$, $p < .001$, $R^2 = 0.38$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 1.43 + 0.02*Work Conflict

The results of the linear regression model Role Conflict and NIOSH-GJSQ Job Satisfaction were significant, $F(1,31) = 8.79$, $p = .006$, $R^2 = 0.22$, indicating that approximately 22% of the variance in job satisfaction is explainable by Role Conflict. Role Conflict significantly predicted NIOSH-GJSQ Job Satisfaction, $B = 0.42$, $t(31) = 2.96$, $p = .006$. This indicates that on average, a one-unit increase of Role Conflict will increase the value of NIOSH-GJSQ Job Satisfaction by 0.42 units. Table 71 summarizes the results of the regression model.

Table 71

Results for Linear Regression with Role Conflict predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.44	0.46	[0.50, 2.39]	0.00	3.11	.004
Role Conflict	0.42	0.14	[0.13, 0.71]	0.47	2.96	.006

Note. Results: $F(1,31) = 8.79$, $p = .006$, $R^2 = 0.22$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 1.44 + 0.42*Role Conflict

The results of the linear regression model Role Ambiguity and NIOSH-GJSQ Job Satisfaction were significant, $F(1,31) = 24.73$, $p < .001$, $R^2 = 0.44$, indicating that approximately 44% of the variance in NIOSH-GJSQ Job Satisfaction is explainable by role ambiguity. Role Ambiguity significantly predicted NIOSH-GJSQ Job Satisfaction, $B = 0.31$, $t(31) = 4.97$, $p < .001$. This indicates that on average, a one-unit increase of

Role Ambiguity will increase the value of NIOSH-GJSQ Job Satisfaction by 0.31 units. Table 72 summarizes the results of the regression model.

Table 72

Results for Linear Regression with Role Ambiguity predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.78	0.21	[1.34, 2.22]	0.00	8.32	<.001
Role Ambiguity	0.31	0.06	[0.18, 0.43]	0.67	4.97	<.001

Note. Results: $F(1,31) = 24.73$, $p < .001$, $R^2 = 0.44$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 1.78 + 0.31*Role Ambiguity

The results of the linear regression model Intragroup Conflict and NIOSH-GJSQ Job Satisfaction were significant, $F(1,31) = 31.45$, $p < .001$, $R^2 = 0.50$, indicating that approximately 50% of the variance in NIOSH-GJSQ Job Satisfaction is explainable by Intragroup Conflict. Intragroup conflict significantly predicted job satisfaction, $B = 0.49$, $t(31) = 5.61$, $p < .001$. This indicates that on average, a one-unit increase of Intragroup Conflict will increase the value of NIOSH-GJSQ Job Satisfaction by 0.49 units. Table 73 summarizes the results of the regression model.

Table 73

Results for Linear Regression with Intragroup Conflict predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.05	0.32	[0.40, 1.69]	0.00	3.29	.003
Intragroup Conflict	0.49	0.09	[0.31, 0.67]	0.71	5.61	<.001

Note. Results: $F(1,31) = 31.45$, $p < .001$, $R^2 = 0.50$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 1.05 + 0.49*Intragroup Conflict

The results of the linear regression model Intergroup Conflict and NIOSH-GJSQ Job Satisfaction were significant, $F(1,31) = 9.04$, $p=.005$, $R^2 = 0.23$, indicating that approximately 23% of the variance in NIOSH-GJSQ Job Satisfaction is explainable by Intergroup Conflict. Intergroup conflict significantly predicted NIOSH-GJSQ Job Satisfaction, $B = 0.24$, $t(31) = 3.01$, $p=.005$. This indicates that on average, a one-unit

increase of Intergroup Conflict will increase the value of NIOSH-GJSQ Job Satisfaction by 0.24 units. Table 74 summarizes the results of the regression model.

Table 74

Results for Linear Regression with Intergroup Conflict predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.97	0.28	[1.40, 2.55]	0.00	6.96	<.001
Intergroup Conflict	0.24	0.08	[0.08, 0.40]	0.48	3.01	.005

Note. Results: $F(1,31) = 9.04$, $p = .005$, $R^2 = 0.23$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 1.97 + 0.24*Intergroup Conflict

The results of the linear regression model Group Cohesion and NIOSH-GJSQ Job Satisfaction were significant, $F(1,31) = 23.55$, $p < .001$, $R^2 = 0.43$, indicating that approximately 43% of the variance in NIOSH-GJSQ Job Satisfaction is explainable by Group Cohesion. Group Cohesion significantly predicted NIOSH-GJSQ Job Satisfaction, $B = 0.38$, $t(31) = 4.85$, $p < .001$. This indicates that on average, a one-unit increase of Group Cohesion will increase the value of NIOSH-GJSQ Job Satisfaction by 0.38 units. Table 75 summarizes the results of the regression model.

