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Examining Undergraduate Nursing Faculty's Job Satisfaction Related to Workload, Work-Life Balance, and Student Incivility

Melissa Walch
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Walden University

College of Nursing

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Melissa A. Walch

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Walden University

2026

Abstract

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by

Melissa A. Walch

MSN, Walden University, 2017

BSN, University of Phoenix, 2009

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Nursing

Walden University

May 2026

Abstract

Exploring nursing faculty job satisfaction is important for retaining faculty in undergraduate nursing programs because they are vital to training future bedside nurses. There is a nursing faculty shortage in the United States, and retaining faculty is critical to addressing it. The purpose of this study, guided by Herzberg's motivation-hygiene theory, was to (a) understand the relationship between workload, work-life balance, and nursing faculty job satisfaction and (b) the relationship between student incivility and nursing faculty job satisfaction in undergraduate nursing programs. Undergraduate nursing faculty in Ohio and Florida with at least 2 years of teaching experience were recruited via a social media recruitment flyer. The final sample consisted of 85 participants who responded to questions on job satisfaction, workload, work-life balance, and civility. Likert-scale responses were analyzed quantitatively using multiple regression. The findings of this descriptive correlational study revealed a statistically significant relationship, with a medium to large effect, between work-life balance and nursing faculty job satisfaction ($R^2 = .27, p < .001$). The findings of student incivility and its effect on nursing faculty job satisfaction indicated a small to medium effect ($R^2 = .08, p < .04$). The implications of these findings may be important to college and university administrations as well as directors of nursing programs. Understanding factors that contribute to dissatisfaction among nursing faculty, can help enable them to develop interventions to prevent faculty from leaving the academic setting, thereby promoting positive social change.

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Dedication

I dedicate this work to my husband, Charles, and my daughters, Nicole and Maria. They believed in me when I did not believe in myself. I would not have been able to finish without their love and support.

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I would like to thank my friends and family for their unwavering support throughout my educational journey. I will forever be grateful. I am especially thankful to my director, Dr. Aimee Younkin, who consistently checked on me throughout this process and never stopped cheering me on. Finally, I would like to thank my previous chair, Dr. Hussey, who challenged me to grow as well as my current chair, Dr. Kaur, and my committee member, Dr. Long, for their guidance and support in helping me complete this study.

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Chapter 1: Introduction to the Study

Introduction

There are approximately 4.2 million RNs in the United States, making nursing the largest healthcare profession (American Association of Colleges of Nursing, [AACN], 2024). A deficit of 200,000 to 450,000 bedside nurses was projected by 2025 (Berlin et al., 2022). Bedside nurses are RNs who have graduated from either a 2- to 3-year associate degree program or a 4-year bachelor's program (Every Nurse, 2023). RNs who have advanced academic degrees are the faculty who teach nursing students. Having enough nursing faculty is important for educating the future workforce (Bakewell-Sachs, 2022). However, the nursing faculty shortage continues.

The nursing faculty vacancy rate was reported as 7.8% across the United States during the 2022–2023 school year (Byrne et al., 2023). The nursing faculty shortage has been related to several factors, including noncompetitive salaries between nursing faculty and advanced practice registered nurses (Nurse.com, 2022), an aging workforce, and heavy workload (Bittner & Bachtel, 2017). A heavy workload has been known to create an imbalance in work-life balance, which can lead to job dissatisfaction and decreased faculty retention rates (Owens, 2015).

Nursing faculty have been identified as a vulnerable population for incivility because they can experience downward incivility from administration, lateral incivility from other faculty, and upward incivility from nursing students (Bambi et al., 2017; Clark et al., 2013; DalPezzo & Jett, 2010; Sauer et al., 2017). Faculty have reported higher student-to-faculty incivility than incivility from their peers or administration (Frisbee et

al., 2019). In nursing education, student incivility towards faculty has been a growing concern (Wagner et al., 2019). Studies on student incivility in higher education have found that student-faculty relationship suffers when student incivility is present and can contribute to faculty stress and job dissatisfaction (Bjorklund & Rehling, 2011; Frisbee et al., 2019).

The current study contributes to positive social change by identifying if job satisfaction of undergraduate nursing faculty has been negatively affected by workload, work-life balance, and student incivility. Identifying what factors cause job dissatisfaction and who is affected may help facilitate future studies to develop interventions to increase nursing faculty job satisfaction.

In Chapter 1, I present the background, problem statement, purpose of the study, research questions and hypotheses, and theoretical framework. The nature of the study, the definitions of the key terms, assumptions, scope and delimitations, and limitations are also addressed. I conclude Chapter 1 with potential contributions to the identified problem and a summary of key points.

Background

The nursing faculty vacancy rate is influenced by many factors and is at the highest reported rate since 2013 (AACN, 2022a). In 2010, the National Advisory Council on Nurse Education and Practice (NACNEP) identified several main factors contributing to the shortage and high workloads was one of the main factors. The NACNEP (2020) made recommendations to federal agencies, state governments and philanthropic agencies to promote and support nurses to further their education and become nurse educators.

However, the recommendations and efforts have largely failed, and the nursing faculty shortage continues because issues of recruitment, retention, and salary have not improved (NANCEP, 2020).

One third of nursing faculty are projected to be at retirement age in 2025 (Fang & Kesten, 2017). The average age of nursing faculty who are doctorally prepared is 56.6 years and for master's prepared is 52.8 years (AACN, 2022b). There is also a shortage of nurses with the required level of education, such as a master's degree or a doctoral degree, to teach in undergraduate and graduate level programs, thus limiting the number of new faculty available (Bakewell-Sachs et al., 2022). The retirement of current faculty will alter the dynamics of the remaining faculty because there will be fewer doctoral-prepared faculty and faculty with years of teaching experience (Fang & Kesten, 2017).

Job satisfaction is defined as how an employee feels about their work; whether they like their job or not; and what compensation and rewards they receive, such as pay and advancements (American Psychological Association, 2023). Job satisfaction in bedside nursing has been predominately researched, but it differs greatly from job satisfaction in nursing faculty (Boamah et al., 2023). Bedside nursing job satisfaction variables include professional autonomy, control, and empowerment, while nursing faculty value six variables "personal, organizational, managerial, academic, professional, and economic" (Arian et al., 2018, p. 393). Anderson et al. (2024) found that, currently, nursing faculty identified low compensation, unrealistic workload, and lack of appreciation as potential reasons to end employment.

Nursing faculty workload varies by institution and positions held by nursing faculty, such as tenure or nontenure and full-time or part-time; the institution's mission; and covers the three areas of teaching, research/scholarship, and service to the institution, department, and community (Ludwig-Beymer et al., 2022). Nursing faculty also have changes in workload each semester when mentoring new faculty and changes in courses in courses or addition of new courses (Ludwig-Beymer et al., 2022). Nursing faculty have cited that heavy workloads required them to work outside of their scheduled hours because of grading assignments, answering emails, and managing online learning platforms, disrupting their work-life balance (Farber et al., 2020).

Work-life balance is the amount of time worked versus amount of time spent not working (Cambridge Online Dictionary, n.d.). Previous studies have consistently reported heavy workloads that disrupt work-life balance (Bittner & Bechtel, 2017; Owens, 2015). The AACN (2019) identified workload and work-life balance as contributing factors for job dissatisfaction, and with the nursing faculty shortage, increased workloads and disruption in work-life balance hinders recruitment and retention of nursing faculty (Moyer, 2022).

Student incivility can negatively impact the learning process (Hyun et al., 2022). Students and faculty reported that students were more likely to exhibit uncivil behaviors than faculty and that the most common behaviors included use of electronic devices, such as computers and cellphones, during lecture time (Hudgins et al., 2022). Other uncivil behaviors include not studying and not paying attention during lectures (Vural & Bacioglu, 2020). Student incivility towards nursing faculty can increase job stress and

decrease job satisfaction, which can influence whether nursing faculty intend to remain in academia (Darnell, 2020).

Problem Statement

Nursing faculty are leaving the academic setting. Factors identified that contribute to the nursing faculty shortage include workload and work-life balance. Workload is defined as the combination of all professional tasks performed by faculty, which includes teaching, class preparation, research, and administration tasks (Allen, 1997). Work-life balance is the absence of conflict between work and family life (Duxbury & Higgins, 2001; Greenhaus et al., 2006). Nursing faculty have reported difficulties balancing work expectations and maintaining work-life balance (Farber et al., 2020; Owens, 2015). Workload has increased because of the nursing faculty shortage (Bittner & Bechtel, 2017; Flynn & Ironside, 2018). High workload and work-life balance are factors that contribute to the reasons nursing faculty leave their faculty position or retire early (Bittner & Bechtel, 2017). Decreased job satisfaction was reported by 44% of faculty because of excessive workload (Bittner & O'Connor, 2012). When workload is high and work-life balance is negatively affected, nursing faculty job satisfaction is decreased (Faber et al., 2020; Flynn & Ironside, 2017; Owens, 2015).

Student incivility to nursing faculty is another contributing factor to the nursing faculty shortage and disrupts the academic learning environment and the student-faculty relationship (Masoumpoor et al., 2017). Student incivility is defined as disregard for others that causes a learning environment of disrespect, conflict, and stress (Berger, 2000; Clark, 2008). The negative consequences of incivility include faculty overall

psychological health and decreased job satisfaction and intent to leave the academic setting (Small et al., 2023).

Orfan (2023) conducted a study in several small universities in Afghanistan and found behaviors of student incivility, including cheating on exams, making harassing comments, and disrupting lectures. Orfan suggested that a larger sample size across different settings would add to the current body of knowledge and to research on the correlation between student incivility and lecturer's job satisfaction. Knepp and Knepp (2022) studied student incivility, academic entitlement, and student views on their personal college experience, identifying that future research is necessary on how students' incivility and academic entitlement can impact the climate of the classroom and retention of faculty.

Most of the current literature was published prior to the COVID-19 pandemic. The COVID-19 pandemic required faculty to be flexible. In 2020, faculty switched to teaching online and being available outside of regular school hours, and students expect the flexibility to continue even after the pandemic has ended (Chessman, 2023). Exploring the effects of nursing faculty workload, work-life balance, and student incivility will help identify areas of nursing faculty job dissatisfaction and add to the body of knowledge where the contributors to job dissatisfaction post COVID-19 is limited.

Purpose of the Study

The purpose of this quantitative study was to determine (a) the relationship between workload, work-life balance, and job satisfaction among nursing faculty who

teach in undergraduate nursing programs and (b) the relationship between the frequency and severity of student nurse incivility and job satisfaction among nursing faculty who teach in undergraduate nursing programs. The predictor variables for Research Question 1 (RQ1) were workload and work-life balance. For Research Question 2 (RQ2), the predictor variable was nursing incivility. The outcome variable for both research questions was job satisfaction.

Research Questions and Hypotheses

RQ1: What is the relationship between workload, work-life balance, and job satisfaction among nursing faculty who teach in undergraduate nursing programs?

H₀1: There is no relationship between workload, work-life balance, and job satisfaction among nursing faculty who teach in undergraduate nursing programs.

H_A1: There is a relationship between workload, work-life balance, and job satisfaction among nursing faculty who teach in undergraduate nursing programs.

RQ2: What is the relationship between the frequency and severity of student nurse incivility and job satisfaction among nursing faculty who teach in undergraduate nursing programs?

H₀2: There is no relationship between the frequency and severity of student nurse incivility and job satisfaction among nursing faculty who teach in undergraduate nursing programs.

H_{A2}: There is a relationship between the frequency and severity of student nurse incivility and job satisfaction among nursing faculty who teach in undergraduate nursing programs.

For RQ1, I measured the relationship between nursing faculty job satisfaction, workload, and work-life balance using multiple regression. Job satisfaction was measured using Spector's Job Satisfaction Survey (JSS) with workload being measured by Spector's additional five questions using the Quantitative Workload Inventory (QWI). Work-life balance was measured using the Brett and Stroh (2003) Balance Scale.

For RQ2, I measured the relationship between job satisfaction and the frequency and severity of student nurse incivility using multiple regression. Job satisfaction was measured using Spector's JSS. Student incivility was measured using Incivility in Nursing Education (Revised; INE-R) Survey.

Theoretical Framework for the Study

The theory that grounded this study was Herzberg's (1959) motivation-hygiene theory (see McEwen & Wills, 2019). Herzberg's theory was developed in 1959 and modeled after Maslow's theory of motivation. Herzberg's motivation-hygiene theory is a two-factor theory consisting of motivators and hygiene factors. Hygiene factors are extrinsic factors that help prevent job dissatisfaction but do not necessarily enhance job satisfaction. Motivators are intrinsic factors that add to job satisfaction. Motivators, such as challenging and meaningful work, being recognized for accomplishments, and opportunities for growth, encourage job satisfaction. The hygiene factors, which prevent job dissatisfaction, include pay, job security, status, work conditions, benefits,

administration, and interpersonal relationships (Kurt, 2021). I used the logical connections between the motivation-hygiene theory and the nature of the current study to describe the difference between nursing faculty motivators (i.e., job satisfaction) and the hygiene factors of workload, work-life balance, and interpersonal relationships.

Motivation-hygiene theory has been used in research for 40 years, with a minimum of 10 meta-analyses performed determining that intrinsic motivators with no incentives have little impact (McEwen & Wills, 2019). More detail on Herzberg's motivation-hygiene theory is presented in Chapter 2.

