

SAFETY, SOCIAL, AND PSYCHOLOGICAL WORK  
INCENTIVES OF STAFF NURSES

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## CHAPTER 1

### INTRODUCTION

Job performance and turnover, according to the literature on motivation to work, are dependent upon job satisfaction (Vroom, 1964). There has been a considerable amount of research conducted on job satisfaction, but mostly in the industrial and vocational settings. In the past few decades, job satisfaction related to nursing has begun to appear in the literature.

Most studies dealing with job satisfaction have the goal of examining relationships between satisfaction and employee turnover rate. Many researchers are concerned with employees' needs being satisfied in the work environment. Job satisfaction research in nursing is needed to determine nurses' needs or problems and the incentives or rewards needed to keep nurses satisfied with their jobs.

What do nurses desire most in a job? According to Godfrey's (1978) survey, the answer was opportunity for professional growth. Maslow (1970) stated that the highest hierarchial need for an individual is

self-actualization, the need to realize one's potential to the fullest. For nurses, self-actualization can mean the opportunity for professional growth.

Nursing and hospital administrators should be concerned with rewards that would keep staff nurses satisfied with their jobs. The three main categories this study investigated were safety, social, and psychological rewards.

#### Problem of Study

Which reward do staff nurses, who have left their jobs within the prior 6 months, regard as the most important incentive for remaining on the job--safety, social, or psychological rewards?

#### Justification of Problem

Turnover among professional staff nurses is a major problem for hospital and nursing administration. Job dissatisfaction is one reason why turnover is so high in hospitals today. Every year 35% to 60% of the staff nurses employed in hospitals resign (Seybolt, 1978). The high rate of turnover among nurses in the hospital can lead to a decrease in the quality of patient care. Anything that reduces patient care standards is a serious matter. Weiland (1969) stated:

Turnover is associated with dissatisfaction, and dissatisfaction means that the organization does not have the staff to function properly. Even if sufficient personnel continue to be recruited to staff a unit, high rates of turnover are still a danger signal and cause for study and action. (p. 65)

Diamond and Fox (1958), in reviewing five studies of turnover among staff nurses, noted that 30% to 40% of resignations in the five samples were due to job-related factors. Saleh (1965) discovered that job-related factors accounted for 32.3% of the reasons given for nurses resigning. Job motivation studies show that turnover often results from inadequate rewards and incentives (Vroom, 1964). If an individual desires the rewards offered by an organization, he will be motivated to work for them (Katz, 1964). The rewards desired by an individual are based on his hierarchy of needs (Herzberg, 1959).

Based on motivation theory, employees may dislike some aspect of a job, but they are not likely to resign if the rewards of the job outweigh the disadvantages (Vroom, 1964). By making rewards and incentives available which meet the nurses' needs and maintain self-esteem, turnover of hospital staff nurses may be decreased.

Although some aspects of turnover are uncontrollable, there are many problems contributing to the turnover statistics which are within the control of the hospital and nursing administration. These problems can be categorized into Maslow's (1970) psychological, social, and safety rewards. According to Benton and White (1972), if nurses are able to satisfy certain needs at work, turnover would be decreased. Safety rewards would meet Maslow's (1970) psychological and safety needs, social rewards would meet Maslow's social needs, and psychological rewards would meet Maslow's ego and self-fulfillment needs. This study investigated how safety, social, and psychological rewards affect nurses' satisfaction on the job.

According to the American Nurses Association (cited in Godfrey, 1978), there will be a nationwide shortage of 100,000 nurses by 1982. The estimated cost of replacing one registered nurse is approximately \$2,500.00 (Seybolt, 1978). There are monetary and social costs involved each time nurses resign their jobs at the hospital. Recruiting and selecting replacements for staff positions are costly procedures. There are costs for advertising and interviewing prospective employees.

When someone leaves the hospital it is also costly. After the terminal interview, the personnel files must be completed and the financial department must be informed (Wieland, 1969).

The greatest cost involved in turnover is the cost to the unit where the staff nurse has resigned. If the turnover is due to dissatisfaction with the job, there is the possibility of decreased work effort from the employee between the resignation and termination date. Since nursing administration can have little impact on the employee after the resignation has been submitted, the morale of other staff nurses can be affected. After an employee has left, a replacement might not be available for some time. This means the remaining staff has a greater workload, which can mean greater frustration and job dissatisfaction for them (Brief, 1976). There are other costs involved when a replacement is hired, such as the orientation program, salary of the new employee during the learning period, and the social adjustment between the nursing staff and the new worker (Benton & White, 1972).

Wieland (1969) stated that the most serious cost of turnover is the psychological cost to the individual when he leaves the hospital. Longest's (1974) study showed

that co-workers begin to communicate less with an employee as the termination date approaches. Every person has a special role in the job setting, and his leaving can cause disruption for the group (Benton & White, 1972).

This study stressed the need for hospital and nursing administrators to look at psychological, social, and safety rewards to keep staff nurses satisfied with their jobs. A research study by McCloskey (1974) showed that psychological rewards were rated highest by the subjects. McCloskey mentioned that the four most important rewards to nurses in the study were more in-service educational opportunities, opportunities to work on their next degree, opportunities for career advancement, and more recognition from peers and supervisors. Since turnover remains an evident problem in nursing, a study about job rewards can give a better understanding of what nurses really want to keep them on the job. Vroom (1964) emphasized that regardless of the setting, the more an employee is satisfied with his job, the more likely he is to stay on that job.

This study builds on McCloskey's (1974) study. The same 36-item questionnaire was administered; however,

the approach was different. The subjects of this study had left their previous nursing jobs 6 months prior to the beginning of this study, and the questionnaire was administered personally to the subjects by the researcher during the orientation program at their new place of employment. McCloskey's (1974) study differed in that the subjects had left their previous nursing jobs 4 months prior to the beginning of the study and received the questionnaire by mail.

#### Theoretical Framework

Maslow's (1970) need hierarchy theory of human motivation is significant to the field of nursing as it relates to job satisfaction. Maslow developed a useful hierarchy of human needs, placing at the lower end needs which are vital to survival, but which can be attained and satisfied, and at the upper end needs which allow a person to develop his potential. Maslow's need hierarchy from the lowest to highest levels include physiological needs, safety, love and belongingness, esteem, and self-actualization.

Physiological needs are the basic necessities of life such as food, water, and shelter. When these needs are not met, a person is dominated by those physiological



needs, and all other needs are pushed into the background. For example, if a person is very thirsty, he is almost totally preoccupied with satisfying that thirst. If the physiological needs are relatively well gratified, safety needs are recognized. Safety needs can be freedom from fear, protection from danger, security, need for structure, and the need for law and order. If both the physiological and safety needs are fairly well gratified, belongingness needs will emerge. The need to belong and to feel loved and accepted by others will become very important.

The next level in Maslow's (1954) hierarchy is the esteem need which includes self-esteem and esteem from others. All people in our society have a need for esteem. Satisfaction of this need leads to feelings of self-confidence, worth, strength, capability, and adequacy of being useful and necessary in the world. If esteem needs are not met, feelings of inferiority, weakness, and helplessness are produced (Maslow, 1954). The highest level in Maslow's hierarchy is the need for self-actualization which is the desire for self-fulfillment. Maslow (1954) called this "the desire to become more and more what one is, to become everything that one is capable of becoming" (p. 374).

Maslow (1954) stated that an individual satisfies his lower level needs first, after which he turns his attention to upper level needs. If an individual has achieved some degree of satisfaction of the lower level needs, he may spend his effort on trying to satisfy the higher level needs. Maslow regarded these five needs as being in a definite hierarchy but not in an "all or none" relationship to one another. A lower level does not have to be satisfied 100% before the next level is attained. Maslow proposed that employees are constantly seeking to satisfy their needs, and while lower level needs are adequately satisfied in our society, the higher level needs are hardly ever completely satisfied. Maslow (1954) has stated that "to motivate a worker successfully, rewards must be linked to needs which are most desired and least attainable" (p. 378). Maslow stated that a hierarchy of needs is the primary drive motivating an individual to join an organization and remain in it.

