

CHAPTER 1

Introduction

Background and Significance of the Research Problem

The concurrent global nursing shortage is due in part to a lack of faculty members in nursing schools. Shortage of nursing faculty members has significant impact on the potential for admitting and graduating sufficient numbers of nursing students to address the shortage of prepared nurses (Gyrko & Nardi, 2013). Countries like the US, Australia, Thailand and Kenya evidenced the problem of shortage of nursing faculty members in a 23rd International Nursing Research Congress conference in Brisbane; demonstrating that it is a global issue (Smith, 2012). In a global summit on “Nurse Faculty Migration,” held in Geneva, Switzerland in 2010, nursing education leaders asserted to the problem of the nursing faculty members’ shortage and viewed it as costly and disruptive (Gyrko & Nardi, 2013; McLaughlin, 2010). In 2006, the US had an advanced degree nursing faculty members’ vacancy rate of 5.6% (Siela, Twibell, & Keller, 2008); and by October 2012, there was a national nursing faculty members’ vacancy rate of 7.6% (Rosseter, 2012). Faculty members’ turnover has also been reported in the Republic of South Africa, Ethiopia and Malawi. Although actual figures are not stipulated, it is said to be comparatively profound and overwhelming in Malawi by Sub-Saharan standards (Kayuni & Tambulasi, 2007; Meskerem, 2010; Xaba, 2003).

Several indicators evidence a critical situation of nursing education in Malawi. An increase in the student-to-teacher ratios was reported between 2004 and 2010 among the nursing education institutions, as a result of a 22% increase in annual intake of student nurses and midwives (International Center for AIDS Care and Treatment Programs [ICAP], 2013). The recommended nursing faculty-student ratio by Malawian standards is 1:10 and 1:50 for clinical and classroom teaching, respectively (Nurses and Midwives Council of Malawi [NMCM], 2013). However, most nursing colleges have failed to meet this standard due to shortages of faculty members. For instance, St. Johns College of

nursing had nursing faculty-student ratio of 1:10 in the year 2010 (Wheatley, 2010). By September 2013, the Vice Principal of the same college reported a nursing faculty-student ratio of 1: 19. Shortage of nursing faculty may lead to failure to admit and graduate the targeted numbers of nursing students. Asserting to this, the Principal of Malawi College of Health Sciences (MCHS) reported that Blantyre campus failed to admit new students in one of the nursing programs during the academic year 2010-2011 due to shortage of nursing faculty members.

Shortage of faculty members is reported to be originating partly from turnover (Gyrko & Nardi, 2013). Intent to stay is significantly and negatively related to turnover. Turnover can be anticipated and controlled by enhancing intent to stay (Price & Mueller, 1981). Intent to stay is defined as the perception to continue working as a faculty member in an institution (Markowitz, 2012). Literature review has shown that studies on intent to stay were mainly done in the US among faculty members (Al-Omari, Qablan, & Khasawneh, 2008; Daly & Dee, 2006; Markowitz, 2012). A study done by Daly and Dee (2006) among 1500 faculty members in urban public universities of the US indicated a moderate level of intent to stay, whereas a study done by Markowitz (2012), among 423 graduates and under-graduate faculty members at a career-focused University of Miami, indicated a high level of intent to stay. All these studies did not define the specialties from which this faculty population belonged. In the Philippines, a study done among pharmacy faculty members (Loquias & Sana, 2012), revealed that faculty members were more likely to stay in their college. In the US, the only reviewed study among 316 nursing faculty members from 39 schools of nursing (Garbee & Killacky, 2008) described intent to stay qualitatively and not statistically. Although these studies consistently revealed faculty members were likely to stay, there was inconsistency in the levels of intent to stay. Some indicated high, while others indicated moderate levels of intent to stay. In addition, the results reflected various sample groups and disciplines that could not explain intent to stay in nursing. Differences in faculty members' characteristics, institutional capabilities, roles, and social cultural contexts across countries and institutions too, made it not possible to generalize these study findings to Malawi.

Intent to stay was reviewed as relating to several factors. Factors related to intent to stay in the Markowitz (2012) model, grounded in expectancy theory, included

organizational commitment, faculty- administrator relationship, and pay satisfaction. Other models included job opportunity and found inconsistent results (Al-Omari et al., 2008; Daly & Dee, 2006; Paillé & Dufour, 2013). The model by Markowitz (2012) explained a stronger variance in intent to stay among those reviewed, its framework reflected graduate and under graduate faculty members, and therefore adopted for this study.

