

A Cross-sectional Study to Assess the Impact of COVID-19 on Job Satisfaction among Nursing Faculty

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Abstract

Introduction: Teaching nursing students, conducting research, serving in an administrative role, facilitating staff support in practice, and providing patient care are all responsibilities that nursing teachers are required to accomplish. These issues are causing nursing faculties' job satisfaction to fluctuate year to year, prompting many to explore for new possibilities, and some leaving the field entirely.

Aim: The aim of the study was to assess the impact of COVID-19 on job satisfaction among nursing faculties.

Methods: Quantitative research approach was used to assess the impact of COVID-19 on job satisfaction among nursing faculty. A cross-sectional research design was adopted for this study. The 60 nursing faculties who fulfilled the eligibility criteria were selected using convenient sampling. A 5-point Likert scale and checklist were created to gather the information. Online stage was utilized to gather the information from samples.

Result: A total of 60 subjects responded through online platform. Majority (98.3%) of the samples belong to 21–40 years of age. About 93.3% of the samples were female. About 51.7% of samples had positive professional attitude whereas only 1.7% of samples had negative professional attitude. Majority of nursing faculties are dissatisfied with their job facilities and environment.

Conclusion: Hence, the study concludes that nursing faculty job satisfaction should be improved further by meeting their acceptable needs, boosting their rewards and workload, and ensuring that they have enough time to sleep and recover. This research is really useful for enhancing nursing faculty job satisfaction during health emergencies and other crisis events.

Keywords: Job satisfaction, nursing faculty, COVID-19

INTRODUCTION

Two hundred years later the birth of Florence Nightingale, the world society carries on with a second shown by disease transmission experts as one of the significant well-being challenges on a worldwide size of this century: A continuous coronavirus pandemic.^[1,2] In this critical situation, where

India is complying with the determinants of social distancing and when many sectors are adjusting to the new measures, it is also affecting the educational system and especially universal education in nursing. The COVID-19 has created largest disruption of education systems in history, affecting nearly 1.6 billion learners in world. Closure of institutes affected 94% of world student population, up to 99% in low- and lower-middle-income countries. Nursing is one of the most in-demand careers. Nursing profession demands skill hard work and interpersonal skills, presence of mind, and commitment. It is necessary to train the nursing student effectively to make them registered nurse.^[3] The need for registered nurses continues to grow in the world. To fulfill the need for increased numbers of nurses, recruitment and retention of nursing faculty become a priority. In addition, the factors associated with nursing faculties' intent to stay

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in institute have emerged as important considerations for administrators.^[4] Shortage of nursing faculty in world is predicted to worsen in the near future. This impacts nursing practice by limiting the numbers of students admitted to nursing programs and hindering efforts to run a nursing workforce sufficient in number to care for an aging patient population.^[5] Nursing teachers play a key role in strengthening the nursing workforce, serving as role model, and providing leadership which is needed to implement evidence-based practices.^[6] One way to determine how institutional changes driven by COVID-19 are affecting nursing faculties is to look how budget are shifting within health-care organization. Unfortunately, many facilities relied on short-term solutions such as work from home, online classes, and restructuring of staff.^[7] The abrupt interruption of previously planned activities in face-to-face classes, which included both theory and practical activities, generates impact in the short medium and long term for all college levels. It affected both nursing students and nursing faculties to move their courses online quickly. Job satisfaction is a measure of valuation or an internal judgment of meeting the expectations.^[8] It is one of the components of improving job performance and maintaining the overall quality of work in an institute. Therefore, the results of job satisfaction have an impact on individual level, institutional, societal, and national level, respectively. Job satisfaction among nursing officers is of concern throughout the world but the satisfaction of nursing faculties has received less attention.^[9] Therefore, job dissatisfaction leads to reduce the quality of nursing teaching and learning. A very few researches have been conducted on impact of COVID-19 on job satisfaction among nursing faculties. This study aimed to assess the impact of job satisfaction among nursing faculties.

Objectives of the study

The objectives of the study were as follows:

- To assess the job satisfaction among nursing faculty
- To assess the major event occurred during COVID-19 among nursing faculty
- To find out the impact of COVID-19 on job satisfaction among nursing faculty.

Research questions and hypotheses

Research approach

In this study, a quantitative research approach was used to assess the impact of COVID-19 on job satisfaction among nursing faculty.

Research design

A cross-sectional research design was adopted for this study to assess the impact of COVID-19 on job satisfaction among nursing faculty.

Variables

The variables included in this study are dependent variables, independent variable, and descriptive/extraneous variables.^[10]

1. Dependent variable – Job satisfaction among nursing faculty.
2. Independent variable – Major changes in life among nursing faculty.
3. Descriptive/extraneous variables – It contains age, gender, education, experience and designation, type of institute, monthly income, and professional attitude.

