



**UNIVERSITY OF GHANA
COLLEGE OF HEALTH SCIENCES
SCHOOL OF NURSING AND MIDWIFERY**

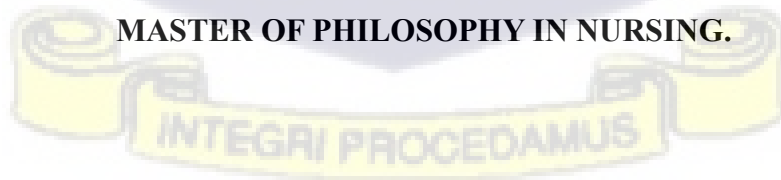
**FACTORS CONTRIBUTING TO JOB SATISFACTION AMONG
NURSE EDUCATORS: A STUDY IN THE BONO REGION OF
GHANA**

BY

SELMA OFORI

(22007488)

**THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON IN
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF
MASTER OF PHILOSOPHY IN NURSING.**



NOVEMBER, 2025

DECLARATION

I, Selma Ofori, hereby declare that this dissertation is my own original work submitted in partial fulfillment of the requirements for the Master of Philosophy Nursing Degree at the School of Nursing and Midwifery, University of Ghana, Legon. All references to the work of others have been duly acknowledged.

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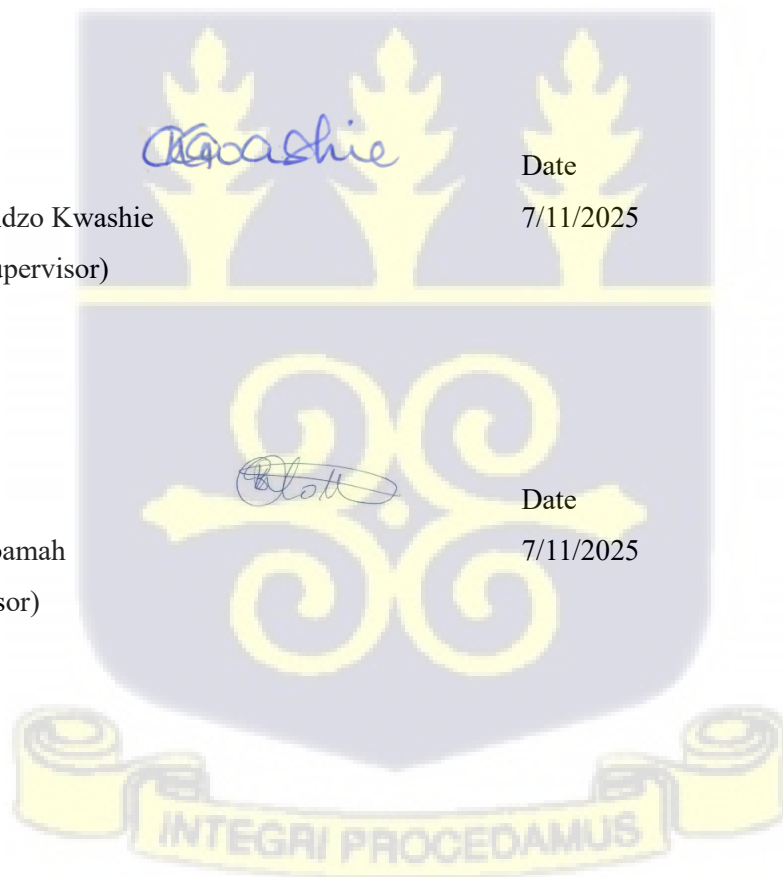
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7/11/2025



DEDICATION

This study is dedicated to my mother, whose unwavering belief in education, quiet strength, and endless encouragement have shaped both the scholar and the person I have become.



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Above all, I thank God for the gift of life.

