

Original Research Article

## Causes of Nursing Faculty Turnover

Sumaira Riyasat<sup>1</sup>, Ali Waqas<sup>2</sup>, Muhammad Azhar<sup>3</sup>, Prof. Syed Amir Raza Gillani<sup>4</sup>, Robina Kousar<sup>5</sup>

The University of Lahore, Pakistan

**\*Corresponding Author:**

Sumaira Riyasat

Email: [sumairasaam0@gmail.com](mailto:sumairasaam0@gmail.com)

**Abstract:** Healthcare system faced with a critical shortage of nursing faculty. One of the challenges faced by deans and directors of schools of nursing is to identify strategies that will encourage faculty to stay in academic. Establishing a clear relationship between these variables is vital to resolving the problem of faculty shortage. The literature review provides limited accounts of the various dimensions. The current study investigates the influence of workload, job satisfaction and role conflict on nursing faculty turnover in private schools of nursing of Lahore, Pakistan. The study was conducted in private schools of nursing and online questioner was floated. A quantitative, descriptive and correlational cross sectional study design was used for this study. The self-administered questionnaire was distributed to 122 nursing faculty of private schools of nursing of Lahore, Pakistan through simple random sampling. The data were collected by using questionnaires and used multiple regression analysis. The results of the current study reveal that workload and role conflict has significant and positive relationship with nursing faculty turnover and a job satisfaction has significant and negative relationship with nursing faculty turnover. Academic sector authorities should adopt these strategies to reduce the nursing faculty turnover in current position. Furthermore, limitations and recommendations are given in the last chapter.

**Keywords:** workload; job satisfaction; role conflict; turnover; nursing faculty

### INTRODUCTION

The shortage of nursing faculty remains to outbreak the nursing profession and the nation health care system. Many nursing institute have applied several faculties' retention policies in an attempt to struggle the current nursing faculty shortage. Moreover, due to the significant nursing faculty shortage and the likely impact on healthcare [1]. Faculty shortage in nursing academic is major challenge in whole world [2]. However, there are many reasons which cause of nursing faculty shortage. Such as, decrease job satisfaction as a cause of nursing faculty leave academic role in another organization [1].

The studies have mentioned that job satisfaction is one of the factors that peoples intent to do their job. In addition, it is important for both manager and indivial to understand the factors that facilitate the relationship between job strain and turnover intention [3]. Moreover turnover level going to reduce when the employees reduce the turnover intent. So, turnover performance occur when employee be likely to leave the working organization [4]. A decrease job satisfaction is the main factor to retention and intent to leave nursing faculty from their current faculty position [2].

Further, many organization shows that unpleasant environment effect the professional, physical and mental stress conveying stress to the heavy workload and long working hours. That's why, majority of the faculty required equipment and properties for their job and sometime had difficulty to keeping up with workload [5]. Sometime, employee quits due to increased workload. Thus, increased workload will be the encouragement and the response of the employee in the form of leaving the current position [6]. Furthermore, employees will be given to achieve at a certain time will be the workload and this cause for the employee turnover ratio to acquire greater and higher sometime [6].

However, role conflict is another factor that affects the nursing faculty turnover. Therefore, nursing faculty members faced many challenges in the organization [2]. Moreover, moderate levels of role conflict identify the nursing faculty. If conflict is achieved poorly than the conflict issue still remain in future. Therefore, role conflict present in all the organization .Thus, role conflict can also lead to improvement of the nursing faculty in the nursing school and colleges [7]. In addition, employee retention is one of the greatest serious issues facing organizational managers because of the shortage of

skilled workers, economic growth, and high employee turnover [8]. Moreover, conflict arises from individual groups of threats to their agendas [9]. Thus, the current study investigates the effect of workload, job satisfaction and role conflict on nursing faculty turnover of Lahore, Pakistan.

### **Problem Statement**

The nursing faculty turnover increased due to workload, role conflict and as well as level of job satisfaction. This study also attempt to look at the contributing factors which cause nursing faculty shortage. Every coming day nursing institute suffer with shortage of nursing faculty which ultimately effect the students learning, it has been generally observed that nursing faculty in private nursing schools have no long stay and quit their current position from their organization.

