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Nurse Faculty Job Satisfaction: Development and Evaluation of the Nurse Educator Satisfaction Index

Annette J. Jackson

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NURSE FACULTY JOB SATISFACTION:
DEVELOPMENT AND EVALUATION
OF THE
NURSE EDUCATOR SATISFACTION INDEX

By

Annette J. Jackson

A Dissertation

Submitted in Partial Fulfillment
of Requirements for the Degree of
Doctor of Nursing Science
Wellstar College of Health and Human Services
Kennesaw State University

Kennesaw, GA

May 2016

NURSE FACULTY JOB SATISFACTION

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NURSE FACULTY JOB SATISFACTION

DEDICATION

First and foremost, I dedicate this work to God my Father, creator of all that is good, His Son Jesus Christ, who loves me immeasurably and bought me at a high price, and His Holy Spirit, who indwells me and testifies that I am His now and forevermore.

I dedicate this work to my husband, Henry, who's been a constant support to me, and to our two sons, Zachary and Jonathan, who cheered me on and reminded me often "You can do it, mom!" Thank you, my little family, for all your love and prayers through this process. I love you dearly!

I dedicate this work to the best parents in the world; I am the person I am today because of their love and support. I know God has a special ear for a mom's prayers...He certainly hears my mom! I have cherished her prayers (and dad's) my whole adult life (especially during this dissertation process).

I dedicate this work to my two 'favorite' uncles, Max and Brian, who pushed me on, encouraging me to keep going when I often felt like quitting, and to other members of my awesome family – I'm so grateful that God chose to 'drop me down' into this family!

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I would like to thank my survey respondents, nurse educators in Georgia, who are overworked and undercompensated. The love you have for your profession and your students was quite evident. Thank you for taking the time to thoughtfully address my survey; thank you also to my panel of experts for thoroughly evaluating my instrument and providing priceless feedback.

Finally, I thank my coworkers at Gordon State College for your love and support in this endeavor. There’s not a better nursing faculty in the state of Georgia! Thank you, Dr. Kathy Davis and Dr. Christina Quinn, for putting up with me, and being my best Gordon cheerleaders. Thank you Dr. Anne Purvis for being such a great mentor and sharing your doctoral education experiences with me.

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ABSTRACT

NURSE FACULTY JOB SATISFACTION: DEVELOPMENT AND EVALUATION OF THE NURSE EDUCATOR SATISFACTION INDEX

The nursing faculty shortage in American is predicted to worsen in the near future. This faculty shortage negatively impacts nursing practice by limiting the numbers of students admitted to nursing programs, and hindering efforts to build a nursing workforce sufficient in number to care for an aging patient population. Guided by Hagedorn's Framework of Faculty Job Satisfaction, this descriptive, correlational study sought to validate a researcher-developed instrument to measure job satisfaction in a sample of Georgia nurse educators. A web-based survey was distributed to full-time nursing faculty in schools of nursing granting degrees at the associates, masters, and doctoral levels. Statistical analysis of the data included Cronbach's alpha, split-half correlation, and Pearson's 'r' calculations. Findings revealed the new instrument was reliable and valid for use in the sample of nurse educators. As a whole, Georgia nurse educators were very satisfied with their jobs; the most satisfied participants were those who were: at each end of the age range (youngest and oldest), women, Asians and those of two or more races, married, and held a masters degree. Variables with which nurse educators were most highly satisfied were relationships with students and colleagues, while they were least satisfied with salary and recognition. The conceptual framework was partially supported by this study; the *Mediators* were significantly related to job satisfaction, while the *Triggers* were not. Findings from this study have implications for nursing education, research, and practice – by providing a reliable and valid instrument to measure job satisfaction, by revealing the importance of student and peer relationships to nursing faculty, and the need for workload reduction and improvements in

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salary. Study findings may be used to guide decision making by college and nursing administrations in recruitment and retention efforts to build the nursing faculty workforce.

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CHAPTER ONE – INTRODUCTION

Nursing Faculty Shortage

The most significant shortage in the history of the profession of nursing, “healthcare’s human crisis” (Kimball & O’Neil, 2001), is facing nursing faculty today. The faculty shortage represents the greatest challenge to educating the future nursing workforce, as record numbers of qualified nursing student applicants are turned away from United States (U.S.) nursing schools. According to the American Association of Colleges of Nursing, (AACN, 2015), over 78,000 qualified applicants were denied admission to baccalaureate and graduate nursing programs in 2013; the vast majority of these programs report an insufficient nurse educator workforce as the primary factor for the denied admissions. Nearly 1,250 full-time faculty positions remain open in U.S. schools of nursing as of the 2014-2015 academic year (AACN, 2015). Multiple factors contribute to the shortage of nursing faculty; the most critical issues consistently reported in the literature include a limited pool of doctorally prepared faculty, noncompetitive salaries, and persistent, heavy workloads (AACN, 2015). In addition, a declining interest in academic careers, the high cost and length of time spent to earn an advanced degree, and unattractive working conditions contribute to the shortage.

In a landmark report published in 2010, the Institute of Medicine (IOM) called for nursing education to be delivered in innovative and new ways to fully prepare nurses to care for patients in unique, complex and evolving environments. This transformation called for educating more nurses at bachelors and doctoral levels. Along with the IOM, prominent nurse leader and theorist, Patricia Benner called for a transformation of nursing education through several recommendations, one of which was to address the nursing faculty shortage through improvements in salary, workload, and the work environment of nurse educators (Benner,

Sutphen, Leonard & Day, 2010). Understanding the causes of the nursing faculty shortage and identifying ways to correct the problem requires immediate attention, as a satisfied and sufficient nurse faculty workforce is essential to the transformation of nursing education.

Job Satisfaction Instruments

The literature is replete with studies concerning job satisfaction, but little research is available regarding job satisfaction of faculty in higher education (Hagedorn, 2000; Rosser, 2004; Rosser, 2005), and even fewer studies examine job satisfaction among nurse educators. Job satisfaction studies tend to rely upon instruments that are not reflective of current work-life issues experienced by nursing faculty, and there are few relevant, reliable and valid job satisfaction instruments available for use in the nurse educator population. The three instruments most commonly referenced in the job satisfaction literature, the Job Descriptive Index ([JDI], Smith, Kendall & Hulin, 1969), the Minnesota Satisfaction Questionnaire ([MSQ], Weiss, Dawis, England & Lofquist, 1967), and the Job Satisfaction Survey ([JSS], Spector, 1985), were each tested in heterogeneous samples that included nurses, yet none were tested using nursing faculty.

A review of the literature revealed one instrument; the Nurse Faculty Satisfaction Questionnaire ([NFSQ], Martin, 1991) designed to capture the unique components of the nurse faculty role. The 42-item measure was developed from a qualitative study examining factors that promote nursing faculty job satisfaction. Reliability and validity testing demonstrated the instrument's effectiveness for use with nursing faculty; however, the NFSQ was developed over two decades ago and few studies in which the instrument was used could be identified. Items on the NFSQ therefore may not reflect current nurse faculty work-life issues and would require revision for use of the instrument to measure current aspects of nurse faculty satisfaction. Given

the lack of instruments designed specifically for measuring nurse faculty job satisfaction and the passage of time since development of the NFSQ, it is necessary that a new instrument be developed that is reflective of modern nurse educators and the unique job characteristics they experience.

Purpose of Study

The purpose of this descriptive study of job satisfaction among full-time nurse educators in Georgia was to 1) determine the reliability and validity of the instrument, henceforth referred to as the Nurse Educator Satisfaction Index (NESI), 2) examine job satisfaction of a convenience sample of nurse educators in the state of Georgia, and 3) determine if any significant relationships exist between nurse educator job satisfaction and the conceptual model components *Mediators* and *Triggers*.

The NESI was evaluated for validity by a panel of experts, who assessed the instrument using an established tool that provided a Content Validity Index or CVI. This panel of experts was drawn from individuals employed by private schools of nursing in Georgia and the University and Technical College Systems of Georgia (USG and TCSG). To further establish validity, the NESI was co-administered with a well-known job satisfaction instrument, the JDI, (Smith et al., 1969). Using nursing school deans and directors as gatekeepers, the NESI was distributed via email to all nurse educators employed full-time in public and private schools in Georgia that grant nursing degrees at the Associates level and higher.

The resulting data were analyzed to determine the reliability and validity of the NESI in measuring faculty job satisfaction, in addition, the relationships between sample demographics, NESI items, and job satisfaction were examined. Statistical analysis of the data included descriptive statistics, Cronbach's alpha coefficients, and Pearson's 'r' (correlation coefficient).

The goal of the study was to provide an actionable tool by which job satisfaction of nurse educators can be assessed. There is a need to understand the concept of nurse faculty job satisfaction, and this requires the use of a conceptually based, valid, reliable, and current instrument. Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction was the guiding framework for this study.

Research Questions and Hypotheses

The research questions guiding this study and corresponding hypotheses were:

1. How reliable and valid is the NESI in measuring nursing faculty job satisfaction?

Hypothesis: The NESI is a valid and reliable instrument for measuring job satisfaction of nursing faculty.

Null hypothesis: The NESI is *not* a valid and reliable instrument for measuring job satisfaction of nursing faculty.

2. Using the NESI, what is the level of job satisfaction experienced by nurse educators in Georgia?

Hypothesis: The NESI will identify that Georgia nurse educators are satisfied with their jobs in general, but dissatisfied with various aspects of the job.

Null hypothesis: The NESI will not identify that Georgia nurse educators are satisfied with their jobs in general, but dissatisfied with various aspects of the job.

3. Does a relationship exist between nurse faculty satisfaction and the *Mediators* and *Triggers* defined by Hagedorn (2000)?

Hypothesis: There is a relationship between nurse faculty job satisfaction and Hagedorn's *Mediators* and *Triggers*.

Null hypothesis: There is *not* a relationship between nurse faculty job satisfaction and Hagedorn's *Mediators* and *Triggers*.

Significance

Nursing Education

Nursing faculty are highly valuable human resources; their wisdom and experience are critical to efforts to improve nursing education and nursing care. Little research has been conducted on nursing faculty (Baker, Fitzpatrick & Griffin, 2011; Gormley, 2003), whose sense of accomplishment and intrinsic reward are greatly enhanced when they report a high level of job satisfaction (Sarmiento, Laschinger & Iwasiw, 2004). Commonly-utilized instruments to measure job satisfaction are outdated and have questionable validity in the nurse educator population (Snarr & Krochalk, 1996). Knowledge from this study added to nursing knowledge by providing a current and relevant tool for which to assess job satisfaction in the nurse educator population. Furthermore, study findings fill a gap in the nursing literature regarding nurse educators by providing insight into the current level of job satisfaction among Georgia nursing faculty.

The nurse educator workforce is aging. The National League for Nursing (NLN) reported in 2009 that nearly 76% of full-time nurse educators were over the age of 45, and nearly 16% were over the age of 60 (NLN, 2010a). A massive wave of retirement of nurse educators is expected to occur by the year 2019 (NLN, 2005), which will further worsen the nurse faculty shortage. Older nurse faculty bring a wealth of skills and experience to the nursing education workplace. Research shows retention of older, experienced nurses provides positive benefits to organizations (Alspach, 2007; American Nurses Association [ANA], 2002; Robert Wood Johnson Foundation, [RWJF], 2006). The wisdom and knowledge of older nurses are vital to the

profession of nursing, and must be “sought, guarded, and valued” (RWJF, 2006, p. 41). An accurate measure of the job satisfaction of older nurse educators (the largest segment of the nurse educator population) can be valuable to efforts to alleviate the faculty shortage. Knowledge from this study may guide nursing leaders in the development of strategies to improve the work environment, as well as to recruit and retain nurse educators, including those with the most experience, so that a form of ‘brain drain’ from turnover and retirement of older nursing faculty may be mediated.

According to the AACN (2012), “Quality patient care hinges on having a well-educated nursing workforce. Research has shown that lower mortality rates, fewer medication errors, and positive outcomes are all linked to nurses prepared at the baccalaureate and graduate degree levels” (p. 1). The IOM (2010) recommends increasing the number of bachelors- and doctorally-prepared nurses by 80% and 100% respectively. Achieving such a goal in light of the nursing faculty shortage presents nursing education with a great challenge. The urgency and magnitude of the problem is illustrated in Georgia, where between 2006 and 2009 there was a 32% increase in the number of nursing graduates (USG, 2012a), yet only 21 nursing PhD degrees were conferred in the state during the same time period (USG, 2012b). It is critical to assess job satisfaction of nurse educators, as this population is essential to the education of more nurses at the undergraduate and graduate levels. Knowledge from this study may guide decision-making of college administrators and nursing deans and directors in efforts to recruit nurses to the faculty role.

Nursing Research

This study used Hagedorn’s (2000) Conceptual Framework of Faculty Job Satisfaction as an organizational tool; a practice consistent with most modern quantitative research studies (Polit

& Beck, 2004). Research is the essential means by which the utility of conceptual frameworks is assessed. According to Polit and Beck (2004), conceptual frameworks play an important role in the progress of a science by making evidence more useful, by guiding the researcher's understanding of phenomena, and to stimulate further research. It was noted that Hagedorn's theory is utilized most often in studies of faculty members in general (Zabriskie, Dey, & Riegle, 2002) or women faculty (August & Waltman, 2004; Bozeman & Gaughan, 2011; Gardner, 2012). Two studies using Hagedorn's model among nursing faculty members were identified in the literature; one dissertation (Michel, 2012) and a research article (Candela, Guteirrez, & Keating, 2013). While this study did not seek to test this conceptual framework, further research using the model serves to add to its' credibility. Findings from the study can serve to enhance and expand Hagedorn's Conceptual Framework of Faculty Job Satisfaction.

The Nursing Profession

Nurse educators who experience a high level of job satisfaction are likely to be more productive and engaged in their work (Hagedorn, 2000). The advancement of nursing science is dependent upon the research of nursing scholars (many of whom are nurse educators) who are satisfied, engaged, excited and lively researchers. Consistent with this need for research recognized by nursing scholars, the IOM (2010) has set research priorities for transforming nursing practice, education and leadership. This study may directly contribute to the IOM priority, "Identification of the combination of salary, benefits and job attributes that result in the most highly qualified nurses being recruited and retained in faculty positions" (p. 276). In addition to the research priorities identified by the IOM, there is a call from the global nursing community for new approaches to nursing education research that support the nation's transforming healthcare system (NLN, 2012). It is critical that the nursing faculty shortage be

addressed to ensure an adequate workforce in nursing practice, education, and research.

Findings from this study may be of interest to such professional nursing research organizations as the National Institute for Nursing Research and the Southern Nursing Research Society, and other organizations such as the IOM and the NLN, as they engage in conversations about the future of nursing research and strategies to expand the pool of highly qualified nurse researchers.

Assessing the factors with which nurse educators are most satisfied can provide nursing leaders with tools for marketing the most positive aspects of the role to enhance recruitment. Brendtro and Hegge (2000) described the difficulty in attracting nurses to the educator role as a critical factor affecting the production of nurses in the future. Assessing job satisfaction among nurse faculty in Georgia is a crucial starting point for improving the attractiveness of the role for future faculty. Knowledge from this study can inform efforts of professional nursing organizations such as the American Nurses Association, the Georgia Nurses Association, and other entities (i.e. Johnson & Johnson, Inc.) to improve the image of nursing and nursing education and to better market the roles as viable career options into the future.

Society

The U.S. healthcare system is facing many challenges. The nation is experiencing unprecedented growth in the number and proportion of older adults (Centers for Disease Control and Prevention, [CDC], 2007). It is projected that 71 million older adults will comprise nearly a quarter of the nation's population by 2030. The current nursing shortage is expected to increase well into the future, on a scale not seen in America in many decades (AACN, 2015). Predictions of this shortage have ranged anywhere from 260,000 by the year 2025 (Buerhaus, Auerback & Staiger, 2009) to 800,000 nurses by 2020 (RWJF, 2005). Research shows that inadequate nurse staffing leads to negative patient outcomes (Aiken, Clark, Sloane, Lake, & Cheney, 2008). A

survey by the Kaiser Family Foundation (2004) revealed that Americans believe that workload stress and fatigue among healthcare workers, too little time spent with patients, and too few nurses are important healthcare issues that must be addressed.

The development of a new instrument to study nurse educator job satisfaction in Georgia is important, as current knowledge regarding nurse faculty job satisfaction can be useful to recruit and retain nurse educators, who are critical to the preparation of a competent, caring nursing workforce. As schools of nursing are facing a shortage of faculty to teach new undergraduate and graduate level nursing students, it is important to understand the factors that contribute to a faculty member's satisfaction with their role as a nurse educator. In the previous sections, the nurse faculty shortage was discussed, along with the need for a current and relevant instrument to measure nurse educator job satisfaction. The study purpose was described, research questions were posed, and significance of the study to nursing education, the nursing profession, and society were discussed. The following section introduces the theoretical framework chosen to guide this study of nurse faculty job satisfaction.

Theoretical Framework

Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction details a comprehensive, yet simple model to explain the job satisfaction of higher education faculty, and has been further utilized in research (August & Waltman, 2004; Gardner, 2012; Zabriskie et al., 2002). Hagedorn's model is based on Herzberg's Two-Factor Theory of Job Satisfaction, (Herzberg, Mausner & Sneiderman, 1959) of which a major tenet was the dual continuum of job satisfaction. Herzberg et al. (1959) held that satisfaction and dissatisfaction occur on two separate continuums; the opposite of satisfaction is 'no satisfaction', and the opposite of dissatisfaction is 'no dissatisfaction'. Subsequent research has shed doubt on the existence of a

dual continuum and/or a clear distinction between satisfiers and dissatisfiers (Schroder, 2008; Ssesanga & Garrett, 2005; Volkwein & Parmley, 2000). Hagedorn’s framework (see Figure 1) illustrates thinking beyond the dual-continuum notion of job satisfaction. The model contains three primary constructs, *Mediators*, *Triggers*, and *Engagement* which are described in greater detail in the following paragraphs.

Conceptual Framework of Faculty Job Satisfaction

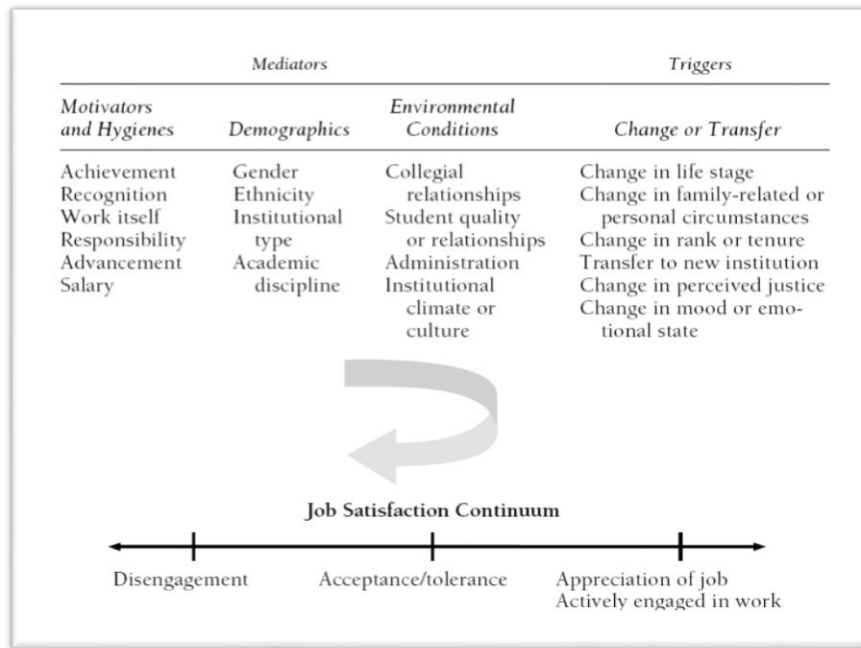


Figure 1. Conceptual framework of faculty job satisfaction. Reprinted with permission from “Conceptualizing Faculty Job Satisfaction: Components, Theories, and Outcomes, by L. Hagedorn, 2000, *New Directions for Institutional Research*, p. 7. Reprinted with permission. See Appendix A.

Mediators

Hagedorn’s (2000) Conceptual Framework of Faculty Job Satisfaction expands on Herzberg’s (Herzberg et al., 1959) Two Factor Theory to explain job satisfaction through the interactions of *Mediators* and *Triggers*, and the impact of this interaction upon *Engagement* and

job satisfaction. Hagedorn defined a *Mediator* as "...a variable or situation that influences (moderates) the relationships between other variables or situations producing an interaction effect" (p. 6). Nearly all *Mediators* are conducive to interventions by administrations of institutions of higher learning, and represent the contextual environment in which job satisfaction is examined. The *Mediators* bear out the complexity of the job satisfaction construct through interactions between faculty, students and the institution. The framework contains three types of *Mediators*: 'Motivators & Hygienes', 'Demographics', and 'Environmental Conditions', which are described in the following section.

Motivators and hygienes. The first type of *Mediators* is known as 'Motivators and Hygienes'. These include achievement, recognition, the work itself, responsibility, advancement, and salary. Research shows these elements are consistently and significantly related to job satisfaction (Hagedorn, 2000; Herzberg et al., 1959; Smith et al., 1969). Achievement and recognition generally go hand-in-hand (Herzberg et al., 1959), and recognition has been called, "...the closest thing to a universal motivator" (Bragg, 2000, p. 38). Ter Doest, Maes, Gebhardt and Koelewijn (2006) found achievement of personal goals through work related to positive job satisfaction. Kim, Twombly, and Wolf-Wendel (2008) found faculty who felt their teaching was rewarded reported higher levels of job satisfaction. Hagedorn (2000) identified 'the work itself' as the most significant predictor of job satisfaction; a finding supported by Saari and Judge (2004), who found 'the work itself', which includes job challenge, autonomy, variety, and scope, to best predict overall job satisfaction.

Advancement generally conveys such benefits as promotion, increased responsibility and task complexity, and higher pay; benefits which may or may not increase a worker's satisfaction (and can, in fact contribute to dissatisfaction). A study of nurse job satisfaction revealed the lack

of opportunity for advancement had stronger impact on job satisfaction than did workload or salary (Shields & Ward, 2001). Chung et al. (2010) found career advancement to be a strong predictor of job satisfaction. The importance of salary to motivation and job satisfaction continues to be a challenge to researchers. Rynes, Gerhart and Minette (2004) found strong evidence that pay had powerful potential to motivate. According to Hagedorn (1996), salary serves as an index of equity, achievement, and potential of an individual relative to other people at the same institution.

Demographics. The second type of *Mediator*, ‘Demographics’ includes four variables: gender, ethnicity, institutional type and academic discipline. These variables represent groups of individuals who share similar characteristics, interests, and experiences, which may serve to create interference with the job and academic and scholarly pursuits (Hagedorn, 2000). While research findings remain inconclusive regarding the role of gender (Bauer, 2000; Bender & Heywood, 2006; Sax, Hagedorn, Arredondo & Dicrisi, 2002; Schroder, 2008) and ethnicity (August & Waltman, 2004; Hagedorn 2001; Ponjuan, 2005) in job satisfaction, there is general agreement that minority and women faculty experience lower job satisfaction than their majority and male counterparts (Blackburn & Lawrence, 1995; Hagedorn, 1996; Seifert & Umbach, 2008). Women faculty continue to deal with issues of equity in regard to salary and opportunities for promotion.

Environmental conditions. The third type of *Mediator* ‘Environmental Conditions’ includes collegial relationships, student relationship, administration, and institutional climate or culture. The environmental components of Hagedorn’s (2000) model reflect institutional culture and conditions, which “...are made manifest in every aspect of the work environment ranging from the reward system, support for various activities, level of work autonomy, functions of

campus governance, to the atmosphere of academic freedom” (Xu, 2008, p. 45). The literature shows professional collegial relationships influence job satisfaction for faculty (August & Waltman, 2004; Bauer, 2000; Bozeman & Gaughan, 2011; Ponjuan, Conley & Trower, 2011; Ropers-Huilman, 2000; Rosser, 2004).

The ‘Environmental Condition’ administration refers to the extent to which faculty are satisfied with the decisions of administration. Relationships between administration and faculty are complex and challenging (Foster, 2006), and have become increasingly tense and strained in recent years (Bray, 2008; Schachter, 2011). Administrators and faculty members have differing perspectives and values that may influence morale in higher education (Bray, 2008). The role of administration is important, as it affects both intrinsic and extrinsic aspects of a faculty member’s job. Administrators contribute actively to faculty job satisfaction by promoting a cordial and respectful work environment (Bozeman & Gaughan, 2011).

Institutional climate or culture is an important ‘Environmental Condition’ of faculty job satisfaction, as it significantly affects faculty performance and institutional effectiveness. A key factor in academic quality is the degree of commitment offered to faculty by colleges and universities. When such commitment is evident, performance and productivity are increased (Comm & Mathaisel, 2003). Philosophical support within the institution and collaborative partnerships outside the institution serve to strengthen and improve nursing programs.

The previous section provided a description of *Mediators*, one of the two primary constructs of Hagedorn’s Conceptual Framework of Faculty Job Satisfaction (2000). A discussion of the second model construct, *Triggers*, follows.

Triggers

Triggers are major life events which Specht, Egloff and Schmukle (2011) defined as normative transitions (first job, marriage), meaningful changes (birth, moving in with a partner), and major individual experiences (death of a family member, unemployment). Meaning may arise from the sense that the event is particularly profound, significant, or represents a departure from the mundane aspects of everyday life (Leontiev, 2005). Significant life events can present problems as individuals with varied coping skills attempt to navigate their way through the experience, which involves a destabilization and restabilization of identity within the change process (Curry, 2003). Such events require the use of coping strategies that may actually divert attention away from the job, instead of toward it.

Triggers were defined by Hagedorn (2000) as "...significant life events that may be either related or unrelated to the job" (p. 6) and were described as follows: 'Change in life stage' as well as 'Change in family-related or personal circumstances' lead faculty to redefine their perceptions of the job satisfaction *Mediators*. 'Pursuit and achievement of promotion and tenure' alter a faculty member's focus, concerns, and goals. 'Transfer to a new institution' brings with it a new institutional mission, changes in physical surroundings, responsibilities, students and colleagues. A sudden 'Change in perceived justice', whether in regard to salary, promotion, tenure, reappointment and hiring practices, can impact faculty job satisfaction. A perceived lack of fairness in the workplace related to a lack of transparency or a sense that important decisions (i.e., related to tenure, promotion, and employment) are not handled equitably can lead to mistrust, resentment, exhaustion, and burnout (Freeney & Tiernan, 2009). The final trigger, 'Change in mood or emotional state' takes into consideration what is missing in

many of the frameworks in the literature utilized in the study of job satisfaction – that of personality differences.

Work and family obligations produce acute conflict for women faculty more so than men, and while academic culture poses special challenges, “...it is critical that priorities, workloads, reward structures, and values of the academy permit and support an integration of family and work” (American Association of University Professors, 2001, p. 220). Of particular relevance to women faculty and the *Triggers* is the concept of ‘spillover effect’ where attitudes and activities at work impact attitudes and activities outside of work and vice-versa. Faculty may be exposed to *Triggers* during times of economic crisis as a result of mergers, acquisitions, downsizing, and other cost cutting measures, all of which tend to decrease job satisfaction (Akdogan & Cingoz, 2009; Burke, Ng & Wolpin, 2011; Neese, 2011). Inclusion of the *Triggers* in the Hagedorn (2000) model serves to answer calls for further research of nurse educators to include psychological, sociological and personality variables which impact job satisfaction (Gormley, 2003). The conceptual framework constructs *Mediators* and *Triggers* have been described above; the following section describes Engagement, which is the product of the interaction of between *Mediators* and *Triggers*, represented in the model on a three-point continuum.

Engagement

Researchers generally agree that engagement represents the opposite of burnout, and is a predictor of employee performance (Bakker & Demerouti, 2008; Schaufeli, Leiter & Maslach, 2009; Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002; Simpson, 2009). Engagement is also linked to organizational outcomes (Aiken et al., 2008; Demerouti & Cropanzano, 2010; Laschinger & Finegan, 2005; Laschinger & Leightner, 2006; Schaufeli & Bakker, 2004).

Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction places engagement, the product of satisfaction, along a continuum that is influenced by interaction between the *Mediators* and *Triggers*. Hagedorn placed three points along the continuum, representing various degrees to which faculty members are highly satisfied and actively engaged or dissatisfied and thus, disengaged. Hagedorn posits the majority of the academic workforce fall somewhere in the middle of the continuum, and are, for the most part, moderately satisfied and engaged.

In Hagedorn's (2000) model of faculty job satisfaction, it is the interaction between *Mediators* and *Triggers* that influences job satisfaction. The three types of *Mediators* (Motivators and Hygienes, Demographics, and Environmental Conditions) interact within and across each other, but it is the interaction of the *Mediators* with the *Triggers*, or elements of change in the life of a faculty member (job-related or not), that most significantly influence job satisfaction (Hagedorn, 2000). It is this interactive component of change, which results in movement along the model's satisfaction continuum that is most influential in the job satisfaction of the educator. This element of the model is fitting, given the current economic and healthcare atmospheres - a great deal of change is occurring in healthcare, nursing and nursing education, and even greater change is likely to come.