Herzberg (1959) developed a dual-factor theory of job satisfaction and motivation based on Maslow's (1954) hierarchy of needs. Herzberg concluded that not all factors increase satisfaction. Herzberg compressed the five-level need hierarchy of Maslow into two factors.

Certain factors that correspond to Maslow's (1954) lower level needs which Herzberg (1959) called hygiene factors, add to dissatisfaction if not met, but cannot increase satisfaction. Other factors that correspond to Maslow's higher level needs which are called motivators add to satisfaction by their attainment. The dissatisfiers include company policy and administration, employee supervision, and working conditions. The satisfiers include achievement, opportunity, responsibility, and recognition. Hygienes correlate with the animal needs which serve to reduce displeasure. Since hygiene factors do not provide for psychological growth, they cannot satisfy many human needs.

Herzberg (1959) stated that causes for avoidable turnover probably vary during different periods in an employee's lifetime. A new worker finds adjusting to his situation difficult. He must face not only the problem of learning new skills but of being accepted by a new social group. The possibility of failure is always present in his mind, especially during the period of formal training. Herzberg (1959) stated, "A lowered level of aspiration resulting from a feeling of failure may lead to a desire to leave a situation in which failure has been experienced" (p. 97).

Herzberg (1959) proposed that the security need increases in importance with increased age. Herzberg also indicated that to separate the effects of age and length of time on a job is difficult since there is a strong relationship between them. Herzberg mentioned that job factors change in importance as the worker's job situation and "needs" change. So, to predict how important job factors are to any particular individual would be difficult unless one knows the things that the individual needs and wants at the moment.

Job satisfaction is closely related to the degree to which an employee's needs are met and the kinds of rewards received on the job. According to Maslow (1954) and Herzberg (1959) psychological, safety, and social rewards should be attained for employees to remain satisfied on the job. In this study, rewards which met Maslow's ego and self-actualization needs were called psychological rewards. Since psychological rewards are the highest hierarchial need to man, an employee would consider them the highest priority for job satisfaction.

#### Assumptions

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

1. Job dissatisfaction exists among registered nurses today.
2. Job dissatisfaction can lead to the resignation of staff nurses.
3. High turnover rates among nurses are costly to hospitals.
4. A shortage of staff nurses in a hospital will affect the quality of patient care.
5. There are some factors about the work environment that are considered satisfying and some factors that are dissatisfying.
6. A nurse's human needs can be met by working in a hospital environment.

#### Hypotheses

The hypotheses for this study were:

1. Staff nurses who have left their nursing jobs within a 6-month period prior to the start of the orientation program will have a higher score for psychological rewards than for safety and social rewards as measured by the McCloskey (1974) Questionnaire.
2. Staff nurses basically prepared in a baccalaureate program will have a higher score for psychological rewards than staff nurses basically prepared in a diploma or associate degree program.

### Definition of Terms

For the purpose of this study the following terms were defined:

1. Job satisfaction--gratification in a nurse's present employment in regards to safety, social, and psychological rewards.

2. Psychological rewards--rewards which meet Maslow's (1954) ego and self-fulfillment needs. Items 28-36 of the McCloskey (1974) Questionnaire which include educational opportunities, job responsibility, recognition of work, help from peers and supervisors, career advancement, and participation in research are classified as psychological rewards.

3. Safety rewards--rewards which meet Maslow's (1954) physiological and safety needs. Items 1-17 of the McCloskey (1974) Questionnaire which include salary, vacation time, sick leave, weekends off, opportunity for part-time work, hours per day, insurance, and retirement programs are classified as safety rewards.

4. Social rewards--rewards which meet Maslow's (1954) social needs. Items 18-27 of the McCloskey (1974) Questionnaire which includes maternity leave, child-care facilities, a different supervisor, a different head

nurse, social contact with co-workers, opportunities to share opinions and feelings with other nurses and with doctors are classified as social rewards.

5. Staff nurse--a registered nurse in the state where the study is being conducted, a graduate of an associate degree program, diploma program, or baccalaureate program, working as a team member or team leader at the hospital selected for the study.

#### Limitations

The following were limitations of this study:

1. There was no random sample because all nurses meeting the criteria and willing to participate were included in the sample.
2. Findings were limited to the population studied.

#### Summary

Job satisfaction is essential if hospital and nursing administration want nurses to remain on the job. There are problems and costs involved each time a nurse leaves the hospital, making it quite disruptive for that organization. Based on Maslow's (1954) need hierarchy, to motivate a worker successfully, rewards must be linked to needs which are most desired for that individual.

## CHAPTER 2

### REVIEW OF LITERATURE

In this chapter, studies on job satisfaction and turnover in nursing will be reviewed. Job satisfaction studies are viewed taking a chronological picture of the research done in the last 5 decades. Job turnover in nursing is reviewed because the research has shown an inverse relationship between job satisfaction and the exodus of nurses from the hospital.

#### Job Satisfaction/Dissatisfaction in Nursing

Job satisfaction has been the concern of psychologists, managers, and administrators for many years. According to Georgopoulos (1957), "people are motivated to perform when there is a high probability of that performance leading to rewards that they value" (p. 347). High performance may lead to desired rewards, which in turn lead to job satisfaction. Hoppock (1935) defined job satisfaction as "any combination of psychological and environmental circumstances that cause a person truthfully to say, 'I am satisfied with my job'" (p. 108). Longest (1974) defined job satisfaction as "a feeling



which has arisen in the worker as a response to the various aspects of the job situation" (p. 46).

The majority of job satisfaction studies have been conducted in industry. In the past few decades, efforts have been made to study job satisfaction in the nursing profession. The three major areas of research have been: (a) comparative studies between nurses' job satisfaction in a single hospital between members of the nursing staff, (b) comparative studies between nurses' job satisfaction in a single hospital between nurses and other employees, and (c) comparative studies in job satisfaction between nurses in several different hospitals or settings outside the hospital. The two most common methods of assessing attitudes are through interviews or questionnaires. The majority of the studies reviewed on job satisfaction in nursing used the questionnaire to assess the subjects' attitudes. The questionnaire allows subjects to evaluate certain job factors as satisfiers or dissatisfiers, and allows the researcher to discover which factors are related to certain need levels.

The review of literature on job satisfaction can be viewed taking a chronological picture of the research

done in the field of nursing. The only study conducted on job satisfaction in nursing in the 1940s was done by Nahm (1940). The study compared job satisfaction between nurses in different settings, consisting of 100 private duty nurses, 100 hospital nurses, and 75 public health nurses using the Hoppock (1935) Job Satisfaction Scale. The findings supported the idea that the more satisfied nurses were those with higher salaries and a potential for increasing their salaries. Consistent with Maslow's (1970) and Herzberg's (1959) theories on motivation, the findings also revealed that the most satisfied nurses felt the work they did was appreciated and that their supervisors treated them fairly.

Studies in the 1950s concentrated on comparative studies on job satisfaction between nurses and other employees and between nurses outside the hospital setting. Allen (1956) distributed a 20-item questionnaire to 121 professional and 100 paraprofessional hospital employees of a West Coast hospital. The results of the study revealed that out of seven job satisfaction factors, security was ranked highest and salary ranked sixth for both professionals and paraprofessionals. The major dissatisfier for the professional employees was poor

communication between staff and administration. The major dissatisfier for the paraprofessional employees was lack of interesting work.

Pickens and Tayback (1957) conducted a job satisfaction survey using a questionnaire administered to 126 public health nurses. Their results revealed that the nurses had a varying degree of satisfaction concerning various aspects of their employment. Educational background did not effect job satisfaction, but additional years of experience increased the level of satisfaction.

All of the nurses were very satisfied with their working hours. Ninety-six percent were satisfied with job security. Only 10% of the nurses were satisfied with the clerical aspects of their work, 12% were satisfied with their salaries, and 44% were satisfied with opportunity for promotion. The researchers mentioned that the areas of dissatisfaction were concrete enough that administrators could provide changes that could further increase job satisfaction in public health nursing.