Nature of the Study

I conducted a descriptive correlational study. I analyzed the data using multiple regression for RQ1 to address the relationship of the independent variables of workload and work-life balance on the dependent variable of job satisfaction and used multiple regression for RQ2 to determine if there was a relationship between the frequency and severity of student incivility and job satisfaction (see Frankfort-Nachmias & Nachmias, 2018). The target population was nursing faculty who teach full-time in associate degree or bachelor degree undergraduate registered nursing programs. I originally planned on using a simple regression to answer RQ2; however, after meeting with the Walden statistician and my dissertation chair, I determined that it would be appropriate to use a multiple regression for RQ2 because the INE-R scale measures both frequency and severity of student incivility by nursing faculty.

Definitions

Key variables for this study are defined below:

Associate degree nursing (ADN) program: A nursing program offered at a community college or vocational school that prepares students to take the National Council Licensure Examination (NCLEX) in 2 or 3 years (Brusie, 2021).

Bachelor degree nursing (BSN) program: A nursing program offered at a university that prepares students to take the NCLEX in 4 years. Bachelor degree nursing programs differ from associate degree nursing programs by expanding on leadership, research, and critical thinking skills (Brusie, 2021).

Job satisfaction: An individual's perception of their job and how effective they perceive their role to be within an organization (Snarr & Krochalk, 1996).

Nursing faculty: Academically qualified and experienced nurses in a content area who teach and evaluate nursing students (Accreditation Commission for Education in Nursing [ACEN], 2017).

Student incivility: Disregard for others that causes a learning environment of disrespect, conflict, and stress (Berger, 2000; Clark, 2008).

Work-life balance: The absence of conflict between work and family life (Duxbury & Higgins, 2001; Greenhaus et al., 2006). Balancing work and life to achieve physical, emotional, and spiritual health (Simmons, 2012).

Workload: The combination of all professional tasks performed by faculty, which includes teaching, class preparation, research, and administration tasks (Allen, 1997).

Assumptions

An assumption is a statement that is considered to be true throughout the study without proof (Gray et al., 2017). Assumptions are widely accepted in research and

considered to be logical and reasonable (Theofanidis & Fountouki, 2018). I had three assumptions for this study. I assumed that the survey participants would answer the questions honestly. Another assumption was that nursing faculty desire a reasonable workload and work-life balance. I also assumed that faculty understand student incivility and the behaviors associated with student incivility. These assumptions were necessary for this study to support the use of a quantitative method and determine the relationships between workload, work-life balance, job satisfaction, and the frequency and severity of student nurse incivility and job satisfaction among nursing faculty teaching in undergraduate nursing programs.

Scope and Delimitations

The theory that guided this study was Herzberg's (1959) motivation-hygiene theory. I measured faculty perceptions of student incivility by using the INE-R Survey. I used the JSS to measure the key variable of job satisfaction, the QWI scale to measure workload, and the Work-Home Integration Questionnaire to measure work-life balance. A quantitative method was chosen because quantitative research provides objective findings and results can be generalized to other nursing faculty who teach in undergraduate nursing programs. While a qualitative method would have provided a more human experience, a quantitative method was more appropriate to answer the research questions (see Polit & Beck, 2021).

Other theories I considered for this study included Maslow's hierarchy of needs. Maslow's (1943) theory focuses on a person's basic needs and self-potential. These two theories are similar in that they both suggest that lower level needs need to be met before

higher level needs can be fulfilled. Maslow's theory emphasizes internal motivation while Herzberg's (1966) theory emphasizes external factors. I also considered Hackman and Oldham's job characteristics model. This theory centers more on the tasks of a job, such as variety, autonomy and decision authority, but lacked depth in areas of personal interactions (Hackman & Oldham, 1976.)

For RQ1, I conducted a multiple regression to measure the relationship between nursing faculty job satisfaction, workload, and work-life balance. For RQ2, I conducted a multiple regression to measure the relationship between nursing faculty job satisfaction and student incivility. These variables could have been studied using a qualitative research approach by exploring nursing faculty lived experiences, but this would not have aligned with my research questions.

The inclusion criteria were nurses who are teaching full-time in undergraduate nursing programs, either associate degree or bachelor's degree, in the United States. Administration, part-time, and adjunct faculty were excluded because their job requirements differ from those of full-time faculty who teach. While ADN or BSN programs differ in length, both programs graduate students that will take the same NCLEX nursing boards. I conducted a power analysis to ensure the sample size was sufficient to generalize my findings.

Limitations

To show possible weaknesses with this study, limitations were recognized and acknowledged. The use of a descriptive study design was a limitation. I chose a descriptive study to select the specific nursing faculty to be researched. The limitation of

using a descriptive study is that a cause-and-effect relationship cannot be established and can only describe what exist without an explanation (see Polit & Beck, 2021).

Threats to internal validity included the length of time nursing faculty had taught and the type of degree they held, such as BSN, master's of science degree in nursing, PhD, or doctor of nursing practice (DNP). To mediate this, calculating a large enough sample size based on the power analysis was required.

Threats to external validity included the location of nursing faculty participating in the survey, such as nurses from the southeastern and midwestern United States. Another threat was that nursing faculty could have assumed that due to the research questions of the study, there are problems with job satisfaction, workload, work-life balance, and student incivility. These limitations were addressed by using instruments that had established validity and reliability.

Significance

Lack of nursing faculty to educate new RNs can result in numerous issues, such as qualified applicants being declined for admissions. The lack of nursing faculty contributes to the nursing shortage (AACN, 2023). When there are not enough nurses to take care of patients and when patient-to-nurse ratios are high, errors occur that lead to higher morbidity and mortality rates (Haddad et al., 2022). Identifying factors that may be related to dissatisfaction among nursing faculty can provide directors of nursing programs with information so they can develop interventions to prevent faculty from leaving the academic setting, thus leading to positive social change.

Summary

The nursing shortage cannot be remedied if there is an insufficient number of nursing faculty to train nursing students (Bittner & Bachtel, 2017; Owens, 2015). The focus of the study was to understand if nursing faculty were experiencing a negative or positive job satisfaction related to the variables of workload, work-life balance, and student incivility.

In Chapter 2, I will present details on the theoretical framework, an exhaustive review of the literature, and the resources I found in the literature.

Chapter 2: Literature Review

Introduction

Nursing faculty are vital to training new nurses. Nursing faculty vacancies directly affect the number of graduating nurses in the workforce (Derby-Davis, 2014; Institute of Medicine, 2011). The AACN (2023) reported for the 2022–2023 school year that 65,766 nursing student applicants were denied admission to nursing school because there were no admission spots available, with one of the leading factors being a shortage of nursing faculty. There has also been a decline in applicants to master's programs and PhD programs, which will further limit the number of nursing faculty, thus limiting the number of students that can be admitted to undergraduate nursing programs (AACN, 2023).

The U.S. Bureau of Labor Statistics (2022) estimated RN growth at 9% from 2020–2030. The vacancy rate for the 2022–2023 academic year was reported at 7.8% (Byrne et al., 2023). One reason the faculty vacancy rate will not improve is that one third of nursing faculty are projected to retire by 2025 (Feng & Kesten, 2017). Nursing students are also denied admission based on faculty vacancy rates that limit admissions into master's and PhD programs, and additional application rates for these degrees have also seen a decline over the last decade (AACN, 2023).

Nursing faculty are RNs who hold master's and doctorate degrees. The AACN (2022b) reported a decrease in applicants in master's programs of 3.8% and PhD programs decreased 13% from the years 2013–2021. In addition, applications to advanced nursing program have decreased, the AACN reported that in 2021, 9,574

applicants for master's programs and 5,169 applicants for PhD programs were denied admission with institutions citing lack of faculty, lack of clinical sites, and lack of appropriate preceptors. With the decrease in applicants and decrease in admission, it is imperative to retain currently nursing faculty.

Nursing faculty job satisfaction is not a new research topic and has been explored over the years (Bittner & O'Connor, 2012; Derby-Davis, 2014; Evans, 2013; Roughton, 2013; Thies & Serratt, 2018). Nursing faculty job dissatisfaction can lead to turnover, thus increasing nursing faculty shortages (Emory et al., 2017). Previous research on the topic of nursing faculty job satisfaction identified high workloads as an area for decreased job satisfaction (Derby-Davis, 2014). Other factors that contribute to the nursing faculty shortage include insufficient funds to hire into vacant positions, competition with other nursing job markets that pay a higher salary, faculty retirement, and resignation (AACN, 2020). A disruption in work-life balance is another area identified that decreased job satisfaction and increased nursing faculty intent to leave the academic setting (Boamah et al., 2022). Overall, nursing faculty reported experiencing incivility in general more than students (Wagner et al., 2019). Faculty also reported that students engaged in incivility more than other faculty or administration (Frisbee et al., 2019). The negative consequences of incivility include faculty overall psychological health and decreased job satisfaction and intent to leave the academic setting (Small et al., 2023).

Nurse faculty workload varies by institution and has many different variables. Nursing faculty are required to create and deliver curriculum, maintain clinical expertise,

and train students in the clinical setting. These multiple roles and heavy workload have been documented to decrease job satisfaction (Ludwig-Beymer, 2021). Decreased job satisfaction was reported by 44% of faculty due to excessive workload (Anderson et al., 2024). Workload has also increased because of the nursing faculty shortage (Bittner & Bechtel, 2017). Work-life balance is difficult to achieve when the workload is heavy. High workload contributes to burnout and is a main reason faculty leave academics (Flynn & Ironside, 2018).

The purpose of this quantitative study was to determine (a) the relationship between workload, work-life balance, and job satisfaction among nursing faculty who teach in undergraduate nursing programs and (b) the relationship between the frequency and severity of student nurse incivility and job satisfaction among nursing faculty who teach in undergraduate nursing programs.

In Chapter 2, I present a literature review including the databases searched and key search terms. I also discuss the theoretical foundation in detail and explain how the theory has been previously applied in research.

Literature Search Strategy

I searched multiple databases from the Walden University Library, including EBSCO, Cochrane Library, MEDLINE, ProQuest Nursing, CINAHL, ScienceDirect, and Google Scholar. I used multiple keywords independently and also in combination using “AND” and “OR.” Keywords used included: *nursing faculty*, *nurse educators*, *job satisfaction*, *workload*, *work-life balance*, *nursing faculty workload*, *student incivility*, *student incivility higher education*, and *academics*. The search included peer-reviewed

articles published from 2003 up to November 2024. In advanced search mode, searching for full text, peer-reviewed, scholarly journals with the keywords of *nursing faculty* and *job satisfaction* yielded 2,097 articles. Searching *nursing faculty* plus *work-life balance* yielded 297 articles, while *nursing faculty* plus *workload* yielded 1,981 articles. *Nursing faculty* and *student incivility* yielded 273 articles.

Theoretical Foundation

The theory that grounded this study was Herzberg's (1966) motivation-hygiene theory. Herzberg's theory was developed at the same time as Maslow's hierarchy of needs, which was centered on basic human needs. Herzberg expanded on Maslow's theory of the hierarchy of needs to include what motivates employees in the workplace (Kurt, 2021). Herzberg's (1968) theory is based on the premise that specific factors can affect satisfaction or dissatisfaction with one's work, and these factors are based on either motivators or hygiene components.

Motivators are the main components of what individuals find satisfying with their job. Herzberg (1968) defined motivation as an individual's personal drive to complete a job to the best of their ability for their own satisfaction or sense of achievement. Motivation factors are intrinsic, related to workplace satisfaction, and also based on emotional need, which include achievements, recognition, advancement, and responsibilities.

Hygiene factors are extrinsic and are required to prevent workplace dissatisfaction (Kurt, 2021). Hygiene factors are components that can cause job dissatisfaction for employees and include working conditions, salary, relationships between other

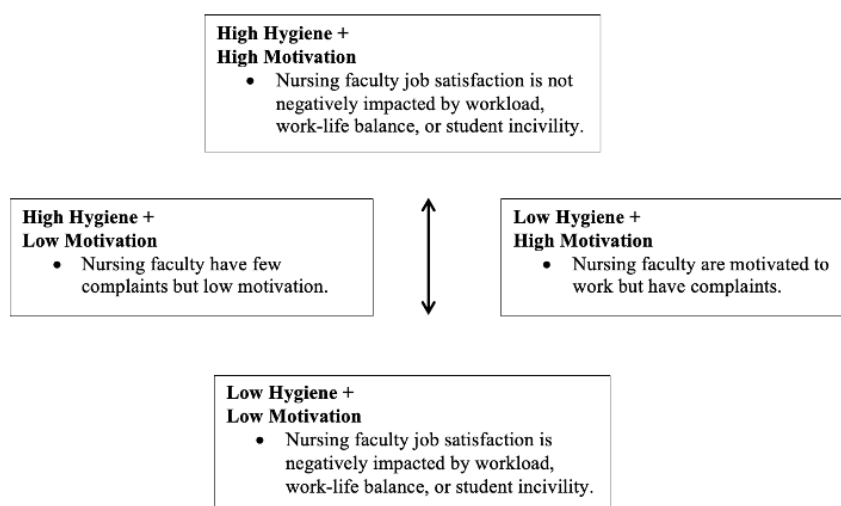
employees, work policies, and supervision (Herzberg, 1966). Herzberg (1966) found that meeting basic hygiene factors is not enough to motivate employees but can only prevent dissatisfaction. Herzberg found that if the higher level, or motivating factors, were met, individuals were motivated. Hygiene factors are extrinsic and meet one's more basic needs (Herzberg, 1968). Motivators that encourage job satisfaction include challenging and meaningful work, being recognized for accomplishments, and growth opportunities. The hygiene factors, which may affect job dissatisfaction, include salary, job security, status, work conditions, benefits, administration, and interpersonal relationships (Kurt, 2021).

