Running head: CHARACTERISTICS OF RETAINED NURSING FACULTY

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Abstract

Facing a shortage of nurses and nursing faculty, colleges and universities need to consider those individual and employment characteristics are related to retention of nursing faculty. The purpose of this descriptive study was to describe those individual and employment characteristics associated with retention in the nurse faculty role. Faculty (N=211) in NLNAC accredited schools of nursing in seven states was surveyed. Results of the study supported the following hypotheses: there was a relationship between age, number of children under age eighteen living in homes of nurse educators, highest level of formal education of nurse educators, yearly income earned at nursing education position, number of years employed as a nurse, number of years employed as a nurse educator, number of years in present nursing education position, plans to leave nursing education in years, reasons for leaving nursing education, and years employed in nursing education. Determining perceptions of nurses about the nurse faculty role, comparing longevity in nursing education of master's prepared nurse faculty and master's prepared nurse faculty with emphasis in nursing education and determining factors other than individual or employment responsible for retention of nurse educators are suggested for further study.

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Characteristics of Retained Nursing Faculty

CHAPTER ONE

The Purpose of the Study

Facing a shortage of nurses and nursing faculty, colleges and universities need to consider those individual and employment characteristics related to retention of nursing faculty. The need for more nursing faculty is clear. Recruiting and retaining new nurses into academia is crucial. Once these individuals join the ranks of nursing education, what individual or employment factors permit these individuals to stay in nursing education? The purpose of this descriptive study was to describe those individual and employment characteristics associated with retention in the nurse faculty role.

The Context or Problem Addressed in the Study

Much research has been conducted on the role of the nurse educator (Gillespie & McFetridge, 2006), effectiveness of faculty (Gillespie, 2002; Hamilton, 1995), innovative teaching methods (Schell, 2006), faculty recruitment (Wieck, 2003), faculty job satisfaction (Gormley, 2003), and faculty challenges (Courey, Benson-Soros, Deemer, & Zeller, 2006; Didham, 2003). However, little research has been done on individual and employment factors that permit nursing faculty to remain in nursing education.

Salary is an influential factor in employment decisions of those completing graduate education. In a comparison of responsibilities and salaries associated with various employment opportunities, faculty positions may not be as appealing as other offers. Master's prepared nurse faculty are finding higher salaries in clinical and private-sector settings, causing current and potential nurse educators to pursue other avenues of nursing rather than teaching. According to Newland (2006), the average salary of a master's prepared nurse practitioner is $72,480. By

contrast, American Association of Colleges of Nursing (AACN) master's prepared associate professors earned an annual average salary of $58,249.

Finally, nursing master and doctoral programs are not producing enough nurse educators to meet demand according to *AACN's 2006-2007 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing* (AACN, 2007). While there is considerable research into the nurse educator role and nurse educator effectiveness there is little research into individual and employment characteristics that permit nursing faculty to remain in nursing education.

Theoretical Framework

Senge's (2006) "Learning Organization" provides the theoretical underpinning for this study (p. 3). According to Senge (2006) learning organizations are:

> …organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together. The dimension that distinguishes learning from more traditional organizations is the mastery of certain basic disciplines or 'component technologies'. The five that Senge identifies are said to be converging to innovate learning organizations. They are: systems thinking, personal mastery, mental models, building shared vision, and team learning. He adds to this recognition that people are agents, able to act upon the structures and systems of which people are a part. All disciplines are, in this way, 'concerned with a shift of mind from seeing parts to seeing wholes, from seeing people as helpless reactors to seeing them as active participants in shaping their reality, from reacting to the present to creating the future' (p. 69).

How does Senge's learning organization apply to nursing education? One answer lies in the nature of today's nursing shortage. The current shortage is different from past shortages, and is defined by several new variables, including an aging work force, increased career opportunities for women, the image of the profession, managed care and other cost containment measures, low unemployment, a nursing faculty shortage, and a decreasing population overall. Some of these variables are unique to nursing, while others are also driving projected declines in many other licensed professions and occupations. Combined, these and other variables render the current nursing shortage uniquely challenging, necessitating new strategies for its solution (New York State Education Department, 2001). Clearly, solutions used in the past to address previous nursing shortages have been ineffective as the nation and world once again faces another and more profound shortage of nurses. Adding insult to injury the supply chain for new nurses is being jeopardized due to the shortage of nurse educators. New solutions are needed to meet the nurse faculty crisis and, hopefully, avoid future ones.

Senge (2006), a systems thinker who does not believe in quick solutions to problems, states, "Beware the symptomatic solution. Solutions that address only the symptoms of a problem, not fundamental causes tend to have short-term benefits at best. In the long term, the problem resurfaces and there is increased pressure for symptomatic response. Meanwhile, the capacity for fundamental solutions can atrophy" (p 103). The associate degree nurse was one such short term solution to a previous nursing shortage. Following World War II, the climate for a new type of nurse was created by a nursing shortage, growth of community and junior colleges, and government and consumer interest. The two year, associate of science in nursing degree, was developed by Montag (1947). Evaluation of initial associate degree programs revealed that desired outcomes were met. Controversy regarding associate degree nursing as an entry level for

registered nurses has been evolving since its inception. Issues related to technical nursing versus professional nursing titles and roles, and differentiated roles have been divisive for the nursing profession (Mahaffey, 2002). A study by Rambur, McIntosh, Palumbo, and Reinier (2005) supports the bachelor's level of education for individual and social return on investment, and shows that associate degree education might have unintended consequences, especially in the area of proportion of experienced nurses retained.

Senge (2006) further states, "Don't push the growth; remove the factors limiting growth" (p. 95). "To change the behavior of the system, you must identify and change the limiting factor" (p.100). Nursing faculty shortages at colleges and universities across the country are limiting student enrollment and graduation at a time when the need for nurses continues to grow. According to the American Association of Colleges of Nursing's (AACN) report, the United States (US) nursing schools refused 42,866 qualified applicants into entry level baccalaureate nursing programs in 2006 due to lack of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints. Nearly three-fourth (71%) of nursing schools responding to the 2006 survey indicated that faculty shortages was a reason for not accepting all qualified applicants into entry-level baccalaureate programs (American Association of Colleges of Nursing [AACN], 2007). Additionally, faculty age has been declared by the AACN as one reason for the shortage in nursing faculty. The average ages of doctoral-prepared nurse faculty holding the ranks of professor, associate professor, and assistant professor were 58.6, 55.8, and 51.6 years, respectively. For master's degree-prepared nurse faculty, the average ages for professors, associate professors and assistant professors were 56.5, 54.8 and 50.1 years, respectively (AACN, 2007). According to Berlin and Sechrist (2002), as faculty age, faculty retirement is also expected to increase across the U.S. over the next decade.

Senge (2006) reported “Organizations learn only through individuals that learn. Individual learning does not guarantee organizational learning. But without it no organizational learning occurs”(p. 129). What does nursing education need to learn? In the June 2005 White Paper from The American Association of Colleges of Nurses entitled, Faculty Shortages in Baccalaureate and Graduate Nursing Programs: Scope of the Problem and Strategies for Expanding the Supply, issues related to the dwindling numbers of full-time faculty were summarized. These issues included faculty age, faculty retirement projections, faculty age groups, departure from academic life, salary differentials, tuition and loan burden for graduate study, diminishing pipeline of enrollees and graduates, age of doctoral recipients and time to degree, faculty workload and role expectations, and alternative career choices. One of these issues, departure from academic life, specifically, the decline in percent of younger faculty is an area that is of some note. From1993 to 2004, the percentage of doctorally prepared faculty members between the ages of 56-65, and over 65 years increased by 19.5 and 2.6 percent, respectively. In contrast, there were decreases in the age groups 35 years and younger (0.6%), 36-45 years (19.4%), and 46-55 years (2.1%) (Berlin & Sechrist, 2002a, 2005c). The nineteen percent decline in the 36-45 age group of doctorally prepared faculty is particularly troublesome, given that "the doctoral degree should be considered the appropriate and desired credential for a career as a nurse educator" (AACN, 1996, p. 3). Advancement to the next age category accounts for some of the decline, but egression from academic life is the major reason for the loss of younger faculty members. Master's prepared faculty in the 36-45 year group showed the same pattern of decline as the in 36-45 age group of doctorally prepared nurses (Berlin & Sechrist, 2005d). (American Association of Colleges of Nursing [AACN], 2005). With this decline in the

percent of younger nursing faculty, are there individual and employment characteristics that permit them to stay in nursing education?

The Research Questions

The following research questions were developed for this study.

1. Is there a relationship between gender of nurse educators and years employed in nursing education?
2. Is there a relationship between age of nurse educators and years employed in nursing education?
3. Is there a relationship between number of children under age 18 living in nurse educators' households and years employed in nursing education?
4. Is there a relationship between number of other individuals over age 18 living in nurse educators' households for whom nurse educators are responsible and years employed in nursing education?
5. Is there a relationship between marital status of nurse educators and years employed in nursing education?
6. Is there a relationship between highest level of formal education of nurse educators and years employed in nursing education?
7. Is there a relationship between yearly income before taxes earned at nursing education positions and years employed in nursing education?
8. Is there a relationship between having another job that supplements salary earned at nursing education positions and years employed in nursing education?
9. Is there a relationship between total yearly household income before taxes of nurse educators and years employed in nursing education?

10. Is there a relationship between racial/ethnic backgrounds of nurse educators and years employed in nursing education?
11. Is there a relationship between state of residence of nurse educators and years employed in nursing education?
12. Is there a relationship between number of years, including part time years, employed as a nurse and years employed in nursing education?
13. Is there a relationship between employment status in the school of nursing of nurse educators and years employed in nursing education?
14. Is there a relationship between number of years, including part time years, in nursing education and years employed in nursing education?
15. Is there a relationship between number of years, including part time years in nurse educators' present positions and years employed in nursing education?
16. Is there a relationship between number of students in nurse educators' school and years employed in nursing education?
17. Is there a relationship between type of nursing program nurse educators spend greatest percentage of time teaching and years employed in nursing education?
18. Is there a relationship between level of satisfaction with nurse educators' present positions and years employed in nursing education?
19. Is there a relationship between nurse educators' plans to leave nursing education and years employed in nursing education?
20. Is there a relationship between when nurse educators plan to leave nursing education and years employed in nursing education?