Table 1: Frequency and percentage distribution of samples based on demographic variables (n=60)

Serial number	Demographic variables	Frequency (f)	Percentage (%)
1	Age (years)		
	21–40	59	98.3
	41–60	1	1.7
	Above 60	0	0
2	Gender		
	Male	4	6.7
	Female	56	93.3
3	Marital status		
	Single	29	48.3
	Married	31	51.7
	Living as married	0	0
	Separated	0	0
	Divorced	0	0
	Widowed	0	0
4	Education		
	Basic B. Sc. Nursing	19	31.7
	Post Basic B. Sc. Nursing	1	1.7
	Masters in Nursing	38	63.3
	Doctorate in Nursing	2	3.3
5	Designation:		
	Clinical instructor/ Nursing tutor	42	70
	Assistant professor	11	18.3
	Associate professor	6	10
	Professor	1	1.7
6	Teaching experience		
	1–3 years	28	46.7
	3–5 years	12	20
	Above 5 years	20	33.3
7	Type of institute		
	Government	7	11.7
	Semi-government	4	6.7
	Private	49	81.7
8	Monthly income in rupees		
	≤10,000	7	11.7
	10,001–20,000	14	23.3
	20,001–30,000	19	31.7
	30,001–40,000	9	15
	40,001–50,000	5	8.3
	Above 50,000	6	10
9	Do you have another job that supplements your salary from your nursing education?		
	Yes	1	1.7
	No	59	98.3
10	Are you teaching online during COVID-19?		
	Yes	48	80
	No	12	20
11	Professional attitude:		
	Negative	1	1.7
	Neutral	15	25
	Positive	31	51.7
	Strongly positive	13	21.7
12	Which job duties do you most prefer?		
	Classroom teaching	54	90
	Online teaching	6	10

Population

Target Population: In this study, target population is nursing faculty in India.

Accessible Population: In this study, accessible population is nursing faculty who use online media in India.

Sample and sampling technique

Sample

A smaller part of the population selected in such a way that the individuals in the sample represent the characteristics of the population. In this study, samples were the nursing faculty who fulfill the sampling criteria.

Sample size

According to Polit and Beck's, sample is a small proportion of a population selected for observation and analysis.^[10]

Sixty nursing faculties are used as sample to assess the impact of COVID-19 on job satisfaction among nursing faculty.

Sampling technique

Convenient sampling technique was adopted

Sampling criteria

- Inclusion criteria: In this study, inclusion criteria for samples were as follows:
 - a) Who use online media/platform
 - b) Who can understand English
 - c) Who are willing to participate in this study
- Exclusion Criteria: In this study, exclusion criteria for samples were as follows:
 - a) Who do not use online media/site/platform
 - b) Who cannot understand English
 - c) Who are not willing to participate in this study
 - d) Who do not belong to nursing profession

Tool for data collection

Data collection tool contains items on the following aspects:

Part 1: Sociodemographic profile

Part 2: Likert scale on job satisfaction among nursing faculty.

Part 3: Checklist on major life event occurred during COVID-19 among nursing faculty.

Tool 1: Sociodemographic profile: It contains the question of sociodemographic variables comprising of age, gender, education, experience, type of institute, and professional attitude [Table 1].

Tool 2: Likert scale on job satisfaction among nursing faculty: The 5-point Likert scale was developed to determine the job satisfaction among nursing faculty. The areas included were divided into online classes, academic work, salary, workload, rewards/praises, and relationship with colleagues and students. This self-reporting type of scale included 10 items in job satisfaction among nursing faculty.

Tool 3: Checklist on major changes in life occurred during COVID-19: It included 10 items to assess major change in life occurred during COVID-19 among nursing faculty.

METHOD OF DATA COLLECTION

The data were collected using online platform to assess the impact of COVID-19 on job satisfaction among nursing faculty. Their responses were assessed confidentially.

RESULTS

Majority (98.3%) of the samples belong to 21–40 years of age. About 93.3% of the samples were female. About 51.7% of samples had positive professional attitude whereas only 1.7% of samples had negative professional attitude [Table 1].

