

FACTORS INFLUENCING INTENT TO STAY IN PHYSICAL THERAPY FACULTY

A DISSERTATION

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## DEDICATION

For my husband of 30 years, Alan Jumper, thank you for keeping me focused on what is important in life and for always encouraging me!

## ACKNOWLEDGEMENTS

To my committee chair, Dr. Peggy Gleeson, and members, Dr. Katy Mitchell, and Dr. Jennifer Bogardus, thank you for helping me put all the pieces together to produce really enlightening research. I appreciate your time and your commitment to my pursuit of learning. To the faculty and staff in the Department of Physical Therapy at Hardin-Simmons University, thank you for all your kind words of support during all my PhD coursework and for always, always putting God first in all you do. Thank you to all my students that stopped by my office to give words of encouragement or bring a caffeinated drink so that I could continue to work diligently and not lose focus. You have no idea how much that helped me during the tough times! Thank you to my husband, my kids, and my grandkids for loving on me and supporting me through this huge endeavor. Finally, I want to thank my Lord and Savior Jesus Christ for giving me the opportunities in life and for blessing me in immeasurable ways.

## ABSTRACT

JILL JUMPER

### FACTORS AFFECTING INTENT TO STAY IN PHYSICAL THERAPY FACULTY

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**Purpose:** The purpose of this mixed-methods study was to identify the factors that influence intent to stay in program directors and faculty working in Doctor of Physical Therapy (DPT) programs across the United States and to explore how these educators perceive job satisfaction and how commitment to the organization may influence their intent to stay.

**Procedure:** Online surveys were emailed to all 264 DPT program directors across the United States. Program directors completed the survey and forwarded the survey to all faculty in their respective program(s). Following the survey, 20 anonymous interviews (10 program directors, 10 faculty) were completed over Zoom.

**Results:** Two hundred forty-four responses were received with 236 respondents (Mean age =  $50.04 \pm 9.54$  yrs.; Males = 63, Females = 173; program directors = 55, faculty = 180) being included in analysis. Multiple regression was run to determine the contribution of autonomy, workload, communication openness, job opportunity, job satisfaction, distributive justice, organizational commitment, role conflict, and kinship responsibilities to intent to stay. The multiple regression model significantly predicted intent to stay for all participants,  $F(9,211) = 12.43$ ,  $p < .001$ ; adj.  $R^2 = .32$ . Commitment to the organization was the greatest predictor of intent to stay,  $\beta = .61$ ,  $t(.622) = 5.05$ ,  $p < .01$ , meaning increased commitment to the organization leads to increased intent to stay. Out of the demographic data, age and tenure status had a small significant relationship to intent to stay respectively,  $r = -.196$  and  $r = .217$ ,  $p$

=  $<.01$ . Three large themes with six sub-themes emerged from the interviews: the impact of leadership, making a commitment and sticking to it, and finally, the COVID crisis.

Conclusions: This is the first study to examine the reasons DPT educators stay in their current job roles. Since these nine variables only represented 32% of the intent to stay model, further research needs to continue to identify additional factors that may contribute to the model.

University administrators can use the results of this study to increase DPT educators' intent to stay by improving lines of communication, managing workloads, controlling workplace conflict, and fostering positive relationships among students and faculty to build commitment to the program.

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## CHAPTER I

### INTRODUCTION

Academic universities are having challenges retaining qualified faculty due to changes in the market, less institutional support, and changing personal expectations.<sup>1</sup> In 1993, Radtka recommended the implementation of measures to reduce turnover in order to maintain physical therapy faculty long term.<sup>2</sup> In 1996, Harrison and Kelly stated that 83% of surveyed physical therapy junior faculty were satisfied with their current academic position despite feelings of loneliness, anxiety, heavy workloads, and the desire for more guidance.<sup>3</sup> Hinman et al's research in 2014, found that one of the five reasons program directors in physical therapy education reported leaving was due to the inability to hire or retain faculty.<sup>4</sup> In 2017, the National Study of Excellence and Innovation in Physical Therapist Education announced a call to action concerning faculty shortages stating, "the shortage of qualified faculty and of academic leadership is placing the academic enterprise at serious risk for mediocrity, if not failure."<sup>5</sup> As of June 2021, the Commission on Accreditation in Physical Therapy Education (CAPTE) reported 264 accredited Doctor of Physical Therapy (DPT) programs across the country with 60 more DPT programs developing in the next few years.<sup>6</sup> Aggregate data listed on the CAPTE website identifies 5438 core, adjunct, or associate DPT faculty in programs across the country with an average of 11 core faculty per program.<sup>7</sup> Based on this data, with 60 more programs developing, an estimated average of 660 more core faculty will be needed in order to maintain these new programs. The goal of this research study was to explore factors that could influence physical therapy educators' willingness to stay in their job roles. With this information and the

growing need for qualified faculty in DPT education, individuals in academic leadership positions may develop a better understanding of the influences that affect faculty retention.

## **PROBLEM STATEMENT AND GOALS**

DPT programs continue to grow across the United States.<sup>6</sup> With this growth comes the increased need for faculty to support these programs.<sup>7</sup> The U.S. Bureau of Labor Statistics reported 47.8 million people voluntarily left their employer in 2021. This equates to a high of 32.7% of employees quitting their jobs in 2021.<sup>8</sup> According to the CAPTE, by 2025, the number of DPT programs across the United States could increase by 23%.<sup>6</sup> CAPTE collects aggregate information on physical therapist programs and notes an average of 11 faculty per program currently.<sup>6</sup> In 2017, the National Study on Excellence and Innovation recommended a national call to action due to the concerns with the shortage of physical therapy faculty in the United States.<sup>5</sup> With this 2017 article already indicating a shortage of faculty in physical therapy programs and a 2018 article by Shields et al reporting 1-2 open faculty positions per program, a possible 23% increase in the number of DPT programs could cause an even greater issue in the future.<sup>9</sup> Based on the high number of employees leaving jobs across the U.S., it is reasonable to think that DPT faculty may be among them. If that is true, it is time to evaluate the factors that keep physical therapy faculty in their current job roles. If preventative measures could be implemented to decrease faculty turnover, concerns about physical therapy education being at “serious risk of mediocrity, or failure” may significantly decline.<sup>5</sup>

The overall goal of this research project was to examine factors that keep DPT program directors and faculty members in their job roles and to investigate the essence of the lived experiences of DPT program directors and faculty regarding intent to stay. Understanding

these experiences could inform the conversation on ways to prevent physical therapy faculty turnover in the future.

## **PURPOSE OF THE STUDY**

The overall purpose of this mixed-methods design was 2-fold: 1) to identify factors that influence intent to stay in DPT faculty, and 2) to explore and understand the perceptions of program directors and faculty on how their personal organizational commitment and job satisfaction influence their intent to stay.

### **Study 1: Quantitative Purpose**

The purpose of this quantitative exploratory survey study was to identify factors that influence intent to stay in faculty working in DPT programs across the United States. An email soliciting participants was sent to all program directors listed on the CAPTE website. Each program director was asked to complete the survey themselves as well as to forward the survey to all faculty. Data was collected to identify which factors on the intent to stay survey (job opportunity, job satisfaction, organizational commitment, distributive justice, autonomy, communication openness, role conflict, and kinship responsibility) were predictors of faculty intent to stay. Participants who were willing to volunteer for Study 2, the qualitative interview portion, were asked to give their contact email at the end of the survey.

### **Study 2: Qualitative Purpose**

The purposes of the qualitative phenomenological study were 2-fold: 1) to explore how interviewees perceive job satisfaction and organizational commitment in their current roles and how these constructs influence their intent to stay, and 2) to understand the interviewees' perceptions of administration's (program director, dean, or president of the university) ability

to influence their job satisfaction, organizational commitment, and intent to stay. Twenty participants (10 program directors, 10 faculty members) were purposefully selected based on geographic region from those who volunteered from Study 1 for anonymous Zoom interviews.

## **RESEARCH QUESTIONS**

### **Study 1: Quantitative Questions**

- 1) What is the contribution of job opportunity, job satisfaction, organizational commitment, autonomy, job opportunity, communication openness, role conflict, distributive justice, and kinship responsibility on intent to stay for faculty and program directors in physical therapist education?
- 2) Which demographic factors significantly correlate to intent to stay?

### **Study 2: Qualitative Questions**

- 1) Do faculty members and program directors in DPT programs perceive that job satisfaction and organizational commitment impact their willingness to stay in their job?
- 2) What are the beliefs and perceptions of faculty members regarding the role that their program director may play in faculty job satisfaction, organizational commitment, and intent to stay in academia?
- 3) What are the perceptions of physical therapy program directors on their ability, as administrators, to influence a faculty member's job satisfaction, organizational commitment, and intent to stay?

## **SPECIFIC AIMS AND HYPOTHESES**

### **Study 1: Quantitative Aim and Hypotheses**

The specific aim of this research was to identify factors that contribute to physical therapy faculty intent to stay.

The main research hypotheses were:

- 1) Job opportunity, job satisfaction, organizational commitment, autonomy, communication openness, role conflict, distributive justice, workload, and kinship responsibility will affect intent to stay for program directors in DPT programs.
- 2) Job opportunity, job satisfaction, organizational commitment, autonomy, communication openness, role conflict, distributive justice, workload, and kinship responsibility will affect intent to stay for faculty in DPT programs.

### **Study 2: Qualitative Aims and Hypotheses**

The specific aims of this research were to understand the perceptions of interviewees regarding:

- 1) Program directors' and faculty members' reasons for staying in their current job roles in physical therapist education.
- 2) Program directors' and faculty members' job satisfaction and organizational commitment and how these influence their intentions to stay in their current job role.
- 3) Faculty members' perceptions on how their program director can influence their personal job satisfaction, organizational commitment, and overall intent to stay in their current job role.



- 4) Program directors' perceptions on how the individuals to which they report influence their personal job satisfaction, organizational commitment, and overall intent to stay in their current job role.
- 5) Program directors' perceptions on how they influence their faculty member's job satisfaction, organizational commitment, and overall intent to stay in their current job role.

The main research hypotheses were:

- 1) Faculty and program directors in physical therapist education will describe that greater job satisfaction and greater organizational commitment increase intent to stay for physical therapy faculty.
- 2) Program directors will describe that they can impact job satisfaction, organizational commitment, and intent to stay in their physical therapist faculty.
- 3) Faculty members will describe that program directors can impact their job satisfaction, organizational commitment, and intent to stay.

## **DEFINITION OF TERMS**

This study uses the following definitions:

- 1) Turnover: the actual movement across the membership boundary of an organization.<sup>10,11</sup>
- 2) Intent to stay: an employee's conscious and willing effort to stay with an organization.<sup>12</sup>
- 3) Intent to leave: an employee's intention to leave his or her present organization.<sup>13</sup>

- 4) Job satisfaction: the degree of positive emotions that an employee has towards a particular job.<sup>10</sup>
- 5) Organizational commitment: the degree to which an employee feels loyalty to a particular organization.<sup>10,14</sup>

## **SIGNIFICANCE AND RELEVANCE**

Many factors such as job satisfaction and organizational commitment contribute to a faculty member's willingness to stay working in a current position.<sup>15-19</sup> Due to the difficulty of hiring and retaining faculty in healthcare education, intent to stay has been studied in healthcare faculty such as physician assistants, nursing, and medicine.<sup>15, 18, 20-24</sup> However, no published research has examined the factors influencing intent to stay in full-time faculty working in DPT programs. By 2025, there could be a 23% increase in the number of DPT program across the country and qualified faculty are essential to maintaining the integrity of these programs.<sup>6</sup> Therefore, it seems prudent to focus on the factors that will encourage DPT faculty to stay in their job roles. Once such factors are identified, further research could address retention strategies.

## CHAPTER II

### REVIEW OF LITERATURE

#### INTRODUCTION

By 2025, DPT programs may increase by as much as 23% across the United States.<sup>6</sup> In 2018, Shields et al reported a “nationwide shortage of qualified faculty, with an average of 1-2 open faculty positions per program.”<sup>9</sup> In addition to fulfilling the workloads defined by the university, CAPTE requires that each core faculty member in a DPT program maintain an individualized scholarly agenda and maintain service to the university or the profession.<sup>26</sup> CAPTE also requires that at least 50% of core faculty must have an academic doctoral degree, which may limit those DPT clinicians who lack such a degree from being eligible for hire.<sup>26</sup> The Board of Directors for the American Council of Academic Physical Therapy (ACAPT) also expressed concern in 2021 stating that the demand for educators has surpassed the number of qualified faculty to manage the current number of DPT programs.<sup>25</sup>

This literature review begins with the theories on voluntary turnover described since the mid-20th century. Next, it discusses the cost of voluntary turnover in the United States, specifically faculty turnover in higher education. Thirdly, it discusses the reasons faculty stay or leave and expands on the relationships among job satisfaction, organizational commitment, and intent to stay. Fourthly, it discusses the different surveys within the literature on intent to stay.<sup>16</sup> Finally, it discusses an overview of the limited research available on retention, attrition, and intent to stay in physical therapist education, and the importance of this current research to DPT faculty across the U.S.

## THEORETICAL FRAMEWORK

In the mid-20th century, researchers investigated the psychological factors contributing to decreased motivation, decreased productivity, and increased turnover in the workplace.<sup>27</sup> Organizations were noticing the rising cost of employee turnover and decreased motivation due to the increased pressure to deliver improved products at a more efficient rate.<sup>28</sup> One of the forefathers in this area was Abraham Maslow with his research on the “hierarchy of needs” published in 1943. Maslow stated that human motivation was based on the 5 basic hierarchical needs of physiological, safety, love, esteem, and self-actualization.<sup>29</sup> The hierarchical arrangement of these needs was based on priority to the human system with requirements to meet the lower needs prior to the higher needs.<sup>30</sup> Maslow placed the physiological needs associated with life (food, water, etc.) as the first priority.<sup>29</sup> Maslow reasoned that safety was the next priority such as having familiar surroundings and feeling protected. The next priority was love or a sense of belonging. Once the level of love is met, esteem is noted for strength, achievement, and mastery.<sup>29</sup> Finally, self-actualization (top of the hierarchy), or the desire to fulfill one’s creative potential, is the highest level on the hierarchy. Maslow professed that if all these hierarchical needs were met, then human motivation would be high, which would prevent job dissatisfaction.<sup>31</sup>

Following Maslow’s work, in the 1950s Frederick Herzberg developed the Hygiene-Motivational Theory, which focused specifically on the employee/employer relationship, and claimed that understanding the psychological motivation of employees could help decrease turnover and increase the profitability of organizations.<sup>32</sup> One significant attribute of Herzberg’s work was the idea that job satisfaction was not the direct opposite of job dissatisfaction, but

two ideas based on differing constructs.<sup>33</sup> In other words, the sources that led to job satisfaction such as recognition, positive feedback, and autonomy, were not the same sources that led to job dissatisfaction such as pay, benefits, and work conditions.<sup>34</sup> Herzberg's theory declared that employee satisfaction or dissatisfaction relied on intrinsic factors known as "motivation" factors or extrinsic factors known as "hygiene" factors.<sup>32</sup> Intrinsic rewards such as challenging, interesting work, opportunity to grow, and the opportunity to progress to more responsibility were considered the primary factors that motivated employees to work harder in their job roles.<sup>32</sup> Extrinsic incentives such as fair pay, plush offices, or extra perks were considered helpful to employees, but activating employees' internal generators such as the opportunity to progress was a more superior way to keep employees charged up about their work.<sup>32</sup> Herzberg's theory has been extensively researched in many different disciplines including healthcare faculty.<sup>15,23,35,36.</sup>

In 1973, Porter and Steers continued the investigation of job satisfaction in relation to turnover.<sup>37</sup> These researchers recommended focusing on the withdrawal *process* and stated that overall satisfaction, job content, intentions to remain on the job and commitment were consistently and negatively related to turnover.<sup>37</sup> In this research, the intrinsic psychological factors from Herzberg and Maslow were found to be relevant to the withdrawal process; however, organizational factors such as pay or promotion along with the immediate work environment factors such as supervisor style, work unit size, and peer group interaction were also included in the model.<sup>37</sup> Porter and Steers defined job satisfaction as "the sum total of an individual's met expectations on the job" and reported that employees are more willing to participate in job experiences if they are satisfied with their job and feel they are able to meet

organizational expectations.<sup>37</sup> This work was one of the first that specifically focused on how leadership style can directly affect employee turnover bringing to light the idea that “people don’t quit a job, they quit a boss.”<sup>38</sup>

In response to the work of Porter and Steers, Mobley recommended evaluating more than just the satisfaction-turnover relationship and encouraged investigation into the complete withdrawal decision process such as the concepts of “thinking about quitting, intent to stay/quit, searching for alternative job positions, and the cost of quitting to the individual.”<sup>39</sup> With less than 20% of the variance in turnover being explained in the previous research by Porter and Steers, Mobley completed an extensive review of literature in 1979 concluding that intention to quit was the most immediate precursor of turnover.<sup>39</sup> Mobley noted that intentions to stay/leave were consistently related to turnover behavior and explained more of the variance to turnover than job satisfaction alone. Prior to Mobley’s work, it was theorized that job satisfaction and organizational commitment directly affected turnover.<sup>32,37</sup> Mobley was the first to publish that both these job attitudes (job satisfaction, organizational commitment) were intervening variables for turnover through intent to stay instead of direct variables on turnover.<sup>39</sup>

Since the work of Porter and Steers, Mobley, and Maslow, intent to stay and intent to leave have been extensively researched in the clinical and educational realms of many healthcare disciplines.<sup>18-24,40</sup> In early research, intent to leave was considered the direct opposite of intent to stay. In other words, intent to leave had a direct positive relationship to turnover while intent to stay had a direct negative relationship to turnover.<sup>39,41</sup> Intent to leave was consistently a high predictor of turnover; however, its negative focus on turnover has led

to the initiation of studies focused more on intent to stay positive counterpart, intent to stay.<sup>22-</sup>  
<sup>24,36</sup> Intent to stay is defined as an “employees’ conscious and deliberate willfulness to stay with an organization.”<sup>12,13</sup> Price and Mueller, in 1981, completed a longitudinal study of 1091 registered nurses and determined that intent to stay had a direct negative impact on turnover.<sup>14</sup> Job satisfaction, again, was found to have the greatest influence on intent to stay; however, Price and Mueller’s research added two environmental variables, job opportunity and kinship responsibility, to the list of factors affecting intent to stay.<sup>14</sup> With this information, growing research on how intent to stay affects voluntary turnover began to emerge in the literature, but researchers argued about which intervening variable, job satisfaction or organizational commitment, was the stronger predictor of intent to stay.<sup>11, 42-44</sup>

