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Full-Time Nursing Faculty's Perceptions of Extrinsic Workload Factors

Diana Melanson
Walden University

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Walden University

College of Nursing

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Diana Melanson

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

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Walden University
2024

Abstract

Full-Time Nursing Faculty's Perceptions of Extrinsic Workload Factors

by

Diana Melanson

MSN, Ball State, 2013

BSN, Indiana University Kokomo, 2006

ASN, Indiana University Kokomo, 2004

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Nursing

Walden University

February 2024

Abstract

The worldwide shortage of nurses persists, with the gap between supply and demand growing steadily. One significant factor contributing to this shortage is the need for nursing faculty members, causing thousands of qualified prospective nursing students to be denied entry into nursing schools. To shed light on this issue, a phenomenological qualitative study was conducted to explore the perceptions of full-time nursing faculty members regarding their workload, specifically focusing on factors related to teaching responsibilities, guided by Herzberg's two-factor theory. To gather data, in-depth semi structured interviews were conducted with 13 full-time faculty members in the United States with 1 to 3 years of teaching experience. These interviews, lasting between 30 to 60 minutes, were audio recorded and later transcribed for analysis. The data obtained were then analyzed using thematic coding techniques. The key findings of this study revealed that nursing faculty members derive job satisfaction from their roles in preparing courses and building relationships with students and colleagues. However, they also discussed challenges associated with additional extrinsic factors, including committee work, meetings, additional work requirements, and pay. Moreover, participants expressed a desire to see the outcome of their efforts, further highlighting the impact of the increased workload. This research has implications for positive social change, as it may lead to the development of effective interventions aimed at retaining and recruiting nursing faculty members. By addressing faculty challenges and finding ways to alleviate their challenges with workload, nursing programs can strive to meet the demand for nursing education and help mitigate the shortage of nurses worldwide.

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Dedication

I dedicate this research to my beloved husband, Blaine, and children, Keagan, Slevin, Madison, Emerson, and Hudson. You have been my rock, confidant, and biggest cheerleader to my cherished spouse. Your patience, understanding, and belief in me have bolstered my spirits during countless late nights and early mornings. Your loving presence has filled my world with joy and provided the strength I needed to overcome any obstacle. This achievement is as much yours as it is mine, and I am forever grateful for your unwavering love.

Keagan, my oldest and ever-curious child, your endless curiosity and thirst for knowledge have constantly inspired me. Slevin, my kind-hearted child, your compassion and empathy have shown me the true meaning of kindness. Your genuine care for others has fueled my desire to make a positive difference. Madison, my creative spirit and your artistic mind have taught me to embrace imagination, explore possibilities, and think outside the box. Your colorful perspective on life has challenged me to approach challenges with creativity and innovation. Emerson, my inquisitive soul, your thirst for knowledge, and your love for learning have been constant reminders of the importance of education. Hudson, my little bundle of joy and boundless energy, your infectious laughter and radiant smile have brought immeasurable joy to my life. Your playfulness and lightheartedness have provided moments of respite during the most intense phases of this research endeavor.

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Table of Contents

List of Tables	vi
List of Figures	vii
Chapter 1: Introduction to the Study.....	1
Introduction.....	1
Background	3
Problem Statement	5
Purpose of the Study	7
Research Question	8
Theoretical Framework.....	8
Nature of the Study	9
Definitions.....	11
Assumptions.....	11
Scope and Delimitations	12
Limitations	14
Significance of the Study	14
Summary	16
Chapter 2: Literature Review	17
Literature Search Strategy.....	18
Theoretical Foundation	19
Literature Review Related to Key Variables and /or Concepts	24
Workload.....	25

Job Satisfaction	28
Intent to Stay in Academia.....	29
Influence of Workload Perceptions	31
Summary and Conclusion	33
Chapter 3: Research Method.....	35
Research Design and Rationale	35
Role of the Researcher	36
Methodology	37
Participant Selection Logic.....	38
Instrumentation	39
Procedures for Recruitment, Participation, and Data Collection.....	40
Data Analysis Plan.....	41
Issues of Trustworthiness.....	42
Credibility	43
Transferability.....	43
Dependability	44
Confirmability.....	44
Ethical Procedures	44
Summary	45
Chapter 4: Results	46
Introduction.....	46
Setting	46

Demographics	47
Data Collection	49
Number of Participants	49
Location, Frequency, and Duration of Data Collection	50
Data Recording	51
Variation From Original Data Collection Plan	52
Unusual Circumstance Encountered	52
Data Analysis	53
Evidence of Trustworthiness.....	55
Dependability	56
Credibility	57
Transferability.....	58
Confirmability.....	59
Results.....	59
Theme 1: Working Conditions.....	59
Subtheme Schedule.....	60
Subtheme Pay.....	61
Subtheme Overload.....	61
Subtheme Benefits	62
Theme 2: Company Policy and Administration.....	63
Subtheme Schedules	63
Subtheme Pay Versus Benefits	64

Subtheme Students.....	67
Theme 3: Achievement and Recognition.....	68
Subtheme Sense of Responsibility.....	69
Subtheme Support.....	70
Subtheme Coworkers.....	71
Subtheme Supervisors.....	71
Theme 4: The Work Itself and Responsibility.....	72
Subtheme Preparedness.....	73
Subtheme Resourcefulness.....	74
Subtheme Second Job and Overload.....	76
Subtheme Work From Home.....	77
Theme 5: Personal Growth.....	78
Subtheme Futuristic.....	79
Subtheme Emotions.....	80
Subtheme Perceptions.....	80
Subtheme Students.....	82
Discrepant Cases.....	83
Summary.....	86
Chapter 5: Discussion, Conclusion, and Recommendation.....	88
Introduction.....	88
Interpretation of the Findings.....	88
Working Conditions.....	90

Company Policy and Administration.....	90
Achievement and Recognition.....	91
Work Itself and Responsibility	92
Personal Growth.....	92
Analysis of Framework.....	93
Discrepant Cases.....	94
Confirmation and Extended Knowledge.....	95
Limitations of the Study.....	96
Recommendations.....	97
Implications.....	98
Conclusion	100
References.....	102
Appendix A: Interview Guide.....	107
Appendix B: Recruitment Flyer.....	109
Appendix C: Invitation Email.....	110

List of Tables

Table 1. Age Group of Participants.....	48
Table 2. Faculty Years of Experience.....	48
Table 3. Participants State of Employment.....	49
Table 4. Programs Offered at Participants Institution.....	49
Table 5. Major Themes and Subthemes.....	54

List of Figures

Figure 1. Herzberg's Two-Factor Theory..... 21

Chapter 1: Introduction to the Study

Introduction

The World Health Organization has predicted a global shortage of nurses over 5 million by 2030 (World Health Organization, 2020). There is an increased interest in nursing. However, nursing programs routinely turn qualified candidates away due to the nursing faculty shortage (American Association of Colleges of Nursing [AACN], 2019). In 2019 a survey completed by the AACN revealed a total of over 1,600 nursing faculty vacancies and that there is a need to create over 100 faculty positions to meet student needs. The faculty shortage has resulted in the United States turning away tens of thousands of qualified applicants (AACN, 2019). Depending on the state, the U.S. Bureau of Labor Statistics (2022) reported a 6% to 12% increased need for nurses from 2021 to 2031. The shortage of faculty has been attributed to compensation, poor support system, complex bureaucracy, perceived heavy or unmanageable workloads, negative acts, and extrinsic and intrinsic needs not being met (Cotter & Clukey, 2019; Dalby et al., 2020; Flynn & Ironside, 2018; Shapiro, 2018).

A perceived heavy or unmanageable workload contributes to nursing faculty's job dissatisfaction and intent to leave academia (Bittner & Bechtel, 2017; Candela et al., 2015; Cotter & Clukey, 2019; Singh et al., 2021). The perceived heavy or unmanageable workload increases nursing faculty intent to leave academia up to six times greater than those faculty members who do not perceive an unfavorable workload (Bittner & Bechtel, 2017). The workload is a complex concept that contributes to reports of workplace bullying, burnout, stress, overwhelming feelings, and job dissatisfaction (Flynn &

Ironside, 2018; Poole & Spies, 2022; Wunnenberg, 2020). Bittner and Bechtel's (2017) study revealed that nursing faculty members with more than 5 years of experience as full-time nursing faculty members had a decreased likelihood of leaving academia.

Woodworth's (2017) study revealed that adjunct nursing faculty members have different constraints contributing to their perceptions of academia workload and intent to leave academia.

According to Herzberg et al. (1959), intent to leave a position arises from multiple reasons involving employees' intrinsic and extrinsic needs not being met. Intrinsic needs, also called motivational job factors, include job status, recognition, responsibilities, and growth opportunities. Extrinsic needs refer to salary, relationships, policies, working conditions, and supervisors (Herzberg et al., 1959).

Although multiple studies have involved workload, limited research has explored faculty perceptions of specific workload factors and how those factors meet faculty's extrinsic needs. This study addressed full-time nursing faculty's perceptions of workload meeting their extrinsic needs. The workload is a complex concept intertwined with multiple areas; therefore, I focused on the factors contributing to the nursing faculty's teaching responsibilities. Teaching responsibilities are foundational to nursing academia and account for most nursing faculty's responsibilities (AACN, 2018). One way to address the problem of the nursing faculty shortage is to better understand how the extrinsic factors of workload, specifically related to teaching responsibilities, contribute to the faculty members' extrinsic needs. Developing a deeper understanding of nursing

faculty members' workload perceptions and how those perceptions fulfill their extrinsic needs may assist in developing tactics to retain and recruit nursing faculty.

In Chapter 1, I discuss the study's background, which highlights the research gap and existing literature. I also discuss the problem, purpose, and primary question.

Additionally, I give an overview of the conceptual framework; nature of the study; key term definitions; and discussion of scope, delimitations and assumptions, limitations, and the study's significance.

Background

There is a current shortage of nurses, and it is projected that the need for nurses will continue to grow. However, the nursing faculty shortage has hindered the ability to close the supply and demand gap of nurses. Thousands of qualified prospective nursing student candidates are turned away on a routine basis due to the nursing faculty shortage. The nursing faculty shortage has been contributed to faculty retirement, salary, job competition from clinical sites, workload, and job dissatisfaction. Although there have been several studies regarding nursing faculty job satisfaction, job dissatisfaction, intent to leave academia, and workload, there are minimal studies exploring the faculty perceptions of specific extrinsic factors of workload and how those factors meet nursing faculty's extrinsic needs. Researchers have referred to workload as a main factor for nursing faculty reporting intent to leave academia. However, the research has failed to explore what specific factors of workload that contribute to the nursing faculty members negative perceptions of workload (Bittner & Bechtel 2017; Flynn & Ironside, 2018; Poole & Spies, 2022; Wunnenberg, 2020).

Workload has been referred to as a positive and negative aspect of nursing education. However, when faculty members refer to workload as a negative aspect of the job, they report job dissatisfaction and intent to leave academia (Bittner & Bechtel 2017; Poole & Spies 2022). Whether workload is referred to as a positive or negative aspect of academia, researchers have failed to further investigate the specific factors that contribute to the positive and or negative perceptions of workload (Bittner & Bechtel 2017).

Flynn and Ironside (2018) revealed that faculty members who reported dissatisfaction with their workload had increased odds of reporting burnout. However, Flynn and Ironside failed to further describe the specific factors of workload that contributed to the reports of dissatisfaction. Wunnenberg (2020) revealed that participants reported heavy workloads as a form of bullying. However, the researcher failed to further investigate what factors of workload participants were referring to.

Workloads consist of several factors that involve teaching, administrative responsibilities, student advising, and research; however, there is no standard workload definition (Bittner & Bechtel, 2017). Additionally, workload contributes to many adverse outcomes, such as reports of fatigue, stress, and burnout (Flynn & Ironside, 2018; Singh et al., 2021). Research has revealed that workload has contributed to nursing faculty members reporting job dissatisfaction and intent to leave academia. However, there is minimal exploration of what specific workload factors contribute to nursing faculty's perceptions of workload negatively and how the individual factors are meeting or not meeting the nursing faculty member's perceived extrinsic needs.

Workload is a complex concept that consists of multiple factors and affects nursing faculty well-being in numerous ways. My study contributes to the gap in research regarding the specificity of workload factors perceptions. It also assists in discovering a deeper understanding of nursing faculty's perceptions of extrinsic workload factors, associated with teaching responsibilities and how those factors affect faculty members' extrinsic needs. Increasing a deeper understanding of how extrinsic workload factors meet nursing faculty needs can assist in developing interventions to meet faculty members' extrinsic needs, resulting in the ability of institutions to retain and recruit nursing faculty members.

Problem Statement

The nursing shortage is straining the healthcare system worldwide, resulting in poorer patient outcomes (Moloney et al., 2018). Nurses make up the largest section of the health profession and the United States. The U.S Bureau of Labor Statistics (2023) has predicted that the nursing workforce will grow 6% over the next decade. Additionally, the U.S. Bureau of Labor Statistics has reported an average of over 200,000 openings for nurses that will continue until 2030. The RN workforce is expected to grow to 3.3 million by 2031, increasing to over 190,000 nurses. Some factors associated with the projected nursing shortage include the aging population, retirement, and nurses leaving the field.

The nursing faculty shortage has resulted in the United States nursing schools turning away tens of thousands of qualified nursing school applicants (AACN, 2019). The U.S. Bureau of Labor Statistics (2020) reported a median 6% increased need for nurses from 2021 to 2031. Further, the U.S. Bureau of Labor and Statistics (2023)

reported a growth of nursing needs of over 7% and a current shortage ranging from 5,000 to 7,500 in the Midwest states.

A perceived heavy workload contributes to nursing faculty's job dissatisfaction and intent to leave academia (Bittner & Bechtel, 2017; Candela et al., 2015; Cotter & Clukey, 2019; Singh et al., 2021). Faculty members who perceive a heavy workload have increased intent to leave academia compared to faculty members who do not perceive a heavy workload (Bittner & Bechtel, 2017). The workload is a complex concept that contributes to reports of workplace bullying, burnout, stress, overwhelming feelings, and job dissatisfaction (Flynn & Ironside, 2018; Poole & Spies, 2022; Wunnenberg, 2020).

Nursing faculty who perceives a heavy workload are more likely to leave academia. Workloads consist of teaching, administrative responsibilities, student advising, and research. However, academia has no standard workload definition (Bittner & Bechtel, 2017). Additionally, workload contributes to many adverse outcomes, such as reports of fatigue, stress, and burnout (Flynn & Ironside, 2018; Singh et al., 2021). The workload is a complex concept that consists of multiple factors and affects nursing faculty well-being in numerous ways. Research has revealed several extrinsic workload factors and outcomes of those factors. However, it has yet to investigate further how the individual factors are meeting or not meeting the nursing faculty member's perceived extrinsic needs.

According to Herzberg et al. (1959), intent to leave a position arises from multiple reasons involving employees' intrinsic and extrinsic needs not being met. Intrinsic needs, also called motivational job factors, include job status, recognition, responsibilities, and

growth opportunities. Extrinsic needs refer to salary, relationships, policies, working conditions, and supervisors (Herzberg et al., 1959). One way to address the problem is to better understand how the extrinsic factors of workload, specifically teaching responsibility, contribute to the faculty members' extrinsic needs. My goal was to focus on the extrinsic factors of workload associated with teaching responsibilities and how those factors meet the nursing faculty's extrinsic needs to reveal insights into faculty decisions to stay or leave academia.

Purpose of the Study

The intent of this interpretative phenomenological qualitative study was to explore the full-time nursing faculty's perceptions of extrinsic factors that contribute to workload, specifically factors associated with teaching responsibilities and how those factors meet faculty's perceived extrinsic needs. Teaching responsibility refers to preparing and delivering lectures, leading discussions, developing curriculum, assessing student performance, mentoring students, and overseeing clinical experiences (AACN, 2018). Extrinsic needs of the faculty consist of work conditions, supervision, salary, safety, work conditions, and security (Herzberg et al., 1959).

My study contributes to a deeper understanding of nursing faculty's perceptions of extrinsic workload factors associated with teaching responsibilities and how those factors meet faculty members perceived extrinsic needs. Increasing a deeper understanding of how extrinsic workload factors are perceived and how those factors meet nursing faculty perceived extrinsic needs can assist in developing interventions to meet faculty members'

extrinsic needs, resulting in the ability of institutions to retain and recruit nursing faculty members.

Research Question

The guiding research question for this study was as follows: What are the perceptions of extrinsic workload factors among full-time faculty nursing members?

