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**A SYNTHESIS OF DISSERTATION RESEARCH ON
FACULTY-ROLE STRESSORS IN NURSING EDUCATION**

by

Lynette A. Patton

**A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education
University of San Diego
1987**

Dissertation Committee

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Edward Kujawa, Ph.D.**

**A SYNTHESIS OF DISSERTATION RESEARCH ON
FACULTY-ROLE STRESSORS IN NURSING EDUCATION**

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Abstract

A SYNTHESIS OF DISSERTATION RESEARCH ON FACULTY-ROLE STRESSORS IN NURSING EDUCATION

Lynette A. Patton, R.N., Ed.D.

University of San Diego, 1987

The purpose of this study was to provide a synthesis of dissertation research on faculty-role stressors in nursing education. Work related stress, influenced by causative factors termed stressors, affects not only faculty but also the teaching-learning process. Thus, this study is of importance and interest to educational leadership as well as nursing.

The research design was a non-experimental, investigative exploration of seven research questions, using integrative review and synthesis strategies. Forty-six dissertations, from 1965 through 1985, were found to meet study criteria.

The synthesis revealed faculty-role stressors unique to the multiple-functions of nurse educators: role expectations that include being professional nurse, classroom as well as clinical teacher, and being vulnerable to the stresses of each of those functions. The synthesis also revealed role stressors similar to those described

by non-nursing faculty: researcher/author of scholarly publications, and contributing faculty member of the academic institution. Nursing faculty stressors, individually perceived as being positive or negative, included the necessity of maintaining professional competencies relevant to academic and clinical assignments, meeting patient health care as well as student learning needs, and meeting professional licensure as well as academic advancement requirements.

Based on these findings, implications for the nursing profession and the field of educational leadership were emphasized. It was recommended that synthesis be more widely utilized as a means of systematically reviewing research studies to provide insight, new knowledge, and useful conceptualizations.

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
LIST OF FIGURES	v
LIST OF APPENDICES	vi
 Chapter	
I. STATEMENT OF THE ISSUE	1
Background	1
Significance of the Study	4
Research Questions	6
Limitations	7
Assumptions	8
Definition of Terms	9
Summary	11
II. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK . .	13
Review of the Literature	13
The General Role of Stress	14
Occupational Stress in Higher Education .	19
Faculty-Role Stress in Nursing Education .	25
Summary of the Literature Review	32
Conceptual Framework	33
Synthesis as Research	34
Multi-Conceptual Approach	38

Summary of the Conceptual Framework . . .	39
Chapter Summary	39
III. RESEARCH DESIGN AND METHODOLOGY	41
Investigative Procedures	41
Summary	49
IV. RESEARCH FINDINGS	51
Sample Overview	51
Analysis and Integration	59
Summary	92
V. DISCUSSION	93
Meaning of Synthesis to Research Questions .	93
Conclusions	107
Implications for Nursing Education	110
Suggestions for Future Research	112
Summary	114
BIBLIOGRAPHY	115

LIST OF TABLES

Table	Page
1 Dissertation Research by Year of Completion	52
2 Length of Dissertation	54
3 Dissertation Research by Degree-Granting Institution	57
4 Distribution of Dissertations by Research Theme . .	62
5 Educational Settings for Dissertation Research . .	65
6 Identification of Stressors within the Faculty- Role of Nurse Educators	68
7 Integration Grid by Research Theme/Category	74
8 Variables/Factors Related to Faculty-Role Stress .	77
9 Integrative Framework for Research Findings by Research Theme	78
10 Chronological Integration of Implications for Educational Leadership	85
11 Types of Research	90

LIST OF FIGURES

Figure	Page
1 Flow Chart of Synthesis Methodology	50
2 Research Question - Brief Response Reference . .	108

LIST OF APPENDICES

Appendix	Page
A Listing of Dissertations Utilized for the Study .	170
B Purposes of Dissertation Research	178
C Educational Settings of Dissertation Research . .	187
D Variables/Factors Related to Faculty-Role Stress	194
E How Faculty-Role Stressors Affect Nursing Education	203
F Findings/Conclusions of Dissertation Research . .	211
G Implications for Educational Leadership in Nursing	224
H Dissertation Research Design and Methodology . .	234

Chapter I

STATEMENT OF THE ISSUE

The purpose of this study is to provide a synthesis of dissertation research on faculty-role stressors in nursing education. Work-related stress, influenced by causative factors termed stressors, affects not only faculty but also the teaching-learning process. Stressors perceived as positive or negative, and associated with the duties of nurse educators, will be the focus of this study. The approach of synthesis represents a recent and necessary trend in educational inquiry: that of research integration as a basis of insight and new knowledge. Thus, this study is of importance and will be of interest to nursing and its educational leadership.

The introductory chapter clarifies the study problem and its significance to professional nursing and the field of educational leadership. The relationship between this study and previous research is shown, and possible limitations are acknowledged. The study objectives are stated in the form of seven research questions. Assumptions and definition of terms are drawn from relevant literature.

Background

Stress research has been a prominent concern within the social sciences. Stress and the effects of stress

have received increasing attention during the last two decades. Researchers in the fields of educational leadership and nursing education have expressed concern and studied stress as it affects faculty, staff, students, administrators, the academic organization, and the health care delivery system as a whole.

As most educators and nurses do not engage in research for publication after they complete the doctoral dissertation (Borg & Gall, 1983), the body of literature comprised of doctoral level research is of crucial professional importance. Therefore, the emphasis of this study was upon dissertation research of the past two decades; that is, from 1965 through 1985. Dissertation research specifically related to faculty-role stressors in nursing education was the focus of this study, utilizing integrative or synthesis methodology. There has not previously been a systematic effort to review or integrate these dissertation studies.

Historically, it has been noted that fragmented research or single studies seldom have impact (Hammond & Pillemer, 1982). It has further been noted that synthesis of research provides integration and professional insight as a basis of new knowledge (Best, 1981). As research methodology, synthesis is considered to be a form of non-statistical meta-analysis; strategies include an in-depth literature review with concise and accurate summarization, description, and integration of studies

to reveal a useful and coherent conceptualization of research efforts (Smith & Naftel, 1984; Sokal & Rohlf, 1981; Stock & Okun, 1982). Conceptualization of stressful aspects within the role of nursing faculty may initiate positive leadership interventions for problem solving and stressor reduction. Implications for educational leadership are addressed throughout the synthesis process of this study.

To verify the need for this study, an initial review of the relevant literature --specifically, previous studies done in the areas of nursing education and leadership, occupational stress, and synthesis methodology-- provided an overview and revealed an apparent dearth of data dealing with the issue of faculty-role stress from an empirical perspective.

Stress in nursing students and in the hospital-role of nurses has been more extensively studied than stress within the nurse educator role. For example, Freeman (1984) used a "Nursing Stress Scale" and other instruments for predicting stress in nurses working in intensive care units; Garland and Bush (1982) researched coping behaviors of nurses in general, associating responses with gender/female specific "problems"; Kaufmann and Beehr (1982) found social support to be a moderator between job stresses and strains for nurses; and Kushnir (1986) documented the presence of a nursing instructor as a stressor for students.

Although non-dissertation research relating to faculty-role issues in nursing education has been reviewed

by others in the past (Holzemer, 1983), there has been no analytical review nor synthesis of dissertation research, related to the topic of this study, attempted previously. The significance of the study is further clarified in the following section.

Significance of the Study

To date, there has been no published synthesis of the research on faculty-role stressors in nursing education. The integration of research findings may contribute to altering educational work settings in ways that can reduce faculty-role stress and thereby enhance the teaching-learning processes.

Therefore, to maximize the efforts and value of past as well as future research, the need to integrate significant issues and findings was evident. A research basis can be built through synthesis of studies:

If medicine were like education, some doctors would still be bleeding people with leeches. In the field of educational research, there has been a tendency not to accumulate findings, not to synthesize research.

(Ravitch, 1985)

In addition to facilitating research, synthesis is relevant to practicing and future nursing faculty and leaders; synthesis of specific dissertation literature provides evidence salient for educational leadership (Cooper, 1984) because the results may contribute to effecting positive

changes in the academic and clinical work settings unique to nursing education.

From the initial review of relevant literature, research findings made clear that stress can be useful when it awakens creativity and demands personal or collective excellence; or, stress can be harmful if demands are more than is perceived can be given. Stress is an accepted fact of life and cannot healthily be avoided. The research challenge is to find productive ways in which routine stressors can be helpful rather than harmful. The importance of stressor research lies in where the stress originates, identifying where and when it occurs, and describing the response(s) to it (Maddi & Kobasa, 1984).

Economic need now requires many women to work. Nursing is a predominantly female profession. The economic stress, compounded by the stressors of fulfilling dual roles at home and work, document the significance of this study (Nadelson, 1986). Also, stress-related compensation cases comprise the fastest-growing type of occupational legal claim made in the United States, according to the National Council on Compensation Insurance (NCCI), as employees seek compensation for the effects of job stress (Creighton, 1986).

Only 0.3% of registered nurses hold doctoral degrees in nursing or other fields (Bridger, 1986a), so the available body of dissertation literature may not be quantitatively large, yet represents a very special segment of achievement

in an emerging profession (Hammer & Tufts, 1985; Hardy, 1984). It was this body of literature that became the focus of this study.

The purpose and significance of the study has been further clarified by addressing specific research questions.

Research Questions

The following research questions guided this study:

1. What does the dissertation research, from 1965 through 1985, identify as stressors within the role of nursing faculty?
2. What are the specific variables or factors that seem to be related to perceived faculty-role stress?
3. What designs and/or methodologies have been utilized for research of faculty-role stressors in nursing education?
4. How does the existing dissertation research clarify or indicate how faculty-role stressors affect nursing education?
5. What are the major findings that arise from the synthesis of this body of literature?
6. What are the implications for educational leadership in nursing from the synthesis of this dissertation research?
7. What recommendations can be made for further research which would expand, validate, or challenge the synthesis process of this study?

Exploration of these questions--as noted by the following limitations, assumptions, and definitions--guided this investigation. The resultant synthesis and responses to these questions were intended to provide useful knowledge for faculty and educational leaders within the nursing profession.

Limitations

Limiting issues in conducting this study were:

1. The dissertation literature for this study was limited to research relating to collegiate or university education within the United States; international research, and research relating to nursing education not affiliated with an institution of higher education, were considered beyond the scope of this synthesis.
2. There may be dissertations on faculty-role stressors in nursing education which were overlooked or were unavailable via resource retrieval services used for this study.
3. Some consideration of the research design and/or methodology, which might affect the findings/synthesis, might not be included in the dissertations; the dissertations selected for this study provided explanations of research procedures in general, if not specific, detail so that this limitation did not greatly bias the resultant synthesis.
4. The use of synthesizing strategies--such as summarization, description, and integration--served to

minimize the researcher's own biases while synthesizing the dissertation research selected for this study; for example, in replication of published literature, wording generated by the dissertations' authors was utilized for summarizations.

Attention to these limitations served to focus this study.

Assumptions

For the purpose of this study, the following assumptions were made:

1. Unrelieved or unresolved stress, as a complex response to stressors, may be psychosocially and/or physically damaging (Selye, 1980b).
2. Faculty-role stressors may interfere with teaching-learning processes (Williamson, 1983) as well as affect a faculty member's productivity, creativity, and/or health (Wilson, D., 1985).
3. Conceptualization of faculty-role stressors provides assistance for problem solving and/or stress reduction processes (Hinds et al., 1985).
4. A methodical, systematic synthesis of research can integrate diverse theoretical concepts and findings into a coherent whole and useful conceptualization (Borg & Gall, 1983).
5. Dissertation literature provides some of the newest directions, represents current trends in a profession, and

is often at the forefront of the research field (Mauch & Birch, 1983).

6. Dissertation research in nursing education contributes to the general knowledge of the profession as well as specifically to nursing education and its leadership (Holzemer, 1983).

In summary, it was assumed that a synthesis of dissertation research on faculty-role stressors could provide useful knowledge for educators and leaders within the nursing profession.

Definition of Terms

The following definitions were utilized for this study:

1. Academic--the general college or university climate associated with higher education; the teaching-learning settings within degree-granting institutions for the classroom preparation of nurses.

2. Clinical--the general health care delivery system associated with higher education for the non-classroom preparation of nurses; the official and non-official health agencies in contract with degree-granting institutions.

3. Dissertation research--the body of literature comprised of written studies submitted for doctoral degrees; for this study, the dissertations written from 1965 through 1985 that deal with faculty-role stressors in nursing education.

4. Educational leadership--professional educators in positions of leadership; that is, with responsibility for

decisions, administrative choices, nurturance of others within occupational settings, and--for this study--with potential for facilitating the solution of professional and educational problems such as those relating to faculty-role stressors in nursing education.

5. Faculty-role stressor--a stimulus that causes stress; a constraining force or influence associated with the duties of teaching members in academic and/or clinical settings, resulting in bodily or mental tension.

6. Nursing education--the collegiate or university teaching-learning process that prepares students for state licensure as registered nurses or higher degrees in health care; for this study, the term nursing education will encompass the scope of diverse nursing programs associated with higher education.

7. Nurse educators--faculty personnel with skill and experience qualifications for guiding the academic and clinical teaching-learning process; faculty within nursing education.

8. Stress--a process wherein specific or non-specific demands elicit individual adaptive responses (Selye, 1976a); when these demands are perceived as important, the process can be positive (eliciting excitement and peak efficiency) or negative when demands exceed individual coping abilities (Fletcher & Bezanson, 1985).

9. Stressor--a situation or demand on a person's body or mind, perceived as being associated with stress;

causes of stress may be called stressors (Lazarus & Folkman, 1984).

10. Synthesis--the combining of often diverse concepts into a coherent whole (Borg & Gall, 1983).

Summary

This introductory section clarified the study problem. The study synthesized the dissertation research, from 1965 through 1985, on faculty-role stressors in nursing education. That is, through systematic and integrative strategies, independent but related studies are analyzed as a conceptually useful body of literature and presented as a coherent whole. Dissertation research became the focus of this study, because such studies represent current trends in a profession and are often at the forefront of the research field.

The historical development of the issue investigated, and the relationship between this study and previous research conducted by others, was shown. This introductory statement of the issue served to underline the purposes of the study in the context of previous studies done in the areas of nursing education and leadership, occupational stress, and synthesis methodology. Assumptions and definition of terms have been drawn from relevant research and theoretical literature.

The specific objectives were also stated. Consistent with the non-experimental type of research conducted, the objectives were stated in the form of research questions.

In addition, why the issue is important enough for expenditure of human and material resources on the synthesis, and what contributions the research may make to the field of educational leadership, are described. The synthesis is expected to contribute to leadership knowledge as well as to professional nursing education and practice.

Chapter II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

In this chapter, material related to the research problem will be reviewed. Previous investigations will be summarized and critiqued. Analysis of fundamental concepts, relevant to the synthesis of faculty-role stressors in nursing education, will be made; and the methodology and value of synthesis as research will be explored and reviewed. Relevance to educational leadership will be addressed throughout the chapter.

Review of the Literature

In the literature review, current knowledge and speculation regarding faculty-role stressors in nursing education is summarized. Particular focus is given to the non-dissertation literature on the role of stress in general, the relationship of stress to the faculty role in higher education, and finally, to the stressors unique in the faculty-role of nurse educators.

To provide such an overview of the literature, several information retrieval systems, with supplemental manual rechecking, were utilized. Descriptive details of literature retrieval are provided in the Research Design and Methodology chapter of this dissertation.

The General Role of Stress

Through the research and writings of Hans Selye, Richard Lazarus, and others, much of society now recognizes that stress contributes to morbidity or human health problems and mortality. Stress management has received much attention as researchers have focused on the contribution of psychosocial factors, such as family and job stresses, to physical symptoms and even potentially fatal illnesses. In this section, literature will be reviewed to emphasize that dealing with stress can have a significant effect on both morbidity and mortality.

Selye (1980a) defined stress as a response, "the nonspecific response of the body to any demand made upon it" (page 5). Hans Selye's "general adaptation syndrome" became the basis of current stress theory: bodily changes are theoretically helpful in temporarily meeting challenges and dangers through now-classic "fight-or-flight" response, but dangerous if stress is lengthy or severe (Fletcher & Bezanson, 1985). Selye's research is now a legacy, as he died in October, 1982.

To Lazarus (1981), the stressors or "demands on the person which tax or exceed his adjustive resources" (page 10) result in stress. The leadership responsibility of dealing with stress-related human behavior is viewed as a main incentive for continuing research about stress and coping (Lazarus & Folkman, 1984, p. 375). Richard Lazarus is influential as a major contributor to stress theory

in academia at the University of California, Berkeley, as well as in clinical research (at the Berkeley Stress and Coping Project).

Meichenbaum and Jaremko (1983) edited a review of the literature on stress, psychosocial stressors, and psychosomatic disorders. They concluded that incorporation of a variety of strategies, especially "stress inoculation," can be used to reduce anxiety and lead to a more adaptive coping response (p. 102). Implications for educational leadership might be: adaptive coping skills being taught in leadership training programs, perhaps integrated into adult development coursework; knowledge of a variety of interpersonal strategies for use in potential stress situations; and, sensitivity to individual and situational differences as a characteristic of effective leadership in educational organizations. The exclusive emphasis on stress inoculation for stress reduction and prevention should be noted as a limitation to Meichenbaum and Jaremko's otherwise valuable contribution to theory and practice (Feuerstein, 1984).

Titles of currently available literature reveal a wide diversity of topics dealing with stress. For example, such publications include: Man under Stress (Welford, 1974), Stamp Out Stress (Vairo, 1979), Cave Time: How to Survive in a Civilized World (North & Crittenden, 1980), Stress Power! How to Turn Tension into Energy (Anderson, 1981), Women under Stress (Morse & Furst, 1981b), Kicking Your

Stress Habits (Tubesing, 1982), and Technostress: The Human Cost of the Computer Revolution (Brod, 1984). Titles also reveal a diversity of specialized topics: Tiger Juice: A Book About Stress for Kids (Bedford, 1981), The Stress Foodbook (Dean, 1982), Prayer Power and Stress Management (Bedford, 1983), Coping with Family Stress (National Mental Health Association, 1985), and even Stress Reduction for Mormons (Turpin, 1983). These examples, attesting to a variety of approaches, demonstrate the interest in, as well as recognition of, stress.

This recognition of, and interest in stress has created a unique market in our society for stress-reduction aids. For example, currently available books include Professional Burnout: A Personal Survival Kit (Spaniol & Caputo, 1979), Managing Stress Before it Manages You (Steinmetz et al., 1980), and A Guide to Managing Stress (Health Information Library, 1986). Tapes for personal and professional education include Stress Control Techniques (Bramhall, 1986), Easy-Ed Cassette Seminars (Contemporary Learning, 1986), and Twenty-Minute High Energy Workout for Stress Reduction (Warner Audio, 1986). Workshops are offered for health professional re-licensure credit and continuing education units: New Frontiers in Stress Management (Bresler, 1986), Stress Management for the Health Care Provider (Nidorf, 1986), and Coping Positively with Stress: From Obstacle to Opportunity (O'Neil, 1986). Self-testing stress level kits (Barrios, 1985; North & Crittenden, 1980),

as well as over fifty professional and home rental videos-- such as Less Stress in Five Easy Steps (Mood Associates, 1984)--and computer programs (Stress Test, Ohio Department of Mental Health, 1980) are also available.

The recognition of stress is also related to the changing nature and scope of illness within our society (Khalsa, 1985). With the availability of antibiotics and other therapeutic interventions, infectious disease rates and previous leading causes of death have declined. The current leading causes of death within the United States-- cardiovascular disease, cancer, pulmonary disease, and diabetes--are at least part behaviorally based and stress related (National Center for Health Statistics, 1985). In addition, research evidence supports a relationship between stress and a higher death rate after heart attack in patients who report high levels of stress, between stress and "silent" heart attacks, acute ulcerative necrotizing gingivitis (gum disease), asthma, high blood pressure, psychosomatic ailments, ulcers, pre-menstrual syndrome, and some forms of arthritis (Crosby, 1984; Girard, Arthur, & Reuler, 1985; Karasek, Russell, & Theorell, 1982; Locke, 1982). In summary, review of current health science literature increasingly documents stress as being related to the pathogenesis of many illnesses.

As has been studied and well described in the literature, epinephrine and other hormones are affected by psychophysiologic stress. Although results of animal

studies cannot be totally extrapolated to humans, there is reasonable evidence from well-conducted research that lymphoid organ atrophy follows chronic stress, with an increased rate of infection, and a complex stress-immunosuppressive effect. It is this alteration in, or suppression of the immune system that is thought to be contributory to the stress-related and behavioral aspects of disease causation (Bammer & Newberry, 1981; Selye, 1983; Thompson, 1986; Wakeman & Mestayer, 1985).

This interest and concern with stress issues is also reflected in general and specialized periodicals, such as those entitled "Journal of Health and Social Behavior," "Journal of Human Stress," "Journal of Occupational Medicine," and the "Journal of Psychosomatic Research."

Beehr and Bhagat (1985), after an extensive review of selected research, edited an integrated perspective of occupational/organizational stress. They and their contributors, suggesting that stressors may be regarded as either positive (enhancement) or negative (disruptive), viewed job stress as an interaction of the worker with job related factors that change (enhance or disrupt) his/her mind and/or body normal functioning.

Stress has also been defined in terms of the organization, as well as the individual, by Cooper and Marshall (1980). They indicate that stressors--such as work overload, role conflict/ambiguity, or poor working conditions associated with a particular job--comprise those

negative environmental factors known commonly and collectively as "occupational stress."

Thus, stress can be detrimental, and the basis of stress-related physical and/or mental disturbances, if it lasts long enough to cause tissue damage or if demands exceed one's coping abilities. Yet, stress can be positive when it motivates one to strive for higher achievement, i.e., Selye's concept of "eustress" (Shostak, 1980). That the ability to cope with a demand determines its good or bad outcome, and that stress means different things to different people, requires the anticipation, and prevention or management, of stress-related problems.

Since it is not always possible to anticipate or prevent stress, a body of literature has developed from that dealing with the general role of stress (Warshaw, 1979). The sources of stress within the work setting, how stress affects the organization and its personnel, and how to recognize and cope with stress reactions, can be summarized from occupational stress research and publications (House, 1981; Levi, 1981a; McLean, 1979; Moss, 1981; Schuler, 1980). In the following section, facets of job stress will be reviewed from different perspectives and faculty-role stressors in higher education will be addressed.

Occupational Stress in Higher Education

In Work Stress, McLean (1979) summarized technical job stress research to create a practical framework for

understanding the major variables of corporate stress. The broad social context, ever-changing individual vulnerability and stressful events or conditions at work, were linked with the dynamics of psychosomatic reaction within social groupings. Useful information for educational leadership can be drawn from McLean's content. For example, he emphasized the need for support systems, personal stress management, and presented a checklist method of self-assessment.

Also emphasizing the need for recognition of stressors within the work setting, Warshaw (1979) described change as a stressor. In Stress Management, leadership is cited as being crucial to any attempt to ameliorate the effects of change or other stressors on individuals, on groups, and on the organization as a whole.

Other publications that provide theoretical and practical information on occupational stress include Work Stress and Social Support (House, 1981), proposing that leadership should guide efforts to enhance social support as a buffer to the impact of stress on health; Preventing Work Stress (Levi, 1981a), integrating interdisciplinary ideas (mainly from Scandinavian and European research) for promotion of well-being and productivity through reduction of work stress; Management Stress (Moss, 1981), identifying managerial stressors as being (1) a new management team, (2) a heavier workload, or (3) an unanticipated change in organizational structure; and,

Job Stress and Burnout: Research, Theory, and Intervention Perspectives (Paine, 1982), synthesizing contributions on stress in the work environment from historical, social, political, and economic perspectives.

It is interesting to note that occupational as well as educational literature cites basic stress research as a shared basis of evidence. For example, Cooper's (1983) edition of Stress Research: Issues for the Eighties is referenced in the majority of the occupational stress and higher educational periodical literature reviewed.

Occupational stressors unique to the faculty-role (of research and teaching) in higher education seem to have two distinct sources (Finkelstein, 1984). There is the stress generated by institutional structure, defined as the "fluctuations of circumstances that attend the natural unfolding of the academic career" (p. 142), also documented by Baldwin (1979) and Rice (1980) in studies of professional careers. Young, untenured faculty seem especially susceptible to this type of stress. The other source is organizational and involves placing excessive or incongruent demands on faculty. Finkelstein's The American Academic Profession (1984) is a model of synthesis methodology. An interdisciplinary synthesis of social inquiry since World War II, he presents a readable and useful conceptualization of the evolution of the modern academic role. His synthesis of publication on the stresses and satisfactions faculty experience in the work role:

While there appears to be no relationship between job satisfaction and productivity in industrial settings, the available evidence suggests that in academic settings the relationship is problematic and unclear, at best. . . . To the extent that faculty are able to control their work assignment, they are satisfied and their performance appears to mirror their internal professional standards; to the extent that they cannot, stress appears to ensue. (pp. 148-149)

Furthermore, there are the particular stressors of being a "token" faculty member within higher education:

Quite beyond the conflicts generated by divided loyalties to the profession and to the family and community, women and minority faculty, single and married, are subject to the additional stress of frequently being the only one of their kind in a department. (p. 215)

Whereas these may be stressors in general higher education departments, nursing education is female-dominated (Davis-Martin, 1984); thus, the three percent male minority among United States registered nurses (Bridger, 1986a) may be subject to this special stress in a unique reversal of Finkelstein's observation.

The relationship of stress to the general faculty role in higher education is further described by Greenberg (1984) as being inherently frustrating despite the

challenges and rewards of education. He cites as common stressors: the strains that accompany the effective education of others, criticism from the media and government, teacher evaluation systems, inconsistencies in policies and procedures, and working within the framework of the educator's labor organization or professional association. In Stress and the Teaching Profession (1984), Greenberg encourages educational leaders to use stress-management strategies for themselves and their employees/followers:

An individual who is prepared to cope with the stresses and strains of the job is better able to plan, implement, and evaluate tasks. She or he will approach the job more realistically and will respect his or her own limitations as well as the limitations of the system. He or she will communicate more freely and openly and will have a more positive attitude. Home and personal life support rather than conflict with professional life. The opposite is also true as professional life enhances personal and family life rather than interferes with it. The individual will better meet the commitment to students, helping them to learn, seek, and grow--the foundation of education. (p. 167)

To write a synopsis of recent literature on faculty-role stress, complex issues must be considered: teacher stress and burnout, exploration of specific stressors,

professional and adult development and their various stages in individual faculty members, faculty competence, educational leadership effectiveness, problematic research designs resulting in diverse and perhaps conflicting data, and various instrumentation (The Teacher Events Stress Inventory, Job Related Tension Index, The Maslach Burnout Inventory) to measure occupational strain as a function of role and life stresses (Phillips, 1983; Reynolds, 1986; Sarason & Spielberger, 1981; Schnacke et al., 1985; Schwab & Iwanicki, 1982; Sethi & Schuler, 1984; Shakeshaft, 1980; Simpson, 1984; Singer, 1975; Smith, 1982). Factors appearing in these publications, as contributory to stress in higher education, are "publish or perish" pressures, large classes, low salaries, student attitudes, declining public support, and the faculty member's perception of self as well as of the academic profession.

The concern for quality within the academic profession has been strongly stated (Bowen & Schuster, 1985; Carnegie Forum's Task Force on Teaching as a Profession, 1986; Fletcher, 1986). The American Association of University Professors (1986) is seeking guidelines for retention of high-quality faculty members and is addressing such issues as "the anticipated shortage of qualified professors, training for college teachers, faculty development, mid-career demoralization, and early retirement" (p. 23). General collegiate faculty, as well as faculty in nursing education, must compete with peers for tenure and promotion;

are expected to do research, effective teaching, and community service simultaneously. In short, "the American professoriate is suffering from a bad case of stress" (McMillen, 1986a, p. 27). The attention of educational leadership to the stressors affecting the faculty-role may well, in turn, affect the questioned quality within higher education (Dingwall & Lewis, 1983). That is, literature about the search for excellence in higher education clearly implies that leadership concern with identification and modification of psychosocial stressors may moderate the impact of stressful events on the individual faculty member.

Faculty-Role Stress in Nursing Education

Of the nearly two million licensed registered nurses (RNs) in the United States, over 40,000 or 2.7% are employed in nursing education (Bridger, 1986a). It is apparent from the literature that multiple stressors exist within the nursing faculty role. For example, Hinds et al. (1985) categorized these stressors as being related to academic, administrative, clinical, and classroom role components (p. 63). Specifically, baccalaureate faculty members identified the following in rank order of most to least stressful, number one (1) being perceived as most stressful:

<u>Role components</u>	<u>Faculty-identified stressors</u>
Academic	1. Meeting deadlines.
	2. Participating in team-teaching.

3. Meeting research requirements of academia.
 4. Maintaining own teaching, clinical and research skills.
- Administrative
1. Dealing with faculty reluctance to share an added workload.
 2. Dealing with incompetent faculty in any job-related aspect.
 3. Dealing with nonsupport by faculty members of a group decision.
 4. Understanding the chain of command and lines of responsibility.
- Clinical
1. Deciding between meeting a patient's vs. a student's needs.
 2. Providing objective, accurate and quick evaluations of students.
 3. Providing enough individual supervision for each student.
 4. Dealing with conflicts between a student and staff member.
- Classroom
1. Developing innovative methods for presenting classroom content.

2. Constructing "good" test questions.
3. Listening to peer faculty present content poorly or inaccurately.
4. Conducting test discussion with students. (p. 66)

This study concluded that the identification of stressors (a) assisted in defining causative factors, (b) contributed to problem solving and altering work situations, and (c) resulted in positive impact upon faculty performance and role satisfaction (pp. 63 and 67). That this study involved only one group of faculty (n = 9) in one baccalaureate setting, and as there is no published review of the literature on job-related stress in nursing education, the need for synthesis of research must again be emphasized.

Therefore, the review of literature for this section, on faculty-role stress in nursing education, will consist of an overview of the faculty role as revealed in general and nursing education literature.

Because of the different types of programs that prepare nurses, a brief explanation may lessen confusion. Historically, there have been three types of programs that enable a student to become eligible to take a state board examination for licensure as a registered nurse (RN): diploma programs, of three years training, affiliated with

hospitals that grant diplomas rather than degrees; associate or two-year programs, usually associated with a degree-granting junior or community college; and four-year or baccalaureate degree programs affiliated with a college or university.

Nursing education began as apprenticeship training in hospitals. From 1910 to 1920, medical education secured its ties for physician training within higher education. No such rapid change occurred with nursing education. Over the years, enrollment has gradually shifted from diploma to associate and baccalaureate programs. In 1965, 77.3% of graduating nurses received their basic preparation in diploma programs, 7.2% from associate degree, and 15.5% in baccalaureate programs (Layton, 1982). Also in 1965, the American Nurses' Association (ANA) drafted its first position paper stating that all education for nurses should take place within educational institutions (ANA, 1966). From 1965 through 1985, the period of time this study covers, nursing education has moved from apprenticeship to an academic base, with the majority of graduates being from baccalaureate programs (National League for Nursing, 1985). In 1985, North Dakota and Maine became the first states to standardize nursing education requirements, making it law that baccalaureate education is needed for state licensure as RNs (American Nurses' Association, 1986; "North Dakota Board," 1986); associate degree programs will lead to practical or vocational nurse (LPN or LVN) licensure,

and hospital diploma programs will be phased out ("North Dakota Standardizes," 1986).

The faculty role in nursing education has similarly evolved. From hospital training and dependency upon the physician, the nurse educator has evolved to an autonomous professional, a contributor to an emerging body of knowledge, in a nurse-controlled program within higher education (Brooks & Kleine-Kracht, 1983; Crossen, 1986).

This faculty role and its stressors may be clarified by attention to constraints, issues, and trends in nursing education literature.

The faculty member in nursing education faces educational as well as health care organizational constraints. The National League for Nursing (NLN, 1983) and the American Nurses' Association (ANA, 1984) set criteria and standards for the academic and clinical education of nurses. In addition, regional planning bodies such as the Western Interstate Commission for Higher Education (WICHE), health agency and higher education accreditation requirements, and state licensing boards such as the State of California Board of Registered Nursing (BRN), all regulate or in some way influence nursing education, and thus, the faculty role (Mallison, 1986). These constraints are considered accountability stressors by some faculty members (Charron, 1985).

Role issues relevant to health professionals have been noted as including ambiguity, conflict, incompetence,

incongruity, overload, and overqualification (Matthews et al., 1985; Russo, 1980). Examples applied to nursing education include the use of faculty in clinical settings outside their area of expertise; the unwarranted assumption that faculty should be able to teach in any or all areas of nursing education; usual academic pressures related to teaching, research and publication, and service, as well as relevant and recent clinical practice; pursuing advanced degrees yet working in settings limiting or misusing nurses' skills; inadequate individual preparation for practice or academic team teaching situations; tolerating a variety of interpretations about performance; and setting priorities and meeting demands relating to personal and/or professional self, students and the teaching-learning process, patients and their families, other health care professionals and academicians, as well as health care and educational organizational demands (O'Shea, 1986; Reid, 1980; Sheahan, 1980; Smith, 1979; Sutterly & Donnelly, 1982). The implication for educational leadership clearly seems to be emphasis upon processes to lessen, or facilitate adaptation to, role stressors. That is, this literature suggests that those in positions of leadership within the educational organization may effect modification of the faculty stressors, and thus, enhancement of the teaching-learning process.

Perhaps the most dramatic of the trends affecting nursing education is the interfacing of technology with

the nurse and client/patient relationship, or the accelerating "third wave" as Toffler (1980) describes it. Use of sophisticated instrumentation--from electronic monitoring of the birth process, non-invasive yet diagnostic magnetic imaging of internal tissue, to a machine (gas-phase protein sequenator; University of Southern California, 1986) that can synthesize genes for individualized cancer treatment--enhances patient care and reaffirms the purpose of nursing: to care, bring comfort, and promote wellness through "the diagnosis and treatment of human responses to actual or potential health problems" (ANA, 1980, p. 9).

Academically, technology such as computer simulations for student teaching reduces student learning anxiety and reduces the risk to actual patients as well as faculty professional liability (Abbey, 1985). Yet, clinical and academic technology necessitates faculty development and a non-static curriculum for its inclusion. Change as a stressor has been noted earlier in this review. The need for professional continuing education for re-licensure, faculty development for relevancy within a non-static field, and the block or integrated curricula unique to nursing education, are all noted in current literature as potential faculty stressors (Scully, 1980; Sheard, 1980; Stevens, 1985).

Nursing is a profession which in the past has applied theories from multiple disciplines and is now evolving its

own theoretical body of knowledge. This is reflected in the trends toward increased research and publication by nurses (DeTornyay, 1984) and in the forging of new relationships with physicians and patients. The former doctor and nurse, or healer and handmaiden/assistant, image is being replaced by a contemporary collegial relationship (Purtilo, 1984). The nurse-patient relationship of the past is being replaced by an independent professional interacting with an active participant or "consumer of nursing services" (Ringold, 1985).

Summary of the Literature Review

The literature reviewed has given an overview of current knowledge and speculation regarding faculty-role stress. The non-dissertation literature on the general role of stress acknowledges the harmful effects of unchecked stress as well as the positive aspects of alleviating stressors. The relationship of stress to the faculty-role in higher education remains a dilemma: current literature cites the faculty role of striving for excellence in the teaching-learning process within the reality of complex and often stressful educational organizations as a primary source of strain, tension, dissatisfaction, and burnout as well as a source of challenge, meaning, reward, and opportunity.

Beyond the dilemma common to faculty within higher education settings, the stressors unique to the faculty-role in nursing education appear in the literature as being

related to the necessity of combining academic with clinical roles. These faculty roles take place within diverse helping or human service organizations, including educational as well as health care delivery settings.

Multiple stressors related to the faculty-role in nursing education have been documented. These stressors involve professional discipline constraints, role issues, and current trends within clinical and academic systems. It is clear that work, stress, and health are linked. Leadership within nursing education should therefore emphasize processes to lessen, or facilitate adaptation to, these stressors.

In the following section, material related to the conceptual basis of this study will be reviewed.

Conceptual Framework

The general framework for this study was derived from stress theory, based on the research of Selye (1978) and Lazarus (1981). From their broad overviews of stress reactions within individuals, stress occurring in the work setting was drawn as the theoretical link to this study on faculty-role stressors in nursing education.

To operationalize this framework, synthesis methodology will be discussed as the appropriate approach to integrative research.

In addition, within the following sections, concepts useful in guiding education, research, and nursing practice will be addressed. A broad theoretical framework as well

as a multi-conceptual approach are necessary to encompass the dynamic changes that have occurred in nursing education, leadership studies and research over the last two decades (Griffith-Kenney & Christensen, 1986).

Synthesis as Research

As evidence accumulates from studies, a time comes to synthesize findings. To Pillemer and Light (1980), who identified several ways of systematically extracting information from a group of related studies, a key ingredient of a strong synthesis is attention to detailed features of each study: who participated in what setting, with what exact educational program or treatment. Knowing such details is cited as a prerequisite to explaining conflicting outcomes and making fullest use of the varied information the studies offer.

In a later publication, Light and Pillemer (1982) argue that qualitative information is equally as important as quantitative for explaining conflicting or puzzling outcomes. When synthesizing results of independent research studies, difficulty in drawing overall conclusions can be reduced by combining numbers and narrative. That is, the authors suggest that knowledge about educational complexities can be maximized by specific strategies: quantifying descriptive reports, presenting quantitative outcomes narratively, and/or allying statistical and descriptive evidence while maintaining the integrity of each.

The methodology and value of dissertation research synthesis have been demonstrated in studies such as those by Veenker (1963), Saffer (1984), Armitage (1985), and others.

Edited by Veenker (1963), a random sample of United States public school districts resulted in the School Health Education Study entitled Synthesis of Research in Selected Areas of Health Instruction. No attempt was made by the authors to evaluate the quality of the research studies included, but the resulting synthesis is acknowledged by professionals in the field as (a) fulfilling the stated need for a review of completed research, (b) a helpful resource for health educators, and (c) evidence to support the continuing need for programs of basic and action research.

As her dissertation research at Hofstra University, Saffer (1984) synthesized the dissertation literature on stress in educational administration. The method of synthesis consisted of a systematic effort to evaluate the literature. Strategies included listing the factors that had shown an effect on a dependent variable, tallying types of relationships between variables, and computing averages for relevant statistics. A content analysis was done on forty-four dissertations to (a) identify and compare research themes, (b) determine the quality of the literature, (c) integrate the dissertation findings within the identified research themes, and (d) formulate

suggestions for future research efforts. Synthesis revealed that sampling procedures were consistently the weakest aspects of the content analyses (p. 92).

Saffer found that educational administrators who were subjects of the research studies perceived 70% of the stress in their lives to be work related. Saffer's conclusions about dissertation research support the need to synthesize dissertations. Such synthesis gives value to past research and formulates guidelines for future research.

For the purpose of adapting science and technology to the needs of developing countries, Armitage (1985) synthesized over two hundred publications relating to forestry. His synthesis process included acquiring and reviewing relevant publications from the United Nations, meeting with regional and international (forestry) experts before preparing a draft document, revising the draft on the basis of (a) peer reviews, (b) his own expertise and experience, and (c) comments and issues raised during public presentation of the draft at professional meetings. Undertaken as a project for Canada's International Development Research Centre, the synthesis--in book form--serves as a guide for decision-makers in various countries.

As a methodology, synthesis was used by Kulik and Kulik (1984) to research the effects of accelerated instruction on attitudes and social adjustment. By integrating results of older correlational studies with a meta-analysis of newer studies, the synthesis suggested

that students accelerated to higher grades not only (a) out-perform students of the same age and ability who are not accelerated, and achieve as well as equally gifted older students in the higher grades, but also (b) are equally successful later in life. Meta-analysis revealed (a). Synthesis provided the integrated knowledge of (a) and (b).

Through synthesis of published as well as unpublished studies relating to improvement of reading in the social sciences, Wade (1983) resolved apparent conflicts among studies. She concluded that:

Systematic critical reviews are needed in all areas of educational research to draw conclusions and suggest directions for future research. Without them, researchers may continue to argue that results are inconclusive and propose studies that very nearly replicate what has already been done, instead of exploring new research questions and types of data collection. Or, considering empirical research of this kind to be outmoded and unsophisticated, they may simply discard it, thereby throwing away valuable data that can reveal what works and does not work in the classroom. (p. 487)

In this section, studies demonstrating synthesis as a valuable research methodology have been reviewed. The review included synthesis methodology in book form (Armitage, 1985; Veenker, 1963), as a dissertation design

(Saffer, 1984), as a research approach combined with meta-analysis for publication in the journal Educational Leadership (Kulik & Kulik, 1984), and as overviews of educational research (Light & Pillemer, 1982; Pillemer & Light, 1980; Wade, 1983).

Multi-Conceptual Approach

Recognition of stressors, and stages in stress management, according to Hamberger and Lohr (1984) involve education (e.g., the nature of stress and its stressors), how stressors affect different people in different ways, and the application of coping strategies to identified stressors. Thus, a multi-conceptual approach was deemed necessary for this study (Mitchell & Lousteau, 1981).

Because this study synthesized the dissertation research from 1965 through 1985, relating to faculty-role stressors in nursing education, the conceptual framework needed to encompass the changes that occurred as nursing education made the transition from hospital based training to institutions of higher education. Stress theory, because it has been repeatedly tested and supported, provided the theoretical basis. Drawn from the theoretical link of stress in the work setting, concepts utilized in this study must describe the interrelationships of the faculty-role, stressors, and the teaching-learning process within nursing education. Concepts drawn from role and systems theory, applicable for viewing the interrelatedness and interdependencies (Von Bertalanffy, 1968), included

adaptation (Roy, 1981), leadership (Bernhard & Walsh, 1981), nursing education (Fitzpatrick & Whall, 1983; George, 1985), and integrative methodology/synthesis (Cooper, 1984).

This multi-conceptual approach is also broad enough to be useful for viewing the hierarchy of health care delivery and educational systems, as well as psychosocial and physiological aspects of stressors, individual responses, and coping.

Summary of the Conceptual Framework

A broad theoretical framework as well as a multi-conceptual approach seem warranted/necessary to encompass the dynamic changes that have occurred in nursing education, leadership studies and research during the two decades (from 1965 through 1985) encompassed by this study. The value and methodology of dissertation research synthesis have been demonstrated by reviewing various formats within interdisciplinary literature. Synthesis methodology, structured as a non-experimental research design, is conceptualized as being a multi-task process demanding systematic rigor of the researcher(s).

Chapter Summary

This chapter, the literature and conceptual framework review, synopsis the literature related to the study problem. Familiarity with the methods, measures and approaches used in previous research on occupational stress in nursing has been demonstrated. A detailed summary is given of the theoretical frameworks which are pertinent

to this study. How the synthesis builds on previous research and conceptual issues has been shown. This chapter also specifically addressed the general role of stress, stress in occupations within higher education, and role stressors of nurse educators, as well as concepts utilized to integrate and interpret the data synthesized in this study. Relevance to educational leadership was implied throughout the chapter.

Chapter III

RESEARCH DESIGN AND METHODOLOGY

This chapter documents the investigative procedures undertaken for the research issue, that of synthesizing the dissertation research on faculty-role stressors in nursing education. The study plan documentation includes the research design, criteria used to determine validity and reliability, pilot study description, and synthesizing strategies/methodology necessary for response to the research questions.

Investigative Procedures

This study synthesized the dissertation research on faculty-role stressors in nursing education, from 1965 through 1985. By 1965, (a) the National Library of Medicine provided centralized access to the biomedical literature (National Library of Medicine, 1984, p. 43), (b) nursing education made the transition from hospital-based to higher education settings (Bullough & Bullough, 1967), and (c) a body of basic stress research had been published (Selye, 1980b); thus, 1965-1985 (d) allowed a reasonable span of time (20 years) for that faculty-role to emerge in the literature (Bush, 1985).

Because integrative review of independent studies links different levels of analysis, the appropriate

research design is non-experimental (Kellerman, 1984, p. 131).

Criteria used to document design and methodology validity and reliability were drawn from the broad theoretical framework as well as from the multi-conceptual approach deemed necessary for the scope of this study. The conceptual framework was addressed in the preceding chapter (Chapter II). Criteria included attention to (a) conceptual validity as evidenced in a non-experimental research design intended to encompass concepts of adaptation to stress, leadership in educational settings, role responsibilities of academic and clinical teaching, and other concepts presented in the independent studies comprising the sample of dissertations selected for this study; (b) external validity, as robustness or generalizability, established by including the scope of nursing education programs within higher education--that is, the diverse programs from community college through university levels, that lead to licensure for nurses and as defined for this study (Chapter I)--and as appeared in the selected dissertation literature; (c) methodological validity, by replication of guidelines published by Cooper (1982 and 1984); and, (d) content validity by use of author-generated wording in synthesis methodology.

Validity, as reliability or value, has been considered in the Statement of the Issue (Chapter I) of this study. The significance of the study has been defended as being

relevant to both the profession of nursing and the field of educational leadership. The variables studied have been conceptually defined, and assumptions and limitations have been stated within Chapter I. Issues relating to methodological validity have been examined by Cooper (1982) and others. To protect the validity of this synthesis, Cooper's guidelines for the integrative review research process have been adhered to. For example, clear criteria for selection of dissertations were established, threats to validity were considered and dealt with in a pilot study, and strategies for the synthesis process--as outlined in the following section--should be easily reproducible.

To provide an overview of the literature as a basis for this study, several retrieval systems were utilized. These systems included the Educational Resource Information Center (ERIC), International Nursing Index (INI), Medical Literature Analysis and Retrieval System On-Line (MEDLINE), the National Health Information Clearinghouse (NHIC), and Social Science Citation Index (SOCIAL SCISEARCH). Although INI indexed more nursing journals than the other systems, coverage of the literature seemed limited when bibliography outputs were compared. Inconsistency and/or error in computerized bibliographies made access of the literature difficult at times. SOCIAL SCISEARCH helpfully indexed journals not usually included in nursing collections. The ERIC system seemed to have the most accurate indexing capability for nursing education and educational leadership

topics. MEDLINE produced the most complete retrieval results for nursing as well as non-nursing topics. Supplemental manual search was necessary to access material published before 1965, as well as for newspaper articles and non-periodical literature. The resulting overview is provided in the Literature Review and Conceptual Framework (Chapter II).

As a pilot study of proposed synthesizing strategies, an initial overview of relevant dissertations was made. Acknowledging that a systematic review of research can integrate diverse findings and concepts into a useful and coherent whole, a dissertation search was made for the pilot study. Through computer search, manual re-check of dissertation listings, and use of key words and author-generated abstracts, studies relevant to faculty-role stressors in nursing education were selected for the pilot study.

The literature search for the pilot study included use of Comprehensive Dissertation Index, Dissertation Abstracts International, Doctoral Research in Education, Index to American Dissertations, and Microforms International: Nursing. Key words included (generally) education and health sciences, and (specifically) higher education, health education, nursing education, occupational/work-related stress, synthesis, and administration and leadership in both higher education and nursing education, as well as faculty and sociology

of higher education (Sahli, 1985). Utilizing criteria specific to faculty-role stress in nursing education, 25 research studies were found in dissertation listings for pilot study use.

The pilot study revealed use of diverse terminology as well as findings and implications of value to faculty and those in educational leadership positions. The 25 dissertations reviewed for the pilot study covered a broad spectrum of topics that related more to academic than to clinical faculty-role stressors. Whether termed sources of tension, determinants of burnout, role strain, or job dissatisfaction, the stressors nursing faculty identified most often became apparent by use of synthesizing strategies. The pilot study ascertained the relevance of the proposed research questions, design and methodology. Such a "trial run" allowed, also, for the doctoral candidate/researcher to heed the formative evaluative comments of the dissertation committee members. The data received in the pilot study proved conceptually sufficient for clear response to the research questions.

As a result of the pilot study endeavors, the limitations for this study were clarified, and the methodology outlined as follows:

1. Do computer as well as manual re-check of literature retrieval sources (Saba, 1985) to (a) include all dissertations relevant to faculty-role stressors in nursing education, (b) from 1965 through December 1985,

and (c) within the limitations listed for this study. The major computer resource utilized was MEDLINE, the data base that the National Library of Medicine (NLM) provides on-line under a Congressional mandate to act as the central resource for the existing national biomedical information system; the software package, Grateful Med, was found to be helpful in reducing MEDLINE access costs, and in allowing the user to review the search results off-line. The MeSH headings, key words attached to an article or dissertation by professional indexers to permit more effective retrieval (NLM, 1984), used for the comprehensive search included: Education, nursing; Faculty, nursing; Role; Stress, psychological; and Teaching. In addition, database specialists of University Microfilms International used DATRIX Direct, a computerized search and retrieval system specifically for dissertations, by subject classification (Nursing, education), topic specificity (faculty-role stressors), and keywords likely to appear in the titles; the keywords included alphabetic, numeric, and alphanumeric terms to encompass relevant dissertations from 1965 through 1985. The citations accessed corresponded with those generated by MEDLINE, and included dissertations accessed from manual search of bibliographies (of the 25 dissertations used in the validating pilot study).

2. Forty-six dissertations were located, and are believed to comprise the entire body of dissertation literature relevant to faculty-role stressors in nursing

education, written between 1965 and through the year 1985. The sample was proposed to include all, or at least 45 to 50 dissertations, as met criteria outlined in Chapter I. That is, the sample for this study included selected dissertations as based on the criteria of being specific and relevant to faculty-role stressors in nursing education within higher education in the United States. Rationale for determining the number of dissertations to be included in the sample was based on Steel and Torrie (1980) citing "a better impression of the overall picture" is given (p. 114), an ample scope of studies is provided, and the power of synthesis results is increased, when sample size is equal to or exceeds forty.

3. Locate and access full-text or microform copies of the dissertation literature selected for this study (Collen & Flagle, 1985) with attention to time constraints for completion of this doctoral dissertation endeavor. Full-text copies were attained by interlibrary loan, microfiche purchase, or by personal and professional networking acquisition. This acquisition step proved to be more costly and time consuming than originally proposed. The final date for acquisition requests was September 1986, as this 9-month period allowed for dissertations completed as of December 1985 to appear in literature retrieval resource listings.

4. Utilize strategies of concise and accurate summarization, descriptive statistics, and content

integration as means of synthesis. Strategies of synthesis were in replication of guidelines in scientific publications. Content validity was assured by the in-depth review of full-text copies of the 46 dissertations comprising the sample for this study, by the use of information in the author-generated abstracts and full-texts, and by replicating published studies using synthesis methodology (Avalos & Haddad, 1981; Cooper, 1982 and 1984; Finkelstein, 1984; Hunter, Schmidt, & Jackson, 1982; Pillemer & Light, 1980; Saffer, 1984; Serafica, 1982; Swofford, 1978). The process of synthesis and the presentation of the study was also guided by the dissertation committee.

5. Complete study (a) in conjunction with dissertation committee expertise and guidance, (b) in form consistent with the Publication Manual of the American Psychological Association (1983), and (c) following procedural guidelines as outlined for the University of San Diego doctoral program in Educational Leadership.

In summary, the selected sample was limited to research relating to collegiate and university nursing education within the United States. The scope of diverse nursing programs within higher education was included, where they appear in the literature. Dissertations not written between 1965 through 1985 were not included. Dissertations relating to nursing education not affiliated with collegiate or university settings, and international studies without

implication for United States nursing education, were considered beyond the limitations of this dissertation synthesis. As described in this chapter, the study methodology is also presented as a flow chart in Figure 1.

Summary

This chapter has described the efforts to structure the study issue into a research format. A non-experimental research design, utilizing integrative research-review methodology, facilitated a conceptually useful synthesis of the dissertation research on faculty-role stressors in nursing education. Evidence of validity of the investigative procedures included a pilot study. Research design literature was cited to support the methodological decisions.

Figure 1. Flow Chart of Synthesis Methodology

Chapter IV

RESEARCH FINDINGS

In this chapter, the dissertation content studied will be summarized, described, analyzed, and integrated. References to authors and dates in this chapter refer to the dissertations listed in Appendix A.

Sample Overview

Summarizations and descriptive statistics provide an overview of the sample; that is, of the dissertations research selected for synthesis. Accuracy of summarization was ensured by use of author wording from the full-text copies and abstracts of the dissertations.

In a literature search covering the years 1965 through 1985, forty-six (46) dissertations were found that met study criteria outlined in Chapter III of this study. Each of the 46 dissertations dealt specifically with faculty-role stressors in nursing education. A listing of the dissertations, in alphabetical order by author surnames, comprises Appendix A.

The authors are predominantly female. In fact, only one of the forty-six dissertations was authored by a male (Fain, 1985).

Table 1
Dissertation Research by Year of Completion

Year	Author/degree	Number per year
1965-1968		0
1969	Burns, EdD; Johnson, H., PhD; Passos, PhD	3
1970	Johnson, B., PhD; McCord, PhD; Middlebrook, EdD	3
1971		0
1972	Milligan, EdD	1
1973		0
1974	Jamann, EdD; McKee, EdD	2
1975	Marriner, PhD	1
1976	Dauria, EdD; Dunagan, EdD	2
1977	Chapman, PhD; Eisenhauer, PhD	2
1978	Campbell, PhD; Donahue, PhD; Fielo, EdD	3
1979	Smith, EdD	1
1980	Fields, EdD; O'Shea, PhD; Pugh, PhD; Rapson, PhD	4
1981	Elliott, EdD; Gaston, PhD; Goe, EdD; Werner, EdD	4
1982	Bomar, PhD; Lapkin, EdD; Poindexter, PhD; Woodtli, PhD	4
1983	Blanks, EdD; Minutilla, PhD; Murray, EdD; Parascenzo, PhD; Venn, PhD	5
1984	Bahrawy, EdD; Dick, PhD; Fong, PhD; Johnston, EdD	4

1985 Bedsole, EdD; Bowles, EdD; Durand, EdD: 7
 Fain, PhD; Hassell, PhD; Juhl, PhD;
 Skalak, EdD

Range: 1969 to 1985

Degrees: EdD = 22; PhD = 24 Total: 46

By year of completion, as shown in Table 1, the dissertations ranged from 1969 through 1985. More than half (36 out of 46) were completed during the past decade.

The length of the dissertations, as shown in Table 2, ranged from 100 to 324 pages, with an average length of 190 pages. Dissertations (22) written for the doctorate in education degree (Ed.D.) had an average length of 183 pages and the Ph.D. studies (24 out of 46) averaged 196 pages.

The degree granting institutions, as shown in Table 3, totaled thirty-eight (38) for the 46 dissertations.

The purposes of the dissertation research, as shown in Appendix B, were diverse and broad. Although each dissertation dealt with faculty-role stressors, use of author-generated wording regarding purpose(s) of the research revealed that all (46) studies used wording related to faculty and nursing education, but only three (Fields, 1980; Bomar, 1982; and Lapkin, 1982) used specific "stress" or "stressor" terminology. Terminology most frequently used included satisfaction and dissatisfaction in the work setting(s), areas of conflict, determinants of burnout, or wording such as sources of role strain.

Table 2
Length of Dissertation

Author/date	Degree	Pages
Bahrawy, 1984	Ed.D.	234
Bedsole, 1985	Ed.D.	280
Blanks, 1983	Ed.D.	189
Bomar, 1982	Ph.D.	216
Bowles, 1985	Ed.D.	143
Burns, 1969	Ed.D.	182
Campbell, 1978	Ph.D.	183
Chapman, 1977	Ph.D.	249
Dauria, 1976	Ed.D.	181
Dick, 1984	Ph.D.	190
Donahue, 1978	Ph.D.	210
Dunagan, 1976	Ed.D.	106
Durand, 1985	Ed.D.	237
Eisenhauer, 1977	Ph.D.	152
Elliott, 1981	Ed.D.	189
Fain, 1985	Ph.D.	123
Fields, 1980	Ed.D.	109
Fielo, 1978	Ed.D.	170
Fong, 1984	Ph.D.	236
Gaston, 1981	Ph.D.	178
Goe, 1981	Ed.D.	100
Hassell, 1985	Ph.D.	119
Jamann, 1974	Ed.D.	110

Johnson, B., 1970	Ph.D.	180
Johnson, H., 1969	Ph.D.	229
Johnston, 1984	Ed.D.	280
Juhl, 1985	Ph.D.	255
Lapkin, 1982	Ed.D.	226
Marriner, 1975	Ph.D.	240
McCord, 1970	Ph.D.	157
McKee, 1974	Ed.D.	221
Middlebrook, 1970	Ed.D.	136
Milligan, 1972	Ed.D.	236
Minutilla, 1983	Ph.D.	324
Murray, 1983	Ed.D.	153
O'Shea, 1980	Ph.D.	176
Parascenzo, 1983	Ph.D.	211
Passos, 1969	Ph.D.	227
Poindexter, 1982	Ph.D.	158
Pugh, 1980	Ph.D.	218
Rapson, 1980	Ph.D.	146
Skalak, 1985	Ed.D.	152
Smith, 1979	Ed.D.	127
Venn, 1983	Ph.D.	144
Werner, 1981	Ed.D.	266
Woodtli, 1982	Ph.D.	186

Summary

Number of dissertations: forty-six (46).

Range: 100-324 pages in length, with an average length of 190 pages.

Number of Ed.D. dissertations: twenty-two (22).

Range of Ed.D. studies: 100-280 pages in length, with an average length of 183 pages.

Number of Ph.D. dissertations: twenty-four (24).

Range of Ph.D. studies: 119-324 pages in length, with an average length of 196 pages.

The educational settings of the dissertation research, as summarized in Appendix C, included two-year, associate degree or community college; collegiate or university four-year baccalaureate; and higher degree or graduate nursing education programs. Three studies dealt specifically with the non-academic, or clinical, areas of nursing education (Lapkin, 1982; O'Shea, 1980; and Pugh, 1980). Sampling most often represented full-time nurse educators in baccalaureate academic settings. Two areas of curricular focus were especially cited: unification curriculum uniting nursing education and clinical nursing service (Elliott, 1981), and curriculum for the preparation of humanistic nursing personnel (Werner, 1981).

Sample size, as also noted in Appendix C, ranged from twenty (20) interviews conducted by Durand (1985) to 2,062 questionnaires returned by nurse faculty representing 171 baccalaureate and higher degree programs (Minutilla, 1983).

As reflected in summarizations of both the purposes and educational settings (Appendices B and C), faculty-role stressors in nursing education have been investigated during

Table 3
Dissertation Research by Degree-Granting Institution

Institution	Author	Year	Degree
Auburn University	Bedsole	1985	Ed.D.
Arizona State University	Middlebrook	1970	Ed.D.
Boston College	Eisenhauer	1977	Ph.D.
Boston University School of Education	Lapkin	1982	Ed.D.
	McKee	1974	Ed.D.
Columbia University	Burns	1969	Ed.D.
	Milligan	1972	Ed.D.
Columbia University	Bahrawy	1984	Ed.D.
Teachers College	Fielo	1978	Ed.D.
	Murray	1983	Ed.D.
George Peabody College for Teachers of Vanderbilt University	Bowles	1985	Ed.D.
Georgia State University	O'Shea	1980	Ph.D.
Illinois State University	Woodtli	1982	Ph.D.
Indiana University	Blanks	1983	Ed.D.
	Smith	1979	Ed.D.
Kansas State University	Gaston	1981	Ph.D.
Lehigh University	Jamann	1974	Ed.D.
Michigan State University	Passos	1969	Ph.D.
New Mexico State University	Fields	1980	Ed.D.
North Texas State University	Goe	1981	Ed.D.
Northwestern University	Pugh	1980	Ph.D.
Ohio State University	Campbell	1978	Ph.D.
	Chapman	1977	Ph.D.

State University of New York at Buffalo	Werner	1981	Ed.D.
University of Akron	Bomar	1982	Ph.D.
University of Alabama	Johnston	1984	Ed.D.
University of California, Berkeley	Fong	1984	Ph.D.
University of Colorado	Marriner	1975	Ph.D.
University of Connecticut	Fain	1985	Ph.D.
University of Denver	McCord	1970	Ph.D.
University of Georgia	Skalak	1985	Ed.D.
University of Iowa	Donahue	1978	Ph.D.
University of Maryland	Rapson	1980	Ph.D.
	Venn	1983	Ph.D.
University of Michigan	Poindexter	1982	Ph.D.
University of Minnesota	Johnson, H.	1969	Ph.D.
University of Nebraska	Minutilla	1983	Ph.D.
University of Pittsburgh	Parascenzo	1983	Ph.D.
University of Rochester	Elliott	1981	Ed.D.
University of San Francisco	Durand	1985	Ed.D.
University of Southern Mississippi	Dunagan	1976	Ed.D.
University of Texas at Austin	Dick	1984	Ph.D.
	Juhl	1985	Ph.D.
University of Utah	Hassell	1985	Ph.D.
University of Virginia	Dauria	1976	Ed.D.
University of Wisconsin	Johnson, B.	1970	Ph.D.

Summary

Dissertations: forty-six (46)

Institutions: thirty-eight (38)

the last two decades in dissertation research mainly as exploratory and correlational studies. The preponderant use of survey inventories, questionnaires, and rating scales in gathering data reflects a lack of diversity in research design and methodology. Three studies used interview rather than survey methodology (McKee, 1974; Lapkin, 1982; and Durand, 1985).

This section, the sample overview, provided a description of the 46 dissertations: stressors unique to the academic and clinical aspects of nursing education are related to the workload, faculty perceptions of support by educational leaders, and role discrepancies between nursing practice in the health care delivery system and nursing education as taught within the academic organizational setting of higher education. The common link among the studies seemed to be the conceptualization of stress as inevitable to the faculty-role, but as potentially positive or negative as dependent on individual response to perceived stressors.

Analysis and Integration

Even though the dissertations studied were selected as being specifically relevant to the topic of faculty-role stressors in nursing education, other research themes were present. From key words or phrases used in the dissertation titles, as well as key words and phrases from the author-stated purpose(s) of the study, these research themes were categorized as being:

Administrative/Organizational (Adm./Org.)

These encompassed key words or phrases related to nursing academic administrators, academic governance, administrative climate, organizational milieu or effectiveness, institutional structure or terms related to leadership or management stressors.

Burnout

These delineated the research studies specifically addressing determinants of, or relationships to, this syndrome.

Job Satisfaction/Dissatisfaction (Sat./Dissat.)

These included studies that described, compared, and correlated aspects of nurse faculty-role satisfaction or dissatisfaction.

Sources/Responses (Srs./Rps.)

These categorized the research related to faculty-role sources of stressors, rewards and frustrations, encouraging and interfering factors, as well as responses, coping strategies and behaviors, and reactions to stressors.

Education - Practice (Ed.-Prac.)

These included dissertations that addressed school - hospital, theory - service, and nurse-teacher versus nurse-caregiver words and phrases as well as faculty practice issues.

Some of the dissertations encompassed more than one of the five apparent research themes; none encompassed all

five. The distribution of dissertations by research themes is shown in Table 4.

In order of frequency, the themes dealt most often with were (1) sources of and responses to stressors, (2) administration and/or organizational issues related to faculty-role stressors, (3) job satisfaction and dissatisfaction, (4) education - practice, or academic and clinical issues, and finally, (5) burnout.

As demonstrated in Table 4, the three dissertations dealing with relationships to, or addressing the determinants of the syndrome termed "burnout" were authored by Blanks (1983), Dick, (1984), and Fong (1984). All three studies utilized the four-year or baccalaureate educational setting, but utilized differing research methodology. Blanks' study was exploratory and survey; Dick's study was descriptive-correlational and survey; Fong's study combined correlational survey with interviews for verification of data. Faculty-role stressors commonly identified by the three studies were job/work overload and lack of support from peers/colleagues and persons in positions of educational leadership. Blanks' classification for determinants of burnout as being organizational, environmental, and personal, was confirmed by Dick's concluding that "collegial support, positive feedback from the dean, and a participatory management style are more important for protecting individual faculty members from burnout than attention to specific aspects of the workload"

Table 4

Distribution of Dissertations by Research Theme

<u>Dissertation</u> Author/Date	<u>Research Theme*</u>				
	Adm/ Org	Burnout	Sat/ Dissat	Srs/ Rps	Ed- Prac
Bahrawy, 1984	X				
Bedsole, 1985					X
Blanks, 1983		X			
Bomar, 1982				X	
Bowles, 1985				X	
Burns, 1969				X	
Campbell, 1978			X		
Chapman, 1977					X
Dauria, 1976				X	
Dick, 1984	X	X			
Donahue, 1978			X		
Dunagan, 1976	X				
Durand, 1985					X
Eisenhauer, 1977				X	
Elliott, 1981	X			X	
Fain, 1985			X	X	
Fields, 1980				X	
Fielo, 1978	X			X	
Fong, 1984		X		X	
Gaston, 1981	X			X	
Goe, 1981	X			X	

Author/Date	Adm/ Org	Burnout	Sat/ Dissat	Srs/ Rps	Ed- Prac
Hassell, 1985	X		X		
Jamann, 1974			X		
Johnson, B., 1970	X		X		
Johnson, H., 1969	X			X	
Johnston, 1984	X			X	
Juhl, 1985	X		X		
Lapkin, 1982				X	X
Marriner, 1975			X		
McCord, 1970	X		X		
McKee, 1974			X	X	
Middlebrook, 1970			X	X	
Milligan, 1972	X			X	
Minutilla, 1983	X			X	
Murray, 1983			X		
O'Shea, 1980				X	X
Parascenzo, 1983					X
Passos, 1969				X	X
Poindexter, 1982			X	X	
Pugh, 1980					X
Rapson, 1980				X	
Skalak, 1985	X		X		
Smith, 1979			X		
Venn, 1983	X			X	
Werner, 1981	X			X	
Woodtli, 1982	X				

*Research themes, non-abbreviated: Administrative/
Organizational, Burnout, Job satisfaction/Dissatisfaction,
Sources of and Responses to Stressors, and Education -
Practice (p. 60).

(pp. vii-viii). Organizational, environmental, and personal factors were also apparent in Fong's findings, although she concluded that environmental factors such as social support did not serve as buffers against the negative effects of role stressors.

The studies relating stressors to job satisfaction and dissatisfaction revealed mixed support for the usefulness of Herzberg's theory of dual continua. For example, McKee's 1974 study supported, Smith's 1979 findings partially supported, but Murray's 1983 research did not support Herzberg's categories as a means of structuring the dimensions of job satisfaction for professional women.

There were few inter citations in the forty-six dissertations. Campbell (1978) made note of McKee's 1974 study. Smith (1979) compared her findings to Jamann's (1974). Dunagan (1976) cited McCord (1970). Fields (1980) and Dick (1984) referred to Eisenhower (1977) in their literature reviews, as did Bomar (1982, p. 32) of both Eisenhower and Fields' studies.

Table 5 documents the diversity of wording used to describe the educational settings for the dissertation research. This diversity of wording also demonstrates how

Table 5
Educational Settings for Dissertation Research

Educational Setting	Author/Date
Associate degree nursing programs	Bowles, 1985
	Lapkin, 1982
	Smith, 1979
Baccalaureate and/or higher degree programs	Bomar, 1982
	Eisenhauer, 1977
	Goe, 1981
	Johnson, B., 1970
	Marriner, 1975
Baccalaureate (colleges and universities)	Minutilla, 1983
	Bahrawy, 1984
	Blanks, 1983
	Burns, 1969
	Campbell, 1978
	Chapman, 1977
	Dunagan, 1976
	Fain, 1985
	Fields, 1980
	Gaston, 1981
	Hassell, 1985
	Jamann, 1974
	Johnson, H., 1969
	Juhl, 1985
	McKee, 1974
	Milligan, 1972
	Murray, 1983
	O'Shea, 1980
	Parascenzo, 1983
	Passos, 1969
	Werner, 1981
	Woodtli, 1982

Collegiate nursing programs	Dick, 1984 Elliott, 1981 Poindexter, 1982
Four types of nursing programs	Middlebrook, 1970
Institutions of higher education	Dauria, 1976
Non-specific as to educational setting for nursing faculty	Durand, 1985 Skalak, 1985
Private liberal arts colleges	Donahue, 1978
Public community colleges	Fielo, 1978
Research universities	Venn, 1983
Schools of nursing throughout the United States	Bedsole, 1985
Undergraduate NLN-accredited programs	Pugh, 1980
University school(s) of nursing	Fong, 1984 Johnston, 1984 McCord, 1970 Rapson, 1980
Total: Dissertations = 46.	

career counseling might be confusing to young people and how public misunderstanding may persist regarding nurse education, as many terms are used for programs leading to licensure as a registered nurse.

The dissertation research, from 1965 through 1985, identified stressors within the role of nursing faculty. The stressors identified in each study are listed, in alphabetical order by surname of author, in Table 6. Table 7 integrates the stressors by research theme and

dissertation source. The stressors identified most often in the research were related to workload and faculty perceptions of educational leadership.

The specific variables or factors that were studied in relation to perceived faculty-role stress are summarized for each dissertation, in alphabetical order by author surname, in Appendix D. Table 8 gives research examples of specific factors or variables that were found to be related to identified stressors.

To clarify and indicate how the existing dissertation research dealt with the effects of faculty-role stress, Appendix E presents a brief summary from each dissertation. Listing each study by author and date, Appendix E documents the diversity of impact that faculty-role stressors have on nursing education.

The research findings of the discrete studies are briefly described, in alphabetical order by author's surname, in Appendix F. Table 9 presents an integrative framework for those findings.

A brief summarization from each study, in Appendix G, documents the implications for educational leadership in nursing. Table 10 presents a chronological integration of implications drawn from the dissertation research.

Table 6
Identification of Stressors within the Faculty-
Role of Nurse Educators

Dissertation	Stressors
Bahrawy, 1984	Limited participation/dissatisfaction with level of participation in academic governance.
Bedsole, 1985	Conflict between nursing educators and hospital nursing service personnel.
Blanks, 1983	Causes of faculty burnout include organizational, environmental, and personal determinants such as work overload, lack of role clarity, and family responsibilities.
Bomar, 1982	Perceived job stress most frequently related to research, publication, keeping abreast, work overload, and time for self and family.
Bowles, 1985	Lack of time for scholarly study, difficulty developing examinations, job-related stress, isolation from other disciplines, difficulty getting to know faculty outside nursing, inadequate salary, measurement of student performance, limited opportunity to work with colleagues, workload too great, and faculty responsibilities taking time from personal life.
Burns, 1969	Ill-defined faculty research role; workload perceived as heavier than faculty in disciplines other than nursing.

Campbell, 1978	Teaching responsibilities limit time for research, publishing, curriculum revision, and program development. Lack of tenure cited as a source of job dissatisfaction.
Chapman, 1977	Lack of cooperation and collaboration between nursing faculty and nursing service personnel related to differing role expectations.
Dauria, 1976	Role strain arises from the discrepancy between nursing practice in the health care system and nursing theory as taught in the educational system.
Dick, 1984	Lack of collegial support, lack of positive feedback from the dean, and lack of participatory management style more predictive of faculty burnout than workload.
Donahue, 1978	Sources of job dissatisfaction include management policies, technical supervision, work group, and employee benefits.
Dunagan, 1976	Stressors affecting faculty morale include administrative climate, salary, and occupational status.
Durand, 1985	Estrangement between nursing faculty and nursing practitioners; contradictions between the nature of nursing practice and current theory and research.
Eisenhauer, 1977	Role conflict and role ambiguity in the academic role, related to

- curriculum changes, initiation of team teaching, assumption of leadership and administrative responsibilities, and increased workload associated with amount of classroom and clinical teaching and increased committee responsibilities.
- Elliott, 1981 Perceived stress associated with tenure, level of instruction, and multiple roles.
- Fain, 1985 Changing role expectations that are unclear and conflicting, increase in accountability, and threats to job security.
- Fields, 1980 Stressor agents defined as role ambiguity, role conflict, role overload (both quantitative and qualitative), territoriality, responsibility for people, poor relations with others in the work setting, lack of participation, and occupational differences.
- Fielo, 1978 Faculty responsibilities other than teaching and the number of students in class and clinical laboratory settings were most frequent sources of faculty grievance.
- Fong, 1984 Job overload and lack of peer and chairperson support.
- Gaston, 1981 Professional behaviors of experienced nurse faculty not meeting professional standards of the university hamper the acceptance of nursing as a discipline within the university.

- Goe, 1981 Institutional size, structure, and complexity have an impact on faculty role strain.
- Hassell, 1985 A paternalistic/authoritative type of leadership correlated with job dissatisfaction; faculty who perceived their leadership system to be more participatory were significantly more satisfied.
- Jamann, 1974 Management policies and effect of job on home life were associated with job dissatisfaction.
- Johnson, B., 1970 Lack of agreement on responsibility for decision making and the degree of autonomy of the school of nursing within the university setting.
- Johnson, H., 1969 Limited opportunities to be involved in nursing studies and to improve professional competence.
- Johnston, 1984 Increased workload without reduction in personal stress associated with faculty release time.
- Juhl, 1985 Differences between administrators and faculty regarding organizational control.
- Lapkin, 1982 Lack of time to meet individual student needs, teaching high-risk weak students, high student to faculty ratio, problems with clinical agency staff, student expectations, legal concerns, and having to fail students.
- Marriner, 1975 A closed organizational climate.

McCord, 1970	Dean's use of coercion and rewards with faculty.
McKee, 1974	Areas of job dissatisfaction included interpersonal relations-peers, college policy and administration, interpersonal relations-administrator, factors in personal life, and unfairness.
Middlebrook, 1970	Personal attitudes regarding tenure and preparation for teaching nursing.
Milligan, 1972	Differences between faculty and administrators regarding faculty workload expectations.
Minutilla, 1983	Differences between administrators and faculty perceptions regarding the needs for faculty development.
Murray, 1983	Pressure to engage in research and publication, although teaching activities preferred by nursing faculty.
O'Shea, 1980	The need to be student as well as patient oriented when teaching nursing.
Parascenzo, 1983	Perceived disparity of research, service, and teaching roles; perceived importance and rewards associated with multiple role functioning.
Passos, 1969	Lack of collaboration with members of health care team and lack of participation in decisions about the classroom portion of clinical courses.
Poindexter, 1982	Role conflict and ambiguity in areas of pay, promotion, and tenure.

Pugh, 1980	Need to enact both nurse and teacher roles in the clinical teaching of nursing.
Rapson, 1980	Role conflict concerning sufficient time and resources, role overload, and role ambiguity involving the outcomes of one's faculty behavior.
Skalak, 1985	Differing perceptions by faculty and administrators regarding specific supervisory interventions.
Smith, 1979	Specific stressors/job dissatisfiers cited as being management policies and home life.
Venn, 1983	Disparity between role expectations and role performance as perceived by administrators and by faculty members.
Werner, 1981	Lack of systematic curriculum planning, lack of faculty involvement in developing humanistic values, attitudes and student behavioral responses.
Woodtli, 1982	Faculty workload, personality differences and relationships with peers cited by deans as most frequent sources of conflict with faculty.

Table 7

Integration Grid by Research Theme/Category

Summary of identified stressors	Dissertation source
<u>Administrative/Organizational</u>	
Stressors were identified as being related to academic governance, nursing or college/university academic administration-leadership-management, institutional structure, and/or organizational climate or effectiveness. Specific stressors included limited participation in governance activities, lack of participatory management style, lack of perceived support or positive feedback from those in positions of educational leadership, perceived stress from tenure policy and assignments (level of instruction and multiple role), non-teaching responsibilities, lack of acceptance of nursing by other disciplines, impact of institutional complexity, type of leadership perceived as paternalistic/authoritative, differing perceptions by administrators and faculty about workload.	Bahrawy, 1984 Dick, 1984 Dunagan, 1976 Elliott, 1981 Fielo, 1978 Gaston, 1981 Goe, 1981 Hassell, 1985 Johnson, B., 1970 Johnson, H., 1969 Johnston, 1984 Juhl, 1985 McCord, 1970 Milligan, 1972 Minutilla, 1983 Skalak, 1985 Venn, 1983 Werner, 1981 Woodtli, 1982
<u>Burnout</u>	
Causes of burnout classified as organizational, environmental, and/or personal, such as workload, lack of peer or leadership support, and lack of role clarity.	Blanks, 1983 Dick, 1984 Fong, 1984

Education - Practice

Studies that addressed academic theory - in hospital service, nurse faculty as caregiver as well as teacher, cited faculty practice issues as stressors unique to nursing education: conflict, lack of cooperation and collaboration, differing perceptions of theory and reality, irrelevancy of research to practice, meeting student and patient needs, clinical and academic roles.

Bedsole, 1985
Chapman, 1977
Durand, 1985
Lapkin, 1982
O'Shea, 1980
Parascenzo, 1983
Passos, 1969
Pugh, 1980

Job Satisfaction/Dissatisfaction

The studies that included descriptive, comparative, or correlative aspects of role satisfaction and dissatisfaction cited the workload as limiting time for research, publishing, collaboration with academic and clinical peers, decision making and curriculum revision, preparation for teaching and student evaluation, and home life. Specific negative stressors/dissatisfiers noted as being related to individual perceptions of policies such as tenure, pay, promotion, a non-participative/non-supportive leadership style, role ambiguity, pressure to engage in non-teaching activities, closed organizational climate, and multiple role expectations.

Campbell, 1978
Donahue, 1978
Fain, 1985
Hassell, 1985
Jamann, 1974
Johnson, B., 1970
Juhl, 1985
Marriner, 1975
McCord, 1970
McKee, 1974
Middlebrook, 1970
Murray, 1983
Poindexter, 1982
Skalak, 1985
Smith, 1979

Sources/Responses

The research studies relating to sources of faculty-role stress, rewards and frustrations, as well as to responses, coping strategies, and adaptive behavior identified the following stressors: Perceived job stress related to publish-or-perish pressure, ill-defined faculty research role, no released time for research and publishing, and resultant job insecurity. Lack of time for self and family, for keeping abreast with academic as well as professional nursing information, for clinical and classroom and college/university responsibilities, for faculty practice to maintain clinical relevancy, and for developing curriculum revisions. Teaching high-risk weak students, having a high student to faculty ratio, misperceptions between student and faculty expectations, meeting clinical agency and college/university standards, meeting student-learning as well as patient-care needs, co-ordinating classroom with clinical/non-classroom learning, collaborating with clinical and academic personnel when expectations differ, team teaching. Developing skills as well as values in diverse student enrollment. Perceived unfairness in role aspects. Being legally accountable for self and students in patient care.

Bomar, 1982
 Burns, 1969
 Campbell, 1978
 Dauria, 1976
 Eisenhower, 1977
 Elliott, 1981
 Fain, 1985
 Fields, 1980
 Fielo, 1978
 Fong, 1984
 Gaston, 1981
 Goe, 1981
 Johnson, H., 1969
 Johnston, 1984
 Lapkin, 1982
 McKee, 1974
 Middlebrook, 1970
 Milligan, 1972
 Minutilla, 1983
 O'Shea, 1980
 Passos, 1969
 Poindexter, 1982
 Rapson, 1980
 Venn, 1983
 Werner, 1981

Table 8

Variables/Factors Related to Faculty-Role Stress

Dissertation Author/Date	Variables of Study		Relationship to Faculty-Role Stress
	Independent	Dependent	
Dauria, 1976	Role skills, as described behaviors of nurses in the professional faculty role.	Performance of faculty role functions/enactment. Experiences of role strain.	The highest level of role strain was related to the discrepancy between nursing practice in the health care system and nursing theory as taught in the educational system.
Rapson, 1980	Multiple task requirements (numbers of tasks, task conflict, diversity of role sets, and disparity of rewards).	Role stress variables (perceived conflict, ambiguity, and role overload).	A significant relationship was found between the role requirements of nursing faculty and role stress variables. For example, faculty perceived their highest role stress to be role conflict concerning sufficient time and resources.
Woodtli, 1982	Years in position, years of teaching, years in administration, number of faculty, number of deanships, and sources of conflict.	Faculty and deans' perceptions of sources of conflict, and conflict-handling modes.	Significant relationships were found to exist among modes of conflict resolution (most often: compromise, collaborate, or avoid), sources of conflict (most often: faculty workload and personality differences with peers), and demographic data (the independent variables).

Table 9
Integrative Framework for Research Findings
by Research Theme

Chronological Category/ Date, Author(s)	Major Study Findings
<u>Administrative/Organizational</u>	
<u>Pre - 1970</u>	
1969: Johnson, H.	Role behavior found to be influenced by the individual faculty expectations and expectations of others/administrators, regarding the teaching role in baccalaureate nursing programs.
<u>1970's</u>	
1970: Johnson, B. McCord	Administrative faculty were found to be in greater agreement with the dean of the nursing program on the responsibilities for decision-making than were the total faculty or the teaching faculty. Dean's use of coercion and reward perceived by faculty as negative faculty-role stressors. Gender of faculty not significant in views of influence structure within academia. Expectations of faculty found to differ, when faculty role functions rated by both faculty and administrative groups. Significant relationship found between administrative climate and faculty morale. Initiation of faculty grievances most frequently involved non-teaching responsibilities and the number of
1972: Milligan	
1976: Dunagan	
1978: Fielo	

students in class and clinical teaching assignments.

Post - 1970

1981: Elliott
Gaston
Goe
Werner

1982: Woodtli

1983: Minutilla
Venn

1984: Bahrawy
Dick
Johnston

1985: Hassell
Juhl
Skalak

Nursing faculties found to be more knowledgeable about academic/university values and norms than suggested in the literature. Issue of stress perception found to be more complex than either educational level of faculty member or organizational pattern. Role behaviors of experienced nurse faculty not found to meet professional standards of the university; thus nursing's acceptance as a discipline hampered. Institutional characteristics found to impact on faculty role strain. Attitudes, values, and behaviors of faculty and nurses in clinical agencies used for student experiences important as learning environment for preparation of humanistic nurses. Deans' and faculties' conflicts most often and disruptively associated with workload, personality differences, and peer relationships. Needs for faculty development, role expectations/performance, measures of control-formalization-satisfaction, and perceived/reported leadership intervention, by academic administrators differed from those of nurse faculty. Participation in academic governance found to be

limited by heavy workload and being female in male dominated professoriate. Burnout found to be related to arbitrary punitive leadership behavior. Benefits outweighed detriments of faculty release time.

Burnout

(Pre - 1970

None.

1970's

None.)

Post - 1970

1983: Blanks

1984: Dick
Fong

Determinants of nursing faculty burnout categorized as background variables, and organizational, environmental, and outcome factors, resulting in negative effects (emotional exhaustion, depersonalization toward students, and/or reduced accomplishment). Determinants: work overload, routinization, role ambiguity, lack of support network, alienation, and family responsibilities. Collegial/peer support, positive feedback from dean/chairperson, and participatory management style more important in protecting individual faculty members from burnout than attention to specific aspects of workload; yet attempts to alleviate burnout found ineffective by increasing support without relieving job overload.

Satisfaction-Dissatisfaction

(Pre - 1970	None.)
<u>1970's</u>	Inverse relationship found between faculty satisfaction/fewer stressors and both the agreement between faculty and dean on decision-making and place of nursing in university. Influence of dean significantly related to satisfaction and productivity. Job satisfaction not correlated with tenure status nor attitude toward preparation to teach. Job dissatisfiers related to interpersonal relations with peers/administrators, technical supervision, academic/management policies and administration/closed organizational climate, and factors in personal life/effect of job on home life. Open organizational climate correlated with satisfaction/fewer stressors. Younger faculty less satisfied than older, tenured, and/or doctorally prepared.
1970: Johnson, B. McCord Middlebrook	
1974: Jamann McKee	
1975: Marriner	
1978: Campbell Donahue	
1979: Smith	
<u>Post - 1970</u>	The areas perceived as low in job satisfaction were pay, promotion, and tenure. Doctorally prepared faculty perceived fewer stressors/higher satisfaction than master's prepared. Nurse faculty found to experience overall job satisfaction, despite reported dissatisfaction with specific job characteristics such as research and
1982: Poindexter	
1983: Murray	
1985: Fain Hassell Juhl Skalak	

publication. Role ambiguity accounted for most of variance in all facets of job satisfaction studied. Faculty who perceived leadership to be more participative than paternalistic were significantly more satisfied/less stressed. Faculty perceived nursing schools to be more autocratic and less satisfying than did those in positions of leadership/administration. Faculty satisfaction inversely related to differences in directors'/administrators' and faculty perceptions of specific leadership interventions.

Education - Practice

Pre - 1970

1969: Passos

Students and faculty wanted more opportunities for collaboration with non-nursing health team disciplines/members, and to have greater participation in decisions about classroom portion of clinical coursework.

1970's

1977: Chapman

Differences/conflict between nurse educators and clinical area nurses not as great as suggested in literature; need for collaboration documented.

Post - 1970

1980: O'Shea
Pugh

Clinical nurse faculty scored more student/teacher than patient/nurse oriented, yet perceived selves as opposite. The need to enact both

1982: Lapkin	role sets found to influence the
1983: Parascenzo	congruence of intent and behavior.
1985: Bedsole	Clinical teaching hours found to
Durand	be intense and stressful. Nursing
	faculty found to perform as
	multiple-function professionals
	with disparity in importance of
	rewards associated with research,
	teaching, service, and practice
	roles. Joint appointments between
	nursing service and education
	positions found to be supported
	more theoretically than in
	reality. Current theory, re-
	search, and curricula perceived as
	irrelevant to nursing practice
	reality.

Sources - Responses

Pre - 1970

1969: Burns
Johnson, H.
Passos

Nursing faculty perceived own workload as heavier than faculty in other disciplines, limiting time for interdisciplinary collaboration and for improving professional competencies.

1970's

1970: Middlebrook
1972: Milligan
1974: McKee
1976: Dauria
1977: Eisenhauer
1978: Fielo

Sources of stress, such as dissatisfaction with tenure policies and workload, were cited as interfering with the faculty role. Responses included perceptions of job dissatisfaction, role strain-conflict-ambiguity, limited participation in community and interdisciplinary activities, and initiation of faculty grievances.

Post - 1970

1980: Fields
O'Shea
Rapson

1981: Elliott
Gaston
Goe
Werner

1982: Bomar
Lapkin
Poindexter

1983: Minutilla
Venn

1984: Fong
Johnston

1985: Bowles
Fain

Sources of stress--such as role ambiguity, academic inexperience, certain institutional characteristics, lack of leadership/peer support/feedback, job/role overload, lack of time/pressure to seek advanced degree(s), the need to give priority to patients as well as students, and long or variable hours--resulted in physical and psychological responses/manifestations of stress, role strain-conflict-problems-dissatisfaction, and/or negative effects such as burnout. Faculty-role found to be multiple-tasked/-role responsibilities, with some tasks reinforcing and others conflicting; complex faculty-role includes being vulnerable to stresses of each position (nurse, teacher, researcher, etc.). Benefits/rewards, but also unique stressors/frustrations, perceived as response to nursing education's movement from hospital training into higher education. Despite philosophical commitment, new nurse educators found to be more service oriented/humane than experienced faculty. Less stress found when assignments consistent with preparation and knowledge. More research/publication and less teaching found in university

nursing faculty expectations/
performance.

Table 10
Chronological Integration of Implications for
Educational Leadership

Chronological Category/ Date, Author(s)	Implications for Educational Leadership in Nursing
<u>Pre - 1970</u>	
1969: Burns Johnson, H. Passos	Need for more equitable workload, faculty orientation, in-service and/or continuing education; and collaboration between academic and health agency personnel as well as coordination between classroom and clinical courses.
<u>1970's</u>	
1970: Johnson, B. McCord Middlebrook	Need to examine issues relevant to faculty job satisfaction (decision- making, autonomy/integration of nursing program in university, leadership use of reward/coercion, attitude toward teaching prepara- tion.
1972: Milligan	Clarify role expectations; review workload.
1974: Jamann McKee	Recognize that work motivation includes interpersonal relation- ships as an integral part of achievement for female nurse educators; improve relationships to decrease job dissatisfaction.

1975: Marriner	Open leadership/organizational climate may reduce faculty turnover/mobility.
1976: Dauria Dunagan	Provide faculty time for consultation, research, and interdisciplinary collaboration. Leadership must recognize complexity of faculty morale issues.
1977: Chapman Eisenhauer	Facilitate cooperation and collaboration between academic and health agency personnel. Decrease major changes in nursing faculty responsibilities.
1978: Campbell Donahue Fielo	Provide faculty time for research, publication, curriculum revision, and program development. Recognize/eliminate sources of faculty dissatisfaction. Allow faculty input for policy decisions.
1979: Smith	Include nurse educators in policy decision-making.
<u>Post - 1970</u>	Plan for faculty orientation/academic role socialization. Reduce/restructure workload. Strengthen social relationships at work. Clarify job expectations. Utilize graduate/faculty development programs for faculty role identity as well as preparation/values for teaching and clinical practice. Use innovative leadership to balance productivity and tasks with minimum of role stress for faculty.
1980: Fields O'Shea Pugh Rapson	

- 1981: Elliott
Gaston
Goe
Werner
- Leaders must recognize the complexity of stress perceptions and modify sources such as lack of time for faculty tasks. Improve nurse faculty orientation/socialization process. Understand that organizational control and tenure status impact faculty role. Increase faculty involvement in curriculum planning.
- 1982: Bomar
Lapkin
Poindexter
Woodtli
- Leaders should recognize that talking with faculty may be strategy for their coping with perceived job stressors. Clinical teaching structure/responsibilities need to be modified to reduce stress. Develop strategies to deal with perceived areas of conflict/dissatisfaction. Recognize possible disparities between faculty and administration/leadership perceptions of sources of conflict/stressors.
- 1983: Blanks
Minutilla
Murray
Parascenzo
Venn
- Improve job design to foster communication, fewer rules/regulations, and support efforts toward nursing professionalism. Be aware of institutional characteristics that impact on leadership and faculty perceived needs prior to planning faculty development programs. Utilize research information about faculty-role stress/dissatisfaction. Restructure responsibilities to reward faculty

	practice competencies. Recognize faculty contributions toward academic institutional goals.
1984: Bahrawy	Facilitate faculty participation
Dick	in governance activities by exam-
Fong	ining time given to other respon-
Johnston	sibilities. Protect faculty from
	burnout by collegial support,
	positive feedback from leadership,
	and a participatory management/
	adm./leadership style as well as
	attention to workload/job over-
	load. Recognize released time as
	strategy to reduce faculty job
	workload.
1985: Bedsole	Implement joint appointments for
Bowles	academic and health agency person-
Durand	nel unity. Arrange for mentors,
Fain	lighter teaching load, and open
Hassell	feedback to facilitate orientation/
Juhl	socialization of new faculty.
Skalak	Ensure relevance of academic
	theory to practice reality in
	curriculum consideration. De-
	crease role conflict and ambiguity
	to increase morale/satisfaction.
	Utilize participative mode of
	leadership. Examine formalization
	and control in relation to faculty
	satisfaction and decision-making
	participation. Be responsive to
	research findings about leadership
	intervention and faculty problems/
Total: 46 studies	perceptions of satisfaction.

The majority of dissertations utilized survey approaches (see Table 11 and Appendix H). These descriptive, exploratory, and/or investigative studies included forty-three of the forty-six dissertations. Of these forty-three, four combined survey with interview methodology (Fong, 1984; Johnson, B., 1970; Passos, 1969; and Pugh, 1980).

Eight of the researchers developed or designed their own survey instrument(s) (Bahrawy, 1984; Bedsole, 1985; Bowles, 1985; Burns, 1969; Chapman, 1977; Elliott, 1981; O'Shea, 1980; and Venn, 1983). Other studies adapted instruments for their research use (Campbell, 1978; Dick, 1984; Donahue, 1978; and Murray, 1983).

Two studies specifically utilized ex post facto design (Bomar, 1982; and Gaston, 1981). Three studies were qualitative in design, although quantitative methodology was used for statistical treatment of the resultant data (Durand, 1985; Lapkin, 1982; and McKee, 1974).

Five of the forty-six dissertations were nonspecific/unclear as to statistical analyses or treatment of study data (Bahrawy, 1984; Burns, 1969; Milligan, 1972; Murray, 1983; and Werner, 1981).

Table 11 categorizes and lists the types of research utilized in the sample of dissertations. Appendix H documents the statistical treatment of data and summarizes designs and/or methodologies used for research of faculty-role stressors in nursing education.

Table 11
Types of Research

Survey Author/Date		
Bahrawy, 1984	Elliott, 1981	Middlebrook, 1970
Bedsole, 1985	Fain, 1985	Milligan, 1972
Blanks, 1983	Fields, 1980	Minutilla, 1983
Bomar, 1982	Fielo, 1978	Murray, 1983
Bowles, 1985	Gaston, 1981	O'Shea, 1980
Burns, 1969	Goe, 1981	Parascenzo, 1983
Campbell, 1978	Hassell, 1985	Poindexter, 1982
Chapman, 1977	Jamann, 1974	Rapson, 1980
Dauria, 1976	Johnson, H., 1969	Skalak, 1985
Dick, 1984	Johnston, 1984	Smith, 1979
Donahue, 1978	Juhl, 1985	Venn, 1983
Dunagan, 1976	Marriner, 1975	Werner, 1981
Eisenhauer, 1977	McCord, 1970	Woodtli, 1982
Survey, plus interviews and/or observations		Interview Author/Date
Fong, 1984		Durand, 1985
Johnson, B., 1970		(recorded interviews)
Passos, 1969 (plus content analyses of student nurs- ing care plans, and observation of faculty- student interaction)		Lapkin, 1982
		(recorded structured interviews)
Pugh, 1980		McKee, 1974
		(semi-structured interviews)
Total: Dissertations = 46.		

When viewed chronologically, this body of literature, from 1965 through 1985, portrays an emerging nurse-faculty role: the movement from hospital based instruction to nursing programs within institutions of higher education is documented from Burns' study (1969) through Skalak's (1985).

The full-text copies of the dissertations were found to contain information regarding stressors that was not readily apparent in study titles nor their author-generated abstracts. Terminology relating to "stress" was found to be diverse within the 46 dissertations.

The analysis process of this study dealt with early references to "problems" faced by nurse teachers (Burns, 1969), through transitional phrasing such as "factors that enhance or interfere" with the teaching-learning process (Fielo, 1978; and Smith, 1979), to recent studies citing unique "stressors" within the faculty-role (Durand, 1985; and Lapkin, 1982).

As shown in the integration grids and tables, stressors related to workload/job overload, perceptions of leadership/administrative support, low salary, responsibility for patient care as well as student learning, and multiple expectations/functions/tasks have been repeatedly identified within this body of literature.

The dissertations were completed from 1969 to 1985, with Ed.D. and Ph.D., but not D.N.S. nor D.N.Sc. (doctorates in nursing science), degrees being granted. The authors were predominantly female, yet most chairpersons,

dissertation directors, or supervising doctoral faculty, were male.

Summary

In this chapter, the sample of dissertation literature was summarized and described. Synthesizing strategies, such as noting commonalities and differences in tabular format, were utilized for analysis and integration.

In the following chapter, the meaning of the synthesis results will be discussed in relation to the research questions.

Chapter V

DISCUSSION

In the preceding chapter, the dissertation research on faculty-role stressors in nursing education was synthesized. That is, the diverse theoretical concepts and findings of independent studies were approached with an integrative framework.

In this chapter, the meaning of the synthesis results is discussed in relation to the research questions. The significance and limitations of this study are addressed as overall conclusions. In addition, implications for nursing education and suggestions for future research, are discussed.

Meaning of Synthesis to Research Questions

The research questions that guided this study, as presented in Chapter I are addressed in this section. The meaning of the synthesis results, as presented in Chapter IV will be specifically related to each of the seven research questions.

Research question #1. What does the dissertation research, from 1965 through 1985, identify as stressors within the role of nursing faculty?

The stressors identified most often were related to the academic and clinical workload, faculty perceptions of

support by educational leaders, and role discrepancies between nursing practice in the health care delivery system and nursing theory as taught in the academic organizational setting of higher education.

The analysis revealed faculty-role stressors related to the multiple functions of nurse educators: role expectations that include being professional nurse, classroom and clinical teacher, researcher/author of scholarly publications, contributing faculty member of the academic institution, as well as being vulnerable to the stresses of each of those functions; stressors, individually perceived as being positive or negative, include the necessity to maintain professional competencies relevant to academic and clinical assignments, meeting patient health care as well as student learning needs, meeting professional licensure as well as academic advancement requirements, and participating in nursing school/departmental and educational organization responsibilities.

Stressors were identified from each study (Table 6) and integrated within research categories/themes (Table 7). These synthesizing strategies revealed interrelationships: similar stressors were identified within differing research categories, and chronologically repeated throughout the time span studied (1965 through 1985). For example, lack of leadership support was identified as a stressor contributing to job dissatisfaction, symptoms of burnout, and administrative/organizational conflict. Specific stressors

repeatedly identified as being related to job workload or faculty overload included lack of time for multiple responsibilities such as clinical and classroom teaching, being legally accountable for patient care, meeting learning needs of students for licensure as "safe" nursing graduates, and participating in non-teaching academic activities.

Based on the integrative approach to the dissertation research on stressors in nursing education, the following interrelationships emerged:

1. Work overload and lack of leadership or peer support are perceived as significant negative stressors for nurse educators.

2. Leadership style and perceptions of administrative intervention are associated with levels of personal or organizational stress.

3. Alcohol and medication are viewed as non-appropriate coping strategies among nurse educators. Talking with peers or persons in positions of educational leadership is viewed as an appropriate and common response to stress.

4. Sources of job satisfaction/positive stressors/ lower levels of perceived stress are associated with enhancing the teaching-learning process, whereas sources of job dissatisfaction, negative stressors, and/or higher levels of perceived stress are associated with interfering with the same process in nursing education programs.

Research question #2. What are the specific variables or factors that seem to be related to perceived faculty-role stress?

The specific variables or factors cited most often as being related to faculty perceptions of role stress were (1) work activities/tasks/responsibilities, such as qualitative or quantitative job overload; (2) organizational and institutional factors such as administrative milieu or climate, or structure and size; (3) demographic information such as age of the faculty member; and (4) variables or factors related to leadership, such as management behavior or handling of conflict.

Table 8 gave brief research examples of relationships to stressors identified in the dissertations. The variables or factors of each research study are summarized in Appendix D.

The majority of studies made specific mention of personal or background information from nurse faculty members as variables or factors. The demographic data used most often were age, teaching experience, and educational preparation.

The demographic data, between 1965 and 1985, documented the emergence of the nurse educator from the stereotype of being less prepared than faculty peers and only female (Milligan, 1972) to expectations of doctoral preparation for tenure track teaching positions and increasing percentage of male faculty members (Fain, 1985).

The organizational/institutional milieu, or climate perceived by faculty members, was termed as being related to individual perceptions. For example, an open, participative climate was related to job satisfaction and a closed, authoritative milieu with faculty dissatisfaction/more stress.

A diversity of variables were studied in relation to faculty-role stress, yet most of the studies did not look for interaction effects. This limitation documents the need for further research to clarify the relationships.

As well as being diverse, the variables studied tended to be repeated from survey to survey. As evidenced in Chapter IV, the repetition of variables or factors tended to emphasize specific demographics rather than broad issues. The relationship to stress is incomplete, for example, in regards to a male dominated professoriate when nursing remains a female predominant discipline within academia. The health care delivery system as well as educational organizations represent environments where men have set the norms (Hardy, 1984; Hunsaker, 1986; Jonas, 1986), but that does not legitimize the labeling of stressors and adaptive coping responses as greater or more negative for nurses. Some factors within nursing education are dramatic and readily identifiable; included are the extraordinary time and workload demands of a clinical and classroom assignment with consequent physical and emotional exhaustion. These factors can reasonably be expected to be burdensome to a

woman with substantial commitments at home and a traditional family structure. There are also factors within academia presumably no less important for men than women, for nursing as well as for non-nursing faculty, such as competition for tenure track positions, in need of recognition, equally stressful but undescribed.

Research question #3. What designs and/or methodologies have been utilized for research of faculty-role stressors in nursing education?

The dissertations from 1965 through 1985 predominantly used survey methodology and the baccalaureate non-clinical educational setting for research. Early studies tended to use only descriptive and correlational statistics; more recent studies reflected use of multivariate and computer capabilities for data analysis.

The dissertations, although non-diverse in design, were varied in how survey and interview data were approached. Fong (1984), for example, addressed three research questions that could have been responded to by "yes" or "no" answers; whereas Bomar (1982) dealt with a variety of variables related to faculty-role stress by testing forty-two hypotheses (p. 85), using correlation and multiple linear regression techniques.

The survey instruments that included responses concerning yearly income gave a tangible and historical perspective to the emerging nurse educator role, from 1965 - 1985. For example, the salary range in Campbell's 1978

questionnaire was from "under \$5,000" to "over \$20,000" (p. 165), whereas Dick's 1984 demographic data sheet had response choices from \$14,999 to "\$35,000 or more" (p. 117).

Table 11 categorized and listed the types of research utilized in the sample of dissertations. Appendix H documents the statistical treatment of data and gives a synopsis of research design and/or methodology for each of the studies.

Research question #4. How does the existing dissertation research clarify or indicate how faculty-role stressors affect nursing education?

The synthesis revealed a wide variation in the impact of stressors on both the academic and clinical areas of the nursing educational programs studied. Certainly, both of these areas were shown to be affected by faculty-role stressors associated with the multiple responsibilities and role expectations of academic and clinical faculty assignments. Negative stress impact was shown to occur in the teaching-learning process when there was a mismatch between patient health care needs and student learning needs, or when there was discrepancy between theoretical objectives of the educational setting and the clinical competencies expected by the health care delivery system. As noted in the synthesis of how faculty-role stressors affect nursing education (in Chapter IV), the recognition and effective redirection of stress causing factors may reduce the mismatch between clinical practice realities and

academic demands. Similarly, avoidance or failure to identify potentially negative stressors may result in far more stressful effects than those appropriate, inherent, or expected in an educational program.

Listing each dissertation by author and date of study, Appendix E summarizes the diversity of impact. Although the impact of faculty-role stressors on nursing education was shown to be widely varied, the "how" generally remained unclear. Perhaps this was due to the majority of studies being survey in approach, therefore limiting responses by forced choice questionnaires. Analysis of survey data was based on subjective faculty perceptions, as individual reactions vary and are difficult to measure objectively. Thus, acknowledgement of the diversity of impact by role-stressors may contribute to further investigation, so that positive changes might be made for more productive learning and instruction, or to lessen factors which interfere with teaching and performance by faculty in nursing education.

Although this study gave specific attention to the faculty member, perceptions of students and administrators were noted in many of the studies as evidenced in the author-stated purpose(s) of the dissertations (see Appendix B). The diversity of stress impact, of course, is due not only to faculty-role adaptation to identified stressors but to the complex interdependencies within organization, teaching-learning process, administrative milieu, and other equally stressful but perhaps less often noted aspects. As

well as the faculty member's individual perception and response to the incompletely described phenomenon of "stress," for example, there is the changing diversity of student population to consider; teaching and learning tend to be unstructured or unpredictable in the reality of diverse student needs when the environment includes intense and sudden responsibility for patient care decisions. Some of these aspects need to be recognized as inherent to the rigors of the human service educational process and atmosphere.

Research question #5. What are the major findings that arise from the synthesis of this body of literature?

From approaching the independent dissertation studies with an integrative framework, the major findings included the recognition of organizational and leadership climate as being crucial to faculty perceptions of role satisfaction or dissatisfaction; the impact of the multiple functions of being nurse, teacher, researcher, and academic member of an institution of higher education; the effects of faculty-role stressors on nursing education, individually perceived as positive or negative, as being widely varied; and implications for nursing personnel in positions of educational leadership, primarily related to guidelines for enhancing the teaching-learning process, such as re-evaluating responsibilities when work overload is perceived as a faculty-role stressor.

Specifically, a participative administrative climate was found to be related to faculty perceptions of less stress and more role-related satisfaction. The multiple activities within the faculty role, as well as the vulnerability to the stresses of those expectations, were found to impact upon the faculty member as well as upon the educational program. The impact was couched in varied terminology within the studies. For example, the impact was termed as a determinant of "burnout" when that concept was relatively new, popular, and studied in relation to nursing faculty (Blanks, 1983; Dick, 1984; Fong, 1984).

The synthesis process of this study dealt with early references to "problems" faced by nurse teachers (Burns, 1969), to recent studies citing unique "stressors" within the faculty role (Durand, 1985; Lapkin, 1982).

The major unifying link of this body of research was found to be the conceptualization of stress as inevitable to the faculty role, but as potentially positive or negative as dependent on individual response to perceived stressors.

Analysis and integration also revealed little intercutting among the studies. Dissertation research findings are evidently not being tapped fully as an information resource for the profession.

As a whole, this body of literature was found to be conceptually diverse. Five distinct but interrelated research categories or themes were identified. For example, studies dealing with (1) administrative and organizational

factors recognized leadership climate or milieu as being crucial to faculty perceptions of (2) role satisfaction or dissatisfaction; determinants of (3) burnout, such as stressors related to multiple functions or work overload sources, were shown to result in (4) responses such as illness, attrition and job turnover, or role strain, ambiguity, or conflict affecting (5) education and practice.

The research findings of the discrete studies are briefly described in Appendix F. Table 9 presented an integrative framework for the findings.

Research question #6. What are the implications for educational leadership in nursing from the synthesis of this dissertation research?

The implications for nursing personnel in positions of leadership in nursing education programs were found to be primarily related to practical guidelines for enhancing the teaching-learning process; for example, through leadership actions such as non-avoidance of stressors inherent to the complex faculty role.

The studies suggested a kind of preventive leadership; that is, leadership strategies aimed at recognition, control, and direction of stressors to reduce potential negative effects. As perceived by faculty, such effects included interference with the teaching-learning environment, job dissatisfaction, or professional burnout. Thus, leadership implications include responsiveness to stressors identified by faculty members through facilitation

of re-direction or actions aimed at harnessing inherent or potentially negative causes of stress.

The repetition of identified stressors in the dissertations from 1965 through 1985, as well as the lack of interciting, showed the need for deliberate dissemination strategies to increase research findings' impact and influence in nursing education. This also implies the need to incorporate knowledge of research on stress in the selection process and training of nurse educators.

As attention was given in this study to the stress-causing factors in the role of the nurse educator, specific implications became apparent. Some of the identified stressors--for example, problems in the areas of professionalization, conflicts between personal and professional life, and the tremendous amount of information to be mastered--were shown to be inherent in the time demands of classroom as well as clinical assignments, or to academia and the health care delivery system, while others seemed to reflect oversight or traditions of training. This implies the need to identify not only the stressors, but the source or origination of the stress, so possible solutions can be suggested. This also documents the need for more formal attention to the development of teaching and leadership skills, to decrease professional and interpersonal stress and increase student learning and the satisfaction that goes with it. The negative effects of stress on the faculty member and on the teaching-learning

process have been shown in the literature reviewed. By implication, thoughtful consideration of the origins of role stress by leadership would be more productive and valid than further labeling and re-naming of stressors now identified.

A brief summarization from each study, in Appendix G, documents the implications drawn from the dissertation research. Table 10 presented a chronological integration of those implications. Further implications are discussed in this chapter, prior to suggestions for future research endeavors involving faculty-role stressors in nursing education.

Research question #7. What recommendations can be made for further research which would expand, validate, or challenge the synthesis process of this study?

To expand the synthesis process of this study, it is recommended that future research (a) include international studies or non-dissertation research on the same topic, (b) deal with a different or broader time span than the two decades covered by this study, or (c) include dissertation research from another discipline, to compare stressors identified by faculty other than nurse educators.

The full-text dissertations were found to contain information regarding stressors that was not readily apparent in dissertation titles nor their author-generated abstracts. The question raised then concerns possible indexing errors that might have limited the available body of relevant literature. It is recommended that multiple

retrieval sources be utilized, as were for this study, to expand possibilities for literature identification, as well as to validate the synthesis process.

To validate the synthesis process of this study, it is recommended that future research (a) replicate this study, (b) conduct a follow-up study with specific reference to limitations noted in this study, or (c) conduct a closely related investigation to confirm the credibility of this study.

The diversity of terminology relating to "stress" and various nursing educational settings, validated the need for the broad theoretical framework and multi-conceptual approach used in this study. It is recommended that the challenge of diverse wording be encompassed in other than a single-concept or limited/narrow theoretical framework as the basis of research.

To challenge the synthesis process of this study, it is recommended that future research (a) utilize meta-analysis or other quantitative methodology for the same body of literature used in this study, (b) repeat this study using a random sample from the dissertation research selected for this study, or (c) conduct a similar synthesis using rigorous hypotheses testing rather than research questions to focus the study.

Most importantly, though, it is recommended that further re-naming and re-labeling of stressors be avoided. The productive extension of this synthesis endeavor would be

implementation of the implications for leadership in nursing education. Excellent and practical implications have been noted (see Appendix G) in studies considered by this researcher to be the landmark dissertations in this area of faculty-role stressors in nursing education; that is, emphasis might well be given to the research done by Bomar (1982), Dick (1984), Eisenhauer (1977), and Fields (1980).

Figure 2 summarizes study conclusions as a data reference; brief responses to the research questions that guided the synthesis process are presented.

Conclusions

In this section, the significance and limitations of the synthesis process are included in the discussion of the overall study conclusions.

It was generally concluded that synthesis strategies provided a useful methodology for integratively reviewing the research relevant to the topic of faculty-role stressors in nursing education. Specifically, though, the investigative exploration of the seven research questions and the completion of this study proved to be more time consuming, complex, and expensive than initially proposed.

The lag time or delay between dissertation research being completed and its inclusion in retrieval sources was a possible limitation of this study. All relevant studies may not have been included in this synthesis. For example, the dissertation written by author Blanks (1983) did not appear in the Dissertation Abstracts International (DAI) data base

Research Questions Guiding this Study	Responses from Integrative Approach to Dissertations*
#1: What does the dissertation research, from 1965 through 1985, identify as stressors within the role of nursing faculty?	Perceptions of administrative/ leadership support/non-support. Multiple role functions (nurse, faculty-teacher, researcher & author). Academic & clinical workload or assignments. Role discrepancy between reality of patient care & theory as taught.
#2: What are the specific variables or factors that seem to be related to perceived faculty-role stress?	Organizational, administrative, and/or leadership milieu or job climate. Individual perceptions-responses-coping as determinants of satisfaction/dissatisfaction, or burnout.
#3: What designs and/or methodologies have been utilized for research of faculty-role stressors in nursing education?	Predominantly survey or survey plus interview approaches in baccalaureate, non-clinical educational setting(s). Trend apparent from earlier descriptive & correlational data analyses to multivariate & recent computer capabilities.
#4: How does the existing dissertation research clarify or indicate how faculty-role stressors affect nursing education?	Negative stress impact shown to affect the teaching-learning process. The "how" remains undocumented in the research reviewed, although the studies revealed a wide variation in the impact on both the academic & clinical areas of nursing education.
#5: What are the major findings that arise from the synthesis of this body of literature?	Recognition of organizational & leadership climate (open, participative) as being crucial to individual & collective faculty perceptions of role stress.
#6: What are the implications for educational leadership in nursing from the synthesis of this dissertation research?	Non-avoidance of stressors inherent to faculty & nurse role shown in research to enhance teaching-learning process, faculty satisfaction and morale.
#7: What recommendations can be made for further research which would expand, validate, or challenge the synthesis process of this study?	Expand by including international and/or non-dissertation literature. Validate by replication or use of other span of time. Vary methodology, e.g., use of meta-analysis as challenge.

*Dissertations utilized for this study (see Appendix A).

Figure 2. Research Question - Brief Response Reference

until 1985, although most of the studies entered computer or manual retrieval listings the same year as written or doctoral degree was granted.

It is significant that this dissertation has examined the entire body of dissertation research on faculty-role stressors in nursing education. For the first time, the themes of this research have been identified and the findings have been integrated, despite limitations such as full-text retrieval difficulties. As noted by the diversity of terminology within the dissertations, researchers in the area of stress and nursing education are not yet speaking a common language.

Despite the diversity in wording, overall conclusions can be drawn from the integration of findings:

Nurse educators who are new or novice will perceive different stressors or sources of job dissatisfaction than faculty members with more experience and familiarity in academic/educational settings. For example, beginning nurse educators reported problems related to their socialization or orientation to the multiple expectations of the faculty role, more often than did nurses with academic rank or tenure whose stressors related more to administrative and organizational facets than to aspects of the teaching role.

Although general and specific stressors/sources of frustration/dissatisfiers have been identified from the dissertation research, nurse educators also acknowledged

perceptions of overall job satisfaction or rewards and challenges related to the faculty role in nursing education.

Higher levels of perceived stress were related to increased physical and psychosocial problems. At this point in the research, further studies are needed to clarify relationships between identified stressors and variables such as stress perceptions or biopsychosocial manifestations.

Whereas many of the identified stressors may be common to faculty in other disciplines, the synthesis process suggested that nurse educators perceive or experience stressors unique to their clinical and classroom teaching as well as their non-teaching responsibilities and their expectations for career advancement.

Stress remains a complex and incompletely described phenomenon even though stress-causing factors have been identified and diversely labeled. For example, stressors within the nursing faculty role have been termed "role strain," predictors of burnout, gender specific problems, and role ambiguity, among other terms used in the research literature. Negative aspects of role stress were repeatedly noted in the dissertations, rather than emphasis of the positive aspects and effects of the rigors, challenge, and motivation that stress also elicits.

Implications for Nursing Education

Based on the findings of the synthesis, implications for the nursing profession and the field of educational leadership were emphasized as being: stressors inherent to

the complex faculty role, individually perceived as being positive or negative and with effects on the educational process, need to be (a) recognized and identified, (b) controlled or harnessed rather than avoided, and (c) effectively directed to reduce potentially negative effects on faculty as well as the teaching-learning process within nursing education.

Work overload was repeatedly identified as a source of significant stressors, showing the need for reexamination of nursing faculty responsibilities.

Leadership style was shown to be crucial to faculty perceptions of stress. One implication is the need to prepare nurse administrators with a repertoire of coping strategies and a variety of styles to facilitate reduction of stress for those in positions of leadership as well as for those within the scope of that leadership.

Efforts should be made by faculty groups, and individuals in positions of educational leadership, to assess the extent to which (a) styles of participative management are used, (b) positive feedback is given, and (c) communication with peers/colleagues is supportive.

Nursing leadership should facilitate the socialization/orientation of younger, non-tenured, or less experienced faculty members. Help in identifying and discussing sources of job stress should assist in adaptive coping. Other specific strategies suggested by the synthesis included

mentoring, fostering supportive interpersonal relationships with peers, inservice programs, and a reduced workload.

The synthesis process also made clear that conflict between personal and professional commitments is not a problem for nursing faculty alone. Rather than focusing on the stressors identified within one discipline, it would seem productive to consider stress in academia as a fundamental challenge rather than a problem. In this way, perhaps the sources of stress within nursing education can be reformed, harnessed, or redirected to the benefit of the faculty members, the student teaching-learning process, as well as for quality in patient care.

Suggestions for Future Research

It is recommended that synthesis be more widely utilized by the nursing profession and within the field of educational leadership as a means of systematically reviewing research studies to provide insight, new knowledge, and useful conceptualizations.

It is further suggested that future research deal equitably with the clinical or non-classroom areas and health care agencies associated with the nursing education process. The dissertations integratively reviewed for this study dealt more with academic and non-clinical educational settings than with the clinical area(s).

Future research might well deal with variables other than those noted in this study. For example, future research might investigate stressors related to use of

technological teaching aids; specifically, stressors related to autotutor capabilities rather than "live" faculty/teachers, organizational factors, or demographic data.

Although variables were shown to be related to faculty-role stress, further research is needed to clarify the relationships. The determination of which factors or what optimum interaction effect(s) would diminish stress might allow projections for stress control or even the development of a predictive equation. This study indicated the need for future research to avoid replication and re-labeling of factors associated with stress and to emphasize interaction effects of primary variables. It is recommended that future studies especially consider the faculty workload, the dean or educational leader role, and dual or joint clinical-academic appointments.

Because stress has been shown to be complex, it is further recommended that a diversity of research designs and methodologies be used to move beyond data gathered by survey. There is a need for more definitive non-survey studies concerning work stress. This study could be used as a first step. Research concerning the identification of stressor agents should result in healthier, more satisfied faculty with time and energy to maximize their potential and that of the educational organization as well as the teaching-learning process.

Summary

In this final chapter, the meaning of the synthesis of dissertation research on faculty-role stressors in nursing education was discussed. The findings/results of the synthesis were discussed in relation to each of seven research questions. In addition, the significance and limitations of this study were indicated. Finally, this section offered implications for nursing education and suggestions for future research.

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Appendix A

Appendix A: Listing of Dissertations Utilized for the Study

- Bahrawy, Aida
Columbia University Teachers College, Ed.D., 1984,
234 pages.
Faculty participation in academic governance of
baccalaureate programs in nursing.
Dissertation Abstracts International, 45(8), 2405-A,
1985.
- Bedsole, Donna H.
Auburn University, Ed.D., 1985, 280 pages.
Opinions of baccalaureate and higher degree nursing
educators and hospital nursing service administrators
regarding joint appointments.
Dissertation Abstracts International, 46(12), 4181-B,
1986.
- Blanks, Celia D.
Indiana University, Ed.D., 1983, 189 pages.
The determinants of nursing faculty burnout.
Dissertation Abstracts International, 45(11), 3286-A,
1985.
- Bomar, Perri J.
The University of Akron, Ph.D., 1982, 216 pages.
Job stress and coping behaviors of nurse faculty members
of baccalaureate and higher degree nursing programs.
Dissertation Abstracts International, 42(9), 3936-A,
1982.
- Bowles, Sandra S.
George Peabody College for Teachers of Vanderbilt
University, Ed.D., 1985, 143 pages.
Socialization problems of first-year faculty members in
associate degree nursing programs.
Dissertation Abstracts International, 47(3), 798-A, 1986.
- Burns, Sister Elizabeth M.
Columbia University, Ed.D., 1969, 182 pages.
Faculty opinions on their academic responsibilities in
baccalaureate nursing programs.
Dissertation Abstracts International, 30(4), 1770-1771-B,
1969.

Campbell, Janis M.

The Ohio State University, Ph.D., 1978, 183 pages.

A job satisfaction survey study for nursing educators in baccalaureate nursing programs.

Dissertation Abstracts International, 39(8), 3759-3760-B, 1979.

Chapman, Barbara W.

The Ohio State University, Ph.D., 1977, 249 pages.

An analysis of mutual role expectations of nurse educators and head nurses.

Dissertation Abstracts International, 38(8), 3631-3632-B, 1978.

Dauria, Anne M.

University of Virginia, Ed.D., 1976, 181 pages.

A descriptive analysis of the nurse-faculty role in institutions of higher education in Virginia.

Dissertation Abstracts International, 37(8), 3869-B, 1977.

Dick, Margaret M.

The University of Texas at Austin, Ph.D., 1984, 190 pages.

Nurse faculty burnout: Relationships to collegial support, management behavior, and workload in collegiate nursing programs.

Dissertation Abstracts International, 45(7), 2100-B, 1985.

Donahue, Sister James Marie

The University of Iowa, Ph.D., 1978, 210 pages.

A comparison of factors influencing job satisfaction and dissatisfaction of nursing faculty with faculty in other departments of selected private liberal arts colleges in the midwest.

Dissertation Abstracts International, 39(8), 4619-A, 1979.

Dunagan, Frances A.

University of Southern Mississippi, Ed.D., 1976, 106 pages.

A study of the relationships between nursing education administrative climate and nursing teacher morale as perceived by teachers of nursing.

Dissertation Abstracts International, 37(9), 5479-5480-A, 1977.

Durand, Barbara A.

University of San Francisco, Ed.D., 1985, 237 pages.

The relationship of practice and theory in the context of nursing faculty.

Dissertation Abstracts International, 46(11), 3782-B, 1986.

- Eisenhauer, Laurel A.
Boston College, Ph.D., 1977, 152 pages.
A study of variables associated with perceived role conflict and role ambiguity in nursing faculty.
Dissertation Abstracts International, 38(3), 1248-A, 1977.
- Elliott, Diane D.
The University of Rochester, Ed.D., 1981, 189 pages.
Faculty response to the assumption of multiple roles within the unification system of collegiate nursing education.
Dissertation Abstracts International, 42(2), 565-B, 1981.
- Fain, James A.
The University of Connecticut, Ph.D., 1985, 123 pages.
The study of the relationship between role conflict, role ambiguity, and job satisfaction among nurse educators.
Dissertation Abstracts International, 46(11), 3203-3204-A, 1986.
- Fields, Mona R.
New Mexico State University, Ed.D., 1980, 109 pages.
Stressor agents and stress reactions in nurse faculty members.
Dissertation Abstracts International, 40(10), 5264-5265-A, 1980.
- Fielo, Sandra B.
Columbia University Teachers College, Ed.D., 1978, 170 pages.
Role perception, importance of personal autonomy, and frequency of informal grievance initiation reported by nurse-teachers in public community colleges governed by negotiated contracts in the state of New Jersey.
Dissertation Abstracts International, 38(11), 5279-B, 1978.
- Fong, Carolyn M.
University of California, Berkeley, Ph.D., 1984, 236 pages.
A study of the relationships between role overload, social support, and burnout among nursing educators.
Dissertation Abstracts International, 45(9), 2868-B, 1985.
- Gaston, Susan K.
Kansas State University, Ph.D., 1981, 178 pages.
An analysis of role preparation, conception, deprivation, and strain and professional behavior in novice and experienced nurse educators.
Dissertation Abstracts International, 42(1), 100-A, 1981.

Goe, L. Joan

North Texas State University, Ed.D., 1981, 100 pages.
Role strain and faculty attrition in baccalaureate and
higher degree programs in nursing.
Dissertation Abstracts International, 42(11), 4736-A,
1982.

Hassell, Janice M.

The University of Utah, Ph.D., 1985, 119 pages.
Leadership as an aspect of organizational climate, job
satisfaction, and perceived organizational effectiveness
of faculty.
Dissertation Abstracts International, 46(11), 3206-A,
1986.

Jamann, JoAnn S.

Lehigh University, Ed.D., 1974, 110 pages.
Job satisfaction and dissatisfaction of nurse-faculty
in B.S.N. programs.
Dissertation Abstracts International, 35(7), 4105-A,
1975.

Johnson, Betty M.

The University of Wisconsin, Ph.D., 1970, 180 pages.
Decision making, faculty satisfaction, and the place of
the school of nursing in the university.
Dissertation Abstracts International, 31(10), 6080-B,
1971.

Johnson, Hazel M.

University of Minnesota, Ph.D., 1969, 229 pages.
Perceptions of teaching responsibilities in baccalaureate
nursing programs.
Dissertation Abstracts International, 30(4), 1772-B,
1969.

Johnston, Sarah R.

The University of Alabama, Ed.D., 1984, 280 pages.
A study of annual released time for teaching faculty in
a university school of nursing.
Dissertation Abstracts International, 45(7), 2005-A,
1985.

Juhl, Nyla H.

The University of Texas at Austin, Ph.D., 1985,
255 pages.
Formalization, control, and satisfaction: A descriptive
study of Texas schools of nursing with baccalaureate
programs.
Dissertation Abstracts International, 46(10), 3392-
3393-B, 1986.

- Lapkin, Diane R.
 Boston University School of Education, Ed.D., 1982,
 226 pages.
 The unique stressors related to clinical teaching
 experienced by associate degree nursing faculty.
Dissertation Abstracts International, 43(4), 1053-A,
 1982.
- Marriner, Anna L.
 University of Colorado, Ph.D., 1975, 240 pages.
 Job satisfaction and mobility of nursing educators in
 accredited baccalaureate and higher degree programs in
 the west.
Dissertation Abstracts International, 36(5), 2670-A,
 1975.
- McCord, Beverly B.
 University of Denver, Ph.D., 1970, 157 pages.
 A study of the relationship of the influence of deans of
 schools of nursing to the personal satisfaction and
 professional productivity of faculty.
Dissertation Abstracts International, 31(12), 6310-A,
 1971.
- McKee, Frances M.
 Boston University School of Education, Ed.D., 1974,
 221 pages.
 The motivation to work among nurse faculty in
 baccalaureate programs.
Dissertation Abstracts International, 35(3), 1416-A,
 1974.
- Middlebrook, Grace L.
 Arizona State University, Ed.D., 1970, 136 pages.
 Attitudes of instructors of nursing toward their
 preparation for teaching nursing education.
Dissertation Abstracts International, 31(5), 2091-2092-A,
 1970.
- Milligan, Jean B.
 Columbia University, Ed.D., 1972, 236 pages.
 Expectations of nursing faculty members in baccalaureate
 programs.
Dissertation Abstracts International, 33(8), 4126-4127-A,
 1973.
- Minutilla, Rosemarie J.
 The University of Nebraska - Lincoln, Ph.D., 1983,
 324 pages.
 The needs for faculty development as perceived by nurse
 academic administrators and nurse faculty.
Dissertation Abstracts International, 45(2), 420-A,
 1984.

- Murray, Malinda L.
Columbia University Teachers College, Ed.D., 1983,
153 pages.
Job satisfaction and job dissatisfaction experienced by
nurse-faculty in baccalaureate nursing programs.
Dissertation Abstracts International, 44(2), 457-B, 1983.
- O'Shea, Helen S.
Georgia State University - College of Education, Ph.D.,
1980, 176 pages.
Role orientation and role strain of clinical nurse
faculty in baccalaureate programs.
Dissertation Abstracts International, 41(1), 133-B, 1980.
- Parascenzo, Leona K.
University of Pittsburgh, Ph.D., 1983, 211 pages.
Nursing faculty clinical practice: Myth or reality? A
descriptive study of the practice role of nursing faculty
in accredited baccalaureate nursing programs.
Dissertation Abstracts International, 45(2), 420-421-A,
1984.
- Passos, Joyce Y.
Michigan State University, Ph.D., 1969, 227 pages.
A method for analyzing the problem identification
behavior of basic baccalaureate nursing students and its
relationship to student preparation strategies, student
role satisfaction and faculty role satisfaction.
Dissertation Abstracts International, 31(3), 1147-1148-A,
1970.
- Poindexter, Jeannette O.
The University of Michigan, Ph.D., 1982, 158 pages.
The relationship of role conflict and role ambiguity to
job satisfaction among college-level nursing faculty.
Dissertation Abstracts International, 43(2), 387-B, 1982.
- Pugh, Elizabeth J.
Northwestern University, Ph.D., 1980, 218 pages.
Factors influencing congruence between beliefs,
intentions, and behavior in the clinical teaching of
nursing.
Dissertation Abstracts International, 41(6), 2521-A,
1980.
- Rapson, Mary F.
University of Maryland, Ph.D., 1980, 146 pages.
Multiple-task role requirements as a source of perceived
role ambiguity, role conflict, and role overload among
university nursing faculty.
Dissertation Abstracts International, 42(2), 573-A,
1981.

Skalak, Constance H.

University of Georgia, Ed.D., 1985, 152 pages.

A study of the relationships between perceived and reported supervisory intervention behavior and faculty job satisfaction.

Dissertation Abstracts International, 46(7), 1850-A, 1986.

Smith, Charmaine P.

Indiana University, Ed.D., 1979, 127 pages.

Job satisfaction and dissatisfaction of nurse faculty in associate of science degree nursing programs.

Dissertation Abstracts International, 40(7), 3797-3798-A, 1980.

Venn, Mary R.

University of Maryland, Ph.D., 1983, 144 pages.

Role expectations and role performance of nursing faculty in research universities.

Dissertation Abstracts International, 45(2), 433-A, 1984.

Werner, Marlene A.

State University of New York at Buffalo, Ed.D., 1981, 266 pages.

Curriculum planning for humanistic nursing.

Dissertation Abstracts International, 42(8), 3425-A, 1982.

Woodtli, Margaret A.

Illinois State University, Ph.D., 1982, 186 pages.

The perceptions of deans of nursing of selected sources of conflict and conflict-handling modes.

Dissertation Abstracts International, 44(1), 87-88-A, 1983.

Appendix B

Appendix B: Purposes of Dissertation Research

<u>Author/Date</u>	<u>Purpose of Study</u>
Bahrawy, 1984	To investigate, via survey of full-time nursing faculty, levels of actual and ideal participation and satisfaction related to the governance of baccalaureate schools of nursing.
Bedsole, 1985	Assuming that conflicts currently exist between nursing service and nursing education, the purpose of this study was to obtain and analyze the opinions of baccalaureate and higher degree nursing educators and hospital nursing service administrators regarding joint appointments between nursing education and nursing service.
Blanks, 1983	An exploratory study to discover the determinants of burnout for nursing faculty who teach in generic baccalaureate programs in selected institutions of higher education, the objectives were (1) to classify faculty burnout variables, (2) to examine the heuristic value of Bean's causal model of student attrition in establishing causal linkages in faculty burnout, and (3) to identify the determinants of nursing faculty burnout.
Bomar, 1982	This study investigated the extent to which selected demographic variables and coping behaviors affect the perceived job stress of nurse faculty members of baccalaureate and higher degree nursing programs.
Bowles, 1985	Using a questionnaire developed around 45 problems identified from the literature, beginning associate degree nursing faculty representing a nationwide sample indicate the extent to

which they experienced these problems and the level of difficulty presented by each problem; from a list of ten orientation activities found in the literature, the study respondents rank ordered those they considered most beneficial.

Burns, 1969

The primary purpose of the study was to explore the type of relationship which exists between the reported academic responsibilities or "workload" of faculty members in baccalaureate programs in nursing and their expressed opinions about these academic responsibilities; an attempt was likewise made to establish the relationship between certain identified characteristics of the faculty and their expressed opinions on current academic responsibilities.

Campbell, 1978

Concerned with identifying the sources of job satisfaction and dissatisfaction among a selected group of nursing educators in baccalaureate degree nursing programs, the purpose of this study was to determine some of the important correlates as reported by nursing educators.

Chapman, 1977

Because the lack of cooperation and collaboration between nursing education and nursing service has received much attention, and because the literature indicates that the difficulty may be related to differences on role expectations among and between nursing faculty and practicing nurses, the purpose of this study was to identify the extent of agreement within and between these two groups on two sets of role behaviors.

Dauria, 1976

To describe the role enactment and sources of role strain of nurse-faculty in institutions of higher education in Virginia.

Dick, 1984

The purpose of this descriptive-correlational study was to investigate the level of burnout among faculty in collegiate nursing programs and its

relationship to management behavior of the dean, collegial support, and faculty workload.

- Donahue, 1978 The purpose of this study was to determine the factors associated with job satisfaction and dissatisfaction that apply more specifically to nursing faculty than to other faculty in private liberal arts colleges in the midwest.
- Dunagan, 1976 This study was conducted to determine any significant relationship between nursing education administrative climate and nursing teacher morale as perceived by nursing teachers in selected baccalaureate nursing education programs.
- Durand, 1985 Using critical theory, this study (1) explored the meaning of faculty practice in nursing and examined relationships between practice and theory in the context of faculty and nursing's social mission, (2) investigated processes by which practice is defined, how client needs are determined, and how faculty and curriculum relate to these needs, and (3) attempted to reconceptualize theory/practice relationships in nursing with faculty and curriculum viewed as critical connections in these relationships.
- Eisenhauer, 1977 The purpose of this study was to investigate the relationships of various demographic and experiential characteristics and the degree of role conflict - role ambiguity perceived by full-time nursing faculty teaching in baccalaureate and higher degree nursing programs.
- Elliott, 1981 This exploratory study attempted to provide empirical validation of faculty response to the unification system as a basis for generating hypotheses for further research; the unification system attempts to unite nursing education and nursing service, with nursing faculty assuming multiple role

responsibilities, including teaching, clinical practice, and research.

Fain, 1985

The purpose of this study was to examine nurse educators' perceptions of role conflict and role ambiguity and to relate these to reported level of job satisfaction.

Fields, 1980

The purpose of this study was (a) to identify the degree of existence of stressor agents in the work environment of nurse faculty members of institutions of higher education, and (b) to determine the relationship between physical and psychological manifestations in the faculty members and the presence of stressor agents.

Fielo, 1978

The purposes of the study were (a) to describe the relationship among perception of professional role orientation, bureaucratic role orientation, importance of personal autonomy, and initiation of informal grievances, (b) to identify informal grievances initiated by nurse-teachers and describe the frequency with which they occur, and (c) to determine whether nurse-teachers perceive that there are problems for the departments of nurse education in the operation and or interpretation of the negotiated contract.

Fong, 1984

The purpose of this study was to examine the relationships between role overload, social support, and burnout among nursing educators.

Gaston, 1981

To compare and analyze selected characteristics (bureaucratic, professional, and service role conception and role deprivation), professional behavior, and causes of role strain, in novice and experienced baccalaureate nurse educators.

Goe, 1981

The purpose of the study was to determine whether variations exist in role strain reported by faculty members and faculty attrition based on institutional size, structure, and complexity,

and on official expectations for faculty members in baccalaureate and higher degree programs in nursing.

- Hassell, 1985 The purpose of the study was to (a) examine managerial leadership as an aspect of organizational climate in colleges of nursing (specifically, to determine the relationship of leadership to job satisfaction and organizational effectiveness as perceived by faculty), and to (b) also examine faculty status (administrative versus nonadministrative position) and its effect upon job satisfaction and perceptions of leadership and organizational effectiveness.
- Jamann, 1974 To explore factors associated with sources of job satisfaction and dissatisfaction of nurse-faculty in baccalaureate programs.
- Johnson, B., 1970 The purpose of the study was to determine whether relationships existed between and among the extent of agreement on responsibilities for decision making, the degree of faculty satisfaction, the degree of autonomy of the school of nursing, and the place of the school of nursing in the university community.
- Johnson, H., 1969 Assuming that behavior is influenced by the expectations which individuals hold for themselves and which others hold for them, the purpose of this study was to obtain a greater understanding of the expectations held by instructors themselves and their administrative officers regarding the teaching role in baccalaureate nursing programs.
- Johnston, 1984 This descriptive study (a) analyzed a plan for annual released time, (b) determined perceived effects of released time on the faculty, and (c) determined the nature of faculty activities during released time, in one university school of nursing.
- Juhl, 1985 Because the literature reveals formalization within organizations is

- associated with influence in decision making and member satisfaction, the purpose of this study was to analyze specific aspects of organizational structures in Texas schools of nursing with baccalaureate programs.
- Lapkin, 1982 The purpose of this study was to discover the unique stressors related to clinical teaching as experienced by associate degree nursing faculty; it was the researcher's intent to determine what stressors existed, how subjects adapted to identified stress and what effect stress factors had on the physical and emotional well-being of the sample population.
- Marriner, 1975 To determine and correlate perceptions of job satisfaction, importance, and mobility of nursing educators in accredited baccalaureate and higher degree programs in the western states.
- McCord, 1970 The study investigated whether relationships existed between the school of nursing dean's influence, the bases of this influence and the satisfaction and professional productivity of faculty in public supported university schools of nursing.
- McKee, 1974 This study attempted to determine if Herzberg's dual-factor theory relative to the separateness of job factors that contribute to satisfaction and dissatisfaction of accountants and engineers could be extended to a population of nurse faculty in baccalaureate programs in New England.
- Middlebrook, 1970 The purpose of this study was to determine whether groups of instructors of nursing differed in their attitudes toward their preparation for teaching and to find if there was a correlation between job satisfaction, as measured by tenure and preparation for teaching.
- Milligan, 1972 The purpose of this study was to determine to what extent do the administrator's expectations regarding the functions of a faculty member differ

- from the faculty member's expectations in baccalaureate nursing programs in New England.
- Minutilla, 1983 The purpose of the study was to examine the needs for faculty development as perceived by nurse administrators and faculty in baccalaureate and/or higher degree nursing programs.
- Murray, 1983 To identify the characteristics which influenced job satisfaction and job dissatisfaction experienced by nurse-faculty in baccalaureate nursing programs.
- O'Shea, 1980 To explore the relationship between role orientation and role strain and the relationship of both orientation and strain to selected personal characteristics, including educational preparation, teaching experience, clinical practice experience, and selected professional activities of nurse faculty teaching in baccalaureate programs.
- Parascenzo, 1983 The purpose of the study was to assess and describe current perceptions and realities of faculty practice in a nationwide stratified sample of baccalaureate nursing programs; multiple-role functions of professional nursing provided a specific faculty model.
- Passos, 1969 The purpose of the study was to test a multifaceted methodology designed to operationalize faculty expectations of basic baccalaureate nursing students as well as to address faculty role satisfaction.
- Poindexter, 1982 The purpose of the study was to (a) examine the relationship between perceptions of role conflict and role ambiguity with job satisfaction among college-level nursing faculty, and to (b) also examine the differences between role conflict, ambiguity, and job satisfaction with academic preparation and assignments, and the relationship between selected demographic variables and job satisfaction.

- Pugh, 1980 To apply role theory and Fishbein's theory of reasoned action to the study of undergraduate clinical teaching of nursing.
- Rapson, 1980 The purpose of this study was to explore the degree of perceived role conflict, role ambiguity and role overload present among university nursing faculty and the relationship of this role stress to multiple-task role requirements (number of tasks, task conflict, diversity of role sets, and disparity of rewards).
- Skalak, 1985 To examine job satisfaction in relation to faculty and directors' perceptions of supervisory intervention behaviors of directors of nursing programs.
- Smith, 1979 To identify sources of job satisfaction and dissatisfaction of full-time nurse faculty in associate of science degree nursing programs located throughout the United States.
- Venn, 1983 To clarify the role expectations and role performance of nursing faculty in research universities, and to relate these data to institutional expectations for nursing faculty.
- Werner, 1981 The purpose of the study was to determine and to analyze current curriculum planning, development, and instructional practices nursing educators engage in relative to the preparation of humanistic caring nurses.
- Woodtli, 1982 To identify sources of conflict between deans of nursing and nursing faculty as perceived by deans of selected baccalaureate nursing programs; to identify modes of conflict resolution; and to determine relationships, if any, among sources of conflict, modes of conflict resolution, and selected demographic data.
- Total: Dissertations = 46.
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Appendix C

Appendix C: Educational Settings of Dissertation Research

<u>Author/Date</u>	<u>Specific Setting of Study</u>
Bahrawy, 1984	Full-time nursing faculty (n=294) in baccalaureate programs in nursing in colleges and universities in Connecticut, New Jersey and New York.
Bedsole, 1985	Baccalaureate and higher degree nursing educators, and hospital nursing service administrators, (n=339) from hospitals and schools of nursing throughout the United States.
Blanks, 1983	Nursing faculty (n=166) teaching in generic baccalaureate programs in selected institutions of higher education.
Bomar, 1982	Nurse faculty members (n=280) from 16 baccalaureate and higher degree nursing programs in Ohio.
Bowles, 1985	Beginning associate degree nursing faculty (first-year faculty members) representing a nationwide sample.
Burns, 1969	Faculty members (n=760) holding a master's or higher degree and with at least one year of teaching experience prior to the study survey, representing 121 of the 150 baccalaureate programs in nursing accredited by the National League of Nursing.
Campbell, 1978	Nursing faculty (n=185) of six baccalaureate schools of nursing; schools were purposively selected on the basis of student enrollment being between 100 - 700, association with and without graduate departments, representative of both public and private sectors, and being established (with tenured faculty) rather than newly operating.

Nursing education administrators were not included in the sample.

- Chapman, 1977 Faculty (n=111) from 4 baccalaureate nursing schools judged by purposive sampling to be representative of the variety of baccalaureate programs in the state of Ohio, and head and assistant head nurses (n=148) from 17 general hospitals affiliated with the schools for student clinical experience.
- Dauria, 1976 Full-time instructional faculty (n=78) in six institutions of higher education (representing collegiate rather than traditional apprentice-type nursing education) in the state of Virginia.
- Dick, 1984 Stratified random cluster sample of full-time faculty (n=600) from 28 collegiate nursing programs/schools.
- Donahue, 1978 Full-time faculty in the 21 private liberal arts colleges with state-approved baccalaureate nursing programs in seven midwestern states; randomly selected non-nursing faculty (n=124) were male as well as female, and nursing faculty (n=179) were predominantly female.
- Dunagan, 1976 Full-time collegiate nursing teachers (n=152) employed by baccalaureate nursing schools in rural and urban Alabama (5 schools) and in urban Mississippi (3 schools).
- Durand, 1985 Tape recorded interviews were conducted with nurses (n=20) including clinical specialists, faculty, and doctoral students.
- Eisenhauer, 1977 Full-time nursing faculty (n=301) in accredited baccalaureate and higher degree programs in 5 New England states; educational settings included a variety of types of institutions, equally private and public, offering various combinations of baccalaureate and graduate nursing programs.
- Elliott, 1981 The setting included 6 university schools (3 currently utilizing the

- unification system of uniting nursing education and nursing service with faculty taking on role responsibilities of teaching, clinical practice and research; and 3 traditional schools). Data were solicited from all (648) nursing faculty who held both full-time employment and appointments within the schools; properly completed questionnaires yielded 233 unification respondents and 177 traditional (total n=410).
- Fain, 1985 Nursing faculty (n=285) within National League for Nursing accredited baccalaureate programs of nursing in universities of six New England states.
- Fields, 1980 A 10% random sample was surveyed of all nurse faculty members (196) teaching in baccalaureate nursing programs of institutions of higher education (public and private colleges and universities) in the state of Texas; usable responses yielded an n of 126. Number/names of schools not listed nor noted in full-text of study.
- Fielo, 1978 Nurse-teachers (n=121) employed by 11 of the 12 two-year public community colleges represented by certified unions, with departments of nursing, in the state of New Jersey.
- Fong, 1984 Nursing educators (n=141) at eight (8) campuses of the California State University system, plus in-depth interviews conducted with nursing educators (n=30) and chairpersons (n=5).
- Gaston, 1981 Nurse educators (experienced = 218; novice = 161) employed in National League for Nursing accredited baccalaureate schools of nursing in the United States.
- Goe, 1981 75 randomly selected baccalaureate and higher degree nursing programs yielded administrative respondents (n=63) and faculty (n=195) perceptions on study questionnaires.

- Hassell, 1985 Administrative and non-administrative nursing faculty of a random, stratified, proportional sample of 10 Western baccalaureate colleges affiliated with the Western Interstate Commission for Higher Education (WICHE).
- Jamann, 1974 Nurse-faculty (n=495), a 15% random cluster sample, employed in National League for Nursing (NLN) accredited baccalaureate programs/Bachelor of Science in Nursing (BSN) programs.
- Johnson, B., 1970 Full-time nurse faculty members and deans of 12 collegiate schools of nursing located in the Midwest and offering accredited undergraduate and graduate programs of nursing within their university community.
- Johnson, H., 1969 Nursing faculty and their administrative officers (n=575) in 66 baccalaureate nursing programs in the North Central states area.
- Johnston, 1984 Faculty (n=90) at one (1) university school of nursing.
- Juhl, 1985 Faculty and administrators (n=208) in 20 Texas schools of nursing with baccalaureate programs.
- Lapkin, 1982 Associate degree nursing faculty (n=21) in six (6) community colleges in eastern Massachusetts.
- Marriner, 1975 Nursing educators in accredited baccalaureate and higher degree programs in thirteen western states.
- McCord, 1970 Full-time female faculty (n=766) and deans of 18 public supported university schools of nursing.
- McKee, 1974 Full-time nurse faculty (n=43) in accredited baccalaureate nursing programs in New England.
- Middlebrook, 1970 Teachers/Instructors of nursing (n=75) randomly selected from four types of nursing education programs, representing college and noncollege educational settings, in the state of Arizona.

- Milligan, 1972 Full-time nursing faculty members with a master's or higher degree (n=161) and administrators in 14 baccalaureate nursing programs in New England.
- Minutilla, 1983 Nurse faculty (n=2,062) and nurse academic administrators (n=144) representing 171 baccalaureate and/or higher degree nursing programs accredited by the National League for Nursing (NLN).
- Murray, 1983 Full-time nurse faculty with at least a master's degree (n=156) employed in baccalaureate nursing programs conforming to criteria for inclusion in the random selection of nursing schools.
- O'Shea, 1980 Nurse faculty who taught clinical courses (n=453) in baccalaureate programs of 41 public and private schools of 65 randomly selected from a 1979 listing of 312 NLN accredited schools.
- Parascenzo, 1983 Nursing faculty (n=332 of 545 randomly selected) in a nationwide stratified sample of 100 accredited baccalaureate nursing programs.
- Passos, 1969 Nursing faculty (n=14) and 132 nursing students in one accredited basic baccalaureate nursing program.
- Poindexter, 1982 College-level nursing faculty members (n=124 out of 238 questionnaires sent) in four midwestern states.
- Pugh, 1980 Faculty who taught undergraduate clinical nursing (n=50) and their 358 clinical nursing students randomly selected from eight (8) NLN accredited programs.
- Rapson, 1980 Nursing faculty members (n=118 of 138 questionnaires distributed) in the school of nursing of a large urban university.
- Skalak, 1985 Directors and their faculty members of nursing programs.

- Smith, 1979 Full-time nursing faculty (n=111 of 153 questionnaires sent) and nine (9) interviews with faculty employed in associate of science degree nursing programs (in seven public and private universities also having a baccalaureate faculty and degree program) located throughout the United States.
- Venn, 1983 Non-administrative nursing faculty (n=115) and 38 administrators in 9 public higher education institutions (of 19 designated by the Carnegie Council on Policy Studies in Higher Education as Research Universities I) offering undergraduate and graduate degree nursing programs accredited by the National League for Nursing.
- Werner, 1981 Faculty members (n=75) and curriculum coordinators (70) from 77 baccalaureate nursing programs in the United States.
- Woodtli, 1982 Nursing faculty and deans of selected baccalaureate programs in nursing accredited by the National League for Nursing (NLN).
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Appendix D

Appendix D: Variables/Factors Related to Faculty-Role Stress

<u>Author/Date</u>	<u>Research Variables/Factors</u>
Bahrawy, 1984	Faculty-role stressors as seemingly related to (1) participation in areas of governance such as academic, personnel, and student affairs, or public and financial; and (2) professional, organizational, and personal characteristics.
Bedsole, 1985	Variables stated as (1) joint appointments between nursing educators and hospital nursing service administrators, and (2) demographic information including current and previous involvement with joint appointments.
Blanks, 1983	Twenty-three variables studied: (1) burnout syndrome indicators (emotional exhaustion, depersonalization, reduced sense of personal accomplishment); (2) background variables (age, previous work experience); (3) organizational determinants (work overload, routinization, pay, communication, participation, level taught, role clarity, support network, autonomy, integration, and alienation); (4) outcome determinants (person-role fit, competence, fair treatment, and boredom); (5) environmental elements (family responsibilities, opportunities to change or leave jobs).
Bomar, 1982	Demographic variables (marital status, age, rank, education, full or part-time status, years in nursing practice, tenure status, type of program, hours spent in committee work, professional/academic activities, student-teacher ratio, changes in the school, research and publication, manner in which clinical competency maintained, and

- type of clinical supervision area) and coping behaviors (strategies such as letting-go by talking with others, or by physical, psychosocial, and chemical means).
- Bowles, 1985 Listing of orientation activities for new faculty, and forty-five problems identified from literature were studied in relation to faculty information (highest academic degree, gender, age, marital status, and academic appointment).
- Burns, 1969 Academic responsibilities/workload stress was studied in relation to informational factors (major area of teaching responsibility, years of teaching experience, type of experience, initial preparation for nursing, highest earned degree and date, enrollment for advanced study, proximity of teaching assignment to the main campus).
- Campbell, 1978 (1) Herzberg's job satisfaction factors, and (2) school factors (public/private, student enrollment, tenure, association with or without a graduate department).
- Chapman, 1977 Role expectations and behaviors were considered from perspectives of nurse educator group and hospital head nurse group; factors related to knowledge and experiences necessary for providing high quality care.
- Dauria, 1976 Independent variables, classified as role skills, were examined in relationship to the dependent variables of faculty-role functions/enactment and experiences of role strain.
- Dick, 1984 The level of burnout among faculty was studied in relation to management behavior of the dean, collegial support, and faculty workload; these variables were measured by inventory, adapted scales, a survey adaptation of collegial communication, and workload as measured by time on faculty-role

tasks and extent of curriculum revision being done.

- Donahue, 1978 Factors relating to job satisfaction and dissatisfaction were selected, analyzed, and compared for nursing and non-nursing faculty; demographic and descriptive factors included age, teaching experience, gender, rank, time in present position, individual course or team teaching assignment, educational preparation, and plans to stay or leave teaching.
- Dunagan, 1976 Factors studied were academic administrative climate, nursing teacher morale, newly employed and long-term employed; perceptions of leader behavior and employee morale were key variables.
- Durand, 1985 Interview categories were: determination of client need, theory/practice/research relationships, curriculum, faculty practice, vision of nursing.
- Eisenhauer, 1977 Dependent variables were role conflict and role ambiguity. Other factors yielding demographic characteristics and experiential perceptions included: expectations of academia and clinical nursing practice, descriptions of role problems, level of formal education, organizational structure, teaching experience, age, type of recent changes (curriculum, team teaching, committee-classroom-clinical workload) and assumption of leadership or administrative responsibilities.
- Elliott, 1981 Traditional and unification systems of separating or uniting nursing education and nursing service were compared; background data on faculty were obtained (educational level, rank, faculty roles and activities, tenure status, joint appointments, perceptions of stress levels).
- Fain, 1985 Factors studied included: changing role expectations, increase in accountability, threats to job security, job satisfaction through fulfillment of

- professional needs, and demographic information (age, sex, years of teaching, level of education, present position).
- Fields, 1980** The study solicited information on (1) demographic data, (2) perceptions of the presence or absence of stressor agents in the work environment, and (3) health status; demographic characteristics and each stressor factor comprised the independent variables, while scores of physical and psychological health were dependent variables.
- Fielo, 1978** Associations were studied between perceptions of faculty role, bureaucratic/organizational role, importance of personal autonomy, and frequency of initiation of grievances sanctioned by negotiated contracts. Grievance factors involved faculty responsibilities other than teaching, and number of students in class and lab.
- Fong, 1984** Variables studied were work overload, role stress, job burnout, and social support of chairperson and peers; demographic information was obtained on a mailed data sheet.
- Gaston, 1981** Gaston dealt with novice and experienced nurse educators, studying selected characteristics (bureaucratic, professional, and service role conception/deprivation; professional behavior; and causes of role strain related to demographic information).
- Goe, 1981** Faculty attrition and role strain were studied in relation to institutional size, structure, complexity, and on perceived official/academic expectations of faculty. Factors included institutional control, degrees awarded by the institution, type and number of nursing programs offered, size of graduate program, number of faculty, and tenure status.
- Hassell, 1985** Variables included managerial leadership as an aspect of organizational

- climate, relationship of leadership to job satisfaction, organizational effectiveness as perceived by faculty, and faculty status (administrative versus nonadministrative positions' effect upon variables listed above).
- Jamann, 1974 Factors studied were sources of job satisfaction and dissatisfaction, by attitude survey, of nurse educators; gender of faculty and type of management policies were specifically analyzed.
- Johnson, B., 1970 Major variables were decision making, faculty satisfaction, school of nursing autonomy, and place of school in university structure; demographic data included age, rank, number of years in present school, amount of education, length of teaching experience, and type of program for initial nursing education.
- Johnson, H., 1969 Faculty expectations of beginning and experienced instructors, perceptions of administrative officers, role consensus, and job satisfaction were major variables; factors also considered were teaching responsibilities, level of student and subject taught, and relationships with students, colleagues, and patients.
- Johnston, 1984 Faculty-role stress was studied in relation to annual released time; factors included the nature and extent of faculty activities during release from teaching.
- Juhl, 1985 Faculty and administrative perceptions of control, formalization within organizational structure, job satisfaction, and influence in decision making were coupled with nursing faculty demographic data.
- Lapkin, 1982 Faculty-role stressors were studied in relation to clinical teaching, associate degree programs, and physical and emotional adaptation to stress.

- Marriner, 1975 Demographic variables included age and sex; these were then correlated with perception of role characteristics and satisfaction. Factors also considered: how nursing educators learn about available teaching positions, job characteristics important before acceptance, and reasons for resignations; these factors were correlated with organizational climate.
- McCord, 1970 Major variables were influence of deans, personal faculty satisfaction, and professional productivity; demographic data included gender, for the added purpose of comparing academic male and female responses to stressors of influence.
- McKee, 1974 Factors studied were related to job satisfaction and dissatisfaction, with motivation, nurse faculty, and type of educational program as variables.
- Middlebrook, 1970 Preparation for teaching and job satisfaction variables were researched; factors included in the study: tenure status, type of nursing program, age, marital status, frequency and length of employment experience, and attitude rating on major variables.
- Milligan, 1972 Factors identified for study were those encouraging and/or interfering with functions of teaching nursing, such as workload, expectations of faculty versus administrators; and selected personal and professional information (age, tenure, teaching experience, participation in university and community affairs).
- Minutilla, 1983 Variables included institutional characteristics, demographic data, and perceptions of faculty development needs; factors also considered were perceptions of activities, rewards, and frustrations by nurse academic administrators and nurse faculty.
- Murray, 1983 Factors studied were job characteristics affecting job satisfaction/dissatisfaction experienced by nurse faculty; demographic data were also

- obtained and compared with reported satisfaction levels.
- O'Shea, 1980 Role orientation and strain, as affected by the variables of age, amount of teaching experience, and formal preparation for teaching, were related to stressors of the clinical/non-classroom role.
- Parascenzo, 1983 Factors studied by Parascenzo included clinical role perceptions, faculty practice, and multiple-role functioning.
- Passos, 1969 Factors in this multi-faceted study included faculty expectations of student behavior, clinical/non-classroom teaching role, faculty role satisfaction, and teaching different levels of students.
- Poindexter, 1982 Variables examined were role conflict, perceptions of role ambiguity, and job satisfaction as related to academic preparation and assignments.
- Pugh, 1980 In this study of the clinical teaching role, factors analyzed included the nurse as teacher, nurse, or nurse-teacher. Observed behavior was rated by two groups: clinical students and clinical teachers.
- Rapson, 1980 Faculty-role stress was studied in relation to multiple-task role requirements (numbers of tasks, task conflict, diversity of role sets, and disparity of rewards), as the independent variables; dependent variables were role conflict, ambiguity, and overload.
- Skalak, 1985 Faculty job satisfaction was studied in relation to faculty and directors' perceptions of supervisory intervention behavior.
- Smith, 1979 Sources of job satisfaction/dissatisfaction were studied in relation to specific factors: full-time nursing faculty, associate of science degree programs in conjunction with baccalaureate degree nursing program.

Demographic factors related to identified sources included salary, promotion, working conditions, home life, marital status, age, and academic rank.

Venn, 1983

Key variables were role expectations and role performance related to institutional expectations for nursing faculty. Factors included perceptions of administrative and non-administrative faculty.

Werner, 1981

Data was derived from two categories of respondents, curriculum planners and teachers considering major problems of nurse educators; factors studied were attitudes, values, and behaviors of faculty for student experiences in the clinical setting(s).

Woodtli, 1982

Independent variables were years in position, years of teaching, years in administration, number of students, number of faculty, number of deanships, and sources of conflict. Dependent variables were faculty and dean perceptions of sources of conflict and conflict-handling modes.

Total: 46 dissertations.

Appendix E

**Appendix E: How Faculty-Role Stressors Affect
Nursing Education**

<u>Author/Date</u>	<u>Summary from Dissertation Research</u>
Bahrawy, 1984	Stressors that limit faculty participation in academic governance affect faculty satisfaction and productivity in baccalaureate nursing programs.
Bedsole, 1985	Conflicts between nurse educators and hospital nursing service personnel affect/limit student clinical experience and improvement of patient care.
Blanks, 1983	Burnout in nursing faculty affects teaching competence, faculty turnover, reduces personal accomplishment, and is a factor in a causal model of student attrition.
Bomar, 1982	Combining roles of nurse, educator, and university faculty member, affects time available for professional and academic activities, and thus classroom and clinical competencies.
Bowles, 1985	Socialization/role orientation problems of new faculty affect measurement of student performance, preparation of tests, and limits time for classroom and clinical preparation.
Burns, 1969	Academic and non-teaching responsibilities/workload affects time available for classroom and clinical teaching preparation, and evaluation in the clinical setting.
Campbell, 1978	The study of job satisfaction and identification of stressors of nursing educators is important because teacher motivation effects the learning

- environment and "essentially determines the success or failure of an educational program" (p. 1).
- Chapman, 1977 Lack of consensus between educators of nurses and practicing professionals affects principles taught to students and job competencies expected of graduates.
- Dauria, 1976 Transition of nursing education from hospital schools to higher education settings has separated nursing practice in the health care system from nursing theory as taught in the educational systems.
- Dick, 1984 In collegiate nursing programs, lack of collegial support and non-participative management behavior can affect/become predictors of nursing faculty burnout.
- Donahue, 1978 Role stressors unique to nursing faculty affect "a relevant environment for educational advancement for both faculty and students" (p. 9) and need to be recognized "in order to insure quality nursing programs and academic respectability in higher education" (p. 180).
- Dunagan, 1976 Stressors of nursing school administrative/leadership climate "may affect the teaching climate either positively or negatively" (p. 19), affects "productivity and progress" (p. 1), the integration of the tasks of the educational program, and thus the needs and morale of the student and faculty members.
- Durand, 1985 Separation of practice and education negatively affects the relevancy of theory and research to nursing care, the pertinence of nursing education curricula to reality, and faculty commitment to their own practice of nursing skills.
- Eisenhauer, 1977 Role conflict and ambiguity perceived by nursing faculty negatively affect curriculum stability (p. 108), diverts "time and energy away from" (p. 107)

- academic role expectations, and limits enactment of nurse as well as teacher roles.
- Elliott, 1981 The unique stressors (of the unification organizational pattern and faculty-role) positively affect nursing education by uniting "the efforts of nursing service and nursing education" (p. 131) through joint appointments, faculty clinical practice, and assumption of multiple role responsibilities (p. 133).
- Fain, 1985 Faculty-role stressors affect the extent to which nurse educators can derive job satisfaction through the fulfillment of their professional needs; positive faculty morale shown in this study to have positive impact on education programs.
- Fields, 1980 Faculty-role stressors and potential resultant pathophysiology negatively affect faculty "ability to perform adequately in both research and teaching" and "the safe, competent nursing care for clients through the action of learners" (p. 21).
- Fielo, 1978 Stressors related to organizational structure affect faculty autonomy and independence in the work setting(s); autocratic, hierarchical structure limits "academic freedom of a profession emphasizing student" and patient/client needs (p. 119).
- Fong, 1984 Work overload and lack of social support that may lead to faculty burn-out syndrome negatively affect nursing education through ineffective teaching behaviors such as depersonalization toward students.
- Gaston, 1981 Professional role strain may hamper the acceptance of nursing as a discipline within the university, decrease patient care standards, provide poor nursing student role models, and contribute to the low retention rate of nursing faculty.

- Goe, 1981 Institutional characteristics such as organizational control and number and tenure status of nursing faculty may affect role strain of nurse educators in baccalaureate and higher degree programs.
- Hassell, 1985 Participative leadership, as an aspect of organizational climate, positively affects the perceived educational effectiveness of baccalaureate programs as well as job satisfaction reported by nursing faculty.
- Jamann, 1974 Job satisfaction or dissatisfaction, being integral to work motivation, can positively or negatively affect baccalaureate programs of nursing education.
- Johnson, B., 1970 Research on stressors, such as lack of agreement on responsibility, positively affect nursing education by contributing knowledge toward clarifying relationships of decision making, faculty satisfaction, and the place of the school of nursing in the university community.
- Johnson, H., 1969 Personal and professional areas of role stress affect nursing education by evaluating teaching responsibilities, expectations, and interactions with students.
- Johnston, 1984 The impact (of stressors related to academic released time) on faculty was identified as reducing qualitative and quantitative workload; the impact on educational programs, and institutions was deemed in need of further study.
- Juhl, 1985 Stressors relating to formalization, control, and satisfaction were described as affecting organizational structure and decision making in baccalaureate nursing programs.
- Lapkin, 1982 Stressors related to associate degree clinical teaching were described as intensely and stressfully affecting the clinical teaching process.

- Marriner, 1975 An open organizational climate positively affected baccalaureate and higher degree programs by retaining a more satisfied/less stressed and more stable/less mobile faculty.
- McCord, 1970 Stressors related to the influence of deans of schools of nursing affected faculty productivity and satisfaction (positively, if rewards and coercion were not inappropriately used).
- McKee, 1974 Job satisfaction affected nursing education by potentiating nursing faculty motivation, work performance, and increasing the retention rate.
- Middlebrook, 1970 Personal attitudes regarding tenure and preparation for teaching affected nursing faculty satisfaction in teaching, and rating of concepts central to different types of nursing education programs.
- Milligan, 1972 Role-expectation differences between faculty and nursing program administrators affect baccalaureate nursing education by encouraging or interfering with teaching workload, faculty service to the university, and community service functions.
- Minutilla, 1983 Institutional characteristics, as well as differences between administrators and faculty perceptions of needs, affect the rewards and frustrations of the faculty development process in baccalaureate and higher degree nursing programs.
- Murray, 1983 Research on job satisfaction-dissatisfaction stressors affect nursing education by improving the selection, retention, and productivity of faculty; contributing to the improvement of collegiate/baccalaureate education; and thus, the quality of care delivered by graduates of the programs.
- O'Shea, 1980 Research on role-stressors of clinical teaching activities affect the clinical instructional setting, teaching

- effectiveness, "decision making regarding recruitment and appointment of faculty, definitions of job expectations, and determinations of faculty workload" (p. 16) in baccalaureate nursing programs.
- Parascenzo, 1983 Role-stressors related to multiple-functions affect evaluation of faculty, perceptions of rewards associated with roles, and attitudes toward academic advancement in nursing education.
- Passos, 1969 Clinical stressors affect basic baccalaureate nursing students' problem identification behavior, faculty expectations, interaction between students and teachers, and observable teacher behavior.
- Poindexter, 1982 Conflict and ambiguity stressors may usefully affect college-level nursing education by allowing examination of faculty perceptions of job satisfaction.
- Pugh, 1980 Stressors of enacting both nurse and teacher roles affect clinical nursing education; attitudinal and social norm components of faculty team teaching were shown to be affected by values held, intentions, and teaching behavior.
- Rapson, 1980 Faculty-role stressors negatively affect individuals and educational organizations; specifically, the balance of productivity among tasks is negatively affected in university nursing education.
- Skalak, 1985 Perceived and reported supervisory intervention behavior affects faculty job satisfaction, and thus recruitment and retention of qualified faculty for the nursing education milieu.
- Smith, 1979 Identified stressors within the faculty-role add descriptive knowledge to the accumulated research on work attitudes, and affect associate degree nursing programs by assisting in the

recruitment and retention of qualified faculty (p. 96).

Venn, 1983

This study is described as affecting nursing education by clarifying actual faculty role performance in relation to administrative and institutional expectations.

Werner, 1981

Problems/stressors related to a specific curricular focus, such as the preparation of humanistic caring nurses, affects the nursing education learning environment, or more specifically: curricular planning, development, and instructional practices, as well as associated values, attitudes, and behavioral responses.

Woodtli, 1982

Stressors related to leadership-faculty conflict are cited as being disruptive and compromising in effect, especially to faculty workload and the inter-personal processes of baccalaureate nursing programs.

Appendix F

Appendix F: Findings/Conclusions of Dissertation Research

<u>Author/Date</u>	<u>Findings/Conclusions</u>
Bahrawy, 1984	The majority of nursing faculty agreed that participation in academic governance was limited by a lack of socialization into the faculty role, heavy teaching and clinical obligations, frequent absences from campus due to nursing related activities, time required for professional practice, increased clinical loads because of retrenchment, centralization of authority during financial exigencies and the disadvantages faced by women in a male dominated professoriate.
Bedsole, 1985	Nursing educators and nursing service administrators had both similar as well as differing opinions regarding implementation of joint appointments between nursing education and service, and advantages and disadvantages of such appointments, yet the majority indicated they would personally support the unification of nursing service and nursing education.
Blanks, 1983	The determinants of nursing faculty burnout were classified as background variables, and organizational, environmental, and outcome elements, resulting in emotional exhaustion, depersonalization, and/or reduced personal accomplishment; determinants were work overload, routinization, lack of role clarity and support network, alienation and family responsibilities.
Bomar, 1982	Nurse faculty are expected to maintain expertise in the roles of nurse, nurse educator, and academic institution faculty member; combining roles includes being vulnerable to the

stresses of each position. Job related tension was most frequently related to research, publication, keeping abreast, work overload, and time for self and family. Talking with others was the most frequently reported coping strategy, while chemical strategies were the least.

Bowles, 1985

The most significant socialization problems of first-year faculty members in associate degree nursing programs were found to be: pressure to seek advanced degree, lack of feedback regarding job performance, lack of time for scholarly study, limited opportunity for personal growth, and difficulty understanding general education requirements. Typical faculty member (Fall 1982) found to be female, between 25 and 34, married with children, entered nursing with a baccalaureate degree, and has completed a master's degree.

Burns, 1969

Nursing faculty who reported a typical week of 45 or more hours less frequently considered their workload/teaching assignment reasonable than those who reported 44 or fewer hours. Those with the heavier workload expressed the opinion that faculty in nursing had more demanding teaching assignments than faculty in other disciplines. With regard to non-teaching activities, faculty were in greater agreement with each other than with the systems in which they taught.

Campbell, 1978

The study of job satisfaction of nursing educators is important because of the complex inter-relationships of a quality working life, and because the teacher is crucial to the educational process/performance/program. Younger faculty members were found to be less satisfied than older, tenured, and/or doctorally prepared faculty. Sample reported overall job satisfaction, yet scored near the minimum level of performance necessary to maintain a job. Social factors had a major influence on individual job expectations; the

professional worker's needs are based on the concepts of autonomy, participation, creativity, and self-actualization.

Chapman, 1977

The findings of this study challenge much of the literature describing conflict between nurse educators and nurse practitioners. There were numerous role behaviors for which the two groups agreed on expectations. Where faculty and head nurses were not in agreement, the nature and extent of their differences were not as great as the literature suggests. Stress and conflict occurred when roles were not defined clearly. Need for collaboration between education and service was documented, due to dependency of nursing education upon clinical service/practice areas.

Dauria, 1976

Findings revealed that teaching is the principal activity of nurse-faculty respondents of every rank and degree level, and is more time consuming than other role functions combined; instructors were found to experience the highest level of role strain in teaching, while faculty with doctorates experienced the highest level in administration role functions. It was concluded that nursing theory is not being disseminated and/or applied, constrained by the limited participation of nurse-faculty in the community and infrequency of collaboration with non-health related disciplines.

Dick, 1984

The findings indicated that the Maslach Burnout Inventory (MBI) is useful for measuring nurse faculty burnout; conclusions indicate that collegial support, positive feedback from the dean, and a participatory management style are more important for protecting individual faculty members from burnout than attention to specific aspects of the faculty workload. Significant positive relationships ($p < .001$) were found between burnout and arbitrary punitive behavior by the dean with faculty in collegiate nursing programs.

- Donahue, 1978 Nursing faculty were found to be younger, have less teaching experience, lower rank, be more job mobile as evidenced by plans to leave present positions, team teach in integrated curricula rather than teach individual courses, spend more contact time with students but less on college committees, teach outside their area of preparation, and be predominantly female when compared with liberal arts faculty. Management policies and technical supervision were areas of job dissatisfaction for both faculty groups.
- Dunagan, 1976 A significant relationship was found between nursing education administrative climate and faculty morale as perceived by nursing teachers employed in baccalaureate nursing schools; length of employment did not significantly affect perceptions, although stressors relating to salary and occupational status were deemed as more important to experienced rather than to newly-employed faculty. The survey instruments were found to be valid for giving data about crucial stressors adversely affecting faculty morale.
- Durand, 1985 The study found that participants/interviewees believe that current theory and research are largely irrelevant to nursing practice, that curricula lack pertinence to practice realities, and faculty have an intellectual rather than personal commitment to practice. It was concluded that the relationship of faculty to theory and practice must be transformed. The qualitative research design, phenomenological methodology, and interpretation within a framework of critical theory were found to be useful in investigating role stressors.
- Eisenhauer, 1977 As nursing education has moved into institutions of higher education from hospital schools of nursing, faculty have had to learn and conform to the role expectations and stressors of academia as well as those of clinical

nursing practice. Faculty with the greatest degree of academic exposure and experience were found to generally experience less role conflict - role ambiguity, probably indicating a greater understanding of role responsibilities and norms.

Elliott, 1981

Nursing faculties were found to be more knowledgeable about the values and norms of the general university academic setting than suggested in the literature. Issue of stress perception found to be more complex than either educational level of faculty member or organizational level of faculty member or organizational pattern. Nursing faculty perceived both benefits and unique stressors resulting from the movement of nursing education into institutions of higher education and the assumption of multiple role responsibilities, including teaching, clinical practice, and research.

Fain, 1985

Findings indicated that role ambiguity, defined as changing role expectations that are unclear, accounted for the greatest percentage of explained variance in all facets of job satisfaction studied, after controlling for the effects of demographic variables. Satisfaction with pay was the discriminating variable, regardless of the demographic variables utilized. Fain's research found significant relationships between nurse educators' perceptions of role conflict and role ambiguity as related to reported levels of job satisfaction.

Fields, 1980

Although the data-collection instrument was not sufficiently sensitive to indicate the contribution of individual stressors to health, the nurse faculty group as a whole demonstrated a significant correlation. Physical and psychological manifestations of stress were demonstrated more often by faculty who worked long or variable hours, were relatively inexperienced, or who reported qualitative role overload and unsatisfactory social relations at work.

- Fielo, 1978 A significant association was found between nurse-teacher perceptions (of professional and bureaucratic-academic role orientations) and their initiation of grievances within public community colleges governed by negotiated contracts with the state; no significant association was found between perception of the importance of personal autonomy and initiation of grievances. The most frequently grieved items involved faculty responsibilities other than teaching and the number of students in class and clinical laboratory.
- Fong, 1984 The most important determinants of job stress and burnout were found to be job overload and lack of peer and chairperson support. Social support did not serve as a buffer against the negative effects of overload; negative effects included emotional exhaustion, reported lack of sense of accomplishment, depersonalization toward students. It was concluded that attempts to alleviate burnout/overload-burnout relationship by increasing support not likely to be effective.
- Gaston, 1981 The findings indicate that professional role behaviors of experienced nurse faculty do not meet professional standards of the university and thus hamper the acceptance of nursing as a discipline within the university setting. The survey also found that novice nurse educators were less bureaucratic and more service oriented (humane), yet experienced more academic role strain than experienced faculty members.
- Goe, 1981 This survey concluded that certain institutional characteristics may have an impact on faculty role strain. Faculty attrition was independent on the variables studied. Significant stressors in the level of faculty role strain were related to institutional control; size, type, and number of program offerings in nursing; degrees

awarded by the institution; number of nursing faculty; and tenure status.

- Hassell, 1985 The system of leadership was found to be significantly related to both nursing faculty job satisfaction and perceived organizational effectiveness; specifically, faculty who perceived leadership to be more participative than paternalistic were significantly more satisfied/less stressed.
- Jamann, 1974 Job dissatisfiers/stressors were found to be management policies and effect of job on home life, for nurse-faculty of N.L.N. accredited baccalaureate programs in thirty colleges and universities; comparison of Jamann's findings with other research suggested that work motivation for female faculty includes interpersonal relationships as an integral part of personal and professional achievement.
- Johnson, B., 1970 Administrative faculty were found to be in greater agreement with the dean of the school of nursing on the responsibilities for decision making than were the total faculty or the teaching faculty; an inverse relationship was found between faculty satisfaction/fewer stressors and both the agreement on the responsibilities of decision making and the place of the school of nursing in the university.
- Johnson, H., 1969 Faculty role behavior was found to be influenced by the individual expectations held by others/administrative officers, regarding the teaching role in baccalaureate nursing programs. Faculty cited limited opportunities to be involved in nursing studies and to improve professional competence as areas of job dissatisfaction.
- Johnston, 1984 Granting annual academic leave to all nursing faculty was identified as a strategy to reduce qualitative and quantitative job overload, yet survey respondents perceived individual benefits greater than total faculty benefits, often at the cost of increased

- workload without reduction in personal stress; functioning of faculty groups was perceived as adversely affected by faculty release time, even though overall benefits outweighed detriments.
- Juhl, 1985 Administrators and faculty differed on measures of formalization, control, and satisfaction. In baccalaureate nursing programs, administrators preferred more control and formalization; less control by the dean was preferred by faculty members. Administrators perceived the schools to be less autocratic and more job satisfying than did faculty.
- Lapkin, 1982 Clinical teaching hours of associate degree nursing faculty were found to be intense and stressful, yet role strain and conflict were not found to hinder faculty in their teaching responsibilities. Lack of support from non-nursing college administrators, and inadequate remuneration were among negative stressors identified.
- Marriner, 1975 Job dissatisfaction and mobility/ reasons for resignations were found to be correlated with a closed organizational climate in accredited baccalaureate and higher degree nursing programs; job satisfaction/fewer stressors relating to the faculty-role correlated with an open organizational climate.
- McCord, 1970 The influence of deans of schools of nursing was found to be significantly related to the personal satisfaction and professional productivity of faculty. The dean's use of coercion and rewards with the faculty was perceived as negative faculty-role stressors. Faculty in university schools of nursing differed very little from their male counterparts in their views of the influence structure within academia.
- McKee, 1974 The findings supported Herzberg's theory that separate job factors contribute to job satisfaction and dissatisfaction; for nurse faculty, role

stressors/dissatisfiers-satisfiers were found to be on dual continua. Inter-personal relations with peers, college policy and administration, inter-personal relations with administrators, and factors in personal life were significantly related to job dissatisfaction, as was unfairness.

Middlebrook, 1970

Groups of instructors of nursing in four types of educational programs did not significantly differ in their attitudes toward their preparation for teaching, nor was a correlation found between job satisfaction, as measured by tenure and preparation for teaching.

Milligan, 1972

Factors identified as interfering with the faculty role in nursing education were rated by administrators as being related to the faculty member's ability and interest, but rated by faculty as being related to the faculty member's workload. Expectations of faculty were found to differ from administrators, when functions of the faculty-role were rated by both groups.

Minutilla, 1983

The needs for faculty development as perceived by nurse academic administrators differed from those of nurse faculty. Faculty-role stressors were identified as rewards and frustrations associated with the faculty development process reported by 171 accredited nursing program personnel.

Murray, 1983

The findings of this study did not support the dual-factor theory of job satisfiers being different from dissatisfiers. Nurse-faculty were found to experience overall job satisfaction, despite reported dissatisfaction with many specific job characteristics; teaching activities outranked research and publication as preferences of most nurse-faculty.

O'Shea, 1980

Clinical nurse faculty in baccalaureate programs were found to score more student than patient oriented, yet perceived themselves as being more patient than student oriented. Role

strain was defined as a felt difficulty experienced when attempting to fulfill perceived role demands, such as the tendency to give priority to either the role set of a nurse or a teacher.

Parascenzo, 1983

Faculty of baccalaureate nursing programs were found to perform as multiple-function professionals, most commonly in teaching and service roles; the most prevalent combination of roles included research, teaching, and service. Disparity was perceived in the importance of roles and in the rewards associated with them. Most faculty considered themselves confident and competent in nursing practice ability, but few were found to practice nursing as part of their faculty responsibilities.

Passos, 1969

Both students and faculty were found to want more opportunities for collaboration with members of the health team, and to have greater participation in decisions about the classroom portion of clinical courses; a relationship was found between the role satisfaction of faculty at the patient care level and the mean role satisfaction of students in clinical experiences.

Poindexter, 1982

Among college-level nursing faculty, the areas perceived as low in job satisfaction were found to be pay, promotion, and tenure; the high areas were work, leadership, and collegial relationships. The most desirable job characteristics were found to be assignments consistent with faculty educational preparation and knowledge of faculty-role responsibilities. Doctorally prepared faculty perceived fewer stressors and higher satisfaction than master's prepared faculty members.

Pugh, 1980

The need to enact both nurse and teacher roles was found to influence the congruence between intent and behavior in the clinical teaching of nursing. Faculty who perceived themselves primarily as nurses identified themselves as significantly less

successful as teachers. Students wanted their faculty to enact both teacher and nurse roles. Faculty and student perceptions, when rating the importance of teaching behaviors, differed significantly.

Rapson, 1980

The role requirement of nursing faculty was found to be multiple-tasked and it was perceived that participation in this requirement was necessary for career advancement; some tasks (administration, education, patient care and research) were mutually reinforcing while others (role conflict concerning sufficient time and resources, role overload, and ambiguity involving prediction of outcomes of faculty behavior) were conflicting and unrelated.

Skalak, 1985

Faculty members' job satisfaction was found to be inversely related to differences in nursing program directors' and their faculty members' perceptions of directors' use of specific supervisory interventions; that is, perceived and reported supervisory intervention behaviors were found to be related to faculty job satisfaction.

Smith, 1979

Differences were found between sources of job satisfaction and dissatisfaction of nurse faculty in associate of science degree programs; Herzberg's dual theory of job attitudes was only partially supported by this study. Effect on home life and management policies were negative stressors or job dissatisfiers for both survey respondents and interviewed faculty.

Venn, 1983

Differences were found between role expectations and role performance as perceived by administrators and by faculty members, although a high degree of congruence was suggested by the survey respondents. Nursing faculty in research university settings were found to be investing more time in scholarly work and less in teaching,

but exceeding expectations for institutional service.

Werner, 1981

There was a high degree of philosophical commitment to the importance of humanistic nursing as a major curricular focus, as reported by nursing faculty from baccalaureate programs throughout the United States; however, attempts to develop such values, attitudes, and behavioral responses in nursing students were not found to have been successful. The attitudes, values, and behaviors of faculty members and of nurses practicing in clinical agencies used for student experiences were identified as particularly important in the learning environment for the preparation of humanistic nurses.

Woodtli, 1982

Sources of conflict between deans of nursing and their faculties were identified as most frequently and most disruptively being (1) faculty workload, (2) personality differences, and (3) relationship with peers; modes of conflict resolution most often used: compromise, collaborate, avoid, accommodate, and compete. Significant relationships were found to exist among modes of conflict resolution, sources of conflict and demographic data; and modes of conflict resolution and demographic data.

Appendix G

Appendix G: Implications for Educational Leadership
in Nursing

<u>Author/Date</u>	<u>Brief Summarization From Study</u>
Bahrawy, 1984	The study recommends that shared authority be stressed, and that consideration be given to altering academic governance patterns in schools of nursing, as necessary, to facilitate faculty participation in governance activities and to increase satisfaction and productivity. Attempts should be made to examine time distribution over teaching, research, community service and professional practice to reduce faculty-role stressors from limited participation in governance. Efforts should be made to promote socialization of nursing faculty into the academic role.
Bedsole, 1985	Stressors from disunity between nursing service and nursing education indicate the need for unification of joint appointments as an approach.
Blanks, 1983	From this exploratory study of the determinants of nursing faculty burn-out, practical implications include improving job design, fostering instrumental communications, decreasing rules and regulations, and supporting nursing's efforts toward professionalism.
Bomar, 1982	Those in positions of leadership should recognize that (1) talking with faculty members may be an effective strategy for their coping with faculty-role stressors and that (2) variables most frequently perceived as causing job stress were those relating to research, publication, keeping abreast, work

overload, and time for self and family.

Bowles, 1985

This study implies that leadership should arrange senior faculty mentors for new faculty, provide pertinent written materials for orientation, lighten teaching loads, be available to new faculty, open discussion of problem solving, make classroom visits and provide feedback, and arrange orientation conferences.

Burns, 1969

The development and distribution of more equitable teaching load in baccalaureate nursing programs, further assessment of the economic and academic feasibility of providing baccalaureate nursing education unless available and potential human resources are more effectively utilized, and formulation of plans for continuing education of faculty.

Campbell, 1978

Planned programs to promote self-responsibility and encourage intrinsic motivation should include investing power in a nursing evaluator in order to provide planned, continuous feedback; in-service programs directed toward self-improvement; collaborative conferences with other baccalaureate schools of nursing; recruiting faculty members who have inculcated the basic tenets of baccalaureate education; and reducing teaching responsibilities so that nursing faculty may engage in research, publishing, curriculum revision, and program development.

Chapman, 1977

Chapman's study implies that nursing educational leadership needs to facilitate cooperation and collaboration between education and nursing service personnel, with focus upon mutual role expectations rather than upon performance and conflict as much of the literature suggests.

Dauria, 1976

This study's findings suggest that enactment of the complete professional role could be enhanced through a reduction of faculty time expended in

preparatory and evaluative teaching activities and in personal counseling of students; the need for more time for enactment of consultation and research functions is noted. Also implied is the need for more frequent collaboration with members of non-health disciplines, to enhance dissemination of nursing theory and application to nursing practice.

Dick, 1984

The findings of Dick's study indicate that collegial support, positive feedback from leadership, and a participatory management/leadership style are more important for protecting individual faculty members from the syndrome of burnout than attention to specific aspects of the faculty workload.

Donahue, 1978

It is important for educational leaders to recognize and eliminate sources of faculty dissatisfaction, to insure quality nursing programs. It is further implied that factors relating to work groups and employee benefits especially be examined as influencing satisfaction/dissatisfaction within the faculty-role of nurse educators.

Dunagan, 1976

It is recommended that nursing educational leaders periodically examine the morale level of their faculties, examine policies and practices relevant to improving faculty morale, review curricula in light of this study's findings, and include administrative pre- and in-service programs for employees, in recognition of the complexity of faculty morale.

Durand, 1985

In response to the estrangement between faculty and practice roles, leadership must re-think the relationship between theory, practice, and research; to realize nursing's potential, unity must be restored between professional education and practice. It is implied that critical theory offers an approach to transforming the relationship of faculty and the nature of curriculum to theory and nursing practice.

- Eisenhauer, 1977 Implications of this study include leadership strategies and measures to decrease the frequency and impact of major changes in responsibilities for nursing faculty, faculty development needs to reduce role conflict and ambiguity, and recognition of the high potential for role overload because of the amount of time spent in clinical teaching.
- Elliott, 1981 Leaders must recognize the complexity of stress perceptions; the findings especially imply the need to modify sources of stress: faculty lack of time for tasks important in evaluation, professional conferences, and their own professional interests.
- Fain, 1985 Leaders within schools of nursing need to realize that positive faculty morale has a vast impact on educational programs; thus, factors need to be identified to decrease role conflict and ambiguity and to increase job satisfaction.
- Fields, 1980 This study on stressor agents and stress reactions in nurse faculty members implies that orientation programs for new faculty, and mechanisms for establishing satisfactory social relationships at work, should be strengthened; workloads should be reduced or restructured so that quantitative role overload can be eliminated.
- Fielo, 1978 Fielo's research findings imply that some items, perceived as threatening professional or academic autonomy, cannot be modified by faculty nor leadership because items involve specified sequences of tasks or are prescribed by law; leaders should note that fewer grievances are initiated when policy decisions are collegially made.
- Fong, 1984 The findings imply that leadership attempts to alleviate burnout among nursing educators must directly address the degree of job overload or the lack of social support; any attempt to

mitigate the overload-burnout relationship by merely amplifying the amount of chairperson or peer support is not likely to be effective.

Gaston, 1981

The investigation findings have implications for role and reality-shock theory applied to nursing education: revised administrative policies and procedures as well as formal educational preparation are possible avenues for improvement of the nurse-faculty socialization process (to enhance the acceptance of nursing as a discipline within the university, to raise the faculty retention rate, and to modify the effects on role conception to increase patient care standards as well as provide adequate nursing-student role models).

Goe, 1981

Study findings regarding role strain and faculty attrition imply the need for leadership to understand institutional characteristics--such as organizational control and tenure status--that have impact on faculty roles.

Hassell, 1985

Because the system of leadership was found to be significantly predictive of both faculty job satisfaction and organizational effectiveness, a more participative rather than paternalistic mode of leadership is clearly implied.

Jamann, 1974

As significant differences were found between sources of faculty-role satisfaction and dissatisfaction, educational leadership should recognize that work motivation includes interpersonal relationships as an integral part of achievement for women employed as teachers in baccalaureate programs of nursing.

Johnson, B., 1970

Leadership within nursing education programs needs to examine the extent of agreement on decision-making responsibility, and the degree of autonomy of the program as well as its integration into the university, as relevant to the level of faculty job satisfaction.

- Johnson, H., 1969 Nurse educator preparation programs should include more opportunities to evaluate learning outcomes, to increase knowledge and skills in nursing practice, to become familiar with curriculum development and policy-making; educational leadership should provide orientation and faculty in-service education programs.
- Johnston, 1984 Released time for nursing faculty should be recognized by educational leadership as a strategy which could reduce qualitative and quantitative overload, promote professional development, and enhance teaching, yet may have negative impact if ineffectively implemented.
- Juhl, 1985 Leadership and faculty perceptions of formalization and control in schools of nursing may need to be examined in relationship to faculty job satisfaction, specifically as to faculty preference for less control and decision-making participation.
- Lapkin, 1982 The findings of this study imply the need for leadership to examine the inherent structure and responsibilities of clinical teaching hours, in order to modify the intensity and stressfulness perceived by nurse faculty in this role.
- Marriner, 1975 The conclusions of this study imply that leadership maintaining an open organizational climate may reduce turnover/mobility and enhance nursing faculty job satisfaction.
- McCord, 1970 This investigation of influence structures in schools of nursing relates personal faculty satisfaction and professional productivity to aspects of leadership, implying that leadership use of rewards and coercion may result in less productive and/or less satisfied faculty members.
- McKee, 1974 Leadership should be aware that those factors which contribute to job satisfaction of nursing faculty were found

to be related to success in the job, recognition for doing the job, and growth of the individual; whereas, job dissatisfaction was found to arise from the job situation itself, such as "unfairness." To potentiate faculty performance and retention, emphasis should be on decreasing the unsatisfying experiences--such as curriculum changes without faculty involvement in decisions--and increasing the number of satisfying factors such as the improvement of interpersonal relations.

Middlebrook, 1970

This study implied that leadership should be aware of varying attitudes (in faculty toward their preparation for teaching nursing) that affect role conception and satisfaction.

Milligan, 1972

Implications included: development of faculty evaluation programs based on clear definition of expectations of faculty; evaluation of present utilization of faculty with review of workload; institution of faculty development programs within each school and/or region; a leadership role that includes facilitating effective functioning of faculty and developing channels of communication; and a reassessment of graduate programs' effectiveness in preparation of potential faculty in areas of scholarship and understanding of higher education.

Minutilla, 1983

This study implied that leadership be aware of (a) faculty needs and perceptions, as well as (b) institutional characteristics impacting on leadership and faculty perceived needs, before planning faculty development programs.

Murray, 1983

Information on job satisfaction and dissatisfaction experienced by nurse faculty--for example, that teaching outranks research and publication as preferences of most--should be utilized by educational leadership in improving selection, retention, and productivity of faculty.

- O'Shea, 1980 That clinical teaching effectiveness may be related to role orientation and role strain has implications for leadership with responsibility for faculty recruitment: to clearly define job expectations and to plan for faculty orientation and academic role socialization as part of the faculty development program.
- Parascenzo, 1983 Because faculty perceive disparity in the importance of roles and the rewards associated with them, this study implies the need for restructuring the faculty-role responsibilities to reward competence in nursing practice ability, much as research is rewarded by academic advancement.
- Passos, 1969 Based on the findings of this study, leadership should facilitate more opportunities for faculty and students to collaborate with members of health teams, and to have greater participation in decision-making about the classroom portion of clinical courses.
- Poindexter, 1982 Collegiate leadership may find the results of this study useful for examining role conflict and job satisfaction in their organizations, as well as for developing strategies to address the perceptions of job satisfaction differences between undergraduate and graduate faculty.
- Pugh, 1980 This study has implications for graduate programs which prepare teachers of nursing and for faculty development programs: the use of survey with focused observation methodology proved useful in applying theory to nursing practice; and, perceived faculty role identity combined with role preparation and value placed on teaching or clinical practice, closely relates to observed behavior.
- Rapson, 1980 An implication of the findings is that innovative leadership approaches are necessary to achieve a balanced productivity among tasks with a minimum

of role stress for university nursing faculty.

Skalak, 1985

That leadership be responsive to the findings of this study: faculty perceive leadership intervention and problems differently than do leaders/directors of nursing programs, specific leadership interventions significantly affect faculty job satisfaction, and that faculty satisfaction affects faculty recruitment and retention.

Smith, 1979

Factors in the work environment, such as management policies and home life, should be recognized as important job dissatisfiers; the inclusion of nurse educators in policy decision-making might minimize the negative effects of these factors. It is also implied that job satisfaction can be promoted through processes that facilitate/enhance feelings of personal growth and self-satisfaction for faculty.

Venn, 1983

This study implies that leadership should recognize faculty-role contributions to the achievement of academic institutional goals.

Werner, 1981

The conclusions of this study imply that leadership should direct attention toward improving the process of curriculum planning with respect to humanistic nursing concerns, and toward assisting faculty to teach and evaluate affective domain learnings; faculty role-modeling of humanistic nursing should be encouraged and rewarded; students and practicing nurses, as well as faculty, should have increased involvement in curriculum planning.

Woodtli, 1982

The findings of this study imply that leadership should recognize that disparities may exist between faculty perceptions, and their own, of sources of conflict and conflict-handling modes; most deans of baccalaureate programs perceived that faculty workload, personality differences and relationship with peers as the most disruptive sources of conflict to handle.

Appendix H

Appendix H: Dissertation Research Design and Methodology

<u>Author/Date</u>	<u>Synopsis of Research and Statistical Tx. of Data</u>
Bahrawy, 1984	Survey instrument designed by researcher. Non-specific as to statistical analysis.
Bedsole, 1985	Descriptive research design; researcher designed the opinion questionnaire. Statistical analyses by computer: frequencies, percentages, determination of mean and standard deviation.
Blanks, 1983	Exploratory research; use of questionnaire. Multiple regression and path analysis.
Bomar, 1982	Ex post facto design; demographic questionnaire plus Job-Related Tension Index (JTI) and a coping strategies listing. Descriptive statistics and multiple linear regression.
Bowles, 1985	Questionnaire developed from literature by researcher. Rank order and correlation.
Burns, 1969	Exploratory survey; questionnaire developed from the literature. Non-specific as to statistical analysis.
Campbell, 1978	Cross-sectional survey approach; questionnaire adapted to nursing educators. Pilot test. Hypotheses testing. Correlational analysis.
Chapman, 1977	Role Expectations Inventory developed by researcher. Kolmogorov-Smirnov test; determination of agreement and mean scores.
Dauria, 1976	Survey. Descriptive analysis. Testing of hypotheses.

- Dick, 1984 Descriptive-correlational study of stratified and random cluster sample; used Maslach Burnout Inventory and adapted scales. Correlational treatment and multiple regression.
- Donahue, 1978 Survey; questionnaire was modified Friedlander scale. Descriptive, t-tests, and levels of significance.
- Dunagan, 1976 Survey: opinionaire and questionnaire. Hypotheses testing: Pearson-product moment coefficient of correlation, Fisher's transformation to z, and t-testing of difference between means, using .05 level of significance.
- Durand, 1985 Qualitative study based on phenomenological and participatory research methods; 20 interviews were recorded. Verbatim transcripts were analyzed using an adaptation of phenomenological method, and interpreted within a critical theory framework.
- Eisenhauer, 1977 Investigative study; mail questionnaire. Factor analysis; correlation to develop "role conflict - role ambiguity" score; ANOVA and descriptive statistics.
- Elliott, 1981 Exploratory; questionnaire developed by researcher. Descriptive analysis and intercorrelational matrices.
- Fain, 1985 Survey; Job Descriptive Index (JDI), and Role Questionnaire (RI). Hierarchical multiple regression analyses/series of one-way multivariate analyses of variance (MANOVA).
- Fields, 1980 Survey of random sample, using a 3-part questionnaire, developed with expert panel. Stepwise multiple regression.
- Fielo, 1978 Descriptive, investigative survey. Hypotheses testing.
- Fong, 1984 Questionnaire and interviews. Correlation; hierarchical regression analysis.
- Gaston, 1981 Ex post facto design; investigation using 4-part questionnaire. Correlation.

- Goe, 1981 Questionnaire with a randomly selected sample. Chi-square tests of significance at .05 level.
- Hassell, 1985 Survey; questionnaires to random, stratified, proportional sample. Investigated hypotheses using regression, analysis of variance, and correlational statistical techniques.
- Jamann, 1974 Mail survey to random cluster sample. .01 level of significance with "statistical analysis."
- Johnson, B., 1970 3-part questionnaire plus interviews. Hypotheses testing by Spearman rank order correlation technique (ρ) and chi-square for ancillary relationships.
- Johnson, H., 1969 Q-sort ratings and use of questionnaire. Descriptive statistics, hypotheses testing by analysis of variance, level of significance set at .05, reciprocal averages technique, and correlation of pairs of Q-sorts, with chi-square significance tests for independence.
- Johnston, 1984 Descriptive study; questionnaire. Summarization, frequency distributions, and selected cross-tabulations.
- Juhl, 1985 Survey; questionnaire. Correlations.
- Lapkin, 1982 Recorded structured interviews. Coding system developed to discern commonalities and recurrent themes from recorded interviews.
- Marriner, 1975 3-part questionnaire. Canonical correlation; multivariate analysis of data package.
- McCord, 1970 Investigative study; questionnaire. Correlation; testing of 14 hypotheses.
- McKee, 1974 Semi-structured interviews. Content analysis; t-values calculated to determine significant differences between percentages.
- Middlebrook, 1970 Attitude research; use of semantic differential booklet by randomly

- selected sample of faculty. Analysis of variance and chi-square.
- Milligan, 1972 Questionnaire. Non-specific as to statistical analysis.
- Minutilla, 1983 Questionnaire. Frequencies, percentages, means, t-values, t-tests, and chi-squares.
- Murray, 1983 Survey instrument: modified Job Satisfaction/Dissatisfaction questionnaire plus demographic data. Non-specific as to statistical analysis.
- O'Shea, 1980 Descriptive survey; researcher developed questionnaire. SPSS/frequencies, cross-tabulations, breakdowns, and partial correlations.
- Parascenzo, 1983 Descriptive survey design; stratified nationwide sample of programs and random sample of faculty; two questionnaires. Computer analysis employing descriptive statistics.
- Passos, 1969 Multifaceted methodology: faculty interviews, questionnaires, student written care plans, observation of faculty-student interaction. Analysis of patterns via linear regression, and means; content analysis of care plans, and correlation.
- Poindexter, 1982 Questionnaires. Michigan Interactive Data Analysis capabilities (The Univ. of Michigan).
- Pugh, 1980 Survey of randomly selected sample, using faculty and student questionnaires, plus focused observation. Factor analysis; correlation.
- Rapson, 1980 2-part questionnaire. Correlation/t-tests.
- Skalak, 1985 Descriptive correlation design; instruments included demographic data form and two Likert scales. Pearson correlation coefficient/t-test for significance.

- Smith, 1979 Questionnaire plus interviews. Chi-square analysis/rank ordering of means.
- Venn, 1983 Sample survey with instruments developed by researcher. Measures of central tendency, median tests, correlation analyses, repeated measures of analyses of variance, and t-tests.
- Werner, 1981 Descriptive study; two different questionnaires. Non-specific as to statistical analysis.
- Woodtli, 1982 Survey, using "Thomas-Kilman Conflict Mode Instrument." Pearson-product correlation, chi-square, and analyses of variance.