Dugguh and Dennis (2014) defined the motivators and hygiene factors in their research. Employees see achievement as a way the organization maximizes use of their talents. Recognition can be as simple as a written note of thanks, or an award for outstanding performance. Responsibility for employees includes the autonomy or freedom to make decisions to complete their jobs. Employers need to provide and support employees with opportunities to advance in their careers. For the hygiene factors of salary, employers should make it clear for employee's salary and bonus structures. Supervisors should regularly meet with employees and keep them appraised of their performance. Environmental factors include proper equipment and tools needed for work as well as physical comforts, such as offices. Interpersonal relationships among all levels, subordinates (students), peers, and supervisors are also an important hygiene factor that can create job satisfaction or dissatisfaction.

There are four combinations in the two-factor theory: high hygiene + high motivation, high hygiene + low motivation, low hygiene + high motivation, and low hygiene + low motivation. According to Herzberg's motivation-hygiene theory, when hygiene and motivation are both high, employees will have few complaints and will be highly motivated. When hygiene and motivation are low, employees have many complaints and low motivation (Herzberg et al., 1993). Figure 1 is a visual representation of the variables informing Herzberg's motivation-hygiene theory.

Figure 1

Adapted Model of Herzberg's Motivation-Hygiene Theory



The logical connections made between the framework presented and the nature of the current study was that the motivation-hygiene theory described the difference between nursing faculty motivators of job satisfaction and the hygiene factors of workload, work-life balance, and student incivility. The motivation-hygiene theory has

been used in research for 40 years, with a minimum of 10 meta-analyses performed determining that intrinsic motivators with no incentives have little impact on employee job satisfaction (McEwen & Wills, 2019).

Herzberg's theory has been used in many research studies to determine nursing faculty job satisfaction as well for the framework of studies (Berent & Anderko, 2011; Christian, 2021; Derby-Davis, 2014; Lane et al., 2010; Thies & Serratt, 2018). Christian (2021) identified that Herzberg's hygiene factors of collegiality, professional balance, personal balance, and compensation were important to faculty job satisfaction. The thought was that narrowing the focus of the study to these specific variables may help to identify strategies to retain faculty. Christian surveyed only baccalaureate and graduate nursing programs.

I chose Herzberg's theory to guide this study and test the relationship between nursing faculty job satisfaction and the hygiene variables of student incivility, workload, and work-life balance. The findings of this study may add to the knowledge of the phenomenon of nurse faculty job satisfaction.

Literature Review Related to Key Variables and/or Concepts

Nursing Faculty

Clinical nurses transition into the faculty role for many reasons. Nursing faculty hold advanced nursing degrees that allow them to teach nursing classes in the academic setting, in either colleges or universities (Registered Nursing, 2024). Nursing faculty have reported working with students and promoting the future of nursing as a reason to become educators (Evans, 2013; Moats-Gibson, 2022). Clinical nurses transition to a

faculty role for a regular work schedule and a less physically demanding role (Moats-Gibson, 2022).

Nursing faculty are in demand to educate new nurses to supplement the current nursing shortage. Research on nursing retention has mostly centered on bedside nursing, and minimal research has been conducted in the area of nursing faculty retention (Harris, 2019). Approximately one third of nursing faculty would reach retirement age from 2016-2025, which could affect undergraduate nursing programs and nurses in the process of obtaining doctoral attainment which would impact graduate-level academic programs (Feng & Kesten, 2017). In 2021, of the full-time nursing faculty, 50.3% were ages 46 to 60 years old, and 19% were 61 years of age or older (National League for Nursing [NLN], 2021). Harris (2019) suggested that further research is needed to identify what strategies should be implemented to help retain faculty. Retention strategies include flexible work schedules and competitive salaries (Arian et al., 2018; Lee et al., 2017) with more recent studies identifying manageable workloads, increased salary, and providing mentorship as retention strategies (Anderson et al., 2024). Other strategies identified to retain nursing faculty were to have a manageable workload to provide the opportunity to complete mandatory continuing education or to continue graduate level courses so faculty can complete their master's degree, Ph.D., or DNP (Evans, 2013; Smith Bottle, 2021).

The National Council of State Board of Nursing requires nursing faculty to be a minimum of master's prepared and prefers that they be doctorate prepared (National Advisory Council on Nurse Education and Practice, 2020). The ACEN (n.d.) standards

also state that a percentage of nursing faculty teaching at associate degree programs have a minimum of a master's degree and that nursing faculty be Ph.D. or DNP for bachelor's programs.

Nursing faculty who teach in undergraduate programs have many demanding responsibilities. Blush et al. (2017) stated that while duties vary by institution, nursing faculty responsibilities include advancing student learning, service to the institution, and service to the profession of nursing. Also defining the nursing faculty role is the National League of Nursing's (2012) eight *Core Competencies of Nurse Educators with Task Statements*, which was originally published in 2005 and then reaffirmed in 2012; the competencies were written to guide and develop nurse educators. Some of the key concepts based on these competencies include (a) designing curriculums based on educational and adult learning theories, (b) designing curricula and implementing them under strict standards, (c) accurately recording program outcomes, and (d) maintaining theory knowledge and clinical skills.

These competencies impact how nursing faculty design and deliver their curriculum as well as how student assessments are performed. Nursing faculty do not just deliver content, they are building on each student's cognitive, affective, and psychomotor domains so that students can advance to the next class or semester (NLN, 2012). To meet these competencies can be challenging, and increases faculty workload as well. Faculty identified that workload increased because of requirements from program accrediting agencies/state boards of nursing and from the variances between clinical and simulation lab compared to lectures (Smith Battle et al., 2021).

Job Satisfaction

Faculty in higher education have reported a higher rate of stress since the COVID-19 pandemic ended. A survey of presidents from university and colleges across the United States reported that half of their faculty showed signs of burnout and workplace stress (Chessman, 2023).

Job satisfaction for nursing faculty is subjective and multifactorial. Job satisfaction is defined as an individual's perception of their job and how effective they perceive their role to be within an organization (Snarr & Krochalk, 1996). Arian et al. (2018) identified six specific areas that can affect nursing faculty job satisfaction: personal, organizational, managerial leadership styles, economic, scientific, and professional. Personal factors that can affect job satisfaction identified were the length of time teaching and employment status. Faculty with more experience have greater job satisfaction than newer faculty (Derby-Davis, 2014). Organizational factors that affected job satisfaction were interaction with other faculty and the academic level of students (Arian et al., 2018).

Faculty who taught graduate nursing students reported higher levels of job satisfaction than those who taught undergraduate students (Christian, 2021). Positive job satisfaction is reported with managerial styles that encourage autonomy in nursing faculty (Heier et al., 2024). Promotion opportunities and higher salaries were economic factors that promoted job satisfaction. The scientific factor identified that negatively affected job satisfaction involved research, including research proposals and publishing research papers and articles. Faculty reported that conducting research increased their workload

and decreased the time they had on their primary role of teaching. In the area of professional factors, nursing faculty reported job satisfaction when offered a variety of job opportunities within their work, but reported dissatisfaction with the workload, especially those who reported working more than 60 hours per week (Arian et al., 2018).

Workload

Workload is defined as the combination of all professional tasks performed by faculty, which includes teaching, class preparation, grading, research, committee work, and administration tasks (Allen, 1997; Chessman, 2023). Faculty workload and responsibilities have changed over the years especially since the COVID-19 pandemic.

A high workload can negatively impact work-life balance, thus impacting job satisfaction (Aquino et al., 2018; Bittner & Bechtel, 2017; Watson, 2024). The academic workload for nursing faculty is unique compared to faculty in other disciplines. Nursing faculty reported spending an average of 56 hours per week working, whereas faculty in other disciplines reported spending on average 47 hours (Gerolamo & Roemer, 2011; Kaufman, 2007). Thirty-five percent of nursing faculty in a survey conducted in Washington State reported working 51–60 hours per week, and 23% reported working more than 60 hours per week (Aragon & Ellis, 2017).

Academic workload for faculty teaching in undergraduate programs consists of the number of credit hours faculty lecture, clinical teaching hours, student advising, administration responsibilities, scholarly activities, and service to departments and institutions by being on committees. Nursing faculty are also required to supervise students in the clinical setting as well as in the simulation setting. Results from a survey

of doctorate nursing faculty teaching at the PhD and DNP level showed that 68.2% of faculty stated that they intended to leave their faculty role within 6 years citing heavy workloads, high job expectations and having to maintain clinical competence (Aquino et al., 2018).

Nursing faculty job requirements are also dependent on whether faculty are on track for tenure or are nontenured (Roberts & Glod, 2013; Thomas et al., 2019). Tenure is appointed to faculty with the purpose of safeguarding their academic freedom to teach and conduct research (American Academy of University Professors, n.d.). Tenure is a contract provided to faculty who have successfully completed all promotions and have shown the required skills over a certain amount of time (AACN, n.d.). Nursing faculty who want to earn tenure or are tenured are required to conduct research (McIntosh & Thomas, 2018; Roberts & Glod, 2013). Another aspect of a faculty member's responsibilities is to collaborate with faculty in other disciplines, such as social sciences and humanities, which are core courses in a nursing curriculum. Faculty provide assessments and evaluations for student learning outcomes and serve as role models to students which provide a foundation for students to relate to staff, patients, and to also make appropriate decisions in the clinical setting (Spector et al., 2020).

Nursing faculty reported that their workload increased during the transition from face-to-face to online and that nursing education may not return to the traditional face-to-face curriculum (Nabolsi et al., 2021). Faculty workload also increased as they were assigned more students, following the departure of part-time nursing faculty who returned to bedside nursing (Sacco & Kelly, 2021). The COVID-19 pandemic forced nursing

faculty to quickly shift classes and clinical learning to an online environment, which included virtual simulations. Nursing faculty reported an increase in time spent with students individually as mentors and counselors, which extended the normal business day (Canillas-Dufau, 2020). Nursing faculty communicated more with students outside normal school hours by web-based meetings and emails during the pandemic, which may have negatively affected work-life balance and nursing faculty job satisfaction. (Lockett, 2020). Faculty are also being asked by their institutions to create an environment of inclusion and belonging and respond to their students' emotional needs, which also increases faculty workload (Chessman, 2023). High workload, lack of support, and understaffing can cause workplace stress.

Work-Life Balance

Work-life balance is the absence of conflict between work and family life (Duxbury & Higgins, 2001; Greenhaus et al., 2006). Workload and work-life balance are factors that contribute to the reasons nursing faculty leave their faculty position or retire early (Bittner & Bechtel, 2017). Nursing faculty responsibilities increase when on tenure-track and can include publishing research and grant writing (Thomas et al., 2019). Nursing faculty reported working nights, on the weekends, and during breaks affecting work-life balance as well (Cruz et al., 2015; Farber et al., 2020; Tourangeau et al., 2012). In a 2021 survey by Boamah et al. (2023), 645 nursing faculty reported hours worked per week with 18.4% reporting working 40–45 hours per week, and 49.5% of the responding they worked 46 hours or more per week. Work-life imbalance has shown to decrease nursing faculty job satisfaction (Boamah et al., 2023). When work interferes with life,

this can impact overall physical health, mental health, and quality of life of faculty (Alves et al., 2019; Farber et al., 2023).

Boamah et al. (2022) focused their research on addressing work-life balance and burnout among nursing faculty across Canada. Findings from this study were consistent with previous studies in that high workload and work-life balance interference is cause for job dissatisfaction. Boamah et al. identified that additional research addressing nursing faculty work-life balance and burnout in relation to faculty rank and undergraduate nursing program would add to the research on the phenomenon of nursing faculty job satisfaction.

Student Incivility

Incivility in higher education has been increasing (Abas et al., 2019). There are three types of incivility in higher education, and most studies focused on administration incivility towards faculty or faculty-to-student incivility. This type of incivility is called top-down (Abas et al., 2019). Other studies have focused on lateral, or faculty-to-faculty incivility (Abas et al., 2019). The phenomenon of bottom-up, or student-to-faculty incivility, is not as well researched. Incivility in nursing education is not a new phenomenon, but the increase of student-to-faculty incivility is on the rise (Wagner et al., 2019). In one study, 37.45% of nursing students surveyed self-reported engaging in uncivil behaviors (Rajagopal et al., 2024).

The nursing profession is thought of to be reliable, caring, and respectful (Schmidt & McArthur, 2018). In the *Code of Ethics for Nursing*, Provision 1.5: Relationships with Colleagues and Others, the American Nurse Association (2015)

outlined the culture of civility and kindness required of nurses, covering all individuals the nurse interacts with, including the relationships between coworkers, employees, and students. Students who are uncivil have the potential for future workplace incivility, which can compromise patient care (Milesky et al., 2015). One reason for student incivility to nursing faculty is for personal gain (e.g., getting a higher grade than what is deserved or adjusting dates of assignments and exams; Meires, 2018).

One concern that nursing faculty have voiced is will students who show incivility in the academic setting become uncivil nurses, and if so, what negative effect they will have on patient safety and the workplace environment once they are in practice (Aul, 2017; Clark & Springer, 2010; Milesky et al., 2015; Woodworth, 2015). Park and Kang (2020) found a recurring theme related to student incivility towards nursing faculty, including personal distress and dissatisfaction with professional status. Universities of higher education reported that students exhibited entitlement to higher grades and more power over faculty in the classroom because they are paying consumers (Bunce et al., 2016).

