

Determinants of Job Satisfaction among Nurse / Midwife Educators in Calabar, Cross River State, Nigeria

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ABSTRACT

Background: Job satisfaction represents an important element of Nurse Educators' survival which has implications for performance, retention, dedication to the institution, the nursing profession itself and preparing nursing students who are capable of providing high quality patient care. The purpose of the study was to assess overall level of job satisfaction and satisfaction with nine facets of job satisfaction among Nurse/Midwife Educators in Calabar, Cross River State, Nigeria.

Methods: A descriptive cross sectional survey was used for the study. A total population study of Nurse /Midwife Educators in Calabar was undertaken. A self-administered structured questionnaire adapted from the standardized "Employee Opinion Survey" with a reliability of 0.60 to 0.90 coefficient was used for data collection. Data were computer analyzed using Statistical Package for Social Sciences (SPSS) version 17.0 for Windows. Logistic regression was used to verify association between overall job satisfaction and facets/subscales of job satisfaction scale.

Results: A total of 50 respondents participated in the study. The mean age of the respondents was 46.9 ± 6.9 while the mean years of working experience was 24.9 ± 6.1 . The respondents were made up of (40) 90.0% female and (10) 10.0% male. The mean overall job satisfaction score was 2.63 ± 0.62 . The results also revealed that majority of the respondents 41(82.0%) were moderately satisfied with their work while 9(18.0%) were slightly satisfied. Most of the respondents 47(94.0%) were satisfied with the job itself subscale with a mean score of 3.27 ± 0.59 , while the least satisfying facet was communication subscale with a mean of 2.50 ± 0.90 . Safety and working relationships were significantly related to overall job satisfaction.

Conclusion: The study has shown that the few but experienced Nurse/Midwife Educators in Calabar were not fully satisfied with most facets of their work which could have adverse effect on their work output and overall performance. Therefore in order to address the adverse effect of dissatisfaction, it is recommended that all sub-scales of job satisfaction be addressed by employers of Nurse Educators and the Professional Nursing Association with emphasis on safety and working relationships.

Keywords: Job satisfaction, Working relationships, Nurse /Midwife Educator, Nigeria

1. Introduction

One of the major goals of nursing is to provide high quality care to its clients (Meghana, 2011). A dedicated Nursing faculty/nurse/midwife educators are required to prepare nurses and midwives to render effective and efficient patient care (Meghana, 2011) Studies have shown a link between job satisfaction and absenteeism, retention / turnover, productivity/performance, commitment to the organization, the nursing profession itself and preparation of nursing students for practice (Bravendam Research Incorporated, 2002; Kaldenberg & Regrut, 1999). Although there is no general agreement about the definition of job satisfaction; each author has a different approach towards defining the concept (Aziri, 2011). One of the most commonly cited definitions is by George & Jones, (2008) who defined job satisfaction as a collection of feelings and beliefs people have about their

present job. The authors posit that there are levels of satisfaction ranging from extreme satisfaction to extreme dissatisfaction and that in addition to the attitude workers have towards their job as a whole, people could have attitudes towards various aspects of their job such as type of job they do, their coworkers, supervisors/subordinates and their pay.

Factors that impact job satisfaction are often categorized into extrinsic and intrinsic factors. Intrinsic factors are related to the work itself, such as ability to develop one's skills, sense of autonomy, success, achievement and control while extrinsic factors are not directly related to the work itself and consist of factors such as salary and relationship with colleagues (Negussie, 2012). Factors of job satisfaction can also cause dissatisfaction (Aziri, 2011). Herzberg's two factor theory is the most referred to with respect to this view.