Few theoretical models exist to explain, predict or understand job satisfaction among faculty (Hagedorn, 2000). This study sought to validate a researcher-developed instrument, the NESI, to measure nurse educator job satisfaction. Furthermore, the study sought to describe Georgia nurse educator demographics and the current level of satisfaction with certain aspects or facets of the job. According to Hagedorn (2000, p. 17), "Faculty share a commonality of purpose and profession that can be studied and better understood". Hagedorn's model provides a

structure upon which to base evaluation of job satisfaction of nurse faculty in higher education, and was well-suited to this study's descriptive, quantitative design.

Assumptions

The following assumptions applied to this study:

1. Nurse educators responded honestly to survey items, being assured of anonymity and confidentiality.
2. Job satisfaction was important to nurse educators.
3. Knowing about job satisfaction will contribute to enhancing the work life of nursing faculty.
4. Job satisfaction is a multi-dimensional construct.
5. There are factors that contribute to and detract from job satisfaction.
6. Job satisfaction influences the quality of nurse educator work performance, and thereby may affect student learning outcomes.
7. Current instruments available to measure nurse faculty job satisfaction are few and outdated.
8. Job satisfaction is a measurable phenomenon based on the use of the NESI.
9. The NESI will capture the job satisfaction construct as it is experienced by nurse educators.

Definition of Terms

For the purpose of this study, the following operational and/or conceptual definitions apply:

Engagement describes an emotional involvement or commitment (Mirriam-Webster, 2012).

Institution of Higher Learning refers to physical locations at which a post-secondary education is delivered.

Job satisfaction is a cognitive judgment about personal needs and expectations met through work; represents the output of the person-work situation interaction (Martin, 1991). Job satisfaction will be measured with the NESI.

Nurse faculty/educator is a person employed full-time for the purpose of teaching nursing in an associate and higher degree program accredited by the Georgia Board of Nursing, and possess a minimum of a masters degree in nursing.

Reliability refers to the consistency with which an instrument measures an attribute, and is a major criterion for assessing the quality of the instrument.

Validity describes the degree to which an instrument measures what it is designed to measure.

Limitations

Limitations of this study may include:

1. As this study is cross-sectional, the data apply only to a particular moment in time and may not reflect changes in job satisfaction that occur over time.
2. The purposive sampling method may limit generalizability to other nurse educators.
3. The sample consisted of volunteer participants providing self-report data, which may increase the likelihood of response bias.
4. The sample consisted of nurse educators working full-time in public and private institutions of higher learning in the state of Georgia, thus limiting generalizability.

5. Due to quantitative design, there is little to no control over extraneous variables that may affect job satisfaction.

Delimitations

The scope of the study is limited to full-time nurse educators employed in the state of Georgia at public institutions granting nursing degrees at the associate, bachelors, masters and doctoral levels. This research served to fill gaps in the nursing knowledge regarding the level and predictors of job satisfaction experienced by Georgia nurse educators.

Summary

This chapter provided the background of the study, the problem and purpose of the study, research questions and significance of the study. The conceptual framework used to guide the study was briefly discussed, followed by assumptions, definition of terms, and study limitations and delimitations. This study contributed to the current body of knowledge by providing a reliable, valid instrument for use in the nurse educator population, and through investigating the current level of job satisfaction experienced by nurse educators in the state of Georgia. Study findings can guide nursing deans and directors in efforts to reinforce elements with which nurse educators are satisfied and intervene to change those with which they are dissatisfied.

CHAPTER 2 – LITERATURE REVIEW

At a time when many nursing faculty are exiting the work force and inadequate numbers of candidates are seeking positions as nursing faculty (NLN, 2010b), the need to understand the job satisfaction of nursing faculty in their academic roles is critical. The need for this study was supported by the lack of a current instrument designed specifically for measuring the satisfaction of nurse educators today, and the lack of research into the job satisfaction of nursing faculty. While the literature is replete with studies of job satisfaction in college and university faculty, few studies investigate the satisfaction of nurse educators.

The three-fold purpose of this study was the validation of a researcher-developed instrument to measure the job satisfaction of nurse faculty, investigation into the job satisfaction of nurse faculty in one southern state, and examination of relationships between overall job satisfaction and the conceptual model used to guide the study. Findings from this study may serve to provide a reliable and valid instrument to use in future research of nurse faculty job satisfaction. Furthermore, the findings of this study may help to mediate the critical shortage of nurse educators by providing insight into current levels of satisfaction with various aspects of the job. This knowledge may equip policy-makers and leaders in efforts to improve the work environment for current and future nurse educators. An understanding of factors with which nurse educators are most and least satisfied will aid in the development of recruitment and retention strategies.

This chapter provides a review of the literature on faculty job satisfaction in general and nurse faculty satisfaction specifically. The literature review was completed using four EbscoHost databases that include: a. Academic Search Complete, b. CINAHL, c. Psych Info, and d. SocIndex. The search was limited to published studies between 2003 and 2015, with the exception of a few studies that were important to the early study of job satisfaction, or were relevant to the theoretical

framework for the study. Using the search term *job satisfaction*, over 40,000 studies were identified. When the search term *faculty* was added, the number reduced to 2,987. The number of published studies identified when the term *nurse* was added reduced further to 53. Two dissertation studies were identified when the search terms included *nursing faculty satisfaction* and *Hagedorn's* theory. This chapter will discuss the following topics and subtopics: conceptual frameworks used in the study of faculty job satisfaction, Hagedorn's (2000) theory and nursing faculty satisfaction, definitions of job satisfaction and factors contributing to it, including in higher education and in nursing faculty, and instruments used in measuring job satisfaction.

Conceptual Frameworks of Faculty Job Satisfaction

Conceptual frameworks provide structure and conceptual context for a study and guide study methods. Five conceptual models of faculty job satisfaction were evaluated for use in the study. The framework chosen for this study is based upon Herzberg's (Herzberg et al., 1959) Two Factor Theory of Job Satisfaction. The following discussion of conceptual frameworks will first include the main premises of Herzberg's work, followed by a description of Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction, and will end with a brief description of alternative models of faculty job satisfaction.

This study used Hagedorn's (2000) Framework of Faculty Job Satisfaction to support both the instrument design and subsequent study of nurse faculty job satisfaction. Hagedorn's model is based on and expands upon the classic work of Herzberg (Herzberg et al., 1959). Psychologist and management theorist Frederick Herzberg developed what is known as the Two-Factor Theory of Job Satisfaction. Through interviews with a sample of accountants and engineers, Herzberg found that job attitudes, such as satisfaction, affected worker performance, turnover, mental health, and interpersonal relationships. Herzberg posited that factors or circumstances leading to satisfaction

were unique from those leading to dissatisfaction; he labeled these satisfiers and dissatisfiers as 'motivators' and 'hygienes'.

Motivating factors serve to enrich the job and represent intrinsic aspects of the job. These factors include achievement, recognition, advancement, responsibility and the work itself. When motivating factors are present (or positively perceived), satisfaction and motivation result. Under these conditions, employees tend to perform above minimum requirements and are engaged and committed to the organization. Conversely, when motivating factors are absent (or negatively perceived), the result is no satisfaction and no motivation - employees tend to exert only the effort required to remain employed. The motivating factors are associated with long-term positive effects in job attitudes and performance; they act to create satisfaction by fulfilling human needs for meaning and personal growth (Herzberg et al., 1959).

Hygiene factors describe those aspects of the job that exist 'outside' the worker, or the extrinsic work environment or context. These factors cannot motivate; they work to promote equilibrium or to pacify workers – to aid in the avoidance of dissatisfaction. Hygiene factors are associated with short-term change in job attitudes and performance, which quickly revert to previous levels. Hygiene factors are also known as 'maintenance' factors, that when present, foster an environment that allows the motivating factors to promote and maintain satisfaction. Herzberg et al. (1959) identified five significant hygiene factors: company policy, supervision, working conditions, interpersonal relations and salary. According to Herzberg et al., when hygiene factors are absent (or negatively perceived), dissatisfaction and de-motivation can occur. When these factors are present (or positively perceived), the result is no dissatisfaction and only limited motivation. Hygiene factors must be addressed first before the motivating factors can promote satisfaction.

Hagedorn's Conceptual Framework of Faculty Job Satisfaction

Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction goes beyond Herzberg et al.'s (1959) motivators and hygienes. The framework describes variables known as *Mediators* and *Triggers* that impact faculty job satisfaction. The *Mediators* include many of Herzberg's motivators and hygienes, but Hagedorn adds *Demographics* and *Environmental Conditions* to the model. These variables represent individual, institutional, and environmental aspects which influence faculty job satisfaction. Unlike Herzberg et al., Hagedorn did not distinctly label motivators and hygienes as satisfiers or dissatisfiers, as any of them may act at any time to promote satisfaction or dissatisfaction. Hagedorn included the following *Motivators and Hygienes* in the framework: 'Achievement', 'Recognition', 'Work itself', 'Responsibility', 'Advancement', and 'Salary'.

Mediators are conducive to interventions by administrations of institutions of higher learning, with the exception of the *Demographics*, which are the only model elements that remain fixed and stable throughout a worker's career. According to Hagedorn (2000), the demographic mediators create groups of individuals who share similar characteristics, interests, and experiences. The *Demographics* include 'Gender', 'Ethnicity', 'Institutional Type' (Carnegie classification), and 'Academic Discipline' (Biglan type [hard/soft, pure/applied, life/nonlife]).

The third group of mediator variables is *Environmental Conditions*. These variables include 'Collegial Relationships', 'Student Quality or Relationships', 'Administration', and 'Institutional Climate or Culture'. In Hagedorn's (2000) empirical test of the model, she found three out of four of the *Environmental Conditions* to be the most significant predictors (of all model concepts) of faculty job satisfaction. This finding was supported by a study where institutional climate and student

relationships comprised the most significant predictors of satisfaction for women faculty (August & Waltman, 2004).

Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction is composed of two main elements; *Mediators* and *Triggers*. The *Mediators* have been described above and include *Motivators and Hygienes, Demographics, and Environmental Conditions*. *Triggers* are major life events or changes that may serve to direct a faculty member's energies away from the job.

Hagedorn posited that job satisfaction is influenced in the context of the *Mediators* as a faculty member experiences one or more *Triggers*. The following *Triggers* are included in the conceptual framework: 'Change in life stage', 'Change in family-related or personal circumstances', 'Pursuit and achievement of promotion and tenure', 'Transfer to a new institution', 'Change in perceived justice', and 'Change in mood or emotional state'.

Several published studies were identified that used Hagedorn's (2000) model in the examination of job satisfaction among faculty in higher education (August & Waltman, 2004; Gardner, 2012; Lootens, 2009; Michel, 2012; Sabherwal, 2008; Scafide, 2005; Williams, 2012; Zabriskie et al., 2002). August and Waltman (2004) used the framework in a study of female faculty in a single university in the Midwestern United States and found that satisfaction is much more than salary. Gardner (2012) conducted a mixed-methods study using Hagedorn's conceptual framework to examine female faculty who had left their positions in a research institution. The results showed low satisfaction among female faculty to be related to life stages and changes. Zabriskie et al. (2002) used the model in a secondary analysis of data from a national survey of faculty in higher education whose primary role was that of teaching and found that faculty perception of a caring and supportive environment was the strongest predictor of satisfaction.

In a study of counselor educators, Michel (2012) found that the two main elements of Hagedorn's framework predicted over half the variance in job satisfaction of faculty members. Lootens (2009) used the framework in a study of community college faculty job satisfaction in relation to institutional size and type, and intrinsic, extrinsic, and demographic factors. Hagedorn's conceptual model has been employed in the study of job satisfaction in foreign-born faculty (Sabherwal, 2008) and part-time university faculty (Scafide, 2005). One researcher used elements of Hagedorn's framework in a study of African American female faculty, in the development of the Black Female Faculty Satisfaction Model (Williams, 2012).

Alternative Conceptual Models

Four models of faculty job satisfaction were identified in the literature; three of which concern higher education faculty in general, and a fourth, is included in discussion because it is one of few frameworks specifically related to nursing faculty. Each model is described briefly as it compares to Hagedorn's (2000) model. Ahsan, Abdullah, Fie and Alam (2009) described a framework of faculty job satisfaction which included six job stressors (role conflict, relationships with others, workload pressure, home-work interface, job role ambiguity, and performance pressure) that act individually to influence faculty job stress, which in turn impacts job satisfaction. Weaknesses of the model include the absence of consideration of intrinsic and extrinsic motivation and motivators, i.e. achievement and salary. Also, the model fails to take into account the influence of individual and institutional demographics, the importance of which has been illuminated earlier in the description of Hagedorn's *Mediators*. Ahsan et al. (2009) list relationships with others among the variables, but do not clarify who 'others' are; Hagedorn distinguishes between faculty relationships with colleagues and with students, as these represent differing sources of satisfaction for faculty members. Constructs in the Ahsan et al. model, workload pressure, job role ambiguity, and

performance pressure, could be equated to Hagedorn's *Environmental Conditions (institutional culture)*, but this connection is not a clear one. Ahsan et al.'s *home/work interface* concept is different from Hagedorn's *Triggers*, in that there is no clear indication that *a change* has occurred. Although this concept may capture some important 'spillover effects', it is the change itself that moves the person along Hagedorn's job satisfaction continuum. Ahsan et al.'s model makes no reference to engagement, a concept shown in the research to be evidence of job satisfaction (Hagedorn, 2000). Finally, Ahsan et al.'s framework relies heavily on the aspects of role conflict and ambiguity; while these concepts are common in the study of job satisfaction (Chen, Chen, Tsai & Lo, 2007; Rosser, 2004; Ruel, 2009), issues related to role are seen as 'embedded' in several of Hagedorn's *Mediators* and *Triggers*.

Bozeman and Gaughan (2011) describe their framework in a study of university faculty. Job satisfaction is influenced by three primary constructs individual attributes, work context, and institutional milieu. While the framework does address a few select concepts similar to Hagedorn's (2000), it is not as comprehensive a model. The authors chose a few specific concepts (albeit significant ones) to reflect faculty job satisfaction under the three major constructs. The Bozeman and Gaughan model includes relationships with colleagues, but lacks relationships with students, which the literature supports has a significant influence on the job satisfaction of educators (Docan-Morgan, 2011; Wilson, Squires, Widger, Cranley, & Tourangeau, 2008). Educators' attitudes toward students are related to positive student outcomes (Wilson et al., 2008), which in turn impact job satisfaction. Only two institutional demographic variables (research center affiliation and industrial activity) are included in the model, neither of which has been substantiated in the literature as having significant influence on job satisfaction. These two concepts as described by Bozeman

and Gaughan (2011) have little relevance to this study sample – nurse faculty in the southern U.S. state of Georgia.

The model that perhaps comes closest to Hagedorn's (2000) in terms of comprehensiveness and level of abstraction is that of Chen et al. (2006). This model places faculty satisfaction at the center, influenced by six dimensions of the job: organizational vision, respect, result feedback and motivation, management system, pay and benefits, and work environment. The model fails to include elements of intrinsic/extrinsic motivation, relationships with colleagues or students, institutional demographics, major life events and change, or engagement. The model included faculty demographics, but excludes gender as a variable. While research findings are mixed, most studies have shown gender is a significant factor in faculty job satisfaction (Hagedorn, 2000; Seifert & Umbach, 2008; Winkler, 2000). Environmental conditions are included in the Chen et al. model, but these appear to involve primarily physical structures and resources that make up the workplace environment.

The final framework related to faculty job satisfaction but not chosen to frame this study of nurse faculty job satisfaction is that of Chen, Beck, and Amos (2005). This framework is one of few designed to explain nurse faculty job satisfaction. The model poses three major constructs that impact nurse faculty job satisfaction: *organizational characteristics*, *leadership styles*, and *faculty and dean demographic characteristics*. The model is narrower in scope than Hagedorn's (2000), making it an ill-fit for this study. Lacking in the Chen et al. model are the intrinsic/extrinsic motivators (except for salary), colleague and student relationships, major life events, and engagement. While faculty demographics are included, race/ethnicity is excluded from the model, which job satisfaction research has shown is a significant variable (Mamiseishvili & Rosser, 2011; Sabharwal & Corley, 2009; Victorino, Nylund-Gibson & Conley, 2013). The role of leadership to

faculty job satisfaction is also well-established in the literature (Chung et al., 2010; Donohue, 1986; Gormley, 2003), and comprises the primary focus of this model. The Chen et al. model is not sufficient in breadth or depth to evaluate nurse faculty job satisfaction.

Each of the conceptual frameworks described has each been empirically tested, is useful for examining faculty job satisfaction, and can each be used in higher education, yet they are not appropriate for this study. Hagedorn's (2000) framework of faculty job satisfaction is a comprehensive model that takes into consideration various and unique elements of the individual and the environment, and includes change in the form of life events and the product of satisfaction – engagement. Of the models described, Hagedorn's framework best meets Fawcett's (1995) criteria for evaluating conceptual models. The criteria include comprehensiveness of content, logical congruence, conceptual clarity, and level of abstraction. Hagedorn's model shows comprehensive content through the depth and breadth of model constructs and concepts, which are defined and described adequately. The internal structure of the model is logically congruent and the concepts are presented with clarity. Finally, the Hagedorn model appears to be more abstract than the others – it is comprehensive, yet easy to understand and can be readily utilized by educators, researchers and administrators. The concepts in Hagedorn's model are well-supported in the job satisfaction literature.

Job Satisfaction

The nursing profession has recognized the importance of job satisfaction to staff nurses, yet little attention has been given to job satisfaction of nurse educators (Al-Hussami, 2008; Christian, 1986; Donohue, 1986; Gormley, 2003). A search of the literature from the 1980's to the present revealed few early studies that addressed the issue of nursing faculty satisfaction (Christian, 1986; Donahue, 1986), with more research occurring in 2003 and later (Chung & Kowalski, 2012; Garbee

& Killacky, 2008; Gormley, 2003; McNeal, 2003). While few recent studies were found in the literature, it is important to understand the factors that contribute to faculty satisfaction in light of the increasing need to educate and expand the nursing workforce in response to society's demand for higher quality healthcare and in order to meet the healthcare needs of an aging population (IOM, 2010). Evidence in the literature suggests that nurse faculty satisfaction leads to program improvement, which in turn contributes to positive student outcomes; conversely, a dissatisfied faculty leads to attrition and program instability (Donohue, 1986). Positive outcomes, such as increased faculty productivity, faculty retention, and student satisfaction result from a satisfied faculty (Nyquist, Hitchcock & Teherani, 2000).

Factors Related to Faculty Job Satisfaction

Identifying issues of concern for nurse educators may serve to enhance the positive outcomes that result from faculty satisfaction. Many variables contribute to faculty job satisfaction and are included in this review of the literature. These variables include: leadership, workload, work setting, salary, demographics, academic relationships, institutional climate and culture, engagement, turnover, and stress (AACN, 2009, 2010, 2012; Christian, 1986; Donohue, 1986; Gormley, 2003; NLN, 2007). With the exception of turnover, each of these factors is represented in Hagedorn's (2000) conceptual framework, and found to be significantly linked to faculty job satisfaction. The concept of turnover is discussed due to the negative impact of turnover on an organization and the vast amount of research that shows a link between turnover and job satisfaction.

Leadership. The literature is replete with studies showing the importance of effective leadership to organizational success and employee job satisfaction (Conference Board, 2009; Towers Perrin, 2007). Effective leadership at all levels is an essential element in the process of employee engagement (Towers Perrin, 2007), and a strong relationship exists between faculty job satisfaction

and leadership characteristics (Klein & Takeda-Tinker, 2009). The interplay between the immediate supervisor and the organizational climate greatly affects faculty job satisfaction and performance. In one study of women faculty, a supportive chairperson was found to be one of three highly significant predictors of job satisfaction (August & Waltman, 2004).

The NLN (2005) described effective nursing leaders as expert, competent, credible, and visible. The impact of nursing leadership on faculty satisfaction has been noted as significant (Donohue, 1986). Christian (1986) found perceptions of the role of the department chairperson significantly predicted nurse faculty satisfaction, with the highest satisfaction reported among faculty members who perceived their expectations of the chairperson were met. Gormley's (2003) meta-analysis of nurse faculty job satisfaction found leadership behaviors strongly influenced satisfaction. Brady (2010) found effective leadership to be instrumental in determining organizational culture and overall health of the work environment for nurse educators. Afam (2012) studied the job satisfaction of nursing deans and department heads, and found leadership practices accounted for nearly half of the variance in faculty job satisfaction. According to Afam, (p. 90) "...effective leadership practices by nursing deans and department heads are important in the academic climate of nursing education programs in order to ensure retention of current faculty and continued recruitment of qualified nursing faculty that will be satisfied with their jobs."

Workload. The ability to balance the demands of the nursing faculty role and those of the institution is essential for the perception of a healthy work environment (Brady, 2010). Nurse faculty face multiple responsibilities and unique challenges in the dual role of nurse and educator. Many activities compete for a nurse educator's time and add to the workload, such as teaching in the classroom, lab and clinical settings, advising, scholarly activity, meeting tenure and promotion requirements, and service and committee work. According to Rosser (2004), service and committee

work drain faculty time and esprit more than any other aspect of academic work life, and time spent in this area negatively influences job satisfaction, especially among women and minorities.

For many nurse educators workload has increased (AACN, 2009, 2010). In a study by the NLN (2007), nurse educators reported working over 56 hours a week when school was in session, and as many as 24 hours a week when school was not in session. Two-thirds of the sample reported a heavy workload, and 44 percent reported their workload was excessive and undesirable. The NLN study revealed no adjusting of, or differences between workload of faculty, seasoned or new, and one in four respondents who said they were likely to leave their current position cited workload as a motivating factor.

Work setting. The job satisfaction literature described the academic work setting using comparisons of demographic characteristics. These characteristics include: Carnegie classification, colleges and universities, control (public versus private), and academic discipline. Maahs-Fladung (2009) found differences in job satisfaction of tenure-track faculty where institutions were stratified by Carnegie classification. One study revealed faculty who worked at a Carnegie Research I or II university reported higher levels of job satisfaction than faculty working at other types of institutions, unless they worked in the health sciences, in which case Carnegie classification did not significantly impact job satisfaction (Sabharwal & Corley, 2009). In a study comparing job satisfaction of new faculty members, Trower and Bleak (2004) found college faculty to be more satisfied with organizational climate, nature of the work and professional development, while faculty at universities were more satisfied with time for research endeavors. Findings remain inconclusive regarding the impact of control (public versus private classifications of institutions) on faculty job satisfaction. Johnsrud and Rosser (2002) found little to no difference in faculty job satisfaction, while Bas and Ardic (2002) found significant differences exist in the job satisfaction of faculty in

private and public institutions; faculty in private institutions reported higher levels of job satisfaction. In a study of job satisfaction across academic discipline, findings revealed that faculty working in health sciences were more satisfied at public institutions, whereas other faculty were more satisfied at private institutions (Sabharwal & Corley, 2009).

Several studies have examined the satisfaction of faculty working in two-year and four-year institutions (Kim et al., 2008; National Education Association, 2002; Valadez & Anthony, 2001). Kim et al. (2008) studied job satisfaction of faculty at two- and four-year colleges and found that faculty who worked at four-year institutions were more satisfied with autonomy, while faculty working in two-year colleges reported higher overall job satisfaction. A similar study by the NEA (2002) found faculty in two-year colleges were more likely to be very satisfied with their jobs overall, and more satisfied with their workloads than faculty in four-year colleges and universities. In a study of part-time faculty working in two- and four-year institutions, Valadez & Anthony (2001) found faculty from both institutions equally satisfied in general, though faculty in four-year institutions were more satisfied with autonomy and student quality than those in two-year institutions.

Academic disciplines influence professional values and concerns of faculty members, and exert 'direct and distinctive' impact on turnover intent (Xu, 2008, p. 56). While research has shown conflicting findings regarding job satisfaction across disciplines, (Bender & Heywood, 2006; Gardner, 2012; Terpstra & Honoree, 2004) often significant effects on job satisfaction were noted through interactions between discipline and: gender (Bender & Heywood, 2006; Ward & Sloane, 2000), institutional culture and administration (Gardner, 2012), collegial relationships (Ponjuan et al., 2011) and salary (Terpstra & Honoree, 2004). Sabharwal and Corley (2009) found women

faculty in the health and science disciplines to be more satisfied than those in other disciplines, while Hagedorn (2000) found academic discipline did not significantly predict job satisfaction.

Salary. Research regarding salary as an indicator of satisfaction has proven inconclusive. According to Hagedorn (1996), salary serves as an index of equity, achievement, and potential of an individual relative to other people at the same institution. Bender and Heywood (2006) found strong evidence of the role of comparison earnings on faculty job satisfaction across sector and discipline, as did Hagedorn (1996). According to Zhou and Volkwein (2004), salary was a strong predictor of a tenured faculty member's intent to leave, yet non-tenured faculty were not as likely to leave due to satisfaction with compensation. Zabriskie et al. (2002) found in a study of university faculty that overall job satisfaction increased as salary increased. Findings in a study of novice faculty at colleges and universities revealed that college faculty were more highly satisfied with salary than those employed at universities (Trower & Bleak, 2004).

A study by the NEA (2002) revealed faculty in two-year and four-year colleges were equally dissatisfied with salary. Zhou and Volkwein (2004) found tenured faculty in private and larger universities were more satisfied with salary and benefits than those working in public and smaller universities, and faculty who held a doctoral degree tended to be less satisfied with salary, which had a significant impact on overall faculty job satisfaction (Zhou & Volkwein, 2004). Terpstra and Honoree (2004) found while faculty are generally satisfied with their jobs, they remain dissatisfied with salary. Sabharwal and Corley (2009) found across all academic disciplines, that higher salaries correlated with higher levels of job satisfaction.

Nurse educator salaries are noncompetitive with those of nurses employed in clinical settings – this discrepancy represents a major roadblock to recruitment of qualified nursing faculty (AACN, 2012; NLN, 2007). The gap between academic and clinical nursing salaries has been called the

greatest disincentive for nurses considering a career in teaching (RWJF, 2007). Moody (1996) studied nurse faculty job satisfaction and found among all study variables, that the strongest relationship was between salary and job satisfaction. A study by the NLN (2005) found that nurse faculty are dissatisfied with salary; over half the faculty surveyed reported inadequate salary as the primary reason they would leave their current position. Donohue (1986) found no single variable emerged as a strong predictor of satisfaction with pay for nursing faculty. Salary continues to be an area of contention for nurse educators, and remains an important factor in nurses' decisions regarding employment and pursuit of advanced degrees.

Demographics.

Gender. While studies of job satisfaction among female faculty are sparse, research shows discrimination of woman and minorities continues to plague academe (Donohue, 1986). This discrepancy is of particular concern for nurse educators, as they are predominantly female. Hagedorn's (2000) study of university faculty revealed women experience less job satisfaction than men in regard to salary and benefits. According to August and Waltman (2004), women leave academe at higher rates than men, and the rate of voluntary departure prior to tenure review is double that of men. August and Waltman also found the most significant predictors of job satisfaction for women faculty were departmental climate, quality of student relationships, and a supportive chairperson. Seifert and Umbach (2008) described female faculty members as significantly less satisfied with autonomy and female faculty perceive less equitable treatment of other female faculty and faculty of color than men. Winkler (2000) studied women in academia and found that women faculty experience salary disparities, prevailing gender stereotypes on campus, and gender discrimination in the grant-funding and peer-review processes. In addition, Winkler found women faculty experience greater difficulties than male faculty in the processes of

reappointment, promotion, and tenure. Trower and Bleak (2004) found junior university faculty equally satisfied with the job, regardless of race; however, when gender was considered, minority women were significantly less satisfied than minority men on many workplace dimensions. Bender and Heywood (2006) found in a study of business and academic scientists that more female business scientists reported job satisfaction than males, whereas female academics were found to be less satisfied than their male counterparts. In contrast with most of the literature on faculty job satisfaction and gender, Sabharwal and Corley (2009) found in a study of academic discipline and faculty job satisfaction that females reported higher levels of job satisfaction than males, and described this finding as a “potential narrowing of the gender gap in academe” (p. 554).

Race / ethnicity. Differences are seen in studies discussing faculty satisfaction among racial and ethnic minority groups. Trower and Bleak (2004) found no significant differences along racial lines regarding overall or global job satisfaction of university faculty, while Sabharwal and Corley (2009) found that African American faculty across all academic disciplines to be equally, or more satisfied than faculty of other ethnicities, and that Asian faculty reported the lowest levels of job satisfaction. In similar studies, Mamiseishvili and Rosser (2011) and Victorino et al., (2013) also found Asian faculty to be the least satisfied. Modica and Mamiseishvili (2010) studied African American faculty and found they had significantly lower satisfaction levels and had negative perceptions related to institutional fairness to women; this finding held true especially for faculty at research institutions. In similar studies Zhou and Volkwein (2004) found minority faculty, regardless of rank were more likely to report intent to leave academe, while Jayakumar, Howard, Allen, and Han (2009) found this to be so only at higher ranks. In a study of African American nurse faculty, McNeal (2003) found African American nurse faculty satisfaction correlated positively with scholarly productivity, and institutional cultural climate played a significant role in

their satisfaction. The majority of African American nurse faculty tended not to hold senior professorial rank, administrative positions, or tenure.