The majority of the job satisfaction studies in nursing in the 1960s concentrated on studying nurses

in individual hospitals. Simon and Olson (1960) developed a 29-item questionnaire on job satisfaction. The sample of 34 nurses in a general hospital ranked a chance to do interesting work as the most important factor for job satisfaction. Salary ranked sixth which is the mean rank for salary in many job satisfaction studies (Allen, 1956; Dauw, 1966).

Marlow (1966) administered a questionnaire to 757 nurses from 70 hospitals to discover how they would rank factors regarding job needs. The following order is how the nurses rated these job needs: (a) good working conditions, (b) work that keeps you interested, (c) job security, (d) good wages, (e) full appreciation of work done, (f) tactful discipline, (g) personal loyalty to workers, (h) promotion and growth in the hospitals, (i) feeling "in" on things, and (j) sympathetic help on personal problems.

Dauw (1966) surveyed 215 nurses in a private, general hospital to find if there was a relationship between salary and job turnover. Forty-eight percent of the sample felt their salary was very reasonable or quite reasonable. The hospital had a 70% to 80% annual turnover of nurses. The nurses at the hospital expressed

a low morale. Three major sources of dissatisfaction were inconsistent supervision, poor staffing, and poor communication. The researcher concluded that salary was not one of the most important factors to job satisfaction. "Fair supervision and clear communication with administration will contribute to increased satisfaction" (Dauw, p. 67).

Bowden (1967) developed a 21-item questionnaire regarding satisfaction or dissatisfaction in a particular area of nursing. There were 100 questionnaires returned from nurses in intensive care and in intravenous work in a large general hospital. The data supported the hypothesis that "roles marginal to a profession such as intravenous therapy, suffer a distancing effect by other members of the nursing profession" (Bowden, 1967, p. 247). The intravenous nurses experienced a sense of alienation and a high rate of turnover and dissatisfaction.

In the 1970s, the trend in nursing research on job satisfaction was between nurses in several different hospitals or settings. Nichols (1971) conducted a study on job satisfaction using 181 Army nurses. The findings of the study revealed that nurses "staying" in the Army were more satisfied with their work than nurses "leaving"

the Army. The "stayers" regarded independence in professional decisions as the most important factor of job satisfaction.

Slocum, Susman, and Sheridan (1972) utilized the Porter (1962) questionnaire with 39 professional and 41 paraprofessional employees of a general hospital. The study was based on Maslow's (1970) theory of motivation. The results indicated that professional nurses were more satisfied than paraprofessional employees with job security, prestige within the organization, and job autonomy. The researchers recommended that more attention should be placed on self-actualization needs of employees by hospital and nursing administrators.

Benton and White's (1972) study involved 565 registered nurses from general hospitals in a southwestern city. Sixteen job factors were categorized into Maslow's (1970) need hierarchy to determine the level of satisfaction for each factor. Patient care which was categorized under self-actualization was ranked first, and adequate staffing was ranked second under the category of safety and security for all staff nurses. Administrative nurses ranked patient care as fifteenth in importance for job satisfaction. The factor of least

importance for all the nurses was promotional opportunities under the category of self-actualization.

Imparato (1972) did a comparative study between nurses who worked in an urban hospital and nurses who worked in a suburban hospital. The study revealed that nurses in the urban hospital were significantly less satisfied with the work itself than nurses in the suburban hospital. The study showed that a factor which can affect job satisfaction is the location of the hospital which might make the work more difficult.

A factor affecting job satisfaction is the work setting. Hurka's (1972) study revealed that nurses in public health and nursing education were more satisfied in their roles than nurses employed in hospitals. Factors that caused job dissatisfaction for those nurses in the hospital setting were complex organizational structure of the hospital, lack of clearly defined roles, and poor communication.

White and Maguire's (1973) study with nursing supervisors in general hospitals revealed factors that provided job satisfaction were opportunity for creative and challenging work, recognition, and personal and professional growth. Factors mentioned that lead to job

dissatisfaction were incompetence, unfairness, and unwillingness to delegate responsibility on the part of their immediate supervisor. It appears from the factors chosen by the supervisors, that they wanted to function at the higher level of Maslow's (1970) need hierarchy.

Longest (1974) administered a questionnaire on job satisfaction to 195 registered nurses with supervisory responsibilities and 24 nursing educators and compared these findings with Herzberg's (1966) findings. Each group ranked 10 factors affecting job satisfaction in order of importance. A comparison of these three rankings revealed that there was a higher correlation between nursing educators and Herzberg's subjects (+.467) than with the registered nurses and Herzberg's subjects (+.164) or with nursing educators and registered nurses (+.311). While all three groups ranked achievement the highest, the greatest discrepancies were with recognition which ranked ninth by registered nurses and second by nursing educators, and interpersonal relations which ranked second by registered nurses and ninth by Herzberg's subjects.

Bullough (1974) collected data regarding job satisfaction by means of a questionnaire that included four



measurements of work satisfaction. The hypothesis was "nurses would find more intrinsic job satisfaction in the extended role than in the traditional nursing role" (Bullough, 1974, p. 15). The sample included 17 pediatric nurse practitioners, 18 extended role nurses, and 38 hospital nurses. The findings of the study supported Bullough's (1974) hypothesis. In overall job satisfaction, the pediatric nurse practitioner rated highest. The nurses in the sample saw the extended role as requiring more responsibility, more creativity, providing more interesting and important work, and requiring greater use of skills.

Hines (1974) performed a pilot study to test the validity of his job satisfaction questionnaire. The 64-item questionnaire contained items on general job attitudes in nursing. Data were collected from 2,211 nurses in New Zealand hospitals. Hines based his questionnaire on Herzberg's (1959) theory of satisfiers and dissatisfiers in a job. The results of the study revealed that six factors were most important to satisfied nurses. In descending order they are recognition, responsibility, supervision, promotion opportunities, nursing work, and relationships with other nurses. Four factors that were

most important to dissatisfied nurses in descending order were discontent with supervision, recognition, promotion opportunities, and relationships with other nurses. Hines (1974) noted that while pay is important, it was not among the leading factors in job satisfaction or dissatisfaction.

Everly and Falcione (1976) utilized 144 female staff nurses at four East Coast metropolitan hospitals to measure job satisfaction. Eighteen items were used on a Likert-type scale to represent various aspects of the working environment. The results of the study suggested that the most important factor in job satisfaction for this sample was satisfactory interpersonal relationships with co-workers and immediate supervisors. The next most important factor was the development and use of new skills and abilities. Third in importance in determining job satisfaction was opportunities for advancement, increased pay, and added employee benefits.

Pablo (1976) developed a 50-item questionnaire to evaluate five psychosocial needs of nurses working in a chronic care facility. "Social/security need" generated an 80% satisfaction response. Dissatisfaction in this area related mainly to the hospital not being interested in the employee as a person.

"Interpersonal anxiety" generated a 70% satisfaction response. Dissatisfaction stemmed from feeling uncomfortable working with chronic care patients over a long period of time. "Sense of accomplishment" generated a 75% satisfaction response. Dissatisfaction related mainly to lack of recognition for good work. "Esteem" generated an 87% satisfaction response because the nurses knew they were greatly needed. Fifty-one percent were very dissatisfied in this need area because of lack of praise for their performance. Pablo (1976) concluded that even though external rewards such as salary allure a person to accept a job, internal rewards relating to psychosocial needs produce satisfaction/dissatisfaction that will determine whether or not that person remains on the job.

A study by Cronin-Stubbs (1977) attempted to identify job factors which new graduate staff nurses identified as producing job satisfaction or dissatisfaction, and to compare those factors with the ones identified by White and Maguire's (1973) hospital nursing supervisors. The new graduates rated achievement and recognition as the most important factors needed for job satisfaction. The most significant dissatisfier was responsibility. The new graduates felt they had been given too much responsibility

for patients too soon. Lack of adequate staffing was the main reason they felt they had to assume too much responsibility.

Recognition was the only common satisfier and there was no common dissatisfier among Cronin-Stubbs's (1977) new graduates and White and Maguire's (1973) nursing supervisors. Cronin-Stubbs concluded that nursing administrators should consider the unique needs of new nurses.

