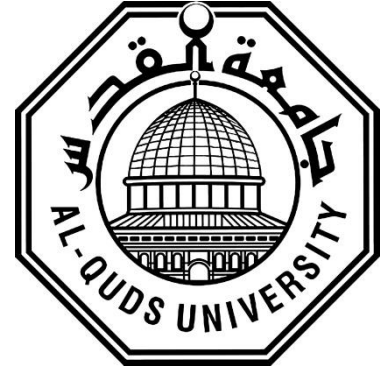


**Deanship of Graduate Studies  
Al-Quds University**



**Job Satisfaction among Nurse Educators of Private  
Universities in the West Bank, Palestine**

**Rana Kamel Abu Shareeha**

**M.Sc. Thesis**

**Jerusalem – Palestine**

**1442 / 2021**

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Universities in the West Bank, Palestine**

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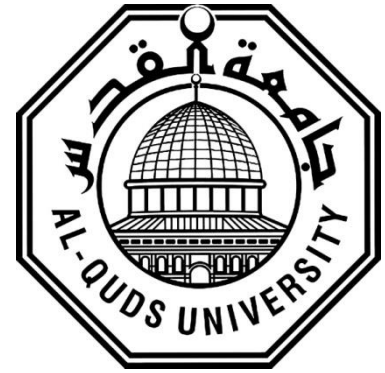
**A thesis Submitted in Partial Fulfillment of the  
Requirements for the degree of Master of Nursing  
Management, Deanship of Graduate Studies- Al-Quds  
University**

**2021**

**Al-Quads University**

**Deanship of Graduate Studies**

**Pediatric Nursing Program**



**Thesis Approval**

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**Jerusalem-Palestine**

**1442 / 2021**

## **Dedication**

**This thesis is dedicated to all the Nursing educator who giving all of their effort for their student and their profession, to my parents who supported me and encouraged me all the time, to my husband, my rock for his endless support through the years especially in times of stress, and to my kids, who are the best children a mother could hope for: happy, loving, and fun to be with.**

## **Declaration**

**I certify that this thesis which is submitted for the degree of master, is the result of my own research, except where otherwise acknowledged, and that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution.**

**Signed** \_\_\_\_\_

**Rana Kamel Abu Shareeha**

**Date:**

## **Acknowledgment**

**First, all praise is to Allah who has enabled me to complete this research on time.**

**Without faculty and colleagues this scientific study would not have been possible. Although it would be impossible to name individually all of the people and the events that contributed to the success of this project and the accomplishment of a remarkable educational and experiential milestone, I know, value, and appreciate each and every one.**

**I am so grateful for everyone who helped me to develop and complete my study. I would like to express my deep thanks to my supervisor Dr. Farid Ghayeb for his directions and guidance through preparation and development of this study, you are for me a leader, advisor, teacher, and seminar supervisor, and role model. Thank you.**

**My special thanks also go to everyone who taught me in master degree. “Thank you so much for all your great advice”.**

**I would like to thank all those who contributed to this study successfully. I extend my appreciation in particular, to my university; Al-Quads University and its Dean for supporting my work for their cooperation. I would also like to thank my colleagues.**

**Heartfelt thanks to my dear husband who has been not only the love of my life but also a true friend and a wonderful partner in parenthood. To my lovely children thank you for ever-lasting smile, hugs, and patience. You are the most amazing children and I thank God for you every day.**

**My warm appreciations are expressed to my family, respectful parents and brothers who have continually supported me during my entire educational journey, what a pleasant it has been. I also wish A special thanks go to our friends– for their supportive role and patient attitude, it was most truly welcome.**

**I would like to thank all of the included Palestinian universities in the study and their nursing faculties who participated in the study**

**Last but not least, our deepest gratitude for everyone who contributed to this works & appreciates their efforts. Anything is possible with faith and hope.**

## **Abstract**

Job satisfaction is an attitudinal issue that expresses the employees' feelings and attitudes toward their work-life, and job dissatisfaction reflects the problems of the occupational or personal status of the employee. Job satisfaction is a worker's sense of achievement and success on the job, which is generally perceived to be directly linked to productivity, as well as to personal well-being. A key ingredient that leads to recognition includes; income, promotion, and the achievement of other goals that lead to a feeling of fulfillment and satisfaction. A direct effect on the success of the organization is the satisfaction of employees with their jobs.

The purpose of this study was to determine the level of job satisfaction of selected Palestinian nursing faculties in West Bank and to determine if there is a statistically significant difference among them. Faculty responses to statements about job satisfaction were collected using a survey/questionnaire within a quantitative study design. The research focused on nursing faculty members currently teaching at the BSN level-nursing program at Al-Quds University, Birzeit University, Al-Najah University, Arab American University, Hebron University, and Bethlehem University. Along with demographic data, the Nursing Faculty Satisfaction Questionnaire (NFSQ) (Martin, 1991) was employed in this study. Of the total 200 questionnaires e-mailed to nursing faculty, 45 (22.5%) were returned. The findings revealed that there was significant relationship between job satisfaction level and workload, job benefits, Job Characteristics, Years of experience as a registered nurse or as nurse educator. The results also indicated there is no relationship between job satisfaction level and age, gender, salary, marital status. Recommendations included replicating the study with a national sample to enhance generalizability; controlling for variables such as role strain, work environment, and personality factors; using a qualitative approach for studying job

satisfaction; and conducting a meta-analysis of job satisfaction studies among university faculty.

Further recommendations included comparing job satisfaction of nurse educators and nurses in the service sector, nurse educators employed in associate, baccalaureate, and graduate nursing programs, and part-time and full-time nurse educators. Additional recommendations were to investigate relationships between job satisfaction of nurse educators and student success to nursing and between job satisfaction of nursing education administrators and nursing faculty, job satisfaction.

الملخص:

العنوان: مدى الرضا الوظيفي بين مدرسي التمريض في الجامعات الفلسطينية في الضفة الغربية

اعداد: رنا خالد ابو شريحة

الإشراف: د. فريد اغريب

الرضى الوظيفي هو قضية سلوكية تعبر عن مشاعر الموظفين ومواقفهم تجاه حياتهم العملية، وعدم الرضا الوظيفي يعكس مشاكل الحالة المهنية أو الشخصية للموظفين. كذلك هو إحساس الموظف بالإنجاز والنجاح في الوظيفة، والذي يُنظر إليه عمومًا على أنه مرتبط بشكل مباشر بالإنتاجية، وكذلك بالرفاهية الشخصية. الرضى الوظيفي يعني القيام بعمل يستمتع به المرء، والقيام به بشكل جيد، ومكافأته على جهوده. وهو يعني كذلك الحماس والسعادة مع عمل الفرد. المكون الرئيسي الذي يؤدي إلى الاعتراف، ويشمل الدخل، والترقية، وتحقيق الأهداف الأخرى التي تؤدي إلى الشعور بالرضى. ان شعور الموظفين بالرضى عن وظائفهم له تأثير كبير على نجاح المؤسسة.

الهدف من هذه الدراسة هو استكشاف مستوى الرضى وتحديد ما إذا كانت هناك فروق ذات دلالة إحصائية في الرضى الوظيفي بين أعضاء هيئة التدريس الفلسطينيين في الضفة الغربية. تم جمع ردود أعضاء هيئة التدريس على العبارات المتعلقة بالرضا الوظيفي باستخدام استبيان / استبيان ضمن تصميم دراسة كمية ، أجريت هذه الدراسة في الجامعات الفلسطينية في الضفة الغربية - فلسطين. ركز البحث على أعضاء هيئة التدريس في التمريض الذين يدرسون حاليًا في برنامج التمريض على مستوى البكالوريوس. ويشمل ذلك جامعة القدس وجامعة بيرزيت وجامعة النجاح والجامعة العربية الأمريكية وجامعة الخليل وجامعة بيت لحم. بالإضافة للبيانات الديموغرافية ، تم استخدام الاستبيان الخاص بقياس الرضى الوظيفي بين أعضاء هيئة التدريس في كليات التمريض، حيث تم ارسال رابط الاستبيان الى 200 مدرس ومحاضر، وتم إرجاع 45 (22.5%). من بين الاستبيانات التي تم إرجاعها، كان جميع المستجيبين من أعضاء هيئة التدريس في كليات التمريض. وكشفت النتائج أن هناك علاقة ذات دلالة إحصائية بين مستوى الرضا الوظيفي وعبء العمل، والمزايا الوظيفية، وخصائص الوظيفة، وسنة الخبرة كمرضاة قانونية. لكن لا توجد علاقة بين مستوى الرضا الوظيفي والعمر والجنس والراتب والحالة الاجتماعية. أمل أن يكون لهذه الدراسة أهمية كبيرة فيما يتعلق بدور وطريقة تعزيز مشاركة المتخصصين في التمريض مع الرضا الوظيفي ورعاية المرضى العلاجية والتشخيص والعلاج وأيضًا أن تعيد طلاب التمريض، كما قد يكون للنتيجة أهمية كبيرة لواضعي السياسات لحل المشكلة. تضمنت التوصيات تكرار

الدراسة مع عينة وطنية لتعزيز قابلية التعميم. التحكم في المتغيرات مثل إجهاد الدور وبيئة العمل وعوامل الشخصية؛ استخدام نهج نوعي لدراسة الرضا الوظيفي؛ وإجراء تحليل تلوي لدراسات الرضا الوظيفي بين أعضاء هيئة التدريس بالجامعة.

تضمنت التوصيات الإضافية مقارنة الرضا الوظيفي لمعلمي التمريض والممرضات في قطاع الخدمات، والممرضات التربويات العاملات في برامج تمريض المنتسبين والبكالوريا والدراسات العليا، ومعلمي التمريض بدوام جزئي وبدوام كامل. كانت التوصيات الإضافية هي التحقيق في العلاقات بين الرضا الوظيفي لمعلمي التمريض ونجاح الطلاب في التمريض وبين الرضا الوظيفي لمسؤولي تعليم التمريض وكلية التمريض، وإجراء دراسة طولية لآثار التغييرات المنفذة لتعزيز الرضا الوظيفي.

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## List of Abbreviation

<b>Abbreviation</b>	<b>Explanation</b>
<b>AACN</b>	<b>American Association of Critical-Care Nurses</b>
<b>BSN</b>	<b>Bachelor of Science in Nursing</b>
<b>CCNE</b>	<b>Commission on Collegiate Nursing Education</b>
<b>DNP</b>	<b>Doctorate of Nursing Practice</b>
<b>IOM</b>	<b>International Organization for Migration</b>
<b>MSN</b>	<b>Master of Science in Nursing.</b>
<b>NFSQ</b>	<b>Nursing Faculty Satisfaction Questionnaire</b>
<b>NLN</b>	<b>National League for Nursing</b>
<b>PhD</b>	<b>Doctor of Philosophy.</b>
<b>QOL</b>	<b>Quality of Life</b>
<b>SPSS</b>	<b>Statistical Package for the Social Sciences</b>
<b>WHO</b>	<b>World Health Organization</b>

## **Definitions**

### **Definition of Terms**

Several terms are defined in the context of this research study.

**Nursing Faculty:** full-time faculty members in a department or school of nursing teaching in a BSN program or higher who hold at least BSN degree in nursing.

**Job Stress:** One's anticipation of his or her inability to respond adequately to a perceived demand, accompanied by the anticipation of negative consequence(s) as the result of the inadequate response to work demand(s) (Gmelch, et al., 1986). Job stress was measured by Gmelch's faculty stress index. Old reference

**Job Satisfaction:** "an overall affective orientation on the part of individuals toward work roles which they are presently occupying" (Seifert & Umbach, 2008). Old reference

# Chapter One

## Introduction

### 1.1 Background

Job is a task often done in exchange for a basic income. By becoming an employee, a lecturer, a volunteer, or even starting one's own company, a person may resume a job. The length of the job can vary from temporary to a lifetime. Job life is one of the major components of our daily lives that create a large amount of stress. Because of the competitive nature of the working world, most people spend most of their time working (Ahsan et. al, 2009). Performance, work quality and behavior depend on employees' job satisfaction.

Locke (1969) described job satisfaction as "an emotional condition associated with the positive or negative evaluation of work experiences" Efficiency, corporate effectiveness (Toker, 2011).

Job satisfaction is the sense of pride and achievement of a job at work, which is commonly considered to be closely related to efficiency and personal well-being (Aziri, 2011). Job satisfaction is an attitude that communicates the emotions and feeling of workers about their working life, and job discontent represents the employee's workplace or personal status concerns (Kaliski, 2007).

Job satisfaction includes doing a job that one loves, doing it really well and being valued for the efforts of this one. Furthermore, job satisfaction means passion and satisfaction with one's jobs. The main factor that contributes to appreciation includes income, promotion, and the completion of other goals that lead to a sense of accomplishment. A direct influence on the organization's performance is the happiness of workers with their careers (Shaukat, et al., 2019).

Job's satisfaction is the accumulation of people's thoughts and beliefs of their present work. People's levels of job satisfaction will vary from intense satisfaction to extreme dissatisfaction. In addition, persons could have attitudes towards different elements of their professions, such as the kind of job they perform, the salary and their coworkers, bosses or subordinates. While the decline in work satisfaction leads to too many negative effects, such as loss of loyalty, increased absenteeism, increased injury numbers (Aziri, 2011; George & Jones, 2008).

A person who is happy with his or her work has an optimistic attitude towards it, while a person who is unhappy has a pessimistic attitude towards it (Robbins, 2018). For example, if employees are happy with their employment due to day-to-day tasks, work climate, benefits and connectivity, beneficial impacts on the organization begin to occur. Employee satisfaction can boost morale, decrease employee attrition, and increase innovation and dedication (Ahsan et. al, 2009). On the other hand, if they are unhappy with their work, they can have negative effects on the company. They may not execute tasks well, and their quality of work may not be successful.

The Universities is one of the academic fields designed to promote learning and delivering information, expertise and experience to learners or members of the public. It is known to be the highest source of information and awareness-raising institutions that educate the subject in various fields of life (Stankovsk et. al, 2017). Machado-Taylor et al. (2016) found that career satisfaction and enthusiasm among lecturers play a significant role in leading to positive results in the efficiency of institutions and student learning. A constructive and stable university system enhances the working satisfaction of lecturers and improves job motivation (Stankovsk et. al, 2017).

However, knowing whether faculty members are satisfied or dissatisfied with their work will lead to changes and developments in teaching (Duong, 2013). For instance, if teachers are satisfied with their practice, they are more likely to turn up for work, have higher standards of success, and stay in their career (Daft, 2005). Alternatively, employee dissatisfaction exists, job efficiency is diminished and the commitment to education sector is impaired (Masum, Azad, & Beh, 2015). For example, if teachers are not happy with their job due to different variables like everyday tasks, work climate, and pay, their teaching productivity can be poor and their job dissatisfaction may also be impaired. Worse, it may lead to turnover.

There are also other considerations that may influence everyone, such as salaries, rewards, working environment or workload. For colleagues, teachers must communicate with each other to do their job and share ideas for the advancement of their careers. If they lack contact or engagement, that could lead to less professional insight and poor teaching effectiveness, encouraging them to continue in their field to achieve academic advancement. In a case of students, students develop their thinking abilities through interaction with other students, adults, in this case, lecturers and the physical world (King, et al., 2005). The absence of communication or interactions with teachers may have a detrimental effect on the attitude of students towards learning and their capacity to attain unwanted academic achievement. It may also reduce the happiness of both teachers and students.