Mowday et al, in 1984, completed a cross-validation test of Mobley’s previous model and ultimately swung the pendulum away from job satisfaction.<sup>42</sup> The only aspect of the model that cross-validated was commitment to the organization. All other aspects of the model failed to double cross-validate either within or between samples. Mowday et al agreed with Price and Mobley that intent to stay was the best predictor of turnover intent, but argued that organizational commitment was the stronger predictor of intent to stay rather than job satisfaction.<sup>14,42</sup> In 1994, the results of a path analysis by Tett and Meyer indicated that both job satisfaction and organizational commitment predicted intent to stay, but that job satisfaction was a stronger predictor than organizational commitment.<sup>12</sup> The researchers agreed with previous literature that both job attitudes played a significant part in intentions to stay in a job role.<sup>12</sup> Also, Tett et al agreed that intent to stay mediated nearly all the job satisfaction and organizational commitment links to turnover.<sup>12</sup>

In 2001, Price followed up on his initial 1981 research by completing a literature review of 33 separate studies and noted that the four intervening variables which were most consistently investigated together in the literature were job satisfaction, search behavior, organizational commitment, and intent to stay.<sup>11</sup> Again, intent to stay was found to be the major determinant to voluntary turnover as compared to the other variables examined, but both job satisfaction and organizational commitment affected intent to stay.<sup>11</sup>

Amos and Weathington, in 2008, examined organizational commitment and intent to stay overall effects on turnover intent.<sup>45</sup> These researchers noted that organizational commitment, including both affective commitment (emotional or staying in the organization because one wants to stay) and normative commitment (staying because one feels obligated), significantly negatively correlated to turnover. If employees agreed with the values of the organization and felt obligated to stay, they were less likely to leave a job role.<sup>45</sup> Ghosh et al, in 2013, investigated how organizational commitment (both affective and normative commitment) influenced intent to stay and agreed with previous researchers that feeling committed to the organizational was a significant predictor of intention to stay.<sup>46</sup>

In summary, published research findings suggest intent to stay is a considerable predictor of turnover, but organizational commitment (affective and normative commitment) along with job satisfaction are variables most likely to influence intent to stay in a job role.<sup>34, 39, 44, 46</sup> In 2014, Nancarrow et al discussed that intent to leave and intent to stay are not two sides of the same coin and encouraged administrators to focus on one or the other when building organizational policies or procedures.<sup>47</sup> Since intent to stay and intent to leave have been noted as separate constructs and the factors associated with intent to stay can be



influenced by administration, this research is focused on the positive construct of intent to stay.<sup>16,47</sup>

## **THE COST OF TURNOVER**

Turnover was defined by McEvoy and Cascio in 1985 as “a permanent movement beyond the boundary of an organization” and can be separated into voluntary or involuntary turnover.<sup>48</sup> Voluntary turnover is initiated by the employee, while involuntary turnover is initiated by the organization.<sup>49</sup> Research has continued to break down turnover into unavoidable and avoidable turnover.<sup>50</sup> Unavoidable turnover may include retirement or death or turnover that cannot be controlled by the organization; while avoidable turnover is considered turnover that could have been controlled by the employer such as poor supervision, low job satisfaction, or poor pay.<sup>49</sup> In 2012, Boushey and Glynn reported that companies accrue both direct and indirect costs related to someone leaving a job including the costs associated with hiring and training a new employee and the slower productivity that occurs until the new employee is up to speed in the new position.<sup>51</sup> Direct costs include separation costs (such as exit interviews, severance pay and higher unemployment taxes), overtime or extra work by other staff, advertising and hiring fees, and finally, training costs. Indirect costs include lost productivity, coping with this loss for other employees, reduced morale, lost clients or institutional knowledge, and costs incurred while the newly hired employee is learning the new position.<sup>51</sup> Both direct and indirect costs can be substantial depending on the type of position needing to be replaced.<sup>49,51</sup> These costs vary depending on the skill level of the position and total costs to the organization can range from 90 to 200% of the annual salary of the vacating employee.<sup>49</sup>

The Work Institute (WI) was established in 2000 by Dr. Thomas Mahan, an organizational behavior expert, and maintains data on employee retention and engagement across the United States to help companies manage turnover.<sup>52</sup> The yearly retention report written by the WI is based on businesses such as restaurants, hospitality, airlines, manufacturing, healthcare, education, and financial services and specifically identifies voluntary and involuntary turnover rates across the United States.<sup>53</sup> The 2021 mid-year retention report indicated that there was a 44% increase in the number of employees that left their jobs from June 2020 to June 2021.<sup>53</sup> Companies spent over \$630 billion on voluntary turnover across the U.S. with 27 out of 100 U.S. employees voluntarily quitting their jobs in 2019.<sup>53</sup> In 2012, Kaminski and Geisler reported university costs of recruiting and hiring science and engineering faculty were “between \$110,000 up to \$1.5 million and it may take up to 10 years to recoup this investment.”<sup>54</sup> In 2018, Nausheen et al reported that the cost of replacing medical faculty can range between “\$115,554 for a generalist up to \$286,503 for a specialist.”<sup>1</sup> To date, no known data is available on the cost of physical therapy faculty leaving academia; however, when compared to undergraduate science or graduate medical faculty, it is apparent the cost and the recuperation of the investment of the hiring process to the university is significant.

After completing exit interviews with employees across the U.S., the WI identified 10 categories leading to workplace turnover and identified seven of those 10 categories (78%) as being preventable by the employer.<sup>54</sup> Given that 78% of turnover could be preventable, business management research has focused more recently on the positive initiatives to help increase employee retention such as improving health benefits, increasing trust, fostering a high-feedback environment, and aligning the employee with the organization’s mission, vision,

and core values.<sup>55-57</sup> Focusing on factors affecting intent to stay may significantly improve retention, foster a positive work culture, strengthen the connection between employee and organization, and decrease turnover costs.<sup>55</sup>

## **REASONS FACULTY STAY OR LEAVE**

Faculty may stay or leave institutions for both personal- and job-related stressors.<sup>58</sup> Previously cited research indicates work-life balance, job demands and workload, professional development support, administrative support, technical support, job satisfaction, salary and benefits, personal/family responsibilities, or retirement are all possible reasons that faculty would choose to leave or stay at an institution.<sup>59-61</sup> In 2012, Pololi et al reported 43% of medical faculty they studied considered leaving their institutions with 21% of this number considering leaving due to dissatisfaction, 5% for personal/family reasons, and 2% for retirement.<sup>20</sup> In 2020, Zimmermann et al surveyed medical faculty (N = 18,475) across the United States with 30% considering leaving their current institution.<sup>40</sup> Faculty at risk for leaving were more likely to be junior faculty rank, non-tenured and those who had been at their institutions for 6-15 years. Faculty between 46-65 years of age were less likely to consider leaving. Receiving formal mentorship or having an administrative title decreased the odds of intent to leave. Faculty were less likely to express an intent to leave if the relationship with the supervisor was strong, if they positively agreed with the school's mission, if professional and career growth opportunities were available, if compensation with benefits was perceived as fair, if the department had the ability to hire and retain faculty as needed, and if a sense of collegiality was strong within their department. Faculty dissatisfied with the university overall were 11 times more likely to express intentions of leaving.<sup>40</sup>

Daly and Dee surveyed undergraduate faculty in urban universities to advance the understanding of urban faculty work environments and investigate the relationship between these environments and organizational commitment, job satisfaction, and intent to stay.<sup>16</sup> Researchers noted that efforts to improve faculty intent to stay “should attend to the structural arrangements that affect job satisfaction and organizational commitment.”<sup>16</sup> Researchers noted that university expectations of heavy teaching loads, research requirements, and professional service responsibilities can be overwhelming to faculty. These factors can lead to decreased job satisfaction, decreased commitment to the organization, and higher rates of faculty turnover.<sup>16</sup> Daly and Dee also reported that the intervening factors of job satisfaction and organizational commitment are factors that can be changed by institutional leadership to enhance faculty retention; therefore, the focus should be on administrations’ willingness to change these variables.<sup>16</sup>

In 2011, Romig et al published a literature review on job satisfaction in allied health faculty.<sup>62</sup> These researchers reported that allowing faculty governance participation and decision making, incorporating professional development programs, allowing opportunity for growth, and improving work conditions all stimulated faculty job satisfaction and improve performance.<sup>62</sup> Finally, Romig et al encouraged an environment where all faculty, regardless of appointment or demographics, are allowed to use their intellectual talents, grow professionally, have their work respected, and feel like they are members of an academic community.<sup>62</sup>

Retention of highly qualified nursing faculty has been a concern.<sup>63</sup> In 2014, Derby-Davis examined intent to stay in nursing faculty and reported “the shortage of nursing faculty significantly impacts the supply and demand of RNs in the clinical work environment, which in

turn directly affects the quality of patient care.”<sup>23</sup> When studying factors contributing to satisfaction in nursing faculty in 2015, Tourangeau et al stated that faculty were more likely to remain in their roles if they had a supportive director/dean, reasonable workloads, supportive colleagues, adequate resources, comfortable class sizes and work/life balance.<sup>64</sup> Also in 2015, Candela et al surveyed nursing faculty (N = 808) across the U.S. and reported that perceptions of administrative support, of job satisfaction with work, and of workload all increased nursing faculty intentions to stay in academia.<sup>15</sup> Candela et al reported that increased organizational commitment and job satisfaction occurred when faculty perceived strong support from administration. If administration supported faculty with an attainable workload and faculty perceived that administration was happy with their level of expertise, faculty were more likely to express intentions to stay in academia.<sup>15</sup> In 2017, Lee reported that higher education in nursing was struggling to find experienced and qualified faculty for nursing programs.<sup>17</sup> Factors contributing to the need for more faculty included age, retirement, compensation, lack of funding for more positions, lack of qualified applicants, and workload.<sup>17</sup>

Since 2015, intent to stay or leave for physician or physician assistant (PA) faculty has also been discussed in the literature.<sup>18-21,40,65</sup> Physician faculty are more likely to leave if they have a poor relationship with their supervisor or a lack of growth opportunities rather than pay. Zimmermann et al recommended the implementation of preventative measures based on these aspects to retain qualified physician faculty.<sup>40</sup> Girod et al encouraged medical universities to address the challenges associated with balancing clinical roles, research, and education for medical faculty.<sup>66</sup> In response to the difficulty in retaining qualified PA faculty, Graham and Beltyukova developed a 70-item survey on intent to stay in academia for PA faculty members.

They suggested that administrators use this survey to make recommendations focused on retaining faculty in academia.<sup>24</sup> In 2015, Coniglio and Akroyd surveyed PA faculty and identified that lack of organizational support, role conflicts among PA faculty, and age were all predictors of intent to leave academia.<sup>18</sup> Finally, in 2017, Beltyokova and Graham identified 5 factors that could predict intent to leave for PA faculty: recognition by administration, support for scholarly work, fair promotion process, a sense of institutional commitment, and administrative support of the PA program.<sup>21</sup>

Published research on the retention of qualified physical therapy faculty was first noted by Radtka in 1993.<sup>2</sup> This early research noted that 10% of faculty resigned within a 1-year period of time after beginning their roles as educators and Radtka encouraged physical therapy academic administrators to focus on measures to improve retention by looking at recruitment, job redesigning strategies, and improving faculty development programs.<sup>2</sup> In 1996, Harrison and Kelly surveyed pre-tenured physical therapy faculty and reported that social and collegial support from senior faculty or experienced colleagues significantly improved job satisfaction for junior faculty.<sup>3</sup> In response to the high attrition rates noted by CAPTE in 2012, Hinman et al surveyed physical therapy program directors.<sup>4</sup> They indicated the top 5 reasons that program directors (N = 78) left physical therapy education included a lack of resources or support from administration, high workloads, inadequate compensation, inability to hire/retain faculty, or as a result of a promotion to a higher administrative position.<sup>4</sup> In 2017, the National Study of Excellence and Innovation in Physical Therapy Education by Jenson et al identified 9 action items in PT education. The first action item listed was “addressing the shortage of qualified faculty and academic leadership.”<sup>5</sup> Based on these concerns, factors affecting intent to stay in

physical therapy faculty warrant continued research. With the number of developing DPT programs and the increased number of faculty vacancies, it is necessary to identify factors that administration can use to prevent DPT faculty attrition.

## **JOB SATISFACTION AND INTENT TO STAY**

Job satisfaction is defined by Stegen and Wankier as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” and has been widely studied in regard to intent to stay.<sup>67</sup> Herzberg’s Motivation-Hygiene Theory (1959) stated that there are certain factors associated with the workplace that influence job satisfaction and a separate set of factors that influence job dissatisfaction.<sup>32</sup> The “motivators” are the factors that give satisfaction such as recognition, achievement, and personal growth. These factors motivate the employee to continue working hard. The “hygiene factors” are the factors that can increase or decrease satisfaction such as policies, procedures, job title, job security, salary, and benefits.<sup>32</sup> More recently, in 2022, Mitsakis and Galanakis reflected on the work of Herzberg and commented that the Motivation-Hygiene Theory is “very much applicable to today’s standards, and holds many answers when it comes to boosting employee job satisfaction.”<sup>27</sup>

Literature focusing on healthcare faculty, has repeatedly discussed job satisfaction as a strong predictor of faculty attrition or retention. For nursing faculty, Derby-Davis reiterated the importance of job satisfaction on faculty intent to stay.<sup>23</sup> Graham, Coniglio, and Beltyukova all discussed the importance of job satisfaction on intent to leave for PA faculty.<sup>18,21,23</sup> Radtka, Harrison, and Hinman all noted the significance of job satisfaction on attrition of PT faculty, but

no published research has looked specifically at intent to stay and job satisfaction in physical therapy faculty.<sup>2-4</sup>

## **ORGANIZATIONAL COMMITMENT AND INTENT TO STAY**

Organizational commitment is defined as “an employee’s loyalty to the organization.”<sup>10</sup> In 1981, Price and Mueller described three aspects to organizational commitment, a strong belief in and acceptance of the organization’s goals and values, a willingness to exert considerable effort on behalf of the organization, and a strong desire to maintain membership in the organization.<sup>14</sup> In 1993, Meyer et al identified three distinct themes associated with organizational commitment: affective, normative, and continuance commitment.<sup>68</sup> Affective commitment is one’s emotional attachment to an organization. Normative commitment is a person’s sense of obligation to remain in that organization. Finally, continuance commitment is an employee’s recognition that the cost of staying outweighs the cost of leaving.<sup>68</sup> This previous research theorized that organizational commitment and job satisfaction are the same constructs; however, Currivan in 2000 found that even though organizational commitment and job satisfaction may come from the same factors, there is no significant relationship between the two when regarding turnover.<sup>10</sup>

In 2001, Price found that the psychological variables of job satisfaction and organizational commitment had a large effect on intent to stay; however, organizational commitment had a much greater correlation to intent to stay compared to job satisfaction.<sup>11</sup> Amos and Weathington reported that organizations that value the “importance of people” will have employees with higher affective and normative commitment to the organization.<sup>45</sup> Also, employees who feel their organization has the same values that they do will have a larger



emotional attachment to their organization. Employees with this type of organizational commitment are more likely to stay.<sup>45</sup> In 2014, Lawrence et al surveyed undergraduate STEM (Science, Technology, Engineering, and Mathematics) faculty and noted that faculty with a strong organizational commitment were more likely to stay.<sup>69</sup> Daly and Dee surveyed undergraduate faculty from 15 different urban public institutions (N = 768) and found that both job satisfaction and organizational commitment had positive direct effects on intent to stay; however, organizational commitment was a better predictor of intent to stay.<sup>16</sup> Also, Daly and Dee reported that job satisfaction changes frequently based on an employee's circumstances at any given moment whereas organizational commitment remains more stable over time. The current research study separates the construct of job satisfaction from the concept of organizational commitment in the evaluation of intent to stay.

#### **AVAILABLE SURVEYS ON INTENT TO STAY**

Validated surveys on intent to stay are very limited in the literature. The most common surveys identified in the literature review include the Intent to Stay Survey by Daly and Dee, the Intent to Stay Instrument, Turnover Intention Scale, the Nurse Educators' Intent to Stay Survey, and the Questionnaire on Intent to Stay by Kim et al.<sup>16,23,44,70-72</sup>

#### **Intent to Stay Instrument**

The Intention to Stay Instrument was created by Kumar and Govindarajo in 2014 in Malaysia. Qualitative interviews followed by a quantitative survey were used to pilot test over 91 items along 21 sub-factors.<sup>70</sup> Any items with factor loadings less than 0.5 were dropped and a final questionnaire with 76 items and 21 sub-factors focusing on a "member's intention to stay" was considered. Cronbach's alphas for each sub-factor indicated strong reliability (>.78).

No other research has used this instrument and the authors suggest more reliability and validity testing to ensure accuracy of this test in the future; therefore, this instrument was not chosen for this research study.<sup>70</sup>

### **Turnover Intention Scale**

The Turnover Intention Scale (TIS-6) is a shortened 6-question survey that was found to be reliable and valid through the University of Johannesburg, South Africa.<sup>72</sup> In 2013, Bothma and Roodt investigated information, communication, and technology workers with intentions to leave as compared to those wanting to stay. Longitudinal follow up was completed at 4-month and at 4-year periods after the survey was conducted. Researchers reported that the TIS-6 can reliably assess turnover intentions and predict actual turnover.<sup>72</sup> The disadvantage of using this scale was that it focused more on intention to leave as compared to intention to stay and in 2014, Nancarrow et al identified intent to leave as a separate construct from intent to stay.<sup>47</sup> Since this current research focused specifically on intent to stay, this scale was not chosen for this research.

### **Nurse Educators' Intent to Stay Survey**

The Nurse Educators' Intent to Stay Survey was initially developed by Derby-Davis in 2013 and is a 13-item instrument on a 4-point Likert scale.<sup>23</sup> This survey is based on Herzberg's Motivation-Hygiene Theory (1959) with 6 motivating factors (advancement, recognition, achievement, work, responsibility, and growth) and 6 hygiene factors (salary, company policies, supervision, working conditions, interpersonal relations, and security). Derby-Davis found that these motivation and hygiene factors were strong predictors of nursing faculty's intent to stay in academia (N = 127). It was found to have high reliability and has been used frequently in

nursing faculty intent to stay research.<sup>23,73</sup> Advantages of using this survey include the focus on Herzberg's Motivation-Hygiene Theory and that it has been tested on faculty, not just clinicians. Unfortunately, when the primary researcher reached out to receive agreement for use of this survey tool and more information on the psychometrics, no response was gathered from Derby-Davis; therefore, this survey was not used in this research.