The continuum of student incivility ranges in severity from minor acts to more severe acts towards faculty. Minor incidents reported included coming late to class, eye rolling, groaning and/or complaining while faculty are talking, talking in class, texting in class, working on other assignments during lecture, to severe incidents including verbal and physical assault as well as intimidation tactics (Aul, 2017; Vural & Bacioglu, 2020; Wright, 2016). Joseph et al. (2025) found that subtle forms of student incivility, such as lack of respect and ignoring instructions, are prevalent in nursing education. The negative

effects on nursing faculty include lower self-esteem and confidence; physical manifestations, such as losing sleep; emotional toll; loss of time spent on the incident meeting with the student and documenting; detriment to the educational process by changing pedagogy; grading easier; giving grades that students did not earn; and resigning from teaching (Christensen et al., 2020; Luparell, 2007; Peters, 2014).

The long-term impact of student incivility includes decreased job satisfaction for faculty and increased intent to leave academia (Frisbee et al., 2019; Watson, 2024). Compounded with heavy workloads, other work demands, such as promotion or tenure, and lack of fulfillment with current teaching assignment, can increase faculty job dissatisfaction (Small et al., 2023). Most studies found on incivility in nursing education were conducted on student perspectives, and studies that did focus on nursing faculty focused on faculty-faculty incivility or incivility in the clinical setting (Small et al., 2023). Many studies on faculty incivility are also qualitative and small in scope (Safi-Keykaleh et al., 2025; Small et al., 2023).

Although there are studies conducted on student incivility toward nursing faculty, work-life balance, and job satisfaction, I found a gap in the literature related to the relationship between workload, work-life balance, and job satisfaction among nursing faculty who teach in undergraduate nursing programs and the relationship between the frequency and severity of student nurse incivility and job satisfaction among nursing faculty who teach in undergraduate nursing programs.

Summary and Conclusions

The purpose of this study was to gain a better understanding of factors that impact undergraduate nursing faculty job satisfaction. Exploring the factors of workload, work-life balance, and student incivility may reveal data that would be of interest to academic institution administrators to help identify areas of satisfaction or dissatisfaction for nursing faculty. The nursing faculty vacancy rate has a direct impact on student admissions into nursing schools (AACN, 2023). In 2010, the Institute of Medicine recommended an increase of BSN-prepared nurses, but there is an importance of also increasing ADN students as these programs can also ease the nursing shortage since students enter the workforce in less time than 4-year BSN students (Organization for Associate Degree Nursing, 2022). There are limited studies that look specifically at nursing faculty who teach for undergraduate nursing programs that include both ADN and BSN degree programs.

Prior to the COVID-19 pandemic, researchers found that nursing faculty job satisfaction was important to faculty retention (Al-Hussami et al., 2011; Chung & Kowalski, 2012; Darby-Davis, 2014). Studies conducted during the COVID-19 pandemic identified an increase in workload as well as work-life imbalance (Farber et al., 2023). Research on nursing faculty job satisfaction postpandemic can identify if workload and work-life balance have improved if they have worsened. Additionally, incivility is on the rise for frontline workers, which includes those who work in education, such as nursing faculty (Porath, 2022) Most of the research in nursing faculty on incivility centers on

faculty-to-student, faculty-to-faculty, or administration-to-faculty incivility (Small et al., 2023).

In Chapter 3, I will present the research method, plan for recruitment of participants and data analysis, threats to validity, and ethical considerations.

Chapter 3: Research Method

Introduction

The purpose of this quantitative study was to determine (a) if there was a relationship between work-life balance, workload, and job satisfaction, and (b) if there was a relationship between the frequency and severity of student nurse incivility and job satisfaction among nursing faculty who taught in associate degree or bachelor's degree undergraduate nursing programs. In Chapter 3, I will present the chosen methodology, sampling procedures, potential threats to internal and external validity, and any potential ethical issues.

Research Design and Rationale

I conducted a correlational study with a multiple regression design. For RQ1, the independent variables were workload and work-life balance. The dependent variable was nursing faculty job satisfaction. I measured the job satisfaction using Spector's JSS, and measured workload with Spector's additional five questions using the QWI. I measured work-life balance using Brett and Stroh's (2003) Balance Scale.

For RQ2, the independent variables were frequency and severity of student incivility. The dependent variable was nursing faculty job satisfaction. I measured the relationship using Spector's JSS and INE-R Survey.

Potential time constraints were anticipated when recruiting the appropriate number of participants determined by the power analysis.

Methodology

Population

The target population was nursing faculty teaching in Florida and Ohio. The study population was nursing faculty who were currently teaching undergraduate courses in either an ADN or BSN program. The target population was approximately 6,400 RNs in a faculty role.

Sampling and Sampling Procedures

I used a nonprobability convenience sample. Participants in this study were nursing faculty that were currently teaching in either an ADN or BSN program for at least 2 years. Nurses who have not taught in either an ADN or BSN program or had not taught for at least 2 years were excluded from this study.

Sample size is important in quantitative research. A sample size that is too small can undermine internal and external validity, and if the sample size is too large, clinically insignificant differences can be seen as statistically significant (Faber & Fonseca, 2014). To ensure the sample size was large enough to detect statistical significance, I conducted a power analysis.

RQ1 was: What is the relationship between workload, work-life balance, and job satisfaction among nursing faculty who teach in undergraduate nursing programs? I calculated a power analysis with G*Power Version 3.1.9.6 software to determine the appropriate sample size for RQ1 using linear multiple regression. Using a two-tailed multiple regression with effect size ($f^2 = 0.15$), $\alpha = 0.05$, power = 0.8, yielded a sample size of 68 ($df = 65$; see Faul et al., 1996).

RQ2 was: What is the relationship between the frequency and severity of student nurse incivility and job satisfaction among nursing faculty who teach in undergraduate nursing programs? I calculated a power analysis with G*Power Version 3.1.9.6 software to determine the appropriate sample size for RQ2 using linear multiple regression. Using a two-tailed multiple regression with effect size ($f^2 = 0.15$), $\alpha = 0.05$, power = 0.8, yielded a sample size of 68 ($df = 65$; see Faul et al., 1996).

Procedures for Recruitment, Participation, and Data Collection

Before I collected data, I received permission from Walden University Institutional Review Board (IRB) to conduct this study. I published the survey on the social media platform, LinkedIn. Information from the recruitment flyer was included on the LinkedIn post as well as the link to the survey on Survey Monkey (<https://www.surveymonkey.com>). Screening questions were:

1. Are you a RN that teaches in the state of Ohio or Florida?
2. Do you work in an academic setting as faculty in an undergraduate degree nursing program (associate degree or bachelor degree)?
3. Have you worked in an academic setting as faculty in an undergraduate degree nursing program (associate degree or bachelor degree) for at least 2 years?

If a participant answered “no” to any of the screening questions, they were thanked for their time and the survey closed. If the participant answers “yes” to the screening questions, the next screen was an electronic informed consent form and the study’s intent as well as ensuring anonymity. Individual who consented to participate were then taken to the next section, which was demographic information (see Appendix

A). After completion of the demographics, participants would then complete the surveys in the following order: JSS (Appendix C), QWI (Appendix D), Brett and Stroh Balance Scale (Appendix F), and the INE-R survey.

I collected data using the Survey Monkey online platform. I used the feature available to de-link participant's personal information from the data to ensure anonymity. Data are stored on a secure, password-protected USB device and data will be maintained for 5 years as required by the Walden IRB.

Instrumentation and Operationalization of Constructs

JSS

Spector's JSS was used to measure job satisfaction. The JSS was developed in 1985 and was designed to measure an individual's job satisfaction based on nine items: Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards (performance-based rewards), Operating Procedures (required rules and procedures), Coworkers, Nature of Work, and Communication (Spector, 1985). The survey uses a 6-point Likert scale as follows: 1 = *Disagree very much*, 2 = *Disagree moderately*, 3 = *Disagree slightly*, 4 = *Agree slightly*, 5 = *Agree moderately*, 6 = *Agree very much* (Spector et al., 1985).

The JSS has been used in many research studies and is well established. The JSS was first developed and used to measure job satisfaction for a human service organization, with a sample of 2,870 survey responses (Spector, 1985). Internal consistency coefficient alpha ranged from 0.60 for coworkers to 0.82 for supervision and is applicable to other organizations (Spector, 1985). Validity was confirmed with Campbell and Fiske's (1959) multitrait-multimethod matrix with all four criteria being

met. Spector (1985) also conducted one nonhuman service study to prove discriminant and convergent validity.

The following are example items on the JSS survey (the full survey can be seen in Appendix C):

- 8. I sometimes feel my job is meaningless.
- 14. I do not feel that the work I do is appreciated.
- 31. I have too much paperwork.
- 35. My job is enjoyable.

Sapkota et al. (2019) measured job satisfaction in graduate nursing faculty in Nepal using the JSS. The results indicated a $p \leq 0.05$ and a coefficient for Cronbach's alpha was 0.895. Ozdemir and Kaplan (2024) measured nursing faculty job satisfaction using the JSS survey with a Cronbach alpha value determined to be 0.89.

QWI

To operationalize the variable of workload, I used Spector's QWI). Created in 1998 as an eight-question survey, the initial survey assessed both how difficult the work was as well as the amount of work. The qualitative questions on the difficulty of the work were eventually dropped, and the final version of the survey kept the five quantitative questions pertaining to the amount of workload (Spector & Jex, 1998). Spector and Jex (1998) defined workload as "the sheer volume of work required of an employee" (p. 358). The QWI scale has an average internal consistency (coefficient alpha) of 0.82 across 15 studies (Spector & Jex, 1998). During development of the QWI, Spector and Jex combined the results of 18 studies representing a variety of job types as well as wide

variety in the participant pool both regarding types of jobs and geographical location. The QWI showed moderate convergent validity, which suggests objectivity in this self-report survey (Spector & Jex, 1998).

The five questions for the QWI are:

1. How often does your job require you to work very fast?
2. How often does your job require you to work very hard?
3. How often does your job leave you with little time to get things done?
4. How often is there a great deal to be done?
5. How often do you have to do more work than you can do well?

The five questions have five responses which are numbered from 1 to 5. The sum of the responses will yield a total score from 5 to 25. The responses are as follows: 1 = *Less than once per month or never*, 2 = *Once or twice per month*, 3 = *Once or twice per week*, 4 = *Once or twice per day*, and 5 = *Several times per day*.

Baka and Bazinska (2016) conducted a survey on two separate samples representing a wide range of occupations, which included nurses, teachers and police officers. The internal consistency of the scales was satisfactory, ranging from 0.80 to 0.90 for Cronbach's α test and from 0.72 to 0.86 for the test–retest method. Khtere and Turki (2019) used the QWI to measure perceived workload for faculty in a university setting with a Cronbach's alpha of 0.80.

Brett and Stroh Balance Scale

To operationalize work-life balance, I used the original Brett and Stroh (2003) Balance Scale. The original Balance Scale had five questions that are related to

participants' feelings on the balance between work and life outside of work. The Brett and Stroh Balance Scale measures an individual's perceived work-life balance related to family satisfaction, work-to-family stress, family alienation, job involvement, and work overload. Developed in 2003, this scale has an average internal consistency (coefficient alpha) of 0.79. For workload, a standard regression coefficient of 0.10 in female managers and 0.00 in male managers, was found for managers who worked more than 35 hours per week (Brett & Stroh, 2003). The five questions in the survey are:

1. Feeling that your job negatively affects your psychological well-being
2. Feeling that your job negatively affects your physical health
3. Feeling tension about balancing all your responsibilities
4. Feeling that you should change something about your work in order to balance all your responsibilities
5. Feeling that personal commitments interfere with your job

This scale consisted of five items measured on 5-point Likert scale that follows: 1 = *never*, 2 = *rarely*, 3 = *from time to time*, 4 = *often*, and 5 = *very often*.

INE-R Survey

For student incivility, I used the INE-R Survey, which was originally developed in 2004. The survey is mixed methods and has three sections. The first two sections are quantitative, with the first section related to student-to-faculty incivility and the second section related to faculty-to-faculty incivility. The 24 questions on student to faculty incivility with an interitem reliability coefficient ranging from 0.81 to 0.89 (Clark et al., 2009). The third section is qualitative and contains questions on the opinions of the

participants about ways to prevent and address incivility. While self-reported items carry of risk of method bias, the INE-R survey has been translated into Arabic to test validity using Exploratory Factor Analysis and Cronbach's alpha result was 0.87 (Al-Jubouri et al., 2019). Translation and validation to Italian found the Root Mean Square Error of Approximation for the INE-R to be 0.07 (Unim et al., 2023).

The following are example items on the INE-R survey (the full survey is in Appendix H):

2. Making rude gestures or other inappropriate non-verbal behaviors toward others. (eye rolling, finger pointing, etc.)
4. Refusing or reluctant to answer direct questions
6. Arriving late for class or other scheduled activities
8. Being unprepared for class or other scheduled activities

The survey questions are measured in two ways, both using a Likert scale. The first items are measured by rating the level of severity of the incivility: 1 = *not uncivil*, 2 = *somewhat uncivil*, 3 = *moderately uncivil*, and 4 = *highly uncivil*. The item is then measured by the frequency of the behavior has occurred over the last 12 months: 1 = *never*, 2 = *rarely*, 3 = *sometimes*, and 4 = *often* (Clark et al., 2009).