Stember, Ferguson, Conway, and Yingling (1978) developed a job satisfaction questionnaire for the community health organization composed of professional and nonprofessional workers. The questionnaire contained 80 statements for the following 12 categories-- job security, supervision, interpersonal relationships, influence, recognition, achievement, organizational policies, working conditions, job importance, job mechanics, communication, and salary and benefits. The questionnaire was mailed to all 298 community health employees in one district with a 74% return. Eighty percent of the sample were nurses. The three most satisfying factors for the sample were job importance, interpersonal relations, and supervision. The three

least satisfying factors were recognition, communication, and organizational policies. The study revealed that the professionals were more satisfied with their work than the nonprofessionals. The study also revealed that added years of experience increased job satisfaction in this sample.

Through the use of a mailed questionnaire, Godfrey (1978) conducted a nationwide survey of 17,000 hospital and nonhospital nurses. The study revealed that the nurses greatest satisfaction came from helping people. The majority of the nurses felt the greatest improvement toward job satisfaction was nurses having more control in administrative policies. The staffing problem was the largest factor of job dissatisfaction. The study showed that supervisors had a higher satisfaction level than staff nurses. The areas where nurses were most satisfied with their jobs were emergency room, administration, and education. Nurses working outside the hospital were more satisfied than hospital nurses.

Weaver and Holmes (1979) emphasized that "individuals must value the outcomes that are likely to result from their efforts and must believe that their efforts will lead to the attainment of those valued outcomes" (p. 63).

As recent research has shown, employees and managers do not always agree on what job-related rewards are important. Weaver and Holmes (1979) conducted a survey of 631 hospital employees to find out what rewards gave them satisfaction in their jobs. Seventy-four percent of the nurses surveyed through means of a questionnaire stated that what they desired most was important work that gave them a feeling of accomplishment.

Hallas (1980) surveyed 3,700 working and nonworking nurses. The number one problem these nurses gave for their job dissatisfaction was decreased patient contact due to an increase in other work demands. The problems these nurses ranked second and third respectively were poor communications among and poor administration.

The majority of the nurses did not know who was responsible for the nursing shortage. Thirty-three percent of the nurses stated that nursing leaders were responsible, and 4% said hospital administrators were responsible for the nursing shortage. Hallas (1980) declared that "there is really no shortage of nurses, just a shortage of working nurses because many nurses who are qualified are involved in other work" (p. 20).

Studies in the 1980s in nursing job satisfaction concentrated on comparative studies between nurses in

different hospitals. Redfern (1980) conducted a study on job satisfaction with 134 hospital sisters from England. The scores on the Minnesota Satisfaction Questionnaire revealed that the sisters derived the most satisfaction from intrinsic rewards such as the work itself, security, achievement, and responsibility. The greatest number of dissatisfied scores were related to extrinsic rewards such as hospital policies and practices, working conditions, pay, and opportunities for advancement. A comparison of the sisters leaving the hospital to the sisters staying revealed that there was no difference between the groups on intrinsic satisfaction, but those leaving were less satisfied with extrinsic features of the job.

Stamps and Ramirez-Sosa (1980) developed a management information tool to help administrators discover and change factors that promote nursing dissatisfaction in the hospital. The instrument was administered to 796 nurses in three hospitals. In all three hospitals, the three components that ranked most highly were autonomy, job status, and pay. The three components the nurses were most satisfied with were job status, autonomy, and social interaction.

Collings (1980) implemented a study regarding expected satisfiers of student nurses. The 300 nursing students were selected from four nursing programs in Yorkshire. Three-quarters of the nurses considered helping people the most important aspect of job satisfaction.

Wandelt, Pierce, and Widdowson (1981) conducted a study on job satisfaction utilizing a mailed questionnaire which was returned by 3,500 nurses in Texas. The four major reasons for job dissatisfaction were lack of administrative support by hospital and nursing service administrators, lack of autonomy, inflexibility of working hours, and being pulled to another unit that was short staffed. Wandelt et al. (1981) stated, "Nurses leave nursing because they cannot have a say over their own actions and concern for the lack of quality of care patients receive due to short staffing" (p. 75). Wandelt et al. concluded that the majority of nursing directors were promoted to that position due to seniority and not because of their administrative abilities, which accounts for many of the administrative problems in nursing today.

Donovan's (1980) nationwide survey revealed that only 10.8% of 1,051 nurses surveyed were really very satisfied with their present positions. The 10 factors



listed in descending order of importance as crucial nursing problems were no input on matters of concern, low patient-care standards, excessive demands, inadequate salary, not enough say in patient care, too much paperwork, no chance for advancement, limited educational opportunities, insufficient challenge, and lack of recognition. The job factor that rated highest in importance was a sense of achievement (92%), but only 32% of the nurses were very satisfied in that area.

In general, internal rewards such as opportunity for challenging creative work achievement and recognition, and interpersonal relationships were most important for job satisfaction. External rewards such as working conditions produced dissatisfaction if not met but did not rate as high as the internal rewards. The most common external dissatisfiers were unfair supervisors, poor salary, and lack of proper staffing. Nurses working outside the hospitals were generally more satisfied with their work than hospital nurses, and professionals were more satisfied than nonprofessionals.

#### Turnover in Nursing

Although the studies of job satisfaction have not been as extensive in nursing as in business and industry,

research has shown an inverse relationship between job satisfaction and turnover in all three areas.

Behling and Kosmo (1971) defined turnover as "the exodus of presently employed nurses and then replacement by others" (p. 125). Reasons given by nurses for leaving their jobs can be grouped into two major categories--personal and demographic factors or job-oriented factors. This literature review will focus on job-related factors. The idea that highly satisfied nurses are less likely to leave their jobs at the hospital is supported by the following studies.

Diamond and Fox (1958) reviewed five previous studies on turnover by Ann (1953), Hough (1955), Lotspeich (1951), Null (1955), and U.S. Public Health Service (1953). The general findings in Diamond and Fox's study along with the other five studies revealed that about 66% of working nurses resign for personal or demographic reasons. About 33% resign because of job-related factors. These statistics were supported by Fournet, Destefana, and Pryer (1965) in a similar study on nursing turnover. The four major areas of dissatisfaction for these nurses were salary, opportunity for advancement, communication between supervisors and staff, and workload.

Brief (1976) mentioned that the greatest financial loss to hospitals is employee turnover. Brief (1976) stated that

when nurses lack a sense of autonomy, a sense of identification with their tasks, a challenge to develop new skills, and adequate feedback about performance, they will become dissatisfied with their jobs and leave. (p. 55)

Levenstein (1977) stated that turnover among staff nurses averages 70%. Lysaught (1972), McCloskey (1974), and Price (1972) also reported high turnover rates of up to 70% for hospital nurses. Similarly, the turnover rate of registered nurses in hospitals in the mid-1950s was approximately 67%.

Behling and Kosmo (1971) mentioned that the findings on turnover are generally consistent and negatively related to job satisfaction. A sample of 84 registered staff nurses at a large state hospital were given a job satisfaction scale developed by Bullock (1954). The hypothesis tested was that:

There are no significant differences in job satisfaction between registered staff nurses attributable to marital status, educational background, or number of past hospital positions. (Bullock, 1954, p. 124)

As Bullock (1954) found in his study, there was no significant difference in job satisfaction between married and single registered staff nurses. There was also no

significant difference in job satisfaction as it related to educational background. Nurses who had been employed at three or more hospitals were more satisfied with their present job than nurses who had only been employed at one hospital. A reason for this could have been that the majority of the sample was under 30 years of age. Bullock (1954) found that young nurses who had just graduated had very high job expectations, and if these expectations were not met, job dissatisfaction and resignation could result.

Kramer and Baker (1971) interviewed 220 baccalaureate graduate nurses working in a medical center. The researchers were convinced that a major problem in analyzing turnover was that nurses who left because of marriage or motherhood were always included. In this study, only nurses who left nursing to go into another field or those who resigned due to general dissatisfaction with nursing were included. A follow-up study revealed that over a 2-year period, 50% of the sample had left the hospital, and 34% had left nursing completely because of dissatisfaction.