Table 75

Results for Linear Regression with Group Cohesion predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.29	0.32	[0.65, 1.94]	0.00	4.08	< .001
Group Cohesion	0.38	0.08	[0.22, 0.54]	0.66	4.85	< .001

Note. Results: $F(1,31) = 23.55$, $p < .001$, $R^2 = 0.43$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 1.29 + 0.38*Group Cohesion

The results of the linear regression model Job Requirements and NIOSH-GJSQ Job Satisfaction were not significant, $F(1,31) = 1.58$, $p = .219$, $R^2 = 0.05$, indicating Job Requirements did not explain a significant proportion of variation in NIOSH-GJSQ Job Satisfaction. Since the overall model was not significant, the individual predictors were not examined further. Table 76 summarizes the results of the regression model.

Table 76

Results for Linear Regression with Job Requirements predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	3.47	0.54	[2.36, 4.57]	0.00	6.41	<.001
Job Requirements	-0.02	0.01	[-0.04, 0.01]	-0.22	-1.26	.219

Note. Results: $F(1,31) = 1.58$, $p = .219$, $R^2 = 0.05$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 3.47 - 0.02*Job Requirements

The results of the linear regression model Quantitative Workload and NIOSH-GJSQ Job Satisfaction were significant, $F(1,31) = 4.82$, $p = .036$, $R^2 = 0.13$, indicating that approximately 13% of the variance in NIOSH-GJSQ Job Satisfaction is explainable by Quantitative Workload. Quantitative Workload significantly predicted NIOSH-GJSQ Job Satisfaction, $B = -0.19$, $t(31) = -2.20$, $p = .036$. This indicates that on average, a one-unit increase of Quantitative Workload will decrease the value of NIOSH-GJSQ Job Satisfaction by 0.19 units. Table 77 summarizes the results of the regression model.

Table 77

Results for Linear Regression with Quantitative Workload predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	3.52	0.34	[2.83, 4.22]	0.00	10.32	<.001
Quantitative Workload	-0.19	0.09	[-0.37, -0.01]	-0.37	-2.20	.036

Note. Results: $F(1,31) = 4.82$, $p = .036$, $R^2 = 0.13$
Unstandardized Regression Equation: Job Satisfaction = 3.52 - 0.19*Quantitative Workload

The results of the linear regression model Variation in Workload and NIOSH-GJSQ Job Satisfaction were not significant, $F(1,31) = 3.53$, $p = .070$, $R^2 = 0.10$, indicating Variation in Workload did not explain a significant proportion of variation in NIOSH-GJSQ Job Satisfaction. Since the overall model was not significant, the individual predictors were not examined further. Table 78 summarizes the results of the regression model.

Table 78

Results for Linear Regression with Variation in Workload predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	3.51	0.39	[2.72, 4.31]	0.00	8.98	< .001
Variation in Workload	-0.19	0.10	[-0.39, 0.02]	-0.32	-1.88	.070

Note. Results: $F(1,31) = 3.53$, $p = .070$, $R^2 = 0.10$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 3.51 - 0.19*Variation in Workload

The results of the linear regression model Skills Utilization and NIOSH-GJSQ Job Satisfaction were significant, $F(1,31) = 5.45$, $p = .026$, $R^2 = 0.15$, indicating that approximately 15% of the variance in NIOSH-GJSQ Job Satisfaction is explainable by Skills Utilization. Skills Utilization significantly predicted NIOSH-GJSQ Job Satisfaction, $B = 0.28$, $t(31) = 2.34$, $p = .026$. This indicates that on average, a one-unit increase of Skills Utilization will increase the value of NIOSH-GJSQ Job Satisfaction by 0.28 units. Table 79 summarizes the results of the regression model.

Table 79

Results for Linear Regression with Skills Utilization predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.62	0.51	[0.59, 2.66]	0.00	3.20	.003
Skills Utilization	0.28	0.12	[0.04, 0.52]	0.39	2.34	.026

Note. Results: $F(1,31) = 5.45$, $p = .026$, $R^2 = 0.15$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 1.62 + 0.28*Skills Utilization

The results of the linear regression model Quantity of Work and NIOSH-GJSQ Job Satisfaction were not significant, $F(1,31) = 0.57$, $p = .454$, $R^2 = 0.02$, indicating quality of work did not explain a significant proportion of variation in job satisfaction. Since the overall model was not significant, the individual predictors were not examined further. Table 80 summarizes the results of the regression model.

Table 80

Results for Linear Regression with Quantity of Work predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	3.19	0.53	[2.11, 4.27]	0.00	6.04	< .001
Quantity of Work	-0.10	0.13	[-0.36, 0.16]	-0.13	-0.76	.454

Note. Results: $F(1,31) = 0.57$, $p = .454$, $R^2 = 0.02$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 3.19 - 0.10*Quantity of Work

The results of the linear regression model Perceived Control and NIOSH-GJSQ Job Satisfaction were significant, $F(1,31) = 11.03$, $p = .002$, $R^2 = 0.26$, indicating that approximately 26% of the variance in NIOSH-GJSQ Job Satisfaction is explainable by Perceived Control. Perceived Control significantly predicted NIOSH-GJSQ Job Satisfaction, $B = 0.29$, $t(31) = 3.32$, $p = .002$. This indicates that on average, a one-unit increase of Perceived Control will increase the value of NIOSH-GJSQ Job Satisfaction by 0.29 units. Table 81 summarizes the results of the regression model.