The factors associated with job satisfaction based on past studies carried out in Iran and South Africa among hospital based, health care practitioners including Nurses and Midwives include benefits and rewards (Dhurup, Zyi and Mok Hathi, 2014); structural, management, individual, social, the job, work environment and welfare factors (Bagheri, Kousha and Asshari-Jafarahuchi, 2012). Studies conducted in Malaysia, Philippines and Nigeria among Nurse/Midwife practitioners employed in public hospitals have shown that most of the respondents were only moderately satisfied with their job (Ofili, Asuzu, Isah & Ogbeide, 2003; Alam, & Mohammed, 2010; Rosales, Labrague & Rosales, 2013; Samson-Akpan, Edet, Ojong and Asuquo, 2015). A study carried out in Mid-Western Nigeria among hospital nurses showed that 56.0% were either very dissatisfied or dissatisfied with their jobs, while a similar study carried out in Yola, Northern Nigeria among doctors and nurses reported that 57.5% of the respondents were either satisfied or very satisfied with their job. A more recent study from the North Western Nigeria reported that 92.0% of nurses were very satisfied with their job (Ugwa, Muhammad & Ugwa, 2014). Moreover, there is increasing shortage of Nurse and Midwife educators in Schools of Nursing and Midwifery in Nigeria which has resulted in loss of full accreditation status with the regulatory bodies (NMCN, 2011). This has constituted a threat to the survival of basic Nursing and Midwifery programmes in Nigeria. The total number of registered Nurse / Midwife Educators in Nigeria is currently 3,488 / 975 (Personal communication, April 19, 2016). These few educators are expected to man over 150 approved Schools of Nursing and Midwifery in Nigeria (NMCN, 2011).

Understanding the determinants of job satisfaction among Nurse/Midwife Educators will help the management of Schools of Nursing, Midwifery and Departments of Nursing to develop appropriate strategies and programme that would not only lead to better job satisfaction among the educators but would also increase the morale and productivity of those remaining in the profession and this will decrease the pressure placed on them as a result of the work load and thereby increasing the quality of students' academic performance which is a serious problem facing the nursing profession in the state. Studies on the determinants of job satisfaction among nurse/midwife educators is scarce, none has been conducted in the study area. These observations have prompted the study.

1.2 Theoretical Framework

Hertzberg's Dual Factors Motivation theory provided the framework for this study. Motivation factors constitute the direct stimulating factors that give a worker satisfaction in his/her work and ignite a positive attitude which could result to liking their job. Motivation factors are intrinsic and relate to work content. On the other hand hygiene factors are related to the work environment. The various factors can cause dissatisfaction when not addressed by employers / managers / establishments. Based on this theory workers are usually positively influenced by factors that cause job satisfaction, which are called motivators such as achievement, recognition, job itself, responsibility and advancement (Saifuddin, 2008; Masroor and Fakir 2010; Herzberg, 1976). Similarly workers are also influenced by hygiene factors which lead to dissatisfaction. Examples of such factors in this study include support for quality in their workplace, institutional policies, mentorship at work, work relationships, feelings about workplace, safety at work, working conditions, pay and benefits, quality of management, communication (Cortse, 2012; Aziri, 2011; McShane and Glinow, 2010; Price, 2002)..

The purpose of the study was to identify the determinants of job satisfaction among Nurse/Midwife Educators in Calabar Metropolis.

1.3 Specific objectives

Specifically, objectives of the study were to determine the:

1. overall level of job satisfaction among Nurse/Midwife educators
2. level of satisfaction within nine facets of the job satisfaction scale among Nurse/Midwife educators in Calabar, Metropolis

1.4 Hypothesis

1. Ho 1: Nurses overall satisfaction do not relate significantly to safety, feelings about the School/Faculty, support for quality, supervision / mentoring, communication, working relationships, quality of management and pay and benefits.

2. Methodology

2.1 Study design

A descriptive cross-sectional survey design was used for the study to analyze and describe factors associated with job satisfaction.

2.2 Study setting

The study site was Calabar metropolis. Calabar, which is also referred to as "Canaan City"; is the capital city of [Cross River State](#), located in the South-South geopolitical zone of [Nigeria](#). It is adjacent to the [Calabar](#) and [Great Kwa](#) Rivers and creeks of the [Cross River](#). Administratively, the city is divided into [Calabar Municipal](#) and [Calabar South Local Government Areas \(LGAs\)](#). It has an area of 406 square kilometers (157 square miles) and has a projected 2016 population of 371,022 at the 2006 census (Ottong, Ering & Akpan, 2010). The study settings were the two Schools of Nursing, one School of Midwifery and Department of Nursing Science in Calabar. The School of Midwifery and one School of Nursing are located in Calabar South while the Department of Nursing and the second School of Nursing are located in Calabar Municipality. Overall, the state has four Schools of Nursing and three Schools of Midwifery.

2.3. Study population

This is comprised of all the Nurse and Midwife Educators in Cross River State, which were 50 in number. In this study only participants who are currently employed, have worked for a minimum of 1 year and are willing to participate in the study, were eligible to be recruited into the study.

