

# FACTORS INFLUENCING NURSING FACULTY INTENT TO STAY AND NOT TO STAY AMIDST SHORTAGE

Chris Anne Naden R. Hernandez, Arianne O. Villareal, Princess B. Dela Torre, Daisy R. Palompon\*

College of Nursing and Allied Health Sciences Cebu Normal University, Philippines

\*Correspondence: [palompond@cnu.edu.ph](mailto:palompond@cnu.edu.ph)

## ABSTRACT

This study understands how different factors impact nursing faculty members' decisions to continue or leave from their academic roles. The factors include the perception of the institution's academic reputation, working conditions, sense of belonging, work-life balance, workload, financial benefits, career advancement, job satisfaction, relationships with colleagues and department, and student-teacher relationships. Each factor significantly contributes to the job satisfaction and professional fulfillment of nursing educators.

An electronic survey was conducted with nursing faculty members in Cebu City, Philippines (N=72). Data analysis utilized Pearson's correlation to explore the relationship between various factors and the nursing school faculty's intent to remain in their positions.

The results showed a significant correlation ( $p < .001$ ), suggesting that these factors strongly influence nursing faculty members' decisions to stay. These findings underscore the importance of addressing these factors, as enhancements could improve job satisfaction and strengthen institutional commitment.

In conclusion, this study emphasizes the significant impact of the identified factors on nursing faculty members' decisions to continue in their academic roles. Addressing these factors is vital for cultivating a supportive and motivating academic environment, which is critical for ensuring the retention of nursing educators in Cebu City's baccalaureate nursing programs.

## KEYWORDS

nursing faculty, intent to stay, job satisfaction, faculty retention, faculty shortage

## INTRODUCTION

Nursing schools have historically thrived due to the dedication of skilled clinical instructors and the potential of their students to serve as future nurses. However, a growing shortage of qualified nursing instructors now threatens the quality of education and clinical training these schools can provide. This shortage presents a serious challenge as institutions struggle to meet demand for undergraduate and graduate nursing programs [1,2]

The Philippines is experiencing a shortage not only of healthcare workers but also of nursing educators, according to recent reports [3]. This shortage hampers the ability to train new nurses effectively, as limited educator availability, high turnover rates and uneven workforce distribution strain the system [4]. The scarcity of qualified educators restricts nursing school's capacity to admit more students while maintaining educational standards, making the shortage of educators a critical factor in addressing the country's broader healthcare workforce crisis [5].

This study draws on Herzberg's Two-Factor Theory as a conceptual foundation but adapts its elements to address specific factors influencing nursing educators' intent to stay in academic roles [6]. Rather than grouping these factors into traditional "hygienic" and "motivational" categories, the study examines each factor independently. Nursing faculty retention is influenced by both intrinsic and extrinsic factors. A recent study [7] highlighted that factors such as workload, resources, and the physical environment significantly influence faculty members' decision to stay or leave. The sense of belonging among nursing faculty has been linked to their intention to stay in academic positions [8]. A positive work-life balance makes employees feel job satisfaction towards their work and increase their productivity [9–11]. Work hours play a critical role in determining the intent to remain or leave among nursing school faculty members, significantly influencing their job satisfaction and commitment to their academic roles [12–14]. Income level is a critical factor influencing the intent to remain among nursing faculty members [14]. A collegial environment and the student-faculty relationship are areas associated with faculty retention in the academe [15,16].

Although existing research has examined nursing shortages and the intent of healthcare workers to remain in Philippine facilities, limited studies have specifically investigated the influencing factors on nursing instructors' decisions to stay or not in their academic positions, particularly within Cebu City. The study seeks to address this by analyzing the various factors influencing nursing faculty retention or turnover within the college department. Specifically, the research explored the personal, relational, and work-related factors influencing their decisions.

Hence, the study determined the factors such as sense of belonging, work-life balance, amount of workload, financial benefits, career advancement, job satisfaction, relationship with colleagues, and student-teacher relationship that correlate with the nursing faculty's intent to stay in the academe in the Philippines. This further explores the factors that influence nursing faculty members of nursing schools' intent to remain or leave, focusing on the important issue of faculty retention in nursing education. By identifying these factors, the study offers valuable insights for nursing schools on how to better support and retain their faculty members. Additionally, the results will contribute to the broader body of knowledge on nursing school faculty retention, providing evidence-based data that can inform future research and help address this issue on a global scale.