Table 81

Results for Linear Regression with Perceived Control predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.41	0.42	[0.54, 2.27]	0.00	3.32	.002
Perceived Control	0.29	0.09	[0.11, 0.46]	0.51	3.32	.002

Note. Results: $F(1,31) = 11.03$, $p = .002$, $R^2 = 0.26$
Unstandardized Regression Equation: Job Satisfaction = 1.41 + 0.29*Perceived Control

The results of the linear regression model Task Control and NIOSH-GJSQ Job Satisfaction were significant, $F(1,31) = 13.91$, $p < .001$, $R^2 = 0.31$, indicating that approximately 31% of the variance in NIOSH-GJSQ Job Satisfaction is explainable by task control. Task control significantly predicted NIOSH-GJSQ Job Satisfaction, $B = 0.26$, $t(31) = 3.73$, $p < .001$. This indicates that on average, a one-unit increase of Task Control will increase the value of NISH-GJSQ Job Satisfaction by 0.26 units. Table 82 summarizes the results of the regression model.

Table 82

Results for Linear Regression with Task Control predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.51	0.35	[0.79, 2.23]	0.00	4.30	<.001
Task Control	0.26	0.07	[0.12, 0.40]	0.56	3.73	<.001

Note. Results: $F(1,31) = 13.91$, $p < .001$, $R^2 = 0.31$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 1.51 + 0.26*Task Control

The results of the linear regression model Decision Control and NIOSH-GJSQ Job Satisfaction were significant, $F(1,31) = 5.47$, $p = .026$, $R^2 = 0.15$, indicating that approximately 15% of the variance in NIOSH-GJSQ Job Satisfaction is explainable by Decision Control. Decision Control significantly predicted NIOSH-GJSQ Job Satisfaction, $B = 0.12$, $t(31) = 2.34$, $p = .026$. This indicates that on average, a one-unit increase of Decision Control will increase the value of NIOSH-GJSQ Job Satisfaction by 0.12 units. Table 83 summarizes the results of the regression model.

Table 83

Results for Linear Regression with Decision Control predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	2.25	0.25	[1.75, 2.75]	0.00	9.18	<.001
Decision Control	0.12	0.05	[0.02, 0.23]	0.39	2.34	.026

Note. Results: $F(1,31) = 5.47$, $p = .026$, $R^2 = 0.15$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 2.25 + 0.12*Decision Control

The results of the linear regression model were not significant, $F(1,31) = 2.11$, $p = .156$, $R^2 = 0.06$, indicating Percent Positive Emotions did not explain a significant proportion of variation in NIOSH-GJSQ Job Satisfaction. Since the overall model was not significant, the individual predictors were not examined further. Table 84 summarizes the results of the regression model.

Table 84

Results for Linear Regression with Percent Positive Emotions predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	2.58	0.17	[2.24, 2.93]	0.00	15.36	< .001
Percent Positive Emotions	0.34	0.23	[-0.14, 0.82]	0.25	1.45	.156

Note. Results: $F(1,31) = 2.11$, $p = .156$, $R^2 = 0.06$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 2.58 + 0.34*Percent Positive Emotions

Practice Transition Stress

The results of the linear regression model Overall Job Satisfaction and Practice Transition Stress were significant, $F(1,31) = 13.24$, $p < .001$, $R^2 = 0.30$, indicating that approximately 30% of the variance in Overall Job Satisfaction is explainable by Practice Transition Stress. Practice Transition Stress significantly predicted Overall Job Satisfaction, $B = -0.20$, $t(31) = -3.64$, $p < .001$. This indicates that on average, a one-unit increase of Practice Transition Stress will decrease the value of Overall Job Satisfaction by 0.20 units. Table 85 summarizes the results of the regression model.

Table 85

Results for Linear Regression with Practice Transition Stress predicting Overall Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	9.56	0.65	[8.24, 10.88]	0.00	14.81	< .001
Practice Transition Stress	-0.20	0.05	[-0.31, -0.09]	-0.55	-3.64	< .001

Note. Results: $F(1,31) = 13.24$, $p < .001$, $R^2 = 0.30$
Unstandardized Regression Equation: Overall Job Satisfaction = 9.56 - 0.20*Practice Transition Stress

The results of the linear regression model MNPJSS Job Satisfaction and Practice Transition Stress were significant, $F(1,31) = 4.79$, $p = .036$, $R^2 = 0.13$, indicating that approximately 13% of the variance in MNPJSS Job Satisfaction is explainable by Practice Transition Stress. Practice Transition Stress significantly predicted MNPJSS Job Satisfaction, $B = -0.06$, $t(31) = -2.19$, $p = .036$. This indicates that on average, a one-unit increase of Practice Transition Stress will decrease the value of MNPJSS Job Satisfaction by 0.06 units. Table 86 summarizes the results of the regression model.