2.3. Sample and Sampling technique

A total population study of Nurse /Midwife Educators in Calabar was undertaken using purposive sampling technique. The Nurse / Midwife Educators were employees of Schools of Nursing/ Midwifery and Department of Nursing Science. The study participants included Nurse and Midwife Educators from both Federal and State Government institutions.

2.4. Instrument for data collection

A self-administered validated structured questionnaire adapted from "Employee Opinion Survey" (EOS) with a reliability of 0.60 to 0.90 coefficient was used for data collection (Kavanaugh, Duffy & Lilly, 2006). The questionnaire was designed to gather information on socio-demographic characteristics of informants, 9 subscales / facets of the job satisfaction scale that respondents were asked to indicate their level of satisfaction with and information about overall satisfaction with their job.

2.5. Pre-testing of questionnaire

The questionnaire was pretested among 15 Educators in another State of Nigeria, not part of the actual study. The aim was to determine the clarity of the items and consistency of the responses. This resulted in the removal of questions that were ambiguous and modification of the questionnaire to ensure clarity.

2.6. Ethical consideration

Consent was obtained from the management of the three institutions where the data were collected for the study. Basic ethical principles of the Helsinki Declaration applied in research involving human participants were strictly observed to in the study. These are respect for persons (autonomy), beneficence (and non-maleficence) and justice (CIOMS and WHO, 2002). The participants were informed that they had the right to voluntarily decide whether to participate in the study or not and were free to opt out if they so decided without being penalized. The participants were allowed to ask questions and to volunteer information without any form of coercion during the course of the study. Informed consent was also obtained from the participants prior to taking part in the study

2.7. Data collection procedure

Questionnaires were given to the respondents who filled it in the presence of the researchers and the trained research assistants.. Completed questionnaires were collected on the spot. Data collection lasted for one week. The fifty questionnaires administered were all returned and found suitable for analysis, thus giving a 100.0% response rate.

2.8 Data Analysis

Data obtained were coded and entered into coding sheet. It was computer analyzed with the aid of the Statistical Package for Social Sciences (SPSS) version 17.0 for Windows. Descriptive statistics was used to analyze socio-demographic data and overall and sub-scales of job satisfaction. Logistic regression was used to verify association between overall job satisfaction and eight predictor subscales of job satisfaction. Hypothesis test was two tailed and level of significance was defined by a p value of 0.05.

3. Results

The mean age of the respondents was 46.9 ± 6.9 while the mean years of working experience was 24.9 ± 6.1 . The respondents were made up 15 (30.0%) Midwife Educators and 35(70. %) Nurse Educators; on educational

attainment 25(50.0%) had postgraduate qualification, 18(36.0%) had first degree while only 7 (14.0%) had diploma;45(90.0%) were female and 5(10.0%) were male. Majority 40 (80.0%) were married while 5(10.0%) were either never married, widowed or separated [Fig.1].

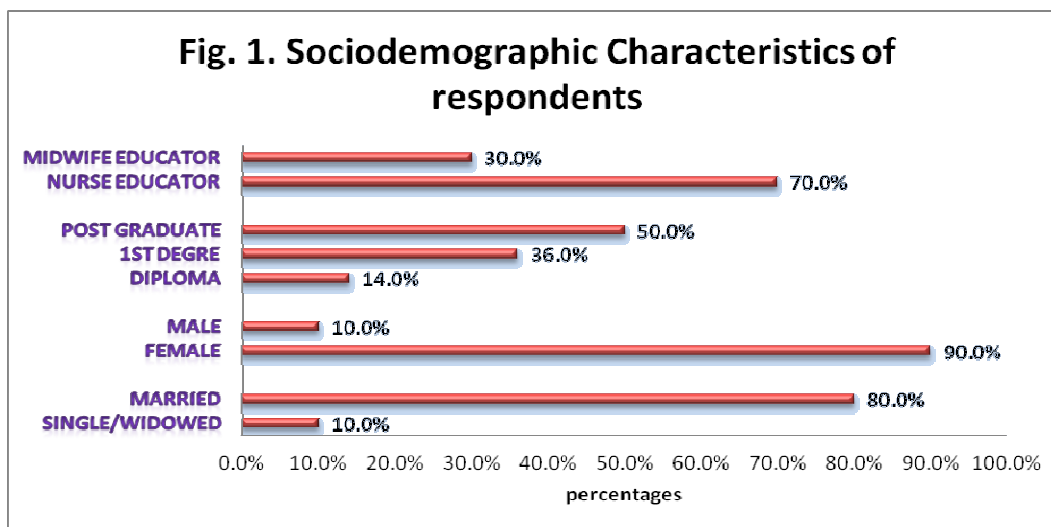


Table 1 shows the level of Nurse / Midwives Educators' level of satisfaction with the 9 facets of satisfaction. Satisfaction with the job itself had the highest weighted mean value of 3.27 ±0.59; while majority, 46 (92.0%) self-reported being very satisfied with this facet only 3(6.0%) were dissatisfied. This was followed by support for quality in the workplace with a weighted mean of 2.74± 0.79. Among the respondents 37(74.0%) were very satisfied with this subscale while few 13(26.0%) were dissatisfied.