Hypotheses

The following hypotheses were developed for the study.

1. There is a difference in gender of nurse educators and years employed in nursing education.
2. There is a difference in age of nurse educators and years employed in nursing education.
3. There is difference in number of children under age 18 living in nurse educators' households and years employed in nursing education.
4. There is a difference if other individuals over the age of 18 are living in nurse educators' households for whom nurse educators are responsible and years employed in nursing education.
5. There is a difference in marital status of nurse educators and years employed in nursing education.
6. There is a difference in highest level of education of nurse educators and years employed in nursing education.
7. There is a difference in yearly income before taxes earned at nursing education positions and years employed in nursing education.
8. There is a difference in supplementation of salary earned at nursing education positions with another position and years employed in nursing education.
9. There is a difference in total yearly household income before taxes of nurse educators and years employed in nursing education.
10. There is a difference in racial/ethnic backgrounds of nurse educators and years employed in nursing education.

11. There is a difference in states of residence of nurse educators and years employed in nursing education.
12. There a difference in number of years including part time years employed as a nurse and years employed in nursing education.
13. There is a difference in employment status in school of nursing of nurse educators and years employed in nursing education.
14. There is a difference in number of years, including part time years, employed in nursing education and years employed in nursing education.
15. There is a difference in number of years, including part time years in present nursing education position, and years employed in nursing education.
16. There is a difference in number of students in nurse educators' schools and years employed in nursing education.
17. There is a difference in type of nursing program nurse educators spend greatest percentage of time teaching and years employed in nursing education.
18. There is a difference in level of satisfaction with nurse educators' present positions and years employed in nursing education.
19. There is a difference in nurse educator's plans to leave nursing education and years employed in nursing education.
20. There is a difference in when nurse educators plan to leave nursing education and years employed in nursing education.

Data Gathering Method

This study used data gathered from a survey created and piloted by the author (Appendix A) and distributed through Zoomerang (2007). Zoomerang is a commercial software package

which allows subscribing individuals and companies to create online surveys, invite participants and analyze results. Faculty in NLNAC accredited schools of nursing in seven states was surveyed. Using a Zoomerang created survey enabled prospective participants to complete the survey electronically. In order to ensure anonymity and to prevent the appearance of coercion potential participants were sent an email from a designated person at each institution. A link to the survey was provided in the email message for the potential participant to use to complete the survey. Upon completion, the survey was submitted to Zoomerang for compilation.

Data Collection

Following Institutional Review Board (IRB) approval, emails were sent to deans/directors of each institution identified as meeting criteria for inclusion into the study. Attached to the emails were electronic participant invitations with a link to the survey. Emails to deans/directors explained the purpose of the study and asked permission to send electronic participant invitations to designated persons who then distributed it to nursing faculty at each institution.

The electronic participant invitation explained the purpose of the survey and assured anonymity to faculty members. A link to the survey was included in emails and this link took participants directly to the first question of the survey. The survey was available online for three weeks. After two weeks reminder emails were sent to each participant, either thanking them for completing the survey or asking them to do so.

Definitions of Technical Terminology

Individual characteristics of nurse faculty were defined as age, gender, number of children under age 18, other individuals over age 18 living in the home, marital status, household income, ethnic background, and state of residence. Employment characteristics of nurse faculty

were defined as highest level of formal education, salary earned at teaching position, job that supplements salary earned at nursing education position, years employed as a nurse, employment status in school of nursing, years employed in present nursing education position, number of students enrolled in schools of nursing, type of nursing education program, satisfaction with faculty position, reasons for leaving faculty position, and time frame for leaving faculty position.

Assumptions

Underlying assumptions in this study were that potential participants answer the survey questions honestly and accurately.

Delimitations

The scope of the study was limited to faculty from NLNAC-accredited schools of nursing from seven states. This excluded non-NLNAC-accredited programs. The study design may limit the ability to generalize. According to Burns and Grove (2005), the results obtained from the analyses in a comparative descriptive design are commonly not generalized to a population. Findings in this study may be generalized only to nurse faculty at institutions represented in the sample. Similarly, only nursing faculty with email addresses were invited to participate. Again, this limits the ability to generalize results because not all nursing faculty have access to a computer or may be uncomfortable responding to electronic surveys.

Limitations

A limitation to this descriptive study was the survey itself. The survey, which collected demographic data, was developed by the author. It was reviewed and piloted by a small group of students and doctorally prepared faculty who teach graduate level research in the author's doctoral program prior to implementation. Bryant (2004) states, "Demographic data and respondent opinions about matters reported using a Likert scale require no elaborate validation

process. The typical process of having a knowledgeable panel review a questionnaire along with a pilot study is usually sufficient in such studies"(p.103). However, the survey instrument was not conventionally validated.

Significance of the Study

This study can be used in the future to open dialogue regarding factors that are important for recruitment and retention of nursing faculty.

Implications for the Profession

As discussed earlier, the number of nursing faculty is decreasing and will continue to decrease as faculty members reach retirement age. This, along with the fact there is already a shortage of nurses, dictates the need to recruit more nursing faculty. There is minimal research available to describe individual and employment characteristics of retained nursing faculty. This information is important to schools of nursing for retention of faculty. If one understands individual and employment characteristics of retained nursing faculty this understanding might help in recruitment and retention of nursing faculty.

CHAPTER TWO

Review of the Literature

Faculty effectiveness was investigated by Gillespie (2002) in a qualitative approach of interpretive description study to explore and describe nursing students' experiences of connection during the student-teacher relationship during a clinical experience and the effects of this on students' learning experiences. Gillespie found the student-teacher connection emerged as a strongly positive influence on clinical learning experiences. Conversely, Hamilton (1995) found that student-faculty relationships have no relationship with students' perceptions of clinical teaching effectiveness. However, student age was inversely related to student-faculty relationships and clinical teaching effectiveness.

The role of nurse educators was considered by Gillespie and McFetridge (2006) in a critical review of the evidence of the role of the nurse teacher. This review was an attempt to identify key concepts and ideas, assumptions, supporting examples and implications for the role of nurse educators. The authors found the nurse teacher role is ever changing. Nurse educators must be dynamic in their approach in order that students become competent, professional, knowledgeable and caring in students' approach to patient care.

Schell (2006) investigated innovative methods of teaching and determined the best teachers were effective communicators with students, motivated and enthusiastic about change, and voiced satisfaction with innovative teaching. Desirable and undesirable traits of nursing faculty and job satisfaction were investigated by Wieck (2003) and Gormley (2003), respectively. Wieck (2003) studied the difference in perception between potential and working nurse educators in desirable and undesirable traits of nurse faculty and found that approachability, good communication skills, and professionalism were the most desired faculty

traits by potential nurse educators. Least desired traits defined by potential nurse educators were risk taking, calm demeanor, and business sense. Working nurse educators' preferences for new faculty most desired traits were clinical competence, approachability, and caring behaviors. Least desired traits reported by working nurse educators were a business sense, a strong will, and a vision. Gormley (2003) in a meta-analysis of factors affecting job satisfaction in nurse faculty found that role conflict, ambiguity and professional autonomy strongly influence nursing faculty job satisfaction as do faculty perceptions of the leader's behavior.

Faculty challenges were studied by Courey, Benson-Soros, Deemer, and Zeller (2006) and information literacy and evidence-based practice were determined to be new challenges for nurse educators. Didham (2003), in an editorial from a masters' thesis asks a range of questions from: Is nursing education moving from content to process? Is nursing education still a teacher-controlled model, or a student-centered model? How are behaviors modeled by faculty that foster development in students encouraged? Are new skills and new ways really necessary? What messages do faculty transmit to students, knowingly and unknowingly, about the practice of nursing? Do academics know enough about this nursing world into which students are preparing to go?

Hessler and Ritchie (2006) identified ways to recruit and retain new, young faculty to include: provide guidance, foster socialization, encourage flexibility, conduct orientation, provide support, facilitate collaboration, allow for mistakes, coordinate teaching assignments, grow your own, and offer rewards. In a 2006 position paper by the National League for Nursing, mentoring was advocated as a primary strategy to recruit and retain qualified nurse educators. Leslie, Wingard and Whyte (2005) in a descriptive study, using a grounded theory approach, interviewed 10 physician subjects recruited from the clinical teaching faculty of a large Canadian

teaching hospital, who were 3-7 years into their first faculty position. Four themes were identified from the experiences of these ten physicians related to mentoring and becoming a mentor, qualities sought in a mentor, processes by which guidance is obtained, content of the guidance received, and barriers. Horton (2003) in an adaptation of keynote speech entitled, "The role of the educator as a mentor of junior faculty"(p.189) reprinted in the AANA Journal states that by mentoring, seasoned faculty can share experiences with their inexperienced colleagues rather than forcing them to struggle alone Furthermore, Stames-Ott, and Kremer (2007) looked at recruitment and retention of nurse anesthesia faculty and determined that scholarship as defined by Boyer needs to be incorporated into the faculty role and new faculty mentoring needs to be a form of scholarship.

Faculty workload was investigated by a task force of the National League for Nursing and the results reported by Durham, Merritt, and Sorrell (2007). The task force aim was to determine the process for evaluating present workload via a workload survey. Study results included lack of release time for research and scholarship by tenure-track and tenured faculty, lack of credit for serving as committee chairs or chairing dissertation committees and failure to adjust workload for faculty members who were enrolled in doctoral study. Recommendations by the task force included: planning processes for collaboration that are efficient and inclusive in order to get "buy-in" from faculty; identify traditions of the organization and determine which are valuable to maintain and which may need to be adapted or discarded; implement processes to make faculty aware of each other's unique responsibilities; make faculty assignments transparent; implement procedures for faculty accountability; recognize that no workload formula can ensure equity for all faculty members; designate a workload task force to monitor and evaluate equity of faculty workload.