Age. Not only does gender and race/ethnicity influence satisfaction, but studies have shown age to play a role in satisfaction. A recent survey from the National League for Nursing (NLN, 2010a) revealed a nurse faculty workforce that is aging. Research shows a dramatic decrease in workforce participation of nurses begins at age 54; a sobering fact, considering the average age of nurse faculty is approximately 55.5 years (AACN, 2012). Nurses tend to seek advanced degrees later in life than do members of other disciplines (Kowalski, Dalley & Weigand, 2006). Studies have shown that as age increases, so does job satisfaction (Christian, 1986; Hagedorn, 2000); that age appears to have a protective effect against burnout (Ghorpade, Lackritz & Singh, 2007; Lackritz, 2004), and the most satisfied nurses are those over 50 years of age (Ingersoll, Olsan, Drew-Cates, DeVinney & Davies, 2002).

Faculty rank. Research shows academic rank and tenure are important to faculty job satisfaction. Zabriskie et al. (2002) found overall job satisfaction was higher among lower-ranking faculty members, while other studies have found that faculty holding higher rank reported higher job satisfaction than lower ranking faculty (Mamiseishvilli & Rosser, 2011; Oshagbemi, 1997; Victorino et al., 2013). Zhou and Volkwein (2004) found academic rank had the strongest positive impact on a faculty member's satisfaction with job security. Okpara, Squillace and Erondu (2005) and Oshagbemi (1997) found female faculty members of higher rank more highly satisfied than lower-ranking male colleagues. Hagedorn (2000) studied college faculty and found those who recently changed rank or institutions reported lower rates of satisfaction, indicating that change (good or bad) is negatively related to job satisfaction.

Tenure status. Research has shown that tenure status may play a significant role in the job satisfaction of faculty. Bender and Heywood (2006) and Rosser (2004) found tenure status predicted higher faculty job satisfaction; in a similar study, tenured faculty reported higher levels of job satisfaction than non-tenured faculty across all academic disciplines, except the health sciences (Sabharwal & Corley, 2009). According to a study by the NEA (2002), overall job satisfaction was not significantly predicted by tenure status, however, those faculty members who were not tenured, or not on a tenure track, reported being very dissatisfied with job security and advancement opportunities. In a study of novice faculty working in colleges versus universities, college faculty reported greater intent to stay than university faculty, but only if they achieved tenure status (Trower & Bleak, 2004).

Academic relationships. Maahs-Fladung (2009) studied faculty job satisfaction and noted collegial relationships factored highest or next-highest in job satisfaction of tenure-track faculty, and that climate, culture and collegiality at the departmental level were significant predictors of job satisfaction. In a survey of faculty at a Christian university, Schroder (2008) found the top-ranking job satisfaction factor was student relationships; collegial relationships ranked third. In a study of social support among faculty, Van Emmerick (2002) found diminished collegiality ranked among the major stressors reported, and that burnout may be mediated by a work atmosphere characterized as friendly and supportive. Other research of faculty found a significant negative relationship between social support and emotional exhaustion and depersonalization, and a significant positive relationship between social support and personal accomplishment (Lopez, Marino & Bolano, 2008). In a study by Hessler and Ritchie (2006), the authors describe the fostering of socialization in younger, newer faculty as a key strategy in the recruitment and retention of novice faculty.

Institutional climate and culture. Relationships and institutional climate/culture can significantly influence faculty job satisfaction for women. Ropers-Huilman (2000) found in a study of women faculty that student relationships were important to job satisfaction. McNeal (2003) found in a study of women and minority faculty the institution's organizational culture had a powerful influence on faculty job satisfaction. Hagedorn (2000) found social relationships with colleagues, students and administration to be significant predictors of faculty job satisfaction. This finding is supported by the work of August and Waltman (2004), where institutional climate and student relationships comprised the most significant predictors of satisfaction for women faculty.

Gormley and Kennerly (2010) found faculty tended to be emotionally attached to, and less likely to leave institutions where the work environment is characterized by positive working relationships among the faculty and dean, where friendly social relationships exist, and the college's welfare is placed above that of faculty. Amicable relations between faculty and administration and an ethical academic culture are essential to faculty productivity and job satisfaction, and can lead to the most important outcome – student achievement (Bottery, 2004; Ruggerio, 2011). Conklin and Desselle (2007) found individual perceptions of institutional equity and climate critical to job satisfaction, and noted the 'momentous importance' of intradepartmental relationships among faculty members – that such relationships may mediate dissatisfaction from other aspects of academic life. Seifert and Umbach (2008) call for higher education to consider the impact on job satisfaction from institutional and disciplinary culture and environment. Attention to institutional climate and culture can enhance faculty effectiveness and aid in retention (Gormley & Kennerly, 2010).

Engagement. According to Simpson (2009), engagement is characterized by high levels of energy, involvement and efficacy, while exhaustion, cynicism and inefficacy are characteristic of burnout. Press Ganey (2010, p. 2) described engagement as,

“...a compilation of positive experiences within the workplace...an emotional bond between an employee and his or her colleagues, leaders and organization. The three pieces to the puzzle of the engaged employee – the enjoyment of the day-to-day work, the emotional connection with the position and the love of the organization – produce the perfect storm”.

Research has shown emotionally engaged workers are nearly twice as likely to stay with their organizations, create more profit, experience fewer on-the-job accidents, and have reduced healthcare costs (Towers Perrin, 2007). Schaufeli and Bakker (2004) found engaged employees reported higher levels of health and well-being and were more productive and reported higher job satisfaction than employees who were disengaged.

A Gallup (2005) study of 200 hospitals examined the relationship between nurse engagement and mortality and complication rates. Gallup found that nurse engagement accompanied a sense of ownership, loyalty, and dedication to creating a patient care environment characterized by efficiency and effectiveness. Findings revealed nurse engagement to be the number one predictor of patient mortality and that nurse engagement influenced quality care and rates of complications. Freney and Tiernan (2009) found a friendly social work environment for nurses to be the single most important key to promote engagement: “...nurse engagement appears to centre on issues of energy, intrinsic reward and having a connection with others at work. The main barriers to nurse engagement appear to be work and responsibility overload, lack of autonomy, not being treated equally to other staffing groups...” (Freney & Tiernan, p. 1563).

Turnover. A lack of job satisfaction increases the likelihood of turnover (Coomber & Baribal, 2007; Hom & Kinicki, 2001), which for many organizations, exerts a costly impact on the operating budget. Turnover costs organizations directly in the form of lost productivity and hiring and training costs, and indirectly through workplace safety issues and morale damage (O'Connell & Kung, 2007). For most industries turnover cost is conservatively estimated at 30-50 percent of the worker's annual salary (Towers Perrin, 2007), yet for jobs that require special training and advanced skill, the cost of turnover can be as high as three-fourths to two times the worker's annual salary (HSM, 2002; Jones, 2005).

A significant gap in the literature exists regarding factors that promote job satisfaction and intent to stay among nursing faculty (Darby-Davis, 2014). While no studies could be found in the literature to address the cost of nurse faculty turnover, findings in an AARP (2007) study of acute care nurses revealed turnover cost to be two to three times the nurse's annual salary. In another study of job satisfaction and turnover intent among staff nurses, Lynn, Morgan and Moore (2009), found nurse job satisfaction was negatively related to intent to leave, and positively related to performance. Intent to leave referred to intent to leave the job and possibly the profession of nursing. In another study of nurses (that included nurse faculty), it was found that nurses were highly dissatisfied with the current healthcare environment, and were expressing a greater intent to leave (Ingersoll et al., 2002).

Nurse faculty most often leave academic careers for retirement and clinical employment (Southern Regional Education Board, [SREB], 2003), key reasons being salary and workload dissatisfaction (Yordy, 2006). Several studies focus on faculty members' decision-making process as it relates to job satisfaction and career mobility (Daly & Dee, 2006; Garbee & Killacky, 2008; Rosser, 2004). Some mobility within academia is beneficial, as it promotes individual growth and

achievement, and can serve to enliven an academic department; however, excessive turnover is indicative of institutional problems, one being faculty dissatisfaction (Zhou & Volkwein, 2004). Turnover among nurses and nurse educators is troubling, given the current nursing shortage and resultant negative effect on patients, healthcare organizations, and institutions of higher learning.

Stress. Stress is related to job satisfaction (Anderson, Guido-DiBrito & Morrell, 2000). The interplay between stress, job satisfaction and health in women has become a subject of growing interest (Burke, 2002). Prolonged stress can lead to burnout among nurse faculty, which may negatively impact the quality of instruction (Allen, 2008). Work-related stress has significant economic implications for organizations, as it leads to poor emotional and physical health of the workforce (Dua, 1994). Job satisfaction and recognition promote self-esteem and a sense of purpose, which in turn enhances immunity and cardiovascular health and may increase longevity (Reinhold, 1996).

In a study of university faculty, Dua (1994) found the relationship between stress, health and job dissatisfaction remained significant after controlling for non-work stress. Women reported more non-work stress than men, due primarily to domestic responsibilities. This finding, though not new, carries implications for the female-dominated nurse workforce. Dua also found nurse faculty to be among the most stressed, although specific causes for stress in the study population were not investigated. Institutions of higher learning benefit from reduction of work-related stress in faculty through increased job satisfaction, improved physical and emotional health, improved morale and increased productivity (Dua, 1994).

Measuring Job Satisfaction

Methods most commonly used to assess job satisfaction include the use of facet and global scales (Russell et al., 2004). Facet measures allow for the independent evaluation of various

components (or facets) of the job, and are concerned with the specifics surrounding a worker's experience, while global measures deal more with generalities, and seek to describe a worker's broad, overall evaluation of the job. Several instruments have been used to measure job satisfaction; most of which were developed several decades ago. The most common among these tools are the JDI (Smith et al., 1969), the MSQ (Weiss et al., 1967), and the JSS (Spector, 1985). Another instrument reviewed for this study is the NFSQ (Martin, 1991), an instrument that provides discipline specific questions for nurse faculty.

The Job Descriptive Index

The JDI (Smith et al., 1969) is a facet measure that includes a global scale of job satisfaction. The JDI consists of items concerning five facets: *work on present job, pay, opportunity for promotion, supervision, and co-workers*. The facets represent both intrinsic and extrinsic areas of the work experience. *Work on the present job* consists of intrinsic characteristics, while the remaining facets describe characteristics that are extrinsic to the worker (Balzer et al., 1997).

The JDI was developed by Patricia Smith and colleagues, and has been revised several times to reflect changes in work environments. It is one of the most widely utilized surveys in organizational research with over 12,000 studies archived by the JDI Research Group (Bowling Green State University, 2012). Development of the JDI involved over 900 people in seven organizations (Smith et al., 1969); it has been translated into at least 10 languages (Balzer et al., 1997) and has shown good cross-cultural psychometric capabilities (Kinicki, McKee-Ryan, Schriesheim, & Carson, 2002). Smith et al. (1969) reported the JDI to be both reliable and valid; the five scales exhibited internal consistency reliabilities ranging from .80 to .88 and high correlation ($r = .70$) with other job satisfaction measures.

The reliability and validity of the JDI has been confirmed in many other studies as well. Ahsan et al. (2009) studied job stress and job satisfaction among Malaysian university faculty and found reliability (Cronbach's alpha) of the JDI to be .73. Rush (2003) found the JDI coefficient alpha values .82 to .93 in a study of job satisfaction and burnout among higher education faculty. Donohue (1986) studied the job satisfaction of nurse faculty and found corrected split-half internal consistency coefficients exceeded .80 for each JDI subscale. Christian (1986) found JDI reliability coefficients of .85 to .90 in a sample of nurse faculty from eight different nursing programs in four U.S. states. Moody (1996) administered the JDI to a national sample of nurse educators and reported the internal consistency coefficients of the subscales ranged from .83 to .91. Staurovsky (1992) studied nurse faculty job satisfaction in three schools of nursing in one state and found reliability coefficients for the instrument to be .80 to .91.

Very few problems with the JDI were identified in the literature. One study of nursing faculty utilized the JDI and found a general lack of variability on the dependent variable job satisfaction. The validity of the JDI for use in the population of academic nurse educators was questioned and the authors called for continued research and instrument validation on intended target populations (Snarr & Krochalk, 1996). In another study, the researcher questioned the JDI's relevance to nurse educators (McHale, 1991). This study of nurse faculty job satisfaction will serve to answer this call for further research using the JDI in the nurse educator population. Van Saane, Sluiter, Verbeek, and Frings-Dresen (2003) reported in a review of 29 relevant instruments that the JDI failed to meet certain quality criteria. In a similar study, the JDI displayed concerning method and error variance, and performance of the instrument was described as less than outstanding. Concerns were also expressed regarding the instrument's length, as well as limited breadth of item domain sampling (Kinicki et al., 2002).

Other Instruments

Other frequently used instruments include the MSQ (Weiss et al., 1967) and the JSS (Spector, 1997), which were developed for use in human service, public, and non-profit sector organizations. The JDI, MSQ, and JSS represent instruments that were developed many years ago for use in populations other than nurse faculty. Al-Rubaish, Rahim, Abumadini, and Worsornu (2011) stated most job satisfaction studies, "...have employed relatively generic all-purpose instruments"; a sentiment shared by other researchers who've developed new instruments to measure job satisfaction among nursing home administrators (Castle, 2006), faculty in Saudi Arabia (Al-Rubaish et al., 2011), and pharmacy faculty (Conklin & Desselle, 2007). Conklin and Desselle (2007) have referred to the use of non-specific, generic instruments in measuring job satisfaction of health professions faculty "questionable at best", as they may fail to capture unique and complex aspects of the role, thereby preventing the meaningful application of results (p. 2).

According to Al-Rubaish et al. (2011), "Developing JS measures specifically tailored for academic staff has become a pressing need in the face of increasing accountability for teaching outcomes to meet accreditation standards" (p. 2). Al-Rubaish et al. call for "...development of a new generation of JS instruments variably tailored to fit specified professional groups and sensitive to prevailing extra-job influences" (p. 5). This call has been echoed by Gui et al. (2009b, p. 485), "The use of scales developed for use on occupational groups other than nurse teachers may no longer be appropriate due to the changing nature and specificity of work areas which demand measurement approaches to be more exclusive. Scales may need to be developed which evolve within the nursing profession for maximum effectiveness." Likewise, the ANA has called for the development and use of nurse-sensitive job satisfaction measures (Castle, 2006). This study seeks to validate an

instrument developed by the researcher – one designed to capture specific aspects of the role of the nurse educator.

Three instruments were identified that measured job satisfaction of nurses in clinical practice; the Mueller/McCloskey Satisfaction Scale ([MMSS], Mueller & McCloskey, 1990), the Measure of Job Satisfaction ([MJS], Traynor & Wade, 1993), and the Nurse Satisfaction Scale ([NSS], Ng, 1993). These instruments were designed for use in studies of nurse job satisfaction; the MMSS and NSS for hospital staff nurses, and the MJS for community health nurses, therefore, they are not appropriate for use in the study of nurse educators due to the differences in role, setting, and other variables that may impact faculty job satisfaction.

Nurse Faculty Job Satisfaction

Only one instrument designed to measure job satisfaction of nurse faculty could be identified in the literature. The Nurse Faculty Satisfaction Questionnaire ([NFSQ], Martin, 1991) was developed following a review of nurse educator job descriptions and completion of a pilot qualitative study of nursing faculty job satisfaction. The resulting instrument included elements from both the JDI and the MSQ, and contained 42 items, each measured on a five-point Likert scale. The survey was evaluated for content validity by an expert in job satisfaction research and two nurse faculty review panels. The construct validity of the NFSQ was evaluated through factor analysis, concurrent administration of a well-known often-utilized job satisfaction survey (JDI), and through discriminant function analysis. The NFSQ was found to have a reliability coefficient of .92, indicating a high level of reliability (Martin, 1991).

One published research study could be located in which the NFSQ (Martin, 1991) was utilized; its use was also noted in the literature in one dissertation and one thesis. Shieh, Mills and Waltz (2001) used the NFSQ in a study of leadership style and job satisfaction of nursing faculty in

Taiwan. The NFSQ was co-administered with the MSQ (Weiss, et al., 1966) for examination of concurrent validity; a positive and moderate relationship was noted between the two instruments. McInnis (2005) used the NFSQ in the study of a national sample of nursing faculty. The study examined nurse faculty job satisfaction among those teaching via traditional, online, hybrid, and mixed teaching methodologies. Puglisi (2010) used a modified version of the NFSQ in a study of the job satisfaction of nursing faculty in the state of New Hampshire.

It is important to the understanding of nurse faculty job satisfaction that the concept be measured using an instrument that reflects current work issues most important to nurse educators. The NSFQ (1991) was developed over twenty years ago; a new instrument is necessary given the passage of time amid changes in nursing education. Since the NFSQ was introduced, several events and issues have developed in nursing education, which may impact nurse faculty job satisfaction. Recent economic decline has placed unprecedented constraints on budgets in higher education (USG, 2010), limiting resources and impacting faculty directly in the forms of mandatory furloughs and long stretches of time without increases in salary; all amid increased student enrollment. The current pool of nurse educators is aging, and there are few nurses in the pipeline to replenish these ranks. In addition, the push for nurse educators to be prepared at a higher level and the worsening nurse faculty shortage are factors that may have influenced nurse faculty job satisfaction over the past several years. Upon development of the NFSQ, it was found to be a valid and reliable instrument; however, given the passage of over two decades, development of a new survey is necessary to provide a current means to measure job satisfaction of nursing faculty.

Nurse Faculty Job Satisfaction in Georgia

The search of the literature revealed few studies of job satisfaction among nurse educators in the state of Georgia. One qualitative study (Horat, 2008), and one quantitative study (Cranford,

2009), both dissertations, were identified. Horat (2008) conducted a phenomenological study of new nursing faculty in Georgia that explored phenomena influencing decisions to stay or leave nursing academic settings within the first three years of employment. Twenty full-time nurse educators in nine baccalaureate programs participated in the study. Five major themes evolved: *Perceiving the Role: Romanticizing and Facing Reality, Influencing Role Development: Nurturing and Non-Nurturing, Staying With, Teetering on the Edge, and Reflecting Afterthoughts on Leaving*. Subthemes revolved around such issues as time commitment, workload demands, pay, and collegiality.

According to Horat (2008), nurse educators begin to have thoughts of leaving as they begin to experience dissatisfaction and a lack of socialization into the faculty role. Of study respondents, one indicated a definitive decision to leave academe after serving two years, and two others left within three years of employment. All three respondents reported the major influences in their decisions to leave included salary, workload requirements, and the prospect of earning a doctorate without financial support or workload adjustment. Study findings illuminated factors that influence nurse educators' decisions to stay or leave academe and the importance of these factors to the retention of new nurse faculty.

Cranford (2009) conducted a descriptive study of 262 nurse educators employed in 31 public colleges and universities governed by the University System of Georgia. The vast majority of respondents were employed full-time in the primary role of instruction. The study examined the effects of certain demographics on role strain, and the extent to which this strain predicted perceived satisfaction with role transition from clinical practitioner to faculty member and intent to stay in academia.

Study participants reported feelings of exhaustion, heavy workloads, job functions unrelated to the role, and a lack of awareness of multiple role expectations of nurse faculty. Other issues included conflicting departmental policies, and feeling caught between students and administration. Study findings suggested that Georgia nurse educators are experiencing significant role ambiguity and strain (Cranford, 2009), which can potentially impact job satisfaction.

Summary

The literature contains numerous studies that have examined faculty job satisfaction and personal and institutional characteristics. Although few specifically addressed the job satisfaction of nurse faculty, it is understood that nursing faculty were included in many of these studies of college and university faculty. The literature shows that leadership, workload, and salary issues are important to nurse educators' job satisfaction. Gaps remain concerning specific factors that predict nurse faculty job satisfaction. There is a dearth of research in this area, as well as a lack of consensus as to which factors promote job satisfaction among this population. In addition, there is a lack of current and relevant instruments with which to measure nurse faculty job satisfaction. It is clear from the research that nurse educator job satisfaction is an area worthy of further investigation. The current body of knowledge has not produced a clear understanding of primary indicators of satisfaction for nurse faculty.

This chapter presented a review of the job satisfaction literature as it relates generally to faculty in higher education, and to a lesser extent, specifically to nurse educators. Also described in this chapter was Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction. The chosen conceptual framework is appropriate, as it addresses satisfaction with major components of the work experience for nursing faculty, which include leadership, workload, salary, relationships, and institutional climate and culture, among others. Included in this chapter was a description of current

instruments available for measuring job satisfaction and why these are not appropriate in the study of nurse faculty job satisfaction. The chapter ended with a description of dissertation studies describing factors in the nurse educator role that lead to dissatisfaction and intent to leave academia. Chapter three will describe the methods used in development and testing of the new instrument, as well as data collection and analysis.

CHAPTER 3 - METHODOLOGY

Few theoretical models exist to explain, predict, or understand job satisfaction among faculty (Hagedorn, 2000). Current and relevant instruments to measure job satisfaction in nursing faculty are scarce, and little research has been conducted on nursing faculty (Baker et al., 2011; Christian, 1986; Donohue, 1986; Gormley, 2003; Snarr & Krochalk, 1996). This chapter presents the methodology used to validate a researcher-developed instrument designed to measure nurse educator job satisfaction. The research purpose, design, research questions, hypotheses, sample selection and criteria, instrumentation, procedures, data analysis, and reliability and validity are described.

Purpose

The purpose of this study was validation of a researcher-developed instrument and measurement of job satisfaction of nursing faculty in Georgia. After review of the literature, only one instrument was identified that was specifically designed for use in the nurse educator population. The Nurse Faculty Satisfaction Questionnaire (NFSQ, Martin, 1991) was developed and found to be valid and reliable, but further use of the instrument was limited to one research study (Shieh et al., 2001), one doctoral dissertation (McInnis, 2005), and one master's thesis (Puglisi, 2010). Over two decades had passed since the NFSQ was developed, which highlighted the need for a current and relevant tool to measure job satisfaction in nursing faculty. Thus a new instrument, the NESI, was developed by the researcher. The new instrument was assessed for content and construct validity through expert panel review and co-administration of an existing job satisfaction survey, the JDI (Smith et al., 1969); see Appendix B for the JDI and Appendix C for permission to use the JDI in this study. The NESI was also assessed for internal consistency reliability via statistical analysis. Furthermore, data were analyzed to determine the job satisfaction of Georgia nurse educators.

Design

This study of nurse faculty job satisfaction used a quantitative, descriptive, correlational design to evaluate a new survey instrument to be used to investigate job satisfaction among nursing faculty in Georgia and to describe the characteristics of nurses who responded to a Web-based survey. The study was guided by Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction. Variables that were studied included *Mediators* such as salary and recognition, and *Triggers*, which are major life changes experienced recently by nurse educators (see Table 1 for complete list of variables and measures).

As a quantitative study, the current research was concerned with measurement and testing, and the discovery of relationships (Fain, 2004), and is the most common type of research (Boswell & Cannon, 2011). Quantitative research involves the use of statistical tests to determine sample characteristics and relationships between variables. Boswell and Cannon (2011, p. 391) defined quantitative [design] as, "The scrutinizing of a phenomenon that contributes to the collection of meticulous measurement and quantification, while using a painstaking and manipulative strategy".

A descriptive study examines the characteristics of a single sample. The purpose of descriptive studies is the accurate, thorough and complete description of an event, concept, or experience (Oman, Krugman & Fink, 2003) – of people, organizations, or situations (Fawcett & Garity, 2009); to gather information about attitudes, conditions or characteristics (Fain, 2004). Descriptive studies examine the characteristics of a single sample, and do not prove cause and effect relationships. Polit and Beck (2004) described the importance of descriptive research to the generation of evidence to guide nursing practice: "There is often a logical progression to knowledge expansion that begins with rich description...." (p. 195).

A correlational design was used in this study to examine the characteristics of the sample, and the job satisfaction survey response data. Correlational research is used when the researcher is not looking at all variables equally; the data support conclusions about the existence and strength of relationships between and among variables, and variables influence/are influenced by other variables (Oman et al., 2003). The correlational design differs from other designs in that no attempt is made to manipulate or control study variables. The strengths of correlational research (especially for nursing) involve the fact that many problems of interest are not amenable to experimentation; the research is often characterized by realism, and therefore has intrinsic appeal (Polit & Beck, 2004). Weaknesses of the correlational design include weak ability to determine cause-and-effect, the existence of plausible alternative explanations for any group differences on the dependent variable (threat to internal consistency), and difficulty with interpretation of findings due to the complex interrelatedness of study variables (Polit & Beck, 2004).

The survey method was used in this study. This method involves the collection of data to examine and describe particular aspects of the life of the population under study. The survey method was employed to explore trends among nursing faculty across the state and to compare and describe relationships among the variables (Sapsford, 2007). Surveys are advantageous in that they offer anonymity, are less expensive, are a quick and efficient means of obtaining information from large numbers of individuals, and eliminate the opportunity for interviewer bias (Dessler, 2000; Dillman, as cited in Boeve, 2007; Pedhazur & Schmelkin, 1991); the greatest advantage of the survey method is flexibility and broadness of scope (Polit & Beck, 2004). Disadvantages of survey methods include low response rates, production of superficial data and risk of incomplete surveys (Kelley, Clark, Brown & Sitzia, 2003; Sekeran, 2000), and response bias (Polit & Beck, 2004); all of which have potential to lower validity.

This study utilized a web-based survey. Advantages of web-based surveys are convenience for participants, immediate availability of data for analysis, the capability for efficient management of data, and availability of high-quality graphics (Fricker & Schonlau, 2002). Other advantages are low cost and the opportunity for the researcher to give feedback and prompts to participants that may minimize missing responses (Polit & Beck, 2004). Disadvantages of web-based surveys include low response rates, potential inaccuracies characteristic of self-report surveys, lack of an interviewer (also considered an advantage), and lack of adequate computer access/literacy (Fricker & Schonlau, 2002; Polit & Beck, 2004). Concerns regarding computer access/literacy were not an issue in this study, as the sample was composed entirely of highly educated nurse faculty who have access to and literacy of computer equipment necessary in the role of nurse educator.

Nonresponse bias, or low response rate is another disadvantage of web-based surveys. Low response rates represent one of the most difficult issues in survey research (Trochim & Donnelly, 2008). Research shows electronic response rates have declined over time (Sheehan, as cited by Fricker & Schonlau, 2002). Individuals are increasingly exposed to technology-driven stimulation in the workplace, and report 'survey fatigue' (Porter, Whitcomb & Weitzer, 2004). A response rate of 65% or higher "...is probably sufficient for most purposes", but response rates most often fall below this (Polit & Beck, 2004, p. 366). Kelley et al. (2003) report a response rate at or near 65% is sufficient for self-report questionnaires. Fain (2004) described response rates from 60-80% as excellent, though more realistic rates tend to fall somewhere between 30 and 60%. Fricker and Schonlau (2002) examined the literature with respect to various survey modes and found little evidence that Internet or web-based surveys enjoyed higher response rates than conventional surveys. The authors reported that "The few Internet-based surveys that have achieved higher

response rates have tended to be either of university-based populations or small, specialized populations” (p. 7), which describes the study sample.

Efforts were made to obtain the highest response rate possible. Participants were told the total number of items and the approximate time required to complete the survey. Participants had the ability to exit the survey and resume at another time, able to begin where they exited. An incentive to participate was offered; nurse educators who completed the survey had the opportunity to submit their email addresses to enter a drawing for a Visa gift card.

Design Validity

The quality of a quantitative study is judged on the basis of validity (Pope, Mays & Popay, 2007). Four types of research design validity affect rigor in quantitative research (Polit & Beck, 2004). These include conclusion validity, construct validity, internal validity, and external validity. For this descriptive study, internal and external validity were not applicable. Internal validity is only relevant in studies that involve causal relationships, and is therefore not applicable in most descriptive studies (Trochim & Donnelly, 2008). External validity is concerned with generalization of study findings to other samples and settings. It is not the goal of descriptive studies to generalize, but to describe relationships among variables (Polit & Beck, 2004). The most relevant types of research design validity in this study are conclusion validity and construct validity.

Conclusion validity. Conclusion validity refers to the degree to which conclusions about variable relationships are reasonable (Trochim & Donnelly, 2008); the strength of evidence that a relationship exists; the ability of the design to detect true relationships among variables (Polit & Beck, 2004). The primary threat to statistical conclusion validity in this study was low statistical power. Statistical power is known as the capacity of a research study to detect true relationships or differences that exist in a population. Statistical power constitutes the probability that study findings

in the sample will accurately reflect those of the intended population (Oman et al., 2003). When study findings do not accurately reflect the target population, it is likely that errors of inference are responsible. These errors of inference are known as Type I and Type II errors. Type I errors occur when research findings indicate a relationship exists between variables when in reality, such a relationship does not exist. The probability of committing a Type I error is also known as alpha level, or significance, and is commonly set at .01 or .05 (the minimum acceptable for alpha). An alpha level of .05, for example, refers to the risk that erroneous rejection of a true null hypothesis will occur in 5 samples out of 100. To protect against a Type I statistical error, an alpha level of .05 and confidence level of 95% was used for this study.