## METHODS

A descriptive-correlational approach was utilized to determine the predictors influencing nursing school faculty intent to stay or not among institutions. The intricate relationship between various factors and intention to stay or not to stay is sought to be understood. Specifically, the study investigated how a variety of factors correlate with the intention to stay or not among nursing faculty. The objective of the descriptive-correlation design was to describe the intent to stay or not to stay, and investigate the connections between them and associated factors.

The research concentrated on seven specific public and private universities in an urbanized City in the Philippines that are experiencing a deficiency in nursing faculty. The selection process relied on data gathered from diverse sources, encompassing government reports, academic research, and professional organizations specializing in nursing education. By focusing on universities experiencing faculty shortages, the study aimed to delve into the distinct obstacles and influences that exacerbates retention challenges within this setting.

Seven out of fourteen schools offering Bachelor of Science in Nursing were selected as clusters as basis for sampling selection. This study specifically focused on academic nursing educators who teach baccalaureate nursing students at these universities. The researchers randomly selected at least 10 participants from cluster school, except for one university, which had at least 11 participants. Utilizing the G\*Power Application software, with an error probability of 5% and 10 number of predictors, there was a total sample size of at least 72 participants.

Instruments utilized in the study measured certain variables in the study such as Dimensions of Part Time Faculty Job Satisfaction [17] (alpha-0.87) measured amount of workload, financial benefits, job satisfaction, relationship with colleagues and department, student-teacher relationship, working conditions, work-life balance; Survey on Opportunities for Promotion and Professional Factors [18] (alpha-0.812) measured career advancement, Intent to Stay in Academe Scale [19] (alpha-0.898) measured intent to stay; Newcomer Socialization Questionnaire [20] (alpha-0.90); Utrecht Work Engagement Scale [21] (alpha-0.70) measured sense of belonging and New Faculty Success Scale [22] which measured work life balance.

Structured questionnaires and surveys designed to collect relevant data and participants were encouraged to complete the survey via Google Forms. Once data collection was complete, the responses were coded and saved into an Excel file for analysis using the Statistical Package for the Social Sciences (SPSS) free version. The data was stored securely on a password-protected computer. To maximize response rates, the survey was kept open for two weeks, with reminder emails sent one week after the initial distribution and a final reminder 24 hours before the survey's closure. To explore the relationships between the variables, Pearson's Correlation and Linear Regression analyses were applied. Pearson's correlation coefficient analyses was conducted to make it easier to determine which variables will be strongly connected with faculty intent to stay and not to stay. Finally, Linear Regression was utilized to evaluate the distinct contribution of each predictor variable while accounting for the effects of other factors by incorporating several predictors into the analysis.

The researchers made sure that faculty members were given clear and thorough information about the study's objectives, procedures, and potential risks prior to obtaining their informed consent to participate. Participation was voluntary, without any form of coercion. Strict confidentiality and anonymity was maintained for all participant responses, and robust data security measures were in place to protect the integrity of the data. Efforts were made to minimize potential risks to participants while maximizing the study's potential benefits.

The study was also approved by the University Research Ethics Committee (REC) to ensure it adhered to ethical standards and regulations. This helped protect participants' rights and maintain the credibility of the research.

## RESULTS

The demographic analysis reveals that the majority of the participants in the nursing faculty group are female (62.5%), married (47.2%), hold a master's degree (44.4%), work full-time (70.8%), and have an average age of 41.3 years (Table 1).

**TABLE 1. PROFILE OF THE RESPONDENTS (N=72)**

Profile		Freq	Percentage
Gender	Male	25	34.7
	Female	45	62.5
	Others	2	2.8
Marital Status	Single	31	43.1
	Married	34	47.2
	Widowed	5	6.9
	Separated	1	1.4

	Register Partnership	1	1.4
Educational Attainment	College	20	27.8
	Masters	32	44.4
	Doctorate	20	27.8
Employment Status	Full Time	51	70.8
	Part Time	21	29.2
		<b>Mean</b>	<b>Standard Deviation</b>
Age		41.33	12.54

Table 2 illustrates the respondents' characteristics related to their intent to remain, focusing on various factors such as the academic reputation of the institution, working conditions, sense of belonging, work-life balance, workload, financial benefits, career advancement, job satisfaction, relationships with colleagues and departments, and student-teacher relationships.