Facing a shortage of nurses and faculty, society needs new strategies to retain aging faculty. Falk (2007) examined nurse faculty workforce issues and suggested strategies to enhance retention and effective utilization of aging nurse faculty. Falk (2007) recommended to maximize retention and effective utilization of aging nurse faculty, educational institutions must invest time, energy, and financial resources to develop strategic plans that focus on: building and sustaining desirable work environments; discussing and understanding the needs of faculty members, programs, and institutions so strategic plans reflect balance, understanding, and need; engaging legislators and community leaders in creative problem solving; expanding options by looking outside nursing; and enhancing understanding and options within nursing by conducting further research. Mathews (2003) called for purposeful and creative collaboration between educators in academic and service settings by using experienced staff development educators as a resource for faculty development. Kaufman (2007), identified salary as the factor with which nurse faculty are least satisfied.

Although little information is available regarding family issues and nurse faculty retention, Gould and Fontenla (2006) explored commitment to nursing in a qualitative study in the United Kingdom and found that family friendly policies emerged as most important in securing nursing commitment. Providing flexible or social hours appeared to be more influential than providing opportunities for continuing professional education in securing nursing commitment. Nurse educators in the United States generally adhere to an academic calendar which is clearly more flexible than shift work required of nurse counterparts in clinical settings.

Similarly, little information is available regarding number of years, including part time years, individuals have been employed as nurses, taught nursing, or been in their present teaching positions. However, Rambur, McIntosh, Palumbo, and Reinier (2005), compared job

satisfaction and career retention between RNs, whose highest degree were the associate of science in nursing or the bachelor of science in nursing, found that bachelor of science in nursing prepared RNs started their nursing careers earlier, were employed longer, had held more positions, and in the largest age cohort (age 40-54), were more likely to have been in their current positions at least 10 years.

In 2004, Duffield, O'Brien Pallas and Aitken studied why Australian nurses leave nursing and found that personal characteristics such as age, initial nursing qualifications, subsequent educational qualifications and seniority of nursing positions, strongly influenced tenure in nursing. However, no information was found about why nurse educators leave nursing education.

CHAPTER THREE

Methodology

Research Design

The purpose of this descriptive study was to describe those individual and employment characteristics associated with retention in the nurse faculty role. Faculty in NLNAC accredited schools of nursing in seven states were surveyed using a tool developed by the author and distributed through Zoomerang (2007). The survey tool (Appendix A) was piloted by members of a doctoral program class and the doctoral faculty with research expertise.

Data Collection

Following Institutional Review Board (IRB) approval, emails were sent to deans/directors of institutions identified as meeting criteria for inclusion in the study. Included with the emails were participant email invitations. The emails to the deans/directors explained the purpose of the study and asked permission to send participant email invitations to a designated person. In order to assure participant anonymity and prevent the appearance of coercion by the dean or director the designated person distributed invitation to nursing faculty at the institutions.

The participant email invitations explained the purpose of the survey and assured anonymity to the faculty member. A link to the survey was included in the emails and this link took participants directly to the first question of the survey. The survey was available online for three weeks. After two weeks a reminder email was sent to each participant, either thanking them for completing the survey or asking them to do so.

Several design principles for email surveys were followed. Multiple contacts are the most important determinant of response according to Dillman (2000). Initial contact with

deans/directors of institutions was achieved by sending emails. Follow-up emails were sent to the deans/directors requesting reminder emails be sent to faculty asking again for participation and thanking those who had already participated.

Population Sample

The sample population was nurse faculty teaching in NLNAC accredited schools of nursing in seven states near the author's home state. NLNAC accredited schools were surveyed because the author's home school was NLNAC accredited.

Instrument

The survey tool was developed and piloted by the author and was distributed through Zoomerang (2007) which enabled prospective subjects to complete it electronically. In order to ensure anonymity, potential participants were sent an email from designated persons at each institution. A link to the survey was provided in email participant invitations for potential participants to use to complete the survey. Upon completion, the survey was submitted to Zoomerang.

Statistical Analysis

Data from the survey were analyzed using Statistical Package for the Social Sciences (SPSS) and Zoomerang. SPSS calculated chi-square. Chi-square test of independence tests whether two variables being examined are independent or related (Burns and Grove, 2005). Contingency tables were used in SPSS to analyze data. One assumption of chi square was that no cell in the contingency table will have an expected frequency of less than five (Burns and Grove 2005). However, in the actual data, observed cell frequency was at times zero. Consequently, frequency cells were collapsed resulting in the creation of more cells with a frequency of five or more and nominal data. However, no more than 20 percent of cells should

have a frequency of less than five (Burns and Grove 2005). Zoomerang compiled response totals for demographic information.

CHAPTER FOUR

Results

The results of the study are presented in this chapter. Included are demographic information of study participants, descriptive statistics, and inferential statistics associated with the hypotheses. The hypotheses were: There is a difference in gender, age, number of children under age 18 living in nurse educators' households, number of other individuals over age 18 living in the nurse educators' households for whom nurse educators are responsible, marital status, highest level of education, yearly income before taxes earned at nursing education positions, supplementation of salary earned at nursing education position with another position, total yearly household income before taxes, racial/ethnic background, state of residence, number of years including part time years employed as nurses, employment status in schools of nursing, number of years, including part time years taught, number of students in nurse educators' schools, type of nursing program nurse educators spend the greatest percentage of time teaching, level of satisfaction with nurse educators' present position, when nurse educators' plan to leave nursing education reasons nurse educators' plan to leave nursing education, and years employed in nursing education.

Demographic/Descriptive Statistics

The sample consisted of nursing faculty 902 faculty members from seventy programs of nursing in seven states. Of the 902 faculty members surveyed, 211 individuals responded to the survey for a response rate of 23%. Of these seventy schools, forty-seven had curricula that led to the associate degree in nursing; nineteen were baccalaureate in nature and two programs were hospital based diploma schools of nursing. All schools were NLNAC accredited schools of nursing. Two hundred and eleven nursing faculty responded to the survey, of that number 201 or

95% of those individuals were female and 10 or 5% of those individuals were male. Table 4-1 provides results of responses related to gender.

Table 4-1

Responses Related to Gender

	Number of Respondents	Percentage
Gender		
Male	10	5
Female	201	95
Total	211	100

Twenty-two or ten percent of respondents were between ages of 25-34, thirty-five or seventeen percent were between ages of 35-44, eighty or thirty-eight percent were between ages of 45-54, sixty-eight or thirty-two percent were between ages of 55-64 and six individuals or three percent were 65 years or older. Table 4-2 provides results of responses related to age.

Table 4-2

Responses Related to Age

	Number of Respondents	Percentage
Age in Years		
18-24	0	0
25-34	22	10
35-44	35	17
45-54	80	38
55-64	68	32
65 or older	6	3
Total	211	100

One hundred-sixteen or fifty-five percent of respondents reported having no children under age eighteen living in their households, while thirty-eight or eighteen percent had one child under age eighteen living in their households, thirty-four or sixteen percent had two children under age eighteen, seventeen or eight percent had three children under age eighteen and five respondents or two percent had four children under age of eighteen living in their households. Table 4-3 provides results of responses related to number of children under age eighteen who live in nurse educators' households.

Table 4-3

Responses Related to Number of Children Under Age Eighteen Living in Nurse Educators' Households

	Number of Respondents	Percentage
Number of Children Under 18		
0	116	55
1	38	18
2	34	16
3	17	8
4	5	2
5	0	0
6 or more	0	0
Total	211	100

Sixty individuals or twenty-eight percent reported individuals over age eighteen living in their homes for which they were responsible while one-hundred-fifty-one or seventy-two percent

did not. Table 4-4 provides results of responses related to other individuals over age eighteen living in nurse educators' households.

Table 4-4

Responses Related to Other Individuals Over Age Eighteen Living in Nurse Educators' Households

	Number of Respondents	Percentage
Other Individuals Over 18		
Yes	60	28
No	151	72
Total	211	100

Eleven respondents or five percent stated they were currently single or never married, while one-hundred-seventy-one or eighty-two were married. Six individuals or three percent responded they were living with a partner and nineteen or nine percent of respondents reported they were divorced. One respondent or less than one percent stated he/she was widowed or preferred not to answer. Table 4-5 provides results of responses related to marital status of nurse educators.

Table 4-5

Responses Related to Marital Status

	Number of Respondents	Percentage
Marital Status		
Single, never married	11	4
Married	172	82
Living with partner	6	3
Separated	1	0
Divorced	19	9
Widowed	1	0
Prefer not to answer	1	0
Total	211	100

Of the two-hundred and eleven respondents, fourteen or seven percent stated their highest level of formal education was a doctorate in nursing, while fifteen respondents or seven percent held a doctorate in another field. Eighty-six respondents or forty-one percent held a master's in nursing education, thirteen respondents or six percent held a master's degree in nursing administration, fifteen respondents or seven percent were clinical specialists, thirteen respondents or six percent were nurse practitioners, two respondents or one percent were nurse midwives, one respondent or less that one percent held a master's degree in nursing informatics. Fifteen respondents or seven percent held a master's degree in another field, thirty-six respondents or seventeen percent held baccalaureate degrees in nursing and one individual or less than one percent held a baccalaureate degree in another field. Table 4-6 provides results of responses related to highest level of formal education of nurse educators.