Theoretical Framework

The theoretical basis of this qualitative study was Herzberg's (1959) two-factor theory. Herzberg's two-factor theory originated in 1959, stating that people are influenced by several factors under two concepts: motivation and hygiene (Herzberg, 2003). The concept of hygiene represents job dissatisfiers, and the concept of motivation comprises factors that pertain to job satisfaction (Herzberg, 2003). The concept of hygiene consists of factors that address extrinsic needs that consist of the concepts of salary, working conditions, relationships, supervisors, stability, and policy. The concept of motivation consists of factors that represent intrinsic needs, consisting of job status, responsibilities, recognition, and personal and professional growth opportunities. However, the concept of motivation and the contributing factors were not the focus of this study.

Herzberg's theory suggests that job satisfaction and no job satisfaction are opposing concepts. Moreover, according to Herzberg, these two factors do not impact each other directly. For instance, increasing job status or adding more hygiene factors does not necessarily lead to job satisfaction. Herzberg's theory has been widely studied and has proven valuable in identifying job satisfaction and intent to stay in academia among nursing faculty (Derby-Davis, 2014; Thies & Serratt, 2018). By applying

Herzberg's theory and examining the various factors contributing to workload perceptions, researchers can better understand whether these factors align with the extrinsic needs' perceptions of nursing faculty members. This understanding can, in turn, help address nursing faculty workload concerns effectively.

This study contributes to a deeper understanding of the full-time nursing faculty's perceptions of workload factors and how those factors meet their perceived extrinsic needs. A better understanding of the workload factors can assist in developing strategies to meet the full-time faculty members' extrinsic needs resulting in increased retention and recruitment. A more detailed explanation of Herzberg's two-factor theory is provided in Chapter 2.

Nature of the Study

To address the research question, I used an interpretative phenomenology approach that offered insights into the individual's perspective of lived experience and their interpretation of the experience (see Holloway & Galvin, 2017). The key concept investigated included the perceptions of extrinsic workload factors. Participants were recruited using purposive sampling. The criterion for inclusion included full-time nursing faculty members with 1 to 3 years of teaching experience within the United States. Nursing faculty working as adjunct, part-time, or teach outside the United States were excluded. Additionally, nursing faculty members who had less than 1 year, or more than 3 years of experience were also excluded.

Participants were recruited using several strategies. A flyer and an email were designed that contained the research question, the purpose of the study, inclusion criteria,

confidentiality statement, and my contact information. Flyers were posted within social media platforms, and the email templates were distributed by email. Participants were recruited from my place of employment, social media, snowballing, and surrounding nursing institutions located in the United States.

Data were collected by conducting open-ended questions. Interviews lasted from 30 to 60 minutes, including in-person and Zoom. Interviews were audio recorded using an application Otter on a personal electronic device consisting of an android phone and iPad that is six-digit passcode protected; only I have the passcode. Field notes were kept throughout the interview process and were kept in a locked drawer when not in use. Confidentiality was maintained by coding participants with a P representing participant and a number representing the order interviews were conducted and not identifying the participant's place of employment. Interviews were transcribed verbatim. Interviews were conducted with participants using open-ended questions regarding workload, and the interviews were transcribed verbatim and coded. Data saturation was reached at 10 interviews; however, three more interviews were conducted after saturation to ensure validity and saturation was met. Data saturation refers to no new codes and themes being developed (Sadelowski, 2010). All data collected from interviews and field notes were analyzed for commonalities of words and phrases (see Sandelowski, 2010). In addition, faculty members were asked to report demographic data that included age, state they taught in, programs offered at their institution, and the number of years in academia as a fulltime faculty member (see Sandelowski, 2010).

Definitions

Key terms that were used throughout the study were *workload*, *fulltime nursing faculty*, *teaching responsibilities*, *intrinsic needs*, and *extrinsic needs*. Definitions are noted below:

Extrinsic factors: Factors that represent basic needs that consist of job security, salary, and fringe benefits (Herzberg et al., 1959).

Extrinsic needs: Needs that relate to self-actualization, love, belonging, and esteem (Herzberg, 2003).

Full-time nursing faculty: A full-time appointment as a faculty member with an official contract, appointment with a school, or agreement (National Council of State Boards of Nursing, 2008).

Intrinsic factors: Factors that represent fewer tangible items and more emotional needs such as growth potential, recognition, and relationships (Herzberg et al., 1959).

Intrinsic needs: Needs that represent physiological and safety (Herzberg, 2003).

Teaching responsibilities: Consist of preparing and delivering lectures, leading discussions, developing curriculum, assessing student performance, mentoring students, and overseeing clinical experiences (AACN, 1999).

Workload: The amount of work to be done in a period of time by a person (Meriam-Webster, 2023).

Assumptions

In the study on the perceptions of workload factors and the fulfillment of extrinsic needs among nursing faculty, I made several assumptions that were crucial to shaping the

direction of the research. Firstly, I assumed that nursing faculty would be open and honest about their experiences and perceptions of working in academia and their job satisfaction and intent to remain in academia. These assumptions provided a basis for gaining insight into the specific perceptions of workload factors and the fulfillment of extrinsic needs among faculty members. Additionally, I employed an interpretative phenomenology qualitative approach, which recognizes that reality is subjective and multiple. This approach acknowledges the interaction between the researcher and the participants, understanding that personal values and biases influence the research process to some extent (Creswell, 2018). Considering the relative nature of values and their context within the study is important. The study also used an inductive process, allowing patterns and themes to emerge from the data collected. I recognized the mutual influence between the participants and myself throughout the study, emphasizing the evolving nature of decisions and the significance of context in interpreting the findings (see Creswell, 2018). Furthermore, I valued the personal voices of the participants in understanding and interpreting their experiences. I aimed to gain understanding and to critique and identify potential areas for improvement or change within academia. The study incorporated various elements that aligned with a qualitative research paradigm, highlighting the subjective nature of reality, the importance of context and interpretation, and the potential for social change.

Scope and Delimitations

I sought to obtain rich and in-data regarding nursing faculty experience with workload and how those experiences met their extrinsic needs. Therefore, I used an

interpretive phenomenology approach (IPA). The IPA is a qualitative approach that aims to provide an examination of detailed personal lived experience. Previous research has reflected that nursing faculty with 5 or fewer years reported an increase intention to leave academia versus those faculty members who had more than 5 years of experience.

Additionally, research reflects that full-time faculty members and adjunct instructors' experiences with workload are different. Therefore, the focus of my study was on full-time faculty members with 1 to 3 years of experience in academia. I did not limit the locations, rank, or program of the prospective participants. However, because I am in the Midwest and have limited contacts, this affected the location of participants. Therefore, transferability is limited.

One limitation in completing this study was the current and ongoing shortage of nursing faculty members. Several faculty members were working with overloads to cover for the faculty shortage; therefore, it was difficult to recruit participants related to prospective participants' already overloaded schedules. I addressed this issue by offering several modes of interviewing, such as Zoom, Teams, and phone. Additionally, interview times and dates were based on the participant's schedule. Another delimitation that affected the recruiting participants was the criteria of years of experience that may have limited the pool of participants or caused confusion. To assist in ensuring the recruitment of qualified participants, I included a clear and concise recruitment statement with the inclusion criteria, time frame, and the options to complete the interviews.

Limitations

Due to the full-time nursing instructors' active schedules and long hours, recruiting participants was challenging. Other challenges included expenses for recording and scheduling application programs and gift cards as a thank you gift. Another challenge was that this study required Walden University IRB approval, which took additional time. Additional challenges included biases and assumptions related to my experience working at the institution. Biases were reduced by maintaining a reflection journal, refraining from interjecting my experiences with participants, and keeping in contact with my dissertation chair weekly. Lastly, time was a challenge. Time challenges include learning new application programs, learning the dissertation process, implementing the process steps, transcribing, and the coding process.

Significance of the Study

This study is significant because there is a 6% nationwide nursing instructor shortage (see AACN, 2019). In addition, there is a need to create over 1,000 new positions to meet the current needs due to a current national shortage of faculty members (AACN, 2019). The shortage of faculty members is a factor that contributes to the current nursing shortage related to the inability to accept all qualified applicants into the nursing programs (National League of Nursing [NLN], 2022; U.S. Bureau of Labor Statistics, 2020). Workload contributes to the nursing shortage (NLN, 2022). Faculty members who perceive inappropriate workloads are more likely to report the intention to leave academia, job dissatisfaction, fatigue, stress, burnout, and life-work imbalance (Candela et al., 2015; Derby-Davis, 2014; Thies & Serratt, 2018).

My study addressed the nursing shortage by exploring the elements contributing to the full-time nursing faculty's perception of workload factors and how those elements meet faculty members' extrinsic needs. My study was unique and helped fulfill a research gap because it focused solely on the perceptions of workload factors, specifically those associated with teaching responsibilities and how those factors meet the full-time nursing faculty's extrinsic needs. A better understanding of the full-time faculty perceptions of workload that contribute to nursing faculty members' intention to leave academia can assist in developing approaches to address negative perceptions of workload and retain and recruit faculty members to teach future nurses.

According to Walden University, positive social change involves intentionally generating and implementing ideas, strategies, and actions to enhance the value, respect, and growth of individuals, communities, organizations, institutions, cultures, and societies (Center for Social Change, 2023). This study aligned with Walden University's objectives as it can foster positive social change by addressing the ongoing issue of workload faced by nursing faculty.

By examining the workload concerns, I aimed to develop interventions that effectively manage the perceived negative aspects of workload, ultimately creating a positive work environment that meets the external needs of nursing faculty members. Moreover, the implications of this study extend beyond the immediate context and contribute to the larger social landscape. By potentially helping to shrink the nationwide gap between the supply and demand of nurses, it carries significant social implications for the healthcare sector.

In summary, this research contributes to positive social change by addressing workload issues within the nursing faculty community, promoting a positive work environment, and resolving the nationwide shortage of nurses.

Summary

There is a nationwide nursing shortage that is having a devastating impact on the nation. Thousands of qualified nursing applicants are being routinely turned away. One contributing factor to the nursing shortage is the faculty shortage in educating future nurses. In this chapter, I discussed the importance and effects of workload on nursing faculty's intention to remain in academia. Herzberg's (1959) two-factor theory was introduced as the framework to support the exploration of nursing faculty perceptions of workload factors and how those factors meet faculty members' extrinsic needs. In Chapter 2, I discuss Herzberg's (1959) two-factor theory more profoundly and present a synthesis of relevant literature.

Chapter 2: Literature Review

There is a projected global nursing shortage of over 5million by 2030 (World Health Organization, (2020). The U.S. Bureau has predicted up to a 12% increased need for nurses from 2021 to 2031 (U.S. Bureau of Labor Statistics, 2022). Several factors contribute to the projected nursing shortage, including turnover, burnout, retirement, population growth, and faculty shortage (AACN, 2019). Thousands of United States qualified nursing school candidates are turned away yearly related to the nursing shortage (AACN, 2019). Faculty shortage and turnover have been attributed to several factors, such as compensation, complex bureaucracy, perceived heavy or unmanageable workloads, poor support system, negative acts, and reports of extrinsic and intrinsic needs not being met (Cotter & Clukey, 2019; Dalby et al., 2020; Flynn & Ironside, 2018; Shapiro, 2018). Nursing faculty members who perceive a heavy or unfavorable workload report job dissatisfaction and are up to six times more likely to leave academia (Bitner & Bechtel, 2017; Cotter & Clukey, 2019; Singh et al., 2021). Perceptions of a heavy and/or unfavorable workload has been contributed to reports of workplace bullying, job dissatisfaction, stress, burnout, and overwhelming feelings (Cotter & Clukey, 2019; Flynn & Ironside, 2018; Poole & Spies, 2022; Wunnenberg, 2022).

Although there has been research on nursing faculty perceptions of workload, there remains limited research focusing on extrinsic workload factors that influence nursing faculty perceptions. Minimal studies have strictly focused on workload and the extrinsic factors contributing to nursing faculties' perceptions of workload. The specific extrinsic workload factors contributing to nursing faculties' perceptions of workload need

to be clarified as well as how those factors contribute to faculty perceptions of workload. A better understanding of nursing faculty members' perceptions of workload factors can assist in developing interventions to assist in retaining and recruiting faculty members. The purpose of the study was to explore the full-time faculty's perceptions of extrinsic factors that contribute to workload, specifically factors that are associated with teaching responsibilities and how those factors meet the faculty's perceived extrinsic needs. In this chapter, I review the literature regarding the central theme of workload and the concepts and factors that are associated with workload. Prior to the literature review, I discuss an overview of literature search strategies and conceptual foundation.

Literature Search Strategy

The literature search was conducted using the following search databases: CINAHL, EBSCO, ProQuest Nursing & Allied Health Database, and ProQuest One Academic. The criteria of current full-text peer review articles were used with the following keywords: *nursing teacher*, *nursing instructor*, *intent to leave*, *retention*, *turnover*, *intent to quit*, *intention to leave*, *workload*, *workload demands*, *intrinsic*, *extrinsic*, and *pressure*. Keywords were searched individually and in combination in each of the databases. Nursing faculty was the focus of the review; therefore, keywords were searched in conjunction with nursing faculty. Search parameters included full-text English language articles published between 2016 and 2022; articles prior were excluded, except for seminal studies. Studies included healthcare, higher education, and leadership, allowing for a comprehensive overview of workload across multiple contexts.

The most productive combination of terms in the search included nursing faculty, intent, and workload. After reviewing the results, I found 389 articles. However, many of these articles were eliminated because they focused on bedside nursing staff and needed to meet the criteria of focusing on nursing faculty. While adding extrinsic and/or intrinsic needs yielded few new articles, it helped track research articles that mentioned Herzberg's two-factor theory. I reviewed all abstracts for relevance and eligibility for this qualitative study. Chosen articles contained concepts of retention, job satisfaction, faculty shortage, intent to leave academia, workload, and intrinsic and extrinsic factors. By reviewing all abstracts and focusing on chosen articles that contained concepts specifically related to my study, I was able to discover the gap in research regarding workload perceptions of extrinsic factors and its impact on faculty retention in nursing.

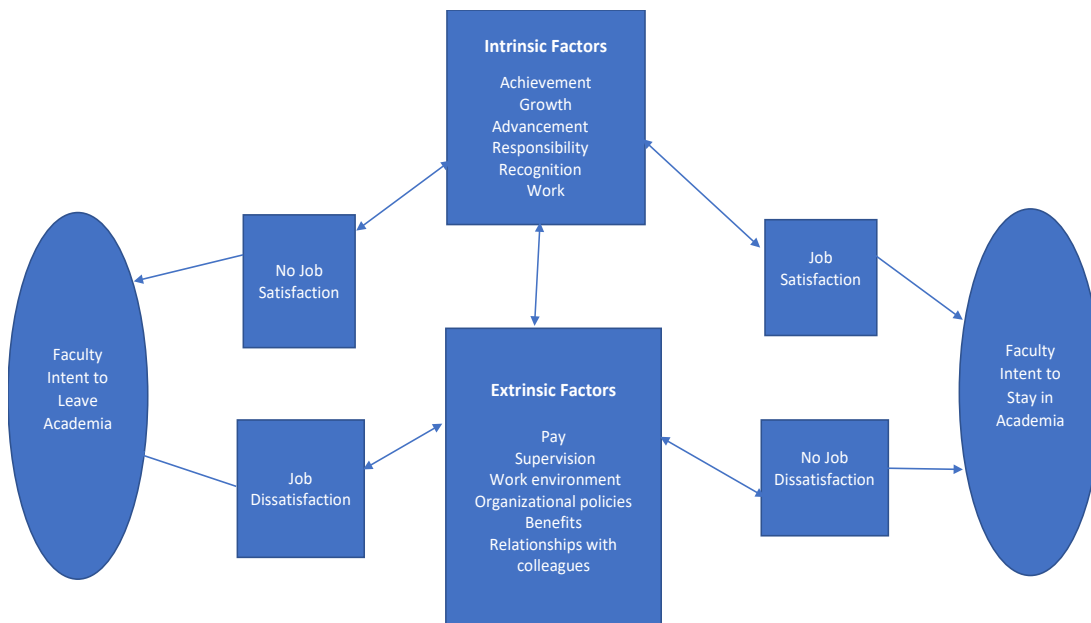
Theoretical Foundation

Herzberg's two-factor theory, also known as the motivation-hygiene theory, was used as the theoretical foundation for this study. Herzberg's two-factor theory originated in 1959, stating that people are influenced by several factors under two concepts: motivation and hygiene (Herzberg et. al., 2003). Herzberg's (1959) concept of hygiene refers to factors that contribute to employees' reports of feeling dissatisfied. The second concept, known as motivators, consists of factors that contribute to employees reporting satisfaction. Additionally, Herzberg concluded that these two concepts are independent of each other. Although the two concepts are independent of each other, they both must be present in the workplace to assist faculty members to remain satisfied and motivated.