### **Significance of the Study**

The current study investigates the effect of workload, job satisfaction and role conflict on nursing faculty turnover of private schools of nursing of Lahore, Pakistan. In addition, this study will increase the awareness of the deans and directors of schools of nursing regarding the nursing faculty turnover. School of nursing provide organizational advantages for employees and retain qualified nursing faculty. Moreover, Result of this study will also be helpful for the ministry of health and other stakeholder to take some action to improve the nursing faculty shortage.

### **Purpose of the Study**

To identify the impact of workload, job satisfaction and role conflict on the nursing faculty turnover.

### **Objective of the Study**

- To determine the effect of workload and its influence on nursing faculty turnover
- To identify the relationship of job satisfaction and nursing faculty turnover
- To determine the effect of role conflict and its impact over nursing faculty turnover.

### **Study Hypotheses**

**HO: There is no negative relationship between workload and nursing faculty turnover**

H1: There is a positive relationship between workload and nursing faculty turnover.

**HO: There is no negative relationship between job satisfaction and nursing faculty turnover**

H2: There is a positive relationship between job satisfaction and nursing faculty turnover.

**HO: There is no negative relationship between role conflict and nursing faculty turnover**

H3: There is a positive relationship between role conflict and nursing faculty turnover.

### **LITERATURE REVIEW**

Job satisfaction is a positive responsive state of the employee and positive attitude about their job. Thus, job satisfaction greater among those with more instruction, more respected occupation and well giving situation [10]. A study conducted National League for Nursing about faculty job satisfaction in which 5,561 participants invited. The author also reported that fifty percent of the participant leaves the current position if they get opportunity another higher organization [1]. Furthermore, nursing faculty who had low salary is more satisfied than those nurses who had higher salaries [11]

A study conducted in Pakistan that demonstrated that salary has a positive as well as it is important aspect to employee job satisfaction [12]. However, a study was conducted on 110 female nurses, from three government hospitals. The findings of the study represented that only (41.8 %) of the nurses were satisfied with their jobs, (10.9%) had neutral feelings, and (47.3%) nurses had low job satisfaction [11]. A study conducted in Malaysia in which describes the effect of job satisfaction on turnover intention among employee. The results shows that job satisfaction have contrary relationship on employee turnover intention [3]. Thus, lower turnover rates, carefulness about their quality of their work and worker will be satisfied with the company [10].

Moreover, many studies represent that nursing faculty as well as perform administrative responsibilities; they work 56 hours average work per week. However, workload influence on job satisfaction and recruitment [13]. Workload is the amount of work that is assigned to an employee to do. Many studies shows that a positive correlation between workload and turnover intent [14]. Similarly, employee turnover has low competence employee recital and determination of the employee. Faculty retention is however a task in Pakistan and is one of the problems facing by the institutions [15]. Workload is the amount of work that is assigned to an employee to do. Many studies shows that a positive correlation between workload and turnover intent [14]. Moreover, administration was a major influence on intent to leave. On the other hand, if manager directing the assignment will lead near high level of pressure then increase turnover intent [14].

Additionally, many factors that influence on nursing educator attrition contain dissatisfaction with academic positions, low job satisfaction, heavy workload, and intermediate difficulties from academia. [16]. Moreover, when nursing educator turnover increase in the institution then expensive influence on institution as well as profession. Many institutions have a preference to maintain proficient educators rather than

procedure of hiring, orientating and developing new ones [16]. Accordingly, workload presents effects on turnover intention, medical staff with higher workload would show higher turnover intention, and with higher workload would give the impression higher turnover [4].