**TABLE 2. CHARACTERISTICS OF THE RESPONDENTS IN TERMS OF FACTORS INFLUENCING INTENT TO STAY**

Variables	Mean	Standard Deviation
Intent to Stay	3.981	0.910
Perception of Academic Reputation	3.986	0.847
Working Conditions	3.991	0.778
Sense of Belonging	3.946	0.731
Work-life Balance	3.934	0.693
Amount of workload	3.892	0.656
Financial Benefits	3.868	0.639
Career advancement	3.798	0.639
Job satisfaction	3.767	0.630
Relationship with colleagues and department	3.791	0.629
Student-teacher relationship	3.840	0.617

Table 2 shows that among the characteristics of intent to stay, the factor with the highest mean score is the Working Condition ( $x = 3.991$ ;  $SD = 0.778$ ). The factor with the lowest mean score is Job Satisfaction ( $x = 3.767$ ;  $SD = 0.630$ ).

Table 3 displays the relationship between various factors and the intent of nursing faculty to remain in their positions.

**TABLE 3. CORRELATION OF THE FACTORS WITH NURSING FACULTY INTENT TO STAY**

Variable	Correlation	P-Value	Interpretation
Perception of Academic Reputation of the Institution	.000	$p < 0.01$	Significant Reject null hypothesis
Working Conditions	.000	$p < 0.01$	Significant Reject null hypothesis
Sense of Belonging	.000	$p < 0.01$	Significant Reject null hypothesis
Work-Life Balance	.000	$p < 0.01$	Significant Reject null hypothesis
Amount of Workload	.000	$p < 0.01$	Significant Reject null hypothesis

Financial Benefits	.000	p<0.01	Significant Reject null hypothesis
Career Advancement	.000	p<0.01	Significant Reject null hypothesis
Job Satisfaction	.000	p<0.01	Significant Reject null hypothesis
Relationship with Colleagues and Department	.000	p<0.01	Significant Reject null hypothesis
Student-Teacher Relationship	.000	p<0.01	Significant Reject null hypothesis

Table 3 shows that all examined factors are significantly correlated with nursing school faculty members' intent to stay, with p-values less than 0.01 ( $p = 0.000$ ) for each variable. These factors include the perception of academic reputation of the Institution, working conditions, sense of belonging, work-life balance, workload, financial benefits, career advancement opportunities, job satisfaction, relationships with colleagues and departments, and student-teacher relationships. This indicates strong statistical significance across all variables. The significance of these correlations suggests that the observed relationships are statistically meaningful and not due to random chance. Therefore, the null hypothesis, which assumes no relationship between these factors and the intent to stay, can be rejected. Each factor plays a critical role in faculty retention, implying that improvements in any of these areas could directly influence nursing faculty members' decisions to remain in their roles. Addressing these factors can enhance faculty satisfaction, engagement, and commitment, ultimately leading to reduced turnover and improved retention rates in academic institutions.

Table 4 presents the results of a regression analysis examining various factors that influence nursing faculty members' decisions to remain in their roles. The table includes factors such as the Perception of Academic Reputation, Working Conditions, Sense of Belonging, Student-Teacher Relationship, and more, displaying their corresponding coefficients, standard errors, t-values, and significance levels.

**TABLE 4. REGRESSION OF SIGNIFICANT FACTORS WITH NURSING FACULTY INTENT TO STAY**

Model	Unstandardized coefficients		Standardized Coefficients	t	Significance
	B	Std. Error	Beta		
Constant	0.130	0.055	-	2.353	0.022*
Perception of Acad. Reputation	-1.51	0.146	-.223	-1.035	0.305
Working Conditions	-0.20	0.231	-0.027	-0.84	0.933
Sense of Belonging	0.341	0.163	0.430	2.095	0.040*
Work-Life Balance	-0.174	0.185	-0.206	-0.941	0.350
Amount of Workload	-0.32	0.198	-0.036	-0.163	0.871
Financial Benefits	0.016	0.195	0.017	0.081	0.935
Career Advancement	0.103	0.229	0.107	0.448	0.655
Job satisfaction	-0.219	0.206	-0.227	-1.064	0.291
Relationship with Colleagues	-0.334	0.219	-0.341	-0.526	0.132
Student-Teacher Relationship	1.44	0.143	1.472	10.060	.000*
R square	0.990				
F	610.742				
P	<0.05				