Hygiene factors also refer to extrinsic needs surrounding the job, while motivating factors, also known as intrinsic needs, exist within the job.

Poor hygiene factors (extrinsic needs) increase job dissatisfaction. The hygiene factors include work conditions, company policies, management, relationships, remuneration, status, security, and salary. Motivating factors (intrinsic needs) increase job satisfaction. Motivating factors consist of growth, achievement, sincere recognition, advancement, responsibility, and work itself (Herzberg et al. 1959).

The two concepts of factors result in four possible states of employees. The first state consists of high hygiene and motivation, resulting in an optimal state for employees; they have minimal grievances and are highly productive in the workplace. The second stage of high hygiene and low motivation results in minimal grievances; however, motivation is low (Holliman & Daniels, 2018). The second state may reflect an employee receiving fair compensation but not finding any challenges or meaning to their day-to-day job responsibilities (Holliman & Daniels, 2018). The third state involves low hygiene and high motivation. The third state may reflect an employee who is highly productive and enjoys their work but has several grievances related to their working conditions (Holliman & Daniels, 2018). The fourth and final state is the most destructive, which consists of low hygiene and motivation. This employee may reflect as someone with many grievances and low productivity (Holliman & Daniels, 2018). Figure 1 illustrates Herzberg's two-factor theory.

Figure 1*Herzberg's Two-Factor Theory*

Note. Adapted from Herzberg (1968)/Herzberg (2003)

Although Herzberg's field of study was psychology and he developed the two-factor theory focused on blue-collar workers, the theory has been proven to be relevant to nursing faculty. For example, Derby-Davis developed a survey using Herzberg's two-factor theory as a foundation for investigating nursing faculty intention to stay in academia. Derby-Davis's (2014) study aimed to investigate contributing factors of nursing faculty's intent to stay in academia. The study used Herzberg's (1959) motivation-hygiene factors and certain demographic factors. Derby-Davis's study revealed a significant correlation between motivator-hygiene factors and nursing faculty intent to stay in academia.

Additionally, the results revealed no significant correlation between demographic factors and nursing faculty's intent to stay in academia. Herzberg's two-factor theory has been used as a foundational conceptual framework for multiple research studies regarding nursing faculty and workload. Thies and Serratt's (2018) quantitative study used Herzberg's theory to evaluate job satisfaction and dissatisfaction among associate degree nursing faculty members. However, the study did not identify specific workload factors. The authors' findings did support the idea that faculty members' perceptions of workload directly affect the associate degree nursing faculty member's intent to leave academia and job satisfaction. In addition, Candela et al.'s (2015) groundbreaking research used Herzberg's theory and several other theories to develop and implement the study. The study aimed to measure indirect and direct components that affect nursing faculty perceptions and their intent to leave academia. The findings consisted of several factors that directly and indirectly influence faculty members' intent to stay in academia. One of those factors that directly influenced faculty members' intent to stay in academia is their perceptions of workload (Candela et al., 2015). The exploratory qualitative study of Singh et al. (2021) also used Herzberg's theory as a conceptual framework to explore nursing faculty experiences in academia. The study resulted in multiple themes that reflect the perceptions of workload and ability to retain faculty members. (Singh et al., 2021). Additionally, the results reflected those participants who perceived heavy workloads and a lack of resources contributed to faculty members reporting feelings of stress and being overwhelmed (Singh et al., 2021).

The concept of workload encompasses diverse facets whereby individual workload factors are essential in addressing hygiene (extrinsic) and motivational (intrinsic) needs or potentially affecting both concurrently. By employing Herzberg's (1959) two-factor theory, an essential foundation can be established for comprehending the perceptions of nursing faculty members regarding workload factors. This approach aims to deepen the understanding of the specific factors within workload that influence nursing faculty perceptions. Moreover, this theory aids in the systematic categorization of participants' responses and the subsequent development of themes. Given the theory's revelation that hygiene and motivational needs are distinct entities, it becomes crucial to ensure appropriate categorization. Such categorization can facilitate the development of targeted interventions that are instrumental in cultivating staff retention and recruiting new nursing faculty.

As noted above, Herzberg's (1959) two-factor has been successfully used in exploring nursing faculty's perceptions of working in academia, workload, job dissatisfaction, and intent to stay in academia. My study was unique in that I solely focused on the nursing faculty's perceptions of the extrinsic workload factors associated with teaching responsibilities. Using Herzberg's theory assisted in the development and categorizing themes. Additionally, applying Herzberg's theory to this qualitative study allowed me to delve into the factors that contribute to the satisfaction or dissatisfaction of the full-time faculty nursing members regarding their workload. By understanding the perceptions of these extrinsic workload factors, the study can provide insights into the specific elements that impact the motivation and job satisfaction of full-time nursing

faculty. A deeper understanding of nursing perceptions of workload may assist with developing interventions to retain and recruit nursing faculty.

Literature Review Related to Key Variables and /or Concepts

This literature review aimed to explore and comprehend the complexity of workload factors and their direct and/or indirect impact of factors they make on nursing faculty perceptions. Workload is a multifaceted concept, lacking a definitive and explicit definition specifically tailored for nursing faculty. The NLN (2022) has provided guidelines that define nursing faculty workload as encompassing various responsibilities and tasks, including teaching, service, research, and administrative duties. However, the NLN has acknowledged that the distribution of workload guidelines will vary based on institutional expectations, leading to differing workload factors across institutions.

As noted above, workload involves various factors and concepts; therefore, I focused on teaching responsibilities of the fulltime nursing faculty. Teaching responsibility encompasses the foundation of the teaching role regarding the transference of information from educator to student using best practices (AACN, 2019). Teaching responsibilities for nursing faculty goes beyond the traditional view of teaching as simple transmission of knowledge (AACN, 2019). Nursing educators teaching responsibilities involve development of student's critical reasoning abilities, promotion of problem-solving, and the application of knowledge. Additionally, the nursing faculty remains updated on best practices within the nursing and educational field to create unique and meaningful student experiences.

Several factors contribute to nursing faculty job dissatisfaction and/or intent to leave academia. Workload is a reoccurring concept that consists of multiple factors that is consistently brought up in the research as a contributing factor of intent to leave academia and job dissatisfaction. Additionally, workload has contributed to reports of feeling burnout, fatigue, poor work-life balance, stress, and bullying (Bittner & Bechtel, 2017; Cotter & Clukey, 2019; Dalby et al., 2020; Flynn & Ironside, 2018; Shapiro, 2018) Although workload is a common theme in research, there is little research that has focused specifically on nursing faculty perceptions of workload.

Workload

Bittner and Bechtel (2017) surveyed faculty members at all different levels across Massachusetts to identify and describe nursing faculty workload; additionally, they aimed to investigate retention issues, including the impact of retirement on the nursing faculty profession. The authors revealed that workload differs based on the level of education being taught at the institution, along with faculty members' intentions within the institution. Depending on the institution and the nursing faculty role, workload consists of time spent in administrative duties, classroom teaching, student advisement, clinical teaching, and research. The percentage of time spent in each area is directly correlated to the level of the instructor. However, Bittner and Bechtel (2017) noted that the percentage of time spent teaching, administrative responsibilities, and student advisement were relatively similar across the institutions. The survey participants reported working an average of 37 hours a week across the roles. They also reported that workload was typically calculated by the number of credit hours or number of classes taught. This study

revealed that faculty members who perceived work/life balance issues reported higher levels of job dissatisfaction and intent to leave academia. Bittner and Bechtel (2017) discussed several factors that workload consists of, focusing on the number of hours of a work week. However, there has been no discussion on how those individual factors are perceived or the impact of those factors on the individual faculty member. Although the authors offered multiple solutions to maintain nursing faculty members, there needs to be reasoning behind how and why the interventions will meet nursing faculty's extrinsic or intrinsic needs.

Cotter and Clukey's (2019) ethnographic study aim was to describe the culture of nursing faculty. The authors noted several sayings that the faculty members used when describing learning and maneuvering within the work environment. Metaphors noted within the study consisted of "trial and error," "sink or swim," and "jump in with both feet." Additionally, the authors noted that measuring workload was not an easy task, and nursing faculty members were not prepared for the time needed to prepare for courses and evaluate students. The authors did note one participant discussing the issue of putting in the extra time to do a job well done, and another participant stated that she had never spent so much time on other jobs (Cotter & Clukey, 2019). Cotter and Clukey's (2019) research offered a unique study from the faculty member's perspective. Participants discussed workload along with their perceptions along with the impact workload had on them. However, there is no discussion of what factors contributed to their perceptions of workload.

Workload has been described as both a positive and a negative concept from the nursing faculty's perceptions. Cotter and Clukey's (2019) research noted that some of the participants went into academia for the autonomy and flexibility of the workload. One area of Dalby et al.'s (2020) research examined workload factors utilizing Herzberg's two-factor theory as a guide in examining factors contributing to job satisfaction and dissatisfaction. The study examines several concepts and their contribution to job satisfaction, dissatisfaction, and intent to leave academia. Concepts and factors that were examined in the study consisted of autonomy, flexibility, work-life balance, job security, tenure, advancement opportunities, opportunities to use skills and abilities, recognition, relationships, salary, and workload. Dalby et al.'s (2020) research revealed that 79.5% of participants reported satisfaction with their workload. However, participants who reported dissatisfaction with workload and other aspects of the position revealed that they were more likely to leave academia in the next five to five years. Dalby et al.'s (2020) study focused on several concepts regarding nursing faculty in New Hampshire. The authors revealed that those faculty members dissatisfied with their workload reported an intention to leave academia within the next five years. However, the study focused on workload as a single entity versus a concept of several extrinsic and intrinsic factors. Workload is a complex concept that needs to be examined systematically, delving into each factor contributing to workload to develop a deeper understanding of workload perceptions.

Overall, the above synthesis reveals a research gap in understanding the factors contributing to nursing faculty workload, how they are perceived, and their impact on faculty members' job satisfaction and intent to leave academia.

Job Satisfaction

Numerous studies have been completed investigating nursing faculty members' job satisfaction and the factors that contribute to their satisfaction level. Herzberg's two-factor theory has been utilized in several of those studies. For example, Thies and Serratt's (2018) study investigated job satisfaction amongst associate degree nursing faculty. The authors reported that workload, salary, and policies contributed to participant reports of dissatisfaction. Thies and Serratt's (2018) results noted that workload significantly impacts the associate degree nursing faculty's relationship between job dissatisfaction, workload, and intent to leave academia. However, as similar studies focused on other groups of nursing faculty members, there is a failure to distinguish the individual extrinsic or intrinsic factors or workload that contribute to the reports of dissatisfaction with workload.

Derby-Davis's (2014) research utilized Herzberg's two-factor theory as well in her research to investigate nursing faculty job satisfaction and intent to stay in academia. The aim of Derby-Davis (2014) study was to use Herzberg's two-factor theory to discover the motivation-hygiene factors along with certain demographic variables that predicted nursing faculty's job satisfaction and intent to stay in academia. The researcher focused on nursing faculty that taught full-time in Bachelor of Arts programs or higher residing in Florida. The survey utilized to measure nursing faculty job satisfaction was by

Sluyter and Mukherjee's based on Herzberg's two-factor theory. Sluyter and Mukherjee's (1986) job satisfaction survey resulted in high reliability results in measuring nursing faculty levels of job satisfaction. Derby Davis's (2014) research results consisted of an overall report of satisfaction with their teaching role. Derby-Davis (2014) study offers validity to the utilization of Herzberg's theory when researching nursing faculty job satisfaction and intent to stay in academia.

Overall, Derby-Davis's 2014 study provided valuable insights into the satisfaction of nursing faculty in their teaching roles, supporting the use of Herzberg's theory in researching job satisfaction and retention among nursing faculty in academia. However, a notable gap in the research findings is the need for more specific identification of the individual factors contributing to workload dissatisfaction among different nursing faculty members.

Intent to Stay in Academia

Derby-Davis's (2014) research aimed to measure what items predicted nursing faculty intent to stay in academia and job satisfaction. The author developed the survey to measure the nursing faculty's intent to stay in academia. The survey was developed from the literature reviews and Herzberg's two-factor theory. The research supported a moderate positive correlation between motivation (intrinsic) factors and hygiene (extrinsic) factors to nursing faculty's intent to stay in academia. The focus population of Derby-Davis's (2014) study consisted of full-time nursing faculty that taught in Bachelor of Arts or higher programs.

Candela et al.'s (2015) groundbreaking research aimed to measure the direct and indirect effects of the components of nursing faculty perceptions and their intent to leave academia. Herzberg's two-factor, Maslow's hierarchy of needs, Vroom expectancy, and Adam's equity theories, were included in the development and implantation of the study. Candela et al. (2015) included nursing faculty members across the United States who taught at an institution that where accredited by the institution of higher education, Commission on Collegiate Nursing Education (CCNE), or National League for Nursing Accrediting Commission (NLNAC). The study results indicated that several factors directly or indirectly impact faculty members' intent to stay in academia. Factors influencing faculty's intent to stay in academia consisted of perception of administrative support, perceived teaching experience, and satisfaction with the workload. Candela et al. (2015) study offers a unique perspective on how faculty members' perceptions play a significant role in their job satisfaction and intent to leave academia. Although the study addressed workload, the study failed to address the factors contributing to the perceptions of workload.

Woodworth's (2017) approach to investigating nursing faculty intent to stay in academia focused on adjunct nurse faculty members. The study focused on demographic variables correlating faculty members' intent to leave academia. Woodworth's (2017) quantitative approach utilized Herzberg's two-factor theory for her study foundation. Participants consisted of clinical instructors who utilized semester-to-semester contracts. Woodworth's findings noted that faculty that held full-time positions outside of teaching were more likely to leave academia. Additionally, the adjunct faculty members'

constraints regarding workload are unique and different compared to the full-time faculty members. Woodworth's (2017) study contributes to the substantiation of Herzberg's (1959) two-factor theory application in examining job satisfaction and intention to remain in academia among full-time and adjunct nursing faculty members. Furthermore, the author acknowledges that adjunct nursing faculty members encounter distinct challenges compared to their full-time counterparts, thus warranting separate research regarding workload perceptions.

In summary, the research gaps in these studies center on the need to delve deeper into the underlying factors that contribute to perceptions of workload, administrative support, and other elements influencing nursing faculty's intent to stay in academia. Future research should address these gaps to provide a more comprehensive understanding of the dynamics affecting job satisfaction and retention among nursing faculty members in various roles.

Influence of Workload Perceptions

Several factors influence perceptions of workload. The factors contributing to nursing faculty members' perceptions significantly sculpt their view of their workload experience. For example, Flynn and Ironside's (2018) research regarding contributing factors of burnout for midlevel academic nurse leaders. The study consisted of 146 mid-level academic nurse leaders from 29 schools. The results of the study indicated that burnout was associated with workload dissatisfaction, work-life balance dissatisfaction, and work-week hours. Additionally, those participants that reported burnout were three times more likely to leave academia. Flynn and Ironside's research further support the

complexity of workload by revealing an association with dissatisfaction with workload amongst other components of their position and reports of burnout. However, what specific workload-related factors contributed to dissatisfaction and burnout is not addressed.

Workload factors have also been associated with reports of fatigue. Poole and Spies' (2021) research examined the relationship between workload, academic rank, and productivity. The study consisted of 81 faculty members of a prelicensure baccalaureate program. Results revealed a positive correlation between workload and chronic fatigue scores. Their research reflects that workload contributes to increased reports of chronic fatigue among nursing faculty members. Poole's and Spies research revealed an association between reports of chronic fatigue and workload dissatisfaction. The study supports the complexity of workload and its influence on nursing faculty perceptions. However, the study did not reveal what workload factors contributed to nursing faculty reporting workload dissatisfaction or reports of chronic fatigue.

A study conducted by Wunnenberg in 2021 examined workplace bullying and explored relationships between bullying, professional demographics, coping strategies, and intent to leave. The study revealed several common factors regarding bullying within nursing academia. Participants reports of an unimaginable workload was one of the variables that significantly affected the perception of being bullied and intent to leave academia. Wunnenberg's research provides a distinct viewpoint on bullying perceptions and the associated reporting of an unmanageable workload. However, the study failed to

define or elaborate on the specific factors that influenced the perceptions of nursing faculty regarding their workload.

While these studies recognize the complex relationship between workload and various outcomes for nursing faculty, there is a need for future research to investigate and elucidate the specific workload-related factors that lead to dissatisfaction, burnout, chronic fatigue, and perceptions of workplace bullying. This gap in research would provide a deeper understanding of the nuances surrounding workload issues in nursing academia.