Data Analysis Plan

I analyzed the data using IBM SPSS software Version 30. I examined the demographic data and provided tables and detail about the sample.

I used multiple regression to answer RQ1 because I wanted to determine if there was a relationship between the independent variables of workload and work-life balance

on the dependent variable of job satisfaction. Before performing the multiple regression analysis, the following assumptions were assessed: (a) the dependent variable should be measured on a continuous scale; (b) there are two or more independent variables that are either continuous or categorical; (c) independence of observations checked by running a test in SPSS statistics using the Durbin-Watson statistic; (d) a linear relationship between the dependent variable and each independent variable as well as collectively, checked by either a scatterplot or partial regression plot using SPSS Statistics; (e) data should show homoscedasticity; (f) data should not show multicollinearity; (g) data should not have significant outliers, high leverage points, or highly influential points; and (h) residual errors are approximately normally distributed (see Laerd Statistics, 2020b).

I used a multiple regression to answer RQ2 because I was examining the data to determine if there was a relationship between the frequency and severity of student incivility and job satisfaction. Before performing the multiple regression analysis, the following assumptions were assessed: (a) the dependent variable should be measured on a continuous scale; (b) there are two or more independent variables that are either continuous or categorical; (c) independence of observations checked by running a test in SPSS statistics using the Durbin-Watson statistic; (d) a linear relationship between the dependent variable and each independent variable as well as collectively, checked by either a scatterplot or partial regression plot using SPSS Statistics; (e) data should show homoscedasticity; (f) data should not show multicollinearity; (g) data should not have significant outliers, high leverage points, or highly influential points; and (h) residual errors are approximately normally distributed (see Laerd Statistics, 2020b).

Threats to Validity

Controlling threats to internal validity is important to ensure a causal relationship between variables (Polit & Beck, 2021). Threats to internal validity included the length faculty have taught, the type of program they teach, such as associate degree or bachelor degree, as well as the degree that the faculty holds, such as BSN, master's of science in nursing, PhD, or DNP. To mitigate threats to these factors, a large sample size was needed.

There was also concern that participants may experience evaluation apprehension, which is when the participant answers questions in the way they think the researcher wants them to, rather than how they feel (see Rosenberg, 1965). To mitigate threats related to this, I made participants aware that their responses would be kept confidential and deidentified.

External validity is the generalizability of the study findings to populations outside the study (Polit & Beck, 2021). Threats to external validity included the location of where the nursing faculty participating in the survey are from. Survey participants were nursing faculty from southeastern and the midwestern United States. Nursing faculty in these areas may or may not be experiencing the same issues as nursing faculty in other areas of the United States.

Ethical Procedures

I purchased the license to administer the INE-R (see Appendix G), and I received permission from Dr. Clark to use only the section from the INE-R for student incivility towards faculty. The following surveys were free to use: Brett and Stroh Balance Scale,

JSS, and QWI. The survey questions were created on Survey Monkey. Walden University IRB approval was received on May 27, 2025 (IRB Approval Number 05-27-25-0651692). After IRB approval was granted, I published the Survey Monkey link on the online platform LinkedIn.

The study participants consented to participate in the survey. Study participants had the opportunity to stop the survey at any time and for whatever reason they may have had. Identifying information was removed to maintain confidentiality.

Summary

I conducted a correlational study using a multiple regression design. The JSS survey was used to measure job satisfaction, the QWI survey was employed to measure perceived workload, the Brett and Stroh Balance Scale was used to measure work-life balance, and the INE-R was employed to measure faculty perception of frequency and severity of student incivility. The data were analyzed using IBM SPSS Software, Version 30.

I purchased the INE-R license for administration. I received IRB approval and collected data using Survey Monkey online platform. All participant responses will be kept confidential and any identifying information has been removed. I will present the statistical analysis and findings related to the research questions in Chapter 4.

Chapter 4: Results

Introduction

The purpose of this research study was to determine (a) the relationship between workload, work-life balance, and job satisfaction among nursing faculty who teach in undergraduate nursing programs and (b) the relationship between the frequency and severity of student nurse incivility and job satisfaction among nursing faculty who teach in undergraduate nursing programs. The research questions and hypotheses were as follows:

RQ1: What is the relationship between workload, work-life balance, and job satisfaction among nursing faculty who teach in undergraduate nursing programs?

H₀1: There is no relationship between workload, work-life balance, and job satisfaction among nursing faculty who teach in undergraduate nursing programs.

H_A1: There is a relationship between workload, work-life balance, and job satisfaction among nursing faculty who teach in undergraduate nursing programs.

RQ2: What is the relationship between the frequency and severity of student nurse incivility and job satisfaction among nursing faculty who teach in undergraduate nursing programs?

H₀2: There is no relationship between the frequency and severity of student nurse incivility and job satisfaction among nursing faculty who teach in undergraduate nursing programs.

H_{A2}: There is a relationship between the frequency and severity of student nurse incivility and job satisfaction among nursing faculty who teach in undergraduate nursing programs.

In Chapter 4, I present the results of the data collection, which includes demographic characteristics, sample size, and the results of the statistical tests as related to the research questions.

Data Collection

I obtained Walden University IRB approval on May 27, 2025. I collected data over a 13-week period using Survey Monkey. Not including the demographic questions, the survey had a total of 70 questions from the JSS, QWI, Brett and Stroh (2003) Balance Scale, and the INE-R survey instruments. The invitation and Survey Monkey link was posted on LinkedIn. Over the 13-week period, I reposted the invitation and survey seven times, and the post was reshared, which increased visibility. A total of 129 participants responded to the survey; however, the completed responses totaled 85, for a 66% completion rate. The average time the participants spent completing the survey was 5 minutes and 27 seconds.

The population surveyed was nursing faculty with a minimum of 2 years of experience teaching in associate or bachelor's degree undergraduate nursing programs, from the states of Ohio and Florida. Of the 129 participants, only 85 qualified and completed the survey in its entirety. After cleaning the data, all 85 participants were included in the analysis.

I originally planned on using a simple regression to answer RQ2; however, after meeting with the Walden statistician and my dissertation chair, I decided that it would be appropriate to use a multiple regression for RQ2 because the INE-R scale measures both frequency and severity of student incivility by nursing faculty.

Results

Descriptive Statistics

The total sample size was 85 (see Table 1). The sample consisted of 65 (76.47%) female and 20 males (23.53%). The largest age group was between 35 and 44 years, (38.82%; $n = 33$), followed by 25- to 34-year-olds (32.94%; $n = 28$). There were more faculty from Florida (62.35%; $n = 53$) than from Ohio (37.65%; $n = 32$). More faculty taught in a bachelor's degree program (63.53%; $n = 54$) than associate degree programs (36.47%; $n = 31$). The majority of faculty taught full-time (97.8%; $n = 83$). Most of the faculty described themselves as White/Caucasian (78.02%; $n = 68$). All 85 participants passed the screening questions, which identified them as nursing faculty teaching in the states of Florida or Ohio in an ADN or BSN program for at least 2 years.

Table 1*Demographic Characteristics of Participants*

Variable	<i>n</i>	%
Gender		
Female	65	76.47
Male	20	23.53
Age		
Age 18-24	1	1.18
Age 25-34	28	32.94
Age 35-44	33	38.82
Age 45-54	15	17.65
Age 55-64	5	5.88
Age 65+	3	3.53
Race/ethnicity		
Race White	68	78.02
Race Black	11	14.29
Race Hispanic	6	7.69
Faculty status		
Full-time	83	97.8
Part-time	2	2.2
State faculty employed		
Ohio	32	37.65
Florida	53	62.35
Type of degree program faculty employed		
Associate degree	31	36.47
Bachelors degree	54	63.53

Note. $N = 85$.

Sample

For RQ1, I calculated a power analysis using G*Power Version 3.1.9.6 software to determine the appropriate sample size for RQ1 using linear multiple regression. Using a two-tailed multiple regression with effect size ($f^2 = 0.15$), $\alpha = 0.05$, power = 0.8, yielded a sample size of 68 ($df = 2, 65$; see Faul et al., 1996). My final sample consisted of 85 nursing faculty. Therefore, based on the effect size, the sample was sufficient to

generalize nursing faculty job satisfaction, workload, and work-life balance for faculty from Florida and Ohio.

For RQ2, I recalculated a power analysis using G*Power Version 3.1.9.6 software to determine the appropriate sample size for RQ2 using linear multiple regression. Using a two-tailed multiple regression with effect size ($f^2 = 0.15$), $\alpha = 0.05$, power = 0.8, yielded a sample size of 68 ($df = 2, 65$; see Faul et al., 1996). Therefore, based on the effect size, the sample was sufficient to generalize nursing faculty job satisfaction and frequency and severity of nursing student incivility for faculty from Florida and Ohio.

Statistical Assumptions for RQ1

There are eight assumptions of multiple regression analysis that need to be considered (Lund Research Ltd., n.d.). In this study, the dependent variable, nursing faculty job satisfaction, was measured as a continuous variable, which met the first assumption. The second assumption was met because the two independent variables, workload and work-life balance, were also measured as continuous variables. The third assumption was met because there was independence of residuals, as assessed by a Durbin-Watson statistic of 2.37. Durbin-Watson statistic can range from 0–4 and a value of approximately 2 indicates there is no correlation between residuals (Lund Research Ltd., n.d.). The assumption of linearity is the fourth assumption, and this was achieved by plotting a partial regression plan for each independent variable of workload (see Figure 2) and work-life balance (see Figure 3).

Figure 2

RQ1 Partial Regression Workload

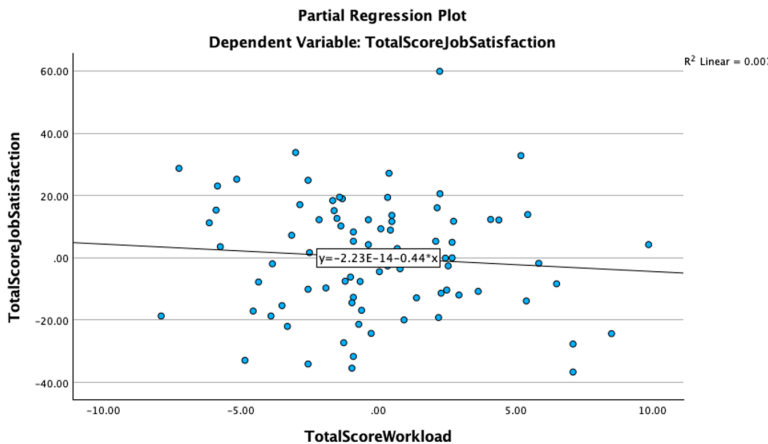
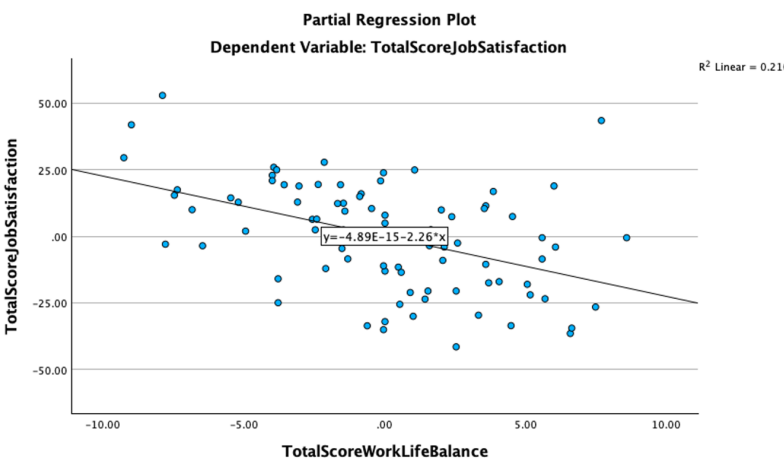


Figure 3

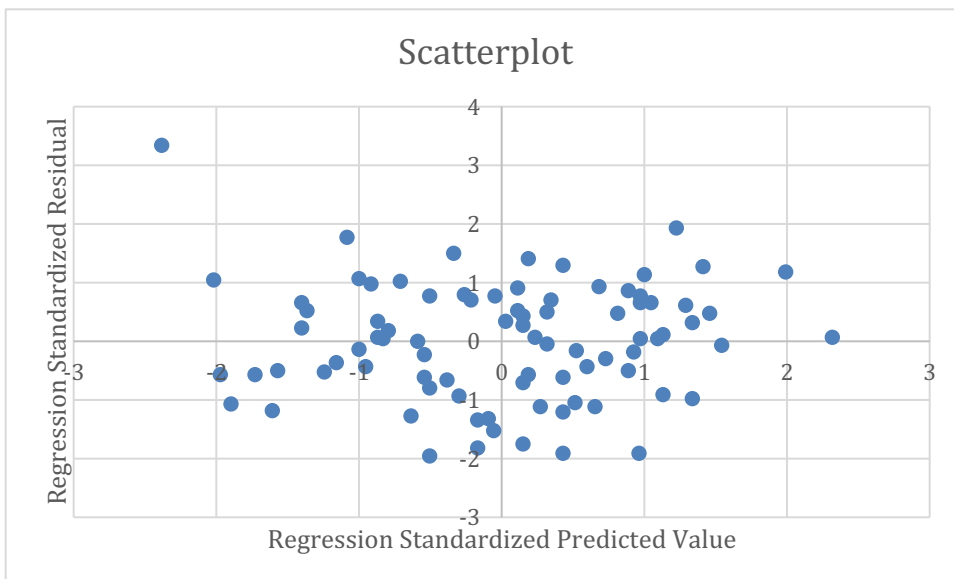
RQ1 Partial Regression Work-Life Balance



Homoscedasticity is the fifth assumption and was assessed by visual inspection of a plot of studentized residuals versus unstandardized predicted values (see Figure 4).