The regression analysis presented in Table 4 examines the factors significantly influencing nursing faculty's intent to remain within an institution. This model includes a range of predictors, such as perception of academic reputation, working conditions, and job satisfaction, yielding an exceptionally high R-squared value of 0.990. This suggests that 99% of the variance in faculty intent to stay can be explained by the predictors in the model. The F-statistic of 610.742, with a p-value <0.05, confirms that the model is statistically significant, indicating that the combined influence of these predictors is substantial for explaining nursing faculty retention.

An analysis of the standardized coefficients (Beta) highlights the relative impact of each predictor. Among the factors, "Student-Teacher Relationship" exhibits the highest beta value (Beta = 1.472, p = 0.000), indicating a significant effect on faculty retention. This finding suggests that fostering meaningful interactions between faculty and students substantially increases faculty's likelihood of remaining at the institution. The high significance level (p = 0.000) underscores this variable as the most impactful predictor in the model. The second highest beta value is "Sense of Belonging" (Beta = 0.430, p = 0.040), which is also statistically significant. This result implies that a supportive, inclusive environment in which faculty feel connected to the institution significantly influences their intent to stay, reinforcing the importance of an institutional culture that fosters faculty attachment. Subsequent variables display no significance. Overall, the hierarchy of beta values, from highest to lowest, emphasizes the paramount importance of relational factors, namely, student-teacher relationships and a sense of belonging, over structural or material elements such as workload, financial benefits, or career advancement. These findings suggest that efforts to enhance nursing faculty retention should prioritize creating a supportive institutional environment that fosters interpersonal connections and a sense of belonging, rather than focusing exclusively on structural elements like workload or benefits.

## DISCUSSION

The correlation analysis conducted in this study reveals that all factors related to nursing faculty's intent to remain show a statistically significant relationship. Specifically, the factors examined include Perception of Academic Reputation of the Institution, Working Conditions, Sense of Belonging, Work-Life Balance, Amount of Workload, Financial Benefits, Career Advancement, Job Satisfaction, Relationship with Colleagues and Department, and Student-Teacher Relationship. The significance of these correlations indicates that each of these variables is associated with the intent to stay, leading to the rejection of the null hypothesis for all factors. This suggests that improvements or changes in any of these areas could significantly influence faculty retention. However, the findings from the regression analysis reveal a more nuanced and complex landscape. While correlation implies that there is a relationship, regression analysis allows us to explore the strength and significance of these relationships when accounting for other variables.

Within this framework, the results indicate that Sense of Belonging and Student-Teacher Relationship are the most significant predictors of nursing school faculty's intent to remain. These results suggest that social dynamics play a pivotal role in faculty retention. It aligns with the study that faculty members who feel integrated and valued within their institutions are more likely to remain committed to their roles [23,24]. This supports the notion highlighting that fostering a supportive and inclusive academic environment can significantly enhance faculty retention. Specifically, when nursing faculty members perceive that they belong to their institution and have meaningful connections with their colleagues, their intent to stay increases, thereby contributing to a more stable workforce. The correlation between Student-Teacher Relationships and faculty retention is particularly significant. This finding emphasized the critical role of faculty-student interactions in enhancing student outcomes and faculty satisfaction. In nursing education, where the quality of clinical instruction is vital, strong relationships with students can directly influence faculty's job satisfaction and commitment to their teaching roles. The current study underscores the importance of cultivating student interactions, suggesting that institutions should invest in improved communication and engagement between faculty and students.