Other subscales had weighted mean values and proportion of satisfied and dissatisfied participants as follows: Mentorship at work had a weighted mean of 2.70 ± 0.70; 34(68.0%) were very satisfied with mentorship at work while 16 (32.0%) were not satisfied. Work relationships had a weighted mean of 2.68± 0.79; 35 (70.0%) were very satisfied while 15 (30.0%) were not satisfied.

With respect to safety, weighted mean was 2.63 ± 0.77; 34(68.0%) were very satisfied with safety while 16 (32.0%) were not satisfied. Pay and benefits had a weighted score of 2.57 ± 0.83; findings further show that 30 (60.0%) were very satisfied with this subscale compared with 20(40.0%) who were dissatisfied. Regarding feelings about their place of work, weighted mean was 2.54 ±0.75; 31(62.0%) were satisfied with their place of work while 19(38.0%) were dissatisfied. Quality of management, recorded 2.52 ± ±0.83 weighted mean score while communication had 2.50 ± 0.90. Result further shows that 28 (56.0%) of the respondents were very satisfied with the quality of management while 22 (44.0%) each were dissatisfied with the level of the two subscales. Overall mean job satisfaction score was 2.63±0.62 while the participants who were satisfied overall was 40(60.0%) while 20(40.0%) were dissatisfied. With respect to levels of satisfaction, 41(82.0%) were moderately satisfied with their work overall while 9(18.0%) were slightly satisfied.

Table 1: Summary of Nurse /Midwife Educators level of satisfaction

FACETS OF SATISFACTION	WEIGHTED MEAN (SD)	SATISFACTION		DISSATISFACTION	
		No	%	No	%
job itself	3.27 ±0.59	46	92	4	8
support for quality in their workplace	2.74± 0.79	37	74	13	26
mentorship at work	2.70 ± 0.70	34	68	16	32
work relationships	2.68 ± 0.79	35	70	15	30
Safety	2.63 ± 0.77	34	68	16	32
pay and benefits	2.57 ± 0.83	30	60	20	40
feelings about place of work	2.54 ±0.75	31	62	19	38
quality of management	2.52 ± 0.83	28	56	22	44
Communication	2.50 ±0.90	28	56	22	44
Overall satisfaction	2.63 ±0.62	30	60	20	40

Ho 1: Nurses overall satisfaction do not relate significantly to each of the under listed satisfaction facets

- i). Safety
- ii). Feelings about institution
- iii). Support for quality
- iv). Supervision / mentoring
- v). Communication
- vi). Working relationships
- vii) Quality of management
- viii). Pay & benefits

Logistic regression was used to estimate the probability of Nurse Educators being satisfied overall with their job. Eight predictor variables were used in the analysis. As shown in Table 2, two of the predictor variables were significantly related to the likelihood of nurse educators being satisfied with their job: safety and working relationships. The likelihood of overall satisfaction was 89 times higher among educators who are satisfied that sufficient attention has been paid to safety in their institution (OR=89.03, 95%CI: 1.9- 4206.5, p= 0.022), similarly nurses who are satisfied with working relationships were 34 times more likely to be satisfied overall (OR 34.918, 95% CI: 1.389-877.97, p= 0.031). The overall rate of correct classification was 92.0% in the analysis sample. Working relationship and job safety /elimination of hazards in the workplace were significantly related to the overall job satisfaction.

