

CHAPTER 4

Findings and Discussion

This chapter summarizes, evaluates and interprets the findings of the study in relation to reviewed literature, responding to the study questions and objectives. It aims at describing intent to stay as perceived by nursing faculty members and exploring the relationships between intent to stay and its related factors including organizational commitment, pay satisfaction, faculty- administrator relationship and job opportunity. The findings are presented in three parts:-

Part I: Demographic characteristics

Part II: Intent to stay as perceived by the respondents

Part III: Factors related to intent to stay including organizational commitment, faculty- administrator relationship, pay satisfaction, and job opportunity.

Findings

Part I: Demographic Characteristics

There were 113 subjects that responded to this study and their demographic characteristics are illustrated in Table 1.

Table 1

Frequency and Percentages of Demographic Characteristics Among the Subjects (n=113)

Demographic Characteristic	Frequency (n)	Percentage (%)
Gender		
Female	76	67.26
Male	37	32.74
Marital Status		
Married	82	72.57
Single	31	27.43
Academic Position		
Principal Lecturer	7	6.20
Senior Lecturer	18	15.93
Lecturer	77	68.14
Assistant Lecturer	11	9.73
Educational Level		
Master Degree	30	26.55
Bachelor Degree	79	69.91
Diploma	4	3.54
Years worked as Faculty Member		
Less than 5years	64	56.64
More than 5 years	49	43.36
Years worked at Current Institution		
6 months to 5years	72	63.72
More than 5 years	41	36.28

Table 1 (continued)

Demographic Characteristic	Frequency (n)	Percentage (%)
Age (Years) (Range = 25 -62) (\bar{X} = 39.82; SD = 8.03)		
≤ 35 years	33	29.20
36-45 years	59	52.21
46-55 years	17	15.04
> 55 years	4	3.55
Salary (Range = 60 -320) (\bar{X} = 142.72; SD = 48.64)		
< MK120, 000 (\approx <\$300)	32	28.32
MK 120,000 - 143, 000 (\approx \$300 - 358)	39	34.51
> MK 143,000 ($>$ \$358)	42	37.17

Among the 113 subjects that participated in this study, 67.26% were females. Most faculty members (52.21%) were in the age range of 36-45 years, with 3.55% above the retirement age of 55. The majority of the subjects worked as lecturers (68.14%) and held bachelors degree qualifications (69.91%). Most faculty members (63.72%) had worked at the institution for less than five years. Their salary ranged from 60, 000 - 320, 000 Malawi Kwacha, which is approximately 150 - 800 USD (Table 1).

Part II: Intent to Stay as Perceived by Nursing Faculty Members

This part presents findings on the level of intent to stay as perceived by the subjects. The range, mean, standard deviation, frequency, percentage and level of overall intent to stay are illustrated.

Table 2

Frequency and Percentage of Levels of Intent to Stay as Perceived by the Subjects (n = 113)

Levels of Intent to Stay	Frequency (n)	Percentage (%)
High (≥ 14)	42	37.17
Low (< 14)	71	62.83

As shown in Table 2, the majority of the subjects (62.83%) perceived a low intent to stay. Overall scores for intent to stay as perceived by the subjects ranged from 4-20, with a mean average score of 11.85 (SD = 3.53), within the low level (< 14) of intent to stay.

Part III: Factors Related to Intent to Stay

This part illustrates relationship of related factors and intent to stay as perceived by the subjects. Both Pearson product moment and Spearman rank-order correlation statistical tests were computed to explore the relationships between intent to stay and its related factors.

Table 3

Correlation Coefficient of Factors Related to Intent to Stay as Perceived by the Subjects (n = 113)

Variables	FAR	OC	PS	JO	ITS
FAR	1.00				
OC	.364**	1.00			
PS	.250**	.178	1.00		
JO	.090	.034	-.093	1.00	
ITS	.267**	.421**	.129	-.207*	1.00

Note. FAR = Faculty-administrator relationship, OC = Organizational Commitment, PS = Pay Satisfaction, JO = Job Opportunity, ITS = Intent to Stay.

* $p < .05$. ** $p < .01$.