Type II errors occur when findings indicate a relationship between study variables does not exist, when such a relationship actually does exist. Lowering the alpha level to a more strict level of .01 increases the risk of a Type II error (Polit & Beck, 2004). Statistical power is a complement of beta, or the probability of committing a Type II error. Power is commonly set at .80, which indicates a 20% risk that a Type II error will occur (or an 80% chance of finding a statistically significant difference when there is one). Effect size (or gamma) is related to statistical power, and represents the magnitude of a relationship between variables. A priori effect sizes are chosen by researchers based on review of the literature. Polit and Sherman (cited in Polit & Beck, 2004) found the average effect size in most nursing studies to be .20, with the majority in the range of .20 to .40. An a priori power of .80 and an effect size of .20 was used for this study. A second threat to conclusion validity in this study was low reliability of measures, which is discussed in the instruments section of this chapter.

Construct validity. Construct validity concerns the measurement of variables, and refers to the degree to which an instrument measures the construct of interest (Polit & Beck, 2004). Construct validity is discussed in the instruments section of this chapter.

Study Limitations Related to Design

This study had several limitations related to design. In this cross-sectional study, the data were from one point in time, and therefore changes in job satisfaction that occurred over time were not captured. Although it is not the purpose of descriptive studies to generalize findings to other populations, generalizability is limited in this study due to the convenience sampling method. Because the study sample was composed of full-time nurse educators employed in public institutions in the state of Georgia, study findings are not likely generalizable to any other populations. There was an increased likelihood of response bias in the study due to the nature of self-reported data provided by volunteer participants. Finally, limitations due to the quantitative nature of the study include an absence of control over extraneous variables that may affect job satisfaction in the sample of nurse educators. The limitations discussed were mediated by obtaining as large a sample as possible, and by giving attention to design validity.

Variables

The framework chosen to guide this study, Hagedorn's Conceptual Framework of Faculty Job Satisfaction (2000), describes job satisfaction in the context of two constructs, *Mediators* and *Triggers*, and the impact of job satisfaction on a third construct, engagement. The model contains three types of *Mediators*: Motivators & Hygienes, Demographics, and Environmental Conditions. Hagedorn defined a Mediator as "...a variable or situation that influences (moderates) the relationships between other variables or situations producing an interaction effect" (p. 6). Triggers were defined as, "...significant life events that may be either related or unrelated to the job" (p. 6).

The following variables (described in detail in chapter two) were found to be important to faculty job satisfaction, and were included in the new instrument based on the selected theoretical framework and review of the literature:

- **demographics.** Age, gender, race/ethnicity, marital status, level of education, years as a nurse educator, years at current institution, academic rank, tenure status, and institutional type;
- **job aspects.** These variables were categorized by the researcher, and are based on Hagedorn's *Mediators and Triggers*. 'Work and Workload' (teaching responsibilities, responsibilities other than teaching, and workload); 'Rewards' (recognition/praise, personal sense of accomplishment, and salary); 'Relationships' (college/university administration, department dean or chair, nursing colleagues, students); 'Opportunities' (professional growth and development-faculty role, professional growth and development-clinical role/specialty area, and advancement-tenure and promotion); 'Academic Environment' (institutional climate/culture, and departmental climate/culture); and 'Major Life Events' (change in life stage, difficulties with family or personal circumstances, change in emotional state or mood, change in rank and/or tenure, transfer to a new institution, change in perceived justice); and
- **general items.** Level of Engagement in Work, Stress Level, Intent to Leave (current institution, nursing faculty role, nursing profession), Work Setting Preferences, and Overall Job Satisfaction.

Research Questions

The research questions guiding this study were:

1. How reliable and valid is the NESI instrument in measuring nursing faculty job satisfaction?

2. Using the NESI instrument, what is the level of job satisfaction experienced by nurse educators in Georgia?
3. What is the relationship between nurse faculty satisfaction and the mediators and triggers defined by Hagedorn (2000)?

Procedures for Collection and Treatment of Data

A proposal was submitted to the Institutional Review Board of Kennesaw State University. Upon approval, the new survey instrument was examined for content validity prior to the web survey dissemination to Georgia nursing faculty. Panel members were recruited from among the public, private, and technical colleges in the state of Georgia. The panel evaluated the NESI using a formative evaluation form developed by the researcher (see Appendix D), and a summative form, the Validation Rubric for Expert Panel ([VREP], Simon & Goes, 2013). A copy of the VREP and permission to use the VREP in this study are in Appendices E and F, respectively. Once IRB approval was granted (see Appendix G), and content validity was established, recruitment of nursing school deans and directors as gatekeepers began. The survey was delivered in a web survey format from a frequently-utilized Internet survey provider.

Data Collection

A listing of email addresses of department chairs/deans was obtained from the website of the Georgia Board of Nursing. Information about the study was disseminated at a meeting of the Georgia Association of Nursing Deans and Directors (GANDD) to explain the research project in an effort to gain their support and willingness to serve as gatekeepers. Direct access to emails of individual faculty members in the state of Georgia was not possible. The use of gatekeepers had several advantages. Confidentiality of respondents was preserved, and it provided a means of gaining entry and access to faculty. Use of gatekeepers may also have served to increase response

rate, since faculty members were contacted by the gatekeeper, whom they knew. Because faculty were familiar with the email sender, they may have been more likely to open, read and complete the questionnaire (Garbee, 2006). Use of gatekeepers had the potential to hinder responses as well – it was wholly the gatekeeper’s decision to forward the survey information to faculty.

An introduction and invitation to participate in the survey was sent to school of nursing deans and directors asking them to forward the information to potential participants via email. This message contained information about the study, including the purpose and future use of findings, eligibility and participation requirements, risks and benefits of participation, contact persons, a statement describing the voluntary nature of participation, as well as a link to the survey. Confidentiality information included the fact that no personal identifiers were collected, and IP addresses of faculty were not saved as a part of the survey. A copy of this information is included in Appendix H. An online consent form was included per university research protocol; see Appendix I. Participants willing to complete the survey were asked to click a button in the electronic survey to progress; clicking this button took the participant directly to the survey.

The survey was available for approximately two weeks. Follow-up / reminder emails were sent at the end of the first and second weeks to encourage those who had not yet responded. Upon closure of the survey, data were exported into a Microsoft Excel file in preparation for statistical analysis using the Statistical Package for the Social Sciences (SPSS).

Data Analysis

Data were analyzed to address the three-fold purpose of the study – to determine the reliability and validity of the new job satisfaction instrument, to understand what the current level of job satisfaction was among nurse faculty who responded to the survey, and to determine

relationships between job satisfaction and Hagedorn's mediators and triggers. Three research questions guiding the study and the statistical procedures used to answer them are as follows:

1. How reliable and valid is the NESI in measuring nursing faculty job satisfaction?

Upon completion of data collection, statistical analysis determined internal reliability of the new instrument using Cronbach's alpha coefficients, with close examination of the effect of questions removed or included in the analysis. A split half correlation was also calculated as part of the reliability as another means to confirm the consistency of the questionnaire form. The Pearson product moment correlation was conducted to show both construct and criterion validity. Cronbach's alpha, split half reliability, and Pearson's 'r' are discussed further in the validity of measures section of this chapter.

2. Using the NESI, what is the level of job satisfaction experienced by Georgia nurse educators?

Descriptive statistical analysis was used to describe the characteristics of the sample and to examine the frequencies and central tendencies of key study variables. Key variables included overall job satisfaction, demographics, and variables categorized as *Mediators* and *Triggers*. *Mediators* and *Triggers* are central elements of the conceptual framework guiding the study; see Table 1 for a list of study variables and their relationship to the conceptual framework.

3. What is the relationship between nurse faculty satisfaction and the *Mediators* and *Triggers* defined by Hagedorn (2000)?

Statistical analysis of the data included calculation of Pearson's 'r', or a correlation coefficient to determine if there were any significant relationships between the conceptual model components, *Mediators* and *Triggers* and nurse faculty job satisfaction.

Setting

Sample setting is important in that it assists with generalization of the sample, and should describe the type of setting from which subjects will be recruited (Oman et al., 2003). The sample was composed of nurse educators in the state of Georgia who were employed full-time in accredited programs of nursing that grant degrees at the associates level and higher. The institutions from which the sample was drawn were public institutions under the administrations of the University System of Georgia and the Technical College System of Georgia, and private institutions.

Population and Sample

The sample for the study was selected through non-probability purposive sampling of full-time nurse faculty who teach in schools of nursing that grant nursing degrees at the level of associates and higher. The sampling frame consists of nurse educators employed by the University System of Georgia and the Technical College System of Georgia in schools of nursing accredited by the Georgia Board of Nursing. Purposive sampling is a subjective method of obtaining a study sample through selection of subjects who possess knowledge of the phenomenon under study. It is a method used when the researcher deliberately sets out to study a particular group of people. Purposive and convenience sampling are the weakest, yet most commonly used sampling methods (Polit & Beck, 2004).

Advantages of convenience and purposive sampling strategies include the ease of accessibility, the availability of respondents, and less time consuming and expensive than other sampling methods (Fawcett & Garity, 2009). Disadvantages of convenience and purposive sampling strategies include the fact that the sample may not be representative of the population, and therefore findings are not generalizable to others (compromised external validity). Sampling bias is a real threat in this study of nurse faculty job satisfaction related to the non-probability purposive sampling

strategy used. The study sample may over- or under-represent the target nurse educator population. Obtaining the largest sample possible helps to lessen the effects of sampling bias (Polit & Beck, 2004). Although a non-probability purposive sampling technique was used, all nursing programs that were fully accredited by the Georgia Board of Nursing were included in this study. Theoretically, every nurse educator in these programs had a chance to participate in the study, thereby making the findings representative of the nurse educator population in the state of Georgia. There were approximately 41 nursing programs from which the sample was drawn and who met the inclusion criteria in the state of Georgia. A review of each school's website was conducted to determine the estimated number of full-time nurse educators at each institution. The number was estimated to be 740.

The issue of small sample size did not create significant problems in this study due to the descriptive nature of the study. It is not the aim of descriptive studies to test hypotheses, but to describe phenomenon; nevertheless, the largest sample possible was sought, in an effort to decrease sampling error and increase confidence (Boswell & Cannon, 2004; Oman et al., 2003). While many nursing studies are based on small samples which can lead to inconclusive results, in cases where the population is relatively homogenous, small sample sizes may be adequate (Polit & Beck, 2004). In addition, if there is reason to expect the study variables are strongly related, then a small sample should bear out this point (Polit & Beck, 2004).

Instruments

The NESI and the JDI (Smith et al., 1969) are the two instruments that were used for the study. The one measure designed to measure job satisfaction among nurse faculty, the NFSQ (Martin, 1991), has been found to be reliable as an instrument however it was primarily used in the early 1990s and much has changed in the field of academic nursing education over the last few

decades. Therefore the need for a current updated instrument was identified. The NESI is a survey instrument that was informed by existing job satisfaction surveys, and was based on the conceptual framework, an extensive review of the literature, and the experience of the researcher.

NESI

The NESI consists of 48 items with options for answers ranging from '1' to '7' on a Likert-type scale, with '1' being 'extremely dissatisfied', and '7' being 'extremely satisfied'. Basic categories were identified for the questions and included demographic questions (13), job satisfaction indicators (15), major life events (6), general questions (6), preferred settings (2), overall job satisfaction (1), and open-ended questions (5). The sum of the responses provided a score, wherein a high score represented a high level of satisfaction and a low score a low level of satisfaction. Scores were evaluated as they related to individual items, scale categories, and job satisfaction as a whole.

The selection of items for the NESI was based on existing job satisfaction instruments, extensive review of the literature, Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction, and personal experiences of the researcher. See Table 1 for a listing of variables and their relationship to existing job satisfaction surveys and the conceptual framework. The NESI was distributed to the sampling frame of nurse educators in private and public institutions in Georgia to determine three primary objectives –to assess the quality of the new instrument and the data collection techniques, to determine the job satisfaction level of nursing faculty in Georgia, and to determine if any relationships were present between elements of the conceptual framework and job satisfaction.

Table 1.

NESI Variables, other Instruments, and the Conceptual Framework.

NESI Variables/Items	JDI	MSQ	JSS	NFSQ	Hagedorn's Framework
I. Demographics					
Age				✓	
Gender		✓		✓	Mediators: Demographics
Race/Ethnicity					Mediators: Demographics
Marital Status					
Highest Level of Education		✓			
Total Years as Nurse Educator		✓		✓	
Years at Current Institution		✓		✓	
Academic Rank				✓	
Tenure Status				✓	
Dean/Director-Assistant Dean/Director?					
Institutional Type-Classification (USG)					Mediators: Demographics
Institutional Type-Control					
II. Job Aspects					
NESI Variables/Items	JDI	MSQ	JSS	NFSQ	Hagedorn's Framework
Work and Workload					
• The Work Itself (primary)	✓	✓	✓	✓	Mediators: Motivators & Hygienes
• Other Responsibilities of the job		✓		✓	
• Workload (the amount of work)		✓		✓	
Rewards					
• Recognition / Praise		✓		✓	Mediators: Motivators & Hygienes
• Accomplishment/Achievement		✓		✓	Mediators: Motivators & Hygienes
• Salary	✓	✓	✓	✓	Mediators: Motivators & Hygienes
Opportunities					
• Professional Growth/Development-Faculty Role		✓		✓	Mediators: Motivators & Hygienes
• Professional Growth/Development-Clinical/Specialty Area					Mediators: Motivators & Hygienes
• Advancement: Promotion / Tenure	✓	✓	✓	✓	Mediators: Motivators & Hygienes
Relationships					
• College/ University Administration	✓	✓	✓	✓	Mediators: Environmental Conditions
• Department Dean or Chair	✓	✓	✓	✓	
• Nursing Colleagues	✓	✓	✓	✓	Mediators: Environmental Conditions
• Students	✓			✓	Mediators: Environmental Conditions
Academic Environment					
• Institutional Climate/Culture	✓	✓	✓	✓	Mediators: Environmental Conditions
• Departmental Climate/Culture	✓	✓	✓	✓	

Table 1. *NESI Variables, other Instruments, and the Conceptual Framework (Cont.)*

III. Major Life Events/Changes					
NESI Variables/Items	JDI	MSQ	JSS	NFSQ	Hagedorn's Framework
• Change in family/personal circumstances					Triggers-Change
• Change in rank or tenure					Triggers-Change
• Transfer to New Institution					Triggers-Transfer
• Change in Perceived Justice					Triggers-Change
• Change in Mood /Emotional State					Triggers-Change
IV. General Items					
NESI Variables/Items	JDI	MSQ	JSS	NFSQ	Hagedorn's Framework
Stress Level & Source					
Intent to Leave					
• Current Institution					
• Nursing Faculty Role					
• Nursing Profession					
Overall Job Satisfaction	✓		✓	✓	Job Satisfaction Continuum
V. Job Setting Preferences					
• Setting most preferred					
• Setting least preferred					
VI. Open-Ended Questions					
• What satisfies most?					
• What satisfies least?					
• What suggestions would you offer to improve satisfaction?					
• Do you think the future is a positive or negative one for nursing faculty? Why?					
• Is there anything else you'd like to add?					

NESI Development Process

The NESI was designed following an extensive review of the literature. It was informed by existing instruments, which are reliable, but not currently relevant for use with the nursing faculty population. The rationale for item selection is described based on the literature, the prevalence of items in four existing job satisfaction surveys, the study's conceptual framework, and the decision-making processes of the researcher. In the discussion that follows, the four job satisfaction surveys reviewed for this study (JDI [Smith et al., 1967], MSQ [Weiss et al., 1967], JSS [Spector, 1985] and NFSQ [Martin, 1991]) as a whole are referred to as 'existing job satisfaction surveys'.

Demographics

'Age', 'Gender' and 'Race/Ethnicity' comprise the first three demographic items on the NESI. These three categories are those used by the U.S. Census to conduct demographic analyses of the population. Extensive research shows these three variables significantly impact faculty job satisfaction. Literature reveals that job satisfaction for nurse educators increases with age (Christian, 1986; Hagedorn, 2000); the most satisfied nurses are over the age of 50 (Ingersoll et al., 2002), and increased age may mediate the negative effects of job dissatisfaction (Gorphade et al., 2007; Lakritz, 2004). Age is important to include in the NESI, in light of the aging nursing faculty workforce, and the effects of age on job satisfaction. Among the existing job satisfaction surveys, age was included as an item only in the NSFQ (Martin, 1991). Hagedorn (2000) did not include age among the demographics of the conceptual framework.

Gender is a significant factor in faculty job satisfaction (Hagedorn, 2000; Seifert & Umbach, 2008; Winkler, 2000). Literature reveals that female faculty are less satisfied than male faculty with factors such as salary (Hagedorn, 1996, 1998, 2000, 2001), autonomy (Seifert & Umbach, 2008), reappointment and promotion processes (Winkler, 2000), and general job satisfaction (Hagedorn, 2000; Sabharwal & Corley, 2009; Seifert & Umbach, 2008). Women comprise approximately 97% of the nurse educator workforce (AACN, n.d.), therefore it is important to research the effect of gender on job satisfaction among all nurse educators. Gender is a component of the MSQ (Weiss et al., 1967) and the NFSQ (Martin, 1991), as well as the conceptual framework. Hagedorn included gender in the conceptual framework of faculty job satisfaction, as she found it to be significant to job satisfaction in several studies of faculty in higher education (1996, 1998, 2000, 2001).

Studies of job satisfaction of minority faculty members have shown race and ethnicity to be important factors in job satisfaction. Although findings are mixed, in general the literature shows

that minority faculty report less job satisfaction than their majority peers (Hagedorn, 2000, 2004; Jaschick, 2008; Laden & Hagedorn, 2000; Seifert & Umbach, 2008; Zhou & Volkwein, 2004). Race and ethnicity were not included as demographic items in any of the existing job satisfaction surveys, but Hagedorn (2000) includes 'Ethnicity' in the conceptual framework as a model variable.

The next demographic item chosen to be included in the NESI was 'Marital Status'. On the whole, research findings reveal that married faculty report higher job satisfaction than non-married faculty (Hagedorn, 2000; Sabharwal & Corley, 2009; Saner & Eyupoglu, 2013). The nursing faculty workforce is mostly female; therefore, responsibilities related to marriage/family life may impact work-life balance and job satisfaction. Marital status was not included in any of the existing job satisfaction instruments, and is not an element of Hagedorn's (2000) framework of faculty job satisfaction.

The next demographic items chosen for the NESI were: 'Highest Level of Education', 'Total Years as a Nurse Educator' and 'Years at Current Institution'. These items were chosen with the purpose of gaining insight from the data, due to the lack of research regarding job satisfaction as it relates to these variables. Educational attainment is an important variable, given the push to educate nurses at higher levels, and the variety of educational degrees held by nurse educators. The inclusion of this item in the NESI provided data to determine if Georgia nurse educators' job satisfaction is influenced by advanced education. The item 'Highest Level of Education' appears only in the MSQ (Weiss et al., 1967), and is not described as an element of Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction. The number of years spent as a nurse educator and at the current institution provided data on job satisfaction and the passage of time. For nurse educators, this is significant, in that nursing faculty are usually older when they enter the role, and thus spend fewer years teaching than faculty in other disciplines. These items were not found in the

JDI or the JSS, but are elements of the MSQ and NFSQ. They were not included in the conceptual framework.

Academic rank and tenure have been shown in the literature to be significant factors in faculty job satisfaction, though findings are mixed. Zabriskie et al. (2002) noted higher satisfaction among lower-ranking faculty, while others have found satisfaction increases with higher rank (Mamiseishvilli & Rosser, 2011; Oshagbemi, 1997; Victorino et al., 2013). Bender and Heywood (2006) found tenured faculty more satisfied than non-tenured faculty. Academic rank and tenure were noted to be items on the NFSQ (Martin, 1991) only, and are included in the conceptual framework as a *Trigger*. While these items are used in the NESI as a demographic, the conceptual framework is concerned with this variable as a *change* in rank or tenure, not the specific rank/tenure status, which affects job satisfaction (Hagedorn, 2002).

An item was added to the NESI that asks participants to indicate if they serve in a leadership role in their nursing program (Dean/Director or assistant dean/director). This item was added solely as an interest to the researcher. It is a goal of this study to determine the current state of satisfaction among Georgia nurse educators, and to recommend strategies useful to deans and directors, and other leaders to improve and enhance the job satisfaction of faculty. If these leaders are to be most effective in this effort, it is important that they experience the highest levels of job satisfaction possible. This item was not noted in any of the four existing satisfaction surveys or the conceptual framework.

The items 'Institutional Type' refer to both University System of Georgia (USG) classification and control (public versus private). The influence on job satisfaction of institutional type has been researched using Carnegie classification (Hagedorn, 2000; Maahs-Fladung, 2009; Sabharwal & Corley, 2009), colleges versus universities (Trower & Bleak, 2004), and public versus

private institutions (Bas & Ardic, 2002; Johnsrud & Rosser, 2002). Hagedorn (2000) places 'Institutional Type' in the conceptual framework as a single concept, according to Carnegie designation. Institutional type (USG classification and control) was not included in any of the existing job satisfaction instruments, as all but one of these four instruments (NFSQ, Martin, 1991) were developed for use in a variety of occupational settings.

Job Satisfaction Aspects

The items labeled 'Job Satisfaction Aspects' comprise the largest section of the NESI and reflect the conceptual framework *Mediators* known as 'Motivators and Hygeines', 'Demographics' and 'Environmental Conditions'. Five categories were identified by the researcher based on their importance in the literature and their inclusion in the conceptual framework: 'Work and Workload', 'Rewards', 'Opportunities', 'Relationships', and 'Academic Environment'.

Components of the first category 'Work and Workload' are 'The Work Itself', 'Other Responsibilities of the Job', and 'Workload'. These items represent the activities in which faculty members are engaged on the job. For nursing faculty, 'The Work Itself' refers to a faculty member's primary role, administration/leadership or teaching. This item was selected as it was found in the research to significantly predict faculty job satisfaction (Hagedorn, 2000; Saari & Judge, 2004). 'The Work Itself' is included in each of the four existing job satisfaction surveys, and is included in the conceptual framework.

'Other Responsibilities of the Job' include duties that fall outside the faculty member's primary role; examples include committee work and service requirements of the institution. These duties demand a considerable amount of time, and can drain energy from nurse educators, leading to job dissatisfaction (Rosser, 2004). This item was included (indirectly) in the MSQ (Weiss et al.,

1967) and the JSS (Spector, 1985), and is not represented in Hagedorn's (2000) conceptual framework.

The item 'Workload' refers to the amount of work as a whole. Workload has been described as a primary factor in reports of dissatisfaction among nursing faculty; many describe an excessively heavy workload (NLN, 2007) that has increased in recent years (AACN, 2009, 2010). This item is important to nurse educator job satisfaction as it relates to the faculty shortage and recruitment and retention of qualified educators into the future.

The second NESI category 'Rewards' includes the items 'Recognition', 'Accomplishment', and 'Salary'. Recognition and accomplishment are intrinsic aspects of the job that are reported by many nurse educators to be important to their job satisfaction (Bragg, 2000; Reinhold, 1996). These items are noted in the MSQ (Weiss et al., 1967) and JSS (Spector, 1985), and are also described in the conceptual framework. Salary represents an extrinsic factor, with which many nursing faculty are dissatisfied. Nurse educators report dissatisfaction with a salary that is disproportionate to the workload and often falls below that found in clinical nursing practice (AACN, 2012; NLN, 2007). Salary is included in the conceptual framework, and was found to be in all four existing job satisfaction surveys.

The third category of Job Satisfaction Aspects, 'Opportunities' is comprised of three items: 'Professional Growth/Development-Faculty Role', 'Professional Growth/Development-Clinical Specialty Area', and 'Advancement: Promotion and Tenure'. It was a decision of the researcher to include items relating to a faculty member's satisfaction with opportunities for growth and development in both the faculty role and the clinical specialty area, as these areas of opportunity may impact the job satisfaction of nursing faculty. Guiding this decision was reflection by the researcher on the desire of many nurse educators for continued learning in the faculty role and their

chosen area of nursing practice (clinical specialty), in addition to the importance in the literature of adequate preparation of nurses as they enter the faculty role (Cranford, 2009; McAllister, Oprescu, & Jones, 2014; Roberts, Chrisman, & Flowers, 2013). Satisfaction with opportunities for growth and development in the faculty role were identified in the MSQ (Weiss et al., 1967) and the NFSQ (Martin, 1991). Satisfaction with opportunities for growth and development in the clinical specialty area was not found in any of the four job satisfaction surveys, neither were these items concerning growth and development found (as perceived by the researcher) in the conceptual framework.

The item 'Advancement' was added to the NESI, as opportunities for advancement were noted to be strong predictors of job satisfaction for nurses (Shields & Ward, 2001) and faculty (Chung et al., 2010). For the purpose of investigating the job satisfaction of nursing faculty, the researcher further narrowed the item 'Advancement' to an item that assesses a nurse educator's satisfaction with the opportunity for advancement through the promotion and tenure processes. The item 'Advancement' is found in all four existing job satisfaction surveys, and is an element of Hagedorn's (2000) conceptual framework.

The fourth and fifth categories of Job Satisfaction Aspects developed by the researcher are discussed together, as they fall into the same classification in the conceptual framework. The categories 'Relationships' and 'Academic Environment' are known according to Hagedorn (2000) as 'Environmental Conditions'. 'Environmental Conditions' is a subcategory of the *Mediators*, and is composed of the following concepts: 'Collegial Relationships', 'Student Relationships', 'Administration', and 'Institutional Climate and Culture'. These concepts were found to be significant to job satisfaction in the literature (August & Waltman, 2004; Hagedorn, 2000) and were chosen for use in the NESI as items, with the addition of one item to the category 'Relationships', which was satisfaction with 'Department Dean or Chair'. This item was added considering the

significance of satisfaction with leadership to overall job satisfaction (Conference Board, 2009; Klein & Takeda-Tinker, 2009; Towers Perrin, 2007).

‘Academic Environment’ relates to the climate and culture of the academic institution, which is included as a concept in Hagedorn’s (2000) framework. The researcher added an item to this category, ‘Departmental Climate and Culture’, due to differences perceived among faculty between the climate and culture of the institution and that of the academic department. This item was added based upon the researcher’s personal experiences in nursing academe, wherein nursing is seen as a unique discipline, different in many ways from other disciplines on college campuses. This item provided additional data regarding the job satisfaction of nurse educators as it related to their work environment. All four items that make up the category ‘Relationships’ and the two items comprising the category ‘Academic Environment’ were noted to be present in each of the four existing job satisfaction surveys. The item ‘Student Relationships’ was not explicitly indicated in the JDI (Smith et al., 1969), MSQ (Weiss et al., 1967), or JSS (Spector, 1985), but was implied in items referring to relationships with ‘those with whom one works’, which for nurse educators would certainly include students. Each item under the categories ‘Relationships’ and ‘Academic Environment’ was included in the conceptual framework, with the exception of the two items added by the researcher (‘Department Dean/Director’ and ‘Departmental Climate/Culture’).

Major Life Events/Changes

The final section of the NESI contains items that assess for the presence of major life events, primarily in the form of change. These items include change in: life stage, family/personal circumstances, rank or tenure, perceived justice, mood/emotional state, and transfer to a new institution. This element of stress in the form of change is not seen in any of the four existing job satisfaction surveys. Hagedorn (2000) posited these changes (classified as ‘*Triggers*’) are significant

influences on a faculty member's job satisfaction. The *Triggers* are an important concept in the study of nursing faculty in light of family obligations and responsibilities of women faculty and the effects of stress 'spillover' from work-life to family-life, and vice-versa. The decision to include the *Triggers* in the NESI was somewhat problematic for the researcher. Hagedorn's list of *Triggers* seems to be restrictive, as it describes the influence on job satisfaction of a small number of variables among a vast number of possibilities for stressors that exist outside of the work environment. This level of restriction represents an area for future research – the impact on nurse educator job satisfaction of stress from a variety of non-work-related sources.

General Items

The next section of the NESI, 'General Items' consists of four items chosen by the researcher: 'Level of Engagement in Work', 'Stress Level & Source', 'Intent to Leave', and 'Overall Job Satisfaction'. Engagement is an element of the conceptual framework, and is an important concept for nursing faculty, as research has shown engaged employees are healthier and more productive (Shaufeli & Bakker, 2004; Towers Perrin, 2007). Gallup (2005) found nurse engagement influenced the quality of patient care, the rate of complications and patient mortality. Items relating to stress and intent to leave were added by the researcher due to their presence in the literature on nurse faculty job satisfaction. Research has shown nurse educators to be among the most stressed faculty (Dua, 1994), which can impact quality of instruction (Allen, 2008), and job satisfaction (Anderson et al., 2000). Hagedorn (2000) did not include stress in the conceptual model as an explicit variable, but stated that stress was inferred through the interactions between the *Mediator* and *Trigger* components of the model.

The concept 'Intent to Leave' was included in the NESI in the form of three items, 'Current Institution', 'Nursing Faculty Role', and 'Nursing Profession'. Turnover is a costly and relevant

factor in light of the current shortage of nurse educators. It is important that data be collected regarding the plans of nursing faculty to leave their current employer, the teaching role, or the profession of nursing. Study findings may provide data to drive strategic efforts to mediate voluntary departures related to job dissatisfaction and stem the coming tide of nurse faculty retirements.