In addition, organizational commitment influences in departure of nursing faculty. And result demonstrated that if role conflict increased then the negative influence on organizational commitment. Thus, the author suggest that the all organization that developing the positive working relationship both with peer and administrator [17]. Furthermore, role conflict is the possibility increase turnover intention. Thus, after investigating the employee of private sector the results shows that is the positive relationship of role conflict with turnover intention [6]. Moreover, role conflict was a negative relationship with job satisfaction. Role conflict levels were lower between Chinese faculty member [18]. In addition, employee turnover is usually negative affected on the organization [9]. Therefore, turnover occur when the overall attitude and behavior measurement of an employee significant to happily leave the work [4].

## METHODOLOGY

This study was conducted during February 2017 to May 2017. From an estimated population of 153, adopting simple random sampling 130 nursing faculty were selected as respondents. A pretested, valid and realistic self-administrated questionnaire designed on 5 point Likert scale was workload [19], job satisfaction and role conflict [20] and turnover [21]. In process of data screening, 8 questionnaires were excluded due to missing values and outliers. Remaining 122 questionnaires were utilized in data analysis. Data were analyzed by using descriptive statistics, Pearson correlation and multiple regression analysis in SPSS 21.0. Instrument's reliability was check by applying Cronbach alpha.

Adequate information of research will be delivered to participants with the help of full agreement and this will be accomplished through a letter that attach to the questionnaire. Privacy will be careful by notifying participants. The study data were collected anonymously.

## RESULTS

### Demographic Analysis

To investigate the relationship among the interest variables the data was collected through the nursing faculty of private schools of nursing s of Lahore, Pakistan. The demographic data of the current study includes detail information about the nursing faculty age, gender, years of experience, highest degree, social status, academic rank; I have been in faculty role, Hours per week I currently work which is given in the following. Moreover, correlation and regression analysis was also performed through SPSS 21.

Table 1 shows that 52.9% (n=58) participants were male employees and 47.5% (n=64) of participants were female.

Table 2 shows that 1.6% (n=2) of participant were belong to the age group 18-24 years, 93.4 % (n=114) of participant were from the age group of 25-31 years, 3.3% (n=4) of participant were from age group 32-38 years and only 1.6% (n=2) of the participant were above 38 years of age group.

Table 3 shows that 56.6% (n=69) of participants were less than 4 years of experience, 42.6% (n=52) of participants were 5-8 years of experience and only 0.8% (n=1) of participants were above 13 years of experience.

Table 4 shows that 85.2% (n=104) of participants were highest degree held of specialization, 6.6% (n=8) of participants were Post-RN and only 8.2% (n=10) of participants were highest degree held of BSN.

Table 5 shows that 43.4% (n=53) of the nurses faculty were married and 56.6 % (n=69) of the nurses faculty were single.

Table 6 shows that 63.9% (n=78) of participants were teacher and 36.1% (n=44) of participants were other academic rank.

Table 7 shows that 39.3% (n=48) of participants were 0-5 years have been in faculty role. 42.6% (n=52) of participants were 6-10 years, 18.0% (n=22) of participants were 11-15 years.

Table 8 shows that 9% (n=11) of participants were 21-30 hours currently work per week, 29.5% (n=36) of participants were 31-40 hours.21.3% (n=26) of participants were 41-50 hours, 40.2% (n=49) of participants were 51-60 hours working in per week.

**Table-1: Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	58	47.5	47.5	47.5
	Male	64	52.5	52.5	100.0
	Total	122	100.0	100.0	

**Table 2: Age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24 years	2	1.6	1.6	1.6
	25-31 years	114	93.4	93.4	95.1
	32-38 years	4	3.3	3.3	98.4
	above 38 years	2	1.6	1.6	100.0
	Total	122	100.0	100.0	

**Table-3: Years of Experience**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 4 years	69	56.6	56.6	56.6
	5-8 years	52	42.6	42.6	99.2
	above 13 years	1	0.8	0.8	100.0
	Total	122	100.0	100.0	

**Table-4: Highest Degree**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Specialization	104	85.2	85.2	85.2
	post-RN	8	6.6	6.6	91.8
	BSN	10	8.2	8.2	100.0
	Total	122	100.0	100.0	