Table 86

Results for Linear Regression with Practice Transition Stress predicting MNPJSS Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	4.96	0.32	[4.30, 5.62]	0.00	15.29	< .001
Practice Transition Stress	-0.06	0.03	[-0.12, -0.00]	-0.37	-2.19	.036

Note. Results: $F(1,31) = 4.79$, $p = .036$, $R^2 = 0.13$
Unstandardized Regression Equation: MNPJSS Job Satisfaction = 4.96 - 0.06*Practice Transition Stress

The results of the linear regression model NIOSH-GJSQ Job Satisfaction and Practice Transition Stress were significant, $F(1,31) = 4.57$, $p = .041$, $R^2 = 0.13$, indicating that approximately 13% of the variance in NIOSH-GJSQ Job Satisfaction is explainable by Practice Transition Stress. Practice Transition Stress significantly predicted NIOSH-GJSQ Job Satisfaction, $B = -0.03$, $t(31) = -2.14$, $p = .041$. This indicates that on average, a one-unit increase of Practice Transition Stress will decrease the value of NIOSH-GJSQ Job Satisfaction by 0.03 units. Table 87 summarizes the results of the regression model.

Table 87

Results for Linear Regression with Stress predicting NIOSH-GJSQ Job Satisfaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	3.14	0.18	[2.77, 3.52]	0.00	17.27	< .001
Stress	-0.03	0.02	[-0.06, -0.00]	-0.36	-2.14	.041

Note. Results: $F(1,31) = 4.57$, $p = .041$, $R^2 = 0.13$
Unstandardized Regression Equation: NIOSH-GJSQ Job Satisfaction = 3.14 - 0.03*Stress

The results of the linear regression model Interpractice Partnership & collegiality and Practice Transition Stress were not significant, $F(1,31) = 2.33$, $p = .137$, $R^2 = 0.07$, indicating Practice Transition Stress did not explain a significant proportion of variation in Interpractice Partnership & Collegiality. Since the overall model was not significant, the individual predictors were not examined further. Table 88 summarizes the results of the regression model.

Table 88

Results for Linear Regression with Practice Transition Stress predicting Interpractice Partnership & Collegiality

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	62.76	5.61	[51.32, 74.21]	0.00	11.18	< .001

Variable	*B*	*SE*	95% CI	β	*t*	*p*
Practice Transition Stress	-0.73	0.48	[-1.71, 0.25]	-0.26	-1.53	.137

Note. Results: $F(1,31) = 2.33$, $p = .137$, $R^2 = 0.07$
Unstandardized Regression Equation: Interpractice Partnership & Collegiality = 62.76 - 0.73*Practice Transition Stress

The results of the linear regression model Challenge & Autonomy and Practice Transition Stress were significant, $F(1,31) = 6.58$, $p = .015$, $R^2 = 0.18$, indicating that approximately 18% of the variance in Challenge & Autonomy is explainable by Practice Transition Stress. Practice Transition Stress significantly predicted, *B* = - Challenge & Autonomy 0.69, $t(31) = -2.57$, $p = .015$. This indicates that on average, a one-unit increase of Practice Transition Stress will decrease the value of Challenge & Autonomy by 0.69 units. Table 89 summarizes the results of the regression model.

Table 89

Results for Linear Regression with Practice Transition Stress predicting Challenge & Autonomy

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	53.32	3.15	[46.90, 59.74]	0.00	16.95	< .001
Practice Transition Stress	-0.69	0.27	[-1.23, -0.14]	-0.42	-2.57	.015

Note. Results: $F(1,31) = 6.58$, $p = .015$, $R^2 = 0.18$
Unstandardized Regression Equation: Challenge & Autonomy = 53.32 - 0.69*Practice Transition Stress

The results of the linear regression model Professional, Social and Community Interaction and Practice Transition Stress were not significant, $F(1,31) = 3.70$, $p = .064$, $R^2 = 0.11$, indicating Practice Transition Stress did not explain a significant proportion of variation in Professional, Social and Community Interaction. Since the overall model was not significant, the individual predictors were not examined further. Table 90 summarizes the results of the regression model.

Table 90

Results for Linear Regression with Practice Transition Stress predicting Professional, Social and Community Interaction

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	41.31	3.26	[34.66, 47.96]	0.00	12.67	< .001
Practice Transition Stress	-0.53	0.28	[-1.10, 0.03]	-0.33	-1.92	.064

Note. Results: $F(1,31) = 3.70$, $p = .064$, $R^2 = 0.11$
Unstandardized Regression Equation: Professional, Social and Community Interaction = 41.31 - 0.53*Practice Transition Stress

The results of the linear regression model Professional Growth and Practice Transition Stress were not significant, $F(1,31) = 3.49$, $p = .071$, $R^2 = 0.10$, indicating Practice Transition Stress did not explain a significant proportion of variation in Professional Growth. Since the overall model was not significant, the individual predictors were not examined further. Table 91 summarizes the results of the regression model.