### **Intent to Stay Questionnaire by Kim et al**

The Kim et al questionnaire from 1996 included four items on intent to stay and was developed when determining career intent among physicians in the U.S. Air Force.<sup>74</sup> The four survey items focused on identifying employees who intended to voluntarily leave their position within the next year. Intent to stay was found to be a strong negative predictor of turnover and suggested that when employees no longer want to stay in a position, secondary turnover behaviors begin, such as job hunting. Seven variables were compared and found to explain career intent: organizational commitment, job satisfaction, search behavior, opportunity, met expectations, positive affectivity, and promotional chances.<sup>74</sup> In 2006, Nedd researched intent to stay using this same survey and compared intent to stay to work effectiveness, organizational issues, opportunity, support, and resources.<sup>44</sup> The alpha coefficient for this intent to stay survey was  $> 0.86$  meaning this survey demonstrated strong reliability. The four questions used to define intent to stay in this survey can be used in conjunction with other surveys looking at job satisfaction, work-life balance, or organizational relationships.<sup>44</sup> Advantages of using this survey include strong reliability and validity along with the seven variables of organizational commitment, job satisfaction, search behavior, opportunity, met expectations, positive affectivity, and promotional chances. The greatest

disadvantage of this questionnaire is it has only been used with physicians in the clinical environment with no studies on faculty. Since this study had never been tested on faculty, the researcher chose not to use this instrument for this research study.

### **Intent to Stay Survey by Daly and Dee**

The Daly Survey was created by Daly and Dee in 2006 and is a 43-question survey measuring autonomy, communication, distributive justice, role conflict, workload, job satisfaction, organizational commitment, and job opportunity contribute to intent to stay.<sup>16</sup> Researchers randomly sampled 1500 undergraduate faculty at 15 different urban universities with a 51.2% response rate ( $N = 768$ ). Alpha reliability coefficients were lowest for role conflict ( $r = .76$ ,  $SD = 1.07$ ) and highest for organizational commitment ( $r = .89$ ,  $SD = .86$ ). All structural, environmental, and psychological variables had significant effects on intent to stay. The greatest effects on intent to stay, however, occurred with the two psychological variables of job satisfaction ( $.54$ ,  $p < .01$ ) and organizational commitment ( $.66$ ,  $p < .01$ ), which Daly and Dee noted could be improved by administration. Work environment effects like autonomy and communication openness had indirect effects on satisfaction,  $.40$  and  $.48$ , respectively, and commitment,  $.33$  and  $.58$ , respectively.<sup>16</sup> Recommendations included adjustments to the work environment by improving communication between administration and faculty and allowing greater autonomy for faculty in the workplace.<sup>16</sup>

For this study, the survey developed by Daly and Dee in 2006 was found to be the best choice for the current research (see Appendix A) and permission was granted through the Ohio State University Press for use in this study (see Appendix B).<sup>16</sup> This 43-item survey specifically focused on ways that administration can reduce faculty turnover in public urban universities.

Reliability was strong on this measure of intent to stay and includes the structural and external environmental facets along with the psychological variables associated with intentions to stay. Intent to stay comprises 4 total items in the survey.<sup>16</sup> Five structural variables included in this survey were autonomy (9 items), communication openness (5 items), distributive justice (3 items), role conflict (2 items) and workload (3 items). Two external environmental variables included in this survey were academic job opportunities (5 items) and kinship responsibilities (1 item). Finally, there were two psychological variables associated with this survey including job satisfaction (4 items) and organizational commitment (7 items). Daly and Dee also included the control variables of gender, race, marital status, academic rank, years at current institution, and years in the profession.<sup>16</sup> The conceptual model and framework that Daly and Dee used for full-time instructional faculty across public universities in the U.S. is representative of the aims associated with this current research study related to physical therapy faculty; therefore, this instrument was chosen for the current research.

## **SUMMARY**

In summary, DPT programs are estimated to be increasing by 23% over the next few years, which will require a significant influx of faculty to maintain these programs.<sup>6</sup> ACAPT has recently reported concerns with the lack of faculty available in physical therapy education and stated that programs already have an average of 1-2 faculty vacancies leading to the demand for DPT faculty surpassing the number of qualified faculty available.<sup>25</sup> The typical CAPTE faculty requirements of maintaining a teaching load, completing service requirements, and maintaining a scholarly agenda does not account for the workload added to faculty when there are vacancies. In addition, the element listed by CAPTE requiring that a minimum of 50% of core

faculty must have an earned academic doctorate degree may limit clinicians without such degree from moving into the education role.<sup>26</sup> Due to all the above concerns, this research has focused on the factors that can increase the willingness of DPT faculty to stay in their job roles. If specific factors can be identified, further research on preventative measures to reduce physical therapy faculty turnover could be used in the future.

## CHAPTER III

### METHODOLOGY

#### **INTRODUCTION**

Chapter 3 describes the quantitative and qualitative methods associated with this research study including data collection and data analysis. This mixed-methods research study included an online electronic survey (Study 1) followed by 20 interviews (Study 2) with both program directors and faculty members on their perceptions and lived experiences associated with intent to stay in their current job roles. Both studies were approved by the Texas Woman's University Institutional Review Board prior to data collection (see Appendix C-D).

#### **RESEARCH METHODS**

##### **Study 1: Quantitative Methods**

Study 1 was a survey investigation on the factors influencing intent to stay among DPT faculty and program directors. Independent variables included job satisfaction, organizational commitment, autonomy, job opportunity, communication openness, role conflict, workload, distributive justice, and kinship responsibilities.

The program PsychData was used for the online survey component of this research. A password protected log in was used to maintain confidentiality of all participants. In addition, participants were notified at the beginning of the survey that submission of the survey equated to full consent. No identifying information was requested except when participants were given the opportunity to volunteer for the qualitative interview portion of the study (Study 2). If participants agreed to Study 2, they added their self-disclosed email address so researchers could contact them for the interview. All information was given voluntarily.

Study 1, the quantitative portion, answered the following research questions:

- 1) What is the contribution of job opportunity, job satisfaction, organizational commitment, autonomy, job opportunity, communication openness, role conflict, distributive justice, and kinship responsibility on intent to stay for faculty and program directors in physical therapist education?
- 2) Which demographic factors significantly correlate to intent to stay?

**Data collection for quantitative study.** The online survey was sent via email to the program directors of all 264 CAPTE accredited DPT programs across the United States (see Appendix E). Each program director was asked to complete the survey and to forward the survey to all faculty in their programs. Three emails were sent over the course of 4 weeks (January 10-February 7, 2022); Day 1, 2 weeks later, and 2 days prior to the close of the survey. During the final week that the survey was open, the email was also sent out via the APTA Academy of Education email listserv to encourage more participants to complete the survey. An apriori linear multiple regression, fixed model power analysis with an alpha level of .05, power at .95, and effect size at .15 was completed using G-Power and indicated 167 total participants were needed. Ultimately, 244 participants completed the online survey.

**Data analysis for quantitative study.** There were 9 independent variables and one dependent variable (intent to stay).<sup>16,74</sup> Likert scale scores for all the questions associated with each variable were totaled and then averaged for each of the 9 independent variables and for the 1 dependent variable. Multiple regression was used to identify the variance associated with each independent variable on the total score for intent to stay. Cases were excluded pairwise



to save as many data points as possible so not to exclude participants that may have accidentally skipped a question. Normality was met through the Central Limit Theorem. Additivity and linearity were met using scatterplots. The Durbin-Watson score was 2.00 meaning that the assumption of independent errors was met. Homoscedasticity was met through the even distribution of partial regression plots. All tolerance scores were  $> .1$  and all VIF scores were  $< 10$  meaning the assumption of multicollinearity was met. For outliers, if two of the four outlier tests were not met (Mahalanobis distance, Cook's distance, Standardized DFBeta, and Standardized DFFit), those participants were eliminated; therefore, Participants 98, 188, 216, and 220 were eliminated from the data analysis.<sup>75</sup> All other Participants ( $N = 236$ ) met at least 3 of the previous outlier tests and were kept in the data. Depending on the type of data being analyzed, parametric and nonparametric correlations were used to compare the relationships of demographic information included age, gender, race, rank, entry level degree, total years teaching in physical therapy and physical therapy assistant education, CAPTE class size, number of cohorts started each year, and percentage of teaching online to intent to stay.

## **Study 2: Qualitative Methods**

At the end of the quantitative survey, participants were asked if they were willing to participate in the qualitative portion of the mixed methods design by completing a 60 minute, anonymous, audio recorded Zoom interview. If they said yes, they were asked to provide an email address. Participants were contacted via the email provided to schedule the interview. Sixty-two faculty members and fifteen program directors volunteered.

**Data collection for qualitative study.** From those who volunteered, a purposive sample was used to choose 20 participants (10 program directors, 10 faculty members) from all 9

CAPTE regions (South Atlantic, Middle Atlantic, East North Central, West North Central, West South Central, New England, Pacific, East South Central, and Mountain) of the United States with a focus on an equal distribution between public and private universities. Volunteers were categorized based on position (program director/faculty member), based on region, and based on type of university (public/private). Since there were only 15 program director volunteers, the purposive sample was more limited; therefore, these volunteers were categorized, drawn, and emailed first. Program directors were from 7 of the 9 regions. In addition, 7 were identified from private universities and 3 from public universities. After the program directors were scheduled for interviews, faculty member names were categorized, drawn, and chosen based on region and type of university (public/private). Only one volunteer was from the Mountain region; therefore, that volunteer was the only one used for that region. Of the 20 total interviews completed, 11 interviewees were from private institutions and 9 interviewees were from public institutions.

The primary researcher scheduled each Zoom interview. Consent forms were sent via email to each participant with the password protected Zoom link. Participants were asked to read through the consent form, and if in agreement, sign and email back to the primary researcher. All consent forms were received prior to beginning the individual Zoom recordings. Once each participant was on the Zoom call, the participant's name was changed to a pseudonym and the picture was removed for anonymity. Once verbal consent was received, the researcher began the recording. All 20 interviews were recorded via Zoom and Zoom transcription was used to record word for word interactions. Following the interviews, the

primary researcher listened to each Zoom recording individually and adjusted the transcriptions line for line to make sure all wording was accurate.

All audio files were uploaded into the primary researcher's password protected computer and then uploaded into the password protected qualitative program, NVivo, for coding and analysis. Any identifying information such as name, university name, or geographic location was removed from each transcription by the primary researcher.

**Data analysis for qualitative study.** A phenomenological approach was chosen for this research study to identify the essence of the experiences that were shared for program directors and faculty members on the phenomenon "intent to stay."<sup>76,77</sup> Zoom interviews up to 60 minutes in length were completed from 20 interviewees. Jottings, memos, and reflective remarks were completed by the researcher in the form of reflective journaling during the interviews and immediately after the interviews were completed. Zoom videos and transcripts were watched again to specify word for word transcription. Final written transcripts were uploaded into the NVivo computer program. Each transcript was read several times to explore themes of the lived experiences of the interviewees. The data was coded, and meanings were categorized into common themes generated from the DPT faculty members' and program directors' lived experiences regarding factors influencing intent to stay in their job roles. To ensure rigor, themes and descriptors were evaluated by a senior qualitative researcher for continuity. Themes were finalized based on that feedback.

**Development of interview questions.** Previous literature has identified the constructs of job satisfaction and organizational commitment as influential to intent to stay.<sup>10,11,14,23,32,45,67,68</sup> Interview questions (see Appendix F-G) were developed based on these

constructs; however, participants were given instructions to expand into other aspects as warranted when discussing intent to stay. Prior to beginning the qualitative study, the primary researcher brought all questions before the dissertation committee. Upon the committee's requests, the primary researcher updated the questions, and the final central questions were approved by all members of the committee. The broad, open-ended questions were based on the following main research questions:

- 1) Do program directors and faculty members perceive that job satisfaction and organizational commitment impact their willingness to stay in their job?
- 2) What are the beliefs and perceptions of faculty members regarding the role that administration may play in faculty job satisfaction, organizational commitment, and intent to stay in academia?
- 3) What are the perceptions of program directors of their ability, as administrators, to influence a faculty member's job satisfaction, organizational commitment, and intent to stay?

## **RELIABILITY AND VALIDITY**

The intent to stay survey used in Study 1 was developed through the works of Price, Mueller, Kim et al, Daly, and Dee.<sup>14,16,74</sup> From 1976 to 1977, Price and Mueller, in collaboration with the University of Iowa, completed a longitudinal study of registered nurses in 7 hospitals to identify the determinants of voluntary turnover (N = 1091).<sup>14</sup> This initial survey was found to be valid and reliable based on 2 separate factor analyses. The Cronbach's alpha for each supporting factor were as follows: job opportunity ( $\alpha = .75$ ), routinization ( $\alpha = .82$ ), participation ( $\alpha = .86$ ), communication ( $\alpha = .90$ ), integration ( $\alpha = .84$ ), participation ( $\alpha = .86$ ),

promotional opportunity ( $\alpha = .93$ ), professionalism ( $\alpha = .74$ ), job satisfaction ( $\alpha = .87$ ), and intent to stay ( $\alpha = .85$ ). Intent to stay had the highest relationships with job satisfaction ( $r = .25$ ,  $p < .001$ ), those with the most training ( $r = -.14$ ,  $p = .001$ ), those with kinship responsibilities ( $r = .11$ ,  $p = .001$ ), and those with promotional opportunities within the company ( $r = .07$ ,  $p = .001$ ).<sup>14</sup> In 1996, Kim et al used the tool during a study on physicians at a U.S. Air Force hospital ( $N = 244$ ).<sup>74</sup> Discriminant and convergent validity were assessed by exploratory factor analysis. Some of the items were dropped from the measure, but most of the measures showed acceptable reliability ( $> .70$ ). Daly and Dee described four variables that had direct effects on intent to stay including organizational commitment ( $r = .54$ ,  $p < .001$ ), job satisfaction ( $r = .37$ ,  $p < .001$ ), search behavior ( $r = -.45$ ,  $p < .001$ ), and opportunity ( $r = -.22$ ,  $p < .001$ ). Many other variables had indirect effects on intent to stay through job satisfaction and organizational commitment.<sup>74</sup> Finally in 2006, Daly and Dee developed a survey based on the conceptual framework of the previously mentioned work of Price and Mueller and Kim et al.<sup>16</sup> Daly and Dee surveyed undergraduate faculty ( $N = 768$ ) and found that the model explained 53% of the variance in faculty members' intent to stay. Cronbach's alpha coefficients for reliability were as follows: intent to stay ( $\alpha = .82$ ), autonomy ( $\alpha = .84$ ), communication openness ( $\alpha = .84$ ), distributive justice ( $\alpha = .87$ ), role conflict ( $\alpha = .76$ ), workload ( $\alpha = .81$ ), job satisfaction ( $\alpha = .78$ ), organizational commitment ( $\alpha = .89$ ), and job opportunity ( $\alpha = .77$ ).<sup>16</sup> The reason the Daly and Dee survey on intent to stay was chosen for Study 1 was 2-fold: 1) multiple researchers have tested the reliability and validity of this survey in medical professionals and indicated good to excellent reliability overall, and 2) research has used this study specifically to measure faculty opinions which was the primary goal of this research study.

## **SUMMARY**

In summary, the goal of this mixed methods design was to identify factors that influence intent to stay for DPT educators and understand the essence of the lived experiences associated with intent to stay for both faculty members and program directors in DPT programs.

## CHAPTER IV

### RESULTS

#### **STUDY 1: QUANTITATIVE DATA**

##### **Descriptive Statistics**

Data collection for Study 1 was completed in February 2022. Data was extracted from the PsychData program into the SPSS Version 28 software where it was renamed, labeled, and coded. All information was cleaned to identify the participants that completed the intent to stay portion of the survey, which included information on workload, autonomy, job opportunities, communication openness, job satisfaction, organizational commitment, role conflict, distributive justice, and kinship responsibilities.

The total sample size prior to removal of incomplete data was  $N = 244$ . One participant was excluded from the study due to being a program director of a PTA program and not a DPT program. Three participants exited the survey before completing a large portion of the intent to stay information; therefore, these participants were removed from the study. A total of 240 surveys remained for data analysis; however, after assumptions were assessed, four participants were removed due to being considered outliers. After excluding cases pairwise for regression analysis, 230 participants completed the 4 intent to stay questions; 225 completed the 9 autonomy questions; 227 completed the 7 organizational commitment questions; 228 completed the 4 job satisfaction questions; 235 completed the 2 role conflict questions; 229 completed the 5 communication openness questions; 229 completed the 3 distributive justice questions; 236 completed the 5 job opportunity questions, 232 completed the three workload questions; and finally, 236 completed the 2 kinship responsibility questions.

**Table 1.** Personal Demographic Data

<b>Demographics (N = 236)</b>		<b>Number of Participants</b>	<b>Total Percentage (%)</b>
Title	Program Director	55	23.4
	Faculty Member	180	76.6
Gender	Male	63	26.7
	Female	173	73.3
Race/Ethnicity	White, non-Hispanic	218	92.4
	African American	2	.8
	Asian	5	2.1
	Hispanic/Latino	7	2.9
	South Asian	1	.4
	Lebanese	1	.4
	Middle Eastern	1	.4
	Other	1	.4
Position Hours	Full-time	225	95.3
	Part-time	11	4.7
Type of Institution	Public	93	39.4
	Private, not-for-profit	119	50.4
	Private, for-profit	24	10.2
Designation	Tenured	79	33.5
	Tenure track	42	17.8
	Non-tenure/Clinical track	92	39
	Other	20	8.5
Academic Rank	Assistant Professor	73	30.9
	Clinical Assistant Professor	16	6.8
	Associate Professor	72	30.5
	Clinical Associate Professor	9	3.8
	Full Professor	56	23.7
	Clinical Full Professor	4	1.7
	Adjunct/Affiliate	4	1.7
	Other	2	.8
Teaching Online	A percentage online	54	22.9
	No online teaching at all	182	77.1

See Table 1 for demographic data: 26.7% (N = 63) were males, 73.3% (N = 173) were females while 23.4% (N = 55) were program directors and 76.6% (N = 180) were faculty members. Participants were 92.4% white, non-Hispanic (N = 218), .8% African American (N = 2), 2.1% Asian (N = 5), 2.9% Hispanic/Latino (N = 7), .4% South Asian (N = 1), .4% Lebanese (N = 1), .4% Middle Eastern (N = 1), or .4% (other). Finally, 95.3% (N = 225) of participants worked full-



time and 22.9% (N = 54) reported teaching a portion of their curriculum online. Private university faculty members encompassed 60.6% (N = 143) of the sample and public university faculty members encompassed 39.4% (N = 93). Tenured faculty were 33.5% of the total sample, tenure track faculty were 17.8% of the sample, non-tenured/clinical track were 39% of the sample, and 8.5% reported another designation not mentioned in the survey. Finally, 37.7% (N = 89) were ranked at the clinical assistant or assistant professor rank, 34.3% (N = 81) were clinical associate or associate professor rank, 25.4% (N = 60) were clinical full or full professor rank, and 2.5% were adjunct/affiliate or other rank.