Table 4-6

Responses Related to Highest Level of Formal Education

	Number of Respondents	Percentage
Education		
Doctorate in Nursing	14	7
Doctorate in Other Field	15	7
Master's in Nursing Education	86	41
Master's in Nursing Administration	13	6
Master's in Nursing Informatics	1	0
Clinical Specialist	15	7
Nurse Practitioner	13	6
Nurse Anesthetist	0	0
Nurse Midwife	2	1
Master's in Other Field	15	7
Baccalaureate in Nursing	36	17
Baccalaureate in Other Field	1	0
Diploma in Nursing	0	0
Associate Degree in Nursing	0	0
Associate Degree in Other Field	0	0
Diploma from a Licensed/Vocation Program	0	0
Total	211	100

Fifty-nine or twenty-nine percent of two-hundred and eleven respondents earned between $40,000 and $49,000 and fifty-eight respondents or twenty-seven percent earned between $50,000 and $59,000 at their nursing education positions per year before taxes. Twenty-seven or thirteen percent of respondents reported their nursing education incomes ranged between $30,000 and $39,000 each year before taxes. Twenty-one or ten percent of respondents reported yearly nursing education income before taxes between $60,000 and $69,000. Seven percent or fourteen respondents stated their yearly incomes earned at nursing education before taxes were between $70,000 and $79,000, two percent or four respondents earned between $80,000 and $89,000 and another two percent or four respondents earned between $90,000 and $99,000 each year before taxes at their nursing education positions. Three individuals or one percent of respondents earned $100,000 or more per year. Four respondent or two percent earned less than $20,000.00 and six respondents or three percent reported their nursing education salaries to range from $20,000 to $29,000. Three respondents or one percent preferred not to answer. Table 4-7 provides results of responses related to yearly income, before taxes earned at nursing education positions.

Table 4-7

Responses Related to Yearly Income, Before Taxes from Nursing Education Positions

	Number of Respondents	Percentage
Nursing Education Income		
Less than $20,000	4	2
$20,000 - $29,000	6	3
$30,000 - $39,000	27	13
$40,000 - $49,000	59	28
$50,000 - $59,000	58	27
$60,000 - $69,000	21	10
$70,000 - $79,000	14	7
$80,000 - $89,000	11	5
$90,000 - $99,000	4	2
$100,000 and up	4	2
Prefer not to answer	3	1
Total	211	100

Of the two-hundred and eleven respondents, eighty-three or thirty-nine percent stated they had another job that supplemented salary earned at their nursing education positions. One-hundred-twenty-eight individuals or sixty-one percent reported they did not have another job that supplemented salary earned at their nursing education positions. Table 4-8 provides results of responses related to another job that supplements salary earned at nursing education positions.

Table 4-8

Responses Related to Another Job That Supplements Salary From Nursing Education Positions

	Number of Respondents	Percentage
Supplemental Income		
Yes	83	39
No	128	61
Total	211	100

Twenty-five percent or fifty-three respondents stated their total yearly household incomes before taxes ranged from $50,000-$74,999. Another twenty-five percent or fifty-two respondents stated their total yearly household incomes before taxes ranged between $100,000 and $149,999. Fifty respondents or twenty-four respondents reported total yearly household incomes before taxes between $75,000 and $99,999. Eighteen respondents or nine percent reported total yearly household incomes before taxes between $150,000 and $199,999. Nine respondents or four percent reported total yearly household incomes before taxes of $200,000 or more. Seventeen respondents or eight percent reported total yearly household incomes before taxes between $35,000 and $49,999. Two respondents or one percent reported total yearly household incomes before taxes of less than $15,000. One respondent reported total yearly household incomes before taxes between $25,000 and $34,999. Nine respondents or four percent of the sample preferred not to answer. Table 4-9 provides the results of responses related to total yearly household incomes before taxes.

Table 4-9

Responses Related to the Total Yearly Household Income before Taxes

	Number of Respondents	Percentage
Household Income		
Less than $15,000	2	2
$15,000 - $24,999	0	0
$25,000 – $34,999	1	0
$35,000 - $44,999	17	8
$45,000 - $74,999	52	25
$75,000 - $99,999	50	24
$100,000 - $149,999	53	25
$150,000 - $199,999	18	9
$200,000 and up	9	4
Prefer not to answer	9	4
Total	211	100

Of the two-hundred and eleven nurse educators surveyed, two-hundred and four or ninety-seven percent described themselves as White/Caucasian. Two individuals or one percent described themselves as Black/African American, one nurse educator or less than one percent was Spanish/Hispanic/Latino and two individuals or one percent preferred not to answer. Table 4-10 provides results of responses related to nurse educator's ethnic background.

Table 4-10

Responses Related to Nurse Educators Ethnic Background

	Number of Respondents	Percentage
Ethnic Background		
White/Caucasian	204	97
Spanish/Hispanic/Latino	1	0
Black/African American	2	1
Asian	0	0
Pacific Islander	0	0
Native American	1	0
Other	1	0
Prefer not to answer	2	1
Total	211	100

Although faculty from seven states was sent the survey, responses from thirteen states were received. This is most likely due to nurse educators residing in states other than those they were employed. All faculty responses from responding states were used in statistical analysis. Sixteen or eight percent of respondents declared their state of residence as Colorado, twenty-nine or fourteen percent were from Iowa, three or one percent were from Illinois, thirty-four or sixteen percent were from Kansas, and forty-one or nineteen percent were from Missouri. Fifty-six respondents or twenty-seven percent were from Nebraska and twenty-one or ten percent of respondents were from South Dakota. Eleven individuals or eight percent of respondents lived in one of the following states, California, Connecticut, Delaware, Indiana, North Dakota, or Washington. Table 4-11 provides results of the responses related to state of residence.

Table 4-11

Responses Related to State of Residence

	Number of Respondents	Percentage
State		
Colorado	16	8
Iowa	29	14
Kansas	34	16
Missouri	41	19
Nebraska	56	27
South Dakota	21	10
Connecticut, California, Delaware, Indiana, North Dakota, Washington	11	8
Total	211	100

Seven nurse educators or three percent who responded to the survey stated they had been employed as nurses between one and four years. Sixteen or eighteen percent had been employed as nurses between five and nine years, twenty-two or ten percent had been employed as nurses between ten and fourteen years and an additional twenty-two individuals or ten percent had been employed as nurses between fifteen and nineteen years. Thirty-one or fifteen percent of respondents had been employed as nurses between twenty to twenty-four years and twenty-nine or fourteen percent of those individuals had been employed as nurses between twenty-five and twenty-nine years. Eighty-four or forty percent of individuals who responded had been employed as nurses for thirty years or more. Table 4-12 provides the results of responses related to number of years, including part time years, employed as nurses.

Table 4-12

Responses Related to Number of Years, Including Part Time Years, Employed In Nursing

	Number of Respondents	Percentage
Years Employed In Nursing		
1 – 4	7	3
5 – 9	16	8
10 – 14	22	10
15 – 19	22	10
20 – 24	31	15
25 – 29	29	14
30 or more	84	40
Total	211	100

Of the two-hundred-eleven respondents one hundred-eighty-two or eighty-six percent were employed fulltime. Of those employed fulltime, seventy-eight individuals or thirty-seven percent were employed fulltime with twelve month contracts and one-hundred-four or forty-nine percent were employed fulltime with nine month contracts. Sixteen respondents or eight percent were employed part time, one half of whom were employed part time with twelve month contracts and the remaining eight were employed part time with nine or ten month contracts. Seven individuals or three percent reported adjunct contracts and six individuals or three percent described employment status in their school of nursing as “other”. Table 4-13 provides results of responses related to employment status in schools of nursing.

Table 4-13

Responses Related to Employment Status in Schools of Nursing

	Number of Respondents	Percentage
Employment Status		
Employed full time, 12 month contract	78	37
Employed full time, 9 or 10 month contract	104	49
Employed part time, 12 month contract	8	4
Employed part time, 9 or 10 month contract	8	4
Adjunct contract	6	3
Other	6	3
Total	211	100

Nine individuals or four percent of respondents stated they had been teaching nursing, including part time years, less than one year. Fifty-six or twenty-seven percent reported teaching between one and four years. Fifty respondents or twenty-four percent stated they had been teaching nursing between five and ten years. Thirteen percent or 27 individuals have taught nursing between eleven and fifteen years, eleven percent or 24 individuals have taught between sixteen and twenty years, eight percent or sixteen individuals have taught between twenty-one and twenty-five years. Fourteen percent or twenty-nine individuals have taught nursing more than twenty-five years. Table 4-14 provides results of responses related to number of years, including part time years, respondents taught nursing.

Table 4-14

Responses Related to Number of Years, Including Part Time Years, Nurse Educators Taught Nursing

	Number of Respondents	Percentage
Years Employed In Nursing Education		
Less than 1	9	4
1 – 4	56	27
5 – 10	50	27
11 – 15	27	13
16 – 20	24	11
21 – 25	16	8
More than 25	29	14
Total	211	100

Thirty-one individuals or fifteen percent of nurse educators have been in their present teaching position less than one year. Seventy-five or thirty-six percent of nurse educators have been in their present teaching position between one and four years, thirty-nine or eighteen percent have been in their present teaching position between five and nine years, twenty-one or ten percent have been in their present teaching position between ten and fourteen years and forty-five individuals or twenty-one percent have been in their present teaching position for fifteen years or more. Table 4-15 provides results of responses related to number of years, including part time years, respondents have been in their present teaching position.

Table 4-15

Responses Related to Number of Years, Including Part Time Years Nurse Educators Have Been In Their Present Teaching Positions

	Number of Respondents	Percentage
Years Employed In Present Teaching Position		
Less than 1	31	15
1 – 4	75	36
5 – 9	39	18
10 – 14	21	10
15 or more	45	21
Total	211	100

Twenty-three percent or forty-eight respondents stated up to one-hundred students are enrolled in the school of nursing in which they are presently teaching. Twenty-seven percent or fifty-six respondents stated between one-hundred-one and two-hundred students are enrolled in the school of nursing. Fourteen percent or twenty-nine respondents had between two-hundred-one and three hundred students enrolled. Twelve percent or twenty-five respondents stated between three-hundred-one and four-hundred students are enrolled in the nursing school in which they teach. Ten percent or twenty-two respondents reported between four-hundred one and five-hundred students are enrolled in the school of nursing in which they teach. Fifteen percent or thirty-one individuals report that more than five hundred students are enrolled in their school of nursing. Table 4-16 provides results of responses related to number of students enrolled in the nurse educator's school of nursing.