Table 91

Results for Linear Regression with Practice Transition Stress predicting Professional Growth

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	21.86	2.31	[17.16, 26.57]	0.00	9.47	< .001
Practice Transition Stress	-0.37	0.20	[-0.77, 0.03]	-0.32	-1.87	.071

Note. Results: $F(1,31) = 3.49$, $p = .071$, $R^2 = 0.10$
Unstandardized Regression Equation: Professional Growth = 21.86 - 0.37*Practice Transition Stress

The results of the linear regression model Time and Practice Transition Stress were not significant, $F(1,31) = 3.47$, $p = .072$, $R^2 = 0.10$, indicating Practice Transition Stress did not explain a significant proportion of variation in Time. Since the overall model was not significant, the individual predictors were not examined further. Table 92 summarizes the results of the regression model.

Table 92

Results for Linear Regression with Practice Transition Stress predicting Time

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	19.81	1.37	[17.00, 22.61]	0.00	14.41	< .001
Practice Transition Stress	-0.22	0.12	[-0.46, 0.02]	-0.32	-1.86	.072

Note. Results: $F(1,31) = 3.47$, $p = .072$, $R^2 = 0.10$
Unstandardized Regression Equation: Time = 19.81 - 0.22*Practice Transition Stress

The results of the linear regression model Benefits and Practice Transition Stress were significant, $F(1,31) = 7.17$, $p = .012$, $R^2 = 0.19$, indicating that approximately 19% of the variance in Benefits is explainable by Practice Transition Stress. Practice Transition Stress significantly predicted Benefits, $B = -0.15$, $t(31) = -2.68$, $p = .012$. This indicates that on average, a one-unit increase of Practice Transition Stress will decrease the value of Benefits by 0.15 units. Table 93 summarizes the results of the regression model.

Table 93

Results for Linear Regression with Practice Transition Stress predicting Benefits

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	17.49	0.66	[16.15, 18.84]	0.00	26.47	< .001
Practice Transition Stress	-0.15	0.06	[-0.27, -0.04]	-0.43	-2.68	.012

Note. Results: $F(1,31) = 7.17$, $p = .012$, $R^2 = 0.19$
Unstandardized Regression Equation: Benefits = 17.49 - 0.15*Practice Transition Stress

The results of the linear regression model Work Conflict and Practice Transition Stress were not significant, $F(1,31) = 4.12$, $p = .051$, $R^2 = 0.12$, indicating Practice Transition Stress did not explain a significant proportion of variation in Work Conflict. Since the overall model was not significant, the individual predictors were not examined further. Table 94 summarizes the results of the regression model.

Table 94

Results for Linear Regression with Practice Transition Stress predicting Work Conflict

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	64.92	4.69	[55.35, 74.50]	0.00	13.83	< .001
Practice Transition Stress	-0.81	0.40	[-1.63, 0.00]	-0.34	-2.03	.051

Note. Results: $F(1,31) = 4.12$, $p = .051$, $R^2 = 0.12$
Unstandardized Regression Equation: Work Conflict = 64.92 - 0.81*Practice Transition Stress

The results of the linear regression model Role Conflict and Practice Transition Stress were significant, $F(1,31) = 4.53$, $p = .041$, $R^2 = 0.13$, indicating that approximately 13% of the variance in Role Conflict is explainable by Practice Transition Stress. Practice Transition Stress significantly predicted Role Conflict, $B = -0.04$, $t(31) = -2.13$, p

= .041. This indicates that on average, a one-unit increase of Practice Transition Stress will decrease the value of Role Conflict by 0.04 units. Table 95 summarizes the results of the regression model.

Table 95

Results for Linear Regression with Practice Transition Stress predicting Role Conflict

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	3.61	0.20	[3.20, 4.03]	0.00	17.72	< .001
Practice Transition Stress	0.04	0.02	[0.07, 0.00]	0.36	2.13	.041

Note. Results: $F(1,31) = 4.53$, $p = .041$, $R^2 = 0.13$
Unstandardized Regression Equation: Role Conflict = 3.61 - 0.04*Practice Transition Stress

The results of the linear regression model Role Ambiguity and Practice Transition Stress were not significant, $F(1,31) = 3.38$, $p = .076$, $R^2 = 0.10$, indicating Practice Transition Stress did not explain a significant proportion of variation in Role Ambiguity. Since the overall model was not significant, the individual predictors were not examined further. Table 96 summarizes the results of the regression model.

Table 96

Results for Linear Regression with Practice Transition Stress predicting Role Ambiguity

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	3.95	0.40	[3.14, 4.77]	0.00	9.88	< .001
Practice Transition Stress	0.06	0.03	[0.13, 0.01]	0.31	1.84	.076

Note. Results: $F(1,31) = 3.38$, $p = .076$, $R^2 = 0.10$
Unstandardized Regression Equation: Role Ambiguity = 3.95 - 0.06*Practice Transition Stress

The results of the linear regression model Intragroup Conflict and Practice Transition Stress were not significant, $F(1,31) = 2.43$, $p = .130$, $R^2 = 0.07$, indicating Practice Transition Stress did not explain a significant proportion of variation in Intragroup Conflict. Since the overall model was not significant, the individual predictors were not examined further. Table 97 summarizes the results of the regression model.