Table 3 shows that five of the ten pairs of the variables were significantly correlated. There was significant moderate positive correlation between organizational commitment and intent to stay ($r = .421$; $p < .01$). Faculty-administrator relationship had a significant weak positive correlation with intent to stay ($r = .267$; $p < .01$). Pay satisfaction was found to be not significantly correlated to intent to stay ($r = .129$; $p > .05$). Job opportunity was found to be weakly and negatively correlated to intent to stay ($r = -.207$; $p < .05$).

Discussion

The discussion that follows is based on findings in this study, and is in response to the research questions and objectives. It is divided in two parts.

Intent to Stay Among Faculty Members in Nursing Colleges, Malawi

This study found that the perception of intent to stay among nursing faculty members was at a low level ($\bar{X} = 11.85$; $SD = 3.53$). The majority of the respondents (62.83%) perceived a low intent to stay (Table 2), indicating that most nursing faculty members were not willing to continue working in the nursing colleges. Item analysis equally demonstrated that faculty members may unlikely stay at the colleges for so long. The findings indicated more intent to leave (30.97%) than stay (11.50%) perceptions among nursing faculty members (Appendix J). This is contrary to previous studies where nursing faculty members (Garbee & Killacky, 2008) and pharmacy faculty members (Loquias & Sana, 2012) were likely to stay; and faculty members from undefined disciplines perceived high (Makorwitz, 2012) and moderate levels (Al-Omari et.al, 2008; Dee & Daly, 2006) of intent to stay. This inconsistency in findings can best be explained by one of the assumptions in expectancy theory that suggests that people's reaction to the organization is influenced by expectations about their varying needs, motivations, and past experiences that they have as they enter an organization (Lunenburg, 2011). Certainly, there could be similar reasons to faculty members' low intent to stay perceptions in Malawi.

Heavy workloads that originate from shortage of qualified nursing faculty members and increased student-to-teacher ratios (ICAP, 2013; Wheatley, 2010) could have led to faculty members' loss of interest and unwillingness to continue teaching at the nursing colleges. Because of shortage and increased student numbers, nursing faculty members were exposed to heavy workloads, including assignments to teach large classes and scheduling of evening and weekend classes to meet the demand for faculty members. In all colleges, faculty members combined both classroom and clinical teaching due to shortages of clinical instructors (CHAM, 2008; Wheatley, 2010). Heavy workloads may have required faculty members in this study to carry work home or work during their off days, resulting in interference with other personal activities. This may lead to stress, loss

of interest, and unwillingness to continue teaching and later perceiving low levels of intent to stay. Garbee and Killacky (2008) found that scores for intent to stay were significantly higher for nursing faculty members working 40 hours a week than those working 60 hours a week in the US. Johnsrud and Rosser (2002) also found that work load led to stress, loss of desire, and hostility toward the organization, thereby provoking intentions to leave the career, position and institution among faculty members. All these indicate a negative influence of heavy workload on intent to stay.

In addition, findings in this study revealed that colleges that are located in the hard to reach areas of Malawi (approximately 200km distance away from the city) yielded 75-100% levels of low intent to stay. Location of these colleges affected faculty members' sense of well being. Housing, transportation and education for children in the rural areas of this developing country are generally not favorable (U.S. Global Health Initiative, 2010), a possible challenge that most faculty members may find difficult to stand. Schools for children in rural areas are below standard, and hence, may not meet the faculty members' needs. Institutional houses are generally few and accommodating mainly senior lecturers. Moreover, some faculty members commute from nearby cities and others have families living in distant cities; all may find transportation to be costly. It is possible that such challenges made faculty members, mostly those that were married (72.57%) and raising families, perceive their standard of living to be costly, and negatively affecting their sense of well-being. Faculty members may thus, develop a low desire, and unwillingness to continue working in these colleges, and likely to perceive low levels of intent to stay. Garbee and Killacky (2008) also found long commuting as a theme of dissatisfaction contributing to perception of low intent to stay among nursing faculty members in the US.

Relationship Between Intent to Stay and Related Factors

This study was based on the conceptual model for intent to stay by Makorwitz (2012) and studies in expectancy theory. Findings partly supported the suggestions from the model. Organizational commitment and faculty-administrator relationship variables had positive relationships with intent to stay. Job opportunity had a negative relationship, and the relationship between pay satisfaction and intent to stay was found to be not significant.