Bayley (1981) decided to conduct a study on nursing turnover after reading a report by Archambeault and Feller (1970) who reported a turnover rate of 134% per

year in a burn unit. Bayley (1981) conducted a 5-year study in a 15-bed burn unit in a suburban community teaching hospital. The personnel were asked to list their reasons for leaving in the terminal interview and then were mailed a three-page questionnaire. The results of the study indicated that the five major reasons for leaving the unit were inadequate staffing, overtime, emotional exhaustion, mortality rate of patients, and poor communications with staff. The five major sources of job satisfaction while working the burn unit were teamwork, challenging experiences, learning opportunities, in-service education, and a chance for personal/professional development. Bayley stated that in order to lower turnover rates, it is crucial to reduce factors related to job dissatisfaction and improve factors related to job satisfaction.

The majority of hospitals do not have any ongoing programs aimed at reducing turnover. Tirney and Wright (1973) stated that the best time to be concerned about turnover is while employees are still at work, not after they leave. Most studies look at the before and after picture of turnover after the employee has resigned and has become a statistic. The researchers are confident

that hospitals can reduce turnover rates if administrators focus on increasing professional opportunities, creativity, and individuality of the nurse.

The literature cited exhibits a high rate of turnover among hospital nurses today. The studies indicated that staff nurses who resigned were younger than those who remained. Supervisors have a lower turnover rate than staff nurses. About two-thirds of turnover is unavoidable due to personal or demographic data, and one-third of the turnover rate is avoidable due to job-related factors.

#### Summary

Job satisfaction is one of the most important elements in any work setting. Nurses must be satisfied with their jobs in order to continue on that job. Therefore, hospital and nursing administrators must be aware of what factors increase or decrease job satisfaction for nurses. The majority of the job satisfaction studies utilized the questionnaire to discover what rewards were necessary for job satisfaction in nursing. In general, internal rewards were rated higher than external rewards for job satisfaction. Many researchers suggested that administrators look at what nurses value and focus on

those factors to increase job satisfaction and decrease the high turnover rate in nursing. Some specific suggestions were more staff control in administrative policies, more direct contact with patients, and additional opportunities to grow professionally.

## CHAPTER 3

### PROCEDURE FOR COLLECTION AND TREATMENT OF DATA

This research study was classified as a descriptive nonexperimental study because there was no control over the independent variables. There was no experimental manipulation or random assignment to groups. The aim of this study was to describe the relationships among variables rather than to infer cause-and-effect relationships. In nonexperimental research, all elements of the research are not under the control of the researcher (Abdellah & Levine, 1965).

#### Setting

The setting for this study was in an orientation room at three large hospitals in the southwestern part of the United States. The city hospital employs approximately 1,100 registered nurses and orients an average of 50 nurses per month. The two private hospitals were similar in that each employs approximately 600 registered nurses and orients an average of 25 nurses per month.



### Population and Sample

Since it was anticipated that the population for this study would be less than 60 subjects, the total eligible population was used. The sample consisted of newly employed registered staff nurses entering their orientation program who met the following criteria:

1. Employed full time at their present and past positions.
2. Left previous hospital staff position within a 6-month period prior to the start of the orientation program.
3. Left their previous jobs for reasons other than an unavoidable job transfer of spouse or because of elimination or reduction of work force.
4. Willing to participate in the study. All subjects meeting the above criteria were included on a voluntary basis regardless of age, sex, race, or educational background.

### Protection of Human Subjects

Prior to collecting any data, the Human Research Review Committee at Texas Woman's University gave approval for the study (Appendix A), and permission was obtained from the graduate school (Appendix B). Agency

permissions (Appendix C) were obtained before collection of the data began. An oral and written explanation of the study (Appendix D) was given to the subjects. All participants were voluntary and willing to answer the written questionnaire. Subjects' privacy was maintained at all times. At the beginning of each questionnaire, the following statement appeared in regards to subject consent, "Completion and return of this questionnaire will be construed as informed consent."

### Instrument

The instrument for this study was a two-part questionnaire developed in 1974 by McCloskey (Appendix E). Permission for use of this instrument was obtained (Appendix F). Part I of the questionnaire gave the demographic data about the nurses which included age, sex, and educational background. Part II contained 36 reward items divided into three categories which are safety, social, and psychological rewards. Each reward item was preceded by, "In your old job, if you had been offered. . . ." The nurse was given the following choices and was to circle one for each reward item:

- A--I would have stayed on the job.
- B--I would have seriously considered staying on the job.
- C--I might have considered staying on the job.
- D--I still would have left the job.

The questionnaire measures the dependent variables which are safety, social, and psychological rewards on an interval level. Interval scales have numerical values which represent equal distances in the variables being measured (Polit & Hungler, 1978). The letters A, B, C, and D are not arbitrary because they signify incremental choices.

Before McCloskey (1974) used the questionnaire in a research study, a pilot study was done to check the reliability of the instrument. The reliability of Part II was determined by the test-retest method. McCloskey used 10 staff nurses who had left nursing positions in hospitals within the last 4 months and had them answer the questionnaire on two separate occasions 2 weeks apart. Reliability scores were obtained from these 10 nurses for each of the three sections in Part II--safety, social, and psychological rewards. The reliability scores for Part II were safety rewards, .75; social rewards, .93; and psychological rewards, .71.

McCloskey (1974) accepted face validity for Part II of the questionnaire. It was assumed that because the nurses reported anonymously and voluntarily that certain rewards were important to them. In evaluating a

measuring instrument, reliability and validity are the two most important aspects to consider. If an instrument is reliable and valid, the investigator can have some assurance that the results of a study will be meaningful (Polit & Hungler, 1978).

#### Data Collection

Before collection of the data began, permission was given in writing by the institution for approval of the study. The researcher was present at some time during the orientation programs at those selected hospitals until the data were compiled. The people in the orientation program were given a written explanation of the study as the researcher read the explanation aloud. The researcher explained she was involved in a research project concerning job satisfaction for nurses. She further explained that the hospital gave her permission to ask for volunteers to participate in the study.

The subjects were further informed that it would take approximately 20 minutes to complete the 36-item multiple choice questionnaire. The researcher explained that to participate in the study the following criteria must be met:

1. Employed full time at your present and past nursing position as a registered staff nurse.
2. Left your previous hospital staff position with a 6-month period prior to the start of the orientation program.
3. Left your previous job for reasons other than an unavoidable job transfer of spouse or because of elimination or reduction of work force.
4. Willing to participate in the study.

The researcher explained that no name would be placed on the questionnaire and the identity of the participant would remain completely anonymous. The researcher stated that participation in the study was on a voluntary basis. The researcher also mentioned that at the beginning of each questionnaire there was a statement regarding consent which stated, "Completion and return of this questionnaire will be construed as informed consent." The researcher further explained that the completed questionnaire should be placed in a ballot box at the back of the room, and then the subjects could take a 15-minute break before returning to the orientation program.

The subjects were informed that participation in the study could be discontinued at any time. They were

also told they could leave the room if they became tired or preferred not to recall events in their previous jobs.

The researcher asked if there were any questions and then explained that after the questionnaire had been passed out, she would leave the room. The researcher also advised the subjects that a copy of the results could be obtained upon its completion at the nursing administration department of their hospital upon request. Finally, the researcher thanked the subjects for their time and asked those persons not participating in the study to leave the room while the remaining nurses received a questionnaire.

#### Treatment of Data

Part I of the questionnaire contained the demographic data which were presented in frequency tables. Age, sex, and educational background of the subjects were tabulated in regard to frequency and percentages. Part II of the questionnaire contained 36 reward items. The questionnaire was scored in the following manner. Each item was given a weighted letter response--A = 3, B = 2, C = 1, and D = 0. The responses were interpreted the same way McCloskey's (1974) A, B, C, and D responses were interpreted. Response "A" ("I would have stayed on

the job") means the item was very important to the nurse and would have reversed the nurse's decision to leave her job. Response "B" ("I would have seriously considered staying on the job") means this item was quite important and would probably have changed the nurse's decision to leave if another desired reward was also offered. Response "C" ("I might have considered staying on the job") means this item was somewhat important and might have, in combination with other rewards, helped to change the nurse's decision to leave. Response "D" ("I still would have left the job") means this item was unimportant, having no power to change the nurse's decision to leave. Each of the three reward categories contained nine topics. If a subject responded with an "A" to each of the nine topics in the three reward categories, the score would be  $3 \times 9 = 27$  points. Safety and social rewards contained more than nine items, so the scores of the additional items that were related were averaged. Each staff nurse received a separate score for each of the three rewards.