Table 97

Results for Linear Regression with Practice Transition Stress predicting Intragroup Conflict

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	3.96	0.27	[3.40, 4.52]	0.00	14.53	< .001
Practice Transition Stress	0.04	0.02	[0.08, 0.01]	0.27	1.56	.130

Note. Results: $F(1,31) = 2.43$, $p = .130$, $R^2 = 0.07$
Unstandardized Regression Equation: Intragroup Conflict = 3.96 - 0.04*Practice Transition Stress

The results of the linear regression model Intergroup Conflict and Practice Transition Stress were significant, $F(1,31) = 4.37$, $p = .045$, $R^2 = 0.12$, indicating that approximately 12% of the variance in Intergroup Conflict is explainable by Practice Transition Stress. Practice Transition Stress significantly predicted Intergroup Conflict, $B = -0.07$, $t(31) = -2.09$, $p = .045$. This indicates that on average, a one-unit increase of Practice Transition Stress will decrease the value of Intergroup Conflict by 0.07 units. Table 98 summarizes the results of the regression model.

Table 98

Results for Linear Regression with Practice Transition Stress predicting Intergroup Conflict

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	4.16	0.37	[3.41, 4.90]	0.00	11.35	< .001
Practice Transition Stress	-0.07	0.03	[-0.13, -0.00]	-0.35	-2.09	.045

Note. Results: $F(1,31) = 4.37$, $p = .045$, $R^2 = 0.12$
Unstandardized Regression Equation: Intergroup Conflict = 4.16 - 0.07*Practice Transition Stress

The results of the linear regression model Group Cohesion and Practice Transition Stress were not significant, $F(1,31) = 1.36$, $p = .253$, $R^2 = 0.04$, indicating Stress did not explain a significant proportion of variation in Group Cohesion. Since the overall model was not significant, the individual predictors were not examined further. Table 99 summarizes the results of the regression model.

Table 99

Results for Linear Regression with Practice Transition Stress predicting Group Cohesion

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	4.29	0.33	[3.62, 4.96]	0.00	13.04	< .001
Practice Transition Stress	-0.03	0.03	[-0.09, 0.02]	-0.20	-1.17	.253

Note. Results: $F(1,31) = 1.36$, $p = .253$, $R^2 = 0.04$
Unstandardized Regression Equation: Group Cohesion = 4.29 - 0.03*Practice Transition Stress

The results of the linear regression model Job Requirements and Practice Transition Stress were not significant, $F(1,31) = 0.42$, $p = .524$, $R^2 = 0.01$, indicating Practice Transition Stress did not explain a significant proportion of variation in Job Requirements. Since the overall model was not significant, the individual predictors were not examined further. Table 100 summarizes the results of the regression model.

Table 100

Results for Linear Regression with Practice Transition Stress predicting Job Requirements

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	41.12	2.52	[35.98, 46.26]	0.00	16.31	< .001
Practice Transition Stress	-0.14	0.21	[-0.58, 0.30]	-0.11	-0.64	.524

Note. Results: $F(1,31) = 0.42$, $p = .524$, $R^2 = 0.01$
Unstandardized Regression Equation: Job Requirements = 41.12 - 0.14*Practice Transition Stress

The results of the linear regression model Quantitative Workload and Practice Transition Stress were not significant, $F(1,31) = 0.24$, $p = .627$, $R^2 = 0.01$, indicating Practice Transition Stress did not explain a significant proportion of variation in Quantitative Workload. Since the overall model was not significant, the individual predictors were not examined further. Table 101 summarizes the results of the regression model.

Table 101

Results for Linear Regression with Practice Transition Stress predicting Quantitative Workload

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	3.67	0.37	[2.90, 4.43]	0.00	9.79	< .001
Practice Transition Stress	0.02	0.03	[-0.05, 0.08]	0.09	0.49	.627

Note. Results: $F(1,31) = 0.24$, $p = .627$, $R^2 = 0.01$
Unstandardized Regression Equation: Quantitative Workload = 3.67 + 0.02*Practice Transition Stress

The results of the linear regression model Variation in Workload and Practice Transition Stress were not significant, $F(1,31) = 0.36$, $p = .555$, $R^2 = 0.01$, indicating Practice Transition Stress did not explain a significant proportion of variation in Variation in Workload. Since the overall model was not significant, the individual predictors were not examined further. Table 102 summarizes the results of the regression model.