Overall job satisfaction was chosen as an item for the NESI in order to obtain data regarding the general state of job satisfaction for Georgia nurse educators. Research showing the utility of a ‘single measure’ as an accurate portrayal of a worker’s job satisfaction has resulted in mixed findings. Wanous, Reichers, and Hudy (1997) conducted a meta-analysis that included 17 studies and nearly 8,000 participants, and found single-item measures of job satisfaction to be useful and reliable means by which to gauge employee job satisfaction, while Oshagbemi (1999) found single-item measures overestimated the percentage of satisfied workers. The item ‘Overall Job Satisfaction’ was found in the existing surveys, with the exception of the MSQ (Weiss et al., 1967). In the Conceptual Framework of Faculty Job Satisfaction, Hagedorn (2000) describes the concept of job satisfaction as a continuum that is influenced by the interaction of the *Mediators* and *Triggers*. This interaction of model concepts influences overall job satisfaction, which in turn impacts employee engagement in the same direction along the continuum.

Work Setting Preferences and Open-Ended Questions

Two items were added to the NESI to capture job settings that are most and least preferred by the sample of nursing faculty. In light of the concepts of job fit and role preparation in nursing education, these items serve to further describe the sample of Georgia nurse educators, and provide data to guide decision-making by leaders in nursing education. The NESI ends with five open-ended questions regarding participants’ specific satisfiers/dissatisfiers, view of the future for nursing

faculty, suggestions for improvement of job satisfaction, and any other information a respondent may wish to include.

The NESI was developed through review of the literature, which included the presence of items in three major, well-known existing job satisfaction surveys, the JDI (Smith et al., 1969), the MSQ (Weiss et al., 1967), the JSS (Spector, 1985), and one instrument designed for use in the nursing faculty population, the NFSQ (Martin, 1991). Items were also included based on their inclusion in the study's conceptual framework, and decisions made by the researcher. All effort was made to keep length and burden to a minimum, while attempting to capture the richest data possible from participants.

JDI

The JDI was developed by Smith et al. (1969), and was used in this study to be correlated with the NESI on variables that are guided by Hagedorn's (2000) theory. The JDI has undergone multiple revisions since it was developed, and is generally known as the 'gold standard' of job satisfactions measures (Balzar, Locke, & Zedeck, 2008; Judge, 2002). The instrument has been found consistently to be both valid and reliable in the measurement of job satisfaction across many settings and cultures and languages (Ahsan et al., 2009; Kinicki et al., 2002; Rush, 2003). An abridged version of the JDI was used in the study, which is made up of six categories, also known as facets; 'Work on Present Job', 'Pay', 'Opportunities for Promotion', 'Supervision', 'People on Your Present Job', and 'Job in General' (or overall job satisfaction). Participants are asked to evaluate their satisfaction in each of the facets by responding to a list of adjectives that describe the category. Answer options for each question include 'yes', 'no', and 'unsure'.

Reliability of Measures

The quality of an instrument is reflected in its validity and reliability. Reliability of a measure concerns its ability to be interpreted consistently across different situations, or the capacity of the instrument to produce the same results under the same conditions (Field, 2009). One key aspect of a measure's reliability is internal consistency (Polit & Beck, 2004). Internal consistency refers to the extent to which instrument items measure the same construct; this form of reliability represents the most widely used approach in nursing research (Polit & Beck, 2004). Cronbach's alpha is considered the most widely used method for evaluating internal consistency of a measure (Polit & Beck, 2004), and is a method used to measure the extent to which individual items go together; similar to factor analysis, except only one set of items is dealt with at a time (Keller & Kelvin, 2013). Also known as coefficient alpha, Cronbach's alpha is interpreted as a correlation coefficient. Correlation coefficients range from 0 to 1. Coefficients above .70 are usually seen as satisfactory, with higher coefficients indicating more stable measures (Polit & Beck, 2004). Reliability coefficients less than .70 indicate increased variability owing to random error (Polit & Beck, 2004).

Validity of Measures

Validity of a measure refers to whether it actually measures what it is intended to measure, and is unlike reliability in that it is difficult to establish (Polit & Beck, 2004). Four types of validity are face validity, content validity, criterion-related validity, and construct validity. Face validity is simply an 'at face value' assessment of a measure – does the instrument appear on the surface at least, to appropriately measure the construct. Face validity in and of itself is not a sufficient measure of validity, but can provide further evidence when combined with the other types of validity. A

panel of experts was convened to assess content validity of the new instrument; at that time the panel considered face validity as well.

Content Validity

For self-report questionnaires, quality of individual survey items can be assessed as to how well they represent and cover the full range of the construct of interest. This is known as content validity, which has been described as, "...largely a matter of judgment, involving two distinct phases: a priori efforts by the scale developer to enhance content validity through careful conceptualization and domain analysis prior to item generation, and a posteriori efforts to evaluate the relevance of the scale's content through expert assessment." (Polit & Beck, 2006).

To test for validity, a panel of experts was formed to review and evaluate the survey, assess items individually, and the instrument as a whole to determine the extent to which they represented the construct under study (Di Iorio, 2005). The panel was recruited by the researcher and represented the three entities from which the study sample was drawn – the USG, the TCSG, and the private schools of nursing in Georgia. Panel candidates were invited via email to participate in the evaluation of the researcher-developed instrument. Candidates who agreed to participate on the evaluation panel received a packet containing an overview of the study, the theoretical framework, a narrative description of the scale, instructions explaining how to evaluate the scale, a copy of the actual scale, and the evaluation forms. The panel used two tools to analyze the instrument; a summative tool, known as the VREP (Simon & Goes, 2013) uses a 4-pt scale, with one being 'Not Acceptable', two being 'Below Expectations', three being 'Meets Expectations', and four being 'Exceeds Expectations'. The NESI was examined formatively by the panel members using a researcher-developed scale that included each item. Panel members recorded the relevance of each item on a scale of one to four, with one being 'Not Relevant', two being 'Somewhat Relevant', three

being 'Quite Relevant', and four being 'Very Relevant'. The time allowed the panel to evaluate the NESI was approximately two weeks.

Once evaluation of the NESI by all members of the panel was complete, the researcher calculated a Content Validity Index, or CVI, the most widely-reported measure of content validity in nursing research (Polit & Beck, 2006). The NESI was evaluated both formatively and summatively and a value calculated for item-level CVI and scale-level CVI. The content validity tools utilized a 4-pt rating scale as described above. Items marked by panel members as three or four were considered 'content valid', while items marked one or two were considered 'content invalid'. The item-level CVI was calculated by dividing the number of experts giving an item a three or four by the total number of experts on the panel. It is generally recommended that the item-level CVI be 1.0 for a panel of three to five members (Lynn, 1986; Polit & Beck, 2006). The scale-level CVI was calculated by dividing the total number of items rated three or four by all experts combined by the total number of ratings. The scale-level CVI should be at least .90 (Lynn, 1986; Polit & Beck, 2006). Following the panel review and calculation of the CVI, the researcher made no changes to the scale.

Criterion Validity

Criterion validity is the degree to which scores on an instrument are correlated with some external criterion. Criterion validity is determined by measuring the NESI against a benchmark or 'gold standard'. The NESI was assessed for criterion validity through co-administration of a well-known and frequently-utilized job satisfaction scale, the JDI (Smith et al., 1969). Both the NESI and the JDI were administered together; this assessed for what is known as concurrent criterion validity (Di Iorio, 2005). Pearson's 'r' statistical test was conducted. A high correlation between items in the NESI and JDI indicated that the NESI has strong criterion validity.

Construct Validity

Construct validity is the degree to which an instrument measures the construct of interest. In this study, construct validity was concerned with how well the NESI measured job satisfaction, and not other closely related concepts. Convergent construct validity was established using Pearson's 'r' to examine correlations between the domains of the NESI and the JDI.

Summary

This chapter described the methodology that was utilized in this quantitative, descriptive, correlational study that involves the development and testing of a new instrument, the Nurse Educator Satisfaction Index (NESI), and the examination of the job satisfaction of Georgia nurse educators. The most relevant forms of validity in the current study, conclusion and construct validity, were discussed. Variables were described, and include categories of demographics, job satisfaction indicators, and concepts addressed in the NESI as general items (includes stress level, intent to leave, and general job satisfaction). Statistical tests used to determine reliability and validity of the NESI included Cronbach's alpha coefficient, split-half reliability, and Pearson's 'r' correlation. The sample demographics were examined using descriptive statistics, and the job satisfaction level of Georgia nurse educators was assessed using Pearson's 'r'.

CHAPTER 4 - FINDINGS

This chapter presents study findings and detailed analysis of the data, including demographic characteristics of study participants, validity and reliability of the NESI, and current state of job satisfaction of Georgia nurse educators. The purposes of the study were to evaluate validity and reliability of a newly-developed instrument to measure nurse educator job satisfaction, to examine the job satisfaction of the sample of Georgia nurse faculty, and to determine if there were any significant relationships between conceptual model components *Mediators* and *Triggers* and job satisfaction.

The sample consisted of nursing faculty who teach in programs fully accredited by the Georgia Board of Nursing that grant nursing degrees at the associates level and higher. Approximately 41 schools of nursing met the inclusion criteria. Study information, an invitation, and survey link were sent via email to deans/directors, who were asked to distribute the research information and survey link to their nursing faculty. The survey was open for response beginning September 1, 2015 and a reminder email was sent one week later. The survey closed on September 15, 2015. A search of each school's website provided the researcher with a potential sample of approximately 740 nursing faculty. A total of 152 participants completed the survey, resulting in a 20 percent response rate. Data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 23. Study findings are presented as they relate to each research question.

Characteristics of Survey Sample

Data were collected on the following demographic variables: gender, age, race and ethnicity, marital status, highest degree earned, number of years worked as a nurse educator, number of years worked at current institution, dean/assistant dean, faculty rank, tenure status, and institutional type and control. The majority of the sample was White (82.2%, $n = 125$) and female (94.7%, $n = 144$;

Table 2). Most participants were between the ages of 56 to 65 years old (35.5%, $n = 54$), and the vast majority were over 45 years old (73%, $n = 111$). Of study participants, most reported their relationship status as married (74.3%, $n = 113$), followed by divorced (16.4%, $n = 25$). Most study participants held a masters degree (56.6%, $n = 86$). The remaining participants reported a doctorate (40.8%, $n = 62$) as the highest degree completed. Approximately two-thirds of the sample reported working more than one, and less than 15 years as a nurse educator (67.8%, $n = 103$), while the remaining one-third (27.5%, $n = 42$) reported working 15 years or more in this role. Data were collected concerning the number of years participants had worked for their current employer. The majority of participants reported working less than one year to less than five years (50.6%, $n = 77$). Just as with the total number of years worked in the role of nurse educator, the number of years worked for current employer drops off significantly after the 15th year.

Data were collected concerning participant's rank and tenure status, as well as the type of institution at which they worked. Most participants held the rank of assistant professor (40.1%, $n = 61$). The study sample was composed primarily of nursing faculty in non-tenure track positions (38.8%, $n = 59$), followed by tenure track/not tenured (34.2%, $n = 52$), and tenured (25.7%, $n = 39$). Institutional type was assessed using the classification system of the University System of Georgia (USG). The majority of the sample was employed at state universities (44.1%, $n = 67$), followed by state colleges (31.6%, $n = 48$). A large majority of the sample worked at public institutions (97.4%, $n = 148$). The demographic characteristics of the sample of Georgia nurse educators very closely mirrored those of nurse educators nationwide (NLN, 2010a). Demographics of the sample are included in Table 2.

Table 2

Demographic Characteristics of Sample (N = 152).

Variable	<i>n</i> (%)
Age Categories	
26 - 35	10 (6.6)
36 - 45	31 (20.4)
46 - 55	47 (30.9)
56 - 65	54 (35.5)
66 - 75	10 (6.6)
Gender	
Female	144 (94.7)
Male	7 (4.6)
Unknown	1 (0.7)
Race/Ethnicity	
White	125 (82.2)
Black/African American	19 (12.5)
Others	7 (4.6)
Unknown	1 (0.7)
Relationships Status	
Married	113 (74.3)
Widowed	4 (2.6)
Divorced	25 (16.5)
Separated	3 (2.0)
Domestic Partnership/Civil Union	2 (1.3)
Single, never married	5 (3.3)
Highest Degree Earned	
MS/MA/MSN	86 (56.6)
DNS/DSN	2 (1.3)
DNP	20 (13.2)
PhD	28 (18.4)
EdD	12 (7.9)
Unknown	4 (2.6)

Table 2 Continued

Demographic Characteristics of Sample (N = 152).

Variable	n (%)
Total Years as Nurse Educator	
Less than 1	5 (3.3)
More than 1, less than 5	38 (25.0)
5 or more, less than 10	36 (23.7)
10 or more, less than 15	29 (19.1)
15 or more, less than 20	11 (7.2)
20 or more, less than 25	6 (4.0)
25 or more, less than 30	9 (5.9)
30 or more, less than 35	11 (7.2)
35 or more	5 (3.3)
Unknown	2 (1.3)
Number of Years Worked for Current Employer	
Less than 1	21 (13.8)
More than 1, less than 5	56 (36.8)
5 or more, less than 10	36 (23.7)
10 or more, less than 15	19 (12.5)
15 or more, less than 20	6 (3.9)
20 or more, less than 25	8 (5.3)
25 or more, less than 30	3 (2.0)
30 or more, less than 35	3 (2.0)
Dean/Director or Assistant Dean/Director	
Yes	22 (14.5)
No	129 (84.9)
Unknown	1 (0.7)*
Academic Rank	
Instructor	36 (23.7)
Assistant Professor	61 (40.1)
Associate Professor	31 (20.4)
Professor	20 (13.2)
Unknown	4 (2.6)
Tenure Status	
Non-Tenure Track	59 (38.8)
Tenure Track/Not Tenured	52 (34.2)
Tenured	39 (25.7)
Unknown	2 (1.3)

*Note: Totals may not equal 100% due to rounding

Table 2 Continued

Demographic Characteristics of Sample (N = 152).

Variable	<i>n</i> (%)
Institutional Type (USG Classification)	
Research University	12 (7.9)
Regional University	8 (5.3)
State University	67 (44.1)
State College	48 (31.6)
2 – Year College	5 (3.3)
Technical College	11 (7.2)
Unknown	1 (0.7)*
Institutional Type (Control)	
Public	148 (97.4)
Private	4 (2.6)

*Note: Totals may not equal 100% due to rounding

In addition to demographic questions, study participants were asked about their current level of engagement in daily work, the level of stress and source of stress they currently experience, and their intent to leave within one year the current institution, the nursing faculty role, and the nursing profession. Regarding level of engagement, the vast majority (86.9%, $n = 132$) reported being either mostly or completely engaged in their work. When asked about the level of stress respondents were experiencing, most reported between moderate and very high levels (78.9%, $n = 120$), with few reporting extremely high (4.0%, $n = 6$) or very low/no stress (3.3%, $n = 5$). The source(s) of stress for most respondents was both work and non-work sources (59.2%, $n = 90$).

Participants were asked to respond regarding the likelihood of leaving within one year, the current institution, the nursing faculty role, and the nursing profession. The majority of the sample reported that it was unlikely to extremely unlikely that they would leave within one year: the current institution (71.8%, $n = 109$), the nurse faculty role (85.6%, $n = 130$), or the nursing profession (96%, $n = 146$). See Table 3 for data related to engagement, stress, and intent to leave.

Table 3

Participants' Level of Engagement, Stress, and Intent to Leave (N = 152).

Variable	<i>n</i> (%)
Level of Engagement	
Completely Engaged	74 (48.7)
Mostly Engaged	58 (38.2)
Somewhat Engaged	4 (2.6)
Neither Engaged nor Disengaged	2 (1.3)
Somewhat Disengaged	2 (1.3)
Mostly Disengaged	4 (2.6)
Completely Disengaged	6 (4.0)
Unknown	2 (1.3)
Stress Level	
No Stress	1 (0.7)
Very Low	4 (2.6)
Low	21 (13.8)
Moderate	54 (35.5)
High	40 (26.3)
Very High	26 (17.1)
Extremely High	6 (4.0)
Intent to Leave the Current Institution Within 1 Year	
Extremely Unlikely	55 (36.2)
Very Unlikely	32 (21.1)
Unlikely	22 (14.5)
Somewhat Likely	21 (13.8)
High	8 (5.3)
Very High	5 (3.3)
Extremely High	9 (5.9)
Intent to Leave the Nurse Faculty Role Within 1 Year	
Extremely Unlikely	69 (45.4)
Very Unlikely	32 (21.1)
Unlikely	29 (19.1)
Somewhat Likely	12 (7.9)
High	4 (2.6)
Very High	4 (2.6)
Extremely High	1 (0.7)
Unknown	1 (0.7)

Table 3 Continued

<i>Participants' Level of Engagement, Stress, and Intent to Leave (N = 152).</i>	
Intent to Leave Nursing Profession Within 1 Year	
Extremely Unlikely	106 (69.7)
Very Unlikely	22 (14.5)
Unlikely	18 (11.8)
Somewhat Likely	3 (2.0)
Very High	2 (1.3)
Unknown	1 (0.7)

**Note: Totals may not equal 100% due to rounding*

Data were sought from participants regarding various work settings in nursing education, and which were preferred most and least by participants. The didactic environments of the classroom and online learning settings were preferred by most of the sample (58.6%, $n = 89$), while research (27%, $n = 41$) and clinical teaching (21.1%, $n = 32$) roles were least preferred. Educational setting most and least preferred by participants is illustrated in Table 4.

Table 4

<i>Educational Setting and Preferences of Participants (N = 152).</i>	
Variable	<i>n (%)</i>
Setting Most Preferred	
Classroom Teaching	65 (42.8)
Online Teaching	24 (15.8)
Clinical Teaching	23 (15.1)
Leadership Role	17 (11.2)
Lab (Simulation/Skills)	12 (7.9)
Research Activities	10 (6.6)
Unknown	1 (0.7)*
Setting Least Preferred	
Research Activities	41 (27.0)
Lab (Simulation/Skills)	34 (22.4)
Clinical Teaching	32 (21.1)
Leadership Role	17 (11.2)
Online Teaching	16 (10.5)
Classroom Teaching	6 (3.9)
Unknown	6 (3.9)

**Note: Totals may not equal 100% due to rounding*

Research Question 1

Reliability and Validity of the NESI

The NESI questionnaire uses a 7-point Likert-type scale. The survey consists of 13 demographic items, five items related to satisfaction with aspects of the job, major life events or ‘Triggers’ (one subscale with six items), six general items, two items related to role preference, one item related to overall job satisfaction, and five open-ended questions.

Internal Consistency Reliability

Reliability calculations for the NESI resulted in a Cronbach’s alpha coefficient of .91. Deletion of any item caused essentially no change in the Cronbach’s alpha coefficient. The coefficients for the scale if any one item was removed ranged from .90 to .91. A split-half correlation was calculated for the NESI. The Cronbach’s alpha was .81 and .86 for parts one and two, respectively.

Content Validity

A panel of experts was convened to analyze the NESI. This panel was composed of three experts, who were chosen based on extensive experience in nursing practice, research, and instrument development and evaluation. Panel members were invited to participate via telephone and email invitation. Once the invitation was accepted, the panel members were mailed a packet of materials that contained a summary of the study, the instrument, evaluation forms, and a self-addressed, stamped envelope for return. Two forms were utilized in the analysis: one for formative evaluation of each item and its relevance (developed by the researcher), and another for a formative evaluation of the overall structure and quality of the instrument, known as the Validation Rubric for Expert Panel ([VREP]; Simon & Goes, 2013).

The content validity process was carried out with attention to many of Lynn's (1986) recommendations – a minimum number of three panel members, the 4-point rating scale, and a recommended I-CVI of 1.00 to retain individual items. The item content validity evaluation form developed by the researcher used a rating system of one to four, where one is 'not relevant', two is 'somewhat relevant', three is 'quite relevant', and four is 'very relevant'. Panel members were instructed to evaluate each item based on relevance and to record scores on the form provided. The forms were scored to obtain a content validity index (CVI), an index of interrater agreement, which is used frequently in nursing research (Polit, Beck & Owen, 2007), and can be calculated at the item-level (I-CVI) and the scale-level (S-CVI). Calculation of the CVI began with the categorization of ratings one and two as 'content invalid', and ratings three and four as 'content valid'. The CVI for each item (I-CVI) was then calculated by dividing the number of panelists granting an item a three or four by the total number of panelists. I-CVIs ranged from .67 to 1.0 (Table 5).

Two items with a CVI less than 1.00 were retained due to the fact that they constituted two of six items known as a set of 'life events' or *Triggers*. The set of *Triggers* were included in the survey as they represented an element of the conceptual framework thought to be significant to job satisfaction by the researcher. The scale-level CVI (S-CVI) was calculated by dividing the total number of items rated a three or four by all panelists by the total number of ratings. The S-CVI was .98 (Table 5), which exceeds the recommended .90 (Lynn, 1986, Polit & Beck, 2006).

Table 5

Ratings on the NESI by Expert Panel (N = 3).

Item Number	Expert 1	Expert 2	Expert 3	Experts in Agreement	Item CVI
1.	4	4	4	3/3	1.00
2.	4	4	4	3/3	1.00
3.	4	4	4	3/3	1.00
4.	4	4	4	3/3	1.00
5.	4	4	4	3/3	1.00
6.	4	4	4	3/3	1.00
7.	4	4	3	3/3	1.00
8.	4	4	4	3/3	1.00
9.	4	4	4	3/3	1.00
10.	4	3	4	3/3	1.00
11.	3	4	3	3/3	1.00
12.	4	4	4	3/3	1.00
13.	4	4	4	3/3	1.00
14.	4	4	4	3/3	1.00
15.	4	3	4	3/3	1.00
16.	4	4	4	3/3	1.00
17.	3	2	3	2/3	0.67
18.	3	3	4	3/3	1.00
19.	4	2	3	2/3	0.67
20.	4	3	4	3/3	1.00
21.	4	3	4	3/3	1.00
22.	4	4	4	3/3	1.00
23.	4	4	4	3/3	1.00
24.	4	3	4	3/3	1.00
25.	4	3	4	3/3	1.00
26.	4	3	3	3/3	1.00
27.	4	4	3	3/3	1.00
28.	4	4	4	3/3	1.00
29.	3	4	4	3/3	1.00
30.	3	4	4	3/3	1.00
31.	4	4	4	3/3	1.00
32.	4	4	4	3/3	1.00
33.	4	4	4	3/3	1.00
34.	4	4	4	3/3	1.00
35.	4	4	4	3/3	1.00
Proportion Relevant	135/140 0.96	128/140 0.91	134/140 0.96	-	Avg I-CVI 0.98

Note: Scale-Level CVI (S-CVI) = 0.98 (Total # of items '3' or '4' divided by total # of ratings (35 x 3 = 105); 103/105

The VREP (Simon & Goes, 2013) was used to evaluate the structure and global quality of the instrument with regards to clarity, wordiness, negative wording, overlapping responses, balance, use of jargon, appropriateness of responses, use of technical language, application to praxis, relationship to the problem, and measure of core constructs (job satisfaction, engagement, stress, intent to leave). The VREP utilized a rating system similar to the content validity form, where one was ‘not acceptable’, two was ‘below expectations’, three was ‘meets expectations’, and four was ‘exceeds expectations’. This form was scored by first collapsing the ratings of one and two (unacceptable) and three and four (acceptable). A proportion of agreement was obtained by dividing the total sum of panel rankings by the total possible for each category (16). The proportions of agreement ranged from .75 to 1.0. Table 6 provides each panel member’s review of the NESI using VREP.

Table 6

Results of Expert Panel Review Using VREP (N = 3).

VREP Category	Reviewer 1	Reviewer 2	Reviewer 3	Proportion of Agreement
Clarity	3	4	4	1.00
Wordiness	4	4	3	1.00
Negative Wording	3	4	3	1.00
Overlapping Responses	2	4	3	0.67
Balance	4	4	4	1.00
Use of Jargon	4	4	4	1.00
Appropriateness of Responses	3	4	4	1.00
Use of Technical Language	3	4	4	1.00
Application to Praxis	3	4	4	1.00
Relationship to the Problem	4	4	4	1.00
Measure of Constructs				
Job Satisfaction	4	4	4	1.00
Engagement	3	3	4	1.00
Stress	3	4	4	1.00
Intent to Leave	3	4	4	1.00

Concurrent Validity

The NESI was co-administered with the JDI (Smith et al., 1967) to determine concurrent validity. The JDI is a well-known instrument that has been frequently used to measure job satisfaction across a variety of work settings. It is composed of five subscales, ‘the Work Itself’, ‘the Pay’, ‘Supervision’, ‘the People’, and a single-item overall job satisfaction scale, the ‘Job in General’. A list of adjectives is provided to describe the five job facets. Participants respond ‘yes’, ‘no’, or ‘undecided’ as to whether or not the term accurately describes the particular job facet. The Cronbach’s alpha coefficient for the JDI in this study was .96, with the alpha coefficient for each facet ranging from .87 (the Work Itself) to .93 (the Job in General). Concurrent validity of the portion of the NESI known as ‘Job Aspects’ was determined by calculating correlation coefficients for each NESI item that directly corresponded to a JDI subscale. There were positive, significant, and moderate to strong correlations between the NESI and JDI subscales as illustrated in Table 7.

Table 7

Correlations of NESI Items and JDI Subscales (N = 152).

NESI Item	JDI Subscale	Correlation Coefficient
The Work Itself	The Work Itself	.468**
Salary	Pay	.738**
Opportunities for Promotion & Tenure	Opportunities for Promotion	.602**
Relationships with Department Dean/Chair	Supervision	.743**
Relationships with Colleagues	People on the Job	.574**
Relationships with Students	People on the Job	.477**
Overall Job Satisfaction	The Job in General	.506**

*Note: **Correlation is significant at the .01 level*

Research Question 2

Level of Job Satisfaction of Georgia Nurse Educators

Overall Job Satisfaction

The data were analyzed using descriptive statistics in the form of frequencies, means, and percentages to describe the job satisfaction level of participants. The literature has shown single-item measures of job satisfaction to be reliable and valid (Wanous & Reichers, 1997). One item in the NESI asked participants to think about their job in general, and respond with their overall satisfaction. The survey provided response options on a 7-point Likert-type scale, with satisfaction being represented by responses in the range of five to seven, a neutral point represented by four, and dissatisfaction represented by the range of one to three. Extremes in satisfaction and dissatisfaction were represented by seven and one, respectively. The mean job satisfaction score for the sample of Georgia nurse educators was 5.95 (SD = 1.30). A great majority (90.1%, $n = 137$) reported being satisfied with their jobs (across all 'satisfied' categories), while only a small percentage (7.2%, $n = 11$) reported dissatisfaction (Table 8).

Table 8

Overall Job Satisfaction (N = 152).

Level of Satisfaction	<i>n</i> (%)
Extremely Dissatisfied	2 (1.3)
Dissatisfied Moderately	5 (3.3)
Dissatisfied Mildly	4 (2.6)
Neither Satisfied nor Dissatisfied	3 (2.0)
Satisfied Mildly	18 (11.8)
Satisfied Moderately	61 (40.1)
Extremely Satisfied	58 (38.2)
Unknown	1 (0.7)

Job Satisfaction and Demographics

This section of the chapter describes job satisfaction as it relates to the demographic characteristics of the sample (see Table 9). Georgia nurse educators aged 56 to 65 reported the highest levels of job satisfaction ($M = 6.17, SD = 1.14$) followed by the age group 26 to 35 ($M = 6.00, SD = 1.25$). The lowest levels of job satisfaction were reported by those respondents aged 36 to 45 ($M = 5.74, SD = 1.18$). Women ($M = 5.99, SD = 1.44$) in the sample reported higher levels of job satisfaction than men ($M = 5.42, SD = 1.62$). Among the sample, Asian nurse educators ($M = 6.5, SD = .71$) and those of more than one race ($M = 6.5, SD = .71$) reported the highest levels of job satisfaction. Whites ($M = 6.02, SD = 1.23$) reported the second-highest levels, followed by Black/African Americans ($M = 5.68, SD = 1.63$). A large majority of the sample was married and reported a higher mean job satisfaction score ($M = 6.04, SD = 1.17$) than did respondents who were not married ($M = 5.95, SD = 1.30$).

Nurse educators in the sample who held a masters degree ($M = 6.05, SD = .99$) reported being more satisfied than those with a doctorate ($M = 5.96, SD = 1.29$), but only by a small margin. Across all degree categories, the highest job satisfaction was reported by nurse educators with the DNS/DNSc/DSN degree ($M = 6.50, SD = .71$), and the lowest job satisfaction scores were reported by those respondents who held a DNP degree ($M = 5.10, SD = 1.89$).