Summary and Conclusion

In Chapter 2, I focused on the literature on nursing faculty and workload. The literature review revealed the significance and appropriateness of utilizing Herzberg's two-factor theory when researching nursing faculty perceptions of workload. Furthermore, the research findings indicate that the perceptions of nursing faculty regarding their workload significantly impact various outcomes, including job dissatisfaction, the likelihood of leaving academia, burnout, fatigue, and instances of bullying. While multiple factors contribute to faculty members' job satisfaction and intent to leave academia, workload consistently emerges as a critical consideration concerning nursing faculty's inclination to leave academia or experience dissatisfaction with their job.

The literature reviewed underscores the complex relationship between workload perceptions and these outcomes. However, future research should aim to systematically explore and understand the complexities of workload in nursing faculty, considering both

extrinsic and intrinsic factors to develop a more comprehensive understanding of workload perceptions. There still needs to be more research to understand the specific workload elements that contribute to nursing faculty members' perceptions and how these factors ultimately influence their perspectives.

Ongoing research examining full-time nursing faculty's perceptions of workload, specifically teaching responsibilities, is crucial to addressing critical research gaps. Existing studies highlight the complexity of workload-related factors impacting job satisfaction and intent to leave academia. However, they fall short of pinpointing specific factors causing dissatisfaction.

Filling this gap is essential because it enhances our understanding of faculty experiences, aids in targeted interventions, and promotes a supportive academic environment. Comprehensive research will enable institutions to address workload-related issues effectively, improve faculty retention, and maintain high-quality nursing education.

Investigating full-time nursing faculty's workload perceptions is imperative for informed strategies, improved job satisfaction, and faculty retention in academia. Chapter 3 reviews the chosen research method, research design, and researcher role, including questions the researcher will ask, ethical procedures, data collection, data analysis, and validity.

Chapter 3: Research Method

The study was guided by Herzberg's two-factor theory, investigating the perceptions of workload factors among nursing faculty in the United States. Specifically, I aimed to examine how these workload factors contribute to nursing faculty extrinsic needs. In Chapter 3 of the study, I discuss the research design, rationale, methodology, and ethical procedures, as well as the role of the researcher in data collection and analysis. Additionally, I explore the concepts of dependability and confirmability to enhance the study's rigor.

Research Design and Rationale

The research question posed for this phenomenological qualitative study was as follows: What are the perceptions of extrinsic workload factors among full-time faculty nursing members? Herzberg et al. (1959) identified that faculty's extrinsic needs include work conditions, supervision, salary, safety, and job security. By using an open-ended question, I aimed to develop a comprehensive understanding of human experiences by exploring additional probing questions. I focused specifically on workload factors associated with teaching responsibilities. Teaching responsibilities consist of preparing and delivering lectures, leading discussions, developing curriculum, assessing student performance, mentoring students, and overseeing clinical experiences (AACN, 1999).

I used an IPA method. IPA is a qualitative approach used to investigate people's experiences and perceptions. This approach was appropriate for the research question as I sought to understand individual perceptions of experiences rather than persons' assumptions or perceptions regarding the topic. IPA allowed for a rich and nuanced

exploration of the nursing faculty's perceptions and experiences of workload factors and the contribution of those factors to faculties extrinsic needs.

Role of the Researcher

The role of the qualitative researcher is one of an active participant in the research process. The qualitative researcher is responsible for establishing rapport and building relationships with the participant. Building relationships consists of being empathetic, respectful, and engaged in active listening. A qualitative researcher aims to create an atmosphere that encourages the participants to feel comfortable sharing their perspectives of their experiences. By creating a safe environment, the researcher can gain a more in-depth insight into the participants' experiences. Therefore, the main instrument in this study was myself.

Self-reflection is a critical strategy to incorporate routinely in exploring biases (Ravitch & Carl, 2016). As a full-time nursing faculty member at a local community college in the Midwest, I had concerns about the nursing faculty shortage and the faculty's overall fulfillment. As a current nursing faculty member, I had biases on the topic, and it was imperative to maintain neutrality and not project my perception onto the participants. Additionally, I have had my personal experiences regarding the intention of leaving academia and perceptions of unfavorable workloads. Given my professional and personal experiences, reflexivity throughout the study was imperative to minimize biases. However, having personal experience on the research topic was valuable for understanding the data.

Additional ethical issues that pertain to qualitative research include informed consent, confidentiality, and power dynamics between participants and researcher. To address these issues, I provided participants with informed consent that included clear and concise information regarding the purpose of the study and what their participation entailed. Participants were encouraged to ask questions regarding the research and throughout the process. Additionally, participants were informed that they could choose not to participate in the study at any time, and confidentiality would be maintained as their names were de-identified. Confidentiality was maintained by keeping all information on a password-protected device, so I am the only one with the access code. The reported findings do not reveal any identifying information regarding the participants. To address the position authority issue as a researcher, I maintained transparent intentions and worked collaboratively with the participants to ensure their perspectives were correctly represented.

Methodology

I used an IPA for this study. My aim was to explore the full-time faculty members' perceptions of workload factors and the contribution of those factors to their extrinsic needs. The IPA approach guided me to investigate the nursing faculty's perceptions of their experience regarding extrinsic workload factors and how those perceptions met their individual extrinsic needs. IPA allowed me to gain a comprehensive understanding of the participant's perspectives and the meaning they give those experiences.

Participant Selection Logic

I used a criterion sampling technique known as purposive sampling. The inclusion criteria consisted of full-time nursing faculty teaching at any level with 1 to 3 years of experience. Faculty members who were part-time or adjunct were excluded from the study. The number of required experiences was based on research reporting that there is a higher incidence of nursing faculty reporting the intent to leave academia who have less than 4 years of experience (see Bitner & Bechtel, 2017; Candela et al., 2015). Using purposive sampling allowed for a more efficient method of achieving the study's objectives with participants. Additionally, purposive sampling assisted with improving the trustworthiness and rigor of the collected data (Campbell et al., 2020). The inclusion criteria of the study participants were verified via participants self-reporting full-time status and number of years working as a full-time faculty member.

With qualitative research, there is no hard and fast rule on the specific number of participants that a researcher has. However, the aim of the researcher is to achieve data saturation. Data saturation refers to the point of the study where there is no new information or themes achieved (Creswell & Creswell, 2022). Due to the specificity of the phenomenon and criteria, I begin by recruiting 10 to 15 participants. Data saturation was met at 10 participants. However, I continued to interview the qualified participants who were already scheduled, which consisted of five more participants; however, two of them were not able to keep their scheduled appointment. Nevertheless, I continued efforts of recruitment of participants until all qualified participants were interviewed. To ensure

participants met the criteria, they were included on the information flyer, and the criteria were verified with prospective participants before obtaining consent.

Recruitment of participants began with compiling email addresses via college websites with nursing programs and my work directory for nursing faculty's contact information. I also explored other college websites in the Midwest states of the United States with nursing programs for additional nursing faculty participants. I emailed nursing faculty members asking for participants. The email consisted of a description of the study, the purpose of the study, and the criterion for participating. The email was a direct reflection of the flyer that was developed. I did not add any attachments to the flyer to assist with emails not being sent to junk or spam folders of inboxes. I also posted the flyer on Facebook. The pages focused on nursing or nursing education to bring awareness and to reach additional potential nurse educators. Hard copies of the flyer were also distributed during professional gatherings and posted on public bulletin boards. Lastly, I encouraged snowballing sampling by asking participants to share the study with other nursing faculty they knew.

Instrumentation

Qualitative research is unique because the researcher is the main instrument in gathering data. To fulfill my role as a qualitative researcher, I conducted semistructured open-ended interview interviews with participants (See interview guide Appendix A). Interviews lasted from 30 to 60 minutes, including in-person or Zoom. Interviews were voice recorded using an application Otter on a personal electronic device that is six-digit passcode protected; only I have the passcode. Field notes were kept throughout the

interview process that are kept in a locked drawer when not in use. As coding began, a constant-comparative method was used. Constant comparative analysis is a systematic method used to collect, examine, and compare data to categorize and identify recurring themes, relationships, and patterns. The process started with gathering data through participant interviews. Once the data was collected, open coding was conducted to assign initial codes to the data. These codes were then compared to find similarities and differences. As the analysis progressed, the codes are grouped together to form categories and subcategories, resulting in the identification of themes (see Creswell & Creswell, 2022). It is important to note that constant comparative analysis is an iterative and inductive process, meaning that developing codes, categories, and subcategories is an ongoing process that allows for the emergence of themes directly from the data itself (Creswell & Creswell, 2022). Confidentiality was maintained using pseudo-names/codes and not identifying the participant's college region. I originally planned to use a qualitative computer software program, NVivo, to assist with organization. However, the organization and coding of data took place using Word documents I created, allowing for in-depth data immersion.

Procedures for Recruitment, Participation, and Data Collection

I used several strategies in recruiting participants. A flyer was designed to contain the research question, the purpose of the study, inclusion criteria, confidentiality statement, and my contact information (see Appendix B). I posted the flyer on multiple nursing institutions' and nursing faculty's Facebook pages. Additionally, emails were sent to directors of nursing institutions and individual nursing faculty members within the

Midwest states in the United States. The emails sent were a direct reflection of the information that was on the flyers (see Appendix C).

Data Analysis Plan

Participants were asked to participate in interviews with one main open-ended question and follow-up probing questions based on their stories, such as, “You said xxx...tell me more about xxx.” Regarding workload, the interviews were transcribed verbatim and coded. In addition, faculty members were asked to report demographic data that included age, race, gender, and the number of years in academia (see Sandelowski, 2010). Interviews were voice recorded on an android phone and iPad that was a password-protected device, and notes remained in a locked drawer when not in use. Recordings were transcribed verbatim and checked for accuracy. Data analysis consisted of three cycles. The first cycle consisted of coding interviews line-by-line. The second cycle involved reviewing data looking for commonality using constant comparative processes and developing codes (see Creswell & Creswell, 2022). The third coding cycle consisted of reviewing codes and groups for developing themes. The coding cycle is an iterative process consisting of multiple cycle analyses (Creswell & Creswell, 2022). Memos were maintained throughout the process to maintain transparency (see Sandelowski, 2010). The interviews were continued until no new information was discovered in data analysis, known as data saturation (see Sandelowski, 2010). Data were organized via Word documents. I began grouping data of direct participants quotes also referred to as In vivo coding. Data are being kept in a confidential file that only I can access for 5 years. All data collected from interviews and field notes were analyzed for

commonalities of words and phrases (see Sandelowski, 2010). As coding began, a constant-comparative method was used to compare the responses to audio recordings, supporting the reliability and validity of codes and themes. As part of the constant-comparative process, I continued with interviewing participants, coding, and thematic analysis until data saturation was achieved, referring to no new codes or themes being developed (see Creswell & Creswell, 2022).

Notes were analyzed for commonalities of words and phrases (see Sandelowski, 2010). As coding began, the constant-comparative method was used to compare the responses back audio recordings, which supports the reliability and validity of codes and themes. Interviewing participants, coding, and thematic analysis was continued until data saturation was achieved, referring to no new codes or themes being developed (see Creswell & Creswell, 2022).

Issues of Trustworthiness

The trustworthiness of qualitative research involves multiple factors. Those factors include credibility, transferability, dependability, confirmability, and ethical procedures (Lincoln & Guba, 1985). I incorporated three core values throughout the research process to ensure trustworthiness. Those core values were honesty, purity, and responsibility (see National Academies of Sciences, Engineering, and Medicine, 2017). I maintained honesty by recognizing biases and remaining neutral throughout the data collection process. Purity was executed by allowing and sharing participants' responses for what they were, not what I interpreted, and I did not give meanings to other

experiences. I accepted responsibility for maintaining participants' confidentiality and rights and following the process as written within Walden University policies.

Credibility

Credibility refers to the truthfulness of qualitative research and whether the study's findings are accurate (Ravitch & Carl, 2016). In some respect, the credibility of the research relies on the researcher's credibility and the research methods. To conduct credible research, I incorporated several techniques, such as engaging in prolonged discussions with participants and using triangulation to analyze data.

Transferability

Qualitative research is conducted on a particular set of population patterns and descriptions from one setting that may apply to another population set. By applying findings to new contexts, qualitative research aims to deepen understanding (Stahl & King, 2020). Transferability refers to the ability to transfer findings to other settings or populations (Ravitch & Carl, 2016). Transferability is not a goal for qualitative research as this type of research focuses on exploring the depth and complexity of specific phenomena within their unique contexts (Guba, 1981). However, qualitative research prioritizes understanding individual experiences and perspectives; hence, findings are not intended to be generalized or transferred to different settings or groups. Instead, the emphasis is placed on providing rich, detailed descriptions illuminating the studied phenomenon's particularities (Guba, 1981). One of the goals of my research was to gain insights that can resonate with and inform other contexts. However, I recruited participants with several different backgrounds and experiences to assist in

transferability. Additionally, I thoroughly described the research context and foundational assumptions.

Dependability

Dependability refers to the ability of another researcher who can follow the researcher's rationale for their decisions and research conclusions (Ravitch & Carl, 2016). To accomplish dependability, I gave a thorough description and rationalization of my choices throughout the research beginning with why and how the participants were selected. I also used constant-comparative methods for analysis along with other techniques when appropriate.

Confirmability

Confirmability relates to the objectivity of the research findings being grounded in the collected data versus researchers' biases and assumptions (Ravitch & Carl, 2016). To ensure confirmability, I maintain detailed records of the research and decisions making process. After the interviews, I also kept a reflective journal regarding personal biases, feelings, and insights. Additionally, I followed the direction of the interview versus leading by asking for clarifications when needed. During data analysis, I used a constant comparative process to validate and support findings.

Ethical Procedures

Ethical procedures are crucial in qualitative research. I only initiated the recruitment of participants after IRB approval was obtained (IRB approval # 09-26-23-1016036). I refrained from interviewing any participants with direct supervision responsibilities within academia. The ethical procedures that I incorporated begin with

obtaining informed consent. Verbal consent was obtained, and audio recorded prior to starting the interview, per Walden University policy.

The consent information was emailed to schedule the interview for participants to review before the interview and allow time for questions. Additionally, I reviewed consent information and allotted time for questions prior to the start of the interview. I also reminded them that they could stop participating at any time. I also utilized password-protected devices to collect data. Additionally, I kept handwritten information in a locked area where I am the only one with access. I was also prepared to halt the interview for any unexpected emotional reactions from the participants. Lastly, I remained honest and transparent with my research by including direct quotes and maintaining reflective journaling to minimize biases' effect on data analysis.

Summary

In this chapter, I reviewed the study method to address the research question, what are the perceptions of extrinsic workload factors among full-time nursing faculty members? I was the primary instrument in collecting data for this IPA qualitative study. I conducted semistructured interviews with participants that meet the inclusion criteria, consisting of full-time nursing faculty members with 1 to 3 years of teaching experience. Data analysis consisted of reviewing interview transcripts and looking for commonalities of words and phrases. I also reviewed how I addressed trustworthiness. In Chapter 4, I review more information regarding the data collection process, including the steps for ensuring trustworthiness and ethical procedures. Additionally, Chapter 4 includes a presentation of the results, trends, and patterns of the interviews conducted.

Chapter 4: Results

Introduction

In this chapter, I present the results of this qualitative research study. This qualitative study aimed to explore full-time nursing faculty perceptions of extrinsic workload factors associated with teaching responsibilities. The research was guided by the following question: What are the perceptions of extrinsic workload factors among full-time faculty nursing members? In this chapter, I discuss the setting, demographics, data collection, data analysis, trustworthiness, and results.

Setting

I employed several methods to recruit participants for the study in October 2023. Firstly, I sought permission from group administrators to post recruitment flyers on nurse educators' social media platforms. In addition, I visited nursing school websites to gather nursing faculty email addresses from their directories. To expand the reach, I encouraged participants to share the study with others who met the criteria, creating a snowball sampling effect. The recruitment flyer and email contained the same information and a Calendly link. This link allowed prospective participants to schedule a convenient interview and included demographic questions to verify their full-time nursing faculty status, years of practice, age group, teaching state, and offered programs at their institution. Once an appointment was made, participants received an automatic follow-up email with consent information from Walden University. The recruitment efforts resulted in a significant response, with over 80 participants from various states, age groups, and nursing programs. However, I encountered a limitation: the credibility of some

prospective participants and no-shows. Those participants who qualified for the study did not report any out-of-the-ordinary issues at their institution. However, all of them reported that the courses they were currently teaching were courses they had taught before. This limited the ability to gather the perspective of participants in the situation of teaching new courses.