**Table-5: Social Status**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	married	53	43.4	43.4	43.4
	Single	69	56.6	56.6	100.0
	Total	122	100.0	100.0	

**Table-6: Academic Rank**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	teacher	78	63.9	63.9	63.9
	other	44	36.1	36.1	100.0
	Total	122	100.0	100.0	

**Table-7: I have been in Faculty Role**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 years	48	39.3	39.3	39.3
	6-10 years	52	42.6	42.6	82.0
	11-15 years	22	18.0	18.0	100.0
	Total	122	100.0	100.0	

**Table 8: Hours per Week I currently Work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30 hours	11	9.0	9.0	9.0
	31-40 hours	36	29.5	29.5	38.5
	41-50hours	26	21.3	21.3	59.8
	51-60 hours	49	40.2	40.2	100.0
	Total	122	100.0	100.0	

**Causes of nursing faculty turnover (Descriptive Statistics)****Table-9: Mean and Standard Deviation**

	N	Mean	Std. Deviation
Workload	122	3.7572	.97916
Job satisfaction	122	3.4185	.67322
Role conflict	122	3.4900	.73790
Turnover	122	3.4242	1.00149
Valid N (list wise)			

**Table 9** shows the mean and standard deviations of workload, job satisfaction role conflict and turnover. The mean value for workload 3.75% which depicts that majority of the participants were agreed and .97 standard deviation which showed 97 % variation among the responses. Similarly, the mean value of role conflict was 3.49% which demonstrated that majority of the participants were agreed and .73% standard deviation depicts that 73% variation among the responses. Similarly, the mean value of job satisfaction

was of 3.41% which demonstrated that majority of the participants was agree and 67% standard deviation depicts that 67 % variation among the responses. Similarly, the mean value of turnover 3.42 % which demonstrated that majority of the participants was agree and 1.00 % standard deviation depicts that 1.0 % variation among the responses of private school of nursing Lahore, Pakistan.

**Reliability and Validity****Table-10: Reliability Statistics**

Variable	Cronbach's Alpha	N of Items
Workload	.908	8
Job satisfaction	.848	18
Role conflict	.850	15
Turnover	.826	04

Cronbach's alpha is the maximum usually used ratio of the scale's reliability [22]. However, Cronbach's alpha value above 0.70 is measured to be the adequate indicator of internal consistency reliability. **Table 10** shows the reliability of workload, job satisfaction, role conflict and turnover. The results in table 7 shows the alpha value of .90 for workload, .84

for job satisfaction and .85 for role conflict and for .82 turnovers which is within the acceptable range of reliability. Thus, these scales (workload, job satisfaction, role conflict and turnover) of the current study are reliable.

**KMO Bartlett's test:****Table 11 Summary of KMO Bartlett's assumptions**

	KMO	Bartlett's Test		
		Approx.	df	Sig
Workload	.889	605.406	28	.000**
Job Satisfaction	.795	1358.412	153	.000**
Role conflict and turnover	.785	1453.55	171	.000**

\*\*p<0.01

**Table 11** shows the validity of the scales of the current study. The results in table 11 shows that KMO value is .795 which is above .50 and Bartlett's test is

also significant (p<.05) thus, all the scales (workload, job satisfaction, role conflict and turnover) are valid.

**Pearson Correlation**

**Table 12: Correlations**

		WL	JS	RC	TI
WL	Pearson Correlation	1	.663**	.382**	.295**
	Sig. (2-tailed)		.000	.000	.001
	N	122	122	122	122
JS	Pearson Correlation	.663**	1	.406**	-.568
	Sig. (2-tailed)	.000		.000	.042
	N	122	122	122	122
RC	Pearson Correlation	.382**	.406**	1	.523**
	Sig. (2-tailed)	.000	.000		.000
	N	122	122	122	122
TI	Pearson Correlation	.295**	-.568	.523**	1
	Sig. (2-tailed)	.001	-.042	.000	
	N	122	122	122	122

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 12** demonstrates the correlation among variables. The results portrayed that workload was positively correlated with employee turnover ( $r=.295$ ,  $p<.05$ ). Similarly, role conflict was significantly and positively correlated with employee turnover ( $r=.382$ ,

$p<.05$ ). Similarly, job satisfaction was significantly and positively correlated with employee turnover ( $r=.663$ ,  $p<.05$ ).