Table 4-16

Responses Related to Number of Students Enrolled in the Nurse Educator's School of Nursing

	Number of Respondents	Percentage
Number of Students Enrolled in School of Nursing		
Up to100	48	23
101 – 200	56	27
201 – 300	29	14
301 – 400	25	12
401 – 500	22	10
More than 500	31	15
Total	211	100

Six percent or thirteen respondents spend the greatest percentage of their time teaching in practical nursing programs. Less than one percent of respondents state they spend the greatest percentage of their time teaching in diploma nursing programs. Fifty-four percent or one-hundred-fourteen individuals spend the greatest percentage of their time teaching in associate of science in nursing degree programs. Thirty-one percent or sixty-five percent of respondents spend the greatest amount of time teaching in baccalaureate of science in nursing programs. Nine percent or eighteen individuals spend the greatest percentage of their time teaching in graduate nursing programs. Table 4-17 provides results of responses related to types of nursing programs nurse educators spend greatest percentage of time teaching.

Table 4-17

Responses Related to Types Of Nursing Programs Nurse Educators Spend Greatest Percentage of Time Teaching

	Number of Respondents	Percentage
Type of Nursing Program		
Practical Nursing	13	6
Diploma Nursing	1	0
Associate of Science Degree In Nursing	114	54
Bachelor of Science Degree In Nursing	65	31
Graduate	18	9
Post Graduate	0	0
Total	211	100

Three percent or seven individuals described being very dissatisfied with their nursing faculty positions. Ten percent or twenty-two individuals described being dissatisfied with their nursing faculty positions. Eight percent or sixteen individuals described being neither satisfied or dissatisfied with their nursing faculty positions. Fifty-three percent or one-hundred-eleven respondents described being satisfied with their nursing faculty positions, and twenty-six percent or fifty-five individuals described being very satisfied with their nursing faculty positions. Table 4-18 provides results of responses related to satisfaction with nursing faculty positions.

Table 4-18

Responses Related to Satisfaction with Nursing Faculty Positions

	Number of Respondents	Percentage
Satisfaction		
Very dissatisfied	7	3
Dissatisfied	22	10
Neither satisfied or dissatisfied	16	8
Satisfied	111	53
Very satisfied	55	26
Total	211	100

Seventy-eight respondent or thirty-seven percent plan to leave nursing education in one to five years. Forty-one respondents or nineteen percent plan to leave nursing education in six to ten years, and nine respondents or four percent plan to leave nursing education in eleven to fifteen years. Eighty-three or thirty nine percent of respondents do not plan to leave nursing education until retirement. Table 4-19 provides results of responses related to when nurse educators plan to leave nursing education.

Table 4-19

Responses Related to When Nurse Educators Plan to Leave Nursing Education

	Number of Respondents	Percentage
When Nurse Educators Plan to Leave Nursing Education in Years		
1 – 5	78	37
6 – 10	41	19
11 – 15	9	4
No plans to leave until retirement	83	39
Total	211	100

One percent or two individuals plan to leave nursing education because of a disagreement with a supervisor. Two percent or four individuals plan to leave nursing education because of relocation. Five percent or ten respondents plan to leave nursing education because of an unsupportive work environment, while six percent or thirteen individuals plan to leave nursing education because of a new position in nursing. Nine percent or nineteen individuals plan to leave nursing education because of workload issues, another nine percent or eighteen individuals plan to leave nursing for other reasons. Twelve percent or twenty-six respondents plan to leave nursing education because of salary issues. Fifty-six percent or one-hundred-eighteen individuals plan to leave nursing education because of retirement. Table 4-20 provides results of responses related to reasons nurse educators plan to leave nursing education.

Table 4-20

Responses Related to Reasons Nurse Educators Plan to Leave Nursing Education

	Number of Respondents	Percentage
Reasons for Leaving Nursing Education		
Workload Issues	19	9
Salary Issues	26	12
Family Issues	0	0
Relocation	4	2
Difference of Agreement with My Supervisor	2	1
Difference of Agreement with My Peers	0	0
An Unsupportive Work Environment	10	5
A New Position in Nursing	13	6
A New Position Outside Of Nursing	1	0
Retirement	118	56
Other	18	9
Total	211	100

Inferential Statistics

Hypothesis one. The first research question was: Is there a relationship between gender of nurse educators and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one

another. Expected frequencies were calculated based on percent of total respondents. Table 4-21 provides results of cross tabulations for gender and years employed in nursing education.

Table 4-21

Cross Tabulations for Gender and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Gender				
Male	4	3	3	10
Female	62	73	66	201
Total	66	76	69	211

More nurse educators reported their gender as female, and the number of years employed in nursing education was fairly evenly distributed between both genders as shown in Table 4-21. The relationship between gender and number of years employed in nursing education was not statistically significant at the .05 level (X^2 = .401, df = 2, ρ = .818). However, the assumption that each cell has a frequency of five was violated in the case of gender as fifty percent of cells had an expected count less than five (Burns and Grove, 2005).

Hypothesis two. The second research question was: Is there a relationship between ages of nurse educators and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table 4-22 provides results of cross tabulations for age and years employed in nursing education.

Table 4-22

Cross Tabulations for Age and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Age				
25-34	19	3	0	23
35-44	16	18	1	35
45-54	25	35	19	79
55-64	5	18	45	68
65 and older	1	1	4	6
Total	66	76	69	211

The older the age of the nurse educator the longer the nurse educator was employed in nursing education as shown in Table 4-22. The relationship between age of nurse educators and number of years employed in nursing education was statistically significant at the .001 level (X^2 = 87.946, df = 8, ρ = .000).

Hypothesis three. The third research question was: Is there a relationship between number of children under age eighteen living in nurse educators' households and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table 4-23 provides results of cross tabulations for number of children under 18 years and years employed in nursing education.

Table 4-23

Cross Tabulations for Number of Children Under18 Years and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Number of Children				
0	25	35	57	117
1	17	15	5	37
2 or more	23	26	7	56
Total	65	76	69	211

The longer nurse educators were employed in nursing education, the fewer number of children under age eighteen living in nurse educators' homes. The relationship between numbers of children under age eighteen living in homes of nurse educators and number of years employed in nursing education was statistically significant at the .001 level (X^2 = 31.528, df = 4, ρ = .000).

Hypothesis four. The fourth research question was: Is there a relationship between number of individuals over age eighteen living in nurse educators' households for whom nurse educators are responsible and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table 4-24 provides results of cross tabulations for individuals over 18 years and years employed in nursing education.

Table 4-24
Cross Tabulations for Individuals Over 18 Years and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Individuals over 18				
Yes	19	26	15	60
No	47	50	54	151
Total	66	76	69	211

More nurse educators reported they were not responsible for other individuals over age 18 in their homes as shown in Table 4-24. However, the relationship between individuals over age eighteen for whom nurse educators were responsible and number of years employed in nursing education was not statistically significant at the .05 level ($X^2 = 2.605$, df = 2, $\rho = .272$).

Hypothesis five. The fifth research question was: Is there a relationship between marital statuses of nurse educators and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table 4-25 provides results of cross tabulations for marital status and years employed in nursing education.

Table 4-25

Cross Tabulations for Marital Status and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Marital Status				
Married	53	65	54	172
All other categories	13	11	15	39
Total	66	76	69	211

Overwhelmingly, nurse educators reported they were married as shown in Table 4-25.The relationship between marital status and number of years employed in nursing education was not statistically significant at the .05 level (X^2 = 1.455, df = 2, ρ = .483).

Hypothesis six. The sixth research question was: Is there a relationship between highest level of formal education of nurse educators and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table 4-26 provides results of cross tabulations for highest level of formal education and years employed in nursing education.

Table 4-26

Cross Tabulations for Highest Level of Formal Education and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Highest Level of Formal Education				
Doctorate	5	7	16	28
MSN in Nursing Education	14	42	30	86
Other MSN	18	20	22	60
BSN	29	7	1	37
Total	66	76	69	211

Most nurse educators reported they held a master's of science in nursing as shown in Table 4-26. The relationship between highest level of formal education and number of years employed in nursing education was statistically significant at the .001 level ($X^2 = 57.140$, df = 6, $\rho = .000$).

Hypothesis seven. The seventh research question was: Is there a relationship between yearly income earned at nursing education positions and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table 4-27 provides results of cross tabulations for income earned at nursing education position and years employed in nursing education.

Table 4-27

Cross Tabulations for Income Earned at Nursing Education Position and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Income Earned at Nursing Education Position				
Less than $39,000	21	12	5	38
$40,000 - $49,000	26	19	14	59
$50,000 - $59,000	11	27	20	58
$60,000 - $69,000	2	6	13	21
Over $70,000	5	11	16	32
Prefer Not To Answer	1	1	1	3
Total	66	76	69	211

Over one half of nurse educators reported earnings ranging between $40,000 and $59,000 per year from their nursing education positions before taxes as shown in Table 4-27. The relationship between yearly income earned at nursing education positions and number of years employed in nursing education was statistically significant at the .001 level ($X^2 = 35.437$, df = 10, $\rho = 000$).

Hypothesis eight. The eighth research question was: Is there a relationship between having another job that supplements the salary earned at nursing education positions and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected

frequencies were calculated based on percent of total respondents. Table 4-28 provides results of cross tabulations for supplemental salaries and years employed in nursing education.

Table 4-28

Cross Tabulations for Supplemental Salaries and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Supplemental Salary				
Yes	31	31	22	84
No	34	45	47	127
Total	66	76	69	211

The majority of nurse educators reported they did not have another job to supplement salary earned at their nursing education position as shown in Table 4-28. However, the relationship between supplemental income and number of years employed in nursing education was not statistically significant at the .05 level ($X^2 = 3.230$, df = 2, $\rho = .199$).

Hypothesis Nine. The ninth research question was: Is there a relationship between total yearly household incomes before taxes of nurse educators and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table 4-29 provides results of cross tabulations for household income and years employed in nursing education.