Figure 4

RQ1 Studentized Residuals Versus Unstandardized Predicted Values



For the sixth assumption, the data should not show multicollinearity. I tested for multicollinearity through an inspection of correlation coefficients and tolerance/variance inflation factor (VIF) values. Checking the independent variables in the correlations table (see Table 2). There are no correlations larger than 0.7, meeting the assumption, with workload being -0.28 and work-life balance -0.52 . More importantly, tolerance values for workload and work-life balance were $.83$ each. Tolerance values less than 0.1 of VIF greater than 10 may suggest a collinearity problem (Hair et al., 2014).

Table 2*RQ1 Correlations*

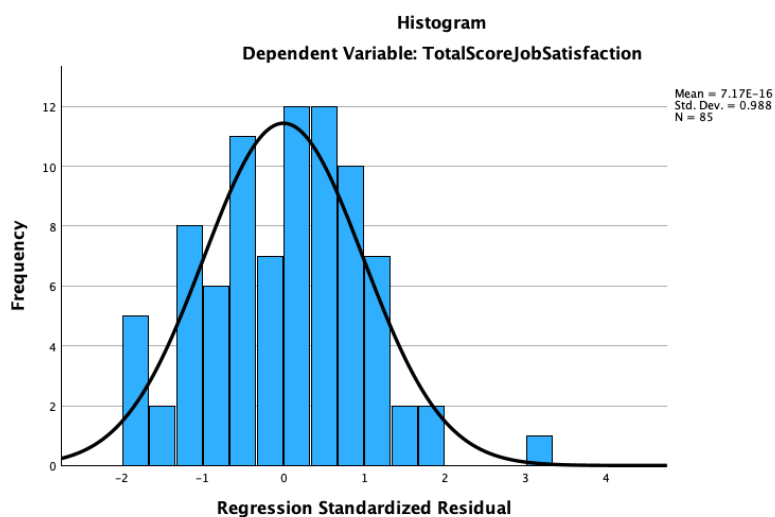
		Job satisfaction	Workload	Work-life balance
Pearson correlation	Job satisfaction	1.00	-.28	-.52
	Workload	-.28	1.00	.41
	Work-life balance	-.52	.41	1.00
Sig. (1-tailed)	Job satisfaction	.	.005	<.001
	Workload	.005		
	Work-life balance	.000	.000	.000

Note. A. Dependent Variable: Job Satisfaction.

The seventh assumption is that there should be no significant outliers, high leverage points, or highly influential points (Lund Research Ltd., n.d.). There was one studentized residual greater than ± 3 , with case number 52 at 3.33, but it was not removed from final analysis because the results of the study were not significantly impacted. The eighth and final assumption of normality was met as assessed by the histogram, which showed a normal distribution (see Figure 5; see Lund Research Ltd., n.d.). Overall, the assumptions required for multiple regression were reasonably well met for RQ 1.

Figure 5

RQ1 Histogram of Dependent Variable: Total Score Job Satisfaction



Descriptive Statistical Results for RQ1

The JSS tool is designed to evaluate job satisfaction by grouping four items in the nine facets of various aspects of an employee's work, for a total of 36 items (Spector, 1985). There are 19 negatively worded items that were reverse scored. Total score for the JSS ranges from 36 to 216. Job satisfaction scores were categorized as dissatisfaction (36-108), ambivalent (108-144), or satisfaction (144-216; Spector, 1985). The mean job satisfaction in this study was 146.46, which was at the lower end of satisfaction.

Workload, measured using QWI, had a mean score of 17.08 ($SD = 3.88$). The QWI is a five-item tool with a total score that ranges from 5–25. Work-life balance, assessed using the Brett and Stroh (2003) Balance Scale, yielded a mean score of 14.51 ($SD = 4.52$). The Balance Scale is also a five-item tool with a total score that ranges from 5–25 (see Table 3).

Table 3*RQ1 Descriptive Statistics*

	<i>M</i>	<i>SD</i>	<i>N</i>
Job satisfaction	146.46	21.17	85
Workload	17.08	3.88	85
Work-life balance	14.51	4.52	85

For RQ1, I conducted a multiple linear regression analysis to evaluate the prediction of job satisfaction from the independent variables of workload and work-life balance. In this study, Cronbach's alpha yielded internal consistencies as follows: 0.92 for JSS, 0.72 for QWI .72, and 0.81 for balance scale, indicating a high level of internal consistency. It was hypothesized that there is a relationship between workload, work-life balance, and job satisfaction among nursing faculty who teach in undergraduate nursing programs.

In the model summary (see Table 4), R showed an effect size of 0.52, which is a medium to large effect size, and the R^2 was .27, showing that 27% of the variance in nursing faculty job can be accounted for by the two predictors of workload and work-life balance (see Table 4). The p value in the ANOVA table (see Table 5) showed that the model was significant, but in the coefficients table (see Table 6) there was only one variable responsible for the significance, which was work-life balance. The unstandardized coefficient B for workload is -0.44 indicating that for each 1 unit increase in workload, there is a corresponding decrease in job satisfaction of 0.44, with a t of -0.78, $p > 0.5$. The results of the variable of workload are not statistically significant and do not contribute to the prediction. The unstandardized coefficient B for work-life balance is 2.26, indicating that for each 1 unit increase in work-life balance, there was a

2.26 unit decrease in job satisfaction, with the t statistic indicating work-life balance results were significantly different from 0, $p < 0.001$.

Table 4

RQ1 Model Summary

Model	R	R square	Adjusted R square	Std. Error of the estimate	Durbin-Watson
1	.52a	.27	.25	18.29	2.37

Note. a. Predictors: (Constant), Work-Life Balance, Workload b. Dependent Variable: Job Satisfaction.

Table 5

RQ1 Anova

Model		Sum of squares	<i>df</i>	Mean square	<i>F</i>	Sig.
1	Regression	10202.50	2	5101.25	15.25	<.001 ^b
	Residual	27432.61	82	334.54		
	Total	37635.11	84			

Note. a. Dependent Variable: Job Satisfaction b. Predictors: (Constant), Work-Life Balance, Workload.

Table 6

RQ1 Coefficients

Model		Unstandardized Coefficients <i>B</i>	Std. Error	Standardized Coefficients Beta	Correlations <i>t</i>	Sig.
1	(Constant)	186.78	9.52		19.62	<.001
	Workload	-.44	.56	-.08	-.78	.437
	Work-life balance	-2.26	.48	-.48	-4.67	<.001

Note. a. Dependent variable: Job Satisfaction.

Statistical Assumptions for RQ2

There are eight assumptions of multiple regression analysis that need to be considered (Lund Research Ltd., n.d.). In this study, the dependent variable, nursing faculty job satisfaction, was measured as a continuous variable, which met the first assumption. The second assumption was met because the two independent variables from the INE-R, severity of student incivility behavior and frequency of student incivility behavior, were measured as continuous variables. For the third assumption was met because there was independence of residuals, as assessed by a Durbin-Watson statistic of 2.22. As stated in RQ1, Durbin-Watson statistic can range from 0–4 and a value of approximately 2 indicates there is no correlation between residuals (see Lund Research Ltd., n.d.). The assumption of linearity is the fourth assumption, and this was achieved by plotting a partial regression plan for each independent variable of student behavior severity (see Figure 6) and student behavior frequency (see Figure 7).

Figure 6

RQ2 Partial Regression Behavior Severity

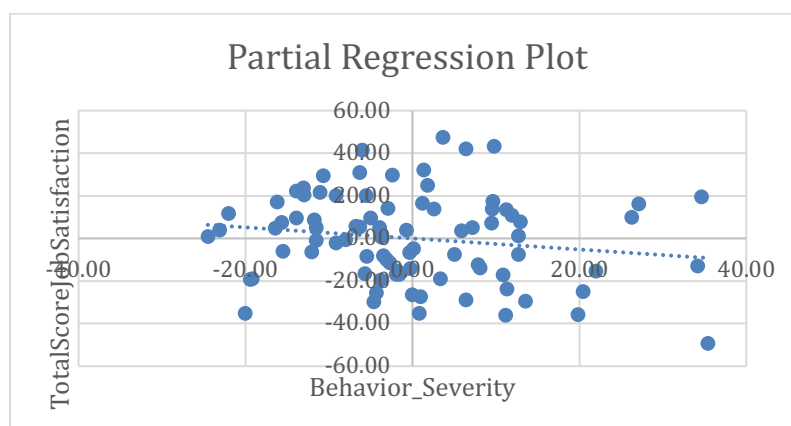
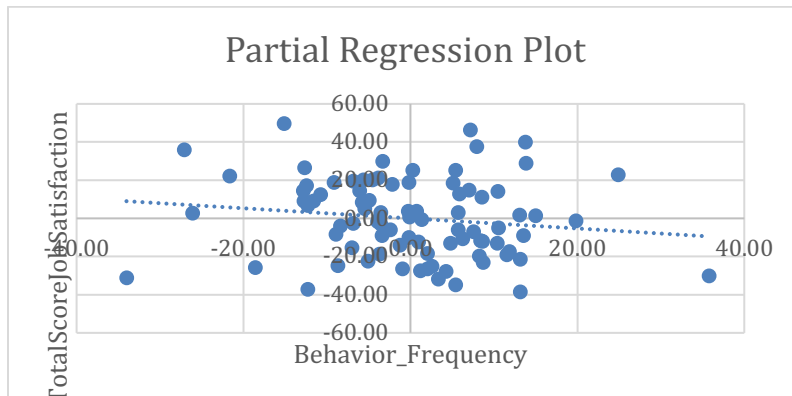
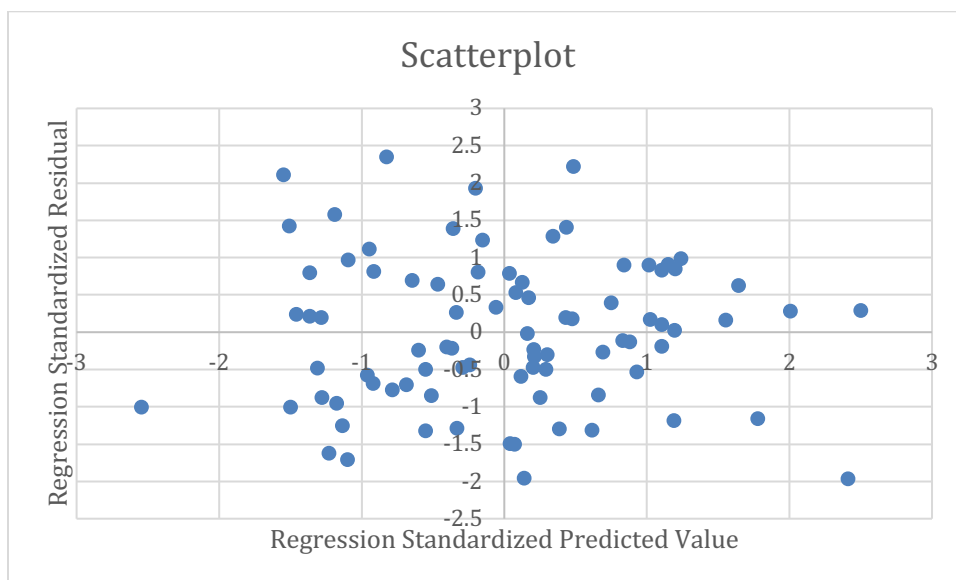


Figure 7*RQ2 Partial Regression Behavior Frequency*

Homoscedasticity is the fifth assumption and was assessed by visual inspection of a plot of studentized residuals versus unstandardized predicted values (see Figure 8).

Figure 8*RQ2 Studentized Residuals Versus Unstandardized Predicted Values*

For the sixth assumption, the data should not show multicollinearity. I tested for multicollinearity through an inspection of correlation coefficients and tolerance/ VIF

values. Checking the independent variables in the correlations (Table 7), there are no correlations larger than 0.7, meeting the assumption, with student behavior severity -.24 and student behavior frequency -.22. More importantly, tolerance values for student behavior frequency and severity were .84 each. Tolerance values less than 0.1 of VIF greater than 10 may suggest a collinearity problem (Hair et al., 2014).