#### Regression Analysis

**Table-13: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df 1	df2	Sig. F Change	
1	.599	.359	.343	.81185	.359	22.044	3	118	.000	1.570

**Table-14: ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	43.587	3	14.529	22.044	.000 <sup>b</sup>
	Residual	77.774	118	.659		
	Total	121.361	121			

a. Dependent Variable: TI  
b. Predictors: (Constant), RC, WL, JS

**Table-15: Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.456	.439		3.319	.001
	WL	.343	.102	.335	3.359	.001
	JS	-.559	.150	-.376	-3.724	.000
	RC	.742	.111	.547	6.690	.000

a. Dependent Variable: TI

Table 13 showed that .34 total variations in dependent variable can be elucidated by the predictable variable.

Table 14 also showed  $F=22.044$  and  $p$  value is less than  $0.005$   $p<.01$  which portrayed the model is significant.

Table 15 shows that coefficients are depicting all the relation of the study are significant. In addition, if increase the turnover by a one unit is workload. These values are ( $\beta= 0.343$ ),  $t=3.359$  and  $P<0.05$ ) confirmed that workload had significant effect on nursing faculty turnover. Similarly, if increase the turnover by a one unit is job satisfaction. These values are ( $\beta= -.559$ ),  $t=-3.724$  and  $P<0.05$ ) confirmed that job satisfaction had significant and negative effect on nursing faculty

turnover. Similarly, if increase the turnover by one unit is role conflict. These values is ( $\beta = -0.742$ ),  $t = -6.690$  and  $P < 0.05$ ) confirmed that role conflict had significant effect on nursing faculty turnover.

## DISCUSSION

The present study congruent that workload positively and significantly correlated with nursing faculty turnover. The current study investigates the influence of workload, job satisfaction and role conflict on nursing faculty turnover. Therefore the results of the current study are in line with the previous studies which claim that the role conflicts and workload has positive relationship in the institute of higher education faculty is negatively related to administrative commitment and job satisfaction [23]. Furthermore, the current study results emphasize that workload and role conflict becomes the reasons of nursing faculty turnover.

## CONCLUSION

This study has analyzed the influence of workload, job satisfaction and role conflict on nursing faculty turnover of private schools of nursing of Lahore, Pakistan. The results of the current study reveal that workload and role conflict has significant and positive influence on the nursing faculty turnover. Therefore, administration should implement those strategies that reduce nursing faculty turnover. So, hat the efficient services can be provided to the private schools of nursing.

## Limitations and Recommendations

The study has certain limitation that the need to be acknowledged in the interpretation of the results. This is cross-sectional study: therefore inference related to the causality of association could not be drawn; however, case control and cohort studies should be conducted to establish causal relationship. Time duration was short for this study. Lack of interest of the participants. Nursing faculty refused to participate due to work overload, shortage of time, shortage of staff

## Acknowledgment

The author acknowledges the deanship of research and university of Lahore for supporting this research. We are thankful to the institutions which allowed us to conduct the study and also grateful to the faculty members for their cooperation who participated in the study.

## REFERANCE

1. Suozzo, S. H. (2015). The Effect of Workload, Job Satisfaction, and Role Conflict on the Timing of Leaving of Nursing Faculty From Their Current Faculty Position.
2. Pishgooie, A. H., Rahimi, A., & Khaghanizadeh, M. (2014). The Effects of Role Conflict on Nursing