Participants reported an average CAPTE-set class size of  $49.9 \pm 18$  students with an average number of cohorts accepted per year as  $1.3 \pm .7$ . The average age of participants was  $50.04 \pm 9.54$  years, the average number of years participants taught in physical therapy education was  $14.52 \pm 9.00$ , and the average number of years at their current institution was  $10.08 (\pm 7.86)$ ; see Table 2).

**Table 2.** Average Age, Years in Education, Years at Institution

Personal Demographics	Total #	Average Number	Standard Deviation
Age	232	50.04 years	$\pm 9.54$
Total years in PT Education	230	14.52 years	$\pm 9.00$
Total years at current institution	231	10.08 years	$\pm 7.86$

### Intent to Stay Data

In keeping with Daly and Dee's survey, the online survey used a 5-point Likert scale from *strongly agree* (1) to *strongly disagree* (5). This was kept the same as the Daly and Dee survey to maintain validity and reliability. Reverse coding was completed for data analysis on the following 7 statements: I feel dissatisfied with my job, I am often bored with my job, I am not

dedicated to this university, I don't care about the fate of this university, this university's values are not the same as mine, given the state of the academic job market finding a job would be very difficult for me, and it would be difficult for me to find an academic job that I like as well as my job at this university.

For the overall model,  $R^2$  was 35% with an adjusted  $R^2$  of 32%, a medium effect size on intent to stay according to Field (see Table 3).<sup>75</sup> The 9 independent variables, autonomy (AU), communication openness (CO), distributive justice (DJ), role conflict (RC), organizational commitment (OC), job opportunities (JO), job satisfaction (JS), workload (WL), and kinship responsibilities (KS) significantly predicted intent to stay,  $F(9,222) = 12.64$ ,  $p < .001$ ,  $\text{adj } R^2 = .32$ , with the predictive equation as follows:

$$\text{Intent to stay} = .68 + (.11 \times \text{AU}) + (.19 \times \text{CO}) + (.04 \times \text{DJ}) + (.11 \times \text{RC}) + (.61 \times \text{OC}) + (.001 \times \text{KR}) - (.03 \times \text{JO}) - (.05 \times \text{JS}) - (.14 \times \text{WL})$$

**Table 3.** Intent to Stay Data for All Participants

Intent to Stay	Unstandardized Beta	95% CI for B LB UB		$\beta$	$p$	$R^2$	Adj. $R^2$
<b>Model</b>					<.01*	.35	.32
Constant:	.68	-.38	1.75				
Organizational Commitment	.61	.37	.86	.32	<.01	.23	
Workload	-.14	-.23	-.06	-.22	<.01	.12	
Communication Openness	.19	-.07	.31	.24	<.01	.17	
Role Conflict	.11	.02	.20	.18	.02	.05	
Autonomy	.11	-.02	.24	.13	.09	.12	
Distributive Justice	.04	-.03	.11	.08	.27	.13	
Job Opportunity	-.03	-.19	.13	-.02	.70	.02	
Job Satisfaction	-.05	-.26	.15	-.03	.61	.00	
Kinship Responsibility	.001	-.01	.01	.02	.78	.00	

\*Indicates model significance

When evaluating the intent to stay model for program directors alone,  $R^2$  was 40% with an adjusted  $R^2$  of 27%, a medium effect size on intent to stay according to Field (see Table 4).<sup>75</sup>

The 9 independent variables, AU, CO, DJ, RC, OC, JO, JS, WL, and KS significantly predicted intent to stay,  $F(9,49) = 3.00$ ,  $p < .01$ ,  $\text{adj } R^2 = .27$ , with the predictive equation as follows:

$$\text{Intent to stay} = -.63 - (.18 \times \text{AU}) + (.23 \times \text{CO}) + (.10 \times \text{DJ}) + (.17 \times \text{RC}) + (.99 \times \text{OC}) + (.002 \times \text{KR}) - (.01 \times \text{JO}) - (.12 \times \text{JS}) - (.01 \times \text{WL})$$

**Table 4.** Intent to Stay Data for Program Directors Alone

Intent to Stay	Unstandardized Beta	95% CI for B		$\beta$	$p$	$R^2$	Adj. $R^2$
		LB	UB				
<b>Model</b>					< .01*	.40	.27
Constant:	-.63	-3.19	1.93				
Organizational Commitment	.99	.34	1.65	.52	< .01	.32	
Workload	-.01	-.19	-.18	-.02	.90	.19	
Communication Openness	.23	-.13	.59	.29	.20	.09	
Role Conflict	.17	-.07	.41	.24	.15	.08	
Autonomy	-.18	-.61	.24	-.15	.39	.07	
Distributive Justice	.10	-.06	.26	.20	.21	.04	
Job Opportunity	-.01	-.38	.36	-.01	.95	.02	
Job Satisfaction	-.12	-.70	.47	-.06	.69	.01	
Kinship Responsibility	.002	-.02	.03	.02	.88	.01	

\*Indicates model significance

When evaluating the model for faculty members alone,  $R^2$  was 36% with an adjusted  $R^2$  of 32%, a medium effect size on intent to stay according to Field (see Table 5).<sup>75</sup> The 9

independent variables, AU, CO, DJ, RC, OC, JO, JS, WL, and KS significantly predicted intent to stay,  $F(9,168) = 9.79$ ,  $p < .001$ ,  $\text{adj } R^2 = .32$ , with the predictive equation as follows:

$$\text{Intent to stay} = .95 + (.13 \times \text{AU}) + (.18 \times \text{CO}) + (.02 \times \text{DJ}) + (.12 \times \text{RC}) + (.56 \times \text{OC}) + (.00 \times \text{KR}) - (.04 \times \text{JO}) - (.05 \times \text{JS}) - (.19 \times \text{WL})$$

**Table 5.** Intent to Stay Data for Faculty Members Alone

Intent to Stay	Unstandardized Beta	95% CI for B		$\beta$	$p$	$R^2$	Adj. $R^2$
		LB	UB				
<b>Model</b>					< .01*	.36	.32
Constant:	.95	-.29	2.19				
Organizational Commitment	.56	.27	.84	.29	< .01	.21	
Workload	-.19	-.29	-.09	-.28	< .01	.15	
Communication Openness	.18	.04	.32	.23	.01	.16	
Role Conflict	.12	.02	.02	.20	.02	.05	
Autonomy	.13	-.02	.27	.15	.08	.14	
Distributive Justice	.02	-.07	.10	.03	.68	.14	
Job Opportunity	-.04	-.22	.14	-.03	.63	.01	
Job Satisfaction	-.05	-.27	.18	-.03	.68	.00	
Kinship Responsibility	.00	-.01	-.01	-.004	.95	.00	

\*Indicates model significance

Out of the 9 independent variables, organizational commitment had a large, positive effect on intent to stay for all participants,  $r = .46$ ,  $p < .01$ , meaning that as commitment to the organization increased, intent to stay increased also. This was followed by moderate, positive effects on intent to stay from communication openness,  $r = .41$ ,  $p < .01$ , distributive justice,  $r = .36$ ,  $p < .01$ , and autonomy,  $r = .35$ ,  $p < .01$ . Only a small, positive effect on intent to stay occurred from job opportunity,  $r = .13$ ,  $p = .03$ . Workload had a moderate, negative effect on intent to stay,  $r = -.35$ ,  $p < .01$ , and role conflict had a small, negative effect also,  $r = -.21$ ,  $p < .01$ , meaning that as workload and conflict in roles increased, intent to stay decreased. Job satisfaction,  $r = .02$ ,  $p = .41$ , and kinship responsibility,  $r = .04$ ,  $p = .28$ , had no significant effects on intent to stay in DPT faculty.

When examining each variable individually on intent to stay for all participants, 6 of the 9 variables significantly contributed to the variance (see Table 6). Organizational commitment had the greatest significant contribution to the overall variance at 23%, followed by communication openness at 17%, then distributive justice at 13%, autonomy at 12%, workload

at 12%, and role conflict at 5%. Job opportunities, job satisfaction, and kinship responsibilities were not significant contributors to the intent to stay model when analyzed individually.

**Table 6.** Percent Contribution of Each Individual Variable for All Participants

Intent to Stay	Constant	Unstandardized Beta	95% CI for B		$\beta$	$p$	$R^2$	Adj. $R^2$
			LB	UB				
Organizational Commitment	.20	.94	.71	1.16	.48	< .01*	.23	.23
Workload	3.65	-.23	-.31	-.15	-.35	< .01*	.12	.12
Communication Openness	2.34	.32	.23	.42	.42	< .01*	.17	.17
Role Conflict	3.54	-.13	-.21	-.05	-.21	< .01*	.05	.04
Autonomy	2.39	.31	.20	.43	.34	< .01*	.12	.11
Distributive Justice	2.53	.19	.13	.25	.36	< .01*	.13	.13
Job Opportunity	2.56	.17	.00	.35	.13	.051	.02	.02
Job Satisfaction	2.98	.03	-.21	.26	.02	.82	.00	.00
Kinship Responsibility	3.04	.00	-.01	.01	.04	.55	.00	.00

\*Indicates model significance

When examining each variable individually on intent to stay for program directors, 4 of the 9 variables significantly contributed to the variance of intent to stay (see Table 7).

Organizational commitment had the greatest significant contribution to the variance at 32%, followed by communication openness at 19%, distributive justice at 9%, and job opportunities at 8%. Autonomy, workload, role conflict, job satisfaction, and kinship responsibilities were not significant contributors to the model when evaluated individually on intent to stay for program directors.

**Table 7.** Percent Contribution of Each Individual Variable for Program Directors

Intent to Stay	Constant	Unstandardized Beta	95% CI for B		$\beta$	$p$	$R^2$	Adj. $R^2$
			LB	UB				
Organizational Commitment	-.27	1.09	.64	1.54	.57	< .01*	.32	.31
Workload	3.36	-.13	-.30	.05	-.19	.16	.04	.02
Communication Openness	2.31	.35	.14	.55	.43	< .01*	.19	.17
Role Conflict	3.42	-.10	-.30	.10	-.14	.33	.02	-.00
Autonomy	2.41	.32	-.02	.66	.26	.06	.07	.05
Distributive Justice	2.63	.16	.02	.29	.31	.02*	.09	.08
Job Opportunity	2.04	.35	.01	.69	.28	.04*	.08	.06
Job Satisfaction	2.55	.17	-.41	.75	.08	.56	.01	-.01
Kinship Responsibility	3.00	.01	-.01	.04	.12	.40	.01	-.01

\*Indicates model significance

When examining each variable individually on intent to stay for faculty members, 6 of the 9 variables significantly contributed to the variance of intent to stay (see Table 8).

Organizational commitment had the greatest significant contribution to the variance at 21%, followed by communication openness at 16%, workload at 15%, autonomy at 14%, distributive justice at 14%, and role conflict at 5%. Job opportunities, job satisfaction, and kinship responsibilities were all insignificant contributors since less than 1% of the total variance came from each of these variables.

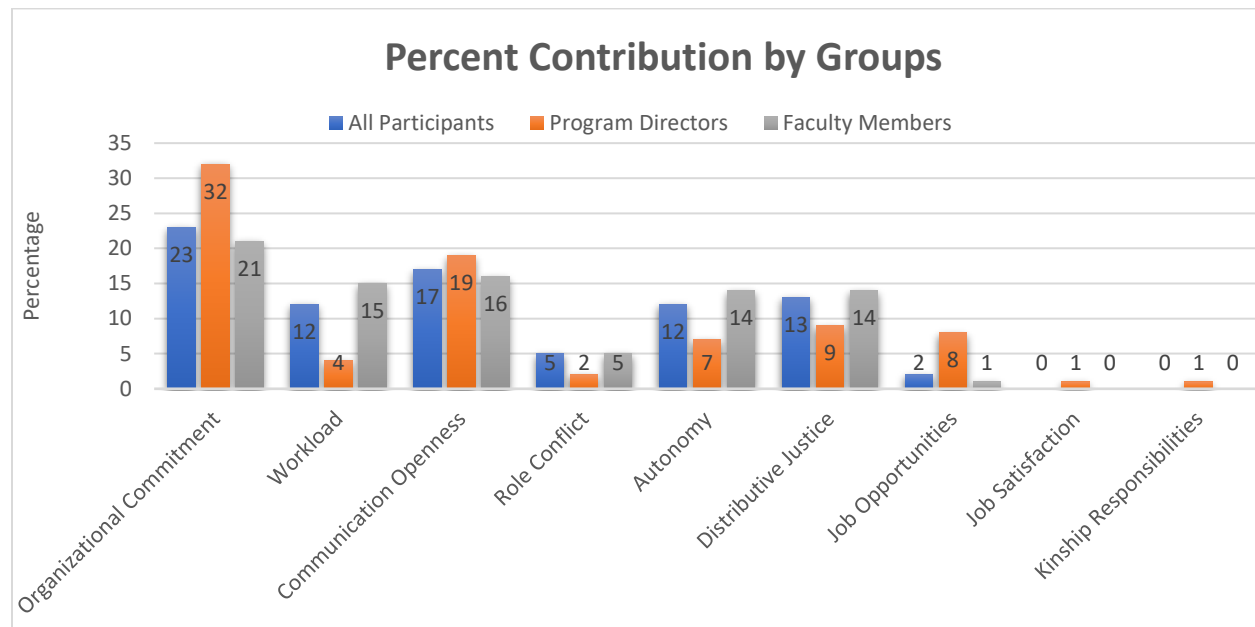
**Table 8.** Percent Contribution of Each Individual Variable for Faculty Members

Intent to Stay	Constant	Unstandardized Beta	95% CI for B		$\beta$	$p$	$R^2$	Adj. $R^2$
			LB	UB				
Organizational Commitment	.38	.88	.62	1.14	.46	< .01*	.21	.20
Workload	3.75	-.26	-.36	-.17	-.39	< .01*	.15	.15
Communication Openness	2.37	.31	.20	.41	.40	< .01*	.16	.16
Role Conflict	3.54	-.13	-.21	-.04	-.22	< .01*	.05	.04
Autonomy	2.37	.32	.20	.44	.37	< .01*	.14	.14
Distributive Justice	2.51	.19	.12	.27	.37	< .01*	.14	.13
Job Opportunity	2.71	.13	-.08	.33	.09	.22	.01	.00
Job Satisfaction	3.07	-.00	-.26	.26	.00	.99	.00	-.01
Kinship Responsibility	3.06	.00	-.01	.01	.02	.81	.00	-.01

\*Indicates model significance

Figure 1 shows a comparison of all independent variables between groups (all participants, program directors, and faculty members).

**Figure 1.** Comparing Percent Contribution of Each Variable by Groups



### Demographic Relationships With Intent to Stay

A Pearson correlation was completed to compare the relationship of intent to stay on the separate continuous variables of age, number of years teaching in physical therapy education, number of years teaching at current institution, CAPTE-set class size, and number of cohorts matriculated per year (see Table 9). Out of these demographics, age had a small negative effect on intent to stay,  $r = -.20$ ,  $p < .01$ . Point-biserial correlations were used to compare the dichotomous variables of gender, job type (program director/faculty member), designation (full-time/part-time), and teaching online (yes/no) in relationship to intent to stay; however, no significant relationships were found. Finally, spearman non-parametric correlations were used to compare the relationship of intent to stay on all ordinal demographic

variables including appropriate designation (tenured, non-tenured, clinical track), and academic title/rank (assistant professor, associate professor, etc.). Eta correlations were used to compare the relationship of intent to stay on all nominal variables including race/ethnicity, entry-level degree, type of institution (public, private for profit, private not for profit). No significant relationships were found among any of the demographics except for age.

**Table 9.** Relationship of Demographics to Intent to Stay

Demographic Question	Intent to Stay Scores		
	# of participants <i>N</i> =	Correlation Coefficient <i>r</i> =	Significance Value <i>p</i> =
Age	226	-.196	< .01*
Gender	230	-.002	.98
Program director or faculty member	229	.008	.90
Correct designation (Full-time, part-time)	230	-.053	.42
Teaching a portion of curriculum online	54	-.024	.72
Race/Ethnicity: Hispanic/Latino	7	-.091	.17
Asian	5	-.018	.79
African American/Non-Hispanic	2	-.057	.39
White/Non-Hispanic	218	.003	.96
Other	4	-.023	.73
Entry-level physical therapy degree	230	-.094	.16
Type of Institution (Public, Private, etc.)	230	-.026	.69
Designation (Tenured, Non-tenured, etc.)	233	-.057	.40
Academic Title (Asst. Prof, Assoc. Prof., etc.)	227	-.008	.91
Years teaching in PT or PTA education	224	-.122	.07
Years at current institution	225	-.102	.13
CAPTE-set class size	223	.036	.60
Number of cohorts matriculating per year	230	-.113	.09

\*Indicates significance

### Differences of Intent to Stay Scores Between Groups

*T*-tests were used to compare differences in the independent variables between program directors and faculty members and then between genders (see Table 10). There were



no significant differences in intent to stay scores between either sets of groups. The only significant differences noted between program directors and faculty members was in job satisfaction and role conflicts respectively,  $t(225) = 2.12, p = .01$ ;  $t(233) = .06, p = .03$ . Program directors scored higher on job satisfaction ( $M = 3.00, SE = .04$ ) and role conflict ( $M = 3.73, SE = .11$ ) in comparison to faculty members' job satisfaction ( $M = 2.90, SE = .03$ ) and role conflict scores ( $M = 3.72, SE = .08$ ). Significant differences were found between males and females with role conflicts and workloads, respectively,  $t(233) = 3.84, p = .01$ ;  $t(230) = 2.75, p = .04$ . Role conflict scores ( $M = 3.85, SE = .10$ ) and workload scores ( $M = 2.75, SE = .10$ ) in males were significantly higher than role conflict ( $M = 3.69, SE = .08$ ) and workload scores ( $M = 2.51, SE = .07$ ) in females. Finally, women ( $M = 7.59, SE = .74$ ) reported significantly more family members within a 50-mile radius compared to men ( $M = 5.53, SE = .68$ ).