Demographics

The study included 13 full-time nursing faculty participants, each with 1 to 3 years of experience. There were four participants with 1 year of experience, three with 2 years of experience, and seven with 3 years of experience. The ages of the participants ranged from 30 to over 60, with most falling in the 30 to 40 age group. Six participants were between 30 to 39 years old, one was 40 to 49 years old, four were 50 to 59, and two were 60 or older. Several participants mentioned that they had previously worked as adjuncts before transitioning to full-time positions, although this information was not explicitly tracked. The participants were from six different states, mostly from Indiana. Six participants were from Indiana; Alabama, Iowa, and New York had two participants each; and Iowa and Ohio were each represented by one participant.

The institutions where participants worked offered various nursing programs, from licensed practical certificates to terminal degrees. Most participants worked in an institution that offered a licensed practical nursing certificate and an associate degree in the nursing program. Five participants taught at an institution offering a practical and associate degree program. Two participants taught in programs that offered an associate degree nursing program. One participant taught at an institution that offered multiple

nursing programs, starting from an associate degree in nursing to a doctoral degree. Three participants worked at an institution offering bachelor's through doctoral degrees. Finally, two participants worked at institutions that offered associate degree programs up to a master's degree in nursing. Two of the participants reported having additional administrative duties. One was a dean over a nursing program and the other was a department chair over the practical nursing program. One of the participants reported that her focus was research in her positions. However, all the participants were responsible for a teaching load. For more specific details about the participants' demographics, please refer to Table 1, Table 2, Table 3, and Table 4.

Table 1

Table 1

Age Group of Participants

<i>Age</i>	<i>n</i>
20-29	0
30-39	6
40-49	1
50-59	4
60 and up	2

Table 2

Faculty years of experience

<i>Faculty years</i>	<i>n</i>
1	4
2	3
3	7

Table 3*Participants state of employment*

State	<i>n</i>
Alabama	2
Indiana	6
Iowa	2
New York	2
Pennsylvania	1
Ohio	1

Table 4*Programs offered at participants' institution*

Program	<i>n</i>
PN/ADN	2
ADN	6
ADN-Doctoral	2
BDN-Doctoral	2
ADN/BDN/MDN	1

Note. *N* = 13. PN = practical nursing; ADN = associate degree nursing; BDN = bachelor degree nursing.

Data Collection

Number of Participants

Data were collected from 13 full-time faculty members by conducting semistructured interviews with full-time nursing faculty members using Zoom, a video conferencing platform, or in person. Eleven interviews were conducted via Zoom, and two were conducted in person. Participants could schedule their appointments using the scheduling application Calendly, and the interviews were audio recorded with Otter, an application for recording and transcribing.

Location, Frequency, and Duration of Data Collection

After IRB approval was obtained, I posted recruitment flyers (see Appendix B) on nursing educators' social media platforms and sent emails (See Appendix C) to nursing faculty members. Research participants were recruited as described in the research design in Chapter 3. Email addresses of faculty members were obtained by searching the staff directory of institutions that offered nursing programs using the key search phrase "nursing faculty." I also used a snowball sampling approach by asking participants to share the study with other nursing faculty members who met the research criteria.

Prospective participants could click a link to schedule a time and date for an interview after answering a few questions regarding demographics and verifying their eligibility for the study. After an appointment was scheduled, an automatic email was sent with consent information that was provided by Walden University. Additionally, the participants received an email with a Zoom link and additional email reminder 24 hours before the interview. Per Walden University's manual for low-risk work-related interview guidelines, verbal consent to participate in the qualitative study was received at the time of the interview and was audio recorded using Otter, an application used for voice recording and transcribing. A follow-up email was automatically sent after interviews, expressing gratitude and the Amazon gift card process and reminding them they would receive a synopsis of the completed study per Walden University guidelines. Calendly was the application used in setting up interviews and sending out communications regarding interviews.

Data Recording

To conduct the interviews, I used Zoom and recorded the audio using Otter, an audio recording and transcription application. Before starting each interview, I ensured the participants read and understood the consent process. I informed them that only audio recording would occur and asked for their verbal consent. Of the total interviews, 11 were conducted through Zoom, while two were done in person. The process for verifying consent and obtaining verbal consent was the same for both types of interviews, and Otter was used to record the discussions. All participants agreed to the audio recording and participated in the interview.

I used only one recording application, Otter, for this purpose. The recordings were obtained using my password-protected iPad and Android phone, which are accessible only to me. Additionally, I took handwritten notes in a notebook, focusing on keywords. These notes are being kept in a locked filing cabinet that only I could access when not in use.

Once the transcription component of the Otter application completed the notes, I received a notification. At that point, I emailed the notes and the audio recording to my Walden University email address. I downloaded the notes and recordings to my personal computer, which is password-protected and accessible only to me. I manually transferred the interview notes to a Word document. Then, I carefully listened to the interviews and made any necessary changes to the Word document containing the interview transcripts.

To ensure privacy, I assigned each participant a participant number, starting with P1 and ending with P13. All Word documents and recordings are stored on a password-

protected device, accessible only to me. The original recordings are located on my password-protected iPad, which I can only access. My dissertation chair and committee members may have access to the data if required. I have securely stored all data for the required 5-year period, after which they will be destroyed.

Variation From Original Data Collection Plan

Changes to the original collection plan included modifying the recruitment flyer, creating a recruitment email, providing a \$15 Amazon gift card, and incorporating Calendly. These modifications were implemented based on the information, suggestions, and requirements outlined in the Walden University IRB manual for low-risk, work-related interviews of professionals.

Unusual Circumstance Encountered

Using social media and offering a \$15 Amazon gift card resulted in multiple participants scheduling interviews who were not nursing faculty members. Before the interviews, several participants were disqualified based on their responses to demographic data. In contrast, others were disqualified either prior to or during the interview due to their inability to answer questions related to nursing courses or disconnecting from the Zoom meeting. To ensure clarity, I verbally informed participants before the interview that gift cards were reserved for high-quality interviews that would be used in the study. I also mentioned the possibility of not using their information if it was deemed questionable.

Due to multiple failed interviews with questionable validity and no-shows, I used the Calendly application to cancel interviews, stating that these participants did not meet

the criteria. Additionally, I canceled all prospective participants who used a Gmail account. I conducted internet research for those who did not use a Gmail account to verify their status as nursing faculty members at their respective institutions using the institution directory.

Data Analysis

I initiated the coding process by transferring the notes created through the Otter application to a Word document. Once the Word document was ready, I listened to the recordings and updated the transcriptions based on any necessary changes. I listened to the interviews and read the transcripts multiple times to fully immerse myself in the data, grasping its nuances and complexities and facilitating a more comprehensive understanding of the participants' experiences (see Saldana, 2021). This repeated exposure to the data allowed me to develop a close relationship with them, uncovering hidden meanings, contradictions, or connections that might have otherwise been overlooked.

After establishing familiarity and validating the transcriptions, I created a Word document with several columns to organize the data, including corresponding codes and memos throughout the transcripts. The coding process involved using an inductive coding approach, where codes and themes were derived from the data itself instead of relying on preexisting codes or categories. This approach allowed me to explore the data without any preconceived ideas or notions (see Creswell, 2018).

I adopted an *in vivo* approach for the initial coding, which involved assigning codes that directly incorporated the participants' words or phrases verbatim from the

audio recordings (see Patton, 2015). By doing so, I ensured that the participants' expressions were preserved, maintaining the integrity of their experiences. The in vivo approach emphasized the significance of the participants' perspectives, resulting in an authentic representation of the full-time nursing faculty's perceptions of workload (see Patton, 2015).

Once I completed the initial coding, I carefully reexamined the transcripts and the memos I had made to ensure that I captured as many codes as possible. I further organized and labeled the transcripts with codes and themes. I also consulted with my committee to discuss my process and findings, verifying the techniques and findings. I noticed several common codes and themes early in the process that aligned with the theoretical framework of the study. Although data saturation was achieved, I continued to complete and code the already scheduled interviews. After reviewing the compiled data extracted from each participant, five major themes emerged along with several subthemes (refer to Table 5).

Table 5

Major Themes and Subthemes

Themes	Subthemes
Theme 1: Working conditions	Schedule Pay Overload Benefits
Themes 2: Company policy & administration	Schedule Pay versus benefits Home and work-life (freedom) Students
Theme 3: Achievement and recognition	Sense of responsibility Supportive

	Coworkers Supervisors
Theme 4: The work itself and responsibility	Preparedness Resourcefulness Second job Plan additional work at home
Theme 5: Sense of personal growth	Futuristic Emotions Students (feedback) Perceptions (positive approach)

Evidence of Trustworthiness

A critical aspect in qualitative research is ensuring trustworthiness. Ensuring findings are dependable, credible, reliable, transferable, confirmable consists of employing several techniques and strategies throughout the research process (Creswell, 2018). Lincoln and Guba (1985) seminal work developed the concept trustworthiness along with the defining characteristics of credibility, transferability, dependability, and confirmability. The concept of credibility refers to the confidence in the findings as being truthful. Transferability involves the application of research findings in different contexts (Guba & Lincoln, 1985). Dependability is achieved when the findings are consistent and replicable. Confirmability is established when the findings are shaped by the respondents themselves, free from researcher bias, motivation, or the influence of others (Guba & Lincoln, 1985). Since I share a background as a nursing faculty member with my participants, I ensured to maintain awareness of my assumptions. I used my research journal and memo sections of the coding documents to note preconceived notions and assumptions, that assisted in preventing research biases (Rubin & Rubin, 2012).

Dependability

In qualitative research, understanding events and participants goes beyond observation. The qualitative researcher strives to capture the essence of these unique circumstances, documenting and interpreting them with a keen eye for detail. They can uncover the multiple layers of meaning embedded within the data through careful observation and thoughtful analysis. However, it is essential to recognize that the subjective perspectives of the researchers themselves highly influence qualitative research. The findings can vary significantly on a different day, with a different researcher, in a different place, and even within a different writing class. The researcher's background, biases, and personal interpretations shape the unique lens through which they view and analyze the data (Stahl & King, 2020).

Additionally, different writers can generate distinct outcomes even when a given data set is collected and shared. This arises from the understanding that reality, as perceived and constructed by qualitative researchers, is subjective and multifaceted. Unlike quantitative research, where validity is often a central objective, qualitative research acknowledges the inherent subjectivity and embraces the diversity of interpretations that can arise from the same dataset (Stahl & King, 2020). Qualitative researchers focus on credibility instead of striving for a definitive measure of dependability. Credibility is achieved through a transparent and purposeful research design, rigorous data collection methods, and an ongoing process of reflection and validation. By providing detailed descriptions, supporting evidence, and engaging with

multiple perspectives, qualitative researchers establish the credibility of their findings within the context of their research (Stahl & King, 2020)

Dependability refers to the research being consistent and repeatable from another researcher, resulting in similar results. Dependability strengthens research and the researcher's methods' trustworthiness (Patton, 2015). To assist in achieving dependability, I immersed myself in the data, transcribing the interviews verbatim and coding the data by hand without using qualitative software. By coding the data along with comparing it back to the original recordings, I ensured accuracy and minimized the risk of misinterpretation. Additionally, the manual coding process allowed for a deeper understanding of the data and increased the potential to uncover valuable insights that otherwise may have been missed through automated methods (Creswell, 2018). I utilized a question guide that ensured consistency across the interview sessions and maintained uniformity on the main research question. To obtain more details of the participants' perspective additional probing questions were asked based on the individual responses to the main research question. Using a question guide ensured that the information collected aligned with the research objectives. Lastly, I kept memos regarding the interview in a handwritten journal and within the coding document. I kept memos throughout the process and aided in organizing and managing qualitative data that aided in identifying connections and patterns.

Credibility

Credibility refers to the research's truth values and the findings' correctness and accuracy (Saldana, 2021). Methods I utilized to ensure credibility consisted of prolonged

engagement with participants (Rubin & Rubin 2012). Prolonged engagement allowed me to establish a rapport, allowing for a deep understanding of their perspective of their experience. Extending engagement reduced the chances of misinterpretation and allowed me the opportunity for clarification and follow-up questions (Rubin & Rubin, 2012).

Additionally, I utilized the in vivo coding method that enhances the credibility of the research by keeping the participants' voices intact. Using participants' words, I minimized my interpretation bias and honored the participants' authentic experiences, perspectives, and meanings. Secondly, using in vivo coding assists with avoiding potential pitfalls associated with researcher-created words or concepts. This method allowed for a more accurate representation of participants' experiences, avoiding any inadvertent distortion or interpretation arising from imposing preconceived notions or language on the data (Ravitch & Carl, 2021). Lastly, I utilized reflection by keeping a journal and memos regarding my own biases, preconceived notions, and assumptions, and reflecting on these factors throughout the process assisted in minimizing personal opinions' impact on data analysis and adding to the credibility of research findings (Rubin & Rubin, 2012).

Transferability

Transferability refers to the extent to which the researchers' findings can be transferred to other contexts and studies (Creswell, 2018). While the goal of qualitative research is not to produce findings that can be directly transferred to other contexts, the techniques utilized to achieve transferability are a thick description that provides adequate details of the research methods and procedures utilized to collect data (Guba,

1981). A thick description consists of providing adequate details of the research methods and procedures utilized to collect data such as the constant comparative approach. Thick description allows for other researchers to understand the intricacies and nuances of the study and aids in the replication of the study (Creswell, 2018).

Confirmability

Data was checked and rechecked multiple times against the original recordings throughout the data collection process. Additionally, memos were kept throughout the collection of data and coding process (Rubin & Rubin, 2012). Keeping detailed research records as an audit trail ensured that the results evolved from the original data recordings versus the researcher's preconceived notions and biases (Patton, 2015). Additionally, these strategies ensured that results are likely repeatable with other studies.

Results

Theme 1: Working Conditions

Although participants may not have reported complete satisfaction with certain extrinsic factors associated with their working conditions, an aspect related to Herzberg's two-factor theory, such as institutional factors associated with their position, they did discuss a sense of fairness or expressed their attempt to find fairness regarding certain extrinsic factors connected to their job and the institutional policies that are associated with working conditioning that made the position acceptable. As identified in Herzberg's theory, working conditions are affiliated with schedules, pay, workload, and benefits. Participants one through eleven expressed perceptions of acceptable factors associated with their working conditions.

Subtheme Schedule

P1 discussed the perception and the understanding of the time it takes to develop a course:

There's a lot of preparation goes into lecture; I think they say the average be three to five hours per hour you teach. But that really kind of depends on the topic, material and how familiar you are with to begin with, in my opinion, but it is definitely not an easy or light thing to do. When I am teaching lectures, that is a lot more involved. Making sure assignments, tests and reviews are already in the lecture notes are prepared so that I can deliver a quality product to the students. And that can take several hours, it's not usually I have a day for a half day's lecture, especially if I'm not that familiar with the topic. And then there's always constant revision and upgrading and updating of material, because it should always be a continuous process of improvement. Clinical days, days take a little less time to prep, because they're kind of see how the day goes and adjust to the flow of the work day. And then lab takes about the same amount as lecture, probably a little less, because it's still demonstration and not information. conveyance per se, is how I would picture that.

P2 discussed her perception and the fairness of how the schedule is developed at that institution:

We get a grid with shows like you know, your classroom hours count for this and then again, clinical time counts as this number of credit hours. Your again, lab simulations, that kind of stuff all counts. So, they it's very systematic. It's not like

they're just, here's your courses, right? And they, they are very deliberate at allocating like exactly how much seat time and how much lab time and that kind of stuff. It's, it's, you know, it's very objective, right? It's not just a subjective of saying.

P3 added information regarding her perceptions of fairness with the schedule outside of teaching responsibilities:

I do feel like that sometimes there's a lot of meetings that we do have to attend but once I get all my work around and get them all worked in, it's not that bad. And I don't feel like that. For the most part. They don't interfere with me getting my other work done and I do feel like some of them are very necessary. I understand it after I get there.

Subtheme Pay

Participants 2, 4, 6, 7, 8, 9, 10, 11, and 12 expressed their perceptions of pay and fairness or tried to figure out the fairness of salary development. P7 stated, "I'm not sure because I don't know about the other school's compensation honestly and the only thing I'm complaining about is nine month contract so I cover my summer so that's the only thing I'm not satisfied about but I understand the mechanics of" Additionally along the same lines P9 stated, "I understand like, where the bigger institution there's more financial like ability."

Subtheme Overload

Participants 1 and 2 shared their perceptions regarding overload. P2 not only stated a sense of fairness regarding overload but noted the positive side of overload:

Umm It was a it's a fair workload. I know all the other faculty I work with even the very well experienced faculty. We all have a little bit of overload here and there. We're a little understaffed right now. We're actually currently without an official dean, we have an interim dean and we're without one other full time faculty member who left in the spring so we're feeling a little stretched thin. Our institution does obviously give workload pay sub for overload.