- Faculty; A Systematic Review. *International Journal of Medical Reviews*, 1(2).
3. Mahdi, A. F., Zin, M. Z. M., Nor, M. R. M., Sakat, A. A., & Naim, A. S. A. (2012). The relationship between job satisfaction and turnover intention. *American Journal of Applied Sciences*, 9(9), 1518.
4. Xiaoming, Y., Ma, B.-J., Chang, C., & Shieh, C. (2014). Effects of workload on burnout and turnover intention of medical staff: A study. *Ethno Med Journal*, 8(3), 229-237.
5. Saeed, A., & Butt, Z. A. (2014). Assessment of the work environment of faculty of a medical college in pakistan. *Journal of Ayub Medical College Abbottabad*, 26(4), 577-581.
6. Javed, M., Khan, M. A., Yasir, M., Aamir, S., & Ahmed, K. (2014). Effect of Role Conflict, Work Life Balance and Job Stress on Turnover Intention: Evidence from Pakistan. *Journal of Basic and Applied Scientific Research*, 4(3), 125-133.
7. Fakhry, S. F., & El Hassan, N. A. A. (2011). Causes and types of conflict and resolution strategies among nursing students: A comparative study between two cultures. *Journal of American Science*, 7(4), 808-815.
8. Selesho, J. M., & Naile, I. (2014). Academic staff retention as a human resource factor: University perspective. *The International Business & Economics Research Journal (Online)*, 13(2), 295.
9. El Dahshan, M. E. A., & Keshk, L. I. (2014). Managers' conflict management styles and its effect on staff nurses' turnover intention at Shebin El Kom Hospitals, Menoufiya Governorate. *World J Med Sci*, 11(1), 132-143.
10. Dwaikat, M., Nazzal, M., & Buzeih, M. S. (2010). The effect of job satisfaction on the performance of nursing educators among nursing faculties in west bank. *Master Degree An-Najah National University, Faculty of Nursing*.
11. Khalid, S., Irshad, M. Z., & Mahmood, B. (2012). Job satisfaction among academic staff: A comparative analysis between public and private sector universities of Punjab, Pakistan. *International Journal of Business and Management*, 7(1), 126-136.
12. Dhanapal, S., Subramaniam, T., & Vashu, D. (2013). Factors affecting job satisfaction among academicians: A comparative study between gender and generations. *International Journal of Management Excellence*, 2(1), 128-139.
13. 8. Kaufman, K. (2007). More findings from the NLN/Carnegie national survey: How nurse educators spend their time. *Nursing education perspectives*, 28(5), 296-297.
14. Qureshi, I., Jamil, R. A., Iftikhar, M., Arif, S., Lodhi, S., Naseem, I., & Zaman, K. (2012). Job stress, workload, environment and employees turnover intentions: Destiny or choice.

15. Mubarak, R. Z., Wahab, Z., & Khan, N. R. (2012). Faculty retention in higher education institutions of Pakistan.
16. Hamlin, A. S. (2016). Nursing Educator Retention: The Relationship Between Job Embeddedness and Intent to Stay Among Nursing Educators.
17. 19. Zakari, N. M. (2011). The impact of nurse role ambiguity and role conflict on nursing faculty commitment in Saudi Arabia. *Life Science Journal*, 8(3), 179-186.
18. Gui, L., While, A., Chen, G., Barriball, K., & Gu, S. (2011). Nurse teachers' working lives: a questionnaire survey of nursing schools in Mainland China. *International nursing review*, 58(4), 505-511.
19. De Alwis, A. C., & Kulasekara, U. (2015). Recruitment Advertising: Changes Within The Last Four Decades In Sri Lanka. *International Journal Vallis Aurea*, 1(1), 5-14.
20. Rizzo, J. R., House, R. J., & Lirtzman, S. I. (1970). Role conflict and ambiguity in complex organizations. *Administrative science quarterly*, 150-163.
21. Drenth, J. C. (2009). *The ingredients for a committed workforce* (Master's thesis, University of Twente).
22. Cortina, J. M. (1993). What is coefficient alpha? An examination of theory and applications. *Journal of applied psychology*, 78(1), 98.
23. Yusoff, R. M., & Khan, F. (2013). Stress and burnout in the higher education sector in Pakistan: A systematic review of literature. *Research Journal of Recent Sciences* .