Nursing education is a professional level and emphasis on it enriches nursing sciences (Baker, et al., 2011). Career planning is a discipline that increases the focus on nursing. It is becoming particularly necessary to meet the needs of nurse's educators (Chung, et al. 2012).

The WHO seeks to develop the expertise of nursing educators and deliver professional instruction and prepare trained and successful nurses who are in a position to contribute to the health needs of their community (Silva & Oliveira-Kumakura, 2018).

The variables which impact nurses' educators' job satisfaction are a little clearer. The happiness or frustration rates have been identified by studies more specifically divided by contributing factors. Factors primarily measured in studies are focused on factors belonging to a specific hypothesis and, in some cases, the combination of these factors with the expected factors of the researchers (Westphal et al., 2016; Almazyed, et al., 2016; Vatsa, 2013; Donohue, 2016; Afam 2012; Sabharwal & Corley, 2009).

## **1.2 Problem Statement: -**

Satisfaction among nurses is a current major problem in the country, but nursing educators' satisfaction has been reduced (Jaradat, et al., 2018). The role of the nursing instructor is important for the professional advancement and the capacity of the nursing discipline to address the needs of society in the field of quality nursing. Lower satisfaction standards tend to decrease the quality of nursing education and education (Candela, et al., 2013). Nurse educators design, conduct, review and continue training curriculum for nurse career. Clinical experience and a love for education was combined with educators in rewarding careers. These educators working in the college and the workplace empower and help existing and future generations of health care workers. This research therefore seeks to determine the level of nurse's educators' satisfaction.

The satisfaction of academic nurses' educators in Palestinian universities regarding the job field is not always evident. It can become an issue if the satisfaction level is poor and the problem not affects educators alone, the belonging will be impaired, the efficiency of

educators will be impaired and lowered. In local Palestinian nursing facilities, this problem has been studied about once before, so the gap is not quite clear, researchers must look at it and start solving the problem from the beginning. The happiness of nursing faculties in the field of work may vary from university to university, but the key factors that influence comfort and efficiency remain the same.

The researchers therefore need to know level of satisfaction and factors affect it, as this allows researchers, educators and those who wish to investigate the issue.

### **1.3 Study Significance: -**

This study will provide information on the complexity of job satisfaction among nurse educators. Findings of this study may be useful to program administrators who have responsibilities for faculty recruitment and retention, orientation of new faculty, and faculty development programs. Nurse educators may overcome factors important in retention of their colleagues. In addition, the findings of this study may suggest implications for nurse educators of graduate programs when preparing curricula for future nurse educators.

Thus, the significance of the study was able to explore the following:

- 1) To identify factors that contribute to nurse educator's satisfaction or dissatisfaction with their job's careers
- 2) The need of this study to be applied here in West Bank due to the importance of it to clarify the variables that affects the level of job satisfaction of nursing educators to document it to be used by the researchers in this field.
- 3) There is one unpublished study done about the same topic before in nursing faculties of Palestinian universities so it's important to be provided to the decision maker to put in their perspective these data during policy making.

- 4) The findings could be used as inputs to managers of education in planning; developing and implementing programs for the purpose promoting nursing teaching.

#### **1.4 Aim of the Study: -**

The main purpose of the study is to determine the level of job satisfaction among nurse educators in selected universities in West Bank - Palestine.

#### **1.5 Objectives of the Study: -**

1. To determine the level of job satisfaction among nurse educators in Palestinian Universities in West Bank
2. To identify the relationship between socio-demographic variables and the level of job satisfaction for the facets of job satisfaction
3. To explore the relationship between work conditions (workload pressure, relationship with coworker, salary, and motivations) and job satisfaction.

#### **1.6 Research Questions: -**

1. What is the level of job satisfaction among nurse educators in Palestinian universities in West Bank?
2. What is the relationship between selected demographic variables (Gender, Age-group, Marital Status, University, and income) and the level of job satisfaction for the facets of job satisfaction?
3. What is the relationship between work conditions (workload pressure, relationship with coworker, salary, and motivations) and job satisfaction?

#### **1.7 The study Hypotheses are:**

1. Nurse educators will not indicate satisfaction with their job overall.
2. There is no significant relationship at a level of  $\geq 0.5$  between selected demographic variables (Gender, Age-group, Marital Status, University/institution, and income) with the level of job satisfaction.
3. There is no significant relationship at a level of  $\geq 0.5$  between work conditions (workload pressure, relationship with coworker, salary and, and motivations) and job satisfaction.

## **1.8 Theoretical Framework**

Herzberg's two-factor theory of motivation has been used for this research this theory deemed to be important to the interpretation of the satisfaction of academic workers in Tanzanian universities. The two-factor theory of Herzberg varies considerably from previous theories of motivation, such as the hierarchy of needs in Maslow, which found that needs for work satisfaction rank from lower psychological needs to higher psychological needs that are too linear and do not clarify the complexities and unsettled traits of workers in an organization.

The two-factor hypothesis by Herzberg indicates that various variables linked to the workplace satisfaction that have an essential correlation between job fulfilment and job unhappiness. Most of the reasons is inspiration (intrinsic to the task), and the other factors are hygiene, the atmosphere of the job, circumstances around it, and the content of the work (extrinsic to the job).

The motivating factors include recognition, responsibility, the work itself and advancement. The presence of motivating factors leads to personal growth and self-actualization and are commonly known as "satisfiers" (Herzberg, Mausner & Snyderman, 1959). Herzberg's theory indicated that the motivators contributed to job satisfaction more than other factors, because, it is argued, satisfiers produced a good attitude to work and are closely related to employees' good performance and efforts. The hygiene or extrinsic factors include remuneration, promotion, working conditions and supervision. These factors are in a separate dimension of factors dealing with secondary conditions of a job. Therefore, Herzberg's two-factor theory works with two different needs of an employee. One set of factors "hygiene" relates to the physical nature of employees, leading to the avoidance of bad feelings at work, but they do not produce growth, while the other set of factors, motivating

factors, and directly relate to growth or self-actualization needs. In this relationship, neither can motivating factors prevent bad feelings at work nor can hygiene factors lead to growth needs (Whitsett & Winslow, 1967). Hence, this theory proposes that one set of factors (hygiene) satisfies physical needs and the other set of factors (motivators) satisfies growth needs.

Herzberg's two-factor theory therefore informed this study as it focuses on gaining an understanding of the characteristics of job satisfaction. It primarily emphasizes psychological growth as a requirement of job satisfaction. Further, Herzberg suggests that such growth originates from the work itself (Locke, 1976).

This study revolved around the Herzberg theory with its intrinsic and extrinsic needs and their influence on academic staff's job performance. Several scholars such as Sesanga and Garrett (2005) utilized the framework developed from the Herzberg theory to establish factors influencing the job satisfaction of academics in Uganda. Samuel and Chipunza (2009) also used the Herzberg theory to establish motivational variables influencing staff retention in private and public organizations. Further, Sutherland (2004) revealed that both extrinsic and intrinsic factors influence employee retention in organizations.

Generally, the Herzberg two-factor theory explains that the wants of employees are divided into two groups. One group revolves around the need for one to develop in his/her occupation as a source of personal growth. The second group operates as an essential base for the first and is associated with fair treatment in terms of compensation, supervision, working conditions and administrative practices. Fulfilling the needs of the second group does not give individuals a high level of job satisfaction or motivate them to perform well in the job. It is expected that by satisfying this second group of needs, dissatisfaction and poor job performance will be prevented.

# **Chapter Two:**

## **Literature Review**

### **2.1 Introduction**

A literature review aims to present, evaluate, and summarize studies of previous researchers that are relevant, significant, meaningful, and valid to a particular topic. It further aims to review the current knowledge in the selected field and some researchers' findings along with their agreements and arguments in order to justify the proposed research. The flow and structure of this chapter will be presented and divided into subsections and titles by following the research objectives in order to achieve the overall research aim.

At a time when many nursing faculties are exiting the work force and inadequate numbers of candidates are seeking positions as nursing faculty (NLN, 2018), the need to understand the job satisfaction of nursing faculty in their academic roles is critical.

### **2.2 Job Satisfaction**

Job satisfaction is a function of numerous variables such as demographics, various tasks, promotional opportunities, remuneration and job security. Many studies on the determinants of job satisfaction in higher education institutions in various countries are available (Bexley, James & Arkoudis, 2011; May, Strachan & Peetz, 2013; ALHinai, 2013; Masum, Azad & Beh 2015; Hanaysha, 2016). However, in developing countries in general there is little literature in this area of specialization.

Job satisfaction means employees being content with their job. It is their evaluation of the job's conditions (the job itself, the attitude of the administration) or the consequences (wages, occupational security) resulting from the job (Williams & Fletcher, 2006).

Job's satisfaction may be defined as one's feelings or outlook in terms of how a range of elements can influence the job, for example the nature of the connections of the academic workers with their superiors, the nature of their physical state and quality of work satisfactoriness (Almazyed, et al., 2016; Vatsa, 2013). Work satisfaction affects results positively (Almazyed, et al., 2016). Akar, (2018), however, concluded that satisfaction with the job is definitely not the only thing that contributes to good quality jobs for individuals, since a positive or negative attitude to work can strongly affect several forms of organizational behaviors, as Wilson and Rosenfield (1990) pointed out.

The nursing profession understood the value for staff, but little attention was paid to nurse educators' satisfaction (Al-Hussami, 2008). A literature search from the 1980s to now reveal a small number of early studies which explored the problem of satisfaction informs (Christian, 1986; Donahue, 1986), and further research took place in 2003 and later (Chung & Kowalski, 2012). Although there have been little studies in the literature, the reasons that lead to faculties' satisfaction need to inform and extend the nursing workforce to satisfy the demand of the company for better quality healthcare, and to fulfil the health requirements of an old population, it is necessary to consider (IOM, 2010). Evidences in literature indicate that satisfaction with the informer's faculty leads to curriculum improvements, which, in turn, relate to better student results (Donohue, 2016). A satisfied faculty has achieved positive results such as higher productivity of faculty, retention of faculty and student satisfaction (Nyquist, et al., 2000).

## **2.3 Factors Related to Faculty Job Satisfaction**

The identification of topics of interest to nursing educators will improve the beneficial effects resulting from the satisfaction of the faculty. Several factors contribute to the satisfaction of the faculty's employment and are included in this study. There are: administration, workload, job environment, pay, demographics, student interactions, the institutional environment and community, participation, attrition and tension (Gormley, 2003). Excluding turnover, these variables each have a strong connection to the professional satisfaction in Hagedorn's (2000) conceptual context.

### **2.3.1 Leadership**

Studies show that efficient leadership is essential for organizational performance and the satisfaction of employees (Towers, 2007). An important part of the workforce participation process (Towers, 2007) is effective leadership at all levels and there's a close connection between professional satisfaction and management characteristics (Klein & Takeda-Tinker, 2009). The relationship of the immediate boss with the organizational environment has a significant impact on the work and success of faculty members. One of the three very important predictors for work satisfaction was identified in a survey carried out by the female professors (August & Waltman, 2004).

Afam (2012) analyzed the satisfaction of the jobs of nursing deans and heads of departments and found that leadership activities reflect about half the gap in the satisfaction of the faculty. In the institutional environment of nursing education programs, "efficient leadership activities are, according to Afam, necessary to ensure the retention of existing faculty and the recruiting, continued, of a qualified nursing faculty that is happy with its employment," says Afam (p.90).

### **2.3.2 Workload.**

The ability to manage the needs of the position of the infirmity and of the institution is key to a stable working atmosphere (Brady, 2010). In the dual role of nurses and educators, nursing facilities face many roles and special obstacles. Many tasks contend for a day care teacher and contribute to the workload, for example in class, laboratory and clinical environments, consulting, academic activities, the compliance with tenure and promotional demands and the role of the service and council. According to Rosser (2007), 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.

In the **National League for Nursing-NLN** (2018) review, nurse educator recorded that the school is working more than 56 hours a week during session, while the school is not working 24 hours a week. 2/3 of the survey reported a heavy workload and 44% reported an unnecessary and unwelcome workload. The NLN study did not indicate that the workload of faculty, spending time or new was changed or modified, and one in four respondents said that they would definitely be inspired by their current position.

### **2.3.3 Work Setting.**

The literature on job satisfaction represented the academic environment using demographic comparisons. Carnegie grouping, colleges and universities, regulation (public vs. private) and academic specialization provide these elements. The tenure-path faculties under which the entities were classification-stratified, Maahs-Fladung (2009), discovered disparities in work satisfaction; analysis found that faculty working at a University of Carnegie Science have demonstrated greater job satisfaction than faculty working at other types of institutions, If the classification applied in health sciences, it did not have an effect

on the satisfaction of the workforce (Sabharwal & Corley, 2009). In a survey comparing the job satisfaction of the current faculty members, Trower and Bleak (1994) found that the university faculty was more pleased with the organizational environment, the quality of the jobs and the professional growth.

Kim et al. (2011) have learned how the lecturer's satisfaction at a two-year and four-year college is more satisfactory with their autonomy and that the teaching staff at a two-year college has shown greater overall satisfaction with their task. A similar NEA???? (2002) studies have shown that teachers in two-year colleges are more likely than doctors in four-year colleges and universities to be more comfortable with their overall workplace. Cross-sectional study in universities of two to four years, 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.

### **2.3.4 Work Environment**

The working climate is very important as it preserves and motivates the lecturers to work better in the long term. Poor contact, loss of connections and recognition with colleagues, and disrespect for the wellbeing of lecturers will significantly lessen job satisfaction. In the opposite, it contributes to better satisfaction when the workplace is fun and collaborative. In this situation, not only does a stable university atmosphere improve teachers' happiness, it also develops the learning environment and enhances university output (Osakwe, 2014). Positive working environments decrease workers' turnover and cause a reduction in work tension according to Masum, et al., (2015). If the workplace is unhappy, the unwanted result on the commitment of workers is likely to result. As a result, it will lead to a decision on turnover. Furthermore, Bozeman and Gaughan (2016) said that the happiness of the lecturers is highly dependent on the perceptions of colleagues about themselves and

about their job. So their happiness continues to be strong if they are well-perceived. By comparison they are more likely to be disappointed, whether they are viewed in an unfavorable way and in an unrelated manner. Marston and Brunetti (2009) said that in the decision of lecturers to resume their teaching at universities, good relations with colleagues tend to be much more important than relations with managers. Students are also mainly satisfied in addition to colleagues. According to Grayson and Alvarez (2008), if their students have developed a supportive bond, instructional personnel are more likely to be inspired and enthusiastic in their teaching. Facilities of faculties are often known to be part of the workplace. In this case, services include servers, projectors, speakers, bookcase and spaces. In the report, Fabunmi (1997) indicated that they assisted in teaching and learning programs in providing facilities which improved the academic performance of students.

### **2.3.5 Salary.**

Salary research has proved to be inconclusive as a measure of happiness. According to Hagedorn (1996), the wage is an index of a person's equity, success and ability in the same institution in comparison to other citizens. The comparative earnings in faculty satisfaction were strongly shown in Bender and Heywood (2006), as Hagedorn has done (1996). Zhou and Volkwein (2004) claimed that salaries were a good proof of a tenured professor who was trying to resign. However, owing to their satisfactory pay, non-tenured faculty was unlikely to leave. In a university study, Zabriskie et al. (2002) found that average job fulfillment improved with a rise in salaries. Results in a survey of the inexperienced faculty of universities showed that the university faculty are more than those in universities pleased with pay (Trower & Bleak, 2007).