Subtheme Benefits

Participants 6, 8, and 12 shared perceptions of fairness regarding benefits. When participants discussed their perceptions of fairness regarding benefits, pay was also brought up, and P12 gave in-depth perceptions of fairness regarding pay and benefits:

I have known ever since I started my master's program that the compensation for academia just does not and probably will never line up with compensation for clinical practice. But I have a passion for teaching. And I would say, you know, it's, it's not like my compensation is poverty level or anything crazy, like it is a respectable income. It is very different from a clinical income, but there are so many pros that go along with it. My retirement benefit is better. My health care benefits are comparable. My time off, leave for family leave. Benefit is outstanding as a faculty member. There's, you know, the option of sabbatical and then of course there is the leave over summer and weekends and the general schedule that goes along with working for school as well. So, there are there are definitely pros that outweigh the cons and, in that regard.

Theme 2: Company Policy and Administration

Several participants engaged in discussions concerning the challenges of balancing and juggling multiple aspects of their roles. This observation aligns with Herzberg's two-factor theory central qualitative research theme of company policy and administration. This included nuances of balancing or juggling their dealing with students, managing schedules, and understanding pay and benefits, sub-themes of the theory. Moreover, the respondents also elaborated on the concept of freedom and how it married into the overall home and work-life balance. This brings to light the policy and administrative decisions in their organizations and how they impact job satisfaction, as per Herzberg's theory.

Subtheme Schedules

Participants 2, 3, 4,5, 6, 7, 8, and 13 discussed their experience with their schedule and balance. Several participants discussed and expressed satisfaction with the institution's process and policies of utilizing co-teaching to balance schedules. P6 stated, "So we have about, we divide the class up, there's three of us that teach it so the students get divided amongst the three of us so it's a it's around 15 students per person."

Additionally, several participants discussed the perceptions of relief of their schedule based on the institutions official or unofficial mentorship programs that assisted in providing relief and support with their schedule. P7 claimed,

So I started working from August last August and I immediately started to teach in August, but so because I had a, you know, like, co teaching for both courses. I was jump in and sign like part of them and there was a course coordinator already

existed and they she gave me only like three lectures for undergrad course. And I was co teaching for the graduate course and then the I will say not of course coordinator but the other faculty she used to teach this course more about like five years. So she has already structure for this class. Umm So when I say she reached out to me in advance during summer, and then we talk about what I want to add or what I want to change, but obviously I didn't really change anything because I don't know about her style. But in fact, that graduate course was very familiar to me because I used to teach that after I graduate. Like I mean that graduation after I not have sorry my English is not be really good because I'm not on native speaker. But, um, because I used to teach that course, or when I was a lecturer, so I'm now a full time faculty, but when I was lecture, like in Korea, I used to teach that course for Korean student undergrad students, but it's the same course and I now teach to graduate student, but the contents are really same. So I didn't really want to change her course. Design. And it was really easy for the first semester and then the undergrad course is also easy because I was only able to teach, I was only have to teach three lectures per semester and then the second semester spring semester.

Subtheme Pay Versus Benefits

Participants 2, 3, 4, and 10 discussed their perceptions of balancing pay versus benefits. Additionally, Participants one through four have a balance of home and work life. Although pay versus benefits and home and work-life balance are separate topics, the participants tended to discuss those topics together. P3 elaborated,

Well, I feel like as far as I'm concerned, I don't know what other people make here in the institution. But I feel like as far as I'm concerned, I feel like they they've been fair with me. It's not the same amount of money that I was making when I was working 36 hours a week on night shift full time 36 hours a week, but it's also nice to get to sleep at night too. And wake up like your body. normal rhythm. So I like that idea of being able to sleep at night and live the normal cycle that most people do.

P4's perceptions echoed the same perceptions regarding achieving balance and proactive abilities to achieve additional balance:

I think the benefits are really good. Umm Like we have government insurance and the vacation time and everything I feel a lot is good. I feel like the pay is good. Now that I've got my doctorate but I feel like it wasn't it wasn't as much I took a big pay cut going from working in hospital to teach it even though like I had got my master's degree and it was a better schedule and everything but it was kind of a struggle because I made a lot more you know, working at the hospital, so I felt like The pay wasn't as good as I thought it would be. But then it's like if you can get your doctor though you make a pretty good bit more. Umm So that was my why when I went back to get my doctorate. So, I could make more money.

Although all participants discussed their experiences with ensuring appropriate time was spent with students while not falling behind in their other duties, P1 and P5 referred to this process of juggling and a balancing act. P1 explained,

Once in a while you run into a nurse that isn't really feeling like having a student that day. And to the student doesn't get a particularly great clinical experience with that nurse, which there's not much I can do about if they only have 20 patients on the floor, they only have four nurses. And if I'm giving no more than two students per nurse, then you're gonna get stuck with the nurse that doesn't want to have students today. There's not really much I can do about that. But it is kind of an ongoing, minor roadblock. I mean, we work through it, you know, maybe that means I need to spend more time with those students, because the nurses and precepting them in any way, shape or form. But then that takes away from any time I spend with other students. So it's all a balancing act. That's not a major roadblock, but it is a continuous source of stress. I mean, just trying to figure out how we're going to manage the day in general when it comes to clinicals.

Subtheme Home and Work-life

Several participants shared their perceptions of the opportunity that a career in academia has assisted them in achieving work-life balance. Participant 2 shared,

Yeah, that's, that's a... it's a hard one. I do love like I do truly love teaching. I love my students. I love the you know, day to day time schedule, right. Let's say that Monday through Friday, I love having the school breaks off and the summers off, out minus that one summer course. So being as my kids are pretty young, so being a mom with young kids, that was like the big incentive to go to academia right because my hospital job wasn't as flexible Umm in my hours, so you know, I had

a lot of on call, you know, a lot of late hours so working 12 hour shifts, which really turned into 13 plus hour shifts, right. You don't get to see your kids. So that was really the major incentive I left my hospital position. Umm And I do see that as a major bonus right to being able to teach as is to have that flexibility of like, you know, normal school schedule all the holidays off. umm summers off. That kind of stuff is a huge, huge bonus. So even though yes, I work after hours at home once my kids are in bed, am I typically in front of my laptop, you know, doing some prep or doing some grading? I am but but it's nice to know like I can pick my kids up and come home and have dinners together every single night and and put them to bed every single night. Right and that that's been a huge blessing. So that's really the main main reason but it's been also been incredibly rewarding. I didn't really know if I like it until you get into it and then I realized you know it is really, really fun to teach so I don't regret it. I mean, do again the cut and pay thing Oh, but if I had more money at if I stayed at the hospital, but with the amount of stress I'd be under in the amount of hours I'd be doing and be worth it probably not. So I do feel like it was a good choice for me and my family to go into teaching.

Subtheme Students

Participants 1, 4, and 5 expressed her experiences with balancing the students and their approaches to accommodate needs. P5 commented,

I think honestly, you know, I can handle all the planning, the pre planning the materials and stuff like that is because we have such a large volume of students

that at level one need more attention. And so it's trying to juggle our office hours in between everything. So there's days that I come in here I'll be to work by seven o'clock in the morning. But between trying to fix sent meet with all of our students in between, I'm still here sometimes it's seven o'clock at night. So, it's a lot of student meetings, hand holding, trying to get them prepared so they can be successful in nursing.

Theme 3: Achievement and Recognition

Multiple participants engaged in discussions reflecting their sense of responsibility and recognition tied to their roles, a key theme associated with Herzberg's two-factor theory. They treated this responsibility with utmost seriousness, understanding the importance of achievement within the position. This sense of responsibility empowered them to take actions that helped maintain their high levels of integrity while interacting with coworkers, students, and supervisors reflecting the importance of supportive feedback in fostering a sense of responsibility and achievement. Whenever they encountered situations threatening their integrity or obstructing actions aimed at sustaining their sense of responsibility, it led to reports of feeling overwhelmed or stressed.

All participants exhibited behaviors or beliefs supporting high integrity, reinforcing the theme of recognition in Herzberg's theory. Prevalent subthemes encapsulating achievement and recognition comprised a sense of responsibility, support, coworkers and supervisors feedback and relationships. Each participant emphasized the

role of preparation in fulfilling their sense of responsibility, highlighting the significance of achievement and recognition in job satisfaction as per Herzberg's two-factor theory.

Subtheme Sense of Responsibility

P1 was extremely vocal regarding responsibility as a nursing instructor and the impact it makes on the future:

Yeah, I mean, so I feel constantly stressed, when it comes to my job have a part of that it's not necessary? Well, I guess it all is job related. But you know, sometimes that's just because I'm trying really hard to make sure I give my students the best education I can give them. You know, we're nursing educators. So it's really important that we give them good educational experience is to try to prepare them to become nurses. And I take that very seriously. And I want to make sure, and so that is a constant stressor. As far as my job, I want to make sure that my farm students get what they're supposed to get out of pharmacology, that my lab students are learning the skills they need, that my clinical students have the experiences that I'm supposed to try to give them during the clinical day. And some days we fall short of that we do our best, but you can't make everyday work perfectly. You just do the best you can do with it. And that is a constant source of stress for me. I mean, I there's no getting around that. It's not always a stressor that's brought on by my clinical site. I can't say that. But it's a concern. It's just a constant thing that I deal with. I kind of live on a stress edge anyway, it's just kind of part of that. But there are stressors that come along with this job. I mean, and I'm one of those people too, that I constantly worry about, well, am I goanna mess

this up so badly that I lose my job over it, which I don't think is a serious threat that I have to face. But it doesn't mean that I don't worry about it. Trying to be the best educator I can be, which means I'm trying to learn how to be a better educator constantly. I'm not always good at it. I'm just trying to improve. Because I like what I do. I just but it's not stress free, not by any means. I want students to pass boards. I want students to be good nurses. And it's more than just teaching them basic nursing skills. It's a lot more than that. It's teaching them how to be good nurses. That's not just skill sets. That's personal skills. That's communication skills. That's knowledge and trained and you can't make that work with every student, but you should on a try. So those are those are just constant stressors. i Yeah. I sometimes lose sleep at night over that. But I'm doing the best I can with it.

Subtheme Support

Participants 2, 3, 4, 5, 6, 8, 9, 12, and 13 the importance of supplying support for the students. P2 explained,

I have a lot of time not with them individually, but at least with the labs being in to lab sessions or kind of smaller groups, so we get a lot of time with them during those labs. I make my sales. I mean, I tell them my my schedule, here's my Google Calendar. Here's my office hours, you can always stop in and see me. I'm available by email very readily. I probably am a little crazy about checking my email and responding to emails at all hours of the day or night. They're used to me

actually like responding to them at 10 o'clock at night and they think it's hilarious that I'm working at that hour. I'm like, Yes, I am.

Subtheme Coworkers

Participants 1, 2, 3, 6, 7, 8, 9, 10, 12, and 13 shared their experiences as it pertained to their coworkers. P7 stated,

So I had a I have a mentor, and then she helps me a lot. And because she's not related to my course, and she's not part of my like co teaching, she can provide more objective advice. Yeah, she can provide more or objective advice. And then also my course coordinator for undergrad course, she helped me a lot like if I have any question about like, what is this? Oh, and if I asked something like on expected a situation about the student, then she really cares. And then she tried to handle her by herself, even if I did something. So I feel they are really care about the first year and new faculty.

Participant 6 discussed how the support helped her get through areas that she was not familiar with “But you know, it's, I felt like I've had such good support through the process that now that I'm on this side of it, I think it worked out just fine.”

Subtheme Supervisors

Participants 1, 2, 4, 5, 6, 7, 8, 9, 11, 12, 13, spoke of their favorable experiences with their supervisors. Participant One discussed how the positive reviews from supervisors gave them peace of mind regarding job stability. P1 described,

Based on all the reviews, I get the feedback I get, I think I'm doing well with my job here. I like teaching here. Part of mine comes from, I have a history of

employers that will tell you, you're doing a great job, and then turn around and fire you without notice. You know, and so I have a natural distrust of management people. So I don't, it's kind of it's not a totally irrational fear, because I have concerns about I mean, I'm my only income.

Additionally, feedback from supervisors assists faculty members in knowing that they are on the right track and that their hard work is paying off. P4 said,

My boss is really good, but she was an instructor and kind of took over as the director, so you know, they brag on us and they you know are always saying they appreciate all we do and thanks for the institution is good too overall.

Theme 4: The Work Itself and Responsibility

Nursing faculty members frequently demonstrate behaviors that align with Herzberg's theory, specifically in terms of task-related responsibilities such as preparedness and resourcefulness. These educators place a high value on effectively preparing for their role and demonstrate a commitment to excellence in their work, which is a direct embodiment of the "work itself" dimension of Herzberg's theory. Their propensity for resourcefulness, for thinking on their feet and finding innovative solutions to challenges, also epitomizes the vital attributes tied to the responsibilities they carry. Ultimately, these qualities not only contribute to their personal sense of job satisfaction but also enrich the overall educational environment, thereby underscoring the relevance of Herzberg's theory within the context of nursing faculty roles.

Subtheme Preparedness

Several participants were just as passionate about their sense of responsibility. Additionally, they shared actions that hold them accountable and assist them in meeting their perceived responsibilities. P5 shared,

So things that I can use technology to help reinforce learning. So because of that, I'm not the best technology and the newest things that are out there. I'm having to spend a lot of time teaching myself that technology before I can even transfer that into an activity.

I do have additional assistance in the lab from adjunct faculty, but it really falls back on to the lead to make sure the course is ready to go. So basically, I'm taking everything that I have and handing it to another instructor and say teach this.

Below is a comment by P12 discussing the outcomes when she does not feel that she is meeting the expectations she has of herself:

I would say I started the overwhelming feeling maybe a month and of the three months semester. So I was officially hired and July and I started like I started on payroll August 1 and classes started the end of August so I had time to prep. You know, the beginning part of my lectures, the didactic portion of teaching, and then it got to the point where it kind of caught up and I wasn't, I wasn't prepared ahead of time anymore. And I was, you know, staying up very late finishing the night. Before. Obviously cutting into personal time, taking work home with me every single evening, every single weekend. And that's where it started to started to feel

overwhelming. was when it felt like I didn't have enough time to develop it fully.

Or the way that I wanted to.

Subtheme Resourcefulness

All the participants discussed behaviors that exhibited their resourcefulness abilities. Participants utilized their coworkers, community resources, technology, teaching themselves new technology and the utilization of their current learning management platforms to assist them to ensure positive outcomes for their students.

Participants discussed the utilization of building relationships with clinical sites to achieve the best experiences for the students. P1 explained,

There's a whole thing about ensuring you know; you we talked about Maslow's hierarchy, and we won't go into that but proper learning environment is part of that. But with the clinical environment, you have to make sure you have the right number of patients for your students, the right kind of patients for your students. You try to pair them up with nurses that will work with them on the floor. But you know, I don't always have that option because there's only so many nurses and so many patients and so many students that must have a work setup there. But you also want to try to manage that day, effectively in there as a clinical instructor, you've got other responsibilities, you're going to pass meds with your patients, you're going to watch them do assessments, which ones are you doing that with this week, because if you have 10 clinical students, you can't do 10 assessments in a week, you can't do 10 med passes that week, you you're going to do what you can manage in that day and setting that all up to make sure that no students left

out that in your semester, you've included all students and all those activities you're supposed to go. And they're coordinating well with the nurses that they're working with that day.

Additional participants discuss the benefits of their course resources and how they take advantage of those items. P2 commented,

For homework assignments, we use Pearson for a curriculum, the current work concept based so concept based Pearson and umm for homework, they do electronic, like they call dynamic study modules DSM, so I signed those so I had to, you know, before the course started spend some time setting those up with due dates and thankfully, those are kind of like automatically graded by Pearson I just have to transfer those grades into Moodle. So there's not it's not very grading intensive.

Another example of resourcefulness that participants discussed was asking for items or training that was needed or desired. P8 stated,

I tend to just go to my dean of nursing if I ever need anything. We tend to get well supported in our just in our nursing department. So if the college can't pay for something, we have like nursing funds, and so usually our dean will approve for us to get something out of nursing funds. So I tend to just go to her for support.

Other options for resourcefulness pertained to individual participants developing their own hacks that support their individual needs. P11 emphasized,

I have a checklist that I go over before the course begins. And if it is a course that I have not taught before, I have to of course become familiar with the course.

Read the materials, so it varies on the course.

Other participants utilized the expertise of their coworkers. For example, P12 claimed, “I try to vary my teaching styles. So, I observe a number of different classrooms.”

Subtheme Second Job and Overload

Many participants expressed multiple positive adaptations to ensure success for the students and for them to continue to teach while maintaining their values. Several participants discussed maintaining their lifestyle needs while taking a pay cut, holding second jobs, or taking on overloads. Additionally, participants perceived the second job as maintaining their skills and taking overloads as a way of serving and helping.