The statistical procedure that was used to analyze the score for hypothesis 1 and hypothesis 2 was a method called analysis of variance (ANOVA), one of the most

widely used statistical procedures in behavioral science research (Polit & Hungler, 1978). ANOVA can be used to determine if there is a difference in the scores given to the three reward categories. The statistic computed in ANOVA is the F-ratio statistic. The analysis of variance F test showed that the three reward categories differed. Since a significant difference was found, a multiple comparison test was used to determine which groups were different. The Newman-Keuls multiple comparison Q test was used to determine specific comparisons between groups (Hinkle, Wiersma, & Jurs, 1979). The accepted level of significance was  $p < .05$ . To determine how each of the 36 reward items were ranked in importance, the weighted letter scores of each of the items were totalled in two different ways: (a) the total score that reward received, and (b) the number of nurses who marked that reward as very influential or total "A's."



## CHAPTER 4

### ANALYSIS OF DATA

A descriptive study was conducted to determine the importance of safety, social, and psychological rewards to registered staff nurses. A multiple-choice questionnaire was utilized for collection of data. A one-way analysis of variance was used to analyze and interpret the results of the study. The following hypotheses were tested: Hypothesis 1--Staff nurses who have left their nursing jobs within a 6-month period prior to the start of the orientation program will have a higher score for psychological rewards than for safety and social rewards as measured by the McCloskey (1974) Questionnaire; and, hypothesis 2--staff nurses basically prepared in a baccalaureate program will have a higher score for psychological rewards than staff nurses basically prepared in a diploma or associate degree program.

#### Description of Sample

The demographic data collected were age, sex, and educational background. The sample included 51 female full-time staff registered nurses participating in a hospital orientation program.

Distribution of subjects by age was tabulated in regards to frequency and percentage. The majority of the subjects (45%) were between 26 and 35 years of age. No subjects were over 45 years of age (Table 1).

Table 1  
Distribution of Subjects by Age

Age	Frequency	Percentage
19-25	21	41
26-35	23	45
36-45	7	14
Over 45	0	0
Total	51	100

All three programs for basic preparation of the registered nurse were equally represented. Eighteen subjects (35.3%) were educated in the associate degree program, 16 subjects (31.4%) were educated in the diploma program, and 17 subjects (33.3%) were educated in a baccalaureate degree program (Table 2).

### Findings

Analysis of variance (ANOVA) was used to determine if staff nurses who have left their nursing jobs within

Table 2  
Distribution of Subjects by Education

Educational Background	Frequency	Percentage
Associate degree	18	35.3
Diploma	16	31.4
Baccalaureate degree	17	33.3
Total	51	100.0

a 6-month period prior to the start of the orientation program will have a higher score for psychological rewards than for safety and social rewards as measured by the McCloskey (1974) Questionnaire. The analysis of the variance  $F$  test showed that the three reward categories differed ( $p = .001$ ). The  $F$  ratio exceeded the critical value at the .05 level of significance. The finding was that at least one of the reward means differed from the others (Table 3).

The Newman-Keuls multiple comparison test determines which sample means differ significantly (Hinkle et al., 1979). It was determined that the safety and social reward scores did not differ significantly from each other, but the psychological scores differed significantly

Table 3  
Analysis of Variance for Hypothesis 1

Source	Sum of Squares	<u>df</u>	Mean Squares	<u>F</u>	<u>p</u>
Groups	874.7001	2	437.35	10.78	.001
Error	<u>6083.2347</u>	150	40.5549		
Total	6957.9348				

from the safety and social rewards. The nurses' mean scores for psychological rewards were higher than for safety or social rewards. The mean score for psychological rewards was 11.59, while the safety and social rewards were 6.80 and 6.27 respectively (Table 4).

Table 4  
Means for Each of the Rewards

	Safety Reward Scores	Social Reward Scores	Psychological Reward Scores
Mean	6.80	6.27	11.59
S.D.	5.35	5.64	7.82

ANOVA was also used to determine if staff nurses basically prepared in a baccalaureate program will have a higher score for psychological rewards than staff

nurses basically prepared in a diploma or associate degree program.

The analysis of variance  $F$  test revealed that there was no significant difference between the three nursing programs in relation to their psychological reward scores ( $p = .146$ ). The  $F$  ratio did not exceed the critical value at the .05 level of significance (Table 5).

Table 5  
Psychological Reward Scores  
by Education

Main Effect	Sum of Squares	df	Mean Square	$F$	$p$
Education	235.945	2	117.972	2.005	0.146
Error	2824.408	48	58.842		
Total	3060.353	50	61.207		

#### Additional Findings

The analysis of variance  $F$  test also revealed that there was no significant difference between the three nursing programs in relation to safety and social reward scores ( $p = .955$ ,  $p = .144$ , respectively). The  $F$  ratio did not exceed the critical value at the .05 level of significance. The reward scores for safety and social rewards were very close to each other (see Table 4).

The total number of "A's" ("I would have stayed on the job") for each reward item was also recorded. Scoring an "A" for an item meant that the item was very important and would have motivated the nurse to remain at that nursing job. Twenty-nine subjects (57%) scored at least one "A" on the reward items. Table 6 shows how many subjects scores an "A" for each reward item.

The three most important safety rewards chosen by the subjects were reward topic numbers 4, 5, and 6. The rewards were more weekends off, more opportunities to work part-time, and opportunities to choose a straight day shift. The three most important social rewards chosen by the subjects were reward topic numbers 11, 12, and 13. The rewards were better child-care facilities, different supervisor, and different head nurse. The three most important psychological rewards chosen by the subjects were reward topic numbers 21, 23, and 24. The rewards were more recognition for the good work that was done, more opportunities for career advancement other than assistant head nurse or head nurse position, and more opportunities to continue course work that would earn credits for a higher degree.

Table 6

Total Number of "A's" for Rewards

Reward Topics	Corresponding Items on the Questionnaire	Number of "A's" Chosen
<u>Safety Rewards</u>		
1. Salary raise	1 - 3	0
2. More paid vacation	4 - 7	0
3. More sick leave	8 - 9	1
4. More weekends off	10 - 11	6
5. More opportunities to work part-time	12 - 13	5
6. Opportunity to work straight days	14	4
7. Opportunity to work shorter days	15	2
8. Better insurance policy	16	3
9. Better retirement program	17	2

Table 6--Continued

Reward Topics	Corresponding Items on the Questionnaire	Number of "A's" Chosen
<u>Social Rewards</u>		
10. Additional maternity leave	18 - 19	1
11. Better child-care facilities	20	5
12. Different supervisor	21	9
13. Different head nurse	22	9
14. More social contact with co-workers	23	2
15. More social contact with supervisors	24	3
16. More social contact with doctors	25	
17. Opportunity to share opinions with co-workers	26	3
18. Opportunity to share opinions with doctors	27	1



Table 6--Continued

Reward Topics	Corresponding Items on the Questionnaire	Number of "A's" Chosen
<u>Psychological Rewards</u>		
19. More in-service	28	8
20. More responsibility	29	6
21. More recognition for work	30	10
22. Opportunities to increase job skills	31	8
23. Opportunities for career advancement	32	16
24. Opportunity to earn next degree	33	16
25. More recognition of the unit	34	9
26. Encouragement to write	35	5
27. Encouragement to do research	36	6

### Summary of Findings

In this chapter a summary of the demographic data was presented. Analysis of variance for hypothesis 1 revealed that the staff nurses did score higher on psychological rewards than for social or safety rewards. An analysis of hypothesis 2 revealed that there was no significant differences in psychological rewards scores for the nurses from the three different educational programs in nursing. The study also revealed that there was no significant difference in safety or social rewards for the nurses from the three different educational programs in nursing.