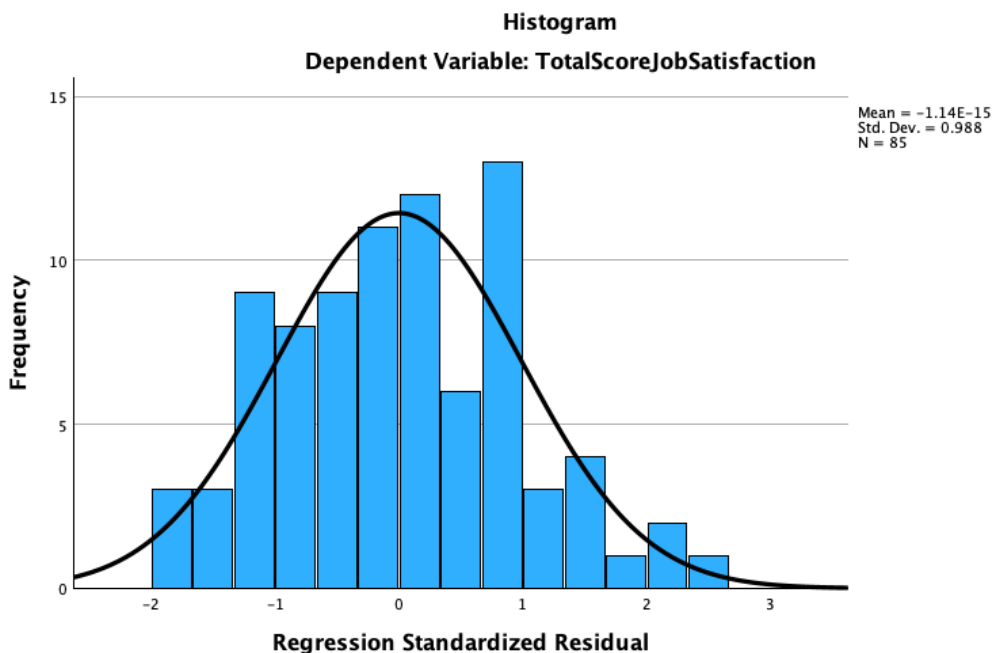
Table 7

RQ2 Correlations

		Job satisfaction	Workload	Work-life balance
Pearson correlation	Job satisfaction	1.00	-.24	-.22
	Behavior severity	-.24	1.00	.40
	Behavior frequency	-.22	.40	1.00
Sig. (1-tailed)	Job satisfaction	.	.015	.020
	Behavior severity	.015	.	.000
	Behavior frequency	.020	.000	.

The seventh assumption is that there should be no significant outliers, high leverage points, or highly influential points (Lund Research Ltd., n.d.). There were no studentized residual greater than ± 3 .

The eighth and final assumption of normality was met as assessed by the histogram in Figure 9, which showed a normal distribution (see Lund Research Ltd., n.d.). Overall, the assumptions required for multiple regression were reasonably well met for RQ2.

Figure 9*RQ2 Histogram***Descriptive Statistical Results for RQ2**

I used the JSS to evaluate job satisfaction. The INE-R section used in this study was student to faculty incivility. The 24 questions measured faculty perceived student behavior by severity and reported frequency. Total score of severity of student behavior and frequency of behavior each ranged from 24–96. The mean for severity was 62.69 ($SD = 14.26$) and the mean for frequency was 54.95 ($SD = 12.29$; see Table 8).

Table 8*RQ2 Descriptive Statistics*

	<i>M</i>	<i>SD</i>	<i>N</i>
Job satisfaction	146.46	21.17	85
Behavior severity	62.30	14.26	85
Behavior frequency	54.96	12.29	85

For RQ 2, I conducted a multiple linear regression analysis to evaluate the prediction of job satisfaction from the independent variables of student behavior perceived severity by faculty and the frequency that the behavior occurred in the last 12 months. In this study, Cronbach's alpha yielded internal consistencies as follows: 0.92 for JSS and 0.93 for INE-R Survey, indicating a high level of internal consistency. The null hypothesis was that there was no relationship between the frequency and severity of student incivility and job satisfaction among nursing faculty who teach in undergraduate nursing programs. In the model summary (see Table 9), results show that 8% of the variance in nursing faculty job satisfaction can be accounted for by the two predictors of student behavior frequency and severity, collectively ($F(2,82) = 3.37, p = .04$; see Tables 10 and 11). Therefore, the null hypothesis was accepted, as $R = .28$ showed a small to medium correlation between the predictors and the outcome variable.

Table 9

RQ2 Model Summary

Model	R	R square	Adjusted R square	Std. error of the estimate	Durbin-Watson
1	.28 ^a	.08	.05	20.60	2.22

Note. a. Predictors: (Constant), Behavior Frequency, Behavior Severity b. Dependent

Variable: Job Satisfaction.

Table 10*RQ2 Anova*

Model		Sum of squares	<i>df</i>	Mean square	<i>F</i>	Sig.
1	Regression	2855.75	2	1427.88	3.37	<.04 ^b
	Residual	34779.36	82	424.14		
	Total	37635.11	84			

Note. a. Dependent Variable: Job Satisfaction b. Predictors: (Constant), Behavior

Frequency, Behavior Severity.

Table 11*RQ2 Coefficients*

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	Correlations t	Sig.
1	(Constant)	177.294	12.109		14.641	<.001
	Behavior severity	-.260	.172	-.175	-1.510	.135
	Behavior frequency	-.265	.200	-.154	-1.326	.188

Note. a. Dependent variable: Job Satisfaction.

Summary

Eighty-five nursing faculty responded to this survey to determine if there was a relationship between nursing faculty job satisfaction and the variables of workload, work-life balance and student incivility. RQ1 was: What is the relationship between workload, work-life balance, and job satisfaction among nursing faculty who teach in undergraduate nursing programs? When reviewing the multiple regression results for RQ1, the null hypothesis was rejected, and there was a statistically significant relationship between job satisfaction and work-life balance with a medium to large effect ($p < .001$). RQ2 was: What is the relationship between the frequency and severity of student nurse incivility

and job satisfaction among nursing faculty who teach in undergraduate nursing programs? When reviewing the multiple regression results for RQ2, the null hypothesis failed to be rejected. There was a small to medium effect ($p = .04$).

In Chapter 4, I presented the research questions and the data analysis results for each question. In Chapter 5, I will discuss the interpretation of the findings, limitations of the study, recommendations, and implications before concluding the study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this research study was to determine (a) the relationship between workload, work-life balance, and job satisfaction among nursing faculty who teach in undergraduate nursing programs and (b) the relationship between the frequency and severity of student nurse incivility and job satisfaction among nursing faculty who teach in undergraduate nursing programs. Job satisfaction is important for retaining nursing faculty in undergraduate nursing programs. Faculty vacancies affect the number of students programs can admit, limiting the number of students graduating into the workforce (Bakewell-Sachs, 2022). Research to examine the variables that impact job satisfaction was necessary so that college administrators can implement strategies to improve job satisfaction. Key findings in this study for RQ1 showed a statistically significant relationship with a medium to large effect between work-life balance and nursing faculty job satisfaction. The statistical analysis of RQ2 revealed a small to medium relationship between the frequency and severity of student incivility and nursing faculty job satisfaction. In Chapter 5, I present an interpretation of the study's key findings, its limitations, recommendations, implications, and a conclusion of the study's analysis and findings.

Interpretation of the Findings

The results of this research study add to the current body of literature related to the factors of workload, work-life balance, student incivility, and nursing faculty job satisfaction. The variables of workload, work-life balance, and nursing faculty job

satisfaction were found to be correlated. This was consistent with similar studies (Aquino et al., 2018; Bittner & Bechtel, 2017; Watson, 2024). The findings for RQ1 revealed a moderate to large correlation between work-life balance and nursing faculty job satisfaction. I found that work-life balance was a significant predictor of job satisfaction for nursing faculty because when the work-life balance scores increased by 1 point, job satisfaction decreased significantly. The current study findings confirmed the findings of Boamah et al. (2023) who stated that nursing faculty in Canada reported a decrease in job satisfaction and had an increased intent to leave when work-life balance was affected. The findings for RQ2 revealed the frequency and severity of student incivility had a small to medium effect on nursing faculty job satisfaction. This was consistent with Safi-Keykaleh et al. (2025), who determined that the consequences of student incivility towards nursing faculty lead to decreased job satisfaction and affected faculty retention.

In this study, I specifically examined nursing faculty teaching undergraduate nursing students in either ADN or BSN programs. RNs graduate to work at the bedside. Faculty vacancies reduce the number of student seats, thereby limiting the number of graduates. A deficit of 200,000 to 450,000 bedside nurses was projected by 2025 (Berlin et al., 2022), and the nursing faculty vacancy rate during the 2022–2023 academic year was 7.8% (Byrne et al., 2023).

Nursing faculty differ from other faculty in the academic setting. Nursing faculty who teach undergraduate nurses must maintain clinical competence to teach clinical courses and teach outside the academic setting in hospitals and other healthcare facilities, something other faculty are not required to do (AACN, 2017). Nursing faculty teaching

load also differs from other faculty because they not only teach in the classroom but also in the simulation lab and off campus in clinical rotations (SmithBattle et al., 2021).

Nursing faculty also have a strong background in the clinical setting when they enter academia and may have less experience that centers on academic credentials than professors in other departments. Nursing faculty have reported this as a contributing factor to feeling like a novice professor longer than other faculty (Hoffman, 2019).

Job Satisfaction

Job satisfaction is defined as an individual's perception of their job and how effective they perceive their role to be within an organization (Snarr & Krochalk, 1996).

Job satisfaction is subjective and multifactorial for nursing faculty. Research on job satisfaction in nursing is highly concentrated on bedside nurses rather than nursing faculty (Boamah et al., 2023). The challenges the COVID-19 pandemic brought to academia, including pivoting to online instruction, affected job satisfaction by increasing workload, impacting work-life balance, and increasing stress and emotional strain (Farber et al., 2023). Since the COVID-19 pandemic, faculty have faced updates to curriculum in response to the Next-Generation NCLEX, with having to redesign course content, test blueprints, to accommodate the new exam. This additional change in curriculum increased workload on nursing faculty and increased stress because NCLEX first time pass rates are a measurement of student success and used for program accreditation (De Lima, 2023).

In this study, I found a mean job satisfaction of 146.46 using Spector's JSS, which was at the lower end of the category of satisfaction, which is 144–216. This aligns

with recent studies that support that nursing faculty job satisfaction is complex and influenced by a variety of factors both intrinsic and extrinsic (see Boamah et al., 2023). A study on Oregon nursing faculty showed low compensation and heavy workloads as causes for leaving academia (Anderson et al., 2024). I found that work-life balance had a moderate to large effect on nursing faculty job satisfaction and student incivility had a small to moderate effect. A qualitative study on nursing faculty in Croatia identified similar factors that contributed to dissatisfaction, which include salary, workload, and difficulty balancing between the academic and clinical roles (Vinko et al., 2025).

Workload and Work-Life Balance

Workload is unique for nursing faculty depending on the position and academic setting and includes lecture, clinical, student advising, research, student advising and other administration responsibilities (Farber et al., 2020; Ludwig-Beymer et al., 2022). High workload and an imbalance with work-life balance decrease nursing faculty job satisfaction (Anderson et al., 2024; Boamah et al., 2022; Derby-Davis, 2014; Flynn & Ironside, 2018), which is consistent with the current study findings that revealed a medium to large correlation between workload, work-life balance, and nursing faculty job satisfaction. As the workload scores in the current study increased, job satisfaction scores decreased, and, as the work-life balance scores increased, indicating an imbalance in work-life balance, job satisfaction decreased significantly.

The current study findings were consistent with Farber et al. (2023) who found that when work interferes with personal life, an increased workload negatively affects job satisfaction. In the current study, I found a medium to large correlation between work-life

balance and nursing faculty job satisfaction. Consistent with the current study findings, Boamah et al. (2023) reported decreased nursing faculty job satisfaction when there is a work-life imbalance. While excessive workload was not significant in the current study, Anderson et al. (2024) reported 44% of faculty had decreased job satisfaction because of excessive workload. High workload causes work-life imbalance and contributes to faculty leaving academics (Anderson et al., 2024; Flynn & Ironside, 2018). High workload and work-life imbalance continue to be factors that decrease nursing faculty job satisfaction.

Student Incivility

The findings of this study indicate that nursing student incivility towards nursing faculty had a small to medium effect on job satisfaction although the effect was statistically not significant. Small et al. (2023) stated that studies on incivility in nursing education focused on nursing faculty incivility towards the student or faculty-to-faculty incivility. When surveyed, 50% of nursing faculty believe that incivility exists in nursing programs and that it is a moderate to severe problem (Clark et al., 2021; Patel & Chrisman, 2020). Frisbee et al. (2019) found a weak negative relationship between nursing student incivility towards faculty and nursing faculty job satisfaction. Rajagopal et al. (2024) stated that 37.45% of nursing students surveyed in their study self-reported engaging in uncivil behaviors. In a qualitative study on nursing faculty, Watson (2024) identified unrealistic workload and incivility from both faculty and students as contributors to faculty burnout. The current study confirms that heavy workload

interferes with job satisfaction, but while Watson found student-to-faculty incivility to be a significant contributor to job dissatisfaction, I found only a small effect.

While only a small to medium effect was found in the current study, student incivility towards faculty has a negative emotional and physical effect on faculty, which is detrimental to the education process as faculty modify standards and report grading easier and giving grades students did not earn (Christensen et al., 2020; Luparell, 2007; Peters, 2014). Compounded with heavy workload, work-life imbalance, and other faculty demands, the long-term impact of student incivility includes decreased job satisfaction (Parsons, 2025; Watson 2024).

Theoretical Foundation

The theoretical basis for this study to interpret how specific hygiene factors influence nursing faculty job satisfaction was Herzberg's (1959) motivation-hygiene Theory (see McEwen & Wills, 2019). Herzberg theorized that hygiene factors are extrinsic to the workplace environment and prevent dissatisfaction when managed, but when absent or inadequate, lead to job dissatisfaction. The hygiene factors, which prevent job dissatisfaction, included pay, job security, status, work conditions, benefits, administration, and interpersonal relationships (Kurt, 2021). Herzberg's motivation-hygiene factors either increase motivation or decrease motivation in the workplace.