Relationship between organizational commitment and intent to stay. The exploration of the relationship between organizational commitment and intent to stay was based on the suggestion that when faculty members' commitment to the college is strong, there is acceptance of goals and values of the college and a desire to remain a member of the college and vice versa (Markowitz, 2012). The findings supported this suggestion. Organizational commitment was found to be positively and moderately correlated to intent to stay ($r = .421$; $p < .01$) (Table 3). This means that as faculty members perceived a stronger attachment to the college, they got more committed and likely to perceive higher levels of intent to stay. The opposite is also true with this finding. As faculty members got less attached to the college, their commitment to the college decreased, so they were likely to perceive low levels of intent to stay. Similarly, organizational commitment was found to be positively correlated to intent to stay in previous studies (Al-Omari et al., 2008; Dee & Daly, 2006; Markowitz, 2012), but with a strong relationship. Moreover, among nursing faculty members, Garbee and Killackey (2008) used a tool that had all items in positive statements but still found significant and positive relationship. Nursing faculty members' effort-to-performance and performance-to-reward expectancies, characterized by expectations for training, career advancement and reward, best explain possible contributing factors to this finding in this study (Lunenburg, 2011).

This study has demonstrated that 69.91% of the faculty members perceived lack of dedication to their colleges. This could mean that faculty members' individual goals and values did not match that of the college, making acceptance of college goals unlikely, and thus compromising the dedication to exert effort for the colleges. For instance, faculty members that left MCHS and CHAM colleges expressed concern for further training and career advancement. Expectations for further education might be one of the reasons faculty members could not dedicate to their work and the college. Study findings also revealed that 71.8% of the faculty members that perceived a low intent to stay held bachelor degree qualifications. With low educational qualification, faculty members could have difficulties in exerting maximum effort in their teaching job, thus affecting their performance. A reduction in NMT pass rate had been reported from 2008 to 2010 and was attributed to imperfections in the teaching job (Martinez et. al., 2009). It is said that institutions that works towards meeting effort-to-performance expectancy not only make it clear to employees what is expected of them, but also help them to attain that level of

performance (Lunenborg, 2011). In their study, Gormley and Kennerly (2011) found that retention was more likely to occur if nursing faculty members perceived clear work expectations.

In addition, Lunenborg (2011) stated that when employees fail to perceive that their skills are positively and fairly rewarded, they are de-motivated and are unlikely to stay; in line with Mowday et al. (1982) who stated that commitment among employees develops when an organization is able to utilize their abilities and skills, thereby satisfying their needs. This study has revealed that not all faculty members' skills and capabilities were recognized and fairly rewarded in these colleges. Academic positions differed among nursing faculty members despite similar educational qualifications. Among 30 faculty members that were holding Master qualifications in this study, 36.7% (11) held a lecturer positions whilst 43.3% (13) held senior lecturer positions and 20.0% (6) were principal lecturers. In addition findings also indicated that 1.3% of faculty members that had bachelor degree qualifications held the most senior academic position of principal lecturer. This is not in accordance with the Malawi Public Service remuneration guideline that follows a hierarchical arrangement of grading of positions from the lowest to the highest, and a system of accelerated salary advancement for high positions and performers (DPADM/DESA/UN, 2004). Some faculty members may have not benefitted from the incentives and benefits that go along with higher positions. Certainly, their performance-to-reward expectancy might not have been met, leading to faculty members' loss of feeling of identification and recognition, thus affecting their strength of attachment. Such faculty members may also display a lack of dedication and willingness to exert considerable effort on behalf of the college, thus affecting their performance and later intent to stay perceptions. However, because most of these institutions' missions and goals were guided by religious beliefs (CHAM, 2008), faculty member's denomination may have influenced either faculty members' commitment or the college's procedures in remuneration and attainment of academic positions; with a possible influence on intent to stay perceptions among faculty members. It could not be determined from this study.

This study has also demonstrated that among the 62.83% of the subjects that perceived low intent to stay, 59.7% (43) had worked at their current institution for less than five years. In accordance with the idea stating that organizational commitment is a

stable attitude that develops over time (Bluedorn, 1982), it could mean that before five years faculty members may not have strongly bonded to college goals and values, making commitment to the college less likely and perceiving low intent to stay. Similarly, Garbee and Killacky (2008) found that organizational commitment could significantly explain intent to stay at five years among nursing faculty members in the US.