Table 9

Demographic Variables and Overall Job Satisfaction (N = 152)

	Variable	<i>M</i>	<i>SD</i>
Age	26-35	6.00	1.25
	36-45	5.74	1.18
	46-55	5.85	1.46
	56-65	6.17	1.14
	66-75	5.80	1.75
Gender	Female	5.99	1.28
	Male	5.43	1.62
	Other	4.00	-
Race	Black or African American	5.68	1.63
	American Indian/Alaskan Native	3.00	-
	Asian	6.50	0.71
	White	6.02	1.23
	2 or More Races	6.50	0.71
	Other	4.00	-
Relationship Status	Married	6.04	1.17
	Widowed	6.00	.00
	Divorced	5.67	1.79
	Separated	6.33	1.15
	Domestic partnership or civil union	6.50	0.71
	Single, never married	4.80	1.79
Highest Level of Education	MS/MA/MSN	6.05	0.99
	DNS/DSN	6.50	0.71
	DNP	5.10	1.89
	PhD	6.32	1.39
	EdD	5.83	1.40
	All doctoral degrees	5.96	1.29

Note: Dash indicates no SD reported (n = 1)

Participants were asked how many years they had worked as a nurse educator, and how many years they had worked for the current employer. While the majority of the sample had worked as a nurse educator more than 1 and less than 15 years, the highest levels of job satisfaction were

reported by those who reported working less than one year ($M = 6.4, SD = .89$), and those working 35 or more years ($M = 6.4, SD = .55$) in the role (Table 10). The lowest levels of job satisfaction were reported by those respondents who have worked between 20 and 24 years as nurse educators ($M = 5.5, SD = 1.87$). The majority of the sample reported working for their current employer less than 15 years, yet the most satisfied nurse educators had worked for the current employer for more than 15 and less than 20 years ($M = 6.3, SD = .82$; Table 10). The least satisfied respondents reported working for their current employer for more than 30 years ($M = 4.67, SD = 3.21$). Overall job satisfaction and the number of years worked as a nurse educator and years worked at current institution are listed in Table 10.

Across academic rank, full professors ($M = 6.15, SD = 1.66$) reported the highest job satisfaction scores, followed by those who held the rank of instructor ($M = 6.03, SD = 1.12$; Table 10). Nurse educators holding the rank of associate professors reported the lowest levels of job satisfaction ($M = 5.74, SD = 1.26$). Little variation was noted in nurse educator job satisfaction and tenure status (Table 11). The most satisfied respondents were those in a non-tenure track position ($M = 6.09, SD = 1.19$), while the least satisfied were in a tenure track position ($M = 5.77, SD = 1.26$), but were not tenured.

Data were collected concerning job satisfaction and the types of institution at which respondents worked. The most satisfied nurse educators in the sample, those reporting the highest levels of job satisfaction worked at the technical colleges ($M = 6.5, SD = .97$), while the lowest levels of job satisfaction were reported by those working at 2-year colleges ($M = 5.6, SD = 1.14$; Table 11). Nurse faculty who worked at public institutions ($M = 5.96, SD = 1.27$) reported higher job satisfaction levels than those who worked at private institutions ($M = 5.5, SD = 2.38$).

Table 10

Overall Job Satisfaction and Years Worked as Nurse Educator and at Current Institution (N = 152).

Variable	Years Worked	<i>M</i>	<i>SD</i>
Years Worked as a Nurse Educator			
	Less than 1	6.40	0.89
	More than 1, less than 5	5.92	1.16
	5 or more, less than 10	5.78	1.48
	10 or more, less than 15	5.97	1.09
	15 or more, less than 20	6.00	1.48
	20 or more, less than 25	5.50	1.88
	25 or more, less than 30	6.22	1.30
	30 or more, less than 35	5.91	1.76
	35 or more	6.40	0.55
Years Worked at Current Institution			
	Less than 1	5.90	0.94
	More than 1, less than 5	5.89	1.37
	5 or more, less than 10	5.97	1.25
	10 or more, less than 15	6.16	0.96
	15 or more, less than 20	6.33	0.82
	20 or more, less than 25	6.13	1.73
	25 or more, less than 30	5.67	2.31
	30 or more, less than 35	4.67	3.21

Table 11

Institutional Variables and Overall Job Satisfaction (N = 152.)

Variable		<i>M</i>	<i>SD</i>
Academic Rank	Instructor	6.03	1.12
	Assistant Professor	5.97	1.34
	Associate Professor	5.74	1.26
	Professor	6.15	1.66
Tenure Status	Non-Tenure Track	6.09	1.19
	Tenure Track, Not Tenured	5.77	1.26
	Tenured	5.95	1.52
Institutional Type	Research University	6.33	0.78
	Regional University	5.88	2.10
	State University	5.93	1.33
	State College	5.81	1.30
	2 – Year College	5.60	1.14
	Technical College	6.50	0.97
	Other	6.00	-

Note: Dash indicates no SD reported (n = 1)

Intent to Leave

Data were collected regarding a nurse faculty member's intent to leave, within one year, either the current institution, the nursing faculty role, or the nursing profession. The majority of the sample that reported the highest levels of job satisfaction and were 'very' unlikely ($M = 6.29$, $SD = .64$; $M = 6.10$, $SD = .65$; $M = 5.71$, $SD = 1.10$, respectively) to 'extremely' unlikely ($M = 6.62$, $SD = .56$; $M = 6.48$, $SD = .78$; $M = 6.15$, $SD = 1.13$, respectively) to leave either the current institution, nurse faculty role or the nursing profession (Table 12).

Table 12

Intent to Leave and Overall Job Satisfaction (N = 152).

Variable	Intent/Likelihood	<i>n</i>	<i>M</i>	<i>SD</i>
Intent to Leave Current Institution within One Year	Extremely High	9	5.11	1.83
	Very High	5	4.80	2.17
	High	8	4.13	1.96
	Somewhat Likely	21	5.29	1.31
	Unlikely	22	5.68	1.36
	Very Unlikely	32	6.29	0.64
	Extremely Unlikely	55	6.62	0.56
Intent to Leave Faculty Role Within One Year	Extremely High	1	6.00	-
	Very High	4	4.50	2.38
	High	4	4.25	2.63
	Somewhat Likely	12	4.33	1.67
	Unlikely	29	5.59	1.40
	Very Unlikely	32	6.10	0.65
	Extremely Unlikely	69	6.48	0.78
	Unknown	1	-	-
Intent to Leave the Nursing Profession Within One Year	Very High	2	5.50	0.71
	Somewhat Likely	3	5.33	2.89
	Unlikely	18	5.11	1.84
	Very Unlikely	22	5.71	1.10
	Extremely Unlikely	106	6.15	1.13
	Unknown	1	-	-

Note: Dash indicates no M or SD reported (n = 1)

Stress

Respondents were asked to report their stress levels and the source of their stress. Most nurse educators in the sample reported 'Moderate' ($M = 6.38$, $SD = 1.11$) to 'High' ($M = 5.55$, $SD = 1.20$) levels of stress, resulting from both work and non-work-related sources (Table 13).

Table 13

Stress Level and Overall Job Satisfaction

	<i>n</i>	<i>M</i>	<i>SD</i>
Extremely High	6	4.67	2.07
Very High	26	5.46	1.58
High	40	5.55	1.20
Moderate	54	6.38	1.11
Low	21	6.43	0.68
Very Low	4	6.75	0.50
No Stress	1	6.00	-

Job Satisfaction and Conceptual Model Variables

The NESI examined job satisfaction in five facets, the work, the rewards, the opportunities, the relationships, and the academic environment. These items reflected the ‘Mediators’ component of the conceptual framework, and those known as job aspects that were added by the researcher (see study variables in Table 1 Chapter 3).

Table 14 outlines the item mean scores and standard deviations for individual NESI items. The mean score for the job aspects components of the NESI was 5.31 ($SD = 1.48$). The individual item mean scores ranged from 3.56 ($SD = 1.93$) to 6.29 ($SD = .82$). These results indicate that Georgia nurse educators reported high mean scores in satisfaction with relationships with students ($M = 6.29$, $SD = .82$), followed by relationships with nursing colleagues ($M = 6.05$, $SD = 1.12$), and finally with the work ($M = 5.98$, $SD = 1.20$). Conversely, the lowest individual item mean scores were found with salary ($M = 3.56$, $SD = 1.93$), recognition and praise ($M = 4.84$, $SD = 1.62$), and opportunities for advancement ($M = 4.95$, $SD = 1.62$).

Table 14

Summary of Responses to the Nurse Educator Satisfaction Index (N = 152).

NESI Item	<i>M</i>	<i>SD</i>
The Work Itself	5.98	1.20
Responsibilities Other than Teaching	5.12	1.41
Workload	4.97	1.78
Recognition/Praise	4.84	1.62
Personal Sense of Accomplishment	5.94	1.23
Salary	3.56	1.93
Opportunities to Pursue Professional Growth and Development: Primary Role	5.48	1.45
Opportunities to Pursue Professional Growth and Development: Clinical Specialty	5.18	1.51
Opportunities for Advancement	4.95	1.62
Relationships with College/University Administration	5.17	1.49
Relationships with Department Dean/Chair	5.53	1.74
Relationships with Nursing Colleagues	6.05	1.12
Relationships with Students	6.29	0.82
General Institutional Climate/Culture	5.32	1.54
General Departmental Climate/Culture	5.31	1.75

The ‘*Triggers*’ component of the conceptual framework was captured in the NESI by the six-item scale of ‘Major Life Events’. Overall, results show that those participants who replied that they currently experienced a particular life event reported lower overall job satisfaction scores than those who denied experiencing the same life events. One exception was the ‘*Trigger*’ (life event) ‘a change in life stage’. Those participants who reported experiencing a change in life stage reported higher levels of overall job satisfaction ($M = 6.13$, $SD = 1.12$) than those who denied experiencing a

change in life stage ($M = 5.86$, $SD = 1.37$). Frequencies and mean job satisfaction scores associated with each ‘Trigger’ are illustrated in Table 15.

Table 15

Triggers and Overall Job Satisfaction (N = 152).

<i>Trigger</i>	<i>Response</i>	<i>M</i>	<i>SD</i>
Change in Life Stage	Y: 48	6.13	1.12
	N: 104	5.86	1.37
Difficulties with family/personal circumstances	Y: 65	5.77	1.34
	N: 87	6.08	1.26
Change in Rank/Tenure	Y: 30	5.80	1.35
	N: 122	5.98	1.29
Change in mood/emotional state	Y: 27	5.70	1.27
	N: 125	6.0	1.31
Transfer to a new institution	Y: 31	5.87	1.20
	N: 121	5.97	1.33
Change in perceived justice	Y: 54	5.79	1.34
	N: 98	6.03	1.28

Open-ended Questions

In an effort to capture job satisfaction factors not addressed in the survey, participants were asked five open-ended questions. Responses were analyzed in three ways – by the researcher, by the ‘text analysis’ function included in the online survey provider, and by using a qualitative research software program to identify key words and themes. These keywords and themes are discussed as they relate to each question.

The first question, ‘What satisfies you most about your current job?’ resulted in a total of 134 responses. Keywords occurring most often in responses included (in order), ‘students’, ‘work’,

‘teaching’, ‘learning’, ‘seeing’ (the ‘lightbulb’ come on; the students ‘making connections’), and ‘people at work’. These keywords apply to themes that relate to two NESI job aspects, ‘the Work’ and ‘Relationships’ (with students and colleagues).

The second question, ‘With what are you most dissatisfied about on your current job?’ resulted in approximately 130 responses. The keywords identified in these responses (in order of occurrence), included ‘pay’, ‘workload’, ‘administration’, and ‘committee work’. These keywords relate to NESI job aspects, ‘Rewards’, ‘the Work’, and ‘Relationships’ (with administration).

Respondents were next asked to include any suggestions for improving their job satisfaction. Keywords among approximately 120 responses were ‘pay’ and ‘workload’, which correspond to NESI job aspects, ‘Rewards’ and ‘the Work’. The fourth open-ended question dealt with respondents’ thoughts regarding the future; whether they believed the future for nurse educators would be positive or negative. Approximately 130 respondents replied to the question, with the term ‘positive’ occurring most often, and nearly twice the number of times that the term ‘negative’ occurred. While most respondents tended to view the future as a positive one, many used hesitant or uncertain language in their responses.

The final question asked respondents to add any additional information they felt may be helpful to the researcher. Approximately 122 respondents answered the question, and while the responses were quite varied, the two primary themes involved the NESI aspects ‘Rewards’ (pay) and ‘Relationships’ (with nursing dean, and with college administration). Subject matter here dealt primarily and overwhelmingly with the importance to job satisfaction of increasing nursing faculty salaries, and improving the relationships between faculty and, most commonly, the immediate nursing supervisor.

Research Question 3

Overall Job Satisfaction and the Conceptual Model.

The data were analyzed using bivariate correlation (Pearson's ' r ') to determine if any significant relationships exist between overall job satisfaction and the components of the conceptual framework known as '*Mediators*' and '*Triggers*'. The correlation is expressed as a number between -1 and 1, with a perfect correlation occurring at both ends of this range. This study used the following to describe the strength of statistically significant relationships: less than .20 = very weak, .20 to < .40 = weak, .40 to < .60 = moderate, .60 to < .80 = strong, and .80 to 1.00 = very strong (Martella, Nelson, Morgan & Marchand-Martella, 2013; Rea & Parker, 2014). All '*Mediators*' were statistically significant with job satisfaction ($p < .05$), though no strong relationships were found. Table 16 summarizes the correlation coefficients between nurse faculty job satisfaction and the conceptual model components '*Mediators*'. There were positive, moderate correlations between overall nurse faculty job satisfaction and model mediators 'Responsibility' ($r = .468$), 'the Work Itself' ($r = .465$), and 'Achievement' ($r = .430$). All other '*Mediators*' were positively, but weakly correlated with overall job satisfaction: 'Recognition' ($r = .388$), 'Institutional Climate & Culture' ($r = .372$), 'Advancement' ($r = .328$), 'Administration' ($r = .318$), 'Salary' ($r = .284$), 'Collegial Relationships' ($r = .214$), and 'Student Relationships' ($r = .196$). No significant relationships were found between overall job satisfaction and Hagedorn's *Mediator* 'Demographics' (gender, ethnicity, or institutional type – academic discipline is not relevant for this study). Bivariate correlation analysis of model '*Triggers*' revealed no significant relationships to overall job satisfaction.

Table 16

Correlations: Hagedorn's Mediators and Overall Job Satisfaction

Mediators (Hagedorn, 2000)	NESI Job Aspects	Coefficient
Motivators & Hygienes: Achievement	Rewards: Personal Sense of Accomplishment	.430**
Motivators & Hygienes: Recognition	Rewards: Recognition/Praise	.388**
Motivators & Hygienes: Work itself	The Work: the work itself	.465**
Motivators & Hygienes: Responsibility	The Work: Workload & Other Responsibilities	.468**
Motivators & Hygienes: Advancement	Opportunities: Advancement - Promotion & Tenure	.328**
Motivators & Hygienes: Salary	Rewards: Salary	.284**
Environmental Conditions: Collegial Relationships	Relationships: Nursing Colleagues	.214**
Environmental Conditions: Student Relationships	Relationships: Students	.196*
Environmental Conditions: Administration	Relationships: Administration	.318**
Environmental Conditions: Institutional Climate & Culture	Academic Environment: Institutional Climate & Culture	.372**

*Significant .05 **Significant .01

Summary

This chapter presented the study findings as they relate to each of the three research questions. Nurse educators who work full-time in both public and private schools of nursing in Georgia reported high levels of job satisfaction, high levels of personal engagement in their work, moderate levels of stress, and very low likelihood of leaving the current employer, the nursing faculty role, or the nursing profession. Based on the demographic data, the majority of study

participants were females between the ages of 56 and 65, with a masters as the highest degree earned, who held the rank of associate professor, were in a non-tenure track position, with 10 to 15 years' experience as a nurse educator, and have worked more than one, but less than five years at their current institution. The demographic profile of the sample supports the research (ANA, 2014; NCSBN, 2013; NLN, 2010a) concerning average age, gender and race of nursing faculty, and highlights the low number of faculty with earned doctorates.

The first research question evaluated the quality of the NESI. Reliability and validity statistics were calculated. The Cronbach's alpha coefficient was .91, and the split-half correlation statistics were .81 for part one and .86 for part two. A panel of experts was convened to assess each NESI item and evaluate the instrument as a whole. A CVI was calculated for each item (I-CVI) and for the scale (S-CVI). I-CVIs ranged from .67 (2 items) to 1.00 (34 items). The S-CVI was .98.

To establish concurrent validity, the NESI was co-administered with the JDI (Smith, Kendall & Hulin, 1969), a well-known, reliable and valid job satisfaction instrument. There were significant, positive correlations between the five subscales of the JDI and the corresponding NESI items. Correlation coefficients ranged from .468 to .743, indicating moderate to strong relationships between the two instruments. Based on the statistical analysis of the reliability and validity, the NESI appears to be both reliable and valid in the measurement of job satisfaction in the Georgia sample of nurse educators.

The second research question explored the levels of job satisfaction among sample participants. Overall, the sample reported high levels of job satisfaction. The most satisfied nurse educators were 56 to 65 years old, had earned a PhD or DNS/DSN, and had worked as a nurse educator for less than one year, or more than 35 years. These most satisfied nurse educators held the academic rank of professor, and were extremely unlikely to leave the nurse educator role or the

nursing profession within the next year. On the whole, the sample reported moderate-to-high levels of stress, but were ‘mostly’ to ‘completely’ engaged in their daily work.

The third research question sought to determine if statistically significant relationships existed between overall job satisfaction and components of the conceptual framework, known as ‘*Mediators*’ and ‘*Triggers*’. Bivariate analysis results showed significant positive correlations with the model ‘*Mediators*’, but no such relationships were evident among the model ‘*Triggers*’.

Chapter 5 includes discussion of study findings and the implications for college administrations, nursing school deans and directors, nurse educators, and the nurse educator workplace, as well as suggestions for future research. The shortage of nursing faculty is one of the major causes of the nurse shortage, which is predicted to worsen substantially in the coming years. It is essential that specific satisfiers and dissatisfiers be identified in the nurse educator population, so that effective interventions can be implemented to curb the nursing educator shortage. Future research will be important in further exploration of the job satisfaction of nurse educators.

CHAPTER FIVE – DISCUSSION AND RECOMMENDATIONS

The previous four chapters described the study as it relates to the introduction, the literature review, study methodology, and results. This chapter includes a discussion of conclusions and recommendations from findings, and is divided into the following four main sections: study overview, discussion of findings, limitations, and implications and recommendations for nursing practice, education, and research.

Study Overview

This study used a quantitative, descriptive, correlational methodology in the development and testing of a researcher-developed survey to measure nurse educator job satisfaction. Statistical analysis of the data included evaluation of reliability and validity, descriptive statistics and the calculation of correlation coefficients. Analysis of the data was guided by the following three research questions: 1) How reliable and valid is the NESI in measuring nursing faculty job satisfaction, 2) Using the NESI, what is the level of job satisfaction experienced by nurse educators in Georgia, and 3) What is the relationship between nurse faculty satisfaction and the mediators and triggers defined by Hagedorn (2000)?

Prior to the release of the survey, institutional IRB approval to conduct the study was sought and granted, after which a panel of experts was convened for evaluation of content validity, which informed subsequent calculation of a content validity index. The NESI was co-administered with a similar instrument (JDI) known to be reliable and valid in measuring job satisfaction (Smith et al., 1969). The sampling frame was composed of 41 schools of nursing that met the inclusion criteria of full state board of nursing accreditation, and were either public institutions under the governance of the USG or TCSG, or private (non-proprietary) higher education institutions. Study information, invitation to participate, and a web link to the survey were sent via email to nursing deans and

directors with a request to forward to all full-time nursing faculty. Responses were received from 152 participants, resulting in a 20% response rate.

Discussion of Findings

Research Question 1: Reliability and Validity of the NESI

Internal consistency reliability. Two most common forms of internal consistency reliability are the split-half correlation and the coefficient alpha (DiIorio, 2005). Split-half correlation is derived from statistical analysis of each half of one instrument. Various methods of dividing the instrument are acceptable, and in this study, the NESI was split by deliberate selection of an item from the beginning with an item from the end of the survey until all items were chosen. Two relatively homogenous halves of the NESI were then evaluated to obtain a correlation coefficient, which provided an estimate of the reliability of each half. Split-half values range from zero to one, with values near zero indicating very low reliability, and values approaching one indicating very high reliability. The split-half correlations calculated for the NESI halves were .81 and .86, indicating a high level of reliability. According to DiIorio (2005), total reliability of the instrument can be calculated using the two split-half correlations, "...the total reliability is equal to twice the reliability for half the instrument divided by the sum of one plus the reliability for half the instrument" (p. 182). These calculations resulted in total reliability of .90 and .92, providing further confirmation of the reliability of the NESI. The internal consistency reliability of the NESI was further evaluated by calculation of the Cronbach's alpha coefficient, an approach in which each item in the instrument is correlated with every other item. As with the split-half correlation, values for Cronbach's alpha coefficient fall between zero and one, with lowest reliability near zero, and highest near one. The Cronbach's alpha coefficient for the NESI was .91, indicating a high level of

reliability. Based on calculations of the split-half correlation and Cronbach's alpha coefficient, the NESI does indeed display a high internal consistency reliability.

Content validity index. A panel of experts was convened to evaluate the NESI in the area of content validity using two forms, a content validity form developed by the researcher and the Validity Rubric for Expert Panel (Simon & Goes, 2013). Utilizing the content validity form developed by the researcher, panel members evaluated each item of the NESI on a 4 point Likert-scale as 'not relevant' (1), 'somewhat relevant' (2), 'quite relevant' (3), 'very relevant' (4). A content validity index was calculated for each item and the scale as a whole (known as I-CVI and S-CVI). All items with the exception of two obtained an I-CVI of 1.0, indicating high content validity. The two items with a CVI less than 1.00 were retained due to the fact that they constituted two of six items known as a set of 'life events' or *Triggers*. The set of *Triggers* were included in the survey as they represented an element of the conceptual framework thought to be significant to job satisfaction by the researcher. The S-CVI for the NESI was determined to be .98, also indicating a high level of content validity. The recommended value for each I-CVI for inclusion in a survey is 1.0 (Lynn, 1986), and for the S-CVI, the recommended value indicating an acceptable level of validity is .90 (Lynn, 1986; Polit & Beck, 2006). Based on the calculated I-CVI and S-CVI values, the NESI is determined to have high levels of content validity.

For the VREP, panel members evaluated the NESI globally for quality in the areas of clarity, wording, overlapping responses, balance, use of jargon, appropriateness of responses, use of technical language, application to praxis, relationship to the problem, and measure of constructs. Panel members gave each item a number between one and four, indicating 'not acceptable' (1), 'below expectations' (2), 'meets expectations' (3), and 'exceeds expectations' (4). Evaluation of the NESI using the VREP resulted in unanimous agreement, 'exceeds expectations' in four areas:

balance, use of jargon, relationship to the problem, and measure of construct (job satisfaction). All other areas of the VREP were ranked 'exceeds' or 'meets' expectations with the exception of one, 'Overlapping Responses', which was given a ranking by one panel member of 'below expectations'. This item was retained since no feedback was provided from the panel member, and the item was evaluated as 'meets expectations' and 'exceeds expectations' by the other panel members. The NESI was found to have a high level of content validity based on the results of the panel using the VREP.

Concurrent validity. In this study, the JDI (Smith et al., 1969) was co-administered with the NESI to evaluate concurrent validity of the new instrument. Correlation coefficients were calculated to evaluate the NESI subscales that directly corresponded to JDI subscales. This study utilized the following correlation values to describe the strength of the relationships: less than .20 = very weak, .20 - < .40 = weak, .40 - < .60 = moderate, .60 - < .80 = strong, and .80 - 1.0 = very strong. Findings revealed positive, moderate to strong statistically significant relationships of each NESI subscale to the corresponding JDI subscales. The findings established concurrent validity of the NESI - as NESI job satisfaction subscales increased, JDI job satisfaction subscales also increased.

Question 2: Using the NESI, what is the level of job satisfaction experienced by nurse educators in Georgia?

Overall job satisfaction. The findings of this study indicated that most Georgia nurse educators experience high levels of job satisfaction, findings which are supported in the literature in studies of faculty across a variety of disciplines (Bozeman & Gaughan, 2011; Hagedorn, 2000), and specifically, nursing faculty (Afam, 2012; Baker et al., 2011; Bittner & O'Connor, 2011; Gutierrez, Candella & Carver, 2012; Holopainen, Hakulinen-Viitanen, & Tossavainen., 2007; Lane, Esser, Holte, & McCusker, 2010; NLN, 2005; Snarr & Krochalk, 1996). Faculty job satisfaction, commitment to the institution, and retention are "...crucial to effective academic institutions." (Saner

& Eyupoglu, 2012, p. 1022). Sharma and Jyoti (2009) consider dissatisfaction among faculty to be 'suicide' for the institution, as faculty dissatisfaction is a known precursor to intent to leave (Coomber & Baribal, 2007; Hom & Kinicki, 2001). Academic institutions, and hence, professions may suffer in cases where dissatisfied faculty, who have become disgruntled choose not to leave. Faculty turnover is costly to an institution, both in human resource and economic terms, especially upon loss of faculty the institution would prefer to retain.

As high levels of job satisfaction have been correlated to higher levels of organizational commitment (Polit & Beck, 2004), it is important that nurse faculty administrators frequently assess workforce job satisfaction levels in order to implement necessary change to promote retention of nurse faculty. More research is needed to determine the factors that best predict nurse educator job satisfaction. Further study findings regarding job satisfaction are discussed in greater detail as they relate to sample demographics. Discussion of the demographic characteristics gender and race are discussed later, as they are a component of the conceptual framework, and thus, relate to research question number three.

Demographic Characteristics related to Job Satisfaction

Age. Christian (1986) found in a study of nurse educators that age did not explain a significant proportion of the variance in job satisfaction. However, other research has shown age to be a significant factor in job satisfaction, and that generally, as age increases, so does job satisfaction (Christian, 1986; Curtis & Glacker, 2014; Donohue, 1986; Hagedorn, 2000; Klaus, Ekerdt, & Gajewski, 2012; Saner & Eyupogu, 2012). Nurse educators in this study who reported the highest levels of job satisfaction were in the age range of 56 to 65, findings similar to those of Ingersoll et al. (2002), who found the most satisfied nurses were those over the age of 50, and Gui et al. (2011), who reported that older nurse educators experienced higher levels of job satisfaction than those who

were younger. Findings from this study further revealed the second-highest levels of job satisfaction were among those nurse educators who were the youngest in the sample, aged 26 to 35. For nurse educators between the ages of 36 and 55, job satisfaction decreased. A possible explanation for this finding could be due to the fact that the newest educators are enjoying the role and the process of socialization, while the oldest faculty have successfully navigated the path, having become familiar with the many requirements of a faculty member. The group in between the youngest and oldest represents a prime population on which to focus interventions and further research to increase the job satisfaction among these faculty. This age group (between the youngest and oldest) may represent faculty who are experiencing multiple role requirements (caring for children and/or aging parents, continuing education, etc.), while striving to fulfill requirements of the academic institution (teaching, service, professional growth and development). A key area for research for this group would focus on work-life balance for nurse educators known as 'Generation X', as this group is known to place a high priority on achieving a balance between life at work and outside of work (Hendricks & Cope, 2013).

Marital status. Another demographic characteristic with uncertain impact on job satisfaction is marital status (Sabharwal & Corley, 2009). Bozeman and Gaughan (2011) found marriage "...increases job satisfaction through spousal encouragement and psychological support, specialization of tasks and division of labor, and reduces feelings of isolation." (p. 159). Knerr (2006) studied marital status and job satisfaction in a national survey of the general public and also found married respondents more satisfied with their jobs than those who were not married. Sharma and Jyoti (2009) however, found in their study of university faculty that marital status and job satisfaction were not related. Findings in this study indicated that married nurse educators

experience higher levels of job satisfaction than those who were not married. Further research is needed to determine if, and how marital status influences job satisfaction of nurse educators.

Degree/level of education. Research has shown inconclusive findings regarding level of education and job satisfaction (Curtis & Lacken, 2014; Dunn et al., 2005; Gui et al., 2009a; Klaus et al., 2012; Sharma & Jyoti, 2009). Findings in this study revealed the most satisfied nurse educators were those who held a masters degree, although the difference in job satisfaction among faculty with a masters degree versus those with a doctorate was quite small. Similar findings were found among nurse faculty (Gui et al., 2009a), university faculty (Sharma & Jyoti, 2009), and registered nurses (Klaus et al., 2012), while other findings revealed no relationship between job satisfaction and highest degree earned (Curtis & Glacken, 2014; Dunn et al., 2005). Given the importance of student relationships to many participants in this study, masters prepared faculty may be more satisfied due to more direct student contact (i.e. classroom and clinical education) than their doctorally-prepared peers who may be engaged in a program of research that is often accompanied by course release time.

Years in nursing education. Research findings conflict regarding the relationship between years worked and job satisfaction (Altuntas, 2014; Barrett, Goldenberg, & Faux, 1992; Dunn et al., 2005; McHale, 1991; Needleman, Bowman, Wyte-Lake, & Dobalian, 2014). In studies of nurse educators, findings have shown that as length of experience increased, so did the level of job satisfaction (Altuntas, 2014; Needleman, et al., 2014). Conversely, McHale (1991) found that newest nurse educators were the most satisfied, while in other studies of nursing faculty, no relationship could be found (Barrett, et al., 1992). Findings from this study revealed the highest levels of job satisfaction were found in nurse educators with the least (less than one year) and the most number of years (greater than 35) in the role. Similar findings were obtained in a study of

acute care registered nurses (Dunn et al., 2005), where the highest levels of job satisfaction were reported equally among nurses with the least and most years of nursing experience. Further research is needed concerning the impact of length of work experience on the job satisfaction of nursing faculty. Due to the nursing faculty shortage, research and retention efforts should focus on nurse educators who have been in the role for a median amount of time, in order to better understand the factors behind the job satisfaction/dissatisfaction for this group.