### **2.3.6 Day-to-Day Activities**

Many may see that undergraduate education is just a work for lecturers; this isn't real, they work more than that, they do research, write grants and offer education resources. The work itself is a great joy to be a professor. The source of happiness for professors, according to Marston and Brunetti (2009 ) comes from being able to learn and develop. You see teaching as planting because every year they are offered a new opportunity and often face obstacles that keep them growing in numerous ways. They have stressed the love and joy for students and their commitment to the teaching of subjects. In their research, they also stated that "the love of their subjects by professors had a powerful effect on their classes" (p.328). You be in the classroom you teach and you have conversations and interviews with pupils. Students have concerns for teachers and teachers have the opportunity to exchange thoughts and skills with students. In addition to teaching, teachers also expend their time researching, writing subventions and academic programs. An growing number of jobs and a hectic day lead to an unhealthy burden.

The workload and the hectic workday, as each can be pointed to as the time constraint, are not differentiated according to Skaalvik (2011). The increased stress or workload contributes to less rest and healing time and mental fatigue. Multiple scenarios, such as a growing need for parent reports, administering and assessing performance assessments, regular revisions to the program and participating in a variety of educational improvement programs, lead to increased workload.Bozeman, et al., (2016) have indicated that much of their time was spent by faculty members in research (18.65 hours a week), student training (9.76 hours) and granting writing (4.28 hours).

### **2.3.7 The atmosphere**

Is of great importance because it attracts the professors and motivates them to work better in the long term. The environment of work Poor contact, loss of connections and recognition with colleagues, and disrespect for the wellbeing of lecturers will significantly lessen job satisfaction. Whether the job is nice and cooperative, on the contrary, the result is greater job satisfaction. In this situation, not only does a stable university atmosphere improve teachers' happiness, it also develops the learning environment and enhances university output (Osakwe, 2014). Positive working environments decrease workers' turnover and cause a reduction in work tension according to Masum, et al., (2015). If the workplace is unhappy, the unwanted result on the commitment of workers is likely to result. As a result, it will lead to a decision on turnover. Furthermore, Bozeman and Gaughan (2016) said that the happiness of the lecturers is highly dependent on the perceptions of colleagues about themselves and about their job. So, their happiness continues to be strong if they are well-perceived. By comparison they are more likely to be disappointed, whether they are viewed in an unfavorable way and in an unrelated manner. Marston and Brunetti (2009) said good ties with co-workers seem to play an important role in pursuing their undergraduate education rather than in coping with bosses. Students are also mainly satisfied in addition to colleagues. According to Grayson and Alvarez(2008), if their students have developed a supportive bond, instructional personnel are more likely to be inspired and enthusiastic in their teaching. Facilities of faculties are often known to be part of the workplace. In this case, services include servers, projectors, speakers, bookcase and spaces. In the report, Supeli, & Creed, (2016) indicated that they assisted in teaching and learning programs in providing facilities which improved the academic performance of students.

### **2.3.8 Communication**

Communication in the workplace is very important when teachers need to engage with each other to get jobs done and consider the needs of the students. Their colleagues, pupils and parents have to communicate with them. Communication may, however, have a positive and a negative influence on satisfaction. Good communication can enhance happiness and inadequate communication can increase the contrary. As a result, productivity is reduced and the workplace is unhappy. Rosenfeld & Denice (2015) states that when teachers engage defensively with their students, they create a hostile atmosphere in which the students feel insecure and threatened, and respond with resistance and rebellion. In contrast, Darling and Civikly's (1987) findings demonstrate that when professors engage supportively with their students, they create a positive atmosphere in the classroom that leads to productive communication. Contact also helps to recognize the needs of students and enhance academic success. Furthermore, Da Luz (2015) results showed that 57 percent of lectures are often emotionally conscious and sensitive to student needs because they think they are responsible for the future of students. Students require instructor help in order to meet their objectives. One of the organization's most important aspects is the voice of workers, or the voice of lecturers. Alfayad and Arif (2017) discussed that voice as an employee is an expression of ideas and a means of communication. It can be used as a motivating force leading to employment satisfaction. When teachers have the opportunity to share their views and thoughts on the job, they seem to get the feeling that the job is more respected and motivated.

## **2.3.9 Demographics.**

### **2.3.9.1 Gender**

Although there are scarce surveys of female professors' work satisfaction, data indicates that sexism towards females is still plaguing academics (Donohue, 1986). This disparity concerns why? nursing educators particularly since they are mostly female. The University Studies of Hagedorn (2000) showed that women are less satisfied with salaries and benefit than men. Women are leaving the academy at higher rates than men according to August and Waltman (2004), and the rate of voluntary leave is twice the rate for men before tenure check. August and Waltman have considered the departmental environment, the nature of student relationships and a welcoming chairperson to be the most critical predictors of female professors. Seifert and Umbach (2008) identified female professors as substantially less comfortable with autonomy and considered that other female faculty earned less equal care than the male. Winkler (2000) researched female educators at universities and found women in faculty who face gender stereotypes and pay-as-you-go differences in campus.

### **2.3.10 Academic Relationships**

The study of professional satisfaction and high-level or highest-level collegial ties at the faculty level was carried out by Maahs-Fladung (2009), the departmental environment, culture and college were important predictors of satisfaction in their work.

### **2.3.11 Institutional Climate and Culture.**

Environment / culture partnerships and structures may have a huge effect on the satisfaction of women in faculty jobs. Ropers-Huilman (2000) found that student connections were critical for the satisfaction of the job in a female professorship sample. McNeal (2003)

showed that the corporate atmosphere of the university has a strong impact in faculty satisfaction in a survey of the women and the minority faculty.

Gormley & Kennerly (2010) observed that teachers appear to be emotionally connected to colleges and less likely to leave where the job climate has good working relationships between faculty and dean, where there are pleasant social relationships and where the wellbeing of college is greater than of teachers.

### **2.3.12 Engagement**

Simpson (2009) reported that commitment is characterized by high levels of resources; participation and efficiency while burnout is characterized by fatigue, and inefficiency. Analysis has found that people with an interpersonal focus are about twice as likely to stick with their organizations, earn more benefit and suffer less injuries at work and decrease health care expenses (Towers Perrin, 2007). Schaufeli and Bakker (2004) found higher levels of health and wellbeing identified by committed workers and were more active and happier than disengaged staff.

## **2.4 Previous Studies**

Chin, et al., (2012) conducted study aimed to investigate the levels of job satisfaction among nurse lecturers in Malaysia. A total of 20 nursing colleges throughout Malaysia were selected for random sampling, of which 30% agreed to participate. The Minnesota Satisfaction Questionnaire with additional demographic and organizational characteristics questions was used to collect the data. Differences in work satisfaction between longitudinal and occupational factors have been examined using descriptive statistics. Spearman's rho was used to assess each demographic/organizational attribute in relation to the overall work satisfaction. Results: The completed questionnaire was returned by a total of 73 nurse readers

(73 percent answer rate). The results only revealed a limited degree of satisfaction with work. The demographic or operational factors and average rate of happiness at work have not been significantly correlated with the number of students ( $p=0.017$ ).the study concluded that Understanding the variables that influence the satisfaction of the profession of this profession could increase longevity and recruiting.

Abraham and D'silva, (2013) conducted A descriptive co-relational study aimed to assess and compare the level of Job satisfaction, burnout and Quality of Life (QOL) among nurse educators and staff nurses from Mangalore. Through sample random technique, 50 nurse educators and 50 staff nurses were selected. Demographic proforma, job satisfaction inventory, Shirom Melamed Burnout Inventory and WHOQOL-BREF were the instruments utilized for the study. The data were analyzed by SPSS version 16. The results revealed that nurse educators had more burnout and they required assistance (4%, 44%) than staff nurses (2%, 16%). QOL was comparably low among staff nurses (Phy QOL 14%, Psy QOL 4%, Soc QOL 16%, Envt QOL 18%) than nurse educators. The study findings unveiled a significant difference in job satisfaction ( $t = 2.571, p<0.05$ ) between staff nurses and nurse educators. The study concluded that considerable evidence has been found related to stress among nurses. If nurses are not handled in a proactive manner it may result in serious stress reactions, leading further to job dissatisfaction, burnout and poor QOL. It is, therefore, important to create a platform to share concern of workers and to incorporate complementary therapies in work place which would help them to relieve of the negatives.

Chung, (2012) conducted study aimed determine Job stress, mentoring, psychological empowerment, and job satisfaction among nursing faculty. The method of study was a descriptive cross-sectional quantitative design, conducted via online survey administered by Survey Monkey. A nationwide sample of 959 Commission on Collegiate Nursing Education

(CCNE) accredited full-time nursing faculty completed the study. The survey was comprised of a researcher-created demographic questionnaire plus several psychometrically tested instruments: Dreher's mentoring scale, Gmelch's faculty stress index, Spritzer's psychological empowerment scale, and the National Survey for Postsecondary Faculty's (NSOPF) job satisfaction scale. The average subject (N = 959) is female, 53 years old, Caucasian, married, and is not presently supporting dependent children. The results showed that 40% of the sample had a current work mentor. Variables showed significant relationships to job satisfaction ( $p < .01$ ): mentoring quality (.229), job stress (-.568), and psychological empowerment (.482). Multiple regression results indicated that job satisfaction was significantly influenced ( $p < .01$ ) by the presence of a mentoring relationship ( $\beta = .110$ ,  $t = 3.477$ ,  $p < .001$ ), salary ( $\beta = .171$ ,  $t = 4.582$ ,  $p < .0005$ ), tenure status ( $\beta = -.094$ ,  $t = -2.722$ ,  $p < .007$ ), psychological empowerment ( $\beta = .305$ ,  $t = 8.860$ ,  $p < .0005$ ), and job stress ( $\beta = -.426$ ,  $t = -12.851$ ,  $p < .0005$ ). The regression model explained 47% of the variance in job satisfaction for the sample.

Thomas, et al., (2017) conducted study aimed to assess the level of job satisfaction among Nurse educators in a selected College of Nursing in Mangalore. A descriptive approach with non-experimental descriptive research design was used for the study. The sample size consisted of 50 Nurse educators selected by convenient sampling technique. A rating scale was used to collect data from Nurse educators regarding their job Satisfaction. The obtained data was analyzed and interpreted using descriptive and inferential statistics. The result relived that 66% of the Nurse educators were satisfied and 18% of the subjects were highly satisfied, 14% were unable to decide their level of satisfaction and very least 2% of the Nurse educators were unsatisfied. The mean percentage of the satisfaction score is 71.12%, which reveals that Nurse educators were satisfied with their job. There is no

association found between the level of job satisfaction and selected baseline variables. The study concluded that Nurse Educators are satisfied with their job and there is no association between the baseline variables and level of job satisfaction.

Valdez, et al., (2019) conducted study aimed to identify the level and the relationship of Nurse Faculty workplace empowerment, burnout and job satisfaction utilizing Kanter's Theory among Oman College of Health Sciences Nursing faculty members. The Method adopted was a quantitative descriptive correlational study. The study utilized online survey tools for self-assessment and evaluation the study explored on the level of empowerment, burnout and job satisfaction among nursing faculty members. Nurse Educators around the sultanate the sample consisted of one hundred forty-two (142) faculty member and working in Oman College of Health Sciences who met the inclusion and exclusion criteria were the target of the study. The results relived that the nursing faculty members from Oman reported moderate levels of empowerment, job satisfaction and burnout in their respective branches. There was a significant correlation between structural empowerment and job satisfaction ( $r=0.603$ ,  $p<0.01$ ) or burnout ( $r=0.718$ ,  $p<0.01$ ). The computed value of  $r$  reveals a strong positive correlation. Moreover, the result also shows that there was a significant positive correlation between job satisfaction and burnout ( $r=0.759$ ,  $p<0.01$ ). However, since higher informal power indicates lesser stress then this reveals an inverse strong correlation between the two variables. The study concluded that the end result provides confirmation for Kanter's organizational support theory in the Oman College of Health Science branches population. Greater levels of empowerment were concomitant with lesser levels of burnout and greater work satisfaction.

Parvan, et al., (2018) conducted study aimed to describe the experience of nurses who are training outside their routine working hours. study was conducted using descriptive-phenomenology method. Twelve nurses were participated in this research. Data were collected using purposive sampling method and face to face interviews based on nurses' real-life experience of students' learning in clinical settings through answering open-ended questions. Spiegel burg analysis method was used to analyze the data. Results: The result of data analysis was the derivation of four themes and eight sub-themes. Themes included "nurses as teaching sources", "changes in the balance of doing routine tasks", "professional enthusiasm", and "nurses as students' professional socialization source of inspiration". Sub-themes included "efficient education", "poor education", "support", "interference in the role," "self-efficacy development", "inner satisfaction", "positive imaging" and "being a model". The study concluded that academic centers plan for teaching nurses working on a contractual basis in the field of the evaluation method and various methods of teaching. The findings also suggested the development of individual self-efficacy in clinical nurses who train students.

Edet, et al., (2016) conducted study aimed to assess overall level of job satisfaction and satisfaction with nine facets of job satisfaction among Nurse/Midwife Educators in Calabar, Cross River State, Nigeria. The study adopted A descriptive cross-sectional survey. A total population study of Nurse /Midwife Educators in Calabar was undertaken. A self-administered structured questionnaire adapted from the standardized "Employee Opinion Survey" with a reliability of 0.60 to 0.90 coefficient was used for data collection. The Results showed A total of 50 respondents participated in the study. The mean age of the respondents was  $46.9 \pm 6.9$  while the mean years of working experience was  $24.9 \pm 6.1$ . The respondents were made up of (40) 90.0% female and (10) 10.0% male. The mean overall job satisfaction

score was  $2.63 \pm 0.62$ . The results also revealed that majority of the respondents 41(82.0%) were moderately satisfied with their work while 9(18.0%) were slightly satisfied. Most of the respondents 47(94.0%) were satisfied with the job itself subscale with a mean score of  $3.27 \pm 0.59$ , while the least satisfying facet was communication subscale with a mean of  $2.50 \pm 0.90$ . Safety and working relationships were significantly related to overall job satisfaction. The study concluded that the few but experienced Nurse/Midwife Educators in Calabar were not fully satisfied with most facets of their work which could have adverse effect on their work output and overall performance. Therefore, in order to address the adverse effect of dissatisfaction, it is recommended that all subscales of job satisfaction be addressed by employers of Nurse Educators and the Professional Nursing Association with emphasis on safety and working relationships.

Davis, (2014) conducted descriptive study used Herzberg's Motivation– Hygiene Theory of Job Satisfaction aimed to explore the factors that predict nursing faculty's job satisfaction and intent to stay in academe. Participants included a convenience sample of nursing faculty teaching in baccalaureate and graduate nursing programs in Florida during the months of May and June 2010. Participants (N = 134) were directed to an on-line site to retrieve and complete the following questionnaires: (a) Job Satisfaction Survey, (b) Nurse Educators' Intent to Stay in Academe Scale, and (c) a researcher-designed demographic questionnaire. The Results showed Highly educated, experienced nursing faculty reported having more intent to stay ( $P < .05$ ) in academe. Conversely, age, health-related conditions, and family responsibilities were not significantly related to intent to stay. A significant relationship was found between the motivation–hygiene factor score and the intent to stay score,  $F(4, 94) = 13.196$ ,  $P < .00$ . The significant relationship between the motivational factors (job satisfiers) and the hygiene factors (job dissatisfiers) and intent to stay indicated

that the nursing faculty overall were satisfied with their jobs. The mean job satisfaction score was 105.20, with a standard deviation of 30.712. the study concluded that the results provide support that Herzberg's Motivation–Hygiene Theory is a strong predictor of nursing faculty's intent to stay in academe in Florida.