Prior research supports a link between workload and dissatisfaction in the clinical healthcare setting (Al Maqbali et al., 2020). Noncompetitive salaries and high workload are extrinsic stressor that negatively affect faculty well-being and job satisfaction (NACNEP, 2020). The inability to balance work roles and personal life, or work-life

imbalance, increases job dissatisfaction (Boamah et al., 2023). Herzberg (1966) identified interpersonal relationships as a hygiene factor that can have a negative effect and cause dissatisfaction. The results of the current study were consistent with Herzberg's (1966) theory, in that the hygiene factors of heavy workload, work-life imbalance, and negative interpersonal relationships lead to job dissatisfaction. Heavy workload and work-life imbalance were significantly related to job satisfaction, with a medium to large negative effect. The adapted Herzberg's model used in the current study suggested that student incivility would negatively affect job satisfaction, but the interpersonal relationships aspect of student incivility found a small to medium effect on job satisfaction.

Limitations of the Study

I employed a descriptive study design to select specific nursing faculty through a web-based survey, using a nonprobability convenience sample. Convenience sampling and using web-based surveys can limit representation of the population and may contribute to bias and be a threat to validity (Polit & Beck, 2021). To minimize this limitation, I recruited participants from the states of Ohio and Florida. This was done to include participants from two geographically distinct areas rather than one single-state sample. Since this study limited participants to those two states, the results cannot be generalized to all U.S. regions or populations (see Polit & Beck, 2021). Recruiting by social media limited the participation of those who do not use social media.

The sample size based on the power analysis was 68, and the total sample for this study was 85. Polit and Beck (2021) stated that sample sizes that are larger than calculated power analysis may provide better representation of the population and

potentially decrease the risk of Type 1 and 2 errors, but an excessively large sample size can inflate statistical significance (Faber & Fonseca, 2014). My initial plans were to use multiple regression for RQ1 and a simple regression for RQ2. I had planned to use only the faculty perceived severity of student incivility, but after discussing with my chair and the statistician, I concluded that I should also use the frequency of incivility, so a multiple regression was conducted. The INE-R measures participants' perceptions of incivility, which leaves it open to individual interpretation because participants self-report. Therefore, the results related to their perceptions of incivility are subjective rather than objective, and the meaning of incivility may differ between participants (see Clark, 2015).

Recommendations

The results of this study support the need for additional research regarding the relationship between workload and work-life balance and its impact on nursing faculty job satisfaction. While student incivility showed a small to medium effect on nursing faculty job satisfaction, the combination of multiple variables on the overall nursing faculty job satisfaction should be considered for future research with a larger sample size. I recommend that research continue to explore student incivility towards nursing faculty. Qualitative studies would provide more depth to the individual nursing faculty perspective. A larger population sample from other areas of the United States could ensure generalizability. Future research could concentrate on other variables that affect nursing faculty job satisfaction, such as pay. I did not identify if faculty taught online or in person in this study, and this could be an additional area for future study.

Implications

The positive social implications of this study include that it is important to understand what factors cause job dissatisfaction so that interventions can be developed. The nursing faculty vacancy rate directly impacts admissions to nursing programs, thus decreasing the number of students graduating into the workforce (AACN, 2023). I determined that work-life balance had a medium to large effect on nursing faculty job satisfaction, but workload was not statistically significant. I also determined that student incivility had a small to medium effect on job satisfaction. The implications of these findings are important to college and university administrators through assisting in developing an understanding of the factors that affect nursing faculty job satisfaction and improving or creating strategies to increase job satisfaction. Methods for improvement include ongoing research to determine factors that affect nursing faculty job satisfaction and how to mitigate those effects.

Conclusion

Nursing is the largest healthcare profession (AACN, 2022). Having enough nursing faculty is required to educate the future workforce. Tens of thousands of nursing student applicants were denied admission to nursing school in the 2022–2023 school year, and a shortage of nursing faculty was cited as one of the reasons (AACN, 2023). Exploring nursing faculty job satisfaction and identifying factors that negatively affect it should be explored further. Based on the findings of this study, workload and work-life balance are two factors that have a medium to large effect on job satisfaction. Previous research has identified similar results, and the current study findings show that workload

and work-life imbalance remain factors that negatively impact job satisfaction (see Aquino et al., 2018; Bittner & Bechtel, 2017; Watson, 2024). Further research is needed to identify other factors that negatively affect job satisfaction and strategies that administrators can use to improve workload and work-life balance. While student incivility had a small to medium effect on nursing faculty job satisfaction, there are few quantitative studies on this topic, and this is an area that could be explored further to develop strategies to improve student-faculty relationships.

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Appendix A: Demographic Questionnaire

1. Are you employed full-time in a nursing faculty position? _____ Yes
_____ No
2. In which type of undergraduate nursing program do you work?
_____ Associate Degree _____ Bachelors Degree
3. What is your age group? ___ 20 to 39.. etc. _____
4. What is your gender identity: _____ Male _____ Female _____ Prefer
Not to Answer
5. Which race/ethnicity best describes you? (Please choose only one.)
 - a. American Indian or Alaskan Native
 - b. Asian/Pacific Islander
 - c. Black or African American
 - d. Hispanic
 - e. White/Caucasian

Appendix B: Permission to Use Job Satisfaction Survey and Quantitative Workload Inventory (QWI)

Conditions for Using These Assessments

All of the assessments in the [Paul's No Cost Assessments](#) section of paulspecter.com are copyrighted. They were developed by me and my colleagues.

You have my permission for free noncommercial research/teaching use of any of the assessments that are in the Paul's No Cost Assessments section. This includes student theses and dissertations, as well as other student research projects. Copies of the scale can be reproduced in a thesis or dissertation as long as the copyright notice is included, as shown in the downloadable copy of each scale.

For commercial uses there is a fee for using these scales. A commercial use means you are charging someone a fee to provide a service that includes use of one or more of these scales. Contact me at paul@paulspecter.com to discuss fees for commercial use.

Translations

You are welcome to translate any of these scales into another language if you agree to send me a copy of the translation. Word (.doc or .docx) is best, but .pdf is also acceptable. Be sure to include the copyright statement on the translated version, as well as credit the person who did the translation and the year.

Sharing Results

A condition for free use of these assessments is that you share results. The results I need include:

1. Means per subscale and total score
2. Sample size
3. Brief description of sample, e.g., 220 hospital nurses. I don't need to know the organization name if it is sensitive.
4. Name of country where collected, and if outside of the U.S., the language used. I am especially interested in nonAmerican samples.
5. Standard deviations per subscale and total score (optional)
6. Coefficient alpha per subscale and total score (optional)

Results can be shared by providing an e-copy of a published or unpublished research report (e.g., a conference paper, dissertation, journal article, thesis, etc.) where one or more of these assessments are used.

You can share the material with me via e-mail: paul@paulspecter.com

Appendix C: Job Satisfaction Survey (JSS)

JOB SATISFACTION SURVEY Paul E. Spector Department of Psychology University of South Florida Copyright Paul E. Spector 1994, All rights reserved.		
PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.		Disagree very much Disagree moderately Disagree slightly Agree slightly Agree moderately Agree very much
1	I feel I am being paid a fair amount for the work I do.	6 1 2 3 4 5
2	There is really too little chance for promotion on my job.	6 1 2 3 4 5
3	My supervisor is quite competent in doing his/her job.	6 1 2 3 4 5
4	I am not satisfied with the benefits I receive.	6 1 2 3 4 5
5	When I do a good job, I receive the recognition for it that I should receive.	6 1 2 3 4 5
6	Many of our rules and procedures make doing a good job difficult.	6 1 2 3 4 5
7	I like the people I work with.	6 1 2 3 4 5
8	I sometimes feel my job is meaningless.	6 1 2 3 4 5
9	Communications seem good within this organization.	6 1 2 3 4 5
10	Raises are too few and far between.	6 1 2 3 4 5
11	Those who do well on the job stand a fair chance of being promoted.	6 1 2 3 4 5
12	My supervisor is unfair to me.	6 1 2 3 4 5
13	The benefits we receive are as good as most other organizations offer.	6 1 2 3 4 5
14	I do not feel that the work I do is appreciated.	6 1 2 3 4 5
15	My efforts to do a good job are seldom blocked by red tape.	6 1 2 3 4 5
16	I find I have to work harder at my job because of the incompetence of people I work with.	6 1 2 3 4 5

17	I like doing the things I do at work.	6	1	2	3	4	5
18	The goals of this organization are not clear to me.	6	1	2	3	4	5

PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.							
Copyright Paul E. Spector 1994, All rights reserved.		Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
19	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
20	People get ahead as fast here as they do in other places.	1	2	3	4	5	6
21	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
22	The benefit package we have is equitable.	1	2	3	4	5	6
23	There are few rewards for those who work here.	1	2	3	4	5	6
24	I have too much to do at work.	1	2	3	4	5	6
25	I enjoy my coworkers.	1	2	3	4	5	6
26	I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
27	I feel a sense of pride in doing my job.	1	2	3	4	5	6
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29	There are benefits we do not have which we should have.	1	2	3	4	5	6
30	I like my supervisor.	1	2	3	4	5	6
31	I have too much paperwork.	1	2	3	4	5	6
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33	I am satisfied with my chances for promotion.	1	2	3	4	5	6
34	There is too much bickering and fighting at work.	1	2	3	4	5	6
35	My job is enjoyable.	1	2	3	4	5	6
36	Work assignments are not fully explained.	1	2	3	4	5	6

Appendix D: Quantitative Workload Inventory (QWI)

Quantitative Workload Inventory, QWI

	Less than once per month or never	Once or twice per month	Once or twice per week	Once or twice per day	Several times per day
1. How often does your job require you to work very fast?					
2. How often does your job require you to work very hard?					
3. How often does your job leave you with little time to get things done?					
4. How often is there a great deal to be done?					
5. How often do you have to do more work than you can do well?					

All scales are copyright Paul E. Spector and Steve M. Jex, All rights reserved, 1997.

Appendix E: Permission to Use Brett and Stroh Balance Scale



Balance Scale

PsycTESTS Citation:

Brett, J. M., & Stroh, L. K. (2003). Balance Scale [Database record]. Retrieved from PsycTESTS. doi: <https://dx.doi.org/10.1037/t10291-000>

Instrument Type:

Rating Scale

Test Format:

The Balance Scale uses a 5-point Likert scale with anchors ranging from 1 = never to 5 = very often.

Source:

Brett, Jeanne M., & Stroh, Linda K. (2003). Working 61 plus hours a week: Why do managers do it? *Journal of Applied Psychology*, Vol 88(1), 67-78. doi: <https://dx.doi.org/10.1037/0021-9010.88.1.67>

Permissions:

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Appendix F: Permission to Use the Incivility in Nursing Education (Revised) (INE-R)

Survey

From: [Redacted]
Sent: Sunday, September 29, 2024 4:06 PM
To: [Redacted]
Subject: Civility Matters Order Notification

You don't often get email from techtransfer@boisestate.edu. [Learn why this is important](#)

Receipt Number:
eMarket 2
Date: 09/29/2024

Description	Amount
1 Incivility in Nursing Education Revised (INE-R)© Licensee Full Legal Name: [Redacted] Email Address: Phone #: Authorized Official's Address Including Country: Licensee's Authorized Official's Email Address: Signature of Licensee's Authorized Signatory: [Redacted]	\$250.00
Total	\$250.00

Payments Received	Amount
Credit Card Payment	\$250.00
Total	\$250.00

Thank you for the payment.

Do not reply to this email. For assistance with your receipt or refunds, please contact

Appendix G: Permission to Use the Incivility in Nursing Education (Revised) (INE-R)

Survey

From: Cynthia Clark
Sent: Monday, August 5, 2024 4:36 PM
To: Brett Adkins
Cc: Melissa Walch
Subject: Re: INCIVILITY IN NURSING EDUCATION (REVISED) (INE-R) SURVEY(c)

You don't often get email from cclark@boisestate.edu. [Learn why this is important](#)

Thank you for your question Melissa. It is acceptable to use only the faculty perceptions of student behaviors portion of the INE-R. The attached article reports the validity and reliability for each portion (student and faculty); however, you might consider conducting psychometric analysis on your sample as well. We wish you the best with your studies.
 Warm regards,

Dr. Cynthia Clark

Cynthia Clark PhD, RN, ANEF, FAAN
 Professor Emeritus
 Founder of *Civility Matters*TM

On Mon, Aug 5, 2024 at 1:29 PM Brett Adkins wrote:

Hi Melissa,
 Thank you for your interest in the INE-R survey. I've CC'd Dr. Clark, the creator of the survey, to help better address your question.

Hi Dr. Clark,
 Can you see Melissa's question below. Thanks for your guidance here.

Best
 -brett

BRETT ADKINS
 Director, Office of Technology Transfer
 Division of Research and Economic Development

On Mon, Aug 5, 2024 at 1:10 PM Melissa Walch wrote:

Hello,

My name is Melissa Walch and I am a PhD student at Walden University. I would like to use the INCIVILITY IN NURSING EDUCATION (REVISED) (INE-R) SURVEY© in my research study. The purpose of my study is to survey nursing faculty who teach in undergraduate nursing programs to examine the relationship between the variables of student incivility towards nursing faculty and nursing faculty job satisfaction.

I would like to use the survey section on student behaviors specifically. Would this section, when used independently of the other sections, still be considered valid and reliable?