

ORIGINAL ARTICLE

JOB SATISFACTION AMONG NURSING FACULTY IN COLLEGES OF KATHMANDU

Mandira Onta^{1*}, Shreesa Bastakoti¹¹Department of Nursing, Manmohan Memorial Institute of Health Sciences, Soalteemode, Kathmandu, Nepal

ABSTRACT

Background: Job satisfaction is one of the global issues that are evident throughout the world. Dissatisfaction among nursing faculty threatens the integrity of the higher education system. Thus, the objective of the study was to find out the job satisfaction among nursing faculty in colleges of Kathmandu.

Method: A descriptive cross-sectional design was carried out among 56 nursing teachers in colleges of Kathmandu using a non-probability purposive sampling technique. Data was collected through Self-Administered Questionnaire technique by using the standard structured Job Satisfaction Survey tool by Spector. Data was analyzed by descriptive and inferential statistics and findings were presented in table.

Findings: The findings of this study show, one-third (39.3%) of nursing faculty were satisfied, more than half (51.8%) were ambivalent, and only (8.9%) were dissatisfied with their job. The current study revealed that the highest job satisfaction was observed in communication (29.0%), followed by nature of work (27.2%), coworkers (25.0%), Fringe benefits (16.7%), Contingent Reward (15.4%), Pay (15.2%), Supervision (9.1%), Operating Condition (7.5%) and least at Promotion (6.3%). A significant association was found between the level of job satisfaction with types of institution ($p=0.001$), types of job ($p=0.002$).

Conclusion: The nursing faculties are less satisfied with their job, especially with the promotion of their institutions. Managers and authorities are recommended to adopt preventive behaviors such as regular surveys with nurse educators and setting up meetings with them in order to identify their job satisfaction.

Keywords: Job Satisfaction, Nursing Faculty, Professional Characteristics

*Corresponding Author: Mandira Onta, Professor, Department of Nursing, Manmohan Memorial Institute of Health Sciences, Soalteemode, Kathmandu, Nepal,

Email: mandira.onta123@gmail.com

Received 17 March 2023; Received in revised form 15 July 2023; Accepted 26 October 2023

<https://doi.org/10.3126/jmmihs.v9i1.68635>

INTRODUCTION

Job satisfaction is the feeling of fulfillment that employees experience when their expectations for their work are met. It is the perception one has when performing a task. Job satisfaction is the contentment one experiences after accomplishing an activity.¹ Nursing faculty can feel overwhelmed by the diverse roles they must fulfill to meet the educational goals of colleges and universities which can lead to various job satisfaction issues.² Nursing programs at bachelor's and graduate levels turned away more than 75,000 competent applicants in 2018 with the majority of people signifying insufficient faculty as a major reason.³

In a study conducted on the impact of human capital and selected job rewards on faculty job satisfaction, the findings suggested that faculty were more likely to be satisfied with their work if they were satisfied with their salary, beneficiary, and workload.⁴ In a cross-sectional study conducted to explore the level of job satisfaction in Nepal at 39 colleges with 357 respondents, slightly over one-third (36.8%) of the graduate nursing faculties were satisfied with their job. Dissatisfaction about their current job was observed only in 14.6% of faculties and nearly half (48.5%) had an ambivalent feeling toward their job. The nine job satisfaction domains include Coworkers, nature of the job, communication, supervision, promotion, contingency reward, operating condition, pay, and fringe benefits. Among the nine job satisfaction domains, the highest job satisfaction was observed in coworkers (81.3%), followed by the nature of the job (71.3%), communication (70.8%), and supervision (63.2%). Most dissatisfaction was towards lack of promotion (56.1%), contingency rewards