Ndawo, (2015) conducted study to explore and describe the experiences of nurse educators teaching in large classes at a nursing college in Gauteng in order to present recommendations to facilitate teaching and learning. A qualitative, exploratory, descriptive, and phenomenological research design which is contextual in nature was used. A total of 20 nurse educators were selected through purposive sampling, and in-depth phenomenological semi-structured individual interviews were conducted between January and February 2013. Data were analyzed together with the field notes, using Tesch's open coding protocol of qualitative data analysis. Lincoln and Guba's four principles were used to ensure trustworthiness. Results: The themes that emerged from this study were that nurse educators experienced difficulty in recognizing learners as individuals in a large class, using innovative pedagogical strategies, and managing a large class. These findings had a negative impact on meaningful teaching and learning as they interfered with an enabling learning environment. The study concluded that there is a need for nurse educators to finding alternative ways to overcome challenges associated with teaching in large classes and prepare learners to render individualized, caring and holistic nursing care to each unique patient in the healthcare setting. The study Recommended that Nurse educators should be empowered with facilitative skills in order to effectively manage a large class and hence to achieve teaching and learning abilities.

Taiye, et al., (2019) conducted study aimed to determine occupational stress and job satisfaction among nurse educators in Ahmadu Bello University, Zaria. The study population includes nurse educators. A cross-sectional descriptive survey design was used with a sample size of 185 respondents. A multistage sampling and simple random sampling technique were used where nurse educators were stratified based on their ranks. The result of the findings showed that majority of nurse educators the stress of insufficient teaching facilities i.e 42.62% (104), the influence of level of education on stress encountered is that of positive influence i.e 90% (144), respect and recognition for a job is the commonest factor that enhances the respondent's job satisfaction 28.71% (960) and the satisfaction derived by respondents is that of impactation of knowledge on junior/student nurses.

Baral and Bhatta, (2018) conducted study aimed to determine Job Satisfaction among Nursing Faculties of Chitwan District. A cross-sectional analytical study was conducted among 62 nursing faculties. involved in teaching graduate nursing students. All the nursing faculties who are involved in teaching graduate nursing students were included in the study. Sample were collected from all five-nursing college of Chitwan district regulating graduate nursing program. Census method was used to collect the data. Job satisfaction survey was used to collect the data. The data gathered was analyzed using both descriptive and inferential statistics in SPSS software. The results showed that Among total of 62 participants, more than three fourth 79% of the participants were ambivalent (neither satisfied nor dissatisfied) whereas, 21% were dissatisfied in their jobs. Also, age ( $p=0.003$ )/ among all the socio demographic variable, internet facility ( $p=0.044$ ) and increment in grade system ( $p=0.004$ ) among the variable regarding organizational climate was found to be statistically significant with the job satisfaction. The study concluded that healthier working environment with

certain aspects for the personal and professional growth is vital to improve the job satisfaction thus empowering the nursing faculties for their best performances.

# **Chapter Three:**

## **The Methodology**

### **3.1 Introduction**

The purpose of this study was to determine the level of satisfaction and to investigate if there were statistically significant differences in job satisfaction of Palestinian nursing faculty in West Bank. Faculty responses to statements about job satisfaction were collected using a survey/questionnaire within a quantitative study design (annex A). Four research questions were generated from the purpose. This chapter describes the methodology used for the study and consists of the following sections: design of the study, setting, instruments, sample and data collection, and data analyses.

### **3.2 Design**

This research study used a quantitative cross-sectional research design on an online delivery method. Initially, dimensions of satisfaction comprised by the Nursing Faculty Satisfaction Questionnaire. Secondly, differences in satisfaction in terms of overall and multi-dimensionally using the extracted factor scores among the study participants were assessed.

### **3.3 Setting**

This study was conducted in Palestinian Universities in West Bank - Palestine. That's include universities that include at least BSN nursing program. Which includes

- Al-Quds University
- Birzeit University
- Al-Najah University
- Arab American University

- Hebron University
- Bethlehem University

### **3.4 Target Population and Sample**

The research focused on nursing faculty members at the BSN level-nursing program in the targeted universities in West-Bank in Palestine. The convenience sampling method was utilized with a survey-based, online questionnaire to explore the level of job satisfaction among the faculty member. The target population, sampling method, and sample size (200) were selected to optimize the validity and reliability of the results.

Of the total 200 questionnaires e-mailed to nursing faculty, response rate was 45 (22.5%) were returned.

#### **3.5.1 Selection criteria**

##### **Inclusion criteria:**

- Full time nurses' educators include nursing and midwifery background
- Have at least one year experience

### **3.6 Instrumentation**

Structured questioner including level of satisfaction and its affected factors including demographic factors and institutional factors according to previous relationship in other studies and previous satisfactions scales and previous relationship in the theoretical framework that was mentioned before.

Along with demographic data, the Nursing Faculty Satisfaction Questionnaire (NFSQ) (Martin, 1991) was employed in this study, with a total of 41 questions.

Instruments in this study encompass of three parts:

1. Demographic variables
2. The level of satisfaction

## **Validity**

The data collection tool in English and then content validity established when it was reviewed by experts and three PHD holders from Palestinian universities to ensure the relevance of questionnaire to subject under study.

## **Readability (Pilot Study)**

A pilot study conducted on 5 nurse's educators in one of the Palestinian university and it was excluded from sample size. It was conducted to determine the clarity of the questionnaire, to estimate the time required for the data collection.

Then the Reliability scale (Alpha Cronbach) computed on a pilot study was 0.841.

## **3.7 Study Variables**

### **Dependent Variables**

Level of satisfaction

### **Job Satisfiers (Motivational Factors)**

- Achievement
- Recognition
- Responsibility
- Advancement
- Work
- Growth

## **Independent Variables**

Demographic variables include; Age, gender, level of Education, Health status, Teaching Experience, Family properties,

### **3.8 Ethical Considerations**

This study was approved by Al-Quds University committee. Also, it was accepted by the authorities of included universities to be conducted in their setting. For data collection, all educators were informed clearly about the aims of the study through first page of the questionnaire, the data collecting procedure, and the content of questionnaire do not cause any risks for them as well as their rights because no any private information that led to participants was requested like their names . Participations will participate voluntarily and could withdraw at any time. The educator anonymity and confidentiality respected.

### **3.9 Data Collection Procedures**

The data were collected from a population of nursing faculty teaching in nursing in BSN nursing programs after approval by the IRB at Al-Quds University. Along with demographic data, the Nursing Faculty Satisfaction Questionnaire (NFSQ) (Martin, 1991) was employed in this study, with a total of 41 questions.

As a result of the exceptional circumstances the world is going through under the Corona virus (COVID-19) PANDAMIC , and to deal with the restriction of mobility and curfew, after granting the permission from the selected universities, the principal investigator sent an email to the Dean of faculty of nursing of each selected university explaining the survey and attaching the informed consent directly into the email with the web link to go directly to the secured web site to take the survey. Then, the Dean emailed all eligible nurse educators the

consent and the link for the survey, thus protecting the nurses from revealing their email addresses.

### **3.10 Data Analysis**

One instrument, the Nursing Faculty Satisfaction Questionnaire (NFSQ) (Martin, 1991) was used to obtain data about nursing faculty satisfaction. SPSS software was used to manage and analyze these data. Data analyses included descriptive statistics for what, factor analysis for what, Cronbach's alpha for reliability, univariate analysis of variance. The characteristics of the sample were described followed by discussion of the factor analyses. Finally, the results from the testing of the research hypotheses were presented.

# **Chapter Four:**

## **The Results**

### **4.1 Introduction**

This chapter presents the results of data collection and analysis. One instrument, The Nursing Faculty Satisfaction Questionnaire (NFSQ) (Martin, 1991) was used to obtain data about nursing faculty satisfaction. SPSS software was used to manage and analyze these data. Data analyses included descriptive statistics, factor analysis, Cronbach's alpha, univariate analysis of variance. The characteristics of the sample are described followed by discussion of the factor analyses. Finally, the results from the testing of the research hypotheses are presented.

### **Sample**

Of the total 200 questionnaires e-mailed to nursing faculty, response rate was 45 (22.5%) were returned. Demographic characteristics assessed in this study included nursing faculty age, gender, current position title, highest educational degree, tenure status, type of employment contract, number of years teaching, years at present institution, average number of hours spent in work related activities per week, and types of nursing education programs currently working within.

These demographic data were summarized for the entire set of faculties responding to the survey and used in the regression analysis, as well as for the subset of those faculties that could be categorized into one of the types of teaching study groups. Faculty who provided incomplete responses to the questions regarding number of hours taught and type of delivery methodology used were only included in the regression tests, not in the comparisons among

the teaching groups. Comparisons of demographic characteristics were made between the group of faculties that could be categorized into a study group and the group that was only included in the regression analysis. In addition, comparisons of demographics were conducted among the three teaching style study groups. Table 1 summarizes the demographic characteristics of gender, title, highest degree, tenure and type of employment contract.

## 4.2 Results

Demographic characteristics are displayed in Table 1. The sample was composed by 60.0% females and 40.0% males. The majority of the participants were ages 50 years and older (33.3%); 45-50 years (20.0%); 40-44 years (15.6%), 35 – 39 years (11.1%), 30-34 years (13.3%), and 25-29 years (6.7%).

**Table 1 Demographic Characteristics of gender, age-group, institution, and monthly income.**

<b>Characteristic</b>	<b>Numbers</b>	<b>Percentages (%)</b>
<b>Gender</b>		
Male	18	40.0
Female	27	60.0
<b>Age-group</b>		
Between 25-29 years old	3	6.7
Between 30- 34 years old	6	13.3
Between 35-39 years old	5	11.1
Between 40-44 years old	7	15.6
Between 45-50 years old	9	20.0
More than 50 years old	15	33.3
<b>Marital Status</b>		
Single	4	8.9
Married	41	91.1
<b>University/institution</b>		

Characteristic	Numbers	Percentages (%)
Al-Quds university	8	17.8
Birzeit university	2	4.4
Al-Najah university	2	4.4
Arab American University	20	44.4
Hebron university	10	22.2
Bethlehem university	3	6.7
<b>Month salary income in NIS</b>		
Between 3,000-4,999	6	13.3
Between 5,000-7,999	21	46.7
Between 8,000-11,999	16	35.6
12,000 and more	2	4.4

**Table 2:** presents demographic data on title, number of years teaching, number of years at institution, number of years as a Registered Nurse, and total number of semester hours taught per year

The title of “assistant professor” represented 176 (39.0%) individuals in the total sample. Of the four position titles, assistant professor included the largest number of faculty across all teaching methodologies. Followed by “Full time clinical instructor” (13; 28.9%), and “Associate professor” (3; 6.7%). The nurse faculty were involved in teaching the following types of nursing education programs; 40.0% (n = 18) taught in baccalaureate degree programs, 33.3% (n = 15) taught in master degree programs, and 26.7% (n = 12) taught in PhD degree programs. Number of years at present institution/teaching for the faculty was 62.2% (28) from 5-9 years, from 10-14 years 13.3% (6), and from 15 years and above 24.4% (11).

Number of years teaching, for the entire sample of faculty in this study categorized from 1 to 9 years represented 23 (51.1%), followed by 15 years and above represented 14 (31.1%) and the least category for 10-14 years represented 8 (17.8%). Number of years as a Registered Nurse, the majority of the study sample had 15 years and above 21 (46.7%), followed by 14 (31.1%) for those who had 5-9 years as a Registered Nurse, and finally those who had 15-14 years was 10 (22.2%).

**Table 2 Demographic Characteristics (Other)**

<b>Characteristic</b>	<b>Numbers</b>	<b>Percentages (%)</b>
<b>Title</b>		
Adjunct clinical instructor	2	4.4
Full time clinical instructor	13	28.9
Assistant professor	27	60.0
Associate professor	3	6.7
<b>Type of Nursing program taught</b>		
Bachelor	18	40.0
Master	15	33.3
PhD	12	26.7
<b>Number of years at present institution/teaching</b>		
Between 5-9 years	28	62.2
Between 10-14 years	6	13.3
15 and more years	11	24.4
<b>Number of years of teaching</b>		
Between 5-9 years	23	51.1
Between 10-14 years	8	17.8
15 and more years	14	31.1
<b>Number of years as a Registered Nurse</b>		
Between 5-9 years	14	31.1
Between 10-14 years	10	22.2
15 and more years	21	46.7

## **Factor Analysis**

Faculty educators' satisfaction was measured using Martin's (1991) Nursing Faculty Satisfaction Questionnaire (NFSQ). The questionnaire (**Table 3**) contained 42 items rated on a Likert scale from strongly dissatisfied (0) to strongly satisfied (4). Factor analysis was conducted on the initial 41 items of the NFSQ to derive dimensions of faculty satisfaction. The last item on the questionnaire, an overall measure of faculty satisfaction was not included in factor analysis. Factor extraction was accomplished with principal components methodology using a varimax orthogonal rotation. In conformity with the Kaiser criterion, only those components with Eigen values greater than one were extracted (Fils & Notelaers, 2003; Preacher & MacCallum, 2003). However, the extraction criterion (number of maximum factors extracted) was adjusted to eliminate components comprised of very small sets of items and unlikely to contribute additional, uniquely, substantive information.

**Table 3 Summary of the Nursing Faculty Satisfaction Questionnaire Responses**

<b>Item Number/ Label</b>	<b>Mean (SD)</b>	<b>Response Range</b>
Q1: level of importance of your work in Teaching	3.49(0.5)	0-4
Q2: level of importance of your work in Research	3.02(0.8)	0-4
Q3:level of importance of your work in Service	3.38(0.6)	0-4
Q4:Amount of responsibility you are given	3.11(0.8)	0-4
Q5: The amount of authority I have to accomplish my job tasks	3.13(0.8)	0-4
Q6: Opportunity to try new innovative ideas	3.00(0.8)	0-4
Q7: The amount of work required	3.00(0.7)	0-4
Q8: Opportunity to use my abilities in my position	2.96(0.7)	0-4
Q9: Attention paid to faculty suggestions by administrators	2.78(0.9)	0-4
Q10: Opportunity to work independently	3.04(0.7)	0-4
Q11: The variety of activities involved in my position	3.02(0.8)	0-4
Q12: Accurate evaluation of my performance	2.87(1.0)	0-4
Q13: The supervision of my position	2.98(0.8)	0-4
Q14: Resolving of differences with my supervisor	2.96(1.0)	0-4
Q15: Involvement of faculty in School/Department decisions	3.02(0.9)	0-4
Q16: The security of my position	3.02(0.9)	0-4
Q17: The opportunity for advancement	3.04(0.8)	0-4
Q18: Relationships with peers	3.22(0.8)	0-4
Q19: General environmental working conditions	3.00(0.7)	0-4
Q20: Praise for accomplishments	2.93(0.8)	0-4

<b>Item Number/ Label</b>	<b>Mean (SD)</b>	<b>Response Range</b>
Q21: Rate of pay for my position	2.60(1.2)	0-4
Q22: Medical/health insurance benefits available	2.69(1.2)	0-4
Q23: Disability program offered	2.47(1.2)	0-4
Q24: Retirement plan offered	2.53(1.2)	0-4
Q25: Life insurance available	2.40(1.3)	0-4
Q26: Other benefits offered	2.51(1.3)	0-4
Q27: Philosophy of the School/Department	3.07(1.1)	0-4
Q28: Mission of the School/Department	3.13(0.9)	0-4
Q29: School/Department support for the professional growth of the faculty	3.13(0.8)	0-4
Q30: An atmosphere of academic freedom	3.22(0.8)	0-4
Q31: The sense of accomplishment I receive from my work	3.00(0.8)	0-4
Q32: Support given by the School/Department for faculty research	2.89(0.9)	0-4
Q33: Variety of research projects supported by the School/Department	2.89(0.8)	0-4
Q34: Recognition given by the School/Department for research	2.82(0.8)	0-4
Q35: Support given by the School/Department for community service	2.73(0.9)	0-4
Q36: Variety of community service projects supported by the School/Department	2.67(1.0)	0-4
Q37: Recognition given by the School/Department for community service	2.71(0.9)	0-4
Q38: Working clinically with clients (floor or outpatient)	2.78(0.9)	0-4
Q39: Interaction with students in the classroom	3.02(0.8)	0-4

<b>Item Number/ Label</b>	<b>Mean (SD)</b>	<b>Response Range</b>
Q40: Interactions with student in the clinical setting	2.73(0.9)	0-4
Q41: Working with staff at clinical agencies	2.82(0.8)	0-4

Factor extraction was accomplished with principal components methodology using a varimax orthogonal rotation. In conformity with the Kaiser criterion, only those components with eigenvalues greater than one were extracted. However, the extraction criterion (number of maximum factors extracted) was adjusted to eliminate components comprised of very small sets of items and unlikely to contribute additional, uniquely, substantive information.