**Table 10.** Average Scores Between Genders and Between Job Roles

Independent Variables	Job Role		Gender	
	Program Directors Mean, SE	Faculty Members Mean, SE	Males Mean, SE	Females Mean, SE
Intent to Stay Scores	3.06, .08	3.07, .04	3.06, .08	3.06, .05
Role Conflict Scores	3.73, .11**	3.72, .08**	3.85, .10*	3.69, .08*
Job Satisfaction Scores	3.00, .04*	2.90, .03*	2.87, .03	2.94, .03
Workload Scores	2.42, .12	2.62, .07	2.75, .10**	2.51, .07**
Autonomy Scores	2.02, .07	2.19, .05	2.01, .07	2.20, .05
Distributive Justice Scores	2.72, .16	2.90, .09	2.56, .14	2.96, .09
Organizational Commitment Scores	3.06, .04	3.06, .02	3.05, .03	3.05, .02
Job Opportunity Scores	2.87, .06	2.85, .03	2.77, .06	2.89, .03
Communication Openness Scores	2.16, .10	2.27, .06	2.08, .09	2.30, .06
Kinship Responsibility Scores	5.87, .90	7.53, .68	5.57, .62*	7.59, .74*

\*Indicates significance  $p < .01$

\*\*Indicates significance  $p < .05$

## STUDY 2: QUALITATIVE DATA

The purpose of Study 2 was to describe the lived experiences of faculty members and program directors regarding job satisfaction, organizational commitment, and intent to stay.

The sample included 10 program directors and 10 faculty members from all 9 CAPTE geographic regions, with average age of 49.9 ( $\pm 17.1$ ) years and average number of years in physical therapy education of 16.1 ( $\pm 13.1$ ) years. There were 5 males and 15 females, 11 from private universities and 9 from public universities across the United States (see Table 11).

**Table 11.** Demographic Data on Qualitative Interviewees

Region: States Included	Age	Gender	Public or Private University	# of Years in PT Education
South Atlantic Region: DE, DC, FL, GA, MD, NC, SC, VA, WY	67	Female	Public	42
	59	Female	Private	19
	46	Female	Private	12
Middle Atlantic: NJ, NY, PA	60	Male	Private	25
East North Central: IL, IN, MI, OH, WI	61	Female	Private	25
	42	Female	Public	9
	55	Female	Public	22
West North Central: IA, KS, MN, NE, ND, SD	56	Male	Private	16
	53	Female	Private	14
West South Central: AR, LA, OK, TX	53	Female	Public	22
	32	Male	Public	3
	46	Male	Private	10
	46	Male	Private	20
	47	Female	Public	8
New England: CT, ME, MA, NH, RI, VT	57	Female	Private	18
Pacific: AK, CA, HI, OR, WA	51	Female	Private	21
	46	Female	Private	16
East South Central: AL, KY, MS, TN	48	Female	Public	13
	36	Female	Public	4.5
Mountain: AZ, CO, ID, MT, NV, NM, UT, WY	37	Female	Public	3

All qualitative data was analyzed using the program NVivo. With the use of inductive coding, 3 main themes with 6 sub-themes emerged as primary factors on intent to stay for faculty and program directors. The main themes were: 1) the impact of leadership, 2) making a commitment and sticking to it, and 3) the COVID crisis. For the theme the impact of leadership, four subthemes were represented: 1) a seat at the table, 2) autonomy and flexibility, 3) realistic and equitable workloads, and 4) communication and culture. For the theme making a commitment and sticking to it, 2 subthemes were represented: 1) commitment to the students and 2) commitment to co-workers (see Table 12).

Themes were based off the initial research questions listed below:

- 1) Do program directors and faculty members perceive that job satisfaction and organizational commitment impact their willingness to stay in their job?
- 2) What are the beliefs and perceptions of faculty members regarding the role that administration may play in faculty job satisfaction, organizational commitment, and intent to stay in academia?
- 3) What are the perceptions of program directors of their ability, as administrators, to influence a faculty member's job satisfaction, organizational commitment, and intent to stay?

**Table 12.** Themes and Descriptors

<b><i>Themes</i></b>	<b><i>Descriptors</i></b>
THEME 1: THE IMPACT OF LEADERSHIP	Receiving support, guidance, and mentorship from leadership is essential to building connection.
Sub-theme 1: A seat at the table	Feeling valued, appreciated, heard, and seen by leadership encourages positive relationships.
Sub-theme 2: Autonomy and flexibility	Building an environment of creativity by being open to new ideas and allowing flexibility in schedules.
Sub-theme 3: Realistic and equitable workloads	Spreading workloads equitably and then continually monitoring or assessing workloads as career advancement occurs.
Sub-theme 4: Communication and culture	Transparency with leadership communication and encouraging a common mission, vision, and culture for all involved.
THEME 2: MAKING A COMMITMENT AND STICKING TO IT	As faculty increase commitment to the program, intent to stay increases also.
Sub-theme 1: Commitment to the students	Devotion and dedication to seeing students achieve their goals.
Sub-theme 2: Commitment to co-workers	Dedication to other faculty members and administration to see the program succeed.
THEME 3: THE COVID CRISIS	How COVID influenced work roles.

### **Theme 1: The Impact of Leadership**

The first theme that emerged among all interviewees, both program directors and faculty members, was the belief that leadership is impactful. Interviewees noted that leadership impacts their intent to stay through the support or lack of support of educators in

their roles. One faculty member, Kim, discussed how important leadership is to the education setting stating, “I think leadership is impactful . . . leadership can kind of set the tone and it can also make people feel supported or unsupported in their roles.” When asked about job satisfaction, one program director, Sandra, reported, “One thing that affects it certainly is your relationship with your immediate supervisor above you and what kind of support you get from the higher administration.” Mary, a long-time program director, captured the essence of this theme in the statement, “I have the ability to make people feel or not feel a part of things, whether good or bad, or intentional or unintentional and that I think is somewhat in my control.”

For program directors that valued great leadership support, their statements were very positive. Michelle who has served as a program director at her university for 25 years emphatically stated, “It’s amazing how much support I’ve gotten over the years!” Some program directors identified that this support helps with understanding the purpose of the program to the university overall. Some program directors mentioned that being communicative and engaged helps them feel heard by administration while others reported that even when they don’t see eye to eye on topics, the respect is still apparent. Here are three other examples of program directors that feel supported:

I just feel like there’s a clear purpose for our program within the university and there’s clear support throughout the university from the Chief Financial Officer, the President, the Provost. They are all excited about our program and want our program to succeed and are actively supporting it. (Sarah)

We've always gotten along well [with the Dean]. We don't always see eye to eye on things, but we're able to talk through our differences and respect each other's perspectives, but I also have the autonomy like, 'Hey! I don't want to get in your way . . . it's your program to lead.' So that I appreciate. (Kent)

I think in a positive sense, they're very responsive and very engaged without micromanaging, so they're communicative, they're engaged. They remember what they've been told. You know if I have a conversation about something, they pay attention, they listen. (Mary)

During the interviews, 3 program directors did not feel supported and reported this directly affected their intent to stay. For example, 2 program directors, one of which was an interim director, expressed how the lack of leadership support could impact job satisfaction and willingness to stay in the job role:

I would like to be making decisions and have them be able to follow through on them, but there isn't that support. If the lack of support level doesn't change, there's absolutely no way I will continue as the interim. (Jenny)

Communications were rocky when I started with my dean. He appeared to be very much a micromanager. I was not expecting that. I was expecting more autonomy. And so, we bumped heads a few times. (Sandra)

Six faculty members felt supported by their program directors. When talking with Tammy, core faculty and DCE, about the relationship she has with her program director, she spoke of a difficult situation that recently occurred with a few of her students and stated, "He was right there to support me along every step of a difficult situation, a lot of steps. So, the

support is incredible.” Rachel, expressed gratitude for her program director because of the protection she gives to the faculty stating, “I have the utmost appreciation for how much she buffers what she’s getting from management and tries to protect us and speak for us.” When asked about suggestions for other program directors, Rachel continued the conversation by saying, “Students and faculty and staff need to come first. That’s your role...your role is to go, ‘How can we implement what they want while making sure we always consider students and faculty and staff?’”

**Sub-theme 1: A seat at the table.** During conversations about support and intent to stay, many times educators mentioned the importance of feeling valued, of being heard, or feeling like they had a “seat at the table” with leadership. One program director, Carmen, mentioned, “Do I have a seat at the table, and do I feel heard?” to define what impacts her job satisfaction and intent to stay. She went on to expand by saying, “Days when I feel I’m not heard or micromanaged, then those are days when you feel like . . . job satisfaction isn’t as high and those can fluctuate depending on what the topics are.”

Many educators discussed this same issue with communication and the importance of feeling heard. A junior faculty member acknowledged communication has progressed during his 3 years of teaching and expressed that faculty need to feel genuinely, authentically heard. Another senior faculty member discussed how the lack of being heard leads to job searches.

In terms of whenever we are relaying concerns or maybe our suggestions, they are being considered, listened to, genuinely, authentically, not just ‘okay, we hear you’ and then nothing gets done about it. So, there have been some instances about that, but for

the most part, it's better now. So actually, our concerns being taken and addressed in a timely manner, of course, is the biggest one. (John)

She will make a decision and not be willing to listen or hear other people's perspectives.

I can honestly say that we've had a couple of knockdown, drag outs, where I just didn't feel like she was hearing what I was saying, or acknowledging it. And those were times when I certainly was looking to see what other positions were available. (Kelly)

During the interviews, feeling valued by leadership was discussed also. Amy stated, "Feeling like what you're doing is being recognized and valued. That seems to be the most important thing." One faculty member, Kelly, mentioned that when she does not feel valued or heard, that frustration makes her consider leaving:

The things that make me think about leaving are typically more administrative. Either, you know, the policies that don't seem to make sense or the sense of just not having your opinion heard or valued either higher up in the organization or even at the program level. (Kelly)

One program director, Nick, talked about feeling valued by his administration and that he is grateful that his administration "took a chance" on him. He talks of the freedom he has with his department and the feeling of having a "seat at the table." Nick stated, "I have almost full control over budget, you know, kind of an equal seat at the table, and I'm treated as an equal by the President of the university, by the provost." Under this same concept, Nick explained that he wants his faculty to feel like they are part of decision-making also. Nick stated, "Faculty have to be engaged. They have to feel a part of it, which means that they have to be given some ownership and control not only of their courses, but of the program." Finally,



Nick discussed that he delegates this ownership of the program to help faculty feel valued and stated the following:

I try to reinforce to my faculty that it's not us and them, it's 'we' . . . If you feel part of a 'we', rather than an 'us and a them,' then the grass is not always going to seem greener on the other side. (Nick)

**Sub-theme 2: Autonomy and flexibility.** Another form of leadership support mentioned by interviewees was the idea of allowing educators autonomy and flexibility. Program directors and faculty members mentioned that without these, their intent to stay was diminished. However, interviewees discussed autonomy and flexibility in different ways. Sometimes autonomy and flexibility were based on the curriculum, for example, when John stated, "I really like the flexibility of the way we're delivering our content and our curriculum." Other times, autonomy and flexibility were based on a program director's freedom to lead, as when Kent stated, "Allowing us to, I guess lead from the aspect of 'Hey, as long as you're fulfilling the mission, you can lead the way you want to.' So, you know . . . I guess ultimately that's autonomy." Still, in other interviews, autonomy and flexibility were based on the freedom of schedules as when Carmen, a program director, discussed the importance of autonomy and flexibility for faculty members, and stated, "I'm pretty flexible with vacation time . . . as long as student needs are met, then I'm very happy for them to take off when they want to take off." She continued to express that over her tenure, "I've seen a decrease in the amount of autonomy over time" and then goes on to say:

So, autonomy is, you know, the job has a lot of, it does have flexibility, right? You can choose to stay late. You can flex your schedule a bit and there's a lot of decision-making

autonomy that you have in your job from day to day and that's quite nice, that's a nice component of it. (Carmen)

Bethany, a core faculty member, stressed the importance of creativity by "allowing the faculty the autonomy to be creative individuals that they are and also being flexible with scheduling." Amy acknowledged appreciation for her program director by stating, "The willingness to be flexible and creative and 'How can we make this work for you?' and 'What do we need to do to make you feel fulfilled and happy?' That is really where he spends a lot of energy." One program director, Sarah, working in a hybrid program stated, "Job flexibility, the ability to work remotely is very appealing, and the ability to recruit faculty from all over the United States is also very appealing." Another program director, Nick, acknowledged his understanding that faculty need "autonomy for them to sort of pick what courses, you know, engage in research at whatever level they would like to engage in research as long as it meets the minimum requirements and time to do so."

When autonomy and flexibility were lacking, faculty members and program directors expressed more frustration. Mary, a program director, stated, "Autonomy is a big deal for me and so if I didn't have a sense of autonomy and decision-making ability within the program, that would be frustrating to me." Kelly, a long-term faculty member, and Sandra, a program director both expressed concerns that micromanagement had affected autonomy in their jobs:

She gives us a lot of autonomy to do what we want to do and make decisions regarding our courses and how we spend our time and that type of stuff, but she does like to micromanage. And so, when that happens, whether it's actively, or what seems like maybe a little passive aggressive, it's just frustrating. (Kelly)

He appeared to be very much a micromanager. I was not expecting that. I was expecting more autonomy. And so, we bumped heads a few times. (Sandra)

**Sub-theme 3: Realistic and equitable workloads.** Workload was frequently mentioned as an important component of leadership support for faculty members and program directors. Many educators have reported that sometimes the workload required cannot be completed in a reasonable amount of time. For instance, Allison, a core faculty member stated, “The main areas that I struggle with is just a workload standpoint. It’s consistently unrealistic for me to get all the things done that I need to within a reasonable amount of hours per week.” Another core faculty member remarked:

The workload, if I had more sense, I would not have come here. Coming out of a PTA program, I didn’t have as good a sense of load as I should have so that’s a challenge, but I manage it well. (Tom)

Five program directors acknowledged that equitable workloads are important for faculty members. One program director, Nick, expressed that workload alone is not the only issue, how workloads are perceived between faculty can also lead to lack of morale:

Some of the most important aspects of job satisfaction that I’ve seen in faculty revolve around workload and workload equity. Not just the idea that they’re not overworked right, but that they’re not overworked compared to other members of the same faculty. That’s where I’ve seen some of the worst morale issues, even if it is an incorrect perception or maybe a lack of understanding. (Nick)

Three program directors admitted taking on large teaching roles while starting a new program or during the current semester to decrease the burden on their faculty. As a result, their own workloads were significantly increased. They discussed that many faculty members or program directors can take on extra workloads if they know it is temporary; however, if the workload becomes permanent, this will significantly affect intent to stay:

Thinking about workload, a big part of that is whether or not a workload weight is permanent or temporary . . . in January, I lost an adjunct teaching two classes and I had to take them over myself . . . I've never taught that content before, but I know it's just for the semester and that my workload will return to normal. If it were a requirement of the university that as a program director I teach four courses per semester, then that would prioritize and be very important to me. (Nick)

If I was going to function 12 months out of the year how I'm functioning right now, I would, my intent to stay would not be long because I'm teaching a new course, I'm still trying to figure out the program director, everything I'm doing is new. So, I'm stretched really thin, but it's for a season. (Kent)

It's a heck of a lot of work starting a new program. So, the workload was very heavy in the beginning . . . it's kind of now more normalized and I think it's very manageable at this point. (Sandra)

Some faculty members reported advancing in their careers by obtaining higher administrative opportunities, but no acknowledgement by the program directors of the increased time spent in these new roles. Bethany, a core faculty member, assumed a new administrative role and her job satisfaction has significantly declined due to the workload. She

stated, “When I took on the grad coordinator position, it really changed my job satisfaction . . . taking on this administrative role, but nothing has come off my plate.” When Kim progressed from clinical faculty to tenure-track faculty, her former chair said, “I don’t see why we have to change your workload.” However, her new program director had a different opinion and now Kim reports, “One good thing that is happening is they’re making steps to reduce my workload . . . they’re trying to get my workload down as we hire individuals.” Jenny, a new interim program director, when asked about workload, made the following statement:

It’s too much. I’ve advocated for our program to add an associate director because I’ve seen my two prior bosses be kind of worked into the ground and so now that I am that person, I feel that even more strongly. It’s too much work for one person to do well.

(Jenny)

Finally, faculty vacancies change educator workloads and with many doing more work in less time, they feel they lose the ability to be excellent in any one thing. Program directors reported that when they are needing to cover for faculty vacancies, they are spread thin, and this leads to the inability to be successful in any one role. Nick expressed concerns when stating, “The workload is such that I don’t feel I can do 100% of my job in a good way.” Kent also expressed concerns about the influence of a high workload on the role of program director by stating, “I am stretched too thin to where I’m not leading my team very well, right now, from my standards.” Finally, Megan, a faculty member that stepped into an administrative role expressed great concern with being stretched too thin and stated, “All the different roles and then not being able to be really good at one of them, because you have so many different roles.”