Table 2: Summary of logistic regression analysis of satisfaction sub-scales to the prediction of overall job satisfaction (n = 50)

Predictor Variable	β*	SEβ	Wald	df	P Value	Exp(B)/ Odds Ratio	95% C.I. for EXP(B)	
							Lower	Upper
Safety	4.489	1.967	5.208	1	0.022	89.033	1.884	4206.548
Feelings about institution	2.248	1.938	1.345	1	.246	9.465	.212	422.360
Support for quality	-2.937	2.099	1.958	1	0.162	.053	.001	3.244
Supervision/Mentoring	.865	1.512	.328	1	.567	2.376	.123	46.028
Communication	1.069	2.668	.160	1	.689	2.911	.016	543.417
Work relationships	5.553	1.645	4.664	1	.031	34.918	1.389	877.969
Quality of management	2.527	1.422	3.157	1	.076	12.514	.771	203.213
Pay and benefits	-3.720	3.035	1.502	1	.220	.024	.000	9.297
Constant	-3.657	1.276	8.212	1	.004	.026		

*Unstandardised logistic regression coefficient

- 2 Log Likelihood	24.002
Model Chi-square (df =7)	43.25
P	.000
Overall rate of correct classification	92.0%

4. Discussion of findings

The mean age of 46.9 years obtained in this study is higher than the 25 years to which majority (86.3%) of the respondents belonged in the Bangalore study (Meghana, 2011). The mean age although still higher but close to the 41.9 years obtained from a Nigerian study among professional nurses and a range of 31-40 years among 76.7% respondents obtained in a study on job satisfaction among nurses employed in public hospitals in Nigeria (Ofi, Sowunmi, Edet & Anarado, 2008; Samson-Akpan, Edet, Ojong & Asuquo, 2015). It is congruent with the age range of 45-49 years obtained in a Philippines's study on Nurses' job satisfaction and burn out (Rosales, Labrague, & Rosales,2013).

Similar to the findings in many nursing studies, females dominated this study (90.0%) (Meghana, 2011, Parahoo, 1999; Kolade, 2000; Stone, Clarke, Cimiotti and Correa-de-Araujo, 2005; Rosales, Labrague, & Rosales, 2013). In contrast to the finding in the Bangalore study where married nursing faculty were 17.5%; 80.0% were married in the current study, a finding similar to what obtained in a previous Philippine's study (Rosales, Labrague & Rosales, 2013). Half of the respondents in this study had post graduate qualification, compared with the Bangalore study which was dominated by first degree holders (97.5%). Similarly 24.9 mean years of experienced obtained in this study is a sharp contrast to the 2 years or less experience found in 86.3% of Bangalore nursing faculty (Meghana, 2011). The mean years of working experience showed that they are

experienced hands. It is however not surprising that Cross River State has Nurse /Midwife Educators who are well experienced because the training of nurse educators dated back to 1965 when University of Ibadan, Oyo State, Nigeria commenced the baccalaureate nursing programme in Nigeria with specialization in Nursing Education at the final year (Ojo, 2010). Nurse and Midwife Educators were also prepared under a Federal Government Assistant Programme based in the Polytechnics, College of Education or affiliated to Universities. The first among them commenced in 1969 at the College of Education, Akoka, Lagos. Others were Nurse Tutor's programme, Federal College of Education Technical (1972-73); School of Teachers of Health Sciences, University College Hospital, Ibadan (1978), Nurse Tutor's programme, Institute of Management and Technology, Enugu (1980) and Nurse Tutor's programme, Department of Nursing, Polytechnic Calabar (1981) (Personal Communication, 2016).

Although the educators are experienced and committed, they are in short supply. Findings show that in Cross River State we currently have only fifteen Nurse Educators and ten Midwife Educators in regular employment by the Ministry of Health (Personal communication, April 19, 2016). There are six other educators who have retired but are on an annual contract employment. This makes a total of thirty one educators which are too few to service the four Schools of Nursing and three Schools of Midwifery in the State. It has been reported in literature that decreased number of educators and large class sizes place great burdens on the available Nurse/Midwife Educators (Leon & Zareski, 1998; Brendtro & Hegge, 2000; Krahn, 2000). Hence it becomes necessary to decrease intake into these institutions in order to adhere strictly to the National University Commission (NUC) and Nursing and Midwifery Council of Nigeria (NMCN) regulation of 1 Educator to 10 students. Meanwhile the reasons for the acute shortage should be investigated and based on the findings strategies for arresting the situation, should be instituted. Provision should be made for staff working with the State Ministry of Health, with first degree in Nursing to obtain post graduate diploma in education which when combined with first degree in Nursing affords the individual to register as a Nurse Educator.