(44.4%), operating conditions (44.4%), pay (40.9%), and fringe benefits (35.1%) (Sapkota et al., 2019). It is essential to address nursing faculty job satisfaction as health care delivery systems are in shortage of nurses and nurse educators at both national and state levels.⁴ Job satisfaction among nurses is of concern throughout the world but the satisfaction of nurse teachers has received less recognition.⁵ In the academic year 2016–2017, 64,067 qualified applicants for nursing programs were rejected due to a lack of faculties, clinical sites, classroom space, clinical preceptors, and financing.³ More than 75,000 competent candidates were turned away by nursing schools from baccalaureate and graduate nursing programs in 2018 due to a lack of clinical locations, classroom space, and clinical preceptors. However, the majority of respondents cited a lack of faculty as the main reason for not admitting all deserving candidates to bachelor programs (AACN, 2019). The rejection continued in the nursing schools where 66,274 nursing applications were rejected due to insufficient faculty.³ A descriptive cross-sectional survey using a quantitative technique was conducted among 110 nursing teachers from 11 nursing institutes, 27 (24.5%) nursing educators received a score ≤ 57 , which indicates a low degree of job satisfaction. Moderate satisfaction is denoted by a score of 58 to 73. There were 58 nursing teachers (52.7%) who had moderate satisfaction. A score ≥ 74 denotes high satisfaction and 25 nursing instructors (22.7%) had high satisfaction.⁶ Therefore, higher job satisfaction among faculty members improves retention rates, which raises the likelihood of longer-term better results. The productivity of nursing students who are the nurses of tomorrow will be impacted by the nurse

educator’s dissatisfaction which directly impacts the quality of healthcare services offered in the nation. So, it is crucial to address nursing faculty job satisfaction. Thus, the researcher attempts to assess job satisfaction among nursing faculty in the colleges of Kathmandu.

MATERIAL AND METHODS

A descriptive cross-sectional research design which implies a quantitative research approach was adopted to find out the job satisfaction among nursing faculty. The study was conducted in one constituted college and one affiliated college of Tribhuvan University in Kathmandu which is Maharajgunj Nursing Campus; Maharajgunj, Institute of Medicine and Manmohan Memorial Institute of Health Sciences; Soalteemode. Maharajgunj Nursing Campus was established in 1956 AD. Manmohan Memorial Institute of Health Sciences was established in 2007 AD. All the full-time nursing teachers having bachelor’s and higher education was included in the total population of the study.

The total number of participants was 56 consisting Maharajgunj Nursing Campus– 29 and Manmohan Memorial Institute of Health Sciences-27. Purposive sampling technique was adopted to find out the level of job satisfaction among nursing faculty. The researcher adopted the standard Job Satisfaction Survey is a validated tool developed by Paul E. Spector in 1994 at the University of South Florida which is used in nursing faculty in many settings. It uses 6-point Likert scale ranging from “agree very much” to “disagree very much” and consists of 36 items related to Pay, Promotions, Supervision, Fringe benefits, Contingent reward, Operating conditions, Coworkers, Nature of work, and Communication.

Ethical Considerations

Ethical approval was taken from the Institutional Review Committee (IRC) of MMIHS. The purpose of the study was explained to the respondents and informed consent was obtained from respondents prior to data collection. The respondents were allowed to withdraw from the study at any time without having any reasons to give. No discrimination was done on the basis of caste, sex, or religion. Anonymity and Confidentiality were maintained by keeping that data safe, non-disclosure by giving code numbers, and collected information was used only for research purposes only.

Data Collection Procedure

The permission letter from MMIHS was handed to the admin of two respected colleges at different time. The introduction session with the respondents from 2 colleges at different time was held with a warm approach. The objectives for data collection were explained to respondents. The data was collected by the Self-Administered Questionnaire Method by the researcher. Approximately 25-30 minutes of time was provided to each respondent. Data was collected within 2 weeks intervals. After the collection of data, the researcher thanked the respondents for giving valuable time and cooperation.

Data Analysis Procedure

The data was checked for completeness and accuracy. The obtained data was edited, classified, coded, transferred, and entered into Statistical Package for the Social Sciences (SPSS) version 25 for further analysis. The data was analyzed based

on the study objectives and research questions. Data was interpreted by using descriptive statistics (mean, standard deviation, frequency, and percentage) and inferential statistics (Chi-square test) was used to measure the association between the level of Job Satisfaction and selected variables (Socio-demographic variables and Professional Characteristics).