Relationship between faculty-administrator relationship and intent to stay. The exploration of the relationship between faculty-administrator relationship and intent to stay was based on the proposition that when faculty members perceive a higher quality faculty-administrator relationship, they are likely to remain employed with the college (Markowitz, 2012). In support of the Markowitz (2012) model, faculty-administrator relationship was found to be weakly and positively associated with intent to stay ($r = .267$; $p < .01$) in this study (Table 3). This simply means that whenever faculty members perceived a low quality faculty-administrator relationship, they were unlikely to stay.

Higher quality faculty-administrator exchange relationships within this dyad meant that a leader provided a positive work atmosphere that met the faculty members' values and expectations thereby increasing their trust, respect and effort to the job and organization (Mayfield & Mayfield, 2009). This is in line with Gormley and Kennerly (2011) who found that retention was more likely to occur if nursing faculty members experienced good working relationships with their academic unit head. Two main factors may have negatively affected this working relationship in this study, leading to low intent to stay perceptions.

Firstly, both CHAM colleges and MCHS are characterized by hierarchical structures and centralized type of governance (CHAM, 2008; MCHS, 2012), which are likely to hinder collaborative relationships. It is said that faculty-administrator relationship is affected in institutions where collaborative relationships are lacking. Collaborative relationships are important in effective faculty-administrator relationships and are characterized by the sharing of information integral to decision making (shared governance) (Del Favero, 2002). The hierarchical and centralized structures in CHAM colleges and MCHS are likely to limit dotted line type of communication, thus likely to hinder collaborative relationships and channeling of productive ideas to the top. Because of centralized decision making, faculty members may have limited power to negotiate for

required teaching and learning materials (Del Favero, 2002). Study findings have indicated that only 9.7% of the faculty members perceived their immediate supervisors to be having a very high chance of using their available power and helping them in solving problems at work. This indicated that nursing faculty members may have lacked decision making power, even through their immediate supervisors. Similarly, hierarchical structures and centralization hindered autonomy (Al-Omari et al., 2008; Dee & Daly, 2006) and supervisory support (Iverson & Roy, 1994), and they negatively affected faculty members' intent to stay perceptions in previous studies. Thus, the more the faculty members perceived a lack of power the more they failed to exercise academic autonomy. This made them to lose trust towards their immediate supervisors, thereby affecting their working relationship, thus decreasing intent to stay perceptions.

Secondly, it was previously reported that most of the faculty members that had left the colleges within the past five years had just attained master degree qualifications, and expressed concern that teaching in diploma programs (lower cadre) was no longer challenging. This study has equally demonstrated that only 12.39% of the faculty members perceived their immediate supervisors' ability to fully recognize their potentials. Assigning challenging and desirable work assignments increased trust, interest, and intent to stay among employees (Mayfield & Mayfield, 2009) whereas routine work led to nursing faculty members' dissatisfaction and low perception of intent to stay (Garbee & Killacky, 2008) in previous studies.

Relationship between pay satisfaction and intent to stay. The exploration of the relationship between pay satisfaction and intent to stay was based on the suggestion that when faculty members perceive that their pay is fair and equitable, they are likely to remain employed with the college (Makorwitz, 2012). Surprisingly, the study findings did not support this suggestion. Pay satisfaction was found to be not significantly correlated to intent to stay ($r = .129$; $p > .05$) (Table 3). This simply means that faculty members' perception of intent to stay was not influenced by pay in this study. This finding is inconsistent with that from previous study (Makorwitz, 2012) where the relationship was found to be significant. There could be three possible explanations to this inconsistent finding.

Firstly, since performance is not attached to pay in this study setting, it failed to explain behavioral outcome like intent to stay. Reward, pay and benefits are based on educational qualification and academic position in MCHS and CHAM colleges. The higher the educational qualification, the higher the grade on salary structure; and the higher the academic position the more the responsibilities likely to be assumed and the greater the benefits (DPADM/DESA/UN, 2004). Pay was dependent on the administrators' rating of performance and academic position, which are distinctively based on activities like research in Kaiser University (Makorwitz, 2012), dissimilar to this study. The Malawian study setting was socially, economically and culturally different from this study in the US, with faculty members from different specialties assuming different roles and obligations.