Time at current institution. Research has shown that job satisfaction for nurses is influenced by the number of years the nurse has worked on the same unit, but findings are mixed (Bjork, Samdal, Hansen, Torstadt, & Hamilton, 2007; Coshow, Davis & Wolosin, 2009; Curtis & Glacken, 2014; Klaus et al., 2012). Similarly, the length of time a faculty member spends at the same institution has been found to influence job satisfaction, but again, findings are mixed (Christian, 1986; Donohue, 1986; Sharma & Jyoti, 2009). Amid studies of nursing faculty, Christian (1986) found job satisfaction increased as length of service increased, yet Donohue (1986) found as length of service increased, job satisfaction decreased. Sharma and Jyoti (2009) studied faculty at a large university and found job satisfaction did not increase as length of service increased. Findings for this study revealed a pattern in which job satisfaction increased steadily and peaked at 15 to 20 years at the current institution, and then showed a steady decrease afterward, with the lowest level of satisfaction being experienced by nurse educators who reported over 30 years at the current institution. As study findings revealed lower job satisfaction among faculty with the longest tenure, there may be institutional factors, such as climate and culture, and institutional pressures related to promotion and tenure, that may become sources of dissatisfaction as nurse educators age and gain experience at the same institution. Further research is necessary regarding the effects of increased tenure at the same institution on faculty job satisfaction, in order to promote retention.

Academic rank. Study findings correspond to the literature regarding academic rank (Altuntas 2014; Oshagbemi, 1997; Ruel, 2009; Sabharwal & Corley, 2009; Sharma and Jyoti, 2009). Ruel (2009) found in a study of nurse faculty, that rank was significantly related to job satisfaction, and that professors were among the least satisfied faculty. In another study of college faculty, rank was considered to be ‘highly significant’ to job satisfaction, but professors reported the highest level of job satisfaction (Sabharwal & Corley, 2009). This study showed professors were the most satisfied, followed by instructors. Associate professors were least satisfied, findings that were supported by Sharma and Jyoti (2009), who found similar results among university faculty. A study of nurse faculty by Altuntas (2014) also found professors highly satisfied, but associate professors were more satisfied than assistant professors.

Further research is necessary to determine if a relationship exists between academic rank and job satisfaction for nursing faculty. The impact of age may be partially responsible for differences in job satisfaction among the different academic ranks. Job satisfaction may be higher among nursing faculty who have successfully achieved promotion to professor and those who are not engaged in promotion and tenure activities (instructors). Job satisfaction among assistant and associate professors may be related to, among other issues, adaptation to the faculty role, which includes promotion and tenure requirements and processes.

Tenure status. The impact of tenure status on faculty job satisfaction is unclear. Most of the research focuses on university faculty. Several studies have shown tenure to be significantly related to faculty job satisfaction (Adkins, Werbel, & Farh, 2001; Bender & Heywood, 2006; Bozeman & Gaughan, 2011; Rosser, 2004), while others have findings to the contrary (NEA, 2002). In contrast to the literature, the current study found the most satisfied nurse educators were employed on a non-tenure track. The least satisfied were those on a tenure track, but who had not yet earned tenure.

These findings may be related to the stressors mentioned regarding job satisfaction and academic rank. Nurse educators who are employed on a non-tenure track may be more satisfied, not having to concern themselves with the promotion and tenure processes. Vice versa, those nurse educators who have yet to be granted tenure status may experience stress due to the same processes, which lowers job satisfaction.

Engagement. It is important to note that not all who intend to leave, do leave; but when intent to leave is driven by job dissatisfaction, those who intend to leave but do not eventually become disengaged from their work (Simpson, 2009). Gallup (2005) found in a study of registered nurses that engagement was related to patient outcomes, and was the number one predictor of patient mortality. Freeney and Tiernan (2009) found that, for nurses, a collegial environment promoted engagement, while workload was the primary barrier to engagement in daily work. Findings in this study showed that a very large percentage of the sample reported they were either ‘mostly’ or ‘completely’ engaged in their daily work. The concept of engagement at work is important to nursing education because it is intimately related to job satisfaction, stress, and intent to leave.

Stress. The academic work environment can be highly stressful – an environment known to negatively impact the job satisfaction of nurse educators (Holopainen et al., 2007). The level of stress reported by Georgia nurse educators is concerning. Nearly 48% of the sample reported ‘high’ to ‘extremely high’ levels of stress. The sources of this stress were solely job related for more than one-third of respondents, and both job and non-job related for over half of respondents. Overall job satisfaction incrementally increased as stress level decreased, with the highest job satisfaction scores reported by faculty who felt ‘very low’ levels of stress. These findings are supported in the literature by Ryan et al. (2012) who found in a study of university faculty, that stress predicted intent to leave the institution.

Intent to leave. Job satisfaction is a complex concept, affected by the interaction of many variables, one of which includes intent to leave, which has been found to be related to job satisfaction (Garbee & Killacky, 2008; Kowalski et al., 2006; Lane et al., 2010; Sarmiento et al., 2004; Seifert & Umbach, 2007). Research has shown intent to leave is influenced by workload (Candella et al., 2013), stress (Ryan et al., 2012), leadership behaviors (Garbee & Killacky, 2008; Tourangeau et al., 2014), and collegial relationships (Bittner et al., 2012; Lane et al., 2010; Tourangeau et al., 2014).

Study findings are encouraging in regard to nurse educators' intent to leave within one year - the current institution, the nurse educator role, or the nursing profession. Among survey respondents, a high percentage of faculty were 'unlikely' to 'extremely unlikely' to leave the current institution (71.8%), the nurse educator role (85.6%), or the nursing profession (96%) within one year. These findings are similar to those found in a national survey of nurse educators, where intent to leave the current institution or academe within a year was unlikely (RWJF, 2011).

Findings related to intent to leave and overall job satisfaction were interesting. As intent to leave (current institution, faculty role, nursing profession) increased from 'extremely unlikely' to 'very likely', mean job satisfaction scores steadily decreased, except among those 'extremely likely', where the job satisfaction score increased. Perhaps this can be explained by the unknown reasons that a faculty member may leave. A planned retirement, for example, is usually perceived as a positive life event, and might reflect a higher job satisfaction score than a voluntary leave due to job dissatisfaction. Intent to leave is an important variable to study in this population, as it is a variable known to be consistent with low job satisfaction (Seifert & Umbach, 2007). Further investigation of job satisfaction and intent to leave is necessary, and should include reasons for which a faculty member intends to leave. Further examination of the personal, departmental, and institutional

factors that promote job satisfaction is warranted in order to mediate intent to leave and promote retention. The previous discussion of study findings related to the variables engagement, stress, and intent to leave (while not included in the research questions), provide important information to further describe and explain the job satisfaction of nurse educators.

Work setting preferences. Research studies showed worker volition to be related to job satisfaction among a diverse sample of workers from a variety of industries, including education and healthcare (Duffy, Autin, & Bott, 2015). In similar studies, job satisfaction for nurses was found to be influenced by area of clinical practice (Boyle, Miller, Gajewski, Hart & Dutton, 2006; Klaus et al., 2012). In a study of university faculty, researchers found classroom teaching was among the most favored activities, and the primary reason for staying at the institution (Waltman, Bergom, Hollenshead, Miller & August, 2012). Findings in this study aligned with those in the literature; Georgia nurse educators most preferred the classroom setting (over 40%), followed by online and clinical teaching, and least preferred to engage in research activities (27%), followed by lab and clinical teaching. Findings regarding preference for research activities were supported by the literature. Limited interest in research activities by nurse educators may be related to heavy workloads, limited or no release time, lack of focused research programs, limited funding, and lack of faculty preparation to conduct research (Broome, Ironside, & McNelis, 2012). Additionally, these factors were substantiated in the open-ended responses to this survey item, in which workload and time constraints were common responses.

The variable ‘work setting preferences’ is in some ways related to the concept of ‘person-job fit’, which is known to be related to job satisfaction (Boyle et al., 2006; Duffy, Bott, Allan & Torrey, 2013; Duffy, Bott, Torrey, & Webster, 2013; Duffey, et al., 2012; Klaus et al., 2012; O’Meara, 2015; Waltman, et al., 2012), and is an area worthy of further research among nursing faculty. According

to Duffy et al. (2015, p. 63), "...jobs that are a good fit for one's personal preferences and that provide meaning are likely to increase work satisfaction." Findings from this study were further supported by research from O'Meara (2015), where women faculty were found to be most satisfied and content with being able to work in roles they found meaningful.

Question 3: What is the relationship between nurse faculty satisfaction and the *Mediators* and *Triggers* defined by Hagedorn (2000)?

Hagedorn (2000) developed a conceptual framework for faculty job satisfaction that has been cited frequently in the literature (August & Waltman, 2004; Bozeman & Gaughan, 2011; Candella, et al., 2013; Gardner, 2012; Zabriskie, et al., 2002). This framework includes two primary components of job satisfaction: *Mediators* and *Triggers*. *Mediators* include three factors: 'Motivators and Hygienes', 'Demographics', and 'Environmental Conditions'. *Triggers* include six factors that represent significant life events which, according to Hagedorn, act to influence job satisfaction of faculty.

Mediators and Hagedorn's conceptual framework. Hagedorn's (2000) *Mediators* consist of 'Motivators and Hygienes', 'Demographics', and 'Environmental Conditions'. Findings from this study indicated a significant, (though weak to moderate) relationship of the model *Mediators* to job satisfaction for Georgia nurse educators. In a similar study, Michel (2012) investigated the utility of Hagedorn's framework in predicting job satisfaction in counselor educators, and found that the 'Motivators and Hygienes' together significantly explained nearly half the variance in overall job satisfaction.

Motivators and hygienes. The 'Motivators and Hygienes' represent a group of factors originally identified by Herzberg et al. (1959) and others (Hagedorn, 2000; Smith et al., 1969) to be significant to job satisfaction. These variables are: achievement, recognition, the work itself,

responsibility, advancement, and salary. The current study findings revealed Georgia nurse educators were most and least satisfied with the variables known as ‘the work itself’ and ‘salary’ respectively, and salary was ranked as the one variable in the entire framework in which participants were most dissatisfied. Michel’s (2012) study revealed the same findings concerning these two variables. The literature supports these findings, as ‘the work itself’ has been shown to significantly predict job satisfaction in several studies (Lane et al., 2010; Michel, 2012; Sharma & Jyoti, 2009).

Salary is known to impact job satisfaction (Akroyd, Bracken & Chambers, 2011; Bozeman & Gaughan, 2011; Sabharwal & Corley, 2009; Sharma & Jyoti, 2009). Findings from this study show Georgia nurse educators are least satisfied with their pay, a finding similar in other studies (Bas & Ardic, 2002; Gui et al., 2011; Yordy, 2006). In contrast to findings in this study, other research has found that while salary is important, the variable alone did not impact job satisfaction (Wang & Liesveld, 2015), and salary was rarely the primary reason given by faculty to leave their current institution (Ambrose et al., 2005; Johnsrud & Rosser, 2002). In a large national study of nursing faculty, approximately half of all respondents reported they were ‘very’ to ‘somewhat’ satisfied with their pay, while the same proportion reported they were ‘somewhat’ to ‘very’ dissatisfied with pay (RWJF, 2011). In the current study, many participants responded to the open-ended questions, “What are you most dissatisfied about in your current job?”, and “What suggestions would you offer for improving your job satisfaction?” Salary and workload were among the most frequently mentioned variables for both questions, a finding similar to that of Terpstra and Honoree (2004), where faculty were generally satisfied with the job, but not the salary. More research is needed to determine the impact of the variables ‘the work itself’ and ‘salary’ on nurse educator job satisfaction; to further investigate specific aspects of the nurse educator job, which are shown to be good satisfiers, and also to determine best strategies for improving the salary for nurse educators.

Demographics and Hagedorn's conceptual framework. Hagedorn's (2000) Conceptual Framework for Faculty Job Satisfaction includes a category of *Mediators* known as 'Demographics'. Variables included in this category are gender, ethnicity, institutional type, and academic discipline (which is not applicable in the present study).

Gender. Studies of the relationship between gender and job satisfaction are abundant in the literature, but findings have been inconsistent (Hagedorn, 2000). Due to the seemingly infinite number of interactions between gender and other variables relating to job satisfaction for faculty, this discussion focuses on gender and overall, or global job satisfaction. In this study, women were more highly satisfied with the job than men, a finding supported in studies of faculty in various disciplines (Sabharwal and Corley, 2009; Sharma and Jyoti, 2009) and nursing faculty (Sochalski, 2002) but contrary to other studies in which men were more satisfied than women (Bender & Heywood, 2006; Bozeman & Gaughan, 2011; Hagedorn, 1996, 2000; Rosser, 2005; Seifert & Umbach, 2008), or where no difference was found in job satisfaction between women and men (Ward & Sloane, 2000). Women make up a large portion of the nurse faculty workforce, a fact reflected in the current study by a large percentage of female respondents (nearly 95%). Men may be less satisfied than women due to the extent to which nursing remains a female-dominated profession. Men may encounter challenges as they attempt to fit in this environment, and often experience social isolation and gender-based stereotypes (Rajacich, Kane, Williston & Cameron, 2013). More research is necessary to examine the impact of gender on job satisfaction, particularly among diverse samples of nurse educators in which men and women are more equally represented than they were in this study.

In the development and testing of Conceptual Framework of Faculty Job Satisfaction, Hagedorn (2000) found the group of variables known as 'Demographics' (that included four

variables – gender, race, institutional type, and institutional climate/culture) to be significantly related to faculty job satisfaction, but this study found no such relationships, as did August and Waltman (2004) and Michel (2012) in their use of the Hagedorn model.

Race (Ethnicity). While the impact of race on job satisfaction is debatable (August & Waltman, 2004; Hagedorn, 2001; Ponjuan, 2005), this study revealed the nurse educators most highly satisfied were Asian and those who reported more than one race. This finding is different from other studies, where Asians were found to be the least satisfied among university faculty (Sabharwal & Corley, 2009; Mamiseishvili & Rosser, 2011; Victorino, et al., 2013), and ‘faculty of color’ less satisfied than white faculty (Akroyd, Bracken, & Chambers, 2011; Bender & Heywood, 2006; Seifert & Umbach, 2008). In one study of nurse educators, race was found to be insignificant to job satisfaction (Wang & Liesvelds, 2015). Respondents in this study were mostly white females. Additional research, again with a more diverse sample, is necessary in order to obtain more meaningful data by which to evaluate the impact of race on nurse educator job satisfaction.

Institutional type. The influence of institutional type on job satisfaction has been researched using Carnegie classification (Mahs-Fladung, 2009), and colleges and universities (Trower & Bleak, 2004). Maahs-Fladung (2009) studied job satisfaction of tenure track faculty by institutional type (Carnegie classification), and found that faculty differed in satisfaction with most variables, but were similar in their satisfaction with collegiality and institutional climate and culture. Similarly, Trower and Bleak (2004) found differences in satisfaction among college and university faculty, with college faculty being more satisfied overall than university faculty. Results from this study indicated nurse educators who work in Georgia’s technical colleges reported the highest job satisfaction, followed closely by those in the research universities, while those working at the state’s two-year colleges reported the lowest level of job satisfaction. It was difficult to determine if these findings

were consistent with the literature due to the fact that this variable was defined by the institutional types classified by the governing bodies of the USG and TCSG. No other studies could be identified using this type of institutional classification.

The influence on job satisfaction of institutional control (public versus private) has also been studied. Bas and Ardic (2002) found in a study of Turkish faculty that those from private institutions experienced higher levels of job satisfaction than faculty from public institutions, while Johnsrud and Rosser (2002) found institutional type did not explain faculty morale or intent to leave. Findings from this study reveal the vast majority of respondents were from public institutions, and reported higher job satisfaction than those who work at private institutions. Further research utilizing a larger and more diverse sample from a variety of institutions (type and control) is necessary in order to determine the impact of these factors on nurse educator job satisfaction.

Environmental conditions and Hagedorn's conceptual framework. The 'Environmental Conditions' of Hagedorn's (2000) Framework consist of collegial relationships, student relationships, administrative relationships, and institutional climate and culture. Concerning collegial relationships, this variable represents a common factor often found to be significantly related to faculty job satisfaction (Ambrose et al., 2005; August & Waltman, 2004; Halopainen et al., 2007; Maahs-Fladung, 2009; Rosser, 2004; Seifert & Umbach, 2008; Sharma & Jyoti, 2009). In the current study, satisfaction with collegial relationships ranked high for job satisfaction, second only to relationships with students. Georgia nurse educators in this study reported the highest levels of job satisfaction in their relationships with students (more so than any other variable in the conceptual model), findings that are congruent with those in other studies (August & Waltman, 2004; Bittner & O'Connor, 2012; Garbee & Killackey, 2008; Gui et al., 2009a; Halopainen et al., 2007; Lane et al., 2009; Ropers-Huilman, 2000; Shroder, 2008; Wilson et al., 2008). These findings

were further supported by the responses to the open-ended question, “What satisfies you most about your current job?”

For the purpose of this study, the variable administrative relationships was further broken down to reflect satisfaction with relationships with college administration and nursing administration. Findings in this study showed there were significant correlations between overall job satisfaction and relationships with both college administration and nursing administration. In the sample of Georgia nurse educators, relationships with nursing administration ranked higher for satisfaction than relationships with college administration. Study findings were supported in the literature; Michel (2012) found administrative relationships were significant to faculty job satisfaction, while August and Waltman (2004) found this variable important to the job satisfaction of women faculty, and others found that positive relationships with nurse leaders to be significantly related to nurse educator job satisfaction (Donohue, 1986; Gui et al., 2009b; Guteirrez et al., 2012; Holopainen et al., 2007; Lane et al., 2009). The discipline of nursing is very different from others on a college or university campus. Further research into the impact of relationships with both institutional and nursing department administration on faculty job satisfaction is warranted.

Findings in the literature regarding the significance of institutional climate and culture to nurse faculty job satisfaction have been mixed (Gormley, 2003; Maahs-Fladung, 2009; Michel, 2012; Snarr & Krochalk, 1996). Gormley (2003), Maahs-Fladung (2009), and Michel (2012) found climate and culture to be related to job satisfaction, while Snarr and Krochalk (1996) did not. In this study, this group was also broken down further to examine satisfaction with institutional, as well as departmental climate and culture. Findings revealed that Georgia nurse educators were equally satisfied with both institutional and nursing department climate and culture.

The Environmental Conditions component of the conceptual framework was found to significantly impact faculty job satisfaction in the current study. Although the relationships were weak, three of the top five satisfiers for the sample of nurse educators were Environmental Conditions (relationships with students, peers, and nursing administration). Study findings and the significance of these variables to faculty job satisfaction were supported in the literature (August & Waltman, 2014; Michel, 2012).

Triggers and Hagedorn's conceptual framework. The *Triggers* represent components of the conceptual framework that Hagedorn (2000) found significantly impacted job satisfaction for faculty. These variables are considered major changes in the life of faculty members, and can be perceived either positively or negatively. In the current study, findings regarding the *Triggers* showed for all but one, (change in life stage), respondents who reported they were experiencing these events, mean job satisfaction scores were lower than those who were not experiencing life changes. A possible explanation for this finding is many life changes are perceived positively, for example, marriage, birth, adoption, retirement, etc. When evaluating the significance of this group of variables to nurse educator job satisfaction, findings in this study reveal the *Triggers* are not significant to nurse faculty job satisfaction, a finding supported by August and Waltman (2004). Michel's (2012) study of university faculty found the *Triggers* had a very small, but significant impact on job satisfaction.

While it was not the purpose of this study to test Hagedorn's (2000) theory, findings overall reveal the Motivators and Hygienes and the Environmental Conditions were significant to nurse faculty job satisfaction, while the *Triggers* and Demographic *Mediators* components did not. On the whole, Michel (2012) found that the variables in the framework were moderately successful in predicting job satisfaction in counselor educators. Demographic and *Trigger* variables require

further research to better determine their importance to the concept of job satisfaction. Future studies should focus on the utility of the framework among nurse educators. The framework has been used in previous research (Bozeman & Gaughan, 2011; Michel, 2012), and the need to expand it to include such variables as work-family balance and role clarity has been suggested (August & Waltman, 2004).

Limitations

Several limitations were identified in this study. Due to the nature of the research design, findings cannot be generalized to the broader nurse educator population. The study was limited in that only a descriptive analysis (no predictions) was presented concerning variable relationships. Furthermore, in the cross-sectional design, job satisfaction was examined at a fixed, single point in time, so that influences on job satisfaction over time were not captured.

The sample was very homogenous; largely white, female, older nurse educators employed full-time. A larger, randomly selected, more diverse sample would provide richer data and more generalizable findings to explain nurse faculty job satisfaction. Another limitation concerns the qualitative nature of the study. Further research should focus on qualitative aspects concerning the experience of being a nurse educator, which may provide deeper detail of job satisfiers and dissatisfiers that fail to be captured by the quantitative method.

Other limitations of this study include the low response rate, which may be explained by several factors. This study utilized nursing program deans and directors as 'gatekeepers' to disseminate the survey to their full-time faculty via email. Participants may not have responded due to having not received the survey information, or because of other factors, such as survey length, lack of time, level of comfort in completing an online survey, or factors related to survey fatigue.

A final limitation of the study is that of self-report. While the self-report methodology is cost-efficient, especially when observational research may not be feasible, there may be problems with under- and over-reporting by participants (Elgar & Stewart, 2008). According to Thornberry and Krohn (2000), through improvements in survey construction and administration, and sample selection, "...the self-report methodology has become much more sophisticated...making it more reliable and valid and extending its applicability to a myriad of issues" (p. 38).

Implications and Recommendations

Nursing Education

The NESI was developed to fill the need for a current, relevant, reliable and valid instrument to measure job satisfaction among nurse educators. The NESI proved to be psychometrically sound, with high internal consistency reliability and content and concurrent validity. The NESI can be used by college and university administrators and nursing leaders to gauge the level of overall job satisfaction of nursing faculty, as well as satisfaction with individual variables related to personal, institutional, and environmental factors. While this study found the demographic characteristics component of the conceptual framework did not significantly impact job satisfaction, there were common differences in satisfaction across demographic variables. Nurse educators today are primarily female, white, and older in age. Most research has shown among faculty, that women are less satisfied than men, faculty of color are less satisfied than white faculty, and younger faculty are less satisfied than older faculty. While further research is necessary regarding the impact of demographic characteristics on job satisfaction, it is important to the leadership decision-making of nursing deans and directors that they are knowledgeable of the common findings in the literature regarding these variables.

Informed by the NESI, and in answer to the IOM (2010) call for identification of factors related to job satisfaction, college, university, and nursing leaders should develop recruitment and retention programs and strategies which focus on specific satisfiers which, for this sample, were relationships with students and colleagues. Nursing administrators should lead strategies to improve collegiality among nursing faculty and promote a friendly, caring environment where student-faculty relationships can flourish. Likewise, the knowledge gained from the NESI can be used to craft interventions to mediate dissatisfiers among nurse faculty, which were identified in this study as workload and salary. Specific strategies should focus on scheduling flexibility, work-life balance, and creation of equitable workload formulas, as well as improving salaries for nursing faculty. Retention and recruitment strategies should also focus on improving the image of the nurse educator role. Large numbers of nurse faculty are predicted to retire in the near future; the need to recruit young nurse educators and retain older nurse faculty beyond retirement is critical.

Nursing Research

This study contributes to nursing knowledge by providing a valid and reliable instrument to be used in further research of job satisfaction of nurse educators. The study also adds to the credibility of most of the major components of Hagedorn's (2000) Conceptual Framework of Faculty Job Satisfaction. The framework consists of two primary components, the *Mediators* and *Triggers*. The *Mediators*, which make up a large portion of the model, were all found to be significantly related to nurse faculty job satisfaction (with the exception of demographics), while the *Triggers* were not found to have any relationship. Further research is needed to establish the utility of the framework in the nurse educator population. This research should include concepts that enhance the framework and are known to be important to faculty job satisfaction, but were not

included in this study, such as mentoring, role stress, and life satisfaction (Bittner et al., 2012; Cranford, 2009; Guteirrez, et al., 2012).

Study findings have further implications for nursing research, since many nurse educators are engaged in nursing research, strategies to recruit and retain nursing faculty will, therefore, recruit and retain nurse researchers. Professional nursing research organizations should conduct studies of nurse researchers in order to understand the job aspects that most and least satisfy them, to promote higher levels of job satisfaction and engagement, and to encourage more nurses to become researchers. It is important that current and future nurse researchers feel valued and experience high levels of job satisfaction as they continue to contribute to nursing knowledge. Advancement of nursing science depends upon research from satisfied, lively, and engaged nurse researchers.

Nursing Practice

Nurse educators are responsible for the preparation of the future nursing workforce, in which a projected shortage has been well documented in the literature (Buerhaus et al., 2009). This nurse shortage is inextricably linked to a nurse faculty shortage that is likewise projected to be an issue and challenge for the future. Study findings and use of the NESI in future research may equip decision-makers to ensure an adequate workforce in nursing practice, education and research. The IOM (2010) recommendation to increase the numbers of bachelors- and doctorally-prepared nurses requires a significant increase in the numbers of qualified nurse educators. Effective recruitment and retention of nurse educators and expansion of the nurse educator pool will serve to increase the numbers of nursing graduates and practitioners, thus alleviating the nursing shortage and positively impacting the contribution of nurses to society.

Recommendations for Further Research

The NESI was found to be reliable and valid, but further research should be conducted in larger, more diverse samples to test the instrument's utility in the nurse educator population. Furthermore, this study was quantitative in nature, and provided a purely descriptive picture of the job satisfaction of nurse educators at one point in time. Future studies should utilize a qualitative research method to provide further insight into the experience of being a nurse faculty member.

The literature is replete with study findings indicating that nurse educators highly value a positive relationship with their nursing administrator (August & Waltman, 2004; Brady, 2010; Gormley, 2003; Klein & Takeda-Tinker, 2009). Considering the importance of the leader to many nursing faculty, future research should focus on preparation and professional development activities to best prepare and equip nursing faculty leaders.

Nurse educators in this study reported high levels of stress; this is an important area for future research, since stress can lead to burnout, which in turn can lead to faculty turnover. Further research is needed concerning stress in nurse faculty as it relates to both job- and non-job related sources and job satisfaction. Apart from salary, the dissatisfier most commonly reported by nurse educators in this study was recognition and praise. Future studies are needed to examine how nurse educators can be acknowledged for their accomplishments in ways that increase their job satisfaction, while promoting the discipline of nursing on college campuses.

It is recommended that the study be replicated using random sampling technique in a larger, more diverse sample, in studies that go beyond description to determining factors that best predict nurse educator job satisfaction in order to alleviate the nurse educator shortage. Further research studies should better represent faculty of color, men, younger nurse educators and those working part-time. The nursing faculty shortage is predicted to worsen in the future. Future studies are

needed to determine unique strategies to retain older, more experienced nurse educators, both before and after retirement, while examining those factors that aid retention of younger, less experienced nurse faculty to build the educator workforce.

Most nurse educators report they are generally satisfied with their job, but dissatisfied with salary. There continues to be a need for research into nursing faculty salaries and strategies to raise them to levels competitive with those of nurses in clinical practice. Research is also needed to determine rewards of the job that may offset the salary.

Study findings do not wholly support the theoretical framework used to guide the study, therefore, further research is warranted in order to refine Hagedorn's (2000) model, or to develop a new framework more conducive to explain the factors involved in job satisfaction in nurse educators. Expansion of the Mediators to include other variables that may explain nurse educator job satisfaction (mentoring, role stress, and work-life balance) is warranted. Further examination of the 'Triggers' component is needed, as they were not significantly related to nurse faculty job satisfaction in this study.

Summary

In summary, the research findings in this study revealed:

- 1) The NESI possessed high levels of reliability and validity
- 2) Most nurse educators are quite satisfied with their jobs overall, and are most satisfied with student and peer relationships, and least satisfied with salary and the amount of recognition and praise they receive on the job.
- 3) Job satisfaction was not found to be significantly influenced by demographic variables, but job satisfaction did differ in ways similar to findings in the literature.

- 4) Job satisfaction was found to be significantly related to the *Mediator* components of the conceptual framework, but not the *Trigger* components.

The study was limited by design factors, the response rate, and self-report data. Study findings have implications for nursing education, research and practice. The NESI is a current, reliable and valid instrument that can be used by college, university and nursing administration to guide recruitment and retention efforts. The American population is aging, while the healthcare system is experiencing unprecedented change. It is important to the health of society that there be a nurse workforce sufficient in number to care for an increasingly complex patient population. Findings of this study and those from future use of the NESI can be used to affect increases in the numbers of nurses via increases in nursing faculty. A mere increase in numbers of faculty and graduate nurses will not be what most positively impacts society; it will be an increase in the numbers of nursing faculty who are satisfied and fully engaged in their daily work that most benefits society. Faculty who are committed to the nursing profession are most effective at instilling in their students the critical tenets of nursing practice, which are care, compassion, and competence, i.e., the art and science of nursing. Perhaps the science of nursing can be taught (albeit not very effectively) by faculty who are less satisfied and disengaged, but promotion of the art of nursing requires faculty who are devoted to their institutions, their peers, their students and their profession. It is not inconceivable to imagine, if job satisfaction and engagement among nurses influences quality of patient care and patient outcomes (Gallup, 2005) that the same can be said regarding nurse faculty job satisfaction, quality of instruction, and student learning outcomes.