**Sub-theme 4: Communication and culture.** Faculty members and program directors expressed the importance of setting the tone of the department through transparent lines of communication and a strong mission, vision, and culture. Rachel, a core faculty, talked about how changes in her institution produced anxiety in faculty leading to questions such as, “Are we going to lose our mission? Are we going to lose our focus?” Amy expressed the importance of sharing a vision with leadership stating, “When you have a leader you really connect with and believe in, you’re sharing a vision of where you want to go and what something can be, you know?” One program director, Sarah, made an important statement regarding setting the tone of the department:

So, I didn’t recognize this at the time, but I think the biggest thing that I did to set the tone was developing the mission and vision. In a faculty role, I would have told you that that’s not a big deal, but now that I’ve done it, I see the difference. I see that when you develop a strong mission and vision and really make it where that is guiding everything else, it’s much easier to make decisions . . . to get people on the same page, because you can relate everything back to the mission and vision. (Sarah)

Educators can connect well with a strong mission, vision, and culture. Jenny reported having a high amount of loyalty to her organization by stating, “I’ve worked here for a long time. I very strongly believe in our, the organization’s mission, vision, and goals.” Michelle’s loyalty also revolves around mission stating, “to create what we call contextual professional decision-makers and professional commitment is huge, to me . . . because I feel like that’s our future.” Both Kent and Nick talk about the importance of the mission to all those involved in their current university programs.

The highest administrative personnel live the mission, so they're there to serve me and I'm there to serve my faculty. And with my faculty, we're there to serve the student, so the student is the top of our organizational chart which really kind of makes it a rewarding place. (Nick)

Loyalty, for me, is again, I'm loyal to the organization as long as I can live, live out our mission, live out our institutional mission . . . I feel like our institution lives intent to stay mission well for the most part. (Kent)

Transparency in communication was another important aspect of setting the tone for program directors and faculty members in this study. Interviewees reported strong communication between faculty and administration improved intent to stay. For example, Kent, a newly appointed program director, knew communication was extremely important to him as a faculty member; therefore, after he became the program director he stated, "I increased our communication, because there wasn't a lot of communication from the program director before . . . I can't sacrifice communication." Tammy, a Director of Clinical Education (DCE), mentioned, "So the communication, the respect for each person and each role each member on the team has just been fantastic." One faculty member, Amy, reports that she took her new position in a DPT program "primarily because of the program director, because I had communicated with him and really liked him and felt like we really meshed." One newer faculty member, John, was not dissatisfied with his position, but did mention a recommendation to improve communication stating, "I think the communication piece can definitely be improved and transparency intra-departmentally, from the higher ups, down to

the faculty members because there's a lot of break down in that communication and transparency."

Sarah recently left a faculty position to begin working as a program director. One of the reasons that she first considered leaving was due to "leadership was prescriptive, and the mission and vision were incredibly unclear, so it was difficult to relate to the purpose that we were moving towards." Setting the tone can be different for program directors. Kelly's first program director was noncommunicative and did not give a lot of feedback, but her second program director was quite the opposite stating, "So I went from a lack of communication to over communication and almost over management. It was a little tough to kind of get used to."

Nine program directors expressed the importance of communicating with their faculty members, being intentional, and being transparent. Mark, a program director, acknowledged, "Communication is key, and I think I'm open to honesty." Mary stated, "I try to be communicative. I try to listen to what people's interests and wants are and to make those happen." Nick talked about how he communicates with faculty about workloads and acknowledged, "I really try to be as transparent as possible, as I can, in the process and inclusive in the process." As Kent moved into the program director role, he realized that faculty members "don't feel like they can trust administrative decisions, so I need to be transparent...I try to be intentional, be transparent and maybe share the why and share some background."

## **Theme 2: Making a Commitment and Sticking to It**

When asked about commitment or loyalty, all interviewees reported having some sort of loyalty to their organizations. For instance, Bethany stated, "I feel a sense of loyalty to this organization . . . I put my heart and soul into the things that I've done [in the organization]."



Another faculty member, Allison, expressed “I am all in . . . I feel very loyal and committed to the organization and wanting to leave it better than when I came.” Some reported their sense of loyalty as a personality trait such as Nick who stated, “I guess the type of person I am, I am fairly loyal to organizations to begin with,” and Carmen who stated, “I’ve always been loyal to my organization. It really doesn’t matter what organization I work for. I just think that’s a component of who I am.”

Some interviewees discussed how their loyalty to the university has increased since moving into an administration role. For instance, Megan stated, “My sense of loyalty to the organization has increased a lot more as I’ve become an administrator.” Nick, a program director that recently started a new DPT program explained, “The fact that I took a chance on the university and the university took a chance on me, creates a sense of loyalty.” Amy acknowledged “I’m loyal to the organization. I absolutely want them to be successful.” One program director, Mary, discussed her frustrations when other people don’t have the same sense of loyalty:

The one thing that can be frustrating with that kind of sense of loyalty is that other people don’t have the same sense of loyalty and they leave, and, you know, I get it, everybody has different motivators, but for me, loyalty is a pretty big deal. (Mary)

Fifteen program directors and faculty members clarified the differences between their loyalty to the university and their loyalty to the program. Interviewees reported greater loyalty to their programs in comparison to the university. Here are some examples of responses from interviewees:

I mean I am loyal to my organization. I don't have as much loyalty to the organization as I do the department. I'm happy to be part of the organization. It's not like there's anything I dislike about the organization, but I don't feel as strong of a loyalty to that, as I do to my department. (Carrie)

Overall, I have a much higher commitment to the department than necessarily to the university. (Kelly)

I would describe it as a very strong sense of loyalty. I am an alumna of the program. I've worked here for a long time. I am very, very loyal to the department itself. My loyalty to the university is waning. (Jenny)

So, there's definitely the department loyalty and feeling like I've claimed a stake here. (Rachel)

**Sub-theme 1: Commitment to the students.** Interviewees explained that their loyalty to the organization was more of a loyalty or a responsibility to their students. Jenny acknowledges that her loyalty is "an obligation to my students and to my colleagues," and Megan who stated, "I think, early on, my commitment was definitely to the students and as being the clinical education director, I had a lot of commitment to the students in that role." Allison expressed, "I do enjoy my current job in large part due to the students." Michelle discussed that she has "pride in our program and pride in our students." She continued to state that she is loyal to the department because it supplies clinicians to her local community and expressed, "We're supplying the clinicians to a lot of our area clinics and hospitals and stuff, so we feel that responsibility." Nick and Amy both talked about commitment and loyalty at previous institutions and why they stayed so long:

We had such a turnover at my previous university. I was teaching four or five courses a semester and courses that were not in my wheelhouse, were not in my area of expertise, and was really stretching my intellectual capacity . . . but I stayed . . . the commitment that we had was to the students who were there, and not to the organization. We would have sent the organization up the river, but because we felt deeply for those students, that's why we did what we did. (Nick)

So, the loyalty piece definitely kept me going for another couple of years . . . but it was the 'What will they do without me?', 'I'm really an integral part of the program', 'It's going to hurt the students', 'It's going to hurt my colleagues', 'I can't leave', 'I felt guilty.' (Amy)

**Sub-theme 2: Commitment to co-workers.** Other educators reported that their sense of loyalty was more to their co-faculty, the collegial relationship, the friendships, and the sense of family. Interviewees discussed the importance of those relationships in their job roles and how those relationships affect their loyalty and their intent to stay. Kelly stated, "I love the people that I work with day in and day out . . . if those people left, I might be a little less loyal to the organization." When three faculty, Michelle, Kim, and Jenny were asked about loyalty to the organization, they responded as follows:

Our faculty are friends, you know, I know a lot of them are my friends. Loyalty to the department, like these are people I happen to be friends with . . . I know that doesn't happen everywhere, but that's my experience. (Kim)

Some of the interactions with my faculty and staff colleagues are wonderful. You know I really, really like and appreciate the people who I work with. (Jenny)

One of the things that I think is all the teamwork that we have. If one of us doesn't have time to submit the CSM proposal, the other one of us will pick up and do it. So, we work as a team on a lot of our scholarly activities which really helps. (Michelle)

When discussing how it felt to leave his previous organization to start a new DPT program, Nick reported, "When I left the last program, I had a faculty member tell me 'You're breaking up the family.' That was how it was viewed, that I was leaving a family and I was turning my back on a family."

### **Theme 3: The COVID Crisis**

No questions were asked on the impact of COVID on intent to stay, job satisfaction, or commitment to the organization; however, COVID was mentioned by 18 of the 20 interviewees. Interviewees reflected on how COVID has changed their commitment, satisfaction, and willingness to stay. Interviewees mentioned the lack of socialization during COVID and the difficulty keeping clinical education running made them question their intent to stay. Three mentioned that their intent to stay changed so much during COVID that they moved up their retirement dates.

For the faculty who were also DCE, COVID posed a large challenge for DPT clinical education leading to burnout and decreased intent to stay. Kelly stated, "COVID has been a struggle because we really had to change the way we do things, and it was really stressful for a while. It's obviously getting better." Tammy, another DCE, talked about the challenge reporting, "COVID, you know, with clinical education has really been, that's been a challenge. We're,

hopefully, on the other side of it.” Carrie was promoted from DCE to associate program director right before COVID began. These are her words on the challenge she faced:

I was only supposed to be the associate director and the DCE for one year as I mentored the new person and then COVID hit. I couldn’t leave her to do DCE during COVID, so I stayed on an additional two years doing both roles. Which is probably why I’m burned out. (Carrie)

DPT program directors and faculty members indicated that COVID really changed their outlook on retirement and on teaching. Carmen, a program director, stated, “My level of job satisfaction has certainly declined since COVID, and I just think it’s just exhaustion.” Nick spoke of his concerns stating, “Faculty are kind of leaving academia in droves to go back to the clinic because of everything that we’re having to deal with as academics with COVID.” Rachel did discuss the positive aspects of COVID saying, “Quite honestly, the recording of lectures and certain lab things and posting those so people can look at them later, like that’s not necessarily a horrible thing.”

Program directors discussed the challenges of decision-making during COVID, the stress that went along with it, and the impact it made on their satisfaction:

I think COVID has taken a toll on my level of satisfaction, frustration with being able to get things done, always feeling like you’re troubleshooting every, all, every single little issue that comes up, which is the nature of the job . . . the stability of a non-COVID time just hasn’t really existed. (Mary)

That was a very, very challenging time. It was challenging for all programs, but particularly challenging when you’re developing a new program and we went through

three different curriculum plans with the first three classes, and I mean we were having to constantly change. (Sandra)

I'm looking at retirement soon. It's going to be soon . . . COVID has moved it up for me . . . the realization that life is precious, and time is short . . . the worry for keeping faculty safe, the worry for keeping students safe, how are we meeting the student's needs, clinical education and the changes that happened in clinical education and I'd say that it has been a game changer for me. (Carmen)

The weight of COVID was evident in many faculty members' and program directors' statements. For example, Carmen stated, "That period of time took a lot out of me." Many discussed the inability to socialize with others. Michelle expressed, "COVID changed everything for all of us. One of my biggest complaints has been that people are not around because of COVID." Megan said she worried during COVID because "how important the socialization process is for students to come in and start working as a cohort and them not being able to do that was a big frustration." Tammy was pleased with her program director and how he continued to serve the faculty even during COVID saying, "So, let's go back to pandemic, early pandemic. He and his wife, they come out, they leave cookies on your front door, right? They check in."

Finally, program directors and faculty members perceived that the decision-making process of the university and the program during the COVID pandemic impacted job satisfaction and intent to stay. Three interviewees mentioned positive impacts from university or program decisions during COVID. Bethany was pleased with how her university reacted reporting, "I was pleasantly impressed with the flexibility allowed by our university with the COVID pandemic."

Mark was encouraged by his administration stating, "COVID pandemic struck and masks and shields and many programs had to go online. Our administration was very firm and very willing to let us continue in person." Carmen was happy with how her university reacted to COVID initially stating, "As an institution, we were very aggressive about getting back into small groups, masks, vaccine mandates for healthcare students, all those things that got us back really quite shortly after everything closed down." Not all interviewees noted positive impacts from COVID. Here are examples of three interviewees indicating negative outcomes from COVID including conflict, job dissatisfaction, and loss of faculty:

During COVID we had several people leave very suddenly because of job dissatisfaction and workplace conflict . . . disagreements about how to handle precautions. (Jenny)

Onsite presence has been critically important to the university. And that has created a lot of rub through COVID. A lot of angst, people's comfort in being there when they don't have to be there and that created a lot of conflict is a good word for it, frustration, frustration among the faculty with the university stance. (Carmen)

During COVID it was one thing after another, you know, with changes and you look like the ding dong that didn't know what was going on and really it wasn't, you're still trying to do your best, but somehow you know it's, it's reflective of you. (Mary)

## **SUMMARY OF FINDINGS**

The primary findings from this data concluded that the variables of organizational commitment, job satisfaction, job opportunity, autonomy, distributive justice, communication openness, role conflict, workload, and kinship responsibility significantly contributed to the model for intent to stay in DPT educators,  $F(9,222) = 12.64$ ,  $p < .001$ ,  $\text{adj } R^2 = .32$ . The greatest

contributor to the overall model was organizational commitment ( $p < .01$ ) followed by communication openness ( $p < .01$ ), workload ( $p < .01$ ), and role conflict ( $p = .02$ ).

Three major themes and 6 sub-themes emerged from the interview data: Theme 1: The impact of leadership (sub-themes: a seat at the table, autonomy and flexibility, realistic and equitable workloads, communication and culture); Theme 2: Making a commitment and sticking to it (sub-themes: commitment to the students, commitment to the co-workers); Theme 3: The COVID crisis. Two of the three major themes focused on environmental aspects that can be controlled by administration such as realistic workloads, allowing autonomy, and effective communication skills along with the personal self-control aspects such as loyalty and commitment to the organization or program. The investigation of the effects of COVID on intent to stay was not a primary goal of this research. Further research should be completed to evaluate the effects of the pandemic since it emerged as a primary theme for participants in the qualitative portion of the study. Finally, future research is necessary to evaluate if improvement of these administrative aspects or personal aspects could increase intent to stay or prevent attrition in DPT faculty.



## CHAPTER V

### RECOMMENDATIONS AND CONCLUSIONS

#### INTRODUCTION

As of June 2021, CAPTE aggregate data indicates 264 current DPT programs with 60 programs in the development phase leading to a possible 23% increase in programs across the United States.<sup>7</sup> The ACAPT Board of Directors, in May 2021, announced the concern with the “nationwide shortage of qualified faculty, with an average of 1-2 open faculty positions per program.”<sup>25</sup> If more DPT academicians decide to leave their roles, an even greater surplus of programs to available faculty will occur which could lead to issues with maintaining programs in the future.

This mixed methods study was completed to evaluate the factors that increase intent to stay in program directors and faculty in DPT education. For Study 1, the quantitative study, 244 participants completed the survey with 236 total participants considered for the analysis after the data cleaning. For the Study 2, the qualitative study, 20 total participants were included, 10 program directors and 10 faculty members. Chapter 5 focuses on the interpretation of the quantitative and qualitative findings regarding the research questions.

#### INTERPRETATION AND FINDINGS

##### Research Question 1

The first question for this study evaluated the contribution of autonomy, workload, job opportunity, job satisfaction, organizational commitment, communication openness, role conflict, distributive justice, and kinship responsibility to the overall model of intent to stay. Nine variables were found to have had a large effect on intent to stay and make a significant

contribution to the overall model of intent to stay. The 2 main hypotheses for Research Question 1 were met. Although only 32% of the total variance of intent to stay was met with these 9 variables, these variables could be used in future research concerning intent to stay since the total model was significant for all participants, for program directors alone and for faculty members alone.

The greatest contributor to the model was the variable organizational commitment, also defined as the participant's loyalty to the organization. This was an expected outcome due to previously published studies in which organizational commitment was found to be a large predictor of intent to stay.<sup>14,18,39,74</sup> When analyzed alone, commitment to the organization contributed 23% of the model on intent to stay for all participants. It was also the greatest contributor to the model for program directors alone and for faculty alone. If DPT educators are committed and loyal to the organization or to the program, it is reasonable to conclude that their intent to stay will increase.

Other significant moderate contributors in this research study included communication openness, role conflict, and workload respectively. These 3 variables, in conjunction with autonomy and distributive justice, were considered part of the structural variables used to characterize the faculty work environment in the study by Daly and Dee.<sup>16</sup> These characteristic work environment factors are important because they could be manipulated and improved through administrative leadership. Knowing that 3 of the 5 environmental variables could be influenced by leadership, it may be possible to educate leaders on these variables to prevent faculty attrition.

In previous research, role conflict was a significant influencer of intent to stay with faculty and healthcare employees, which aligns with the current researcher's results.<sup>61</sup> Weiler, in 1985, reported that one of the personal reasons University of Minnesota faculty resigned from their job roles was based on "power struggles" in their departments either with leadership or with other workers.<sup>61</sup> More recently, Nausheen et al, in 2018, recommended leadership attend to developing a "learning community" to foster collegiality between faculty because strong faculty relationships were essential.<sup>1</sup> Role conflicts between employees and administration have been a topic for business and human resource companies also in recent years.<sup>78</sup> Pilgrim noted on the LinkedIn website that "75% of people quit their job to get away from their manager at some point in their career."<sup>78</sup> This article encourages managers to define how they want to be known because their influence could impact whether employees stay or go in the future.<sup>78</sup> For faculty, Daly and Dee in addition to Rice noted that role conflict between faculty and leadership can be alleviated by clearly stating institutional priorities and expectations for the work that faculty complete.<sup>16,79</sup> Clarifying these goals can give faculty a voice in decisions at the institutional level and then potential for role conflict decreases when faculty are linked to the goals of the institution.<sup>16,79</sup>

Communication openness was found to be the second highest positive contributor to intent to stay for DPT educators indicating that as communication improved, intent to stay improved. Daly and Dee defined communication as "the degree at which information is transmitted between the members of an organization."<sup>16</sup> Daly and Dee also reported that this communication helps an employee become integrated into the organization. This aligns with the work by Candela et al examining nursing faculty intent to stay also.<sup>15</sup> As mentioned in the

work by Rice, faculty want to hear honest feedback from leadership and open communication about expectations for their work.<sup>79</sup> Ryan et al supports open communication and strong relationships with administration to increase intent to stay.<sup>60</sup> Based on the results of this current research study, it seems that these recommendations could also be used by leadership in DPT education to increase intent to stay for physical therapy faculty.

Workload has been a source of concern for both faculty and clinicians regarding intent to stay or intent to leave.<sup>15,23,30</sup> Based on the results of this study, workload negatively influenced overall intent to stay in DPT faculty members and program directors; therefore, as workload increases, intent to stay decreases. Derby-Davis conducted research on intent to stay for nursing faculty and stressed the importance of organizations implementing flexible workload policies so that faculty do not become overwhelmed.<sup>23</sup> Hinman et al agreed in 2014 with this idea when examining reasons program directors left their job roles and stated excessively high and demanding workloads are concerns leading to PT program director attrition.<sup>4</sup> When program directors that left physical therapy academia were surveyed, 27% (N = 78) indicated that high workloads influenced their decision to leave.<sup>4</sup> If administration could focus on realistic workloads for DPT academicians, it may improve retention of faculty and program directors in the future.