Principal components analysis of the 41 NFSQ items initially produced nine factors with eigenvalues greater than 1. The 9 factors accounted for 83.65% of the variance in the item responses (**Table 4**). The factor analysis was repeated restricting the number of extracted factors to seven. As will be described below (**Table 4**), the change in the factor loadings for the two items previously loading as a separate factor seem to have face validity - thus, the final solution remained at seven factors (**Table 5**).

**Table 4 Principal Components Analysis Nursing Faculty Satisfaction  
(Nine Factor Solution)**

<b>Component</b>	<b>Eigenvalue</b>	<b>Variance %</b>	<b>Cumulative %</b>
1	17.39	42.40	42.40
2	4.36	10.64	53.04
3	2.59	6.32	59.36
4	2.35	5.74	65.10

5	2.17	5.30	70.40
6	1.77	4.32	74.72
7	1.24	3.03	77.75
8	1.19	2.91	80.66
9	1.14	2.79	83.46

**Table 5 Principal Components Nursing Analysis Faculty Satisfaction (Six Factor Solution)**

Component	Eigenvalue	Variance %	Cumulative %
1	0.89	2.17	85.62
2	0.83	2.03	87.65
3	0.68	1.66	89.31
4	0.60	1.45	90.76
5	0.57	1.39	92.15
6	0.46	1.11	93.26

The loadings of the items on the seven factors were examined to determine the fundamental nature of the factor. A label for the factor was identified to reflect the nature of the factor. All of the item loadings subsequently interpreted exceeded. 0.40.

Seventeen NFSQ items loaded on a factor labeled, “Job Characteristics” (**Table 6**). This factor had an eigenvalue of 6.808 and accounted for 72.18% of the variance in the faculty responses to the NFSQ. The pool of items loading on this factor encompassed such concerns as the amount of authority by faculty member to accomplish job tasks, opportunities to be

autonomous and creative, supervision and responsibility, level of importance placed in work, professional opportunities, sense of accomplishment and praise for accomplishments.

**Table 6 Items Loading on Factor One (Job Characteristics)**

<b>Item Number</b>	<b>Item Description</b>	<b>Loading</b>
12	Accurate evaluation of my performance	.901
6	opportunity to try new, innovative ideas	.877
31	sense of accomplishment you receive from your work	.876
2	level of importance of your work in Research	.864
14	ability to resolve differences with your supervisor	.862
30	Atmosphere of academic freedom	.853
1	level of importance of your work in Teaching	.845
10	opportunity to work independently	.839
9	attention paid to faculty suggestions by administrators	.829
13	supervision of your position	.817
15	involvement of faculty in college decisions	.812
5	amount of authority you have to accomplish your job tasks	.804
8	opportunity to use your abilities in your position	.804
4	amount of responsibility you are given	.793
11	variety of activities involved in your position	.771
3	level of importance of your work in Service	.727
20	praise for accomplishments	.718

A factor labeled, “Job Benefits”, accounted for 8.79% of the common variance and had an eigenvalue of 3.60. The five questionnaire items loading on this factor are identified in **Table**

7. As the label implies, the items addressed satisfaction with insurance, disability, and retirement benefits.

**Table 7 Items Loading on Factor Two (Job Benefits)**

Item Number	Item Description	Loading
25	life insurance available	.882
26	other benefits offered	.869
22	medical/health insurance benefits available	.848
24	retirement plan offered	.843
23	disability program offered	.833

Factor three was labeled “Support for Research and Professional Scholarship.” Four items loaded on this factor (see **Table 8**), which had an eigenvalue of 3.27 and accounted for 7.98% of the common variance.

**Table 8 Items Loading on Factor Three (Support for Research and Professional Scholarship)**

Item Number	Item Description	Loading
34	Recognition given by the School/Department for research	.888
33	Variety of research projects supported by the School/Department	.867
32	Support given by the School/Department for faculty research	.849
29	School/Department support for the professional growth of the faculty	.849

A fourth factor was labeled “Philosophy/Mission of the School.” This factor also was comprised of four items (see **Table 9**). This factor had an eigenvalue of 3.11 and accounted for 7.57% of the common variance.

**Table 9 Items Loading on Factor Four (Philosophy/Mission of the School)**

Item Number	Item Description	Loading
27	Philosophy of the College	.915
28	Philosophy of the Department of Nursing	.891
18	relationships with your peers	.750
17	opportunity for advancement	.737

“Community Service” was determined to be the best label for a fifth extracted factor.

Comprised of three items, this factor had an eigenvalue of 2.99 and accounted for 7.29% of the common variance (see **Table 10**).

**Table 10 Items Loading on Factor Five (Community Service)**

Item Number	Item Description	Loading
37	variety of research projects supported the College	.888
35	variety of research projects supported by the Department of Nursing	.869
36	recognition given by the college for research activities	.867

A sixth factor was labeled “Clinical/Classroom Opportunities.” This factor was comprised of four items, had an eigenvalue of 2.94, and accounted for 7.17% of the common variance (see **Table 11**).

**Table 11 Items Loading on Factor Six (Clinical/Classroom Opportunities)**

Item Number	Item Description	Loading
40	variety of community service projects supported by the college	.903
38	support given by the college for community service	.864
41	recognition given by the college for community service	.816
39	degree of technical support available to you	.785

Finally, four items comprised a factor labeled, “Work Load/Advancement” (see **Table 12**).

This factor had an eigenvalue of 2.39 and accounted for 5.83% of the common variance

**Table 12 Items Loading on Factor Seven (Work Load/Advancement)**

Item Number	Item Description	Loading
21	rate of pay for your position	.836
7	amount of work required	.757
16	security of your position	.785
17	opportunity for advancement	.737

After factor extraction, internal consistency of the subscale item responses was investigated using Cronbach's alpha coefficient. As shown in Table 14, Cronbach alpha values ranged from  $r = 0.70$  ("Philosophy/Mission of the School") to  $r = 0.95$  ("Job Benefits").

**Table 13 Analysis of Reliability of NFSQ ( $r = 0.96$ )**

Factor	Cronbach's Alpha (r)
1 – Job Characteristics (17 items)	0.93
2 – Job Benefits (5 items)	0.95
3 – Support for Professional Scholarship (4 items)	0.88
4 – Philosophy/Mission of the School (4 items)	0.70
5 – Community Service (3 items)	0.93
6 – Clinical/Classroom Opportunities (4 items)	0.88
7 – Work Load/Advancement (4 items)	0.72

Table 14 presents the number of working hours per week spent. The results showed that the majority of the participants (84.4%) spend up to five hours "Working as a Registered Nurse in your own clinical practice", followed by more than two-third (77.8%) of the participants spend five hours on course development, whereas "In the classroom" was the least work that needed five hours or less. Whereas, 46.7% of the participants spend up to 10 hours in preparation for teaching, followed by "Grading/evaluating students" with 44.4%, the least

work that take ten hours and less was “Working as a Registered Nurse in your own clinical practice” with 4.4%.

**Table 14 Working Hours Spent Per Week**

Hours per week	Frequency (%)						
	0-5	6-10	11-20	21-30	31-40	41-50	>50
In the classroom	2(4.4)	11(24.4)	22(48.9)	3(6.7)	3(6.7)	1(2.2)	3(6.7)
In clinical with students	24(53.3)	8(17.8)	13(28.9)	-	-	-	-
Preparing for teaching	10(22.2)	21(46.7)	11(24.4)	3(6.7)	-	-	-
Grading/evaluating students	19(42.2)	20(44.4)	6(13.3)	-	-	-	-
Advising/meeting with students	25(55.6)	15(33.3)	4(8.9)	1(2.2)	-	-	-
Performing committee work	31(68.9)	12(26.7)	2(4.4)	-	-	-	-
Performing research activities	33(73.3)	7(15.6)	4(8.9)	1(2.2)	-	-	-
Developing a course	35(77.8)	5(11.1)	5(11.1)	-	-	-	-
Working as a Registered Nurse in your own clinical practice	38(84.4)	2(4.4)	4(8.9)	1(2.2)	-	-	-

## Level of Job Satisfaction for the NFSQ

Is there a difference between selected demographic variables and the level of job satisfaction for the facets of job satisfaction? The demographic variables selected were age-group, sex, tenure status, size of faculty, academic rank, major clinical focus, and current level of educational preparation.

The data presented in **Table 15**, and in the subsequent tables, represent scores, as obtained from the norm tables, for the NFSQ. As indicated in Table 14, mean scores were at 10 or higher for all facets of the NFSQ with one exception. The mean score for the satisfaction with Community Service category was 7.60.

**Table 15 Means and Standard Deviations for NFSQ Scores**

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
Job Characteristics	45	47.31	5.6
Job Benefits	45	12.02	3.5
Professional Scholarship	45	10.80	2.0
Philosophy Mission	45	11.16	1.6
Community Service	45	7.60	2.1
Clinical Classroom Opportunities	45	10.60	2.4
Work Load Advancement	45	10.76	1.6

## Differences between Selected Demographic Variables and NFSQ Scores

Two different statistical techniques were used to ascertain if there was a difference among nurse educators between selected demographic characteristics and the level of job satisfaction for the facets of job satisfaction. One-way analyses of variance and t-tests were the techniques utilized.

Male respondents accounted for 18 (40%) of the study subjects. As shown in **Table 16**. Males were significantly less satisfied with their work ( $df = 45$ ,  $t = -2.30$ ,  $P = .027$ ) than were females. The assumption of equal variances was tested and supported prior to this analysis.

**Table 16 Comparison of NFSQ Scores in Female versus Male Nurse Educators (N=45)**

Variable	Male (n=18)		Female(n=27)		t-statistics(df)	P-value
	Mean	SD	Mean	SD		
Job Characteristics	45.78	7.2	48.33	4.2	-1.51(43)	0.138
Job Benefits	11.67	3.4	12.26	3.6	-0.55(43)	0.584
Professional Scholarship	10.28	2.7	11.15	1.4	-1.43(43)	0.159
Philosophy Mission	10.50	2.1	11.59	1.0	-2.30(43)	0.027
Community Service	7.50	2.4	7.67	2.0	-0.27(43)	0.799
Clinical Classroom Opportunities	10.61	2.9	10.59	2.1	0.03(43)	0.980
Work Load Advancement	10.83	1.4	10.70	1.8	0.26(43)	0.800

**Table 17** depicts NFSQ ANOVA summaries according to age-group rank. As indicated, satisfaction with job benefits was the only facet of the NFSQ to show a statistically significant difference ( $df = 5$ ,  $39$ ,  $F = 4.33$ ,  $P = 0.003$ ) according to academic rank.

**Table 17 Analysis of Variance Summaries of NFSQ Scores According to age-group of the Faculty (n=45)**

Variable	Source	Degree of freedom	Sum of Squares	Mean Square	F	P value
<b>Job Characteristics</b>	Between Groups	5	276.09	55.22	1.92	0.113
	Within Groups	39	1121.55	28.76		
<b>Job Benefits</b>	Between Groups	5	192.44	38.49	4.33	0.003**
	Within Groups	39	346.53	8.89		
<b>Professional Scholarship</b>	Between Groups	5	27.53	5.51	1.416	0.382
	Within Groups	39	151.67	3.89		
<b>Philosophy Mission</b>	Between Groups	5	14.43	2.89	1.09	0.382
	Within Groups	39	103.48	2.65		
<b>Community Service</b>	Between Groups	5	24.31	4.86	1.10	0.377
	Within Groups	39	172.50	4.42		
<b>Clinical Classroom Opportunities</b>	Between Groups	5	27.69	5.54	0.951	0.459
	Within Groups	39	227.11	5.82		
<b>Workload Advancement</b>	Between Groups	5	14.56	2.91	1.074	0.390
	Within Groups	39	105.75	2.71		

Single nurse educators accounted for 4 (8.9%) of the subjects in the study. The data in **Table 18** indicate that there were no statistically significant differences in NFSQ scores in single versus married nurse educator. The assumption of equal variances was tested and supported prior to this analysis.

**Table 18 Analysis of Variance Summaries of NFSQ Scores According to marital status**

Variable	single (n=4)		Married(n=41)		F-statistics(df)	P-value
	Mean	SD	Mean	SD		
Job Characteristics	48.00	3.8	47.24	5.8	0.06(1)	0.801
Job Benefits	12.50	2.6	11.98	3.6	0.08(1)	0.779
Professional Scholarship	10.75	1.9	10.80	2.1	0.01(1)	0.959
Philosophy Mission	11.50	1.0	11.12	1.7	0.52(1)	0.664
Community Service	6.00	3.5	7.76	1.9	2.60(1)	0.114
Clinical Classroom Opportunities	8.50	3.4	10.80	2.2	3.54(1)	0.067
Work Load Advancement	9.25	2.5	10.90	1.5	3.88(1)	0.055

The data in **Table 19** indicate that there were no statistically significant differences in NFSQ scores among nurse educators based on years as registered nurse. The assumption of equal variances was tested and supported prior to this analysis.

**Table 19 Analysis of Variance Summaries of NFSQ Scores According to years as registered nurse**

Variable	Source	Degree of freedom	Sum of Squares	Mean Square	F	P value
<b>Job Characteristics</b>	Between Groups	2	90.57	45.29	1.46	0.245
	Within Groups	44	1307.07	31.12		
<b>Job Benefits</b>	Between Groups	2	5.59	2.80	0.22	0.803
	Within Groups	44	533.39	12.70		
<b>Professional Scholarship</b>	Between Groups	2	13.03	6.51	1.65	0.205
	Within Groups	44	166.17	3.96		
<b>Philosophy Mission</b>	Between Groups	2	8.77	4.38	1.69	0.197
	Within Groups	44	109.14	2.60		
<b>Community Service</b>	Between Groups	2	11.35	5.67	1.26	0.287
	Within Groups	44	185.45	4.42		
<b>Clinical Classroom Opportunities</b>	Between Groups	2	25.95	12.97	2.38	0.105
	Within Groups	44	228.85	5.45		
<b>Workload Advancement</b>	Between Groups	2	2.17	1.09	0.39	0.682
	Within Groups	44	118.14	2.81		

The data in **Table 20** indicate that there were no statistically significant differences in NFSQ scores among nurse educators based on Number of years of teaching. The assumption of equal variances was tested and supported prior to this analysis.