Table 4-29

Cross Tabulations for Household Income and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Household Income				
Less than $49,000	9	8	4	20
$50,000 - $74,999	18	17	17	52
$75,000 - $99,999	16	23	10	50
$100,000 - $149,999	16	17	20	53
$150,000 – Over $200,000	4	8	15	27
Prefer Not To Answer	3	3	3	9
Total	66	76	69	211

The vast majority of nurse educators reported yearly household earnings before taxes ranging between $50,000 and $150,000 per year as shown in Table 4-27. However, the relationship between household income and number of years employed in nursing education was not statistically significant at the .05 level (X^2 = 14.609, df = 10, ρ = .147).

Hypothesis ten. The tenth research question was: Is there a relationship between racial/ethnic background of nurse educators and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table 4-30 provides results of cross tabulations for racial/ethnic background and years employed in nursing education.

Table 4-30

Cross Tabulations for Ethnic Background and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Ethnic Background				
White/Caucasian	61	75	68	204
Other	4	0	1	5
Prefer Not To Answer	1	1	0	2
Total	66	76	69	211

The overwhelming number of nurse educators reported their ethnic background as White/Caucasian as shown in Table 4-30. However, the relationship between ethnic background and number of years employed in nursing education was not statistically significant at the .05 level ($X^2 = 7.057$, df = 5, $\rho = .133$). However, the assumption that each cell has a frequency of five was violated in the case of ethnic background as sixty-six percent of cells had an expected count less than five (Burns and Grove, 2005).

Hypothesis eleven. The eleventh research question was: Is there a relationship between state of residence of nurse educators and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. Although faculty from seven states was sent the survey, responses from thirteen states were received. This is most likely due to nurse educators residing in states other than where employed. All faculty responses from responding states were used in the statistical analysis. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total

respondents. Table 4-31 provides results of cross tabulations for state of residence and years employed in nursing education.

Table 4-31

Cross Tabulations for State of Residence and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
State				
Colorado	5	6	5	16
Iowa	12	8	9	29
Kansas	7	15	12	34
Missouri	15	12	14	41
Nebraska	17	20	18	55
South Dakota	5	8	8	21
Connecticut, California, Delaware, Indiana, North Dakota, Washington	2	9	6	17
Total	66	76	69	211

Interpretation of the statistical test revealed that no significant difference existed between state of residence of nurse educators and years employed in nursing education (X^2 = 17.635, df = 26, ρ = .889). However, the assumption that each cell has a frequency of five was violated in the case of state of residence as 59.5 % of cells had an expected count less than five (Burns and Grove, 2005).

Hypothesis twelve. The twelfth research question was: Is there a relationship between number of years including part time years employed as nurses and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table 4-32 provides results of cross tabulations for number of years employed as nurses and years employed in nursing education.

Table 4-32

Cross Tabulations for Number of Years Employed as Nurses and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Years Employed as Nurses				
1- 4	7	0	1	8
5 - 9	11	3	2	16
10 – 14	10	12	0	22
15 - 19	9	13	0	22
20 – 24	11	15	5	31
25 – 29	10	8	11	29
30 or more	8	25	50	83
Total	66	76	69	211

Clearly, those individuals who had been nurses longer had also been in nursing education longer as shown in Table 4-32. The relationship between number of years employed as nurses

and number of years employed in nursing education was statistically significant at the .001 level (X^2 = 81.282, df = 12, ρ = .000).

Hypothesis thirteen. The thirteenth research question was: Is there a relationship between nurse educators' employment status in schools of nursing of nurse educators and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table 4-33 provides results of cross tabulations for employment status in schools of nursing of nurse educators and years employed in nursing education.

Table 4-33

Cross Tabulations for Employment Status in Schools of Nursing of Nurse Educators and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Employment Status in School of Nursing				
Employed full time, 12 month contract	25	30	22	77
Employed full time, 9 or 10 month contract	30	39	35	104
Employed part time or other type of employment	11	7	12	30
Total	66	76	69	211

Eighty-six percent of nurse educators surveyed had full time contracts with their schools of nursing as shown in Table 4-32. The relationship between the employment status and number

of years employed in nursing education was not statistically significant at the .05 level (X^2 = 3.178, df = 4, ρ = .528).

Hypothesis fourteen. The fourteenth research question was: Is there a relationship between number of years, including part time years, taught by nurse educators and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table 4-34 provides results of cross tabulations for number of years taught by nurse educators and years employed in nursing education.

Table 4-34

Cross Tabulations for Number of Years Taught by Nurse Educators and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Number of Years Taught				
Less than 1	10	0	0	10
1- 4	56	0	0	56
5 - 10	0	50	0	50
11 – 15	0	26	0	26
16 - 20	0	0	24	24
21 – 25	0	0	16	16
More than 25	0	0	29	29
Total	66	76	69	211

Not surprisingly, those individuals who had been nurse educators longer had been in nursing education longer as shown in Table 4-32. The relationship between numbers of years employed as nurse educators and number of years employed in nursing education was statistically significant at the .001 level (X^2 = 424.000, df = 12, ρ = .000).

Hypothesis fifteen. The fifteenth research question was: Is there a relationship between number of years, including part time years, in nurse educators' present positions and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table 4-35 provides results of cross tabulations for number of years in nurse educators' present positions and years employed in nursing education.

Table 4-35

Cross Tabulations for Number of Years In Nurse Educators' Present Positions and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Years In Present Nursing Education Positions				
Less than 1	21	9	2	32
1- 4	44	23	8	75
5 - 9	1	28	10	39
10 – 14	0	10	10	20
15 or more	0	6	39	45
Total	66	76	69	211

Interestingly, more individuals who had been in their present nursing education positions between zero and four years had also been in nursing education longer as shown in Table 4-35. The relationship between number of years in present nursing education positions and number of years employed in nursing education was statistically significant at the .001 level (X^2 = 144.432, df = 8, ρ = .000).

Hypothesis sixteen. The sixteenth research question was: Is there a relationship between numbers of students in nurse educators' schools and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table 4-36 provides results of cross tabulations for numbers of students in nurse educators' schools and years employed in nursing education.

Table 4-36

Cross Tabulations for Numbers of Students in the Nurse Educators' School of Nursing and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Number of Students in School of Nursing				
Up to 100	15	18	16	49
101- 200	20	21	15	56
201 - 300	9	9	11	29
301 – 400	8	10	7	25
401 - 500	7	7	8	22
More than 500	7	11	12	30
Total	66	76	69	211

Forty-nine percent of respondents stated the size of their schools of nursing were between one and two hundred students as shown in Table 4-36. The relationship between numbers of students in schools of nursing and number of years employed in nursing education was not statistically significant at the .05 level ($X^2 = 3.080$, df = 10, $\rho = .979$).

Hypothesis seventeen. The seventeenth research question was: Is there a relationship between type of nursing education program the nurse educators spend the greatest percentage of their time teaching and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table

4-37 provides results of cross tabulations for type of nursing program and years employed in nursing education.

Table 4-37

Cross Tabulations for Type of Nursing Program and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Type of Nursing Program				
Practical/Diploma	4	6	5	15
ADN	34	46	34	114
BSN	25	17	23	65
Graduate or Post	3	7	7	17
Total	66	76	69	211

Eighty-four percent of respondents taught in associate or baccalaureate degree nursing programs as shown in Table 4-37. The relationship between type of nursing program and number of years employed in nursing education was not statistically significant at the .05 level ($X^2 = 5.878$, df = 6, $\rho = .437$).

Hypothesis eighteen. The eighteenth research question was: Is there a relationship between level of satisfaction with nurse educators' present positions and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table 4-38 provides results of cross tabulations for nurse educator satisfaction and years employed in nursing education.

Table 4-38

Cross Tabulations for Nurse Educator Satisfaction and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Nurse Educator Satisfaction				
Very Dissatisfied/ Dissatisfied/Neither Satisfied or dissatisfied	11	18	16	45
Satisfied	35	39	38	112
Very Satisfied	20	19	15	54
Total	66	76	69	211

Nurse educators were overwhelmingly satisfied or very satisfied with their faculty position program as shown in Table 4-38. The relationship between the satisfaction of the nurse educator and the number of years employed in nursing education was not statistically significant at the .05 level ($X^2 = 2.028$, df = 4, $\rho = .731$).

Hypothesis nineteen. The nineteenth research question was: Is there a relationship between nurse educators' plans to leave nursing education in years and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table 4-39 provides results of cross tabulations for plans to leave nursing education and years employed in nursing education.

Table 4-39

Cross Tabulations for Plans to Leave Nursing Education in Years and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Plans to Leave Nursing Education in Years				
1 – 5	18	24	36	78
6 – 10	9	16	16	41
11 or more	39	36	17	92
Total	66	76	69	211

Thirty-one percent of nurse educators plan to leave nursing education in one to five years after being employed in nursing education for four years or less as shown in Table 4-39. The relationship between plans to leave nursing education in years and number of years employed in nursing education was statistically significant at the .001 level ($X^2 = 17.622$, df = 4, $\rho = .001$).

Hypothesis twenty. The twentieth research question was: Is there a relationship between reasons nurse educators pan to leave nursing education and years employed in nursing education? The null hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table 4-40 provides results of cross tabulations for reasons nurse educators plan to leave nursing education and years employed in nursing education.

Table 4-40

Cross Tabulations for Reasons for Leaving Nursing Education and Years Employed in Nursing Education

	Number of Years Employed in Nursing Education			
	0-4	5-15	16-25+	Total
Reasons for Leaving Nursing Education				
Workload Issues	5	5	9	19
Salary Issues	11	13	2	26
Other	20	12	4	36
Other 2	0	6	6	12
Retirement	30	40	48	112
Total	66	76	69	211

One half of nurse educators' surveyed reported they were leaving nursing education due to retirement. Of that, one half approximately twenty-seven percent, were retiring after only teaching for four years. Approximately thirty-six percent were retiring after five to fifteen years in nursing education and approximately forty-three percent were retiring after sixteen to twenty-five or more years in nursing education. Of those individuals employed in nursing education four years or less more than 35 percent were leaving nursing education because of workload issues or salary issues, while those employed in nursing education five to fifteen years, forty percent were also leaving nursing education due to workload and salary issues as shown in Table 4-40. The relationship between reasons for leaving nursing education and number of years employed in nursing education was statistically significant at the .001 level ($X^2 = 30.195$, df = 8, $\rho = .000$).