RESULTS

Table 1: Level of Job Satisfaction of the Respondents

Job Satisfaction	Number	Percent
Dissatisfaction (36-108)	5	8.9
Ambivalent (109-144)	29	51.8
Satisfaction (145-216)	22	39.3
Total	56	100

Table 1 represents the level of Job Satisfaction. Only one third (39.3%) of nursing faculty were satisfied, more than half (51.8%) were ambivalent and only (8.9%) were dissatisfied with their job. Since majority of the respondents were ambivalent with few respondents dissatisfied, it is grouped into two categories as not satisfied and satisfied.

Table 2: Job Satisfaction among Nursing Faculty

Job Satisfaction	Number	Percent
Satisfied (145-216)	22	39.3
Not Satisfied (36-144)	34	60.7
Total	56	100

Table 2 presents the Job Satisfaction among Nursing Faculty. Only one-third (39.3%) of nursing faculty were satisfied whereas, majority of nursing teachers (60.7%) were not satisfied with their job.

Table 3: Overall Level of Job Satisfaction on Different Facets of the Respondents

Facets	Dissatisfied (%)	Ambivalence (%)	Satisfied (%)
Pay	15(45.5)	13(39.3)	5(15.2)
Promotion	31(64.6)	14(29.1)	3(6.3)
Supervision	9(40.9)	11(50.0)	2(9.1)
Fringe Benefits	22(45.8)	18(37.5)	8(16.7)
Contingent Rewards	19(36.5)	25(48.1)	8(15.4)
Operating Conditions	35(66.0)	14(26.5)	4(7.5)
Coworkers	1(6.3)	11(68.7)	4(25.0)
Nature of work	4(36.4)	4(36.4)	3(27.2)
Communication	7(22.6)	15(48.4)	9(29.0)

Table 3 shows the overall satisfaction of the nursing teachers on different facets of the job. (29.0%) of the nursing teachers were satisfied with communication followed by nature of work (27.2%), coworkers (25.0%), Fringe benefits (16.7%), Contingent Reward (15.4%), Pay (15.2%), Supervision (9.1%), Operating Condition (7.5%) and least at Promotion (6.3%). While, dissatisfaction was most at Operating Condition (66.0%) and least at Coworkers (6.3%). Ambivalent was most on Coworkers (68.7%) and least on Operating Conditions (26.5%).

Table 4 represents the association between level of satisfaction and selected demographic variables, Regarding the types of institutions, only 15.4% of the nursing teachers in the private institute were satisfied whereas most of them (84.6%) were not

satisfied. On the contrary, majority of the nursing teachers (60.0%) in the public institute were satisfied whereas 40% were not satisfied. Further, it shows that there is an association between types of institutions and the level of job satisfaction since the p-value is 0.001 ($p < 0.05$).

Regarding the types of job, only 18.5% of the nursing teachers having temporary job were satisfied whereas most of them (81.5%) were not satisfied. On the contrary, more than half of the nursing teachers (58.6%) were satisfied whereas less than half (41.4%) were not satisfied. Further, it shows that there is an association between types of job and the level of job satisfaction since the p-value is 0.002 ($p = < 0.05$).

Table 4: Association between Level of Satisfaction and Selected Variables of the Respondents

Characteristics	Knowledge Level		Chi-value	p-value
	Adequate(%)	Inadequate(%)		
Age(in years)				
< 42	17(68.0)	8(32.0)	1.005	0.316
≥ 42	17(54.8)	14(45.2)		
Level of Education#				
Bachelors	32(59.3)	22(40.7)	1.342	0.514
Masters	2(100.0)	0(0.0)		
Marita Status				
Married	32(62.7)	19(37.3)	0.988	0.371
Others	2(40.0)	3(60.0)		
Types of Institution				
Private	22(86.4)	4(15.4)	11.624	0.001*
Public	12(40.0)	18(60.0)		
Job Types				
Temporary	22(81.5)	5(18.5)	9.427	0.002*
Permanent	12(41.4)	17(58.6)		
Teaching Experience				
< 6 years	12(75.0)	4(25.0)	1.917	0.166
≥ 6 years	22(55.0)	18(45.0)		
Clinical Experience				
< 6 years	16(64.0)	9(36.0)	0.204	0.651
≥ 6 years	18(58.1)	13(41.9)		
Training from current institution				
No	17(70.8)	7(29.2)	1.803	0.179
Yes	17(53.1)	15(46.9)		

*P value obtained from Pearson chi-square, p-value significance at < 0.05

Fisher exact.