Table 2: Frequency and percentage distribution of sample based on job satisfaction (n=60)

Serial number	Statement	Level, n (%)					Job satisfaction score 'x±s, point
		Strongly dissatisfied 1	Dissatisfied 2	Neutral 3	Satisfied 4	Strongly satisfied 5	
1	Online classes	9 (15)	21 (35)	13 (21.67)	16 (26.67)	1 (1.66)	2.7±1.08
2	Academic work	8 (13.33)	16 (26.67)	14 (23.33)	19 (31.67)	3 (5)	2.9±1.14
3	Workload	6 (10)	20 (33.33)	20 (33.33)	13 (21.67)	1 (1.67)	2.7±0.97
4	Rewards/praises received	15 (25)	27 (46.67)	14 (23.33)	3 (5)	1 (1.67)	2.1±0.90
5	Salary	17 (28.33)	20 (33.33)	9 (15)	13 (21.67)	1 (1.67)	2.4±1.15
6	Relationship with college/university administration during lockdown	8 (13.33)	10 (16.66)	24 (40)	11 (18.33)	7 (11.66)	3±1.16
7	Professional relationship with colleagues during lockdown	6 (10)	12 (20)	18 (30)	18 (30)	6 (10)	3.1±1.14
8	Teacher-student relationship during lockdown	5 (8.33)	16 (26.67)	19 (31.66)	16 (26.67)	4 (6.66)	3±1.06
9	Financial situation during lockdown	14 (23.33)	24 (40)	11 (18.33)	11 (18.33)	0 (0)	2.3±1.02
10	Ability to learn new information in job	8 (13.33)	16 (26.67)	16 (26.67)	14 (23.33)	6 (10)	2.9±1.19

Table 3: Frequency and percentage distribution of job satisfaction (n=60)

Level of job satisfaction	Job satisfaction score	Frequency	Percentage
Strongly dissatisfied	10–15	5	8.4
Dissatisfied	16–25	20	33.3
Neutral	26–35	25	41.6
Satisfied	36–45	10	1.7
Strongly satisfied	46–50	0	0

Table 2 shows the individual job satisfaction scores. The five items with the highest average scores were, respectively, professional relationships with colleagues during lockdown (3.1 ± 1.14), relationship with college/university administration during lockdown (3 ± 1.16), teacher-student relationship (3 ± 1.06), academic work (2.9 ± 1.14), and ability to learn new information in job (2.9 ± 1.19). Meanwhile, the rewards/praise received ($2.1, 0.90$) had the lowest job satisfaction score among the 10 criteria. All items received a score of 2 or higher, indicating that the participants' satisfaction level was above average in all areas [Table 2].

Table 3 shows level of job satisfaction, 41.6% of the samples were neutral with job whereas 33.3% of the samples were dissatisfied with their job [Table 3].

Table 4 results show that nursing faculty belong to 21–40 years have 26.9 mean job satisfaction score whereas 41–60 have 32 mean job satisfaction score. Male nursing faculty has higher mean job satisfaction score (33) than female nursing faculty (26.57). Nursing faculty with doctorate in nursing has (28.5) higher mean job satisfaction score whereas nursing faculty passed B. Sc. nursing has (25.5) lowest mean job satisfaction score. Nursing faculty who teach online during COVID 19 has high mean job satisfaction score than who don't teach online classes [Table 4].

Table 5 shows that majority (83.3%) of faculty had changes in emotional state or mood, (68.3%) faculty had salary reduction. 58.3% Nursing faculty had difficulty with family and personal circumstances. Only 11.7% faculty lost their job during COVID-19 [Table 5].

Table 6 shows that there is no significant association between job satisfaction and demographic variables of nursing faculty [Table 6].

DISCUSSION

The study results show that majority (98.3%) of the samples belong to 21–40 years of age. About 93.3% of the samples were female. About 51.7% of samples had positive professional attitude whereas only 1.7% of samples had negative professional attitude. Professional relationships with colleagues during lockdown (3.1 ± 1.14), relationship with college/university administration during lockdown (3 ± 1.16), teacher-student relationship (3 ± 1.06), academic

Table 4: Mean job satisfaction score (n=60)

Serial number	Demographic variables	Frequency (f)	Mean job satisfaction score
1	Age in years		
	21–40	59	26.9
	41–60	1	32
	Above 60	0	0
2	Gender		
	Male	4	33
	Female	56	26.57
3	Marital status		
	Single	29	26
	Married	31	27.9
	Living as married	0	0
	Separated	0	0
	Divorced	0	0
	Widowed	0	0
4	Education		
	Basic B. Sc. Nursing	19	25.5
	Post Basic B. Sc. Nursing	1	29
	Masters in Nursing	38	27.5
	Doctorate in Nursing	2	28.5
5	Designation:		
	Clinical instructor/ Nursing tutor	42	27.2
	Assistant professor	11	28.7
	Associate professor	6	23.6
	Professor	1	16
6	Teaching experience (years)		
	1–3	28	26.1
	3–5	12	28.5
	Above 5	20	27.35
7	Type of institute		
	Government	7	30.2
	Semi-government	4	25.7
	Private	49	26.6
8	Monthly income in rupees		
	≤10000	7	25.5
	10,001–20,000	14	26.6
	20,001–30,000	19	27
	30,001–40,000	9	24.5
	40,001–50,000	5	29.6
	Above 50,000	6	31
9	Do you have another job that supplements your salary from your nursing education?		
	Yes	1	10
	No	59	27.2
10	Are you teaching online during COVID-19?		
	Yes	48	28.1
	No	12	22.2
11	Professional attitude:		
	Negative	1	10
	Neutral	15	24.4
	Positive	31	29.2
	Strongly positive	13	25.8
12	Which job duties do you most prefer?		
	Classroom teaching	54	27.2
	Online teaching	6	25