Interestingly, the study found that Perception of Academic Reputation, Working Conditions, and Work-Life Balance did not significantly influence faculty intent to stay. This contrasts with the findings of Anderson et al. [25,26], who posited that

these factors are crucial determinants of faculty retention. The current study suggests that perceptions of institutional reputation may not hold the same weight for nursing faculty as they do in other academic fields [27,28]. Faculty members may prioritize immediate relationships and their sense of belonging over abstract perceptions of institutional prestige. Moreover, the non-significant influence of Work-Life Balance could be attributed to the demographic characteristics of the respondents, and employed full-time. These factors indicate that faculty members in this age group have adapted to their work-life demands, leading them to prioritize job satisfaction derived from their professional relationships over a strictly balanced work-life approach [29]. This observation is consistent with the results of Aamir et al. [30] and Cusipag, et al. [31], who noted that as faculty members gain experience, their perceptions of work-life balance may shift toward valuing job fulfillment and engagement.

The study indicated that financial benefits, career advancement, and job satisfaction did not reveal a significant effect on faculty retention. This finding is crucial since the previous research has often highlighted financial incentives as critical motivators in faculty retention [32]. The current study suggests that for many nursing faculty, particularly those with higher degrees, intrinsic motivators such as the quality of their relationships with students and a sense of belonging, may outweigh extrinsic rewards like salary and promotions. The role of relationships with colleagues and departments also merits discussion. While it showed some impact, it did not reach statistical significance. This could indicate that while collegial relationships contribute to faculty satisfaction, they may not be as critical as direct student interaction [33]. This finding emphasizes that nurturing faculty-student relationships can enhance the overall academic environment and faculty retention rates [34].

Moreover, while the correlation analysis demonstrates that all examined factors are significantly related to the nursing school faculty's intent to stay, the regression analysis elucidates the critical importance of specific relational dynamics. The results of this study carry significant implications for nursing program institutions grappling with faculty retention. With the nursing shortage exacerbating, retaining qualified faculty is essential for expanding nursing programs and meeting the increasing demand for nursing professionals [35]. Institutions should prioritize initiatives that foster a sense of belonging and enhance student-teacher relationships.

The study limitation was on the sample size due to digital limitations of some faculty participants and the period of data gathering has constraints. Moreover, the study focus was on numerical information and actual reasons and experiences could not be captured in the study.

## CONCLUSION

The findings of this study resonate with existing literature on faculty retention and highlight the importance of relational dynamics in the workplace. The significant roles of Sense of Belonging and Student-Teacher Relationships underscore the necessity of fostering an inclusive academic environment where faculty feel valued and connected to their students. This emphasized the impact of supportive relationships on faculty retention. The lack of significance associated with hygienic factors like Perception of Academic Reputation and Working Conditions may suggest a shift in the priorities of nursing faculty. As the profession becomes increasingly demanding, faculty may prioritize their immediate work environment and interpersonal relationships over broader institutional characteristics. This finding is particularly relevant as nursing programs face increasing pressure to retain qualified faculty amid national shortage. Moreover, the study's findings on Financial Benefits and Career Advancement challenge traditional assumptions about what motivates faculty. The results indicate that intrinsic factors, such as meaningful engagement with students and a sense of community within the institution, may outweigh the importance of financial incentives.

The study recommends that employers of nurse educators consider the personnel support not only focused on extrinsic but maximizing on intrinsic motivations. Strategies may include mentorship programs that connect junior faculty with experienced mentors, workshops focused on developing interpersonal skills and creating an inclusive environment where faculty feel valued and connected. Investing in faculty development programs that enhance the quality of student

interactions could be particularly effective. This approach not only benefits faculty retention but also directly improves student learning outcomes, creating a feedback loop that enhances the educational environment. The strong relationship between student-teacher interactions and faculty retention underlines the need for institutions to adopt a holistic approach to faculty engagement that prioritizes interpersonal connections, thereby contributing to the stability and growth of nursing education. Future research could make the survey shorter by focusing on the most important factors related to job satisfaction. Also, separate studies on socialization factors for new faculty could provide valuable insights into their early experiences and needs, helping to improve their orientation and support. Lastly, expanding the sample to include faculty from a more diverse range of nursing programs could also provide a broader understanding of nursing faculty retention dynamics across educational settings and gain more accurate results. Cross-program comparisons could identify common factors and program-specific challenges impacting job satisfaction and retention, leading to more tailored and effective retention strategies.

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