Table 4 shows that 15.4% of the nursing teachers working for 6 hours were satisfied and most of them (84.6%) were not satisfied. Majority of the nursing teachers (60.0%) working for 7 hours were satisfied whereas, 40% were not satisfied. Further, it shows that there is association between working hours and the level of job satisfaction since the p-value is 0.001 ($p = < 0.05$).

Regarding the provision for higher education, 15.4% of the nursing teacher who didn't have provision were satisfied whereas, most of them (84.6%) were not satisfied. Majority of them (60.0%) having the provision were satisfied and remaining (40%) were not satisfied. Further, it shows that there is association between provision for higher studies and the level of job satisfaction since the p-value is 0.001 ($p = < 0.05$).

Regarding the provision for paid leave, only 15.4 % receiving

leave for 12 days were satisfied whereas, most of the nursing teachers (84.6%) were not satisfied. Majority of them (60.0%) receiving leave for 15 days were satisfied while 40% were not satisfied. Further, it shows that there is an association between provision for paid leave and the level of job satisfaction since the p-value is 0.001 ($p < 0.05$).

DISCUSSION

The current study showed that more than one-third (39.3%) of nursing faculties were satisfied, more than half (51.8%) were ambivalent and only (8.9%) were dissatisfied with their job which is similar to the study conducted in Nepal at 39 colleges, where only one-third (36.8%) were satisfied, nearly half (48.5%) were ambivalent and 14.6% were dissatisfied.¹ These findings are consistent with those reported by other studies of Nepal conducted in Chitwan where the study revealed that most (79%) of the nursing teachers were ambivalent whereas, 21% were dissatisfied in their jobs.⁶ These findings are contrary to the findings put forth in a study of Mangalore where satisfaction most of the respondents (84%) were satisfied, only 14 % were ambivalent followed by 2% dissatisfaction.⁸ This might be due to change in the study setting and sample size.

Regarding the Professional Characteristics, in this study more than half of the nursing teachers (53.6%) were from the public institute, more than half (51.8%) had permanent job which is in contrast with the study conducted in Guwahati, Assam where majority of the teachers were from private institution (58.2%) with temporary job (59.1%).⁷ This variation might be due to change in the study area and sample population. In the current study, both teaching and clinical experiences were highest in teachers having greater or equal to 10 years of experience. These findings are in discrepancy with those reported by other studies of Malaysia, where the study revealed that the majority of the nursing teachers (67.4%) and (66.7%) have both teaching and clinical experiences with 7-9 years of experience.⁹ This variation might be due to change in the study area and sample population. The primary findings of this study show majority of the teachers (64.3%) were assistant professor which is similar to the study conducted in New York that indicates 38.8% were assistant professor constituting the highest percentage in the designation category.

Regarding the facets wise assessment, the current study revealed that the highest job satisfaction was observed in communication (29.0%), followed by nature of work (27.2%), co-workers (25.0%), Fringe benefits (16.7%), Contingent Reward (15.4%), Pay (15.2%), Supervision (9.1%), Operating Condition (7.5%) and least at Promotion (6.3%). While, Dissatisfaction was most at Operating Condition (66.0%) and least at Co-workers (6.3%). These findings are similar to the findings put forth in a study of Nepal where among the nine job satisfaction domains, highest job satisfaction was observed in coworkers (81.3%), followed by the nature of job (71.3%), communication (70.8%), and supervision (63.2%). Most dissatisfaction was towards lack of promotion (56.1%), contingency rewards (44.4%), operating condition (44.4%), pay (40.9%), and fringe benefits (35.1%).¹ The findings from a study conducted in Zamboanga, Philippines provided further confirmation of the present study finding, where out of the 9 facets of job satisfaction presented in the study, they are satisfied with 3 facets namely: supervision, nature of work, and co-workers and are dissatisfied with promotion.²