work (2.9 ± 1.14), and ability to learn new information on the job (2.9 ± 1.19) were rated as satisfactory by nursing faculty. Meanwhile, the lowest job satisfaction score among the 10 criteria was for the rewards/praise received (2.1 ± 0.90). The participants' satisfaction level was above average

Table 5: Frequency and percentage distribution of major changes in life due to COVID-19 lockdown (n=60)

Serial number	Statement	Yes	No
1	Changes in emotional state or mood	50 (83.3)	10 (16.7)
2	Salary reduction	41 (68.3)	19 (31.7)
3	Difficulty with family and personal circumstances (care of sick/illness)	35 (58.3)	25 (41.7)
4	Loss of job	7 (11.7)	53 (88.3)
5	Changes in perceived justice (do you feel you and other are treated fairly in the institute?)	32 (53.3)	28 (46.7)
6	Transfer to a new institute	12 (20)	48 (80)
7	Changes in the rank/tenure (demotion)	12 (20)	48 (80)
8	Increase in workload	42 (70)	18 (30)
9	Financial difficulty	47 (78.3)	13 (21.7)
10	Work without salary	27 (45)	33 (55)

Table 6: Association between job satisfaction and demographic variables (n=60)

Serial number	Demographic variables	Below mean	Above mean	df	P	χ^2
1	Age in years					
	21–40	26	33	2	0.3778	0.7776
	41–60	0	1			
	Above 60	0	0			
2	Gender					
	Male	0	4	1	0.0702	3.2773
	Female	26	30			
3	Marital status					
	Single	13	18	5	0.8212	0.0510
	Married	13	16			
	Living as married	0	0			
	Separated	0	0			
	Divorced	0	0			
	Widowed	0	0			
4	Education					
	Basic B. Sc. Nursing	9	10	3	0.8132	0.9502
	Post Basic B. Sc. Nursing	0	1			
	Masters in Nursing	16	22			
	Doctorate in Nursing	1	1			
5	Designation					
	Clinical instructor/ Nursing tutor	16	26	3	0.3723	3.1274
	Assistant professor	5	6			
	Associate professor	4	2			
	Professor	1	0			
6	Teaching experience (years)					
	1–3	12	16	2	0.9807	0.0388
	3–5	5	7			
	Above 5	9	11			
7	Type of institute					
	Government	2	5	2	0.6898	0.7424
	Semi-government	2	2			
	Private	22	27			
8	Monthly income in rupees					
	≤10,000	3	4	5	0.5191	4.2132
	10,001–20,000	5	9			
	20,001–30,000	9	10			
	30,001–40,000	6	3			
	40,001–50,000	2	3			
	Above 50,000	1	5			
9	Do you have another job that supplements your salary from your nursing education?					
	Yes	1	0	1	0.2488	1.3298
	No	25	34			
10	Are you teaching online during COVID-19?					
	Yes	19	29	1	0.2410	1.3744
	No	7	5			
11	Professional attitude					
	Negative	1	07207	3	0.4337	2.7385
	Neutral	8				
	Positive	11				
	Strongly positive	6				
12	Which job duties do you most prefer?					
	Classroom teaching	23	31	1	0.7383	0.1207
	Online teaching	3	3			

in all areas, with a score of 2 or higher on all items. Jackson conducted a similar survey to examine nursing faculty job satisfaction. The data were collected from the professors through a web-based survey. The findings demonstrated that both the youngest and oldest nursing faculty members were quite happy with their jobs. Relationships with students and colleagues were the variables with which nurse faculties were most satisfied, whereas money and recognition were the variables with which they were least satisfied.^[11]

CONCLUSION

Hence, the study concludes that nursing faculty job satisfaction was “pretty decent,” which was higher than previous similar surveys among nursing staff. Nursing faculty job satisfaction should be improved further by meeting their acceptable needs, boosting their rewards and workload, and ensuring that they have enough time to sleep and recover. This research is really useful for enhancing nursing faculty job satisfaction during health emergencies and other crisis events.

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CONFLICTS OF INTEREST

There are no conflicts of interest associated with this publication that we are really aware of. As a corresponding author, I certify that all authors have read and approved the article for submission.

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