Interestingly, job satisfaction had no significant relationship with intent to stay in this research project. In previous research studies, job satisfaction has frequently been noted as a large contributor to intent to stay in other healthcare providers and in other faculty.<sup>16,47,60</sup> In fact, Nancarrow et al reported that job satisfaction is highly predictive of both intent to stay and intent to leave.<sup>47</sup> For faculty in urban universities examined by Daly and Dee, the average

score for job satisfaction was 4.08.<sup>16</sup> For DPT educators in the current study, the average score was 2.92, which was lower and unexpected in comparison to previous research studies.<sup>16</sup>

### **Research Question 2**

Fourteen demographic questions were considered in the correlational analysis; however, only age had a significant negative relationship with intent to stay. As age increased, intent to stay decreased for DPT educators. Since 32.8% (N = 77) of the participants were 55 years of age or older, many of these faculty may be considering retirement and therefore, may indicate less intent to stay based on that perspective.

All other demographic information had no relationship with intent to stay. The main research hypothesis associated with Research Question 2 was not met since only 1 of the 14 demographic questions had a significant relationship with intent to stay for DPT educators.

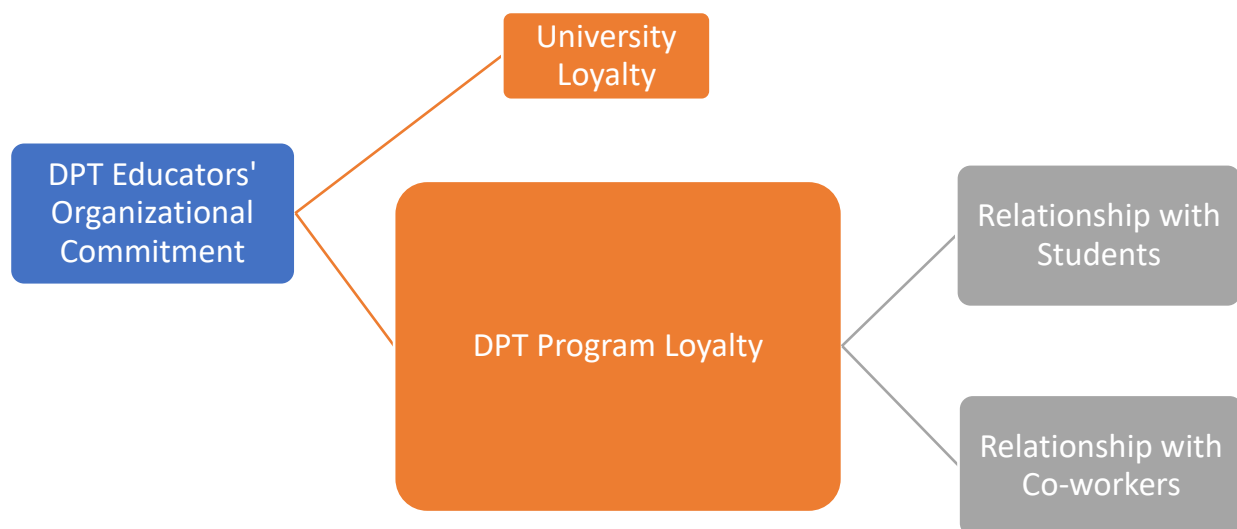
### **Research Question 3**

Question 3 concerned the perceptions of faculty members and program directors on how job satisfaction and organizational commitment impact willingness to stay in their current roles. When completing the interviews with program directors and faculty members, a theme that emerged was “making a commitment and sticking to it.” For 5 interviewees, loyalty to the organization was considered a standard personal characteristic, no matter what organization employed them.

Ultimately, both program directors and faculty members reported having a commitment to the organization, but a greater loyalty to the program compared to the overarching university (see Figure 2). Interviewees wanted their university, their programs, their students, and their co-faculty to be successful so this brought loyalty to the organization. Program

directors expressed that early on, loyalty to the university was less important than loyalty to the DPT program, but loyalty increased as they emerged into administrative roles. Many felt loyal because they participated in building the program from the ground up and felt they had a stake in it. Others felt loyalty to their co-workers because they considered them family or loyalty to their students because they wanted them to be successful. This theme triangulated with the quantitative survey analysis that indicated organizational commitment was the greatest contributor to intent to stay for DPT faculty.

**Figure 2.** DPT Educators' Commitment to the Program vs University



When discussing job satisfaction, interviewees reported that satisfaction comes from working with students and seeing them succeed. Job satisfaction did not emerge as a large theme during data analysis in contrast to previous studies indicating a large association between job satisfaction and intent to stay.<sup>12,17,22</sup> This is consistent with the quantitative data in this study, indicating no relationship between job satisfaction and intent to stay. During the interviews, DPT faculty and program directors were mostly satisfied with their jobs but did not

discuss satisfaction as a primary source of their intent to stay. In fact, some educators mentioned difficulties in their current roles, but still reported fair to high job satisfaction because their satisfaction hinged on the students, not the environmental, personal, or administrative factors going on around them. Based on the interviews, perhaps physical therapy faculty find enough satisfaction through the success of their students; therefore, satisfaction may not play a large part in their reasons to stay or leave.

### **Research Questions 4 and 5**

Research Question 4 examined the beliefs and perceptions of faculty members regarding the role that administration plays in their job satisfaction, organizational commitment, and intent to stay. Research Question 5 examined the perceptions of program directors on their ability to influence a faculty member's job satisfaction, organizational commitment, and intent to stay. These two questions are discussed in tandem.

In the 20 interviews completed, program directors and faculty members discussed both positive and negative impacts that administration had on their intent to stay. All 20 DPT educators discussed that leadership support, guidance, and mentorship has a significant influence on their overall intent to stay. Program directors perceived that they had significant control over whether a faculty member felt connected or disconnected from the program, the students, or the other faculty. They reiterated that faculty need support or guidance from the early years of teaching through career progression. This support leads to attachment to the program itself and is essential to building connections with both the students, the faculty, and the university.

The first sub-theme associated with leadership impact was a seat at the table and emerged based on the statements of faculty on the importance of feeling valued and appreciated by leadership. Interviewees wanted to feel seen and heard. Faculty members and program directors discussed interactions with their superiors and the frustrations they felt when their recommendations were perceived as unimportant. Many expressed the importance of listening to the faculty and allowing their participation in decision-making. Ultimately, allowing faculty and program directors to have a seat at the table when making decisions that could affect the DPT program could positively impact intent to stay for DPT educators.

The second sub-theme on the impact of leadership was autonomy and flexibility. The desire for autonomy has been a consistent theme in higher education, but for faculty members in this study, autonomy was discussed in two ways, allowing freedom for creativity in the classroom and allowing freedom of flexibility in work schedules. Faculty members noted micromanagement can stifle creativity which can keep the DPT program from progressing into the future. Program directors indicated that if student goals, program objectives, and university needs are met, faculty members should be allowed creative autonomy and flexible work schedules.

## **DISCUSSION**

Loyalty to the organization was a significant component of intent to stay in this research for physical therapy faculty members and program directors. Psychology and human resource journals have repeatedly reported that when an employee is loyal to the organization, intent to stay will increase.<sup>34,48,80,81</sup> Organizational commitment encompassed a significantly higher percentage of the variance compared to the other variables evaluated in Study 1 of this



research, 32% of the total variance for program directors and 21% of the variance for faculty members. In Study 2, interviewees indicated that commitment to the organization was based more on their loyalty to the program and to the success of the students that they serve rather than to the institution. In 2008, Foote and Tang discussed the relationship between organizational commitment and team commitment.<sup>82</sup> Researchers indicated that employees with high team commitment had much higher levels of organizational commitment. It is possible that the increased commitment to the program seen in this present research is associated with a higher team commitment within DPT education. This, in turn, may lead to improved commitment to the overarching organization. Based on the outcomes of this research, to retain faculty members and program directors in physical therapy education, more focus should be on increasing loyalty to the students, to the relationship with co-faculty, and to the PT program.

The results of this study differed significantly from previous research linking job satisfaction to intent to stay among healthcare workers and faculty.<sup>12,14,42</sup> Derby-Davis, in 2014, researched job satisfaction in nurses while Graham, Coniglio, and Beltyukova researched job satisfaction and intent to leave/stay in physician assistants.<sup>18,21,23,24</sup> Radtka, Harrison, and Hinman et al reported in 3 separate studies that job satisfaction is important to the attrition of physical therapy faculty members and program directors.<sup>2,3,4</sup> According to Hinman et al, DPT program directors are not leaving the teaching profession all together, but promoting to higher administrative positions, taking a faculty position at their current university, or continuing at the level of their current position at another university.<sup>4</sup> In this current research study, job satisfaction was not found to be a predictor of intent to stay in physical therapy faculty and

represented less than 1% of the total variance. One theory of why this occurred may be based on the internal and external locus of control in faculty members. In 2006, Ng et al discussed how locus of control plays a part in work attitudes.<sup>83</sup> Employees with a strong internal locus of control (internals) are confident and perceive that they control their own fate. Those with a strong external locus of control (externals) perceive that they have no control of their external environment and personal outcomes occur due to fate. Internal locus of control has linked strongly with job satisfaction and well-being.<sup>83</sup> Internals will be less likely to view their job as not satisfying overall because they tend to have positive views on their work, positive problem-focused coping strategies, and tend to “create and shape their work experiences in a way that is most favorable to them.”<sup>83</sup> Based on the experiences that were expressed during the interviews, job satisfaction in DPT faculty members or program directors appeared to be linked closely to the drive to pursue their own passion in teaching or administration, and the admiration for their students. This internal well-being seemed to be maintained even when other external aspects of the job such as conflicts with roles, high workloads, and poor communication existed. This aligned with the 2006 study by Harrison that noted 83% of junior physical therapist faculty were satisfied with their jobs even though the workloads were high and there was a lack of mentorship.<sup>3</sup> Based on the results of this study, it may be that in this group of individuals, their job satisfaction was defined by their internal locus of control verses a focus on the external locus of control.<sup>28</sup>

In Study 1, only 32% of the variance was found within the intent to stay model tested. To gain more understanding of the model, it is possible that completing the qualitative portion (Study 2) first may have proven more beneficial. There are many designs and purposes for the

use of mixed methods research.<sup>84,85</sup> This explanatory sequential research design aimed to use the qualitative interviews to elaborate or enhance the survey written by Daly and Dee. However, this survey had been used in urban undergraduate faculty, but not in faculty in physical therapy education. With 68% of the variance still missing, using an exploratory sequential design where the initial qualitative study is used to help develop or inform the survey design could have been more advantageous.<sup>84,85</sup> Completing interviews with the participants to obtain their opinions first may have added more factors that could have been addressed. This information may have fueled changes from the original survey written by Daly and Dee to encompass more aspects of the model. As such, further research studies will be required to identify what variables fill the other 68% of the variance for intent to stay in physical therapy faculty.

## **LIMITATIONS**

### **Study 1: Quantitative Study Limitations**

There were several limitations associated with Study 1. Since program directors were asked to complete the survey and then to send the survey to all the faculty members in their current program(s), this relied upon their agreement to distribute the email survey. The survey was also sent early into the start of the spring semester, which may have been a busy time for DPT educators, potentially limiting the responses.

Second, participants may have had a fear of losing confidentiality since some of the questions may be considered sensitive in nature. The researcher attempted to maintain all aspects of anonymity during the process, unless the participant agreed to participate in the interview portion of the study, which would require an email address for further

communication. The email address was used only for communication on scheduling of the qualitative interview, no identifiable information was used in any of the data reporting.

Finally, participants may have interpreted the survey answers inaccurately based on the words used for the Likert scale. The same scale was used for all questions, strongly agree to strongly disagree to minimize confusion; however, some of the questions were negatively focused and others were positively focused. Without careful reading, questions could have been interpreted differently, leading to opposite answers from what was intended.

### **Study 2: Qualitative Study Limitations**

For Study 2, it is possible that participants were concerned with anonymity during the Zoom interviews, which could have limited accurate responses. To mitigate this concern, no video or pictures were used for the interviews and participant names were changed to a pseudonym to protect their identify. It is also possible that the volunteers for the qualitative interviews may have had stronger feelings on intent to stay or intent to leave.

Second, there is always a risk of bias in interpretation of qualitative research. The process of interviewing, coding, and analyzing themes was conducted by one person, the lead investigator, but was sent to a senior dissertation committee member with experience in qualitative research for discussion and rigor. After feedback was given from the dissertation committee member, the primary interviewer re-analyzed the data to control bias and maintain clarity on the outcomes.

Third, the qualitative interviews were completed after the quantitative research portion of this study to add more explanation to the results of the survey. Since only 32% of the model was identified in this current research, it may have been more beneficial if the interviews were

completed first. As such, more aspects of the model could have been explored and included in the survey.

Finally, this research study was completed during the COVID-19 pandemic. Since this pandemic has brought about unprecedented stressors to the DPT education environment, these stressors could have impacted the study.

## **RECOMMENDATIONS FOR FUTURE RESEARCH**

First, further research is recommended to evaluate if improvement in the personal aspect of commitment to the organization could increase DPT faculty member and program director intent to stay. Second, further research needs to evaluate the administrative aspects of controlling workload, increasing autonomy, decreasing role conflicts, or improving communication on faculty retention. A longitudinal study may help educate program directors and faculty members on ways to facilitate intent to stay.

Also, further exploration of DPT educators' job satisfaction is warranted. Research indicates that job satisfaction contributes significantly to intent to stay, but in this study, job satisfaction had no relationship with intent to stay.<sup>16,47,60</sup> Exploring job satisfaction with a larger sample size may be a better representation of the overall population. It would also be of interest to compare DPT educators to PTA educators and healthcare faculty in many of these content areas.

Finally, exploring other factors such as work-life balance, type of mentorship received, or salary and benefit information would be helpful to continue this work and give even more information to administrators that could increase faculty retention in the future.

## CONCLUSIONS

CAPTE aggregate data lists 264 current DPT programs across the United States with 60 DPT programs in the developmental stage.<sup>7</sup> Currently, an average of 1-2 faculty vacancies are noted in DPT programs across the United States.<sup>25</sup> As the number of programs increase, there will be an increased need for more faculty to support these programs in the future. Due to the lack of research available on ways to keep physical therapy faculty in their job roles, this research aimed to investigate factors that influence DPT educators' intent to stay.

The 9 factors evaluated in this study represented 32% of the variance of intent to stay for physical therapy educators. Organizational commitment and communication openness were the highest proportion for participants. Other significant factors included workload and role conflicts. Both faculty members and program directors mentioned many of these same factors when completing the qualitative interviews. Participants reported the impact of leadership on intent to stay and supported the need for equitable and realistic workloads, open lines of clear communication, and the importance of feeling valued in the workplace.

Organizational commitment was the highest portion of the intent to stay model, but faculty members and program directors expressed that their loyalty was greater to the DPT program than to the overarching university. Interviewees most often reported this commitment to the program was due to the positive relationships with students and co-workers. Building relationships with co-faculty, staff, and students improves commitment to the program and based on the data from this research, will improve intent to stay for physical therapy educators.

Further research needs to identify other factors that may contribute to this model. However, until other factors are explored, university administration can use the results of this

study to increase DPT educators' intent to stay by focusing efforts on improving lines of communication, managing workloads, controlling workplace conflict, and promoting positive relationships among students and faculty to build commitment to the program.

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## APPENDIX A

### INTENT TO STAY SURVEY BY DALY AND DEE

#### Measurement Items

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##### Intent to Stay

1. I plan to leave this university as soon as possible. (R)
2. Under no circumstances will I voluntarily leave this university before retirement.
3. I would be reluctant to leave this university.
4. I plan to stay in this university as long as possible.

##### Autonomy

1. I am allowed to decide how to go about getting my job done (the methods to use).
2. I am able to choose the way to go about my job (the procedures to utilize).
3. I am free to choose the methods to use in carrying out my work.
4. I have control over the scheduling of my work.
5. I have some control over the sequencing of my work activities (when I do what).
6. My job is such that I can decide when to do particular work activities.
7. My job allows me to modify the normal way we are evaluated so that I can emphasize some aspects of my job and play down others.
8. I am able to modify what my job objectives are (what I am supposed to accomplish).
9. I have some control over what I am supposed to accomplish (my job objectives).

##### Communication Openness

1. It is easy to talk openly to all of my co-workers in this university.
2. Communication in this university is very open.
3. I find it enjoyable to talk to other co-workers in the university.
4. When people talk to each other in this university, there is a great deal of understanding.
5. It is easy to ask advice from any co-worker in this university.

##### Distributive Justice

1. I am rewarded fairly for the amount of effort that I put in (money and recognition are examples of rewards).
2. I am rewarded fairly considering the responsibilities that I have.
3. I am not rewarded fairly in view of my experience. (R)



#### Role Conflict

1. I get conflicting job requests from different administrators.
2. I get conflicting job requests from my department chair.

#### Workload

1. I do not have enough time to get everything done on my job.
2. My workload is too heavy for my job.
3. I have to work very fast on my job.

#### Job Satisfaction

1. I feel dissatisfied with my job. (R)
2. I am often bored with my job. (R)
3. I find enjoyment in my job.
4. Most days I am enthusiastic about my job.

#### Organizational Commitment

1. I speak highly of this university to my friends.
2. I am not dedicated to this university. (R)
3. I am proud to tell others I am part of this university.
4. This university inspires the very best job performance in me.
5. This university is the best of all possible places to work.
6. I don't care about the fate of this university. (R)
7. This university's values are not the same as mine. (R)

#### Job Opportunity

1. There are plenty of good academic jobs that I could have inside my metropolitan area.
2. There are plenty of good academic jobs that I could have outside my metropolitan area.
3. Given the state of the academic job market, finding a job would be very difficult for me. (R)
4. It would be difficult for me to find an academic job that I like as well as my job at the University. (R)
5. There is at least one good academic job that I could begin immediately if I were to leave the university.
6. I have job opportunities outside of academia.

---

(R) = reverse scored item

## APPENDIX B

### PERMISSION TO USE SURVEY

Re: Permission to use survey



Tony Sanfilippo <tony@osupress.org>

To: Jumper, Jill

 You replied to this message on 9/22/2021 11:03 AM.