Based on the information above, additional chi square analyses were conducted on relationship between years in present teaching position and formal educational level. The null

hypothesis that no difference would be found was tested using the chi square test of independence for significance. This particular form of the chi square test was appropriate because scores were independent of one another. Expected frequencies were calculated based on percent of total respondents. Table 4-41 provides results of cross tabulations for level of formal education and years employed in nursing education.

Table 4-41

Cross Tabulations for Years in Present Teaching Position and Level of Formal Education

	Formal Education				
	Doctorate	MSN with Education	Other MSN	BSN	Total
Years in Present Teaching Position					
Less than 1	4	8	12	8	32
1 – 4	9	26	15	25	75
5 - 9	2	20	14	3	39
10 – 14	4	10	6	0	20
15 or more	9	22	13	1	45
Total	27	86	60	37	211

Forty-one percent of respondents were nurse educators with a master's of science in nursing with an emphasis in nursing education had been in their present teaching position between less than one year and more than fifteen years while twenty-eight percent of nurse educators with other types of MSN education had been in their present teaching position between less than one year and more than fifteen years as shown in Table 4-41. The relationship between the years in present teaching position and level of formal education was statistically significant at the .001 level (X^2 = 37.087, df =12, ρ = .000).

CHAPTER FIVE

Discussion and Summary

This chapter will address the following topics: conclusions, discussion, generalizations, application to theory, relationship to theory, directions for future research, implications, and summary.

Conclusions

The results of this study supported the following hypotheses: there is a relationship between age of nurse educator, number of children under age eighteen living in homes of nurse educators, highest level of formal education of nurse educators, yearly income earned at nursing education position, number of years employed as nurses, number of years employed as nurse educators, number of years in present nursing education positions, plans to leave nursing education in years, reasons for leaving nursing education and years employed in nursing education. No statistical difference was found between individuals over age eighteen living in nurse educators' homes for whom nurse educator were responsible, marital status, supplemental income, household income, ethnic background, state of residence, employment status, size of school of nursing, type of nursing education program, or satisfaction with nursing education position and years employed in nursing education.

Discussion

The findings suggest several topics for consideration. These topics include limitations, generalizability, application to theory, and relationship to literature.

Limitations

One limitation of this study was the examination of only NLNAC accredited schools. No assumption of representativeness of the sample to different types of accreditation processes used by schools of nursing nor to schools not accredited by any organization can be made. Similarly, only nursing faculty with email addresses were surveyed. This limits the ability to generalize results because not all nursing faculty have access to a computer or may be uncomfortable responding to an electronic survey.

A limitation to this study was the survey itself. The survey, which collected essentially demographic data and opinions, was developed by the author for the purposes of this study. It was reviewed and piloted by a small group of students in a doctoral program and faculty with research expertise prior to implementation. Bryant (2004) states, "Demographic data and respondent opinions about matters reported using a Likert scale require no elaborate validation process. The typical process of having a knowledgeable panel review a questionnaire along with a pilot study is usually sufficient in such studies." (p. 103).

The period of study was limited to approximately three weeks. The results of the study cannot be applied to other time periods or to predicting future comparisons among other states or programs. The study's intent was to examine only the time period selected and to report findings. An explanatory determination was beyond the scope of this study, but certainly should be entertained as a direction for future study.

The sample was inclusive of ninety-five percent female subjects and ninety-seven percent white/Caucasian subjects in the aggregate data. There were not adequate numbers of candidates in neither the male cell nor any of the other ethnic classifications cell to analyze the data.

Generalizations

Generalization of these findings is limited due to the sampling of only NLNAC accredited schools of nursing, nursing faculty members with email addresses, lack of male respondents, and lack of respondents from other ethnic backgrounds other than white/Caucasian and selected time period of the study. Although faculty from seven states were sent the survey, responses from thirteen states were received. This is most likely due to nurse educators residing in states other than where they are employed. All faculty responses from responding states were used for a selected time period. Because of these delimitations, findings supported applying results only to faculty members who responded in those states during the time frame of the study period.

Application to Theory

Senge (2006) uses five dimensions to distinguish the learning organization from more traditional organizations, and these five converge to innovate learning organizations. They are: systems thinking, personal mastery, mental models, building shared vision, and team learning. The dimensions of systems thinking, personal mastery and team learning will be examined in their relation to this study. Systems thinking allows one to view nursing education as a system. If one looks at the system of nursing education, one realizes schools of nursing educate their replacements. Hence, institutions are in control of incentives they create to direct nurses into nursing education and methods they choose to attract and retain nurse educators such as salary and workload.

As deans and directors of schools of nursing recruit and hire new faculty, more attention should be paid to hiring those individuals who are educationally prepared with a masters degree in nursing and have children under the age of eighteen at home. Obtaining this information might

be a privacy infringement, but it is generally well accepted that academic schedules work well with the school schedules of young children.

If a learning organization requires personal mastery then having adequate preparation for mastery and time to achieve mastery is desirable. This study supports the concept of personal mastery in that the relationship between highest level of formal education and number of years employed in nursing education was statistically significant at the .001 level (X^2 = 57.140, df = 6, ρ = .000). Educational preparation is one method of attaining personal mastery. Another method of attaining personal mastery is expertise and experience in the field. The relationship between number of years employed in nursing and number of years employed in nursing education was statistically significant at the .001 level (X^2 = 424.000, df = 12, ρ = .000). Similarly, the relationship between the number of years in present nursing education position and number of years employed in nursing education was statistically significant at the .001 level (X^2 = 144.432, df = 8, ρ = .000). Mental models are deeply ingrained assumptions and generalizations that influence how one understands the world and how one takes action (Senge, 2006). The discipline of mental models starts with turning the mirror inward; learning to unearth the internal pictures of the world, to bring them to the surface and hold them rigorously to scrutiny. It also includes the ability to carry on 'learningful' conversations that balance inquiry and advocacy, where people expose their own thinking effectively and make that thinking open to the influence of others (Senge, 2006). In nursing education the assumption is that teachers are valued less than practitioners. This is evident in the discrepancy between lower salaries earned by nurse educators and higher salaries paid to practitioners with comparable education (Newland, 2006). This mental model of the value of nurse educators as compared to practitioners must be changed. In this study the relationship between yearly incomes earned at nursing

education positions and number of years employed in nursing education was statistically significant at the .001 level (X^2 = 35.437, df = 10, ρ = .000). The relationship between reasons for leaving nursing education and number of years employed in nursing education was also statistically significant at the .001 level (X^2 = 30.195, df = 8, ρ = .000). Of those individuals employed in nursing education four years or less, more than 35 percent reported leaving nursing education because of workload issues or salary issues, while forty percent of those employed in nursing education five to fifteen years, were also leaving nursing education due to workload and salary issues.

According to Senge (2006), the concept of team learning begins with dialogue. In nursing education dialogue begins with investigating factors which are associated with long term employment in the field. This dialogue has implications for type of individuals who educate the educators, how these educators are compensated and workload required of these educators. Again, factors that were statistically significant in this study were age, number of children under age eighteen living in the homes of the nurse educator, highest level of formal education of the nurse educators, yearly income earned at nursing education positions, number of years employed as nurses, number of years employed as nurse educators, number of years in present nursing education positions, plans to leave nursing education in years, reasons for leaving nursing education and years employed in nursing education. Although shared vision is one of the core disciplines in Senge's learning organization, this study did not address the issue.

Relationship to Literature

The study which found that seventy percent of participants were 45 years or older, supported the findings of the (AACN) report, *2006-2007 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing* in which age has been declared by the AACN

as one reason for the shortage in nursing faculty. In a White Paper from the AACN (2005) issues related to dwindling numbers of full-time faculty were summarized. One of the issues addressed was faculty age. The average ages of doctoral-prepared nurse faculty holding ranks of professor, associate professor, and assistant professor were 58.6, 55.8, and 51.6 years, respectively. For master's degree-prepared nurse faculty, the average ages for professors, associate professors and assistant professors were 56.5, 54.8 and 50.1 years, respectively (AACN, 2007).

This study investigated individual characteristics of nurse faculty's lives such as number of children under age eighteen living in nurse educators' households, individuals over age eighteen for whom nurse educators were responsible, marital status, supplemental income, household income, ethnic background, state of residence, and employment status. Only number of children under age eighteen living in nurse educators' homes was statistically significant. This finding is supported the work of Gould and Fontenla in 2006. Although Gould and Fontenla (2006) studied bedside nurses rather than nurse educators in a qualitative interview looking at commitment to nursing, they found that family friendly policies emerged as most important in securing nursing commitment. This study suggests that family friendly policies may also be important in securing commitment to nursing education.

Reasons for leaving nursing education, which include retirement, salary and workload were described in this study. Results from the NLN/Carnegie National Survey, Kaufman, 2007, identified salary as the factor with which nurse faculty are least satisfied. According to Berlin and Sechrist (2002) as faculty age, faculty retirement is also expected to increase across the U.S. over the next decade. Similarly, Duffield, O'Brien Pallas and Aitken (2004) studied why nurses leave nursing and found that personal characteristics such as age, initial nursing qualifications, subsequent educational qualifications and seniority of nursing position, strongly influenced

tenure in nursing. Faculty workload was investigated by a task force of the National League for Nursing and the results reported by Durham, Merritt, and Sorrell (2007). The aim of the task force was to determine the process for evaluating present workload via a workload survey. Study results included lack of release time for research and scholarship by tenure-track and tenured faculty, lack of credit for serving as committee chairs or chairing dissertation committees and failure to adjust the workload for faculty members who were enrolled in doctoral study.

