The Impact of Burnout on Doctorate Nursing Faculty’s Intent to Leave Their Academic Position: A National survey

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The RN workforce is expected to grow from 2.71 million in 2012 to 3.24 million in 2022, an increase of 526,800 or 19%.

RN job growth + replacements = 1.05 million by 2022.

In 2014, U.S. nursing schools turned away 68,938 qualified applicants from baccalaureate and graduate nursing programs.

- 2/3 of nursing schools indicate faculty shortages as the reason
BACKGROUND

• New faculty will face many challenges in their new professional role as a result of high job expectations.
  – Too many tasks and too little time are frequent complaints among educators

• A lack specific training on teaching in doctoral programs may add to stress levels.

• The great demands placed on nurse educators puts them at high risk for burnout, resulting in leaving nursing academia.
PROBLEM STATEMENT

Despite the fact that many nursing educators experience greater job demands that makes them susceptible for job burnout that may contribute to leaving nursing academia and worsening the nursing faculty shortage, there are limited studies exploring the relationship between burnout and leaving academic positions.
STUDY AIM

To address the national nursing faculty shortage by examining demographics, predictors including teaching preparation, and burnout to determine intent to leave nursing academia among PhD and DNP-prepared nursing faculty.
METHODS

• Research Design
  – A Descriptive survey design

• Setting
  – All 776 nursing programs listed in AACN
  – Online survey sent to faculty members across the U.S.

• Inclusion Criteria
  - FT nursing faculty
  - PhD or DNP degree in nursing
  - Four or less years of teaching experience
METHODS

Instruments

- Doctoral program teaching preparation
- Maslach Burnout Inventory educator survey (MBI-ES)
  - Experience depersonalization (DP)
  - Personal accomplishment (PA)
  - Motional exhaustion (EE)
- Intent to leave nursing academia
- Demographics
METHODS

Data Analysis

– Data collected and downloaded from Qualtrics into SPSS program
– Descriptive statistics, independent t-tests, and logistical regression analysis were used to address the main purpose statement.
RESULTS

Description of Sample (N=146)

- DNP Degree (51.4%) vs. PhD Degree (48.6%)
- 61% were over the age of 50
- 41% had teaching preparation during doctoral program
- **Over one-fourth of respondents (27.52%, n=41)** reported they were likely to leave their current academic position.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Frequency (N=146)</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age: Mean</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-49</td>
<td>89</td>
<td>61%</td>
</tr>
<tr>
<td>50 or over</td>
<td>57</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Gender: Female Male</strong></td>
<td>140 6</td>
<td>96% 4%</td>
</tr>
<tr>
<td><strong>Degree: PhD DNP</strong></td>
<td>71 75</td>
<td>48.6% 51.4%</td>
</tr>
<tr>
<td><strong>Position: Tenure-Track Tenure</strong></td>
<td>69 12</td>
<td>46.3% 8.1%</td>
</tr>
<tr>
<td><strong>Race/Ethnicity: Caucasian African-American Asian Hispanic/Latino</strong></td>
<td>127 8 7 4</td>
<td>85.2% 5.4% 4.7% 2.7%</td>
</tr>
</tbody>
</table>
RESULTS

Description of Burnout

- **Emotional exhaustion (EE)**
  High burnout, indicating higher perceived emotional exhaustion.

- **Depersonalization (DP)**
  Moderate burnout.

- **Personal accomplishment (PA)**
  Low burnout indicating higher level of satisfaction with personal accomplishment.

<table>
<thead>
<tr>
<th>Response category</th>
<th>Personal Accomplishment</th>
<th>Depersonalization</th>
<th>Emotional Exhaustion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>37 over</td>
<td>0-6</td>
<td>0-16</td>
</tr>
<tr>
<td>Moderate</td>
<td>31-36</td>
<td>7-12</td>
<td>17-26</td>
</tr>
<tr>
<td>High</td>
<td>0-30</td>
<td>13 or over</td>
<td>27 or over</td>
</tr>
<tr>
<td>Study Sample</td>
<td>44.6 (SD=7)</td>
<td>9.7 (SD=5.7)</td>
<td>33.6 (SD=14)</td>
</tr>
</tbody>
</table>
RESULTS

Burnout Differences Between PhD and DNP faculty

- Overall, PhD prepared nursing faculty reported higher mean scores in EE, DP, and PA compared to DNP prepared faculty.
- EE was found to be statistically significant, but DP and PA were not found to be statistically significant in this study.

<table>
<thead>
<tr>
<th></th>
<th>PhD Faculty</th>
<th>DNP Faculty</th>
<th>t-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>MBI-ES (EE)</td>
<td>35.63</td>
<td>14.07</td>
<td>31.22</td>
</tr>
<tr>
<td>MBI-ES (DP)</td>
<td>9.73</td>
<td>5.78</td>
<td>9.04</td>
</tr>
<tr>
<td>MBI-ES (PA)</td>
<td>44.12</td>
<td>6.77</td>
<td>45.56</td>
</tr>
</tbody>
</table>

* p<.05, n=144
RESULTS

• Predictors influencing intent to leave academia
  – Logistic regression models were used to determine which factors influence intent to leave academia (demographics, doctoral teaching experience, and burnout).
  – Factors influencing intent to leave academia:
    • Degree type (OR=0.395)*
    • Age (1.060)**
    • Burnout-EE (1.091)**
    • Burnout-Depersonalization (0.912)*.
  – Older faculty, PhD-prepared faculty, and higher reported levels of emotional exhaustion significantly determined intent to leave their positions. Depersonalization, conversely, was found to significantly decrease intent to leave.
DISCUSSION

• Over a quarter (27.52%) of early career faculty with four or less years of teaching experience consider to leave academia.

• This sample felt emotionally overextended and exhausted by their academic work as new faculty member.

• Interestingly, the PhD prepared nursing faculty members reported higher emotional exhaustion than the DNP prepared nursing faculty members.
DISCUSSION

• This study found that **AGE** is strongly related to leaving academia. As age increased, the odds of leaving academia increased by 5%.

• Thus, efforts to increase diversity of nursing faculty age include encouraging younger nurses to pursue doctoral training to improve faculty shortage problem.

• **Burnout** plays a role in leaving academia among faculty. Increased emotional exhaustion reported by nursing faculty resulted in an increase of intent to leave.
LIMITATIONS

• Use of a convenience sample, self-report methodology, and a cross-sectional design.

• Not including other possible predictors, which may affect intent to leave nursing academia.

• Some eligible faculty members did not receive an email to participate in study.
CONCLUSIONS

• The findings from this study found that PhD-prepared nursing faculty experienced more emotional exhaustion compared to the DNP-prepared faculty, a significant factor influencing decisions to leave nursing academia.

• Furthermore, results revealed that older faculty, PhD-prepared faculty, and higher reported levels of emotional exhaustion significantly determined intent to leave their positions, indicating significant factors influencing decisions to leave nursing academia.
Q & A