## CHAPTER 5

### SUMMARY OF THE STUDY

A descriptive study was conducted to: (a) determine the importance of safety, social, and psychological rewards to registered staff nurses, and (b) determine if there was a significant difference between associate degree, diploma, and baccalaureate degree programs for psychological rewards. This chapter presents the summary of this study including a discussion of the findings relevant to the future and to previous research on this topic. Implications for nursing and recommendations for further research are discussed.

#### Summary

Previous studies have indicated that there is a high turnover rate among hospital nurses and much of the turnover is attributed to discontent with job-related factors. This study was initiated in an effort to examine rewards based on Maslow's (1970) hierarchy of needs that would help keep nurses satisfied with their jobs.

The instrument utilized for data collection was designed by McCloskey (1974) who conducted a pilot study

for validation and reliability before using the instrument in her own job satisfaction study. The 36-item questionnaire was divided into safety, social, and psychological rewards for nurses.

The research sample consisted of 51 female registered staff nurses participating in an orientation program at three large southwestern hospitals. Informed consent was obtained from all subjects and approval to conduct the study was given by the Human Rights Review Committee at Texas Woman's University. The study was based on Maslow's (1970) need hierarchy theory of human motivation and Herzberg's (1959) dual-factor theory of job satisfaction and motivation.

Two hypotheses were investigated in this study: Hypothesis 1--staff nurses who have left their nursing jobs within a 6-month period prior to the start of the orientation program will have a higher score for psychological rewards than for safety and social rewards as measured by the McCloskey (1974) Questionnaire was tested and supported by the data; and, hypothesis 2--staff nurses basically prepared in a baccalaureate program will have a higher score for psychological rewards than staff nurses basically prepared in a diploma or associate degree program was tested and not supported by the data.

### Discussion of Findings

The results from this study indicated that the sample of nurses regarded psychological rewards as more important for job satisfaction than for safety or social rewards since the nurses scored highest on psychological rewards. An interesting result was that 27% of the subjects who scored an "A" for more opportunities to continue course work that would earn credits for a higher degree already had a Bachelor of Science degree.

McCloskey's (1974) study also revealed that psychological rewards were more important than safety or social rewards for job satisfaction in the sample. Other studies also supported the fact that nurses regard psychological rewards such as recognition of work, career advancement, and continuing education as the most influential factors for job satisfaction (Cronin-Stubbs, 1977; Donovan, 1980; Everly & Falcione, 1976; Hines, 1974; Redfern, 1980; White & Maguire, 1973). In fact, White and Maguire's (1973) study indicated that recognition for good work and advancement in the profession were the leading factors in job satisfaction. Hines's (1974) study revealed that recognition for good work ranked first in order of importance for job satisfaction and

career advancement ranked fourth. Everly and Falcione (1976) stated that opportunity for career advancement ranked third in order of importance for job satisfaction in their sample. Cronin-Stubbs's (1977) subjects ranked achievement and recognition as the most important factors affecting job satisfaction.

The results of the study also indicated and supported past research that the type of nursing program a nurse graduated from did not influence her score nor did it influence which rewards were regarded as most important. Studies that made a distinction between the three nursing programs in regards to job satisfaction were Behling and Kosmo (1971), Bullough (1974), and Pickens and Tayback (1957). Educational background did not affect job satisfaction in any of the samples studied.

The results of the study indicated that at least 57% of the subjects could have been influenced to remain on the job by being offered certain rewards they felt were very important. It is interesting to note that none of the subjects scored an "A" for items regarding salary. The majority of research studies on job satisfaction ranked salary as sixth in order of importance with other job-related factors.

### Conclusion and Implications

The conclusion of the study was that nurses regard psychological rewards or incentives as the most influential factor in remaining on the job. Implications for nursing would include hospital and nursing administration focusing more attention on rewards that are most important to staff nurses. In regard to psychological rewards, the hospital could make provision for nurses to earn credits for their next degree, for more career advancement opportunities, and for more recognition for outstanding work.

### Recommendations

Based on the findings of this study, several recommendations are expressed:

1. A follow-up study could be done using a larger sample to increase the generalizability of the study.
2. The type of hospital (city vs. private) where the nurse was last employed could be included in the demographic data to determine whether that would influence the scoring of the three rewards.
3. If the study was replicated, the questionnaire could be revised to include "not applicable" as a response. The two questions about maternity leave were

"not applicable" to every subject in the population studied.



## APPENDIX A

TEXAS WOMAN'S UNIVERSITY  
Box 23717, TWU Station  
Denton, Texas 76204

1810 Inwood Road  
Dallas Inwood Campus

HUMAN SUBJECTS REVIEW COMMITTEE

Name of Investigator: Susan Wright Patterson Center: Dallas  
Address: 401 Peaceful Drive Date: 5/8/81  
Garland, Texas 75043

Dear Ms. Patterson:

Your study entitled Safety, Social and Psychological Work Incen-  
tives of Staff Nurses

has been reviewed by a committee of the Human Subjects Review Committee and it appears to meet our requirements in regard to protection of the individual's rights.

Please be reminded that both the University and the Department of Health, Education, and Welfare regulations typically require that signatures indicating informed consent be obtained from all human subjects in your studies. These are to be filed with the Human Subjects Review Committee. Any exception to this requirement is noted below. Furthermore, according to DHEW regulations, another review by the Committee is required if your project changes.

Any special provisions pertaining to your study are noted below:

Add to informed consent form: No medical service or compensation is provided to subjects by the University as a result of injury from participation in research.

Add to informed consent form: I UNDERSTAND THAT THE RETURN OF MY QUESTIONNAIRE CONSTITUTES MY INFORMED CONSENT TO ACT AS A SUBJECT IN THIS RESEARCH.

\_\_\_\_ The filing of signatures of subjects with the Human Subjects  
Review Committee is not required.

  X   Other: Be sure that presentation to subject includes assurance  
that participation or non-participation in the study will  
have no effect on their employment.

\_\_\_\_ No special provisions apply.

Sincerely,

*Estelle D. Kurtz*  
Chairman, Human Subjects  
Review Committee

at          Dallas         

PK/smu/3/7/80

## APPENDIX B

## TEXAS WOMAN'S UNIVERSITY

DENTON, TEXAS 76204

THE GRADUATE SCHOOL

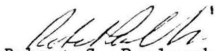
July 6, 1981

Mrs. Susan Wright Patterson  
401 Peaceful Drive  
Garland, Texas 75043

Dear Mrs. Patterson:

I have received and approved the Prospectus for your research project. Best wishes to you in the research and writing of your project.

Sincerely yours,

  
Robert S. Pawlowski  
Provost

RP:d1

cc Dr. Susan Goad  
Dr. Anne Gudmundsen  
Graduate Office

## APPENDIX C

TEXAS WOMAN'S UNIVERSITY  
COLLEGE OF NURSING

AGENCY PERMISSION FOR CONDUCTING STUDY\*

THE \_\_\_\_\_

GRANTS TO Susan Wright Patterson  
a student enrolled in a program of nursing leading to a  
Master's Degree at Texas Woman's University, the privilege  
of its facilities in order to study the following problem.  
Safety, Social, and Psychological Work  
Incentives of Staff Nurses

The conditions mutually agreed upon are as follows:

1. The agency (may) (may not) be identified in the final report.
2. The names of consultative or administrative personnel in the agency (may) (may not) be identified in the final report.
3. The agency (wants) (does not want) a conference with the student when the report is completed. *Also wants a copy of the completed report*
4. The agency is (willing) (unwilling) to allow the completed report to be circulated through interlibrary loan.
5. Other \_\_\_\_\_

Date: 6/22/81

Susan W Patterson  
Signature of Student

\_\_\_\_\_  
Signature of Agency Personnel  
Dr. Susan Good  
Signature of Faculty Advisor

\*Fill out & sign three copies to be distributed as follows:  
Original - Student; First copy - Agency; Second copy - TWU  
College of Nursing.