This study determined thirty-one percent of nurse educators plan to leave nursing education in one to five years, after being employed in nursing education for four years or less. This finding supported the work of Berlin and Sechrist (2002, 2005) who found departure from academic life, specifically, the decline in percent of younger faculty was an area of some note. From1993 to 2004, the percentage of doctorally prepared faculty members between ages of 56-65, and over 65 years increased by 19.5 and 2.6 percent, respectively, In contrast, there were decreases in the age groups 35 years and younger (0.6%), 36-45 years (19.4%), and 46-55 years (2.1%) (Berlin & Sechrist, 2002a, 2005c). The decline in the 36-45 group of doctorally prepared faculty is particularly troublesome, given that "the doctoral degree should be considered the appropriate and desired credential for a career as a nurse educator" (AACN, 1996, p. 3). Advancement to the next age category accounts for some of the decline, but egression from academic life is the major reason for the loss of younger faculty members. Master's prepared faculty in the 36-45 year group showed the same pattern of decline (Berlin & Sechrist, 2005d).”(American Association of Colleges of Nursing [AACN], 2005).

Directions for Future Research

Findings from this study support several areas for future research. This study can be used in the future to open dialogue regarding factors that are important for recruitment and retention

of nursing faculty. Replicating the study in a wider geographic range would provide a more representative sample of nurse educators. Based upon findings from this investigation the following recommendations were developed:

1. repeat measures in other states;
2. obtain larger representative samples from varied geographical areas throughout the nation;
3. explore the shared vision of nursing and nursing education;
4. compare longevity in nursing education of master's prepared nurse faculty and master's prepared nurse faculty with an emphasis in nursing education;
5. determine factors, other than individual and employment, that may be responsible for the results of the study;
6. determine "bedside" nurse perceptions of the nurse faculty role.

Implications

As discussed earlier, the number of nursing faculty is decreasing and will continue to decrease as faculty members reach retirement age. This, along with the fact there is already a shortage of nurses, dictates the need to recruit more nursing faculty. This study identified the following individual and employment characteristics of retained nursing faculty: age, number of children under age eighteen living in homes of the nurse educators, highest level of formal education of nurse educators, yearly income earned at nursing education position, number of years employed as nurses, number of years employed as nurse educators, number of years in present nursing education positions, plans to leave nursing education in years, reasons for leaving nursing education and years employed in nursing education. This information is important to schools of nursing for retention of faculty, not only for individual institutions, but

also for nursing in general. If one understands individual and employment characteristics of retained nursing faculty this might help in recruitment and retention of nursing faculty. Because having a master's degree in nursing with an emphasis in nursing education is not a requirement for nursing faculty positions, one can not assume that new faculty members have the knowledge to teach effectively, nor can it be assumed that a master's degree in any nursing specialty will predict longevity in nursing education.

Summary

Facing a shortage of nurses and nursing faculty, colleges and universities need to consider those individual and employment characteristics are related to retention of nursing faculty. The need for more nursing faculty is clear. Recruiting and retaining new nurses into academia is crucial. Once these individuals join the ranks of nursing education, what individual or employment factors permit these individuals to stay in nursing education? The purpose of this study was to describe those individual and employment characteristics associated with retention in the nurse faculty role. Following College of Saint Mary IRB approval, faculty in National League for Nursing – Accrediting Commission (NLNAC) accredited schools of nursing in seven states were surveyed using tool developed by the author and administered electronically by Zoomerang.

Individual characteristics of nurse faculty were defined as age, gender, number of children under age 18, number of dependents over age 18 living in the home, marital status, household income, ethnic background, and state of residence.

Employment characteristics of nurse faculty were defined as highest level of formal education, salary earned at teaching position, job that supplements nursing education position, years employed as a nurse, employment status in school of nursing, years employed in present

nursing education position, students enrolled in school of nursing, majority of time spent in which type of program, satisfaction with faculty position, reasons for leaving faculty position, and time frame for leaving faculty position.

The results of this study supported the following hypotheses: there is a relationship between age of nurse, (X^2 =87.946, df = 8, ρ = .000), number of children under age eighteen living in the home of the nurse educator, (X^2 = 31.528, df = 4, ρ = .000), highest level of formal education of the nurse educator, (X^2 = 57.140, df = 6, ρ = .000), yearly income earned at the nursing education position, (X^2 = 35.437, df = 10, ρ = .000), number of years employed as a nurse, (X^2 = 81.282, df = 12, ρ = .000), number of years employed as a nurse educator, (X^2 = 424.000, df = 12, ρ = .000), number of years in the present nursing education position, (X^2 = 144.432, df = 8, ρ = .000), plans to leave nursing education in years, (X^2 = 17.622, df = 4, ρ = .000), reasons for leaving nursing education, (X^2 = 30.195, df = 8, ρ = .000) and years employed in nursing education.

No statistical difference was found between individuals over age eighteen for whom nurse educators were responsible, (X^2 = 2.605, df = 2, ρ = .272), marital status, (X^2 = 1.455, df = 2, ρ = .483), supplemental income, (X^2 = 3.23, df = 2, ρ = .199), household income, (X^2 = 14.609, df = 10, ρ = .147), ethnic background, (X^2 = 17.635, df = 26, ρ = .133), state of residence, (X^2 = , df = , ρ = .272), employment status, (X^2 = 3.178, df = 4, ρ = .528), size of school of nursing, (X^2 = 3.080, df = 10 ρ = .979), type of nursing education program, (X^2 = 5.878, df = 6, ρ = .437), satisfaction with nursing education position (X^2 = 2.028, df = 4, ρ = .731) and years employed in nursing education.

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APPENDIX A

Characteristics of Retained Nursing Faculty Survey

As a faculty member in an NLNCA- accredited nursing education program, you have been identified as a potential participant in a doctoral research study. My name is Ellen Piskac, and I am a doctoral candidate at college of Saint Mary in Omaha, Nebraska. My dissertation is entitled "Characteristics of Retained Nursing Faculty." The purpose of this study is to describe those individual and employment characteristics associated with retention in the nurse faculty role.

This survey was originally developed and piloted by the author. I am contacting NLNAC-accredited nursing education programs across the United States. My study can be used in the future to open dialogue regarding factors that are important for recruitment and retention of nursing faculty.

Please accept this invitation to participate in this online survey. Your identity will remain anonymous. It will take approximately 5 minutes to complete the survey. There is no compensation for you participation. Completion of the survey implies informed consent. A summary of the aggregate research data will be provided to your Dean upon request. Your participation is greatly appreciated. Thank you in advance for your time and effort.

1. Please indicate your gender

   Male

   Female

2. Please select the category that includes your age.

   18-24

25-34

35-44

45-54

55-64

65 or older

3. How many children under the age of 18 live in your household?

0

1

2

3

4

5

6 or more

4. Do you have other individuals in your home over the age of 18 for whom you are responsible?

Yes

No

5. Which one of the following best describes your marital status?

Single, never married

Married

Living with partner

Separated

Divorced

Widowed

Prefer not to answer

6. What is your highest level of formal education?

Doctorate in nursing

Doctorate in other field

Master's in nursing education

Master's in nursing administration

Master's in nursing informatics

Clinical specialist

Nurse practitioner

Nurse Anesthetist

Nurse midwife

Master's in other field

Baccalaureate in nursing

Baccalaureate in other field

Diploma in nursing

Associate degree in nursing

Associate degree in other field

Diploma from a licensed/vocational program

7. Which of the following ranges includes the yearly income earned from your nursing education position before taxes?

Less than $20,000

$20,000-$29,000

$30,000-$39,000

$40,000-$49,000

$50,000-$59,000

$60,000-$69,000

$70,000-$79,000

$80,000-$89,000

$90,000-$99,000

$100,000 and up

Prefer not to answer

8. Do you have another job that supplements the salary from your nursing education position?

Yes

No

9. Which one of the following ranges includes your total yearly household income before taxes?

Less than $15,000

$15,000-$24,999

$25,000-$34,999

$35,000- $49,999

$50,000- $74,999

$75,000- $99,999

$100,000- $149,999

$150,000- $199,999

$200,000 and up

Prefer not to answer

10. Which one of the following best describes you?

White/Caucasian

Spanish/Hispanic/Latino

Black/African American

Asian

Pacific Islander

Native American

Other

Prefer not to answer

11. In which state do you live?

AK

AL

AR

AZ

CA

CO

CT

DC

DE

FL

GA

HI

IA

ID

IL

IN

KS

KY

LA

MA

MD

ME

MI

MN

MO

MS

MT

NC

ND

NE

NH

NJ

NM

NV

NY

OH

OK

OR

PA

RI

SC

SD

TN

TX

UT

VA

VT

WA

WI

WV

WY

Outside the U.S.

12. How many years, including part time years, have you been employed as a nurse?

1-4 years

5-9 years

10-14 years

15-19 years

20-24 years

25-29 years

30 years or more

13. Which of the following describes your employment status in your school of nursing?

Employed full time, 12 month contract

Employed full time, 9 or 10 month contract

Employed part time, 12 month contract

Employed part time 9 or 10 month contract

Adjunct contract

Other

14. How many years, including part time years, have you taught nursing?

Less than 1 year

1-4 years

5-10 years

11-15 years

16-20 years

21-25 years

More than 25 years

15. How many years, including part time years, have you been in your present teaching position?

Less than 1 year

1-4 years

5-9 years

10-14 years

15 years or more

16. How many students are enrolled in your School of Nursing?

Up to 100

101-200

201-300

301-400

401-500

More than 500

17. In which type of nursing program do you spend the greatest percentage of you time teaching?

Practical Nursing

Diploma Nursing

ADN

BSN

Graduate

Post Graduate

18. Please describe how satisfied you are with your nursing faculty position.

Very dissatisfied

Dissatisfied

Neither satisfied or dissatisfied

Satisfied

Very satisfied

19. I plan to leave nursing education in

    1-5 years

    6-10 years

    11-15 years

    I don’t plan to leave until I retire

20. I plan to leave nursing education because of :

    Workload Issues

    Salary Issues

    Family Issues

    Relocation

    Difference of agreement with my supervisor

    Difference of agreement with my peers

    An unsupportive work environment

    A new position in nursing

    A new position outside of nursing

    Retirement

    Other