The satisfaction subscale which attracted the highest level of satisfaction among the respondents was the type of work itself with a mean of 3.27 consisting of 92.0% of the respondents. This implies that the bulk of the Nurse /Midwife Educators usually enjoy the type of work they do, perceive that their job is important to the success of either the Schools of Nursing, Midwifery or Department of Nursing Science and find the work they do reasonably interesting, although it should be noted that a few of the respondents were not satisfied with this facet. This finding is consistent with that of Rosales, Labrague, & Rosales (2013) where the nature of work recorded the highest weighted mean of 3.97. The weighted mean obtained in this study is much lower, implying that the respondents were only moderately satisfied, although the job description of the Educators is well articulated at the institutions studied. The finding is at variance with the study carried out among Bangalore Nursing Faculty (Meghana, 2011) which reported that the highest level of satisfaction was with respect to communication as asserted by 56.3% of the respondents. The nature of work was the least satisfying among this group of respondents (Meghana, 2011).

The weighted means of subscales such as quality of management, feelings about workplace, pay and benefits, mentorship at work and support for quality in workplace shows that many Educators were dissatisfied with them. Management of the institutions should address the areas of dissatisfaction as a matter of urgency to forestall further depletion of this category of staff. Incentives such as excess workload allowance, in-service education for higher degree could be introduced to increase the morale of staff.

Safety/elimination of hazards in the workplace and working relationships were significantly related to overall job satisfaction. Logistic regression analysis showed that Nurse /Midwife Educators who are satisfied with working relationships were 34 times more likely to be satisfied overall compared with others. Significant impact of working relationships on job satisfaction is congruent with findings from past studies. One of the six exogenous variables reported to have significant impact on job satisfaction by Chu, Hsu, Price & Lee (2003) in a Taiwan study conducted among 308 Nurses was co-worker support ($r=0.309$; $\beta = 0.118$, $p<0.05$). Adams and Bond (2000) also reported that cohesion existing among ward nurses was a predictor of job satisfaction among nurses. Murrells, Robinson and Griffiths. (2008) equally reported that newly qualified UK Nurses were most satisfied with relationships at 6 and 8 months and with resources and relationships at 3 years. Samson-Akpan, Edet, Ojong, & Asuquo (2015) found positive significant relationship between the level of achievement, advancement, responsibility, recognition, work itself, nursing practice environment, hospital policy, interpersonal relationship, salary, supervision, working conditions and overall job satisfaction among nurses employed in public hospitals in Nigeria.

Safety is a subset of organizational climate (Griffin, 2000). The findings in this study suggest that Nurse/Midwife Educator who are satisfied with workplace safety are 89 times more likely to be satisfied overall. Previous studies have reported a positive association between workers' job satisfaction level and safety climate (Seth Ayim Gyekye, 2005; Barling, Inversion & Kelloway, 2003). Workers who expressed a moderate level of job satisfaction also had positive safety perception, resulting in behaviours which reduces accident involvement. On the other hand, dissatisfied workers had negative safety perception leading to higher injury

rates. (Seth Ayim Gyekye, 2005). It is noteworthy that positive perspectives, expressed by satisfied workers reflect the organization as supportive and committed to the well-being of its workers (Knoop, 1995; Fang, 2001). This suggests that workplace intervention aimed at increasing efficiency and productivity of Nurse / Midwife educators should focus on how they can acquire safety skills (Barling, Inversion & Kelloway, 2003; Trevor, 2001; Biridi, Allan & Warr, 1997). It is recommended that the study be replicated using a larger sample and covering other states of Nigeria. A comparable study could be done to determine the influence of key socio-demographic variables such as gender, years of working experience and type of institution on job satisfaction. There is need to investigate the effect of shortage of educators on performance of nursing students and quality of care.

5. Conclusion

The study has shown that the few Nurse/Midwife Educators in Calabar were experienced, and moderately satisfied with most facets of their work. Safety/elimination of hazards in the workplace and working relationships were significantly related to overall job satisfaction ($p < 0.05$). In order to curb the adverse effect of dissatisfaction, it is recommended that all stakeholders including employers of Nurse / Midwife Educators should put in place programmes and strategies to promote all sub-scales of satisfaction. Emphasis should be placed on workplace safety and working relationships. It should be noted that shortage and dissatisfaction will impact negatively on effective teaching, quality of graduates of the programme and ultimately quality of patient care. Severe shortage of Educators should be jointly tackled by the regulatory bodies, Federal and State Ministry of Health and the Professional Nursing Association; National Association of Nigeria Nurses and Midwives.

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