Secondly, since information on individual pay is genuinely confidential, most faculty members may not have been aware of fellow faculty members' individual earnings, let alone pay across colleges. This could have affected their rating of pay relative to other members at department and college levels. Moreover, the descriptive analysis on salary demonstrated a wider dispersion (Table 1), suggesting some element of wage inequality across the four levels of academic positions. It could have been difficult for faculty members on lower position to compare themselves against others in senior positions at the department level, in accordance with Pfeffer and Langton (1993) findings on effects of wage inequality on satisfaction.

Thirdly, the average monthly salary for nursing faculty members in this study was \$358, which is much more than the monthly average wage (\$171) of a skilled worker in Malawi and above the minimum wage of \$56 (Labour Office/Focus to Future Council [LO/FTF Council], 2013). However, this minimum wage has been undermined if the devaluation and fluctuation of the currency from 2012 is to be considered. Cost of living for every Malawian has increased. Prices of food and fuel have almost doubled, and wages have not followed (LO/FTF Council, 2013). It is possible that no matter how faculty members' expectations on individual and structure levels could have been, the nursing faculty members in this study perceived the circumstances in the country as costly to live, whether they stayed in the colleges or not. This is possibly why the finding was insignificant.

Interestingly, this study and another done in the US, have demonstrated a finding distinctively to the nursing discipline. While this study indicated that faculty members' intent to stay decisions were not influenced by their perception of pay, Garbee and Killacky (2008) mixed methods study revealed that low pay was not associated with the theme of dissatisfaction. This finding calls for more investigation. Otherwise, it can be assumed that unlike in other disciplines where expectations for higher salaries/pay influence their intent to stay decisions (Al-Omari et al., 2008; Joarder & Sharif, 2011; Loquias & Sana, 2012; Makorwitz, 2012), nursing faculty members' intent to stay perceptions may be influenced by other factors in the wage situation.

Relationship between job opportunity and intent to stay. The exploration of the relationship between job opportunity and intent to stay was based on the explanation from the framework of this study, that when the college fails to meet their expectations and they perceive alternative jobs within the college's environment to be better, faculty members are unlikely to stay (Makorwitz, 2012). The study findings supported this statement. Job opportunity was found to be negatively correlated to intent to stay ($r = -.207$; $p < .05$), indicating that the more the faculty members perceived an availability of jobs in their college environment, the more they were unlikely to stay. This finding is contrary to Zhou and Volkwein (2004), who found that job opportunity has no influence on intent to leave/stay decisions among faculty members but consistent with Daly and Dee (2006), Iverson and Roy (1994) and Paille and Dufour (2013), who all found the relationship to be significant. There could be reasons to this finding in this study.

Mobility of faculty members from one college to another have been reported within CHAM colleges, between CHAM and MCHS, and from all colleges to university nursing schools (CHAM, 2008; MCHS, 2012). Some nursing faculty members move to universities for recognition, better pay and professional growth as well as guaranteed career advancement while others move to other colleges in order to meet their expectations. In other circumstances, some faculty members have preferred to move to locations closer to spouse and family (Muula & Maseko, 2005). This is in line with expectancy theory, that stipulates that an individual's behavior is a result of conscious choice that renders them free to choose behaviors calculated from their expectancy (Lunenburg, 2011). This finding supports the idea from previous studies, when the

college failed to meet their expectations and they perceived alternative jobs within the college's environment to be better, faculty members were unlikely to stay. (Al-Omari et al., 2008; Dee & Daly, 2006).

In addition, the availability of several NGOs and projects that aim to assist in combating both communicable and non-communicable diseases in Malawi (U.S. Global Health Initiative, 2010), made faculty members perceive a number of nursing jobs in their environment. This availability contributed to more intent to leave than stay perceptions. Nursing faculty members that leave to NGOs mostly take senior positions like that of project coordinator or country director. This becomes a greener pasture for them considering not only the pay but the benefits and recognition too. On the other hand, just like some nursing faculty members are leaving from training institutions to government hospitals within the country, others are still moving to the United Kingdom for bed-side nursing that pays better and for better living conditions (Muula & Maseko, 2005; NMCM, 2012). Academic administrators have indicated that it is mostly lecturers employed by government that are moving from CHAM and MCHS training institutions to hospitals; to work directly under the primary employer for a feeling of belonging, support for further studies, and career advancement. Moreover, those that had not majored in nursing education find the teaching job more challenging than bed-side nursing.