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Appendix A

**PERMISSION TO REPRINT CONCEPTUAL FRAMEWORK FOR FACULTY JOB
SATISFACTION (Hagedorn, 2000)**

Dear Annette,

Thank you for contacting me. Yes, feel free to use it. I am pleased that the framework is helpful to you. Best wishes as you complete your dissertation.

Sincerely,

Linda Serra Hagedorn

Linda Serra Hagedorn, Ph.D.

E262 Lagomarcino Hall | Ames, Iowa 50011
P: 515 294-5746 | F: 515 294-7802

From: Jackson, Annette [<mailto:ajackson@gordonstate.edu>]

Sent: Monday, February 22, 2016 12:30 PM

To: Hagedorn, Linda [SOE] <lindah@iastate.edu>

Subject: Permission to reprint conceptual framework

Dear Dr. Hagedorn,

I am a doctoral student at Kennesaw State University in Kennesaw, Georgia. My dissertation focus is nurse faculty job satisfaction, and I've used your (wonderful) framework to guide my study.

I would like permission to reprint the framework as it is published in "Conceptualizing Faculty Job Satisfaction: Components, Theories, and Outcomes".

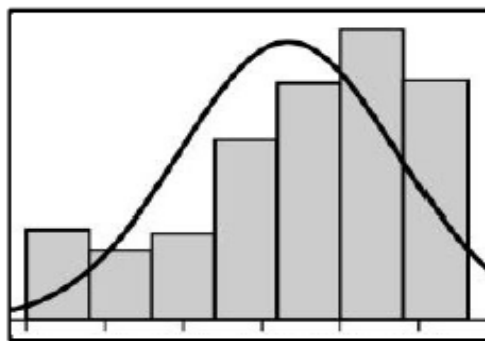
Thank you!

Annette Jackson MSN DNS(c) RN

Appendix B

THE JOB DESCRIPTIVE INDEX (JDI)

**THE
JOB DESCRIPTIVE
INDEX**



2009 Revision

including

The Job in General Scale

BGSU[®]

Bowling Green State University

Work on Present Job	Pay
<p>Think of the work you do at present. How well does each of the following words or phrases describe your work? In the blank beside each word or phrase below, write</p>	<p>Think of the pay you get now. How well does each of the following words or phrases describe your present pay? In the blank beside each word or phrase below, write</p>
<p><u>Y</u> for "Yes" if it describes your work <u>N</u> for "No" if it does not describe it <u>?</u> for "?" if you cannot decide</p>	<p><u>Y</u> for "Yes" if it describes your pay <u>N</u> for "No" if it does not describe it <u>?</u> for "?" if you cannot decide</p>
<p>.....</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fascinating <input type="checkbox"/> Routine <input type="checkbox"/> Satisfying <input type="checkbox"/> Boring <input type="checkbox"/> Good <input type="checkbox"/> Gives sense of accomplishment <input type="checkbox"/> Respected <input type="checkbox"/> Exciting <input type="checkbox"/> Rewarding <input type="checkbox"/> Useful <input type="checkbox"/> Challenging <input type="checkbox"/> Simple <input type="checkbox"/> Repetitive <input type="checkbox"/> Creative <input type="checkbox"/> Dull <input type="checkbox"/> Uninteresting <input type="checkbox"/> Can see results <input type="checkbox"/> Uses my abilities 	<p>.....</p> <ul style="list-style-type: none"> <input type="checkbox"/> Income adequate for normal expenses <input type="checkbox"/> Fair <input type="checkbox"/> Barely live on income <input type="checkbox"/> Bad <input type="checkbox"/> Comfortable <input type="checkbox"/> Less than I deserve <input type="checkbox"/> Well paid <input type="checkbox"/> Enough to live on <input type="checkbox"/> Underpaid

(Go on to next page)

Opportunities for Promotion	Supervision
<p>Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe these? In the blank beside each word or phrase below, write</p> <p><u>Y</u> for "Yes" if it describes your opportunities for promotion <u>N</u> for "No" if it does not describe them <u>?</u> for "?" if you cannot decide</p> <p>.....</p> <p><input type="checkbox"/> Good opportunities for promotion <input type="checkbox"/> Opportunities somewhat limited <input type="checkbox"/> Promotion on ability <input type="checkbox"/> Dead-end job <input type="checkbox"/> Good chance for promotion <input type="checkbox"/> Very limited <input type="checkbox"/> Infrequent promotions <input type="checkbox"/> Regular promotions <input type="checkbox"/> Fairly good chance for promotion</p>	<p>Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this? In the blank beside each word or phrase below, write</p> <p><u>Y</u> for "Yes" if it describes the supervision you get on the job <u>N</u> for "No" if it does not describe it <u>?</u> for "?" if you cannot decide</p> <p>.....</p> <p><input type="checkbox"/> Supportive <input type="checkbox"/> Hard to please <input type="checkbox"/> Impolite <input type="checkbox"/> Praises good work <input type="checkbox"/> Tactful <input type="checkbox"/> Influential <input type="checkbox"/> Up-to-date <input type="checkbox"/> Unkind <input type="checkbox"/> Has favorites <input type="checkbox"/> Tells me where I stand <input type="checkbox"/> Annoying <input type="checkbox"/> Stubborn <input type="checkbox"/> Knows job well <input type="checkbox"/> Bad <input type="checkbox"/> Intelligent <input type="checkbox"/> Poor planner <input type="checkbox"/> Around when needed <input type="checkbox"/> Lazy</p>
<p>(Go on to back page)</p>	

People on Your Present Job	Job in General
<p>Think of the majority of people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people? In the blank beside each word or phrase below, write</p> <p><u>Y</u> for "Yes" if it describes the people with whom you work <u>N</u> for "No" if it does not describe them <u>?</u> for "?" if you cannot decide</p> <p>.....</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stimulating <input type="checkbox"/> Boring <input type="checkbox"/> Slow <input type="checkbox"/> Helpful <input type="checkbox"/> Stupid <input type="checkbox"/> Responsible <input type="checkbox"/> Likeable <input type="checkbox"/> Intelligent <input type="checkbox"/> Easy to make enemies <input type="checkbox"/> Rude <input type="checkbox"/> Smart <input type="checkbox"/> Lazy <input type="checkbox"/> Unpleasant <input type="checkbox"/> Supportive <input type="checkbox"/> Active <input type="checkbox"/> Narrow interests <input type="checkbox"/> Frustrating <input type="checkbox"/> Stubborn 	<p>Think of your job in general. All in all, what is it like most of the time? In the blank beside each word or phrase below, write</p> <p><u>Y</u> for "Yes" if it describes your job <u>N</u> for "No" if it does not describe it <u>?</u> for "?" if you cannot decide</p> <p>.....</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pleasant <input type="checkbox"/> Bad <input type="checkbox"/> Great <input type="checkbox"/> Waste of time <input type="checkbox"/> Good <input type="checkbox"/> Undesirable <input type="checkbox"/> Worthwhile <input type="checkbox"/> Worse than most <input type="checkbox"/> Acceptable <input type="checkbox"/> Superior <input type="checkbox"/> Better than most <input type="checkbox"/> Disagreeable <input type="checkbox"/> Makes me content <input type="checkbox"/> Inadequate <input type="checkbox"/> Excellent <input type="checkbox"/> Rotten <input type="checkbox"/> Enjoyable <input type="checkbox"/> Poor

The Job Descriptive Index
 © Bowling Green State University
 1975-2009

The Job In General Scale
 © Bowling Green State University
 1982-2009

Appendix C

PERMISSION TO USE THE JOB DESCRIPTIVE INDEX (JDI)



Job Descriptive Index (JDI) Office
214 Psychology Building
Department of Psychology
Bowling Green State University
Bowling Green, OH 43403

January 24, 2011

The Job Descriptive Index (JDI) and family of measures – including the Job In General scale (JIG), abridged Job Descriptive Index (aJDI), abridged Job In General scale (aJIG), Trust in Management scale (TIM), Intent to Quit (ITQ), and Stress in General (SIG) scale— are owned by Bowling Green State University, copyright 1975-2010.

Permission is hereby granted to **Annette Jackson, Kennesaw State University** to use these measures in his or her research.

The aforementioned scales may be administered as many times as needed in this course of this research.

A handwritten signature in black ink that reads "Chris Lake". The signature is written in a cursive, flowing style.

Chris Lake
JDI Research Assistant
Tel: 419.372.8247
Fax: 419.372.6013
jdi_ra@bgsu.edu

Appendix D

CONTENT VALIDITY EVALUATION FORM

Please rate the relevance of each item by marking one box for each item, using a 4-pt rating scale: (1) not relevant, (2) somewhat relevant, (3) quite relevant, and (4) very relevant. A Content Validity Index will be calculated from your responses, and will aid in the determination of items to include in the final version of the Nurse Educator Satisfaction Index.

NESI Items						
Demographics						
Age	20-25	26-35	36-45	46-55	56-65	76+
Gender	Female		Male		Other	
Race	Black / African-American		American Indian / Alaska Native		Asian	
	White		Native Hawaiian / Pacific Islander		2 or More Races	
					Other	
Hispanic / Latino / Spanish origin?	Yes			No		
Marital Status	Married Widowed Divorced Separated Single, never married					
	Domestic partnership or civil union Single, but living with significant other					
Highest Level of Education	MS/MA/MSN DNP PhD EdD Other (please specify)					
Total Years as a Nurse Educator	Less than 1 More than 1, less than 5 5 or more, less than 10 10 or more, less than 15					
	15 or more, less than 20 20 or more, less than 25 25 or more, less than 30					
	30 or more, less than 35 35 or more					
Years at Current Institution	Less than 1 More than 1, less than 5 5 or more, less than 10 10 or more, less than 15					
	15 or more, less than 20 20 or more, less than 25 25 or more, less than 30					
	30 or more, less than 35 35 or more					
Are you currently employed as a Dean/Director or Assistant Dean/Director of a nursing program?	Yes No					
Academic Rank (more than one may apply)	Instructor Assistant Professor Associate Professor Professor Clinical Faculty					
Tenure Status	Tenure Track/Not Tenured		Tenured		Non-Tenure Track	

NESI Items						
Demographics (Con't)						
Institutional Type						
Research University	Regional University	State University	State College	2-Year College	Technical College	
Institutional Type-Control						
			Public	Private		
Job Satisfaction Indicators						
<i>Work and Workload - How satisfied are you with:</i>						
The Work Itself (Your primary job duties)						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely Dissatisfied	Dissatisfied Moderately	Dissatisfied Mildly	Neither Satisfied	Satisfied Mildly	Satisfied Moderately	Extremely Satisfied
Nor Dissatisfied						
Responsibilities Other Than Primary (Committee work, advising, etc.)						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely Dissatisfied	Dissatisfied Moderately	Dissatisfied Mildly	Neither Satisfied	Satisfied Mildly	Satisfied Moderately	Extremely Satisfied
Nor Dissatisfied						
The Workload (The amount of work)						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely Dissatisfied	Dissatisfied Moderately	Dissatisfied Mildly	Neither Satisfied	Satisfied Mildly	Satisfied Moderately	Extremely Satisfied
Nor Dissatisfied						
<i>Rewards - How satisfied are you with:</i>						
The Recognition / Praise you receive						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely Dissatisfied	Dissatisfied Moderately	Dissatisfied Mildly	Neither Satisfied	Satisfied Mildly	Satisfied Moderately	Extremely Satisfied
Nor Dissatisfied						
The Personal sense of accomplishment you receive						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely Dissatisfied	Dissatisfied Moderately	Dissatisfied Mildly	Neither Satisfied	Satisfied Mildly	Satisfied Moderately	Extremely Satisfied
Nor Dissatisfied						
<i>Rewards (Con't.) - How satisfied are you with:</i>						
Salary						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely Dissatisfied	Dissatisfied Moderately	Dissatisfied Mildly	Neither Satisfied	Satisfied Mildly	Satisfied Moderately	Extremely Satisfied
Nor Dissatisfied						

NESI Items						
Job Satisfaction Indicators-(Con't.)						
<i>Opportunities - How satisfied are you with your opportunities for:</i>						
Professional Growth & Development-Primary Faculty Role?						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely Dissatisfied	Dissatisfied Moderately	Dissatisfied Mildly	Neither Satisfied	Satisfied Mildly	Satisfied Moderately	Extremely Satisfied
Nor Dissatisfied						
Professional Growth & Development-Clinical Role/Specialty Area?						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely Dissatisfied	Dissatisfied Moderately	Dissatisfied Mildly	Neither Satisfied	Satisfied Mildly	Satisfied Moderately	Extremely Satisfied
Nor Dissatisfied						
Advancement: Promotion / Tenure?						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely Dissatisfied	Dissatisfied Moderately	Dissatisfied Mildly	Neither Satisfied	Satisfied Mildly	Satisfied Moderately	Extremely Satisfied
Nor Dissatisfied						
<i>Relationships - How satisfied are you with your relationships with:</i>						
College/ University Administration?						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely Dissatisfied	Dissatisfied Moderately	Dissatisfied Mildly	Neither Satisfied	Satisfied Mildly	Satisfied Moderately	Extremely Satisfied
Nor Dissatisfied						
The Dean or Chair or Director? (Your primary supervisor)						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely Dissatisfied	Dissatisfied Moderately	Dissatisfied Mildly	Neither Satisfied	Satisfied Mildly	Satisfied Moderately	Extremely Satisfied
Nor Dissatisfied						
Your Nursing Colleagues?						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely Dissatisfied	Dissatisfied Moderately	Dissatisfied Mildly	Neither Satisfied	Satisfied Mildly	Satisfied Moderately	Extremely Satisfied
Nor Dissatisfied						
With Students?						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely Dissatisfied	Dissatisfied Moderately	Dissatisfied Mildly	Neither Satisfied	Satisfied Mildly	Satisfied Moderately	Extremely Satisfied
Nor Dissatisfied						
<i>Academic Environment -</i>						
<i>How satisfied are you with the general climate/culture:</i>						
At your academic institution?						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely Dissatisfied	Dissatisfied Moderately	Dissatisfied Mildly	Neither Satisfied	Satisfied Mildly	Satisfied Moderately	Extremely Satisfied
Nor Dissatisfied						

NESI Items						
Academic Environment - (Con't)						
How satisfied are you with the general climate/culture:						
In the Nursing Department/Among nursing faculty?						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely Dissatisfied	Dissatisfied Moderately	Dissatisfied Mildly	Neither Satisfied	Satisfied Mildly	Satisfied Moderately	Extremely Satisfied
Nor Dissatisfied						
Major Life Events/Changes (“Yes” or “No”)						
A change in life stage (mid-life, menopause, empty nest, retired, etc.)						
Difficulties with family or personal circumstances (caring for sick/aging parents, children or difficult circumstances)						
Change in emotional state or mood						
Change in rank and/or tenure						
Transfer to a new institution						
Change in perceived justice (do you feel that you and others are treated fairly in the workplace?)						
General Items						
Engagement - Level of Engagement in Work						
How engaged are you in your daily work?						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Completely Disengaged	Mostly Disengaged	Somewhat Disengaged	Neither Engaged nor Disengaged	Somewhat Engaged	Mostly Engaged	Completely Engaged
Stress						
How would you describe your current stress level?						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely High	Very High	High	Moderate	Low	Very Low	No Stress
What is the source of your stress?						
Mostly work		Mostly non-work sources			Equally work and non-work sources	
Intent to Leave:						
Current Institution-how likely is it that you will leave your current institution within the next year?						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely High	Very High	High	Somewhat Likely	Unlikely	Very Unlikely	Extremely Unlikely
Nursing Faculty Role-how likely is it that you will leave the role of nurse educator within the next year?						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely High	Very High	High	Somewhat Likely	Unlikely	Very Unlikely	Extremely Unlikely

NESI Items						
General Items (Con't.)						
Intent to Leave:						
Nursing Profession-how likely is it that you will leave the profession of nursing altogether within the next year?						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely High	Very High	High	Somewhat Likely	Unlikely	Very Unlikely	Extremely Unlikely
Role/Job Related Questions						
1. Which job duties do you MOST prefer? (choose 1)						
Classroom teaching		Clinical teaching		Lab (simulation/skills)		
Leadership duties (for Deans/Dir/Ass't Deans/Ass't Dir)			Online teaching			
2. Which job duties do you LEAST prefer? (choose 1)						
Classroom teaching		Clinical teaching		Lab (simulation/skills)		
Leadership duties (for Deans/Dir/Ass't Deans/Ass't Dir)			Online teaching			
Overall Job Satisfaction						
All things considered, how satisfied are you with your job?						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Extremely Dissatisfied	Dissatisfied Moderately	Dissatisfied Mildly	Neither Satisfied Nor Dissatisfied	Satisfied Mildly	Satisfied Moderately	Extremely Satisfied
Open-Ended Questions – Please comment:						
1. What satisfies you most about your current job/current role?						
2. What satisfies you the least (what are you most dissatisfied about) on your current job/in your current role?						
3. What suggestions would you offer to improve your satisfaction?						
4. Do you think the future is a positive or negative one for nursing faculty? Why?						
5. Is there anything you'd like to add?						

To obtain permission to use the NESI, contact Annette Jackson, DNS, RN at ajax514.aj@gmail.com or ajackson@gordonstate.edu.

Appendix E

Survey/Interview Validation Rubric for Expert Panel - VREP©

By Marilyn K. Simon with input from Jacquelyn White

Criteria	Operational Definitions	Score				Questions NOT meeting standard (List page <u>and</u> question number) and need to be revised. <i>Please use the comments and suggestions section to recommend revisions.</i>
		1=Not Acceptable (major modifications needed)	2=Below Expectations (some modifications needed)	3=Meets Expectations (no modifications needed but could be improved with minor changes)	4=Exceeds Expectations (no modifications needed)	
		1	2	3	4	
Clarity	<ul style="list-style-type: none"> The questions are direct and specific. Only one question is asked at a time. The participants can understand what is being asked. There are no <i>double-barreled</i> questions (two questions in one). 					
Wordiness	<ul style="list-style-type: none"> Questions are concise. There are no unnecessary words 					
Negative Wording	<ul style="list-style-type: none"> Questions are asked using the affirmative (e.g., Instead of asking, “Which methods are not used?”, the researcher asks, “Which methods <i>are</i> used?”) 					
Overlapping Responses	<ul style="list-style-type: none"> No response covers more than one choice. All possibilities are considered. There are no ambiguous questions. 					
Balance	<ul style="list-style-type: none"> The questions are unbiased and do not lead the participants to a response. The questions are asked using a neutral tone. 					
Use of Jargon	<ul style="list-style-type: none"> The terms used are understandable by the target population. There are no clichés or hyperbole in the wording of the questions. 					

<p>Appropriateness of Responses Listed</p>	<ul style="list-style-type: none"> • The choices listed allow participants to respond appropriately. • The responses apply to all situations or offer a way for those to respond with unique situations. 					
<p>Use of Technical Language</p>	<ul style="list-style-type: none"> • The use of technical language is minimal and appropriate. • All acronyms are defined. 					
<p>Application to Praxis</p>	<ul style="list-style-type: none"> • The questions asked relate to the daily practices or expertise of the potential participants. 					
<p>Relationship to Problem</p>	<ul style="list-style-type: none"> • The questions are sufficient to resolve the problem in the study • The questions are sufficient to answer the research questions. • The questions are sufficient to obtain the purpose of the study. 					
<p>Measure of Construct: A: Job Satisfaction</p>	<ul style="list-style-type: none"> • The survey adequately measures this construct. • <i>Job satisfaction is a cognitive judgment about personal needs and expectations met through work; represents the output of the person-work situation interaction (Martin, 1991).</i> 					
<p>Measure of Construct: B: Engagement</p>	<ul style="list-style-type: none"> • The survey adequately measures this construct. • <i>Engagement describes an emotional involvement or commitment (Mirriam-Webster, 2012).</i> 					
<p>Measure of Construct: C: Stress</p>	<ul style="list-style-type: none"> • The survey adequately measures this construct. • <i>Stress: a state of mental tension and worry caused by problems in your life, work, etc. (Mirriam-Webster, 2012).</i> 					
<p>Measure of Construct: D: Intent to Leave</p>	<ul style="list-style-type: none"> • The survey adequately measures this construct. • <i>Intent to leave: an employee's plan to find employment elsewhere or to leave the workforce altogether.</i> 					

* The operational definition should include the domains and constructs that are being investigated. You need to assign meaning to a variable by specifying the activities and operations necessary to measure, categorize, or manipulate the variable. For example, to measure the construct *successful aging* the following domains could be included: degree of physical disability (low number); prevalence of physical performance (high number), and degree of cognitive impairment (low number). If you were to measure creativity, this construct is generally recognized to consist of flexibility, originality, elaboration, and other concepts. Prior studies can be helpful in establishing the domains of a construct.

Permission to use this survey, and include in the dissertation manuscript was granted by the author, Marilyn K. Simon, and Jacquelyn White. All rights are reserved by the authors. Any other use or reproduction of this material is prohibited.

Comments and Suggestions

Types of Validity

VREP is designed to measure face validity, construct validity, and content validity. To establish criterion validity would require further research.

Face validity is concerned with how a measure or procedure appears. Does it seem like a reasonable way to gain the information the researchers are attempting to obtain? Does it seem well designed? Does it seem as though it will work reliably? Face validity is independent of established theories for support (Fink, 1995).

Construct validity seeks agreement between a theoretical concept and a specific measuring device or procedure. This requires operational definitions of all constructs being measured.

Content Validity is based on the extent to which a measurement reflects the specific intended domain of content (Carmines & Zeller, 1991, p.20). Experts in the field can determine if an instrument satisfies this requirement. Content validity requires the researcher to define the domains they are attempting to study. Construct and content validity should be demonstrated from a variety of perspectives.

Criterion related validity, also referred to as instrumental validity, is used to demonstrate the accuracy of a measure or procedure by comparing it with another measure or procedure which has been demonstrated to be valid. If after an extensive search of the literature, such an instrument is *not* found, then the instrument that meets the other measures of validity are used to provide criterion related validity for future instruments.

Operationalization is the process of defining a concept or construct that could have a variety of meanings to make the term measurable and distinguishable from similar concepts. Operationalizing enables the concept or construct to be expressed in terms of empirical observations. Operationalizing includes describing what is, and what is not, part of that concept or construct.

References

Carmines, E. G. & Zeller, R.A. (1991). *Reliability and validity assessment*. Newbury Park: Sage Publications.

Fink, A., ed. (1995). *How to measure survey reliability and validity v. 7*. Thousand Oaks, CA: Sage.

Appendix F

PERMISSION TO USE AN EXISTING VALIDATION RUBRIC FOR EXPERT PANEL (VREP)

3-13-15

To: Annette Jackson

Thank you for your request for permission to use VREP in your research study. I am willing to allow you to reproduce the instrument as outlined in your letter at no charge with the following understanding:

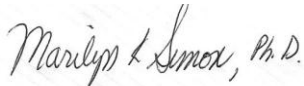
- You will use this survey only for your research study and will not sell or use it with any compensated management/curriculum development activities.
- You will include the copyright statement on all copies of the instrument.
- You will send your research study and one copy of reports, articles, and the like that make use of this survey data promptly to our attention.

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to me.

Best wishes with your study.

Sincerely,

Marilyn K. Simon, Ph.D



12/23/13

Signature

Signed _____ Date 03/05/15

Annette Jackson

12/15

Expected date of completion:

Appendix G

IRB APPROVAL LETTER: KENNESAW STATE UNIVERSITY IRB**Study 15-478: Nurse Faculty Job Satisfaction: Development and Testing of the Nurse Educator Satisfaction Index (NESI)**

1 message

irb@kennesaw.edu <irb@kennesaw.edu>

Fri, Jun 5, 2015 at 9:51 AM

To: ajack100@students.kennesaw.edu

Cc: irb@kennesaw.edu

6/5/2015

Annette Jackson, Student
WellStar School of Nursing
1000 Chastain Road
Kennesaw, GA 30144-5591

RE: Your application dated 6/3/2015, Study #15-478: Nurse Faculty Job Satisfaction:
Development and Testing of the Nurse Educator Satisfaction Index (NESI)

Dear Ms. Jackson:

Your application for the new study listed above has been administratively reviewed. This study qualifies as exempt from continuing review under DHHS (OHRP) Title 45 CFR Part 46.101(b)(2) - educational tests, surveys, interviews, public observations. The consent procedures described in your application are in effect. You are free to conduct your study.

Please note that all proposed revisions to an exempt study require IRB review prior to implementation to ensure that the study continues to fall within an exempted category of research. A copy of revised documents with a description of planned changes should be submitted to irb@kennesaw.edu for review and approval by the IRB.

Thank you for keeping the board informed of your activities. Contact the IRB at irb@kennesaw.edu or at (470) 578-2268 if you have any questions or require further information.

Sincerely,

Christine Ziegler, Ph.D.
KSU Institutional Review Board Chair and Director

cc: jlong@kennesaw.edu

Appendix H

LETTER OF INVITATION

Dear Nurse Educator:

You are invited to participate in a research study titled, “Nurse Faculty Job Satisfaction: Development and Testing of the Nurse Educator Satisfaction Index (NESI)”

This study is being conducted by Annette Jackson, a doctoral candidate at Kennesaw State University. The purpose of this study is two-fold: to develop and validate a newly developed instrument for measuring job satisfaction in the nurse educator population, and to determine the current state of job satisfaction among Georgia nurse educators.

In this study, you will be asked to complete an electronic survey regarding your satisfaction with various aspects of your job as a nurse educator. Your participation in this study is voluntary and you are free to withdraw your participation from this study at any time. The survey should take approximately 15 minutes to complete.

This survey has been approved by the Institutional Review Board of Kennesaw State University. There are no risks associated with participating in this study. The survey collects no identifying information of any respondent. All of the responses in the survey will be recorded anonymously. In return for participating, you may enter a drawing for a \$100 Visa gift card.

Information collected in this study may benefit the profession of nursing in the future by providing a current, relevant instrument with which to measure nurse educator job satisfaction, and a look into the job satisfaction of Georgia nurse educators. This knowledge may be used to inform policy and practice decisions in light of the shortages of both nurses and nurse educators.

If you have any questions regarding the survey or this research project in general, please contact Annette Jackson or her advisor Dr. Janice Long at (jlong@kennesaw.edu). If you have any questions concerning your rights as a research participant, please contact the IRB of Kennesaw State University, 585 Cobb Avenue, KH3403, Kennesaw, GA 30144-5591, (470) 578-2268.

By completing and submitting this survey, you are indicating your consent to participate in the study. Your participation is greatly appreciated.

Annette Jackson, Doctoral Candidate, Kennesaw State University
Advisor: Dr. Janice Long, Department of Nursing, Kennesaw State University

Please click on the survey link below and provide us with your feedback no later than
Month, Day, 2015
[Link here](#)

Appendix I

ONLINE SURVEY CONSENT FORM

Title of Research Study: Nurse Faculty Job Satisfaction: Refinement and Testing of the Nurse Educator Satisfaction Index (NESI)

Researcher's Contact Information: Annette Jackson
770-468-5091
ajax514.aj@gmail.com

Introduction

You are being invited to take part in a research study conducted by Annette Jackson of Kennesaw State University. Before you decide to participate in this study, you should read this form and ask questions about anything that you do not understand.

Description of Project

The purpose of this study is two-fold: to validate a newly developed instrument for measuring job satisfaction in the nurse educator population, and to determine the current state of job satisfaction among Georgia nurse educators working in public institutions governed by the University System of Georgia (USG).

Explanation of Procedures

In this study, you will be asked to complete an electronic survey regarding your satisfaction with various aspects of your job as a nurse educator. Your participation in this study is strictly voluntary and you are free to withdraw your participation from this study at any time.

Time Required

The survey should take approximately 15 minutes to complete.

Risks or Discomforts

There are no anticipated risks or discomfort expected as a result of participating in this study.

Benefits

You may enter a drawing for a \$100 Visa gift card. Your participation in this study may benefit the profession of nursing in the future by providing a current, relevant instrument with which to measure nurse educator job satisfaction, and a look into the job satisfaction of Georgia nurse educators. This knowledge may be used to inform policy and practice decisions in light of the shortages of both nurses and nurse educators.

Compensation

N/A

Confidentiality

The results of this participation will be anonymous. The survey collects no identifying information of any respondent. Data will be downloaded from the Internet survey provider and stored on a strong-password-secured computer.

Inclusion Criteria for Participation

You must be 18 years of age or older to participate in this study. The study is open to all full-time nurse educators who work at USG institutions.

Use of Online Survey

Survey software has been programmed not to collect Internet protocol addresses that may reveal your computer's identity to the researcher.

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to the Institutional Review Board, Kennesaw State University, 585 Cobb Avenue, KH3403, Kennesaw, GA 30144-5591, (470) 578-2268.

PLEASE PRINT A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE RESEARCHER TO OBTAIN A COPY

- I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.

- I do not agree to participate and will be excluded from the remainder of the questions.