Participants 2, 4, 5, 8, 10, 12, and 13 discussed the opportunities they receive by either maintaining a second job, taking overload, or doing both. P12 explained,

Um, there's definitely the aspect of wanting to supplement my salary with working in in the hospital in the clinical setting. So there's that aspect there and then staying relevant and I can I can sense that there's a perception from students of faculty who still practice versus faculty who no longer practice clinically, and their perception of relevance. So that played a role I have worked at my current position for in the unit that I worked on. I've been there over five years, and I really do enjoy it.

P13 is another nursing faculty member that maintains a second job while also working overloads frequently:

We in academia, we're kind of already working at a lower pay rate than what we could do as a clinical instructor or nurse rather. And I'm also a nurse practitioner. So on some of my days, I also work as a nurse, keep current plus to subsidize my primary job.

Subtheme Work From Home

Participants 2, 3, 5, 6, 8, 10, 11, and 12 discussed having the ability to work from home outside of regular hours as a benefit in ensuring that they can be as prepared as possible for the development of their abilities along with the development of new. P3 explained,

I feel like that with me being able to have the hours in my office that I do get and schedule for myself. Umm That it's not uncommon for me to be in my office hours more than what I need to be just because I want to do a good job and I'm trying to read and study for myself for my professional development and working on the computer and trying and working on other things with the computer, setting up zoom meetings and those kinds of things. Umm just learning to be proficient at all of those kinds of things with the computer and in the class and working on building the shell and technology related items that I struggle with sometimes.

Although some participants reported being more comfortable with the courses that are over, they reported additional hours they put in at the office and at home. P5 stated,

I would tell you, I honestly put in at least 12 -hour days, five days a week. And then I'm still having to do some extra stuff on the weekend. So, I would say I spend up to four hours a day on the weekends.

Other participants are surprised where they find themselves when ensuring the best experience for their students. For example, P10 added,

I'm teaching a class right now an online doctoral graduate class, but I found myself up until one a.m. this morning because by the time I was able to sit down and really immerse myself in it was, you know, at least eight o'clock or so. So yeah, I'm finding a time challenge associated with additional work responsibilities that have been added.

Theme 5: Personal Growth

All participants manifested a variety of positive adaptation strategies showcasing a growth mindset, adaptability, resilience, ownership, responsibility, and self-improvement approaches. These aspects resonate closely with Herzberg's two-factor theory concerning personal growth and its related subthemes, such as perceptions, future orientation, emotions, and student feedback. Though not all participants embraced every facet of this outlined perspective, their shared experiences and strategies underscored a broad spectrum of personal growth adaptations. Their willingness to perceive situations positively, confront challenges, assume ownership, and perpetually enhance their skill set fostered the ability to flourish in dynamic environments. In this context, the participants' interactions align profoundly with Herzberg's theory, illustrating their journey of personal growth within the professional sphere.

Subtheme Futuristic

Additionally, participants discussed the importance of understanding the individual needs to assist them best, even if their future may be outside the healthcare field. P10 shared,

Well, first of all, I think that's one of the reasons why I dedicate so much time for them is because I want them to be sure of that's what they want to do. And then we will look at other avenues. Like if we've got somebody in our program, you can only fail twice, or you can only fail two horses. And so if that happens, then I work with them to figure out what they want to do. Do they want to go to another program and be an ASN nurse? They want to be an LPN, you know, they want to be out of nursing period. And then I try to find them an area where they're interested in and see what forces to transfer and kind of hand them off to the next person. But I pretty much keep in touch or they keep in touch with me.

Participants 1, 2, 3, 5, 6, 7, 10, and 13 discussed their position in preparing future nurses. P6 asserted,

I make sure that students have you know, a course outline, have the information that they need to be successful, and then the preparation that goes into the class is a little different for each one. I teach and med surg nursing one also so like preparation for that looks a lot different where you're going back to their text and presenting the information in class in a way that they can hopefully understand it with activities that go along with it to try and engage them and help them to apply

the knowledge that they're learning from their texts. So that involves quite a bit I would say a quite a bit of planning.

Subtheme Emotions

Participants 3, 5, 6, 8, 12, and 13 revealed various emotions that relayed empathy for their students. P6 specified,

So I think one of the things that I like the most about the community college setting is that a lot of our students are nontraditional. And I like the fact that they're coming here, and nursing is going to be a brighter path for their future. So and to see them be able to gain that employment and that better job in a in a career field that I feel like is meaningful to them. That's really what does it for me.

Although not all emotions expressed were positive, they were spoken by nursing faculty who care about the students, nursing programs, and patients. P12 acknowledged, I get frustrated a lot with some of the newer learners no COVID has impacted us, but at a point you gotta quit blaming COVID But the students are coming weaker. And it just overall as a career, it seems like nursing is getting easier to accommodate the weaker students.

Subtheme Perceptions

Multiple participants referred to challenges they encountered as positive aspects that would assist them in the future and help them be better instructors for the students. Participants 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, and 13 discussed their experiences in a positive format.

Participant 5 expressed a positive approach as it pertains to perceiving the need to continue to work a second job:

I'm going to actually flip it around a little bit. The benefit I see still being at the bedside allows me as an instructor to remain current with what practices are being done in health care. So what things are changing what new meds are coming? What assessment things do we need to tweak because of technology and equipment being used at the bedside? So I feel by working at the bedside still allows me to be current and be able to teach my students what things are current in practice, rather than teaching them what I learned, you know, 25 years ago, as a nursing student, that this is what you should know because we all know it changes so rapidly, I think it's a positive for my students. But financially, I feel I need to supplement more so because student debt, you know, I'm still paying back my student loans, and I still have that burden to pay so that comp that makes up you know, by working that PRN that replaces what I'm using to pay back my student debt and still be able to teach.

Although P10 was fairly new to teaching and became the lead of the course early on, she had a positive outlook on her experience in teaching so far:

Um, I think it came about because it's not the most popular of courses. So even though I only have one year experience, I really liked the concept and I'm really excited about it. They asked me if I would do it and I said, yes. So once I had a couple of sessions, going through it because our second degree accelerated

program was always happening. So, there's always every semester there is a version of that course.

Subtheme Students

Participants 1 through 12 discussed the importance of student feedback and how they utilize that information. P1 discussed how the received feedback assists in developing future lessons:

So, I tried to look at student feedback on on those surveys when they fill them out, or I, I tried to get feedback directly from my students, and some of them are really good about telling you if they didn't like the way you delivered a specific thing.

And then I take that digested and determine if there's a need to improve what I'm doing or if that's just students not liking the way a particular subject was handled.

But there should always be a way of trying to make the material more presentable to students. And so that takes time.

Other participants view watching the students grow and experiencing the excitement of learning and doing new things as a form of positive student feedback. P12 stated,

Absolutely. student interactions, student feedback student learning, for sure. You know, teaching the fundamentals course. We I take them to the hospital for the very first time and we start with hand washing, and by the end of the semester, we build up to injections and they're doing medication administration safely and they're doing head to toe physical assessments, and they're communicating with their patients. And that really is the most rewarding for me. Is when they grow,

and they read rediscover their passion for nursing because when they come in they are very excited but they are also very nervous for hands on patient care.

Discrepant Cases

In the study, some discrepant cases were observed in relation to the perceived fairness and heaviness of workloads associated with teaching responsibility. One participant, P5, felt a disproportionate workload distribution, labeling it as heavy and unfair. The participant is unique because she reported being a course lead for two courses. When asked how she ended up being lead for two courses, she stated, “I volunteered to pick up the lead of pharmacology because it felt like the students were more confused when leaving class versus when they came to class.” Additional challenges with becoming the lead of a second course include tracking more students. When asked about perceptions in general of how that participant feels about her workload, she stated, “It is extremely heavy. There are days in my mind that I say, you know what? Three 12-hour shifts a week with four days off would really be nice so it is very heavy.” When further inquiring about the heavy workload, P5 continued to explain, “Yeah, I think because we are judged per credit hour. A first semester students is way different than a fourth semester students so we are having to put a lot more time energy. We're having to meet with more students. So on average, we admit on a fall and spring semester and level one we admitted anywhere from 100 to 120 students. So I am responsible for all 120 students because if I don't have them in health assessment, I have them in pharmacology. Where as an that would be three credits. For where as our fourth semester instructors, who are also teaching

three credit classes may by the time the students trickle to them, we have 30 students. So when we're paid by credit hour, my three have 120 students is a lot different than the three credit hours of fourth semester has with 30 students. So way different workload.

While P9 did not necessarily express dissatisfaction with the workload or perceptions of a heavy workload associated with teaching responsibility, she did express not having a clear understanding of what constituted a normal workload due to her maternity leave at the start of her career in academia followed with overload, therefore, resulting in the ability to differentiate what a normal workload is versus additional teaching responsibilities. This participant needs help with an increased workload while simultaneously needing more comprehension of the faculty's workload allocation policy. When asked about P9's perception of her workload, she reported,

Um well, my workload is a little different from the perspective so I'm assistant clinical professor, so my clinical hours end up being equivalent to credit hours but the way my director explains as is there's like, a certain amount of clinical hours put in that equal credit hour. So I don't really understand the numeric but um, I do a lot of clinical pieces and then I am also an overload faculty and teach a two credit course that's in the classroom.

This underlines the need for clear communication and transparency in workload distribution within the institution. When further discussing perceptions regarding workload associated with teaching responsibilities, P9 further discussed her experience with academia thus far:

I feel like because I do put in the effort. And the morning hours in the evening like to kind of keep myself on top of my load and organized. I don't know what an overload is supposed to feel like because it's my first semester with an overload. So I did talk with my director about seeing if the spring could be this regular load and kind of experienced the spring for what it is first. Since last year I was out on maternity leave for half of the spring. My whole first year hasn't really been a first year yet.

Elaborating on the differing experiences of two of our study participants, P5's decision to voluntarily assume the lead role in a course notably contributed to the perception of an excessive workload, particularly in the context of teaching responsibilities. By willingly accepting the added role, this individual knowingly increased their workload. Even though this decision was driven by a sincere desire to contribute more, it inadvertently led to an intensified perception of a heavy and seemingly unfair workload.

Conversely, P9 grappled not with voluntary over-commitment but with inexperience and a lack of comprehension concerning the institution's workload distribution policies. This participant's impending maternity leave and the need to meet a sudden increase in workload fueled consternation, mainly due to unfamiliarity with the faculty's regular workload.

These discrepant cases underscore the intricate dynamics between personal choices, institutional obligations, and the perception of workload. This study noted two discrepant cases regarding schedules and institution policy that present contrasting

viewpoints regarding faculty schedules. While these cases may not directly contribute to the specific research objective, they still hold value as they offer alternative perspectives and challenge assumptions. Although they may not directly inform the current study, taking note of these discrepant cases acknowledges the diversity of experiences within the faculty. It highlights the need for future investigations to explore these varying viewpoints further. By recognizing and acknowledging these diverse perspectives, researchers can gain a more comprehensive understanding of the complexities surrounding faculty schedules and potentially uncover additional areas for examination in future research endeavors.

Summary

I investigated nursing faculty perceptions regarding extrinsic workload factors by conducting interviews and analyzing audio recordings and transcripts. To present the findings, I included tables that showcased the participants' demographics, while another table breaks down the major themes and their corresponding sub-themes. Each theme and sub-theme are supported with a synopsis of the topic and quotes from the participants to support the development of themes and subthemes. This approach allowed for a comprehensive exploration of the topic in a clear and organized manner.

The participants of this research study exhibited many deep, high-quality beliefs and values and were mission driven. Participants shared their perspectives on extrinsic workload and other extrinsic factors at their institution, showcasing their ingenuity. Although, at times, participants may feel overwhelmed, stressed, out of control, and juggling their many responsibilities, they initiated resourcefulness and ownership.

In the following chapter, I give an in-depth discussion of the study's findings and my interpretation. Chapter 5 also includes the study's limitations, recommendations for future studies, and possible positive social implications.

Chapter 5: Discussion, Conclusion, and Recommendation

Introduction

This qualitative study aimed to investigate the perception of full-time nursing faculty members regarding external factors, particularly those related to their teaching responsibilities. Chapter 5 begins with a discussion and comparison of the findings concerning the existing literature on nursing faculty perceptions of workload. Moreover, I establish a connection between the findings and Herzberg's two-factor theory, highlighting the positive implications. Lastly, I examine the study's limitations, provide recommendations for future research, and discuss the potential impact on social change.

Interpretation of the Findings

A review of the literature indicated that nursing faculty perceptions of workload has a significant effect on their well-being along with their intent to stay in academia. Nursing faculty members who perceive a heavy or unmanageable workload report feeling of being overwhelmed, fatigued, burnout, stressed, dissatisfied, feelings of being bullied, and reports of increase intent to leave academia (Bittner & Bechtel, 2017; Candela et al., 2015; Cotter & Clukey; 2019; Flynn & Ironside, 2018; Poole & Spies, 2022; Singh et al, 2021; Wunnenberg, 2020). Additionally, faculty members who reported heavy or unmanageable workload were 8% more likely to report intent to leave academia (Bittner & Bechtel, 2017). Although research has supported that workload has a significant impact on nursing faculty members perceptions, there is little work on the specific factors or workload that affect the perceptions of nursing faculty.

Workload is the amount of work to be done in a period by a person (Meriam-Webster, 2023). However, there is not a clear definition of what workload means for nursing faculty due to the variety of work responsibilities that differ for nursing faculty based on their rank and institutional policies. Therefore, this study focused on workload associated with teaching responsibilities. The question regarding job satisfaction and intent to stay in academia was not directly addressed in this study. However, participants' responses indicated that they thoroughly enjoyed teaching and intended to stay in academia. Like Bittner and Bechtel's 2017 study, participants of this study reported that building relationships with students and seeing them grow gave them enjoyment and satisfaction in their academic positions. Although the participants encountered many challenges, they incorporated various techniques to not only make it through but flourish during challenging times. As noted in Chapter 4, one technique to address issues during challenges is investing more time outside regular office hours. Cotter and Clukey's (2019) study also reflected the same approach to success in academia. At times of uncertainty, stress, or perceptions of feeling overwhelmed participants took ownership and implemented an action. Those actions were dependent on the participants perspective and current abilities.

In this study, faculty expressed no negativity regarding their workload related to teaching responsibilities. They actively enjoyed devising innovative approaches to enhance student learning. However, concerns were raised regarding their position, including committee work, pay, advising, and additional responsibilities.

Working Conditions

The study participants embodied characteristics that led to the analysis of their institutional policies, leadership, work environment, pay, and benefits versus reactions to the abovementioned information. The participants demonstrated a proactive approach to examining workplace fairness, going beyond individual factors such as pay and benefits. Participants exhibited their process of critically assessing the broader context of their organization along with their knowledge and perceptions of experiences, including institutional policies, leadership practices, and the general work environment. Although participants did not necessarily agree with the institutional policies, pay, workload, and benefits, they discussed that they understood why things were the way they were. Additionally, participants noted that they had some choice over their workload and potential policy changes, including pay increases.

Previous research, including a study by Thies and Serrat (2018), identified a correlation between poor administrative support, lack of resources, job dissatisfaction, and intentions to leave academia. This study corroborated these findings, showing that participants intending to stay in academia reported positive administrative support and resource availability. Furthermore, participants reported that they could receive additional resources as needed.

Company Policy and Administration

The study participants exhibited a sense of optimism, allowing them to reflect on their workload steadily. For example, participants discussed their workload as heavy at some point throughout the school year; however, they stated that it was lighter at times;

therefore, the workload does balance out in the end. Additionally, participants noted that the work schedule, benefits, and overload options balance out the cut in pay from working at the bedside or in a facility. Lastly, multiple participants discussed the challenges of juggling and balancing students' rotations, additional mentoring, and managing adjuncts to keep informed. However, participants noted that part of the position is becoming more manageable with the more experience they have.

As noted above, company policy allows the flexibility and autonomy that allows nursing faculty to flex their schedule to meet their needs. Although the participants reported times of more activity than others, the ability to balance at the end infers some autonomy and flexibility. This ability supports previous studies by Bitner and Bechtel (2017), Cotter and Clukey (2019), and Thesis and Serrat (2018), noting the reasons why nurses switch to academia along with the positive reports regarding workload.