Table 102

Results for Linear Regression with Practice Transition Stress predicting Variation in Workload

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	4.06	0.33	[3.38, 4.74]	0.00	12.14	< .001
Practice Transition Stress	-0.02	0.03	[-0.08, 0.04]	-0.11	-0.60	.555

Note. Results: $F(1,31) = 0.36$, $p = .555$, $R^2 = 0.01$
Unstandardized Regression Equation: Variation in Workload = 4.06 - 0.02*Practice Transition Stress

The results of the linear regression model Skill Utilization and Practice Transition Stress were significant, $F(1,31) = 5.47$, $p = .026$, $R^2 = 0.15$, indicating that approximately 15% of the variance in Skills Utilization is explainable by Practice Transition Stress. Practice Transition Stress significantly predicted Skills Utilization, $B = -0.05$, $t(31) = -2.34$, $p = .026$. This indicates that on average, a one-unit increase of Practice Transition Stress will decrease the value of Skills Utilization by 0.05 units. Table 103 summarizes the results of the regression model.

Table 103

Results for Linear Regression with Practice Transition Stress predicting Skills Utilization

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	4.76	0.25	[4.25, 5.27]	0.00	18.95	< .001
Practice Transition Stress	-0.05	0.02	[-0.09, -0.01]	-0.39	-2.34	.026

Note. Results: $F(1,31) = 5.47$, $p = .026$, $R^2 = 0.15$
Unstandardized Regression Equation: Skills Utilization = 4.76 - 0.05*Practice Transition Stress

The results of the linear regression model Quantity of Work and Practice Transition Stress were not significant, $F(1,31) = 0.33$, $p = .571$, $R^2 = 0.01$, indicating Practice Transition Stress did not explain a significant proportion of variation in Quantity of Work. Since the overall model was not significant, the individual predictors were not examined further. Table 104 summarizes the results of the regression model.

Table 104

Results for Linear Regression with Practice Transition Stress predicting Quantity of Work

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	3.93	0.27	[3.38, 4.48]	0.00	14.59	< .001
Practice Transition Stress	0.01	0.02	[-0.03, 0.06]	0.10	0.57	.571

Note. Results: $F(1,31) = 0.33$, $p = .571$, $R^2 = 0.01$
Unstandardized Regression Equation: Quantity of Work = 3.93 + 0.01*Practice Transition Stress

The results of the linear regression model Perceived Control and Practice Transition Stress were not significant, $F(1,31) = 3.82$, $p = .060$, $R^2 = 0.11$, indicating Practice Transition Stress did not explain a significant proportion of variation in Perceived Control. Since the overall model was not significant, the individual predictors were not examined further. Table 105 summarizes the results of the regression model.

Table 105

Results for Linear Regression with Practice Transition Stress predicting Perceived Control

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	5.43	0.33	[4.76, 6.10]	0.00	16.48	< .001
Practice Transition Stress	-0.05	0.03	[-0.11, 0.00]	-0.33	-1.95	.060

Note. Results: $F(1,31) = 3.82$, $p = .060$, $R^2 = 0.11$
Unstandardized Regression Equation: Perceived Control = 5.43 - 0.05*Practice Transition Stress

The results of the linear regression model Task Control and Practice Transition Stress were not significant, $F(1,31) = 0.96$, $p = .334$, $R^2 = 0.03$, indicating Practice Transition Stress did not explain a significant proportion of variation in Task Control.

Since the overall model was not significant, the individual predictors were not examined further. Table 106 summarizes the results of the regression model.

Table 106

Results for Linear Regression with Practice Transition Stress predicting Task Control

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	5.39	0.42	[4.54, 6.25]	0.00	12.89	< .001
Practice Transition Stress	-0.03	0.04	[-0.11, 0.04]	-0.17	-0.98	.334

Note. Results: $F(1,31) = 0.96$, $p = .334$, $R^2 = 0.03$
Unstandardized Regression Equation: Task Control = 5.39 - 0.03*Practice Transition Stress

The results of the linear regression model Decision Control and Practice Transition Stress were significant, $F(1,31) = 6.03$, $p = .020$, $R^2 = 0.16$, indicating that approximately 16% of the variance in Decision Control is explainable by Practice Transition Stress. Practice Transition Stress significantly predicted Decision Control, $B = -0.12$, $t(31) = -2.46$, $p = .020$. This indicates that on average, a one-unit increase of Practice Transition Stress will decrease the value of Decision Control by 0.12 units. Table 107 summarizes the results of the regression model.

Table 107

Results for Linear Regression with Practice Transition Stress predicting Decision Control

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	5.67	0.56	[4.52, 6.82]	0.00	10.05	< .001
Practice Transition Stress	-0.12	0.05	[-0.22, -0.02]	-0.40	-2.46	.020

Note. Results: $F(1,31) = 6.03$, $p = .020$, $R^2 = 0.16$
Unstandardized Regression Equation: Decision Control = 5.67 - 0.12*Practice Transition Stress

The results of the linear regression model Percent Positive Emotions and Practice Transition Stress were significant, $F(1,31) = 58.46$, $p < .001$, $R^2 = 0.65$, indicating that approximately 65% of the variance in Percent Positive Emotions is explainable by Practice Transition Stress. Practice Transition Stress significantly predicted Percent Positive Emotions, $B = -0.06$, $t(31) = -7.65$, $p < .001$. This indicates that on average, a

one-unit increase of Practice Transition Stress will decrease the value of Percent Positive Emotions by 0.06 units. Table 108 summarizes the results of the regression model.