**Table 20 Analysis of Variance Summaries of NFSQ Scores According to Number of years of teaching**

Variable	Source	Degree of freedom	Sum of Squares	Mean Square	F	P value
<b>Job Characteristics</b>	Between Groups	2	121.23	60.62	2.00	0.149
	Within Groups	42	1276.41	30.39		
<b>Job Benefits</b>	Between Groups	2	27.28	13.64	1.12	0.336
	Within Groups	42	511.70	12.18		
<b>Professional Scholarship</b>	Between Groups	2	5.50	2.75	0.67	0.520
	Within Groups	42	173.70	4.14		
<b>Philosophy Mission</b>	Between Groups	2	0.50	0.25	0.09	0.915
	Within Groups	42	117.41	2.80		
<b>Community Service</b>	Between Groups	2	8.87	4.43	0.99	0.380
	Within Groups	42	187.94	4.48		
<b>Clinical Classroom Opportunities</b>	Between Groups	2	6.33	3.16	0.54	0.590
	Within Groups	42	248.47	5.92		
<b>Workload Advancement</b>	Between Groups	2	7.72	3.86	1.44	0.248
	Within Groups	42	112.59	2.68		

The data in **Table 21** indicate that despite the slightly differences in mean satisfaction scores, there were no statistically significant differences in NFSQ scores among nurse educators based on Number of years at present institution. The assumption of equal variances was tested and supported prior to this analysis.

**Table 21 Analysis of Variance Summaries of NFSQ Scores According to Number of years at present institution**

Variable	Source	Degree of freedom	Sum of Squares	Mean Square	F	P value
<b>Job Characteristics</b>	Between Groups	2	73.29	36.65	1.16	0.323
	Within Groups	42	1324.35	31.53		
<b>Job Benefits</b>	Between Groups	2	22.22	11.11	0.90	0.413
	Within Groups	42	516.76	12.30		
<b>Professional Scholarship</b>	Between Groups	2	7.58	3.79	0.93	0.404
	Within Groups	42	171.62	4.09		
<b>Philosophy Mission</b>	Between Groups	2	5.15	2.57	0.96	0.392
	Within Groups	42	112.77	2.69		
<b>Community Service</b>	Between Groups	2	4.28	2.14	0.47	0.630
	Within Groups	42	192.52	4.58		
<b>Clinical Classroom Opportunities</b>	Between Groups	2	4.18	2.09	0.35	0.707
	Within Groups	42	250.62	5.97		
<b>Workload Advancement</b>	Between Groups	2	3.79	1.89	0.68	0.511
	Within Groups	42	116.53	2.77		

The data presented in **Table 22** indicate ANOVA summaries for NFSQ scores according to the Name of the Institution. There was a significant difference in satisfaction with job benefits (df = 5, 39, F = 3.97, P = .005), with Community Service (df = 2,343, F = 2.91, P = 0.025), and according to Workload Advancement (df = 5, 39, F=0.025, P=0.026).

**Table 22 Analysis of Variance Summaries of NFSQ Scores According to Name of the Institution**

Variable	Source	Degree of freedom	Sum of Squares	Mean Square	F	P value
<b>Job Characteristics</b>	Between Groups	5	320.18	64.04	2.32	0.062
	Within Groups	39	1077.47	27.63		
<b>Job Benefits</b>	Between Groups	5	181.64	36.33	3.97	0.005*
	Within Groups	39	357.34	9.16		
<b>Professional Scholarship</b>	Between Groups	5	36.03	7.21	1.96	0.106
	Within Groups	39	143.18	3.67		
<b>Philosophy Mission</b>	Between Groups	5	17.02	3.40	1.32	0.277
	Within Groups	39	100.89	2.59		
<b>Community Service</b>	Between Groups	5	53.50	10.70	2.91	0.025*
	Within Groups	39	143.30	3.67		
<b>Clinical Classroom Opportunities</b>	Between Groups	5	52.83	10.57	2.04	0.094
	Within Groups	39	201.98	5.18		
<b>Workload Advancement</b>	Between Groups	5	32.54	6.51	2.89	0.026*
	Within Groups	39	87.77	2.25		

The data presented in **Table 23** indicate ANOVA summaries for NFSQ scores according to the type of nursing program which you work with. There was a significant difference in satisfaction with job benefits (df = 2, 42, F = 4.07, P = .024), and according to Philosophical mission (df = 2, 42, F=4.00, P=0.026).

**Table 23 Analysis of Variance Summaries of NFSQ Scores According to type of nursing program which you work with**

Variable	Source	Degree of freedom	Sum of Squares	Mean Square	F	P value
<b>Job Characteristics</b>	Between Groups	2	96.80	48.40	1.56	0.222
	Within Groups	42	1300.84	30.97		
<b>Job Benefits</b>	Between Groups	2	87.41	43.71	4.07	0.024*
	Within Groups	42	451.57	10.75		
<b>Professional Scholarship</b>	Between Groups	2	10.95	5.48	1.37	0.266
	Within Groups	42	168.25	4.01		
<b>Philosophy Mission</b>	Between Groups	2	18.87	9.43	4.00	0.026*
	Within Groups	42	99.04	2.36		
<b>Community Service</b>	Between Groups	2	20.76	10.38	2.48	0.096
	Within Groups	42	176.04	4.19		
<b>Clinical Classroom Opportunities</b>	Between Groups	2	18.45	9.23	1.64	0.206
	Within Groups	42	236.35	5.63		
<b>Workload Advancement</b>	Between Groups	2	8.74	4.37	1.65	0.205
	Within Groups	42	111.57	2.66		

The data presented in **Table 24** indicate ANOVA summaries for NFSQ scores according to the current position title. There was a significant difference in satisfaction with Job Characteristics (df = 3, 41, F = 3.27, P = 0.031), with job benefits (df = 3, 41, F = 3.96, P = .014), and according to Workload Advancement (df = 3, 41, F=4.46, P=0.008).

**Table 24 Analysis of Variance Summaries of NFSQ Scores According to the current position title**

Variable	Source	Degree of freedom	Sum of Squares	Mean Square	F	P value
<b>Job Characteristics</b>	Between Groups	3	269.76	89.92	3.27	0.031*
	Within Groups	41	1127.89	27.51		
<b>Job Benefits</b>	Between Groups	3	121.08	40.36	3.96	0.014*
	Within Groups	41	417.90	10.19		
<b>Professional Scholarship</b>	Between Groups	3	15.10	5.03	1.26	0.302
	Within Groups	41	164.10	4.00		
<b>Philosophy Mission</b>	Between Groups	3	17.96	5.99	2.46	0.077
	Within Groups	41	99.95	2.44		
<b>Community Service</b>	Between Groups	3	28.90	9.63	2.35	0.086
	Within Groups	41	167.90	4.10		
<b>Clinical Classroom Opportunities</b>	Between Groups	3	28.39	9.46	1.71	0.179
	Within Groups	41	226.41	5.52		
<b>Workload Advancement</b>	Between Groups	3	29.61	9.87	4.46	0.008*
	Within Groups	41	90.71	2.21		

The data in **Table 25** indicate that there were no statistically significant differences in NFSQ scores among nurse educators based on Month salary range. The assumption of equal variances was tested and supported prior to this analysis.

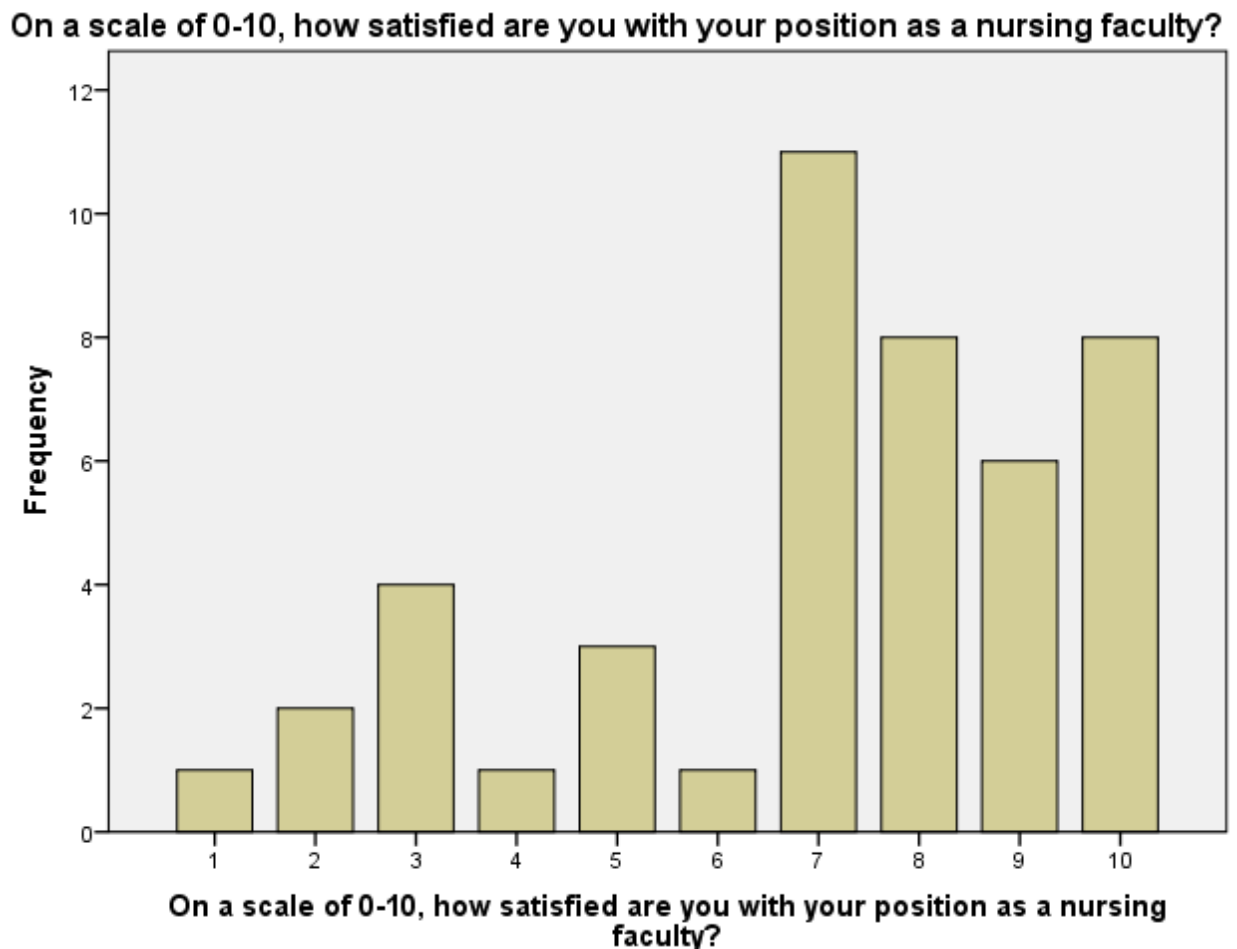
**Table 25 Analysis of Variance Summaries of NFSQ Scores According to the Month salary range**

<b>Variable</b>	<b>Source</b>	<b>Degree of freedom</b>	<b>Sum of Squares</b>	<b>Mean Square</b>	<b>F</b>	<b>P value</b>
<b>Job Characteristics</b>	Between Groups	3	34.50	11.50	0.346	0.792
	Within Groups	41	1363.14	33.25		
<b>Job Benefits</b>	Between Groups	3	32.36	10.79	0.873	0.463
	Within Groups	41	506.62	12.36		
<b>Professional Scholarship</b>	Between Groups	3	7.79	2.60	0.621	0.606
	Within Groups	41	171.41	4.18		
<b>Philosophy Mission</b>	Between Groups	3	3.91	1.30	0.469	0.706
	Within Groups	41	114.00	2.78		
<b>Community Service</b>	Between Groups	3	5.91	1.97	0.423	0.737
	Within Groups	41	190.89	4.66		
<b>Clinical Classroom Opportunities</b>	Between Groups	3	5.62	1.88	0.308	0.819
	Within Groups	41	249.18	6.08		
<b>Workload Advancement</b>	Between Groups	3	7.30	2.43	0.883	0.458
	Within Groups	41	113.01	2.76		

## Total Satisfaction

The total satisfaction scores were ranked on a scale from 0-10 with 10 being highly satisfied. Palestinian Universities nurse educator's satisfaction is provided in Figure 1. Thirty-three (73.3%) rated total satisfaction of 7 or higher. The mean satisfaction score was 7.04 (SD = 2.5) on 0-10 scale with the frequency clustered to the right. Although the study results showed a high total satisfaction rate, only 8 (17.8%) nurse educator were highly satisfied (score = 10).

**Figure I**



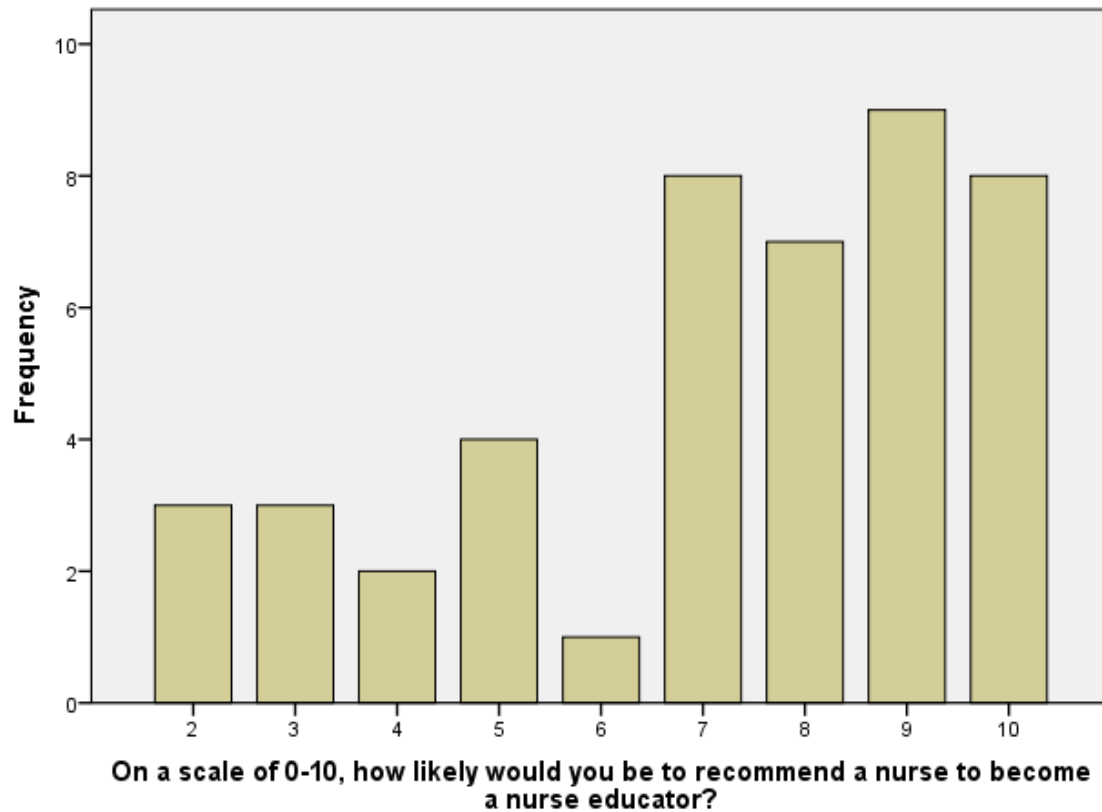
## Satisfaction Scores

### Recommend Nurses to become a nurse educator

Overall, the Palestinian Universities' nurse educator was highly likely to recommend a nurse become a nurse educator (Figure2). The mean score of respondents likely to recommend a nurse to become a nurse educator was 7.16 (SD = 2.5) on a scale 0-10. Despite that the vast majority 32 (71.1%) of the respondents were likely to recommend a nurse to become a nurse educator, only 8 (17.8%) of the respondents were highly likely (score =10).