Achievement and Recognition

As reflected in the study, the participants, primarily driven by inherent responsibility and high integrity for their role as nursing educators, strive to perform at their optimal level and ensure the students' success. They equate professional integrity, effective mentorship, and adequate preparation for their courses with a sense of achievement. Their constant endeavor to uplift standards indicates their pursuit of intrinsic recognition. However, stress or feeling overwhelmed can undermine their self-imposed standards, thereby hindering their achievement perception. This suggests the need for extrinsic motivation, such as a supportive work environment and managerial recognition, to counterbalance the challenges and stressors. Based on participants'

responses when asked if they felt recognized and appreciated in their position, all of them stated yes. Thus, in light of Herzberg's theory, the nursing faculty's achievement and recognition are tightly intertwined with their standards and external validations from their coworkers and leadership in their role as educators. These findings are consistent with Derby-Davis's (2014) study, indicating that when certain motivating factors are in place, such as perceptions of achievement and recommendations, nursing faculty members have a higher incidence of reporting job satisfaction and intent to stay in academia.

Work Itself and Responsibility

The participants of this study exhibited satisfaction and fulfillment in their position as nursing faculty members. They demonstrated a solid commitment to their work, spending extra hours on activities that students enjoyed and appreciating the learning opportunities provided by feedback from others within their institution. These nursing faculty members exemplified enjoyment for the work, prioritizing preparation, and striving for excellence in their roles. Moreover, their resourcefulness and innovative problem-solving skills reflected the responsibilities they bear. This contributes to their job satisfaction and enriches the broader educational atmosphere, thus further supporting findings noted in Derby-Davis's (2014) and Bittner and Bechtel's (2017) studies regarding the importance of enjoying the work itself relationship to job satisfaction.

Personal Growth

The study findings demonstrate that the nursing faculty members were intrinsically motivated to grow and improve within their roles, facilitated by student feedback, which provided valuable insights for improvement. They persistently pursued

personal growth, demonstrating a forward-thinking emotional approach as they anticipated the future needs of their students and the evolving landscape of education. This desire for growth extended to navigating challenges; instead of viewing difficulties as hindrances, participants embraced them as learning and personal development opportunities. For instance, they employed creative teaching techniques and innovative problem-solving models to adapt to changing circumstances, showing resilience and adaptability in adversity. These findings revealed a strong link between personal growth and job satisfaction, substantiating Herzberg's (1959) theory's emphasis on personal growth as a significant aspect of job satisfaction. Consequently, fostering an environment that encourages personal growth enhances individual job satisfaction and optimizes overall educational effectiveness within the nursing department.

Analysis of Framework

Herzberg's two-factor theory suggests that two sets of factors influence employees' job satisfaction: motivation and intent to stay in their positions. Motivation factors refer to areas that provide a sense of fulfillment to the employees. Those items pertain to the job, achievement, responsibilities, and growth opportunities. Motivational factors contribute to employees' reports of job satisfaction. The other set of factors represent hygiene factors. While those factors do not represent job satisfaction, they are necessary and adequate for employees to reach a state of neutrality or assist in preventing job dissatisfaction.

The findings of this qualitative research study lend strong support to Herzberg's two-factor theory, mapping closely onto the identified hygiene factors and motivation

factors. I found that working conditions, company pay, and administration were pivotal in preventing job dissatisfaction among respondents. Effective administration and favorable working conditions were seen to minimize tension and foster an environment conducive to productivity. Adequate and fair remuneration was reported as crucial in preserving morale and avoiding discontent.

On the other hand, the study reinforced the significance of Herzberg's identified motivation factors in promoting job satisfaction. These include achievement and recognition, the nature of the work itself, responsibility, and personal growth. Achievement and recognition instilled a sense of pride and accomplishment among respondents, while the inherent nature of their work was often a source of intrinsic satisfaction. The sense of responsibility evoked by their roles further enhanced their engagement and commitment. Notably, the opportunity for personal growth emerged as a particularly potent motivator, with respondents expressing that the ability to learn, evolve, and progress within their roles was paramount to their job satisfaction.

In summary, these research findings robustly underscore the validity of Herzberg's theory in the specific context of this study, demonstrating that strategically addressing hygiene factors while promoting motivation factors can optimize job satisfaction.

Discrepant Cases

The two discrepant cases discussed in the previous chapter revolved around the workload associated with schedule and policy. The first case featured an employee who perceived her workload, particularly her responsibilities, as heavy. Despite being the lead

for two courses, she did not consider the workload per se the problem, but instead, the quality of students enrolling in the nursing program. The second case involved an individual who had yet to have the opportunity to engage with a standard workload due to a lack of experience, maternity leave, and workload overload. However, neither employee expressed an intention to leave their position, and they both mentioned several positive aspects of their roles. As such, these cases underpin the complexity of workload issues and the need for more nuanced understanding and resolution.

Confirmation and Extended Knowledge

The results of this qualitative study confirm and extend the knowledge derived from previous research regarding the importance of both hygiene and motivational factors in nursing faculty roles. Consistent with previous studies (Bittner & Bechtel, 2017; Cotter & Clukey, 2019; Derby-Davis, 2014; Thies & Serrat, 2018), the results support Herzberg's two-factor theory, indicating that working conditions, company pay, and administration are key in preventing job dissatisfaction, while achievement and recognition, the work itself, responsibility, and personal growth promote job satisfaction.

Participants' proactive approach to challenging situations, flexibility, and autonomy were echoed in the findings of Cotter and Clukey (2019). Similarly, the effect of administrative support and resources on job satisfaction and intentions to stay in academia, as posited by Thies and Serrat (2018), were affirmed in this study. The data further aligned with the research by Bittner and Bechtel (2017) and Derby-Davis (2014), underscoring the significance of achievement, recognition, and especially personal growth in fostering job satisfaction and intentions to remain in academia.

These findings corroborate the argument that an environment conducive to personal growth not only enhances individual job satisfaction but also optimizes overall educational effectiveness in the nursing department.

Limitations of the Study

I had the opportunity to interview participants with various backgrounds, teaching experiences, types of institutions, and rankings. Limitations included only one male participant and the several levels of the faculty members, along with the different curriculum types. Additionally, although multiple participants worked at a community institution, they reported using different curriculum formats. Although the various levels of faculty and institutional types added richness to the study, there remains a limit to the ability of the results to be transferable to other regions and institutions. The scheduling of interviews with participants presented some limitations due to their busy schedules. The busy schedules resulted in conducting interviews at unconventional hours to accommodate participant availability. Additionally, there were last-minute reschedules and no-shows, which disrupted the smooth flow of the interview process. Sometimes, these scheduling challenges also extended the gaps between qualified interviews.

While I initially anticipated the Walden University IRB approval process to be a limitation of the study, this was not the case. The approval was granted within a few days, unlike the expected weeks. Once the approval was received, I required additional days to prepare, thus delaying sending out invites. Additional limitations consisted of the resources necessary to cover expenses. Initially, I planned to use a qualitative research organization application. However, I manually organized the data using Word documents

because of the limited funding required for items such as thank-you gift cards, scheduling, recording, and transcription applications.

Moreover, this approach saved me time, eliminating the need to familiarize myself with a new software program. As mentioned, some challenges were mitigated by manually organizing data using Word documents. However, a learning curve existed when using applications for scheduling participants, recording, transcribing, and making social media posts. The process of manual transcription and coding consumed the most time.

As a full-time nursing faculty member with over 10 years of experience, researcher bias is another limitation of the study. My academic experience is limited to one institution that uses a medical-based curriculum design. Strategies implemented to reduce researcher biases included keeping a journal reflecting thoughts and assumptions during the data collection and analysis. Additionally, I purposefully focused on the researcher position, separating from my experience as a nursing faculty member.

Recommendations

Previous research indicates a significant correlation between intent to leave academia and perceptions of heavy or unmanageable workload (Bittner & Bechtel 2017; Boamah et al. 2023). This qualitative study contributes to understanding of the nursing faculty's perspective of workload as it pertains to teaching responsibility, supporting the need for further research regarding workload. Further research that centers on specific demographics of institutions and faculty viewpoints will aid in making broader inferences and applicability. Though qualitative research cannot be broadly applied or transferred, it

is recommended that more quantitative research be pursued, focusing specifically on other extrinsic workload factors associated with various areas, such as committees, meetings, or research expectations related to the workload. Several participants of this qualitative research mention the additional time and pressure they endure regarding required meetings, committee work, and the desire to complete research. Continued research on extrinsic and intrinsic workload factors will assist in understanding nursing faculty members' perspectives and needs and may assist in developing interventions to retain and recruit nursing faculty members.

Implications

The result of this study helps address the gap in understanding nursing faculty members' perceptions of specific workload factors. Although this study did not thoroughly investigate all workload factors, several findings may guide further research. Additionally, the findings of this study supported the positive benefits of mentor programs at academic institutions. The outcome of this study provides support for positive social change by exploring nursing faculty perceptions of workload. A better understanding of the correlation between workload factors and nursing faculty perceptions may assist educational institutions in developing successful interventions for retaining and recruiting future nursing faculty. Additionally, developing a deeper understanding of nursing faculty perceptions regarding workload will enable institutions to support the nursing faculty better, resulting in more vital collaboration that enhances teaching and creates a better student experience.

The methodological implications of conducting a qualitative study utilizing an interpretative phenomenological approach in interviewing nursing faculty about workload factors related to teaching responsibilities can be significant. This approach allows for an in-depth exploration of individual experiences and perceptions, providing rich and nuanced data.

Incorporating Herzberg's two-factor theory as a foundation offered valuable insights. The theory differentiates between hygiene factors (such as pay and working conditions) and motivators (such as recognition and opportunities for growth), which can shape perceptions of workload. By applying this theoretical lens, the study could gain a deeper understanding of how these factors influence faculty perceptions of their teaching workload.

In terms of empirical implications, conducting interviews with nursing faculty can generate firsthand accounts and subjective perspectives on workload factors. Conducting in-depth interviews allows for exploring diverse experiences and identifying common themes or patterns across participants. The findings may provide insights into the specific teaching responsibilities that faculty find fulfilling or challenging and how Herzberg's theory aligns or diverges from their perceptions.

Overall, utilizing an interpretative phenomenological approach with Herzberg's two-factor theory as a foundation offers a comprehensive understanding of nursing faculty perceptions regarding workload factors related to teaching responsibilities. It combines robust methodological techniques, relevant theoretical frameworks, and empirical data collection to enhance knowledge in this specific research area.

Additionally, developing a deeper understanding of nursing faculty perceptions regarding workload will enable institutions to support the nursing faculty better, resulting in more vital collaboration that enhances teaching and creates a better student experience.

Recommendations to current practice that may assist in retaining and recruiting nursing faculty retention and promoting job satisfaction is to continue or initiate strong mentorship programs. Additionally, institute in-depth orientation process to ensure nursing faculty are aware of all work responsibilities along with the outcomes when additional duties are picked up outside their standard expectations.

Conclusion

The worldwide nursing shortage is a significant challenge affecting the healthcare system. A projected growing gap regarding supply versus demand for nurses will further stress the healthcare system (U.S. Bureau of Labor Statistics 2020). The nursing shortage results from several factors, including nursing faculty shortage. The nursing faculty shortage results in institutions turning away thousands of qualified nursing candidates (AACN, 2019). Nursing schools are turning away qualified prospective students for multiple reasons, including nursing faculty shortage. The nursing faculty shortage is associated with nursing faculty retirement, the inability to find qualified replacements, and faculty members resigning from academia (NLN, 2022). Additionally, the Bureau of Labor and Statistics (2020) projection results indicate that there still needs to be additional nursing faculty positions to fulfill the projected nursing shortage, further complicating the issue. The results of the study revealed that the nursing faculty members enjoyed their work as educators and took pride in it.

Additionally, faculty members noted that having a mentor through the process was a great benefit; they thoroughly enjoyed building relationships. However, they noted difficulties with additional responsibilities interfering with their ability to prepare for courses. Further studies regarding nursing faculty perceptions of workload, along with other extrinsic and intrinsic factors, will assist in developing interventions that may assist with recruiting and retaining nursing faculty, decreasing the gap between supply and demand for nurses worldwide.

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Appendix A: Interview Guide

The purpose of this study is to explore the perceptions of full-time nursing faculty perceptions of workload factors. I am specifically focusing on workload factors that relate to teaching responsibility. The study is guided by Herzberg's two-factor theory based on motivation and hygiene factors. The research question for this qualitative study is as follows: What are the perceptions of extrinsic workload factors among full-time faculty nursing members? Utilizing this open-ended question will lead to follow-up probing questions that will provide insight into nursing faculty's perceptions of workload factors. To accomplish the purpose of the study the questions will be utilized to collect, guide, and analyze the data.

Thank you (participants name) for helping me with my research study. My name is Diana Melanson , and I am a Ph. D student in nursing leadership education program at Walden University. The interview will take approximately 30-60 minutes. I will be audio recording it via Otter an application that will utilized within the zoom meeting or iPad. Prior to recording the interview via Otter. Do you agree with that?
As stated in the Informed Consent, your participation is completely voluntary therefore you can stop the interview at any time or decline to answer questions if you are uncomfortable. By choosing to answer the questions you will be assisting in research exploring nursing faculty perceptions of workload. Your responses will remain confidential.

Qualitative Main Interview Question:

Q1: Tell me about your perceptions of your workload?

Probing Questions (if participants initiates topic):

PQ 1: What is your current workload like, and how do you feel about it?

Probing:

You said xxxx about workload, Tell me more about xxxx

Possible follow up questions based on discussion:

FUQ1: Are there specific factors or responsibilities you find challenging or time consuming?

Possible Probing Questions Based on Responses:

You mention this xxxx factor as a challenge, can you tell me more about that?

FUQ2: Can you tell me about responsibilities you find rewarding?

Possible Probing Questions Based on Responses:

You mentioned that xxxx factor as rewarding, can you tell me more about that?

Additional Questions:

Q2: How do you feel about the compensation and benefits offered to nursing faculty members at your institution.

Q3: Do you feel that you are recognized and valued for your contributions as a nursing faculty member?

Closing Question:

Q6: Is there anything else you would like to share regarding your experience with workload?

Closing Statement: Again, thank you again for assisting me with my study. Diana Melanson, Walden University PhD Nursing Leadership student

Appendix B: Recruitment Flyer

Participate In Nursing Research

Involving Full-Time Nursing Faculty

Calling all Novice Nursing Fulltime Nursing faculty: Earn \$15 Gift Card for Sharing Your Insights in an exciting research study! Only 20 spots available!



There is a new study about nursing faculty perceptions of extrinsic workload factors related to their teaching responsibilities that could help institutions in developing strategies to retain and recruit nursing faculty, increase job satisfaction and to better understand nursing faculty needs. For this study, you are invited to describe your perceptions of workload factors associated with your teaching responsibilities.

About the study:

- One 30–60-minute interview via phone, zoom, Microsoft teams or in person interview that will be audio recorded (no videorecording)
- You would receive a \$15 Amazon gift card as a thank you.
- To protect your privacy, the published study will not share any names or details that identify you.

Volunteers must meet these requirements:

- Full-time Nursing Faculty
- With 1-3 years of full-time nursing faculty experience.
- Teach in the United States of America

This interview is part of the doctoral study for Diana Melanson, a doctoral student at Walden University. Interviews will take place during **October thru December (2023)**.

Please reach out XXX@waldenu.edu to let the researcher know of your interest. You are welcome to forward it to others who might be interested.

OR

Schedule your interview today at: <https://calendly.com/diana-melanson-research/nursing-faculty-perceptions>

Appendix C: Invitation Email

Subject: Nursing Faculty earn \$15 Amazon Gift Card for Sharing your Perspective!

Hello

I hope this message finds you well. I'm excited to share a unique opportunity that could greatly impact our nursing faculty community. I'm currently conducting a research study and believe your insights could be invaluable.

There is a new study about nursing faculty perceptions of extrinsic workload factors related to their teaching responsibilities that could help institutions in developing strategies to retain and recruit nursing faculty, increase job satisfaction and to better understand nursing faculty needs. For this study, you are invited to describe your perceptions of workload factors associated with your teaching responsibilities.

About the study:

- ❖ One 30–60-minute interview via phone, zoom, Microsoft teams or in person interview that will be audio recorded (no videorecording)
- ❖ You would receive a \$15 Amazon gift card as a thank you. Only 20 interview spots open!
- ❖ To protect your privacy, the published study will not share any names or details that identify you.

Volunteers must meet these requirements:

- ❖ Full-time Nursing Faculty
- ❖ With 1-3 years of full-time nursing faculty experience.
- ❖ Teach in United States of America

This interview is part of the doctoral study for Diana Melanson, a doctoral student at Walden University. Interviews will take place during **October - December** (2023). Please reach out to XXX@waldenu.edu to let the researcher know of your interest. You are welcome to forward it to others who might be interested.

OR

Schedule your interview today at: <https://calendly.com/diana-melanson-research/nursing-faculty-perceptions>

Best Regards,
Diana Melanson