Additionally, present study shows that, there is significant asso-

ciation between level of job satisfaction with types of institution ($p=0.001$), types of job ($p=0.002$), working hours ($p=0.001$), provision for higher education ($p=0.001$), provision for paid leave ($p=0.001$). Whereas, the existing study shows that there is no significant association between level of job satisfaction and age, educational level, marital status, teaching experience, clinical experience designation. This study is similar to the study conducted in Mangaluru, India which shows there is no significant association of level of job satisfaction of nursing faculty with their age, educational qualification, teaching experience, designation, monthly income and marital status.¹⁰ These findings are consistent with those reported in Mangalore, where the study showed that there is no significant association between the job satisfaction of Nurse educators and selected baseline variables such as age, gender, marital status, basic education, professional qualification, years of experience in nursing, designation.⁸ These findings are similar to the findings put forth in a study of Nepal which indicates there was association between level of job satisfaction and types of institution ($p=0.018$), types of job ($p=0.000$).¹

CONCLUSION

The findings show that one-third of the nursing faculties are satisfied with their job while more than half are ambivalent (neither satisfied nor dissatisfied) and very few are dissatisfied. The nursing faculty are mostly seen satisfied with communication, nature of work, coworkers, fringe benefits whereas dissatisfaction are seen on operating condition and coworkers. The study findings show the association between level of job satisfaction and types of institution, types of job, working hours, provision for higher education, provision for paid leave.

REFERENCE

1. Arian M, Soleimani M, Oghazian MB. Job satisfaction and the factors affecting satisfaction in nurse educators: A systematic review. *J Prof Nurs* [Internet]. 2018;34(5):389–99. Available from: <https://doi.org/10.1016/j.profnurs.2018.07.004>
2. Chin CC, Beauchamp A, Sellick K. Job Satisfaction of Nurse Lecturers in Malaysia. *Malaysian J Nurs*. 2012;4(2):9.
3. J. Darnell T, M. Gibson N, B. Green R, G. Archibald J, L. Brockmeier L. Nursing Faculty Job Satisfaction and Intent to Stay. *J Educ Soc Policy*. 2020;7(3):12–21.
4. Sapkota A, Poudel UK, Pokharel J, Ghimire P, Sedhain A, Bhattarai GR, et al. Factors associated with job satisfaction among graduate nursing faculties in Nepal. *BMC Nurs*. 2019;18(1):1–10.
5. Valdez, Glenn Ford; Cayaban, Arcalyd Rose; Mathews, Simy; Doloolat ZA. Workplace empowerment, burnout and job satisfaction among nursing faculty members: testing Kanther's theory. *Nurs Palliat Care Int J*. 2019;2(1):29–35.
6. Jones M. Career commitment of nurse faculty. *Res Theory Nurs Pract*. 2017;31(4):364–78.
7. Jackson AJ. Nurse Faculty Job Satisfaction : Development and Evaluation of the Nurse Educator Satisfaction Index. *Teach Learn Nurs* [Internet]. 2016;34(2):251–70. Available from: <https://doi.org/10.1016/j.teln.2018.12.005><https://doi.org/10.1016/j.teln.2017.12.008>https://getd.libs.uga.edu/pdfs/johnson_dianna_d_200408_edd.pdfhttps://digitalcommons.kennesaw.edu/dns_etd/3/<http://content.ebscohost.com/ContentServer.asp?Ebsc>
8. Baral R, Bhatta R. Job Satisfaction among Nursing Faculties of Chitwan District. *J Coll Med Sci*. 2018;14(4):221–4.
9. Dwaikat M, Student U. Faculty of Nursing THE EFFECT OF JOB SATISFACTION ON THE PERFORMANCE OF NURSING EDUCATORS AMONG NURSING FACULTIES IN WEST BANK Supervisor : Miss Samah Buzeih * BSC Degree Study. 2010;1–68.
10. Rahman F, Nath K, Bordoloi B. Job Satisfaction of Nursing Teachers in Selected Nursing Institutions of Guwahati , Assam. 2021;

ACKNOWLEDGEMENTS

The completion of this research could not be possible without the participation of students and support from many people therefore, the authors would like to acknowledge all the participants who supported in the research.

AUTHOR CONTRIBUTIONS

Principal author: O M conceived of the study, participated in design and coordination, statistical analysis, and drafted the manuscript. B S: conceived of the study, and participated in the design and statistical analysis and finalization of the manuscript. All authors revised the draft critically and approved the final draft.

COMPETING INTERESTS

All the authors declare no competing interests