Figure II

On a scale of 0-10, how likely would you be to recommend a nurse to become a nurse educator?



## **Chapter Five:**

### **The Discussion, Conclusions, Limitations & Recommendations**

#### **5.1 Introduction**

This descriptive study used online delivery methodology questionnaires to answer the main research questions. The objective of the study was to examine the relationship between selected demographic variables and the level of job satisfaction for the facets of job satisfaction among Palestinian nursing educators. Forty-five sets of returned questionnaires were collected in two months. In total, 45 usable questionnaires of the Nursing Faculty Satisfaction Questionnaire (NFSQ) were used for data analysis.

This chapter consists of four sections. The first section is an overview and conclusions of the results regarding the four research questions that guided the study. The second section states recommendation of the study, and s limitations of the study is proposed in the third section. The fourth section contains recommendations for future research.

#### **5.2 Discussion of Findings**

##### **Overview**

The shortage of nursing faculty, specifically those with research focused doctoral degrees (RFDD) is well documented in current literature (Bartfay & Howse, 2007; HRSA, 2010; Nickitas & Feeg, 2011). Nurse faculty with RFDD are charged with the education of nurses at all academic levels, yet there are no documented studies that have examined their job satisfaction in academia. Therefore, the purpose of this cross-sectional quantitative research study was to examine the level of job satisfaction among nurse educators in Palestinian

universities in west bank. While job satisfaction may influence retention, insufficient research related to nursing faculty job satisfaction has been conducted (Gormley, 2011). The AACN (2003) reported that strategies currently being used to increase the number of nursing faculty would not succeed if the issue of faculty satisfaction were not addressed.

A primary purpose of this research study was to determine if statistically significant differences in job satisfaction exist among groups of nursing faculty. A sample population, consisting of 45 nursing faculty were electronically mailed a questionnaire consisting of demographic and faculty satisfaction questions. A job satisfaction tool, the NFSQ and a demographic questionnaire, was completed by 45 nurse educators employed full-time in 6 accredited BSN nursing programs located in West-Bank. Data analysis yielded the following conclusions:

1. There was no statistically significant difference in satisfaction between the study participants based on years of teaching.
2. There was no statistically significant difference in satisfaction between the study participants based on number of years at present institution.
3. There was a statistically significant relationship between age-group, name of the institution and satisfaction with Job Benefits and a statistically significant relationship between name of the institution and satisfaction with Workload Advancement.
4. Martin's (1991) Nursing Faculty Satisfaction Questionnaire was found to be a reliable method of measuring the job satisfaction of nursing faculty.
5. Finally, there was no statistically significant relationship between position title and "Clinical and Classroom Opportunities".

Although there were no statistically significant differences based on gender, the results mean scores showed that females were more satisfied with their work than were males. There was a significantly lower degree of satisfaction with Job Benefits according to years as registered nurse. Additionally, nurse educators exhibited a significantly lower degree of satisfaction with their Professional Scholarship, Job Characteristics, and Job Benefits when comparison done by marital status.

### **5.3 Conclusion One**

There was no statistically significant difference in ratings of satisfaction among the participants by the number of years of teaching. It was proposed that the group of faculties who has long years of teaching would have higher satisfaction.

Given that 62.2% of the nurse educators in this study were with less than nine years of experience, combined with disruption of the educational system due to COVID-19 pandemic, as well the unfamiliarity and little or no experience in online teaching process and online application use had a tendency to be less satisfied. This finding may assist administrators in their attempts to improve overall faculty satisfaction with limited time and resources (Bartfay&Howse, 2007; Evans, 2013; Leonard et al., 2008). This study results are congruent with a previous study done by Bozeman and Gaughan (2016). Bozeman and Gaughan reported that the faculty role was stressful for not only those new to academe, but for seasoned faculty assuming new positions as well. Research indicates that the inability to differentiate between actual and perceived expectations contributed to nursing faculty stress.

### **5.4 Conclusion Two**

There was no statistically significant difference in ratings of satisfaction among the years of experience. It was proposed that the group of faculties who has long years at present

institution would have higher satisfaction. While the comparisons were not statistically significant, it is interesting to note descriptively that the faculty with the lowest overall satisfaction mean was the workload advancement ( $M = 3.79$ ;  $SD = 1.89$ ). The possible explanation for this finding is that, the nursing educators' responses regarding their level of satisfaction may be influenced by the current situation of delivering online courses, as they may lack experience with technology. This aligns with previous studies (Orr et al., 2009; Shea et al., 2005). Many studies have shown that time commitment and workload were barriers or demotivates to faculty, though some studies claimed that the extra time commitment did not affect faculty satisfaction or preference for teaching online

A recent study reports that junior nursing faculty is more dissatisfied than senior faculty on all variables except workload. According to Beckmann et al. (2013), in addition to workload, changing role expectations are requiring more time and preparation, contributing to the nursing faculty shortage. In addition to the traditional teaching role, faculty are expected to search for external funding, conduct research, publish, and provide community and university service (Beckmann et al., 2013). Furthermore, Beckmann et al. (2013) reports that most faculty spend time advising and mentoring students, updating curricula, developing new courses, reading to remain current in a health care field that is evolving in warp speed, and mastering new advances in technology. In addition to the roles and responsibilities common to all faculty, nursing faculty are expected to maintain clinical expertise, instruct students in clinical agencies, and engage in faculty practice. In a reflection of the changing learning and work environments, nursing faculty are expected to develop proficiency in distance learning, and revise curricula to prepare graduates to excel in a rapidly changing healthcare environment (Beckmann et al., 2013). Increased stress, emotional exhaustion and burnout have been reported as issues in the faculty workplace (Adriaenssens, Prins, & Vloeberghs,

2006; Bartfay&Howse, 2007; Evans, 2013; Leonard et al., 2008; Moulton & Wakefield, 2007).).

In addition, Women who have a full-time workload and are raising children experience high levels of stress when juggling home and work. Additionally, it is reported (Adriaenssens, Prins, & Vloeberghs, 2006; Bartfay&Howse, 2007; Evans, 2013; Leonard et al., 2008; Moulton & Wakefield, 2007) that women are anxious about technology due to their lack of confidence in this arena. In fact, despite their professional success, female journalism and mass communication faculty continue to experience high levels of stress about their use of technology and their sense of alienation from their colleagues (Evans, 2013) agree that female subjects find computers to be more dehumanizing, they report that task experience increases comfort with computer use. If these findings are consistent across disciplines, the job satisfaction of some nursing faculty may be influenced by the rapid growth of distance education.

### **5.5 Conclusion Three**

There was a statistically significant relationship between age-group, name of the institution and satisfaction with Job Benefits and a statistically significant relationship between name of the institution and satisfaction with Workload Advancement.

Nyquist et al. (2000) classifies the components of faculty satisfaction into three categories: (1) personal characteristics, (2) organizational characteristics, and (3) job-related factors. Nyquist et al. hypothesize that these factors lead to job satisfaction and ultimately to increased faculty productivity, faculty retention and learner satisfaction. Personal characteristics are used in job satisfaction studies in order to describe the sample and identify relationships among the variables (McDermid et al., 2012). Job satisfaction studies identify

both positive and negative relationships, often for the same variable (Masum, Azad and Beh, 2015; Bozeman and Gaughan, 2016). A second set of factors, academic atmosphere, benefits of the job and philosophical framework of the institution relate to the institutional environments in which faculty work (Clickner&Shirey, 2013). Researchers consistently find that adequate compensation, relationships with administration, perceived administrative support, and the quality of benefits enhance satisfaction (Gallo, 2012) and influence retention (Peters, 2014). Lastly, job-related factors such as service components of the job, research components of the job, and relationships between faculty and students as well as faculty and clients relate to specific areas of an individual faculty member's satisfaction (Watson, 2009). Professional autonomy, stimulation from work, perceived role conflict and role ambiguity, work pressure and workload are some of the factors studied by researchers (Bittner and O'Connor, 2012). Bittner & O'Connor (2012) report that nursing faculty perceives a significantly higher degree of work pressure than expected. Based on study findings, Bittner & O'Connor (2012) hypothesize that the multiple roles and duties of nursing faculty contribute to the work pressure. Johnsrud and Rosser (2002) emphasize the importance of work overload. Despite positive feelings about the institution, the strain of time demands is an important predictor of intent to leave teaching (Berent & Anderko, 2011; Candela, Gutierrez, & Keating, 2015; Derby-Davis, 2014).

## **5.6 Conclusion Four**

Martin's (1991) Nursing Faculty Satisfaction Questionnaire was found to be a reliable method of measuring the job satisfaction of nursing faculty. The Nursing Faculty Satisfaction Questionnaire (NFSQ) was the primary instrument used in the study. It contained 41 items. Factor analysis was conducted on the initial 41 items of the NFSQ to derive satisfaction subscales. Based on the literature review, it was hypothesized that three subscales would be

identified, job-related factors, organizational factors, and individual factors. However, in this study, seven subscales (accounting for 66.17% of the common variance) were extracted. Those subscales were labeled: job characteristics, job benefits, support for research and professional scholarship, philosophy/mission of the school, community service, clinical/classroom opportunities, and work load/advancement.

According to Gillis and Jackson (2002) a reliability coefficient of .70 or above is acceptable. Based on the separate internal consistency reliability estimates, the questionnaire was determined to be internally consistent. The Cronbach's Alpha coefficient was 0.96 for the total score and ranged from 0.95 ("Job Benefits") to 0.70 ("Philosophy/Mission of the School") for the subscales.

This study's results, similar to Martin's (1991), indicate that the Nursing Faculty Satisfaction Questionnaire is a valid instrument to measure the job satisfaction of nursing faculty. Both construct and content validity of the NFSQ were supported. However, it is not suggested that the Nursing Faculty Satisfaction Questionnaire reflects the totality of the concept of nursing faculty satisfaction. In fact, according to systems theory, no single study could provide a complete picture of this phenomenon. Open systems continually exchange information, energy and material with their environments.

## **5.7 Conclusion Five**

A statistically significant higher level of satisfaction with "Clinical and Classroom Opportunities" was reported by faculty teaching traditionally than by faculty using online methodology. This finding is most easily understood and supported by previous study which revealed that by looking at the components comprising this factor: interactions with students in the clinical setting; working with staff at clinical agencies; working clinically with clients

[floor or outpatient]; and interaction with students in the classroom. These items are typically conceptualized as components of traditional (face-to-face) teaching methodology. Differences between the groups may be due to an inadequate operational definition of these variables in relation to online delivery methodology (Chin, Beauchamp & Sellick, 2012).

The study concluded that there was no difference in faculty satisfaction based on “Clinical and Classroom Opportunities”. The study findings also suggest that nursing lecturers with more than 10 years of experience as a registered nurse (more than two-third) increased satisfaction. A possible explanation is that those with minimum clinical experience may have encountered problems in their class teaching, causing an undesirable effect on job satisfaction levels. Clinical experience would enhance the lecturers’ confidence level in integrating theory and practical when they are conducting classes (Chin, Beauchamp & Sellick, 2012). Further statistical analysis suggests that the longer faculty has been at an institution, the more satisfied they are with their job. Conversely, previous studies indicated that the more online delivery hours’ faculty teaches the less satisfied they are with their job (Bolliger & Wasilik, 2009; DeGagne & Walters, 2010). Additional research is needed to assess the effects of online delivery methodology on faculty satisfaction.

## **5.8 Recommendations**

The following recommendations are made based on the results of this study:

1. Nursing administrators and nursing faculty should attempt to improve overall faculty satisfaction.
2. Nursing administrators should look for methods to improve new faculty satisfaction.

3. The relationship between faculty satisfaction and hybrid delivery hours must be addressed.
4. Replication of this study, using Martin's NFSQ and the addition of a question addressing "intent to leave", should be initiated.
5. Nursing administrators should use the NFSQ as a tool to target areas of decreased faculty satisfaction.

### **Recommendation One**

Nursing administrators and nursing faculty should attempt to improve faculty satisfaction. Improving satisfaction nursing faculty is difficult due to the shortage of them. However, methods of improvement might include enhanced partnerships with health care facilities, private enterprises, and private donors, and ongoing professional development programs.

Nursing administrators should develop a formal faculty development plan that identifies a minimum level of involvement. These types of activities should be time and content appropriate to current faculty activities and interests. The learning environment is evolving rapidly. It is essential that educators be offered the tools to be successful in their roles as facilitators. Teaching has taken a backseat to learning and the transition from knowledge provider to knowledge facilitator requires a new set of competencies. Professional development workshops can assist faculty in working smarter, not harder. Information regarding shared resources that are available on the world-wide-web and their application could decrease the amount of work and perhaps improve faculty satisfaction.

Improving satisfaction with workload is imperative. Candela, Gutierrez, & Keating (2015) and Derby-Davis (2014) found that dissatisfaction with workload has been found to predict intent to leave teaching despite positive feelings about the institution. In light of the

decreasing number of nurse faculty, these results are not reassuring. The present shortage of nursing faculty has already been cited as the reason health care leaders describe the current and projected shortage of registered nurses (RN) as “different” from past shortages (Buerhaus et al., 2015; Frank, 2013). Therefore, these findings provide cause for concern for nurse faculty and nursing administrators.

## **Recommendation Two**

Nursing administrators should look for methods to improve new faculty satisfaction. Beginning with the interview process, nursing administrators need to clearly articulate faculty expectations. According to Cangelosi (2018), new faculty often become educators based on their perception of the faculty role from the student perspective. The actual components of the academic role and its workload are often unexpected. Grust (2013) suggests that faculty roles, tasks, and expectations be critically examined to evaluate tasks that can be eliminated or modified. A decrease in teaching loads, committee work, and initiation of formal mentoring programs could be initiated to decrease faculty stress (Smith et al., 2005; Smith & Zsohar, 2007). In addition, administrators should require that nursing faculty attend professional development activities that address issues specific to education that are not covered in clinical graduate programs. Topics such as learning styles, teaching methodologies, learning objectives and evaluation issues should be covered as part of a formal orientation program. These types of initiatives may positively influence the process of role acquisition, thereby decreasing the stress of nursing faculty. Ultimately, decreasing stress and workload might improve nursing faculty satisfaction and the professions’ ability to retain valuable qualified faculty.

### **Recommendation Three**

The relationship between faculty satisfaction and hybrid delivery hours must be addressed. Research regarding faculty teaching via hybrid delivery methodology should be conducted. In particular, questions that address the length of time faculty have been teaching via online or hybrid methodology, number of previous courses taught, types of faculty development prior to use, course design and development support, release time for course development, and ongoing faculty development supported by the institution. This information is important since the satisfaction of faculty teaching via hybrid delivery methodology may be variable based on these factors. Furthermore, additional research that recruits a larger number of hybrid and online faculty is needed. The small number of “online delivery methodology” hours, may be related to a misunderstanding of the meaning of “online course”, lack of clarity related to reporting instructions given to faculty or the representation of faculty using online delivery methodology in this particular sample. Further research could improve these potential problems.