 Reply  Reply All  Forward 

Wed 9/22/2021 10:52 AM

**WARNING:**The sender of this email could not be validated and may not match the person in the FROM field.

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Jill,

You have our permission to use the survey free of charge in your dissertation. If you develop that dissertation into a book you will need to repermission this use, but for your dissertation, you have our permission.

All the best,

Tony Sanfilippo, Director  
The Ohio State University Press

[ohiostatepress.org](http://ohiostatepress.org)

614-292-7818

he/him/his



## APPENDIX C

### INSTITUTIONAL REVIEW BOARD APPROVAL FOR QUANTITATIVE STUDY



**Texas Woman's University**

**Institutional Review Board (IRB)**

[irb@twu.edu](mailto:irb@twu.edu)

<https://www.twu.edu/institutional-review-board-irb/>

December 16, 2021

Jill Jumper  
Physical Therapy - Houston

Re: Exempt - IRB-FY2022-108 Factors Affecting Intent to Stay in Physical Therapy Faculty

Dear Jill Jumper,

The above referenced study has been reviewed by the TWU IRB - Houston operating under FWA00000178 and was determined to be exempt on December 13, 2021.

Note that any modifications to this study must be submitted for IRB review prior to their implementation, including the submission of any agency approval letters, changes in research personnel, and any changes in study procedures or instruments. Additionally, the IRB must be notified immediately of any adverse events or unanticipated problems. All modification requests, incident reports, and requests to close the file must be submitted through Cayuse.

On December 12, 2022, this approval will expire and the study must be renewed or closed. A reminder will be sent 45 days prior to this date.

If you have any questions or need additional information, please email your IRB analyst at [irb@twu.edu](mailto:irb@twu.edu) or refer to the [IRB website](#).

Sincerely,

TWU IRB - Houston

## APPENDIX D

### INSTITUTIONAL REVIEW BOARD APPROVAL FOR QUALITATIVE STUDY



**Texas Woman's University**

**Institutional Review Board (IRB)**

[irb@twu.edu](mailto:irb@twu.edu)

<https://www.twu.edu/institutional-review-board-irb/>

December 13, 2021

Jill Jumper  
Physical Therapy - Houston

Re: Exempt - IRB-FY2022-133 Factors Affecting Intent to Stay in Physical Therapy Faculty-A Qualitative Study

Dear Jill Jumper,

The above referenced study has been reviewed by the TWU IRB - Houston operating under FWA00000178 and was determined to be exempt on December 8, 2021. If you are using a signed informed consent form, the approved form has been stamped by the IRB and uploaded to the Attachments tab under the Study Details section. This stamped version of the consent must be used when enrolling subjects in your study.

Note that any modifications to this study must be submitted for IRB review prior to their implementation, including the submission of any agency approval letters, changes in research personnel, and any changes in study procedures or instruments. Additionally, the IRB must be notified immediately of any adverse events or unanticipated problems. All modification requests, incident reports, and requests to close the file must be submitted through Cayuse.

On December 7, 2022, this approval will expire and the study must be renewed or closed. A reminder will be sent 45 days prior to this date.

If you have any questions or need additional information, please email your IRB analyst at [irb@twu.edu](mailto:irb@twu.edu) or refer to the [IRB website](#).

Sincerely,

TWU IRB - Houston

APPENDIX E  
STUDY 1 QUANTITATIVE SURVEY

## Factors Affecting Intent to Stay in Physical Therapy Faculty

You are being asked to participate in a research study conducted by Dr. Jill Jumper, a PhD student at Texas Woman's University, as a part of her dissertation.

The purpose of this research is to determine what factors affect intent to stay for faculty working in Doctor of Physical Therapy (DPT) programs across the United States. With the number of newly developing DPT programs and the resultant increased need for faculty, it seems prudent to identify factors that could influence faculty retention.

You have been invited to participate in this study because you are currently a Program Director or a faculty member in a DPT program. As a participant, you are asked to complete this online survey which should only require 20 minutes of your time.

All survey information will be anonymous. Your involvement in this study is completely voluntary and you may withdraw from the study at any time. There is a potential risk of loss of confidentiality in all email, downloading, electronic meetings, and internet transactions. The return of your completed questionnaire constitutes your informed consent to act as a participant in this research.

**Finally, at the end of the survey, you will be given the opportunity to volunteer for the qualitative Zoom interview portion of this research. Please consider adding your email! This research will be looking for at least 10 program directors and 10 faculty for these interviews.**

Please contact the Primary Investigator with any questions or concerns:

Primary Investigator: Jill Jumper, PT, DPT, PhD Candidate

Email: [jjumper@twu.edu](mailto:jjumper@twu.edu)

Phone: 817-357-0943

Institution: Texas Woman's University

Thank you so much for your willingness to participate in this study!

1) Are you a Program Director or a faculty member?

- ☐ Program Director [Value=1]
- ☐ Faculty member (non-program director) [Value=2]

2) Which of the following is the correct designation for your position?

- ☐ Full-time [Value=1]
- ☐ Part-time (If part-time, describe hours per week below) [Value=3]

3) What percentage do you teach online during an academic year?

4) If you would like to add comments on the previous question, please write those here:

(1000 characters remaining)

- 5) What is your gender?
- ☐ Male [Value=1]
- ☐ Female [Value=2]
- ☐ Non-binary [Value=3]
- ☐ Prefer not to answer [Value=4]
- ☐ Other (please specify) [Value=5]
- 
- 6) What is your age?
- 
- 7) What is your race/ethnicity? (Check all that apply)
- ☒ American Indian/Alaskan Native [Checked=1]
- ☒ Hispanic/Latino [Checked=1]
- ☒ Asian [Checked=1]
- ☒ African American/Black (non-Hispanic) [Checked=1]
- ☒ Hawaiian/Pacific Islander [Checked=1]
- ☒ White (non-Hispanic origin) [Checked=1]
- ☐ Other (please specify) [Checked=1]
- 
- 8) Which of the following represents your entry-level physical therapy degree?
- ☐ Master's Degree [Value=1]
- ☐ Transitional DPT (tDPT) [Value=2]
- ☐ Academic Doctoral Degree (PhD, ScD, EdD, Etc) [Value=3]
- ☐ Other (please specify) [Value=4]
- 
- 9) Do you work for a public or private institution?
- ☐ Public [Value=1]
- ☐ Private, not-for-profit [Value=2]
- ☐ Private, for-profit [Value=3]
- 10) Please select your appropriate designation:
- ☐ Tenured [Value=1]
- ☐ Tenure track [Value=2]
- ☐ Non-tenure track or Clinical track [Value=3]
- ☐ Other (please specify) [Value=4]
- 
- 11) Please select your primary academic rank:
- ☐ Instructor [Value=1]
- ☐ Assistant Professor [Value=2]
- ☐ Clinical Assistant Professor [Value=3]
- ☐ Associate Professor [Value=4]
- ☐ Clinical Associate Professor [Value=5]
- ☐ Full Professor [Value=6]
- ☐ Clinical Full Professor [Value=7]
- ☐ Adjunct/Affiliate [Value=8]
- ☐ Other (please specify) [Value=9]
-

12) How many total years have you taught in physical therapy education (include both PT and PTA education)?

13) How many total years have you taught at your current institution?

14) What is your CAPTE set class size?

15) How many cohorts does your institution matriculate in a year?

☐ 1 [Value=1]

☐ 2 [Value=2]

☐ 3 [Value=3]

☐ Other (please specify) [Value=4]

Rate each statement on the following Likert Scale:

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
16) I am not dedicated to this university/college.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
17) I find enjoyment in my job.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
18) Communication in this university/college is very open.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
19) My workload is too heavy for my job.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
20) It would be difficult for me to find an academic job that I like as well as my job at this university/college.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
21) I would be reluctant to leave this current university/college.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
22) It is easy to ask advice from any co-worker in this university/college.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
23) I feel dissatisfied with my job.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
24) My job is such that I can decide when to do particular work activities.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
25) I get conflicting job requests from different administrators.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]

Rate each statement on the following Likert Scale:

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
26) I am able to choose the way to go about my job (the procedures to utilize).	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
27) I have some control over what I am supposed to accomplish (my job objectives).	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
28) I am rewarded fairly considering the responsibilities that I have.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
29) There are plenty of good academic jobs that I could have inside my metropolitan area.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
30) I plan to stay at this university/college as long as possible.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
31) I am free to choose the methods to use in carrying out my work.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
32) I don't care about the fate of this university/college.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
33) It is easy to talk openly to all my co-workers in this university/college.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
34) I get conflicting job requests from my department chair.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
35) I have to work very fast on my job.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
36) I am proud to tell others I am part of this university/college.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]

Rate the statements on the following Likert Scale:

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
37) Under no circumstances will I voluntarily leave this university/college before retirement.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
38) I have job opportunities outside of academia.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
39) I am able to modify what my job objectives are (what I am supposed to accomplish).	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
40) Most days, I am enthusiastic about my job.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
41) This university/college inspires the very best job performance in me.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
42) I have control over the scheduling of my work.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
43) I find it enjoyable to talk to other co-workers in this university/college.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
44) I do not have enough time to get everything done on my job.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
45) There are plenty of good academic jobs that I could have outside of my metropolitan area.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
46) I am rewarded fairly in view of my experience.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
47) This university/college is the best of all possible places to work for me.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
48) I am allowed to decide how to go about getting my job done (the method to use).	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
49) I am often bored with my job.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
50) My job allows me to modify the normal way we are evaluated so that I can emphasize some aspects of my job and play down others.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
51) I plan to leave this university/college as soon as possible.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
52) There is at least one good academic job that I could begin immediately if I were to leave this university/college.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
53) I am rewarded fairly for the amount of effort that I put in (money and recognition are examples of rewards).	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
54) I speak highly of this university/college to my friends.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
55) I have some control over the sequencing of my work activities (when I do what).	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
56) This university's/college's values are not the same as mine.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
57) When people talk to each other in this university/college, there is a great deal of understanding.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]
58) Given the state of the academic job market, finding a job would be very difficult for me.	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]

59) Indicate the number of relatives living with you (in your home).

60) Indicate the number of relatives within 50 miles of you (outside your home).

61) Please feel free to write additional comments on the reasons you may leave or reasons you may stay in your current job.

(1000 characters remaining)

62) Please indicate if you are willing to complete a confidential interview for part 2 of this study. (Interviews will be up to 60 minutes long and completed over Zoom in the next 8-12 weeks. No video will be used, and participant names will be removed prior to Zoom interviews in order to maintain confidentiality.)

☐ No [Value=2]

☐ Yes (please add email below) [Value=3]

## APPENDIX F

### QUALITATIVE INTERVIEW QUESTIONS FOR FACULTY MEMBERS

Thank you so much for agreeing to participate in this study. With the growing number of DPT programs and the lack of faculty available, the goal of this study is to identify aspects of working in a DPT program that encourage faculty to stay in education.

This interview is going to focus on some important aspects seen in research that are associated with intentions to stay. **Intent to stay is defined as an individual's propensity or effort to remain an active member/employee of an organization.**

Two key aspects of intent to stay include an **employee's organizational commitment (loyalty to the organization you work for)** and an **employee's job satisfaction (fulfillment or enjoyment that you derive from your job).**

Main Questions for Faculty	Purpose
<ul style="list-style-type: none"> <li>• Are you core faculty/adjunct faculty, etc?</li> <li>• Tell me about your university....public/private, etc.</li> <li>• How many students in a cohort?</li> <li>• How many cohorts do you take a year?</li> <li>• Talk to me about what you do.</li> </ul>	<i>Building relationship with interviewee</i>
<ul style="list-style-type: none"> <li>• Talk to me about all the reasons you stay in your current job. <ul style="list-style-type: none"> <li>○ Probing questions: Expand more on your job role. What does that include?</li> </ul> </li> </ul> <p>Notes:</p>	<i>Opening conversation starter and initial invite to share information about their current role</i>
<ul style="list-style-type: none"> <li>• For the purpose of this interview, the definition of organizational commitment is "an employee's loyalty to the organization."</li> <li>• Describe your sense of loyalty to your organization.</li> <li>• Expand on how your loyalty may impact your willingness to stay in your job.</li> </ul> <p>Notes:</p>	<i>Looking specifically at the perceptions of organizational commitment and how that influences intent to stay</i>
<ul style="list-style-type: none"> <li>• Describe your current job satisfaction and what affects it.</li> <li>• Expand on how job satisfaction impacts your willingness to stay in your job.</li> </ul> <p>Notes:</p>	<i>Looking specifically at personal job satisfaction and how that influences intent to stay</i>
<ul style="list-style-type: none"> <li>• Expand on some of the other things that could impact your willingness to stay in your job other than job satisfaction and commitment to the organization. (workload,</li> </ul>	



<p>autonomy, job opportunity, communication openness, distributive justice/fair reward, role conflict, family)</p> <p>Notes:</p>	
<ul style="list-style-type: none"> <li>● Describe some ways that your program director impacts your job satisfaction. <ul style="list-style-type: none"> <li>○ Probing question: what are some other suggestions for your program director on how he/she could impact your job satisfaction?</li> </ul> </li> </ul> <p>Notes:</p>	<p><i>Identifying if faculty members believe that administration or program directors can influence their job satisfaction</i></p>
<ul style="list-style-type: none"> <li>● Talk to me about some specific ways that your program director impacts your loyalty to your organization. <ul style="list-style-type: none"> <li>○ Probing question: what are some other suggestions for your program director on how he/she could impact your loyalty to your organization?</li> </ul> </li> </ul> <p>Notes:</p>	<p><i>Identifying if faculty members believe that administration or program directors can influence their organizational commitment</i></p>
<ul style="list-style-type: none"> <li>● Describe ways that your program director impacts your willingness to stay in your job. <ul style="list-style-type: none"> <li>○ Probing question: what are some other suggestions for your program director on how he/she could impact your willingness to stay in your job?</li> </ul> </li> </ul> <p>Notes:</p>	<p><i>Identifying if faculty members perceive that administration or program directors can influence their willingness to stay in their current position</i></p>

## APPENDIX G

### QUALITATIVE INTERVIEW QUESTIONS FOR PROGRAM DIRECTORS

Thank you so much for agreeing to participate in this study. With the growing number of DPT programs and the lack of faculty available, the goal of this study is to identify aspects of working in a DPT program that encourage faculty to stay in education.

This interview is going to focus on some important aspects seen in research that are associated with intentions to stay. **Intent to stay is defined as an individual's propensity or effort to remain an active member/employee of an organization.**

Two key aspects of intent to stay include an **employee's organizational commitment (loyalty to the organization you work for)** and an **employee's job satisfaction (fulfillment or enjoyment that you derive from your job).**

Main Questions for Program Directors	<i><b>Purpose</b></i>
<ul style="list-style-type: none"> <li>● Are you Program Director or a faculty member?</li> <li>● Tell me about your university....private/public, etc.</li> <li>● How many students in a cohort?</li> <li>● How many cohorts do you take a year?</li> <li>● Talk to me about what you do.</li> </ul> <p>Notes:</p>	<i>Building relationship with interviewee.</i>
<ul style="list-style-type: none"> <li>● Talk to me about all the reasons you stay in your current job. <ul style="list-style-type: none"> <li>○ Probing question: Expand more on your job role. What does that include?</li> </ul> </li> </ul> <p>Notes:</p>	<i>Opening conversation starter and initial invite to share information about their current role</i>
<ul style="list-style-type: none"> <li>● For the purpose of this interview, the definition of organizational commitment is “an employee’s loyalty to the organization.”</li> <li>● Describe your sense of loyalty to your organization. <ul style="list-style-type: none"> <li>○ Probing question: Expand on how your loyalty may impact your willingness to stay in your job.</li> </ul> </li> </ul> <p>Notes:</p>	<i>Looking specifically at the perceptions of organizational commitment and how that influences intent to stay</i>
<ul style="list-style-type: none"> <li>● Describe your current level of job satisfaction and what affects it. <ul style="list-style-type: none"> <li>○ Probing question: Expand on how job satisfaction impacts your willingness to stay in your job.</li> </ul> </li> </ul> <p>Notes:</p>	<i>Looking specifically at personal job satisfaction and how that influences intent to stay</i>

<ul style="list-style-type: none"> <li>● Expand on some of the other things that could impact your willingness to stay in your job other than job satisfaction and commitment to the organization. (workload, autonomy, job opportunity, communication openness, distributive justice/fair reward, role conflict, family)</li> </ul> <p>Notes:</p>	
<ul style="list-style-type: none"> <li>● Talk to me about some specific ways that your administrator impacts your job satisfaction. <ul style="list-style-type: none"> <li>○ Probing question: What are some suggestions for administrators on how they could impact your job satisfaction?</li> </ul> </li> </ul> <p>Notes:</p>	<p><i>Identifying if program directors believe that administration can influence their job satisfaction</i></p>
<ul style="list-style-type: none"> <li>● Talk to me about some specific ways that your administrator impacts your loyalty to your organization. <ul style="list-style-type: none"> <li>○ Probing question: What are some suggestions for administrators on how they could impact your loyalty to your organization?</li> </ul> </li> </ul> <p>Notes:</p>	<p><i>Identifying if program directors believe that administration can influence their organizational commitment</i></p>
<ul style="list-style-type: none"> <li>● Talk to me about some specific ways that your administrator impacts or could impact your willingness to stay in your job. <ul style="list-style-type: none"> <li>○ Probing question: What are some suggestions for administrators on how they could impact your willingness to stay in your job?</li> </ul> </li> </ul> <p>Notes:</p>	<p><i>Identifying if program directors perceive that administration can influence their willingness to stay in their current position</i></p>
<ul style="list-style-type: none"> <li>● As a program director, talk to me about some specific ways you believe that you impact job satisfaction in your faculty.</li> </ul> <p>Notes:</p>	<p><i>Identifying if program directors feel they can facilitate a faculty member's job satisfaction</i></p>
<ul style="list-style-type: none"> <li>● As a program director, talk to me about some specific ways you believe that you impact organizational commitment in your faculty.</li> </ul> <p>Notes:</p>	
<ul style="list-style-type: none"> <li>● As a program director, talk to me about some specific ways you believe you impact your faculty members' intent to stay.</li> </ul> <p>Notes:</p>	<p><i>Identifying if program directors feel they can facilitate a faculty member's job organizational commitment</i></p>