Table 108

Results for Linear Regression with Practice Transition Stress predicting Percent Positive Emotions

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.20	0.08	[1.03, 1.38]	0.00	14.16	< .001
Practice Transition Stress	-0.06	0.01	[-0.07, -0.04]	-0.81	-7.65	< .001

Note. Results: $F(1,31) = 58.46$, $p < .001$, $R^2 = 0.65$
Unstandardized Regression Equation: Percent Positive Emotions = 1.20 - 0.06*Practice Transition Stress

Appendix P

Boxplot

Mann-Whitney test for Percent Positive Emotions. Figure 1 Represent the boxplot of the ranks of Percent Positive Emotions by Aligned.

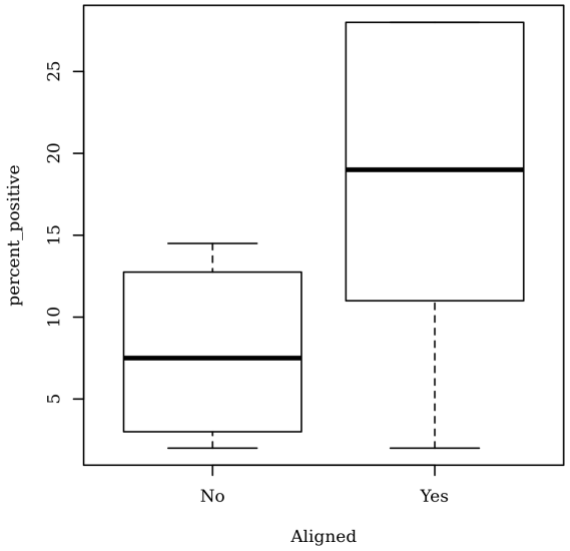
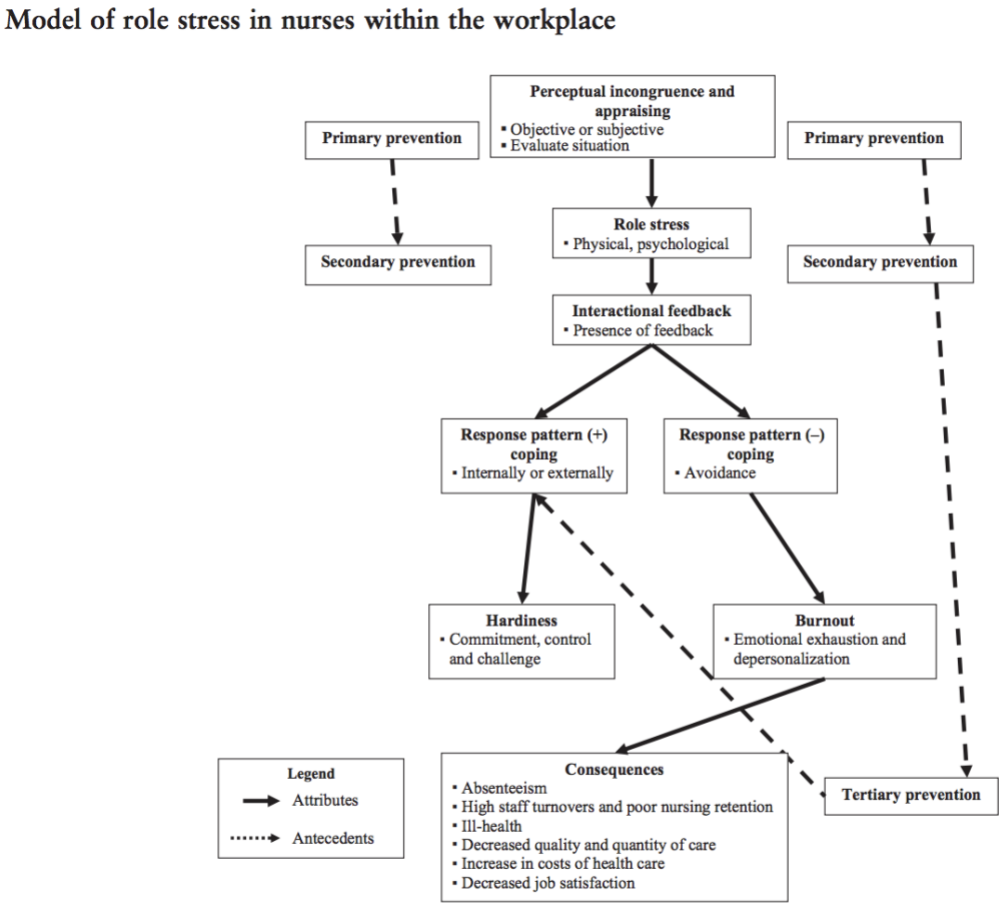


Figure 1: Ranks of Percent Positive Emotions by Aligned.

Appendix Q

Model of Role Stress in Nurse within the Work Place



From: Riahi, S, (2011)). Role stress amongst nurse at the workplace: Concept analysis: Role stress. *Journal of Nursing Management, 19*(6), p. 731.