This study found that as the number of hours nursing faculty teach via hybrid delivery methodology increases, their satisfaction decreases. In 2003, the U.S. Department of Education surveyed degree-granting postsecondary institutions and found that 56% of 2-year and 4-year programs offered distance courses, with an additional 12% planning to offer distance courses at some point in the next three years.

Although a hybrid course is not strictly a “distance” course, it is defined as a course that includes the use of technology delivered instruction combined with time spent in the physical classroom with an instructor. In nursing, these types of courses are increasing in number because distance education is seen as a means of increasing access to nursing education (AACN, 2003). In light of this, nursing faculty job satisfaction and its relationship to hybrid

course delivery methodology must be addressed. Due to the tenuousness of nursing faculty satisfaction and the current nurse and nurse faculty shortage, any area that is shown to actually decrease nurse faculty satisfaction should not be ignored. Research that measures nurse faculty satisfaction, before and after interventions, such as faculty development initiatives, is essential.

#### **Recommendation Four**

Replication of this study, using Martin's NFSQ and the addition of a question addressing "intent to leave", should be initiated. The data generated by this study provides knowledge that can be used by nursing administrators. The Nursing Faculty Satisfaction Questionnaire is a valid instrument to assess many areas of nursing faculty satisfaction. This instrument could be used to measure baseline faculty satisfaction, as well as yearly assessment to identify trends, or before and after an intervention aimed at improving nurse faculty satisfaction.

#### **Recommendation Five**

Nursing administrators should use the NFSQ as a tool to target areas of decreased faculty satisfaction. The results of this study provided information that can assist nursing administrators as they attempt to improve faculty satisfaction and retention. Administrators can specifically address areas of low satisfaction based on study results, or by administering the NFSQ to their own faculty. Results indicated that faculty using online delivery methodology was statistically significantly less satisfied than their peers on an identified "Clinical and Classroom Opportunities" factor. This factor was comprised of four variables: interactions with students in the clinical setting; working with staff at clinical agencies; working clinically with clients (floor or outpatient); interaction with students in the

classroom. Nursing administrators could choose to focus on this component of the faculty role if a large percentage of faculty teaches via online delivery methodology. The Nursing Faculty Satisfaction Questionnaire is a useful method of assessing the perceptions of satisfaction that nurse educators have of their jobs. By identifying areas of “low” satisfaction, administrators can target specific components of the faculty role.

The identification of an unambiguous cause and effect relationship for the nurse faculty shortage and nurse faculty satisfaction is not a realistic endeavor.

According to systems theory, organizations are open systems. This open system is composed of interrelated components, but it is not just the sum of its parts (Kast and Rosenzweig, 1972). Open systems continuously exchange information with the environment and thus are constantly in flux making it difficult to explain the totality of any system (Kast & Rosenzweig, 1972; Snyder & Dietrich, 1992). Organizational, job-related, individual, teaching and research related activities are all components of overall faculty satisfaction identified in both faculty satisfaction and dissatisfaction. Clearly, no one study can provide a complete picture of this phenomenon. Thus, a general systems theory perspective provides a logical lens through which to view the multiple components and interpretations of faculty satisfaction.

## **5.9 Limitations of the Study**

This study was conducted using mail surveys. In order to protect subjects’ confidentiality, questionnaires were answered anonymously. In turn, the researcher was not able to identify some of the missing demographic data from returned questionnaires. Although the method of using mailed surveys is helpful for studying discreet and sensitive topics in a confidential and anonymous manner, there is a greater possibility that the views of the desired respondents

may be contaminated by others. In addition, an open-ended question that asks the participants to state any reward or promotion received from their schools did not collect sufficient data, because the majority of the participants did not answer. Thus, the goal to better understand job satisfaction as it relates to nursing faculty job performance could not be achieved.

Moreover, faculty members' perceptions of job satisfaction are subjective, and their perceptions may be affected by variables that were not examined in this study, such as organizational climate and faculty productivity.

Finally, limitations of this study were related to its small sample size. This would limit its generalizability to other types of nursing programs as well as different locations within the country. Other aspects of faculty-to-faculty characteristics were also not available.

### **5.10 Recommendations for Further Research**

Given that the current study is constrained to BSN university programs in West Bank, this study could also be replicated with participants in other nursing programs, such as MSN, DNP, or PhD to provide more information on job satisfaction across all spectrums of nursing education. This study acts as a starting, reference point to provide empirical evidence on the importance of job satisfaction in the nursing education setting. Further research that would include participants in nursing programs such as MSN, DNP, or PhD programs would provide a parallel knowledge complementary to the current study in giving more context to the overall nursing-education setting.

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## List of Annexes

Annex I: the questionnaire



جامعة القدس  
Al-Quds University

Faculty of Graduated Studies

Nursing Department Master of Nursing Management

Study Title:

“Job Satisfaction Among Nurse Educators of Private

Universities in the West Bank, Palestine

**Dear Participant:**

I am researcher Rana Kamel Abu Shareeha, a master's student in nursing administration at

Al-Quds University-College of Health Professions. I am conducting this research as a major requirement of obtaining a master's degree. The main objective of this study is to investigate the perceptions of nurse faculty in private universities to describe overall job satisfaction and the satisfaction with job facets in West Bank- Palestine.

Under this form, you are required to participate in a research study. I do this research to

answer important questions, which will help researchers, teachers, and others who want to find more about this problem to solve it better or in other ways.

It is permissible for you not to participate in the study, as you may withdraw from the study

at anytime, your decision not to participate in the study, or your decision to withdraw from it at a later time, will not lead to any criminal measure or to the loss of the privileges due to you, and this decision will not have any Impact on your relationship with researchers or those who use them.

I agree to participate

Yes

No

For more information please contact us,

Call:0569289602

Email:[rana.hamadah.19@gmail.com](mailto:rana.hamadah.19@gmail.com).

This questionnaire was prepared to evaluate the job satisfaction of nursing teachers and know their ability or disability to produce the best. This will help researchers, teachers and others who want to find more about this problem to solve it better or in other ways. Your cooperation will be highly appreciated.

If you agree to participate, please read the instructions and answer questions:

### **Instructions:**

You are invited to participate in a research project (Master thesis) that will anonymously

Study nursing faculty job satisfaction among Palestinian universities. This project is being conducted by Rana Abu Shareeha RN,BS, a graduate student in the Department of Nursing at Al-Quds University under supervision of Dr. Farid Ghrayeb

### **Please read the following statements. If you agree to participate, please know that:**

1. Your participation in this project requires you to (a) provide information about yourself, and (b) respond to survey questions.
2. The actual survey is anonymous and will take approximately 15 minutes. Please note that some questions in the anonymous survey will ask you about your job that may cause discomfort.
3. Your participation is purely voluntary and you are free to withdraw your consent and discontinue participation at anytime. Your responses to the survey will be anonymous as a result of the random coding methodology utilized by Survey Monkey, and kept confidential to the extent possible considering transmission over the internet.
4. The results of this research may be published or reported to scientific bodies, and that any such reports or publications will be reported in a group format. Thus, no individual identity will be determinable through demographic variables such as age or gender.
5. This project is not expected to present any greater risk of your loss of personal privacy than you would encounter in everyday life when sending and/or receiving information over the internet. Please note that while it is not possible to identify all risks in such research, all reasonable efforts have been undertaken to minimize any such potential risks.
6. You are not expected to receive any direct benefits from your participation but the investigator hopes that the information gained here may benefit society indirectly.

**I-Part one:**

**Please answer the following questions with the suitable answer you find:**

**Demographic variables**

**1. Gender**

- Male       Female

**2. Age**

- 25 -29years old       30-34years old       35-39years old  
 40-44years old       45-50years old       More than 50years old

**3. Marital status**

- Single       Married       Others

**4. Number of years as a Registered Nurse:**

- 5-9       10-14       15and more

**5. Number of years of teaching:**

- 5-9       10-14       15and more

**6. Number of years at present institution:**

- 5-9       10-14       15 and more

**Highest educational degree:**

**7. Name of the university you are working in**

- Al-Quds University  
 Birzeit University  
 Al-Najah University

Arab American University

Hebron University

Bethlehem University

**8. The type of nursing program which you work with is: (Select all that apply)**

Diploma

Bachelor

Master

PhD

**9. My current position titles: (Select the appropriate letter)**

Adjunct Clinical Instructor.

Full-time Clinical Instructor.  Assistant professor.

Associate professor.

Professor.

Other.

**10. Month salary range:**

3000-4999

5000-7999

8000-11,999

12000 and More

**11- During the Academic year, on average, how many hours do you spend per week . . . (Please take your time to calculate your most accurate totals for each)**

a. in the classroom: (----) hours

b. in clinical with students: (----) hours

c. preparing for teaching: (----) hours

d. grading/evaluating students: (----) hours

e. advising/meeting with students: (----) hours

f. performing committee work: (----) hours

g. performing research activities: (----) hours

h. developing a course: (----) hours

i. working as a Registered Nurse in your own clinical practice: (----) hours

**12. Do you teach during the summer months?**

Yes

No

**II. Part two:**

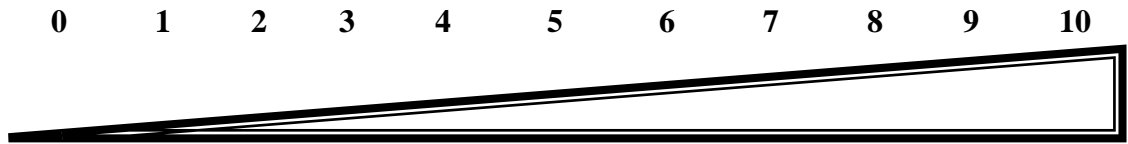
**Please answer the following questions with the suitable answer you find according to the five-point scale.**

Please circle the appropriate number on the scale provided for each question below:

On a scale of 0-10, **how satisfied are you with your position as a nursing faculty?**



On a scale of 0-10, **how likely would you be to recommend a nurse to become a nurse educator?**



**III. Part three**

**VS =Very Satisfied**

**S =Satisfied**

**N=No Opinion**

**D=Dissatisfied**

**VD=Very Dissatisfied**

<b>How Satisfied are you with the:</b>		<b>VS</b>	<b>S</b>	<b>N</b>	<b>D</b>	<b>VD</b>
<b>1.</b>	level of importance of your work in Teaching					
<b>2.</b>	level of importance of your work in Research					
<b>3.</b>	level of importance of your work in Service					
<b>4.</b>	amount of responsibility you are given					
<b>5.</b>	amount of authority you have to accomplish your job tasks					
<b>6.</b>	Opportunity to try new, innovative ideas					
<b>7.</b>	amount of work required					
<b>8.</b>	Opportunity to use your abilities in your position					
<b>9.</b>	attention paid to faculty suggestions by administrators					
<b>10.</b>	Opportunity to work independently					
<b>11.</b>	Variety of activities involved in your position					
<b>12.</b>	accurate evaluation of your performance					
<b>13.</b>	supervision of your position					
<b>14.</b>	Ability to resolve differences with your supervisor					
<b>15.</b>	involvement of faculty in college decisions					
<b>16.</b>	Security of your position					
<b>17.</b>	Opportunity for advancement					
<b>18.</b>	relationships with your peers					
<b>19.</b>	General environmental working conditions					
<b>20.</b>	praise for accomplishments					
<b>21.</b>	Rate of pay for your position					
<b>22.</b>	medical/health insurance benefits available					
<b>23.</b>	Disability program offered					
<b>24.</b>	retirement plan offered					
<b>25.</b>	Life insurance available					
<b>26.</b>	other benefits offered					
<b>27.</b>	Philosophy of the College					
<b>28.</b>	Philosophy of the Department of Nursing					
<b>29.</b>	Mission of the College					

30.	Mission of the Department of Nursing					
31.	college's support for the professional growth of the faculty					
32.	Atmosphere of academic freedom 33.atmosphere of academic freedom					
33.	Sense of accomplishment you receive from your work					
34.	Support given by the college for faculty research					
35.	Variety of research projects supported the College					
36.	Variety of research projects supported bythe Department of Nursing					
37.	recognition given by the college for research activities					
38.	support given by the college for community service					
39.	degree of technical support available toyou					
40.	Variety of community service projects supported by the college					
41.	Recognition given by the college for community service					

**IV. Part four**

**How important were the following items in your decision to become a nurse educator?**

**VI = Very Important**

**I = Important**

**U=unconcerned**

**NVI=Not very important**

**NAI=Not at all important**

<b>Statement</b>	<b>VI</b>	<b>I</b>	<b>U</b>	<b>NVI</b>	<b>NAI</b>
<b>46.</b> I like to teach					
<b>47.</b> No weekends					
<b>48.</b> Summer off					
<b>49.</b> Ability to do research					
<b>50.</b> Autonomy					
<b>51.</b> Enjoy working with students					
<b>52.</b> Salary					
<b>53.</b> Benefits					
<b>54.</b> Tuition benefits					
<b>55.</b> Direct patient care is available					
<b>56.</b> Invested in learning					
<b>57.</b> Impact on profession					
<b>58.</b> Job security					
<b>59.</b> Opportunity for advancement					
<b>60.</b> Enjoy working with like-minded colleagues					
<b>61.</b> Enjoy the challenge of teaching					
<b>62.</b> Flexibility					
<b>63.</b> Less physical stress					

**Thank you for your cooperation**

## Annex 2: Facilitating litter

*Al-Quds University*  
*Faculty of Health professions*  
*Nursing Department*  
*Jerusalem-Abu Dies*



جامعة القدس  
كلية المهن الصحية  
دائرة التمريض والقبالة  
القدس-أبوديس

التاريخ: 2020/8/29

تحية طيبة وبعد ...

الموضوع: "تسهيل مهمة بحث كلية التمريض"

تهدبكم جامعة القدس/ ابو ديس أطيب تحياتها...  
المتعلقة بتعزيز التعاون مع المؤسسات إشارة إلى الموضوع اعلاه، وتماشيا مع سياسة دائرة التمريض/ جامعة القدس ابو ديس -  
الفالسطينية الموقرة بتأاحة فرص الإثراء العلمي للطلبة والخريجين في المؤسسات الوطنية وإسهاما في تنمية قدراتهم وخبراتهم، نرجو من  
حضرنتكم التكرم بالإيعاز للجهات المعنية بالتعاون وتسهيل مهمة جمع البيانات اللازمة لإجراء دراسة بحثية بعنوان:

**"Job satisfaction among nurse educators of private universities in west bank, Palestine"**

حيث سيتم توزيعها على اعضاء الهيئة التدريسية في جامعتكم الموقرة املا تعاونكم المعهود.

على أن تبدأ مهمة البحث من تاريخ 2020/9/1 وتنتهي بتاريخ 2020/11/1 وذلك من اجل اتمام البحث وتحت اشراف  
الدكتور فريد اغريب منسق برامج الماجستير في دائرة التمريض/ كلية المهن الصحية. أرجو التكرم من حضرنتكم بإرسال  
كتاب موافقة على تسهيل مهمة البحث العلمي في جامعتكم الموقرة وكذلك ايميل كل اعضاء الهيئة التدريسية في كلية  
التمريض على الأيميل التالي:

[Ghrayeb2000@yahoo.com](mailto:Ghrayeb2000@yahoo.com)  
[rana.hamadah.19@gmail.com](mailto:rana.hamadah.19@gmail.com)

شاكرين لكم جزيل اهتمامكم وتعاونكم....

مع فائق الشكر والتقدير ...



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