TEXAS WOMAN'S UNIVERSITY  
COLLEGE OF NURSING

AGENCY PERMISSION FOR CONDUCTING STUDY\*

THE \_\_\_\_\_

GRANTS TO Susan Wright Patterson  
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1. The agency (may) (may not) be identified in the final report.
2. The names of consultative or administrative personnel in the agency (may) (may not) be identified in the final report.
3. The agency (wants) (does not want) a conference with the student when the report is completed.
4. The agency is (willing) (unwilling) to allow the completed report to be circulated through interlibrary loan.
5. Other \_\_\_\_\_

Date: 6-16-81

Susan W Patterson  
Signature of Student

\_\_\_\_\_  
Signature of Agency Personnel

Dr. Susan Goad  
Signature of Faculty Advisor

\*Fill out & sign three copies to be distributed as follows:  
Original - Student; First copy - Agency; Second copy - TWU  
College of Nursing.



TEXAS WOMAN'S UNIVERSITY  
COLLEGE OF NURSING

AGENCY PERMISSION FOR CONDUCTING STUDY\*

THE \_\_\_\_\_

GRANTS TO Susan Wright Patterson

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The conditions mutually agreed upon are as follows:

1. The agency (~~may~~) (may not) be identified in the final report.
2. The names of consultative or administrative personnel in the agency (~~may~~) (may not) be identified in the final report.
3. The agency (wants) (~~does not want~~) a conference with the student when the report is completed.
4. The agency is (willing) (~~unwilling~~) to allow the completed report to be circulated through interlibrary loan.
5. Other \_\_\_\_\_

Date: 6/22/81

Susan W Patterson  
Signature of Student

Signature of Agency Personnel  
B. Susan Goad  
Signature of Faculty Advisor

\*Fill out & sign three copies to be distributed as follows:  
Original - Student; First copy - Agency; Second copy - TWU  
College of Nursing.

## APPENDIX D

### Explanation of Study

My name is Susan Patterson. I am a graduate student at Texas Woman's University and I am conducting a study on job satisfaction. The hospital has given me permission to ask for volunteers to participate in the study. I have selected a questionnaire that permits nurses to review factors that might have kept them at their previous jobs if they had been offered. I hope to gain insight into rewards or incentives that nurses regard as most important to them for job satisfaction.

The questionnaire will take about 20 minutes of your time. There are 36 multiple choice items and you will be requested to circle one of four responses given. The statements in the questionnaire are divided into three categories: safety, social, and psychological rewards.

In order to participate in the study you need to meet the following criteria:

1. Employed full time at your present and past nursing position as a registered staff nurse.
2. Left your previous hospital staff position with a 6-month period prior to the start of the orientation program.

3. Left your previous job for reasons other than an unavoidable job transfer of spouse or because of elimination or reduction of work force.

4. Willing to participate in the study.

Please do not put your name on the questionnaire. More than one hospital will be used and your identity will be kept anonymous. Participation in the study is on a voluntary basis. Participation or non-participation in the study will have no effect on your employment.

At the beginning of each questionnaire there will be a statement regarding consent which states, "Completion and return of this questionnaire will be construed as informed consent." When you have completed the questionnaire, you may place it in the ballot box at the back of the room and take a 15-minute break before returning to the orientation program.

You may discontinue participation in the study at any time. You may leave the room if you become tired, or prefer not to recall events in your previous job. Do you have any questions at this time? After I have given you the questionnaire, I will leave the room and will be in the hall if you have any further questions or problems.

I feel this study will reveal some interesting and valuable information about rewards and incentives that will help keep nurses in the hospital. I will send a copy of the results of this study upon its completion to the nursing administration department of this hospital. Upon request you may obtain a copy from the nursing administration.

Thank you for your time and participation in this study. At this time those persons not participating in the study may now leave the room and the remaining nurses will be handed a questionnaire.

## APPENDIX E

McCloskey Questionnaire

COMPLETION AND RETURN OF THIS QUESTIONNAIRE WILL BE  
CONSTRUED AS INFORMED CONSENT

Part I

Demographic Data

1. Age: 19-25\_\_\_\_ 26-35\_\_\_\_ 36-45\_\_\_\_ 46 and over\_\_\_\_
2. Sex: Male \_\_\_\_ Female \_\_\_\_
3. Educational background:  
     A.D.\_\_\_\_ Diploma\_\_\_\_ Baccalaureate \_\_\_\_

Part II

There are 36 reward items, categorized as safety, social, or psychological reward. Each statement is preceded by "In your old job, if you had been offered . . . ." For each reward item, circle one of the following four responses:

- A--I would have stayed on the job.
- B--I would have seriously considered staying on the job.
- C--I might have considered staying on the job.
- D--I still would have left the job.

Safety:

- |  |         |
|--|---------|
| 1. Salary raise of \$50 per month.   | A B C D |
| 2. Salary raise of \$100 per month.  | A B C D |
| 3. Salary raise of \$150 per month.  | A B C D |
| 4. One week more paid vacation each year.  | A B C D |
| 5. Two weeks more paid vacation each year,<br>but the hospital tells you when you have<br>to take off these two weeks. | A B C D |

COMPLETION AND RETURN OF THIS QUESTIONNAIRE WILL BE  
CONSTRUED AS INFORMED CONSENT

- |  |         |
|--|---------|
| 6. Two weeks more paid vacation each year.   | A B C D |
| 7. Three weeks more paid vacation each year.   | A B C D |
| 8. Seven more days sick leave per year.  | A B C D |
| 9. Fourteen more days sick leave per year.   | A B C D |
| 10. One more weekend a month off.  | A B C D |
| 11. Two more weekends a month off.   | A B C D |
| 12. More opportunity to work part-time, even if the hospital names the days you must work and the areas where you must go. | A B C D |
| 13. More opportunity to work part-time where you can name your own days of the week and the areas you want to work in.     | A B C D |
| 14. More choice to choose a straight day shift.  | A B C D |
| 15. More opportunity to work shorter hours per day.  | A B C D |
| 16. A better insurance policy than you had.  | A B C D |
| 17. A better retirement program than you had.  | A B C D |

Social:

- |  |         |
|--|---------|
| 18. A maternity leave of an additional 3 months. | A B C D |
| 19. Maternity leave of an additional 6 months.   | A B C D |



COMPLETION AND RETURN OF THIS QUESTIONNAIRE WILL BE  
CONSTRUED AS INFORMED CONSENT

- |  |   |   |   |   |
|--|---|---|---|---|
| 20. Better child-care facilities.  | A | B | C | D |
| 21. Different supervisor.  | A | B | C | D |
| 22. Different head nurse.  | A | B | C | D |
| 23. More social contact with your<br>co-workers.   | A | B | C | D |
| 24. More social contact with nursing<br>supervisors.   | A | B | C | D |
| 25. More social contact with doctors.  | A | B | C | D |
| 26. More opportunities to share your<br>opinions and feelings with other<br>registered nurses. | A | B | C | D |
| 27. More opportunities to share your<br>opinions and feelings with doctors.                    | A | B | C | D |

Psychological:

- |  |   |   |   |   |
|--|---|---|---|---|
| 28. More opportunities to attend<br>educational programs.  | A | B | C | D |
| 29. More responsibility on the job.  | A | B | C | D |
| 30. More recognition for your work<br>from your peers and supervisors.   | A | B | C | D |
| 31. More help to gain job skills<br>from your peers and supervisors.   | A | B | C | D |
| 32. More opportunity for career advance-<br>ment other than an assistant head<br>nurse or head nurse position. | A | B | C | D |
| 33. More opportunity to continue course<br>work that would earn credits for<br>your next degree.               | A | B | C | D |

COMPLETION AND RETURN OF THIS QUESTIONNAIRE WILL BE  
CONSTRUED AS INFORMED CONSENT

34. More recognition for the good work  
that your unit did. A B C D
35. More encouragement to write and  
publish. A B C D
36. More encouragement and help to  
initiate and take part in  
nursing research on your floor. A B C D

## APPENDIX F

February 14, 1981

This is to authorize that Susan W. Patterson has my permission to use the questionnaire that I have developed, with proper acknowledgment.

Signed: Joanne McCloskey

*I would like to have a summary of your results when the study is finished. Good luck.*

Associate Prof.  
Univ. of Iowa  
Iowa City, Iowa 52242

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