Based on literature review and the Markowitz (2012) model, organizational commitment related to intent to stay. Organizational commitment was defined as the strength of an individual's identification with and involvement in a particular organization (Mowday, Porter, & Steers, 1982). This concept has been widely studied among faculty members population from undefined disciplines (Al-Omari et al., 2008; Daly & Dee, 2006; Markowitz, 2012), with consistently strong positive correlation results. In the US, a study done by Markowitz (2012) evidenced a stronger positive correlation between organizational commitment and intent to stay. The only reviewed study among nursing faculty members (Garbee & Killacky, 2008) followed a predictive design and found that organizational commitment could explain intent to stay at one and five years. The researchers used a different version of the measurement tool and acknowledged a risk for response set bias because all items were in positive statements.

Previous studies have equally demonstrated a relationship between faculty-administrator relationship and intent to stay. Faculty-administrator relationship was conceptualized as leader-member exchange (LMX) in the Markowitz (2012) model and referred to the quality of the exchange relationship between an employee and his or her immediate superior (Hwa, Jantani, & Ansari, 2009). Studies in the US done among nurses (Han & Jekel, 2011), health care professionals (Mayfield & Mayfield, 2009), as well as among faculty members (Markowitz, 2012) demonstrated a relationship between intent to stay and LMX. Higher LMX was evidenced as associated with lower turnover intentions among nurses, consequently higher levels of intent to stay (Han & Jekel, 2011). Among faculty members (Markowitz, 2012), LMX was found to be moderately and positively correlated to intent to stay. However, this result reflected mainly the developed country-the US, and could not be generalized to a developing country like Malawi. Moreover, the

author found no study done among nursing faculty members, both in developed and developing countries.

Studies have also found pay satisfaction as related to intent to stay. Pay satisfaction referred to an individual response to feelings between how much one prefers to receive and how much is actually received (Heneman & Schwab, 1985). In a career-focused university in Miami, Markowitz (2012) found pay satisfaction as moderately and positively correlated to intent to stay. Consistently, higher salaries demonstrated higher average intent to stay than leave scores among pharmacy faculty members in the Philippines (Loquias & Sana, 2012). Faculty members from undefined disciplines in Mexico (Padilla-González, Jiménez-Loza, & Galaz-Fontes, 2012), private teaching hospitals of Bangladesh (Joarder & Sharif, 2011) as well as in Malaysia (Noor, 2011) perceived a higher intention to continue working whenever they perceived that they were fairly rewarded. Studies done among faculty members from unspecified disciplines in the urban public universities of the US (Al-Omari et al., 2008; Daly & Dee, 2006) revealed that when faculty members' expectations for fair rewards were met, intent to stay perceptions increased. In contrast, the only reviewed study done among nursing faculty members from 39 nursing schools in the US, revealed that low pay was not the most dissatisfaction theme that could make nursing faculty members to leave (Garbee & Killacky, 2008). This finding was from a mixed methods study. All these studies were done in different countries with different social economic contexts, and mostly in developed countries where pay is assumed to be better than Malawi. Moreover, only one among the reviewed studies targeted nursing faculty members.

Job opportunity referred to the availability of alternative jobs in the organization's environment (Al-Omari et al., 2008). Review of studies revealed inconsistent findings on the relationship between job opportunity and intent to stay (Al-Omari et al., 2008; Daly & Dee, 2006; Iverson & Roy, 1994; Paillé & Dufour, 2013). While a study done in the US among 150 faculty members found significant results (Al-Omari et al., 2008), another done among 28,704 faculty and instructional staff from 960 degree granting colleges and universities in the same country- the US, demonstrated insignificant findings (Zhou & Volkwein, 2004). While some study among blue-collar employees in Australia found job opportunity as having a weak negative relationship to intent to stay (Iverson & Roy,

1994), other more recent study done in a college of occupational therapists at Quebec revealed a moderate positive relationship to intent to leave (Paillé & Dufour, 2013), consequently negatively related to intent to stay. The author found no study targeting nursing faculty members. Among the reviewed studies, inconsistency reflected in the association and the magnitude. Sample characteristics, sizes and geographical locations differed in these studies. Faculty members' roles, obligations and expectations were also not the same across countries and institution, and may differ for Malawi too.

There are thirteen nursing training institutions that offer the Nursing and Midwifery Technician (NMT) program in Malawi. Among these nursing colleges, three are under the MCHS whereas ten are under the Christian Health Association of Malawi (CHAM). The nursing faculty population for all these colleges was 195 by 2013, and comprised the government and institutionally employed nursing faculty members. Several indicators evidence critical issues in these colleges, with minimal published data. Nursing faculty members continue to come and go. In 2012, the former Principal of Nkhoma Nursing College reported a 24% turnover of nursing faculty members in the past five years, and that 10% were likely to leave by 2014. There is already an existing demand for nursing faculty members from low production in the country. In each year, less than 10% graduate from the nursing education program (University of Malawi [UNIMA], 2012). There is equally a challenge for supply of faculty members because qualifying nurses are no longer motivated to the teaching job (NMCM, 2013). In other circumstances, some newly graduated nursing faculty members have refused to be deployed in rural settings away from their spouses and families (Muula & Maseko, 2005), and where housing, transportation and education for children is unfavorable (U.S. Global Health Initiative, 2010). Moreover, as of 2005, the basic pay for nursing faculty members on government scale was MK104, 694 (approximately US\$300) per month (Muula & Maseko, 2005). It is double as much in most Non-Governmental Organizations (NGOs) and UNIMA, and 6% lower than average salaries for all job postings nationwide (Indeed, 2013). Nursing faculty members that moved from nursing colleges and found opportunities to work in NGOs, UNIMA and hospitals, have reported dissatisfaction from disparities in pay and benefits, lack of supportive leadership structures, lack of recognition, and less opportunity for other activities like consultancy in these nursing colleges. Those that had attained a higher education (masters degree and above), found it less challenging teaching diploma

and certificate courses (lower cadre) in nursing colleges, but more challenging, prestigious and motivating to teach in UNIMA (Martinez, Fielding, & Chirwa, 2009). In such a situation, retaining the already engaged faculty members within the nursing colleges of Malawi becomes imperative.

Therefore, variables like organizational commitment, faculty-administrator relationship, pay satisfaction and job opportunity were important factors to study in enhancing faculty member's intent to stay. From the reviewed studies, inconsistent findings had been reported. Although consistent findings were also reported, they reflected mostly the developed countries, especially the US, where socio-cultural, economic and collegial context were not similar to Malawi. Thus, it was not possible to generalize those results. In addition, more studies reflected various sample groups and disciplines unlike a subgroup of nursing faculty. This study therefore, aimed at describing intent to stay and examining the relationship between intent to stay and related factors including organizational commitment, faculty-administrator relationship, pay satisfaction, and job opportunity among faculty members in nursing colleges, the Republic of Malawi. Understanding intent to stay in nursing education is a step toward slowing the exodus of faculty members, a responsibility among nursing education leaders. Administrators in nursing colleges of Malawi may use results from this study to address challenges of the shortages of nursing faculty members, by developing strategies that enhance intent to stay.

Objectives of the Study

1. To describe intent to stay among faculty members in nursing colleges, the Republic of Malawi.
2. To explore the relationship between organizational commitment and intent to stay among faculty members in nursing colleges, the Republic of Malawi.
3. To explore the relationship between faculty-administrator relationship and intent to stay among faculty members in nursing colleges, the Republic of Malawi.
4. To explore the relationship between pay satisfaction and intent to stay among faculty members in nursing colleges, the Republic of Malawi.

5. To explore the relationship between job opportunity and intent to stay among faculty members in nursing colleges, the Republic of Malawi.

Research Questions

1. What is the level of intent to stay as perceived by faculty members in nursing colleges, the Republic of Malawi?
2. Is there any relationship between organizational commitment and intent to stay among faculty members in nursing colleges, the Republic of Malawi?
3. Is there any relationship between faculty-administrator relationship and intent to stay among faculty members in nursing colleges, the Republic of Malawi?
4. Is there any relationship between pay satisfaction and intent to stay among faculty members in nursing colleges, the Republic of Malawi?
5. Is there any relationship between job opportunity and intent to stay among faculty members in nursing colleges, the Republic of Malawi?

Definition of Terms

Intent to stay referred to the perception to continue working as a faculty member in the nursing college. It was measured by the Intent to Stay Scale (ITSS) developed by Markowitz (2012).

Factors related to intent to stay referred to variables that influenced intent to stay in this study, including organizational commitment, faculty-administrator relationship, pay satisfaction and job opportunity.

Organizational commitment referred to the strength of a faculty member's identification with and involvement in a particular nursing college. The Measure of Organizational Commitment (MOC) developed by Markowitz (2012) was used in this study.

Faculty-administrator relationship referred to the perception of the quality of the exchange relationship between a nursing faculty member and his or her immediate

administrator. The Leader-member Exchange Version 7 (LMX-7) Instrument developed by Markowitz (2012) was used to measure this relationship in this study.

Pay satisfaction referred to nursing faculty member's response to feelings between how much he/she preferred to receive and how much was actually received. The Pay Satisfaction Questionnaire (PSQ) developed by Markowitz (2012) was used in this study.

Job opportunity referred to the nursing faculty member's perception of availability of alternative jobs in the college's environment. It was measured by the Job Opportunity Scale (JOS) developed by Al-Omari et al. (2008).

Faculty member referred to a person who was involved in classroom and clinical teaching of nursing and midwifery students in nursing colleges, the Republic of Malawi.

Nursing colleges referred to the schools of nursing that offered three years diploma in Nursing and Midwifery Technician (NMT) program in Malawi during the period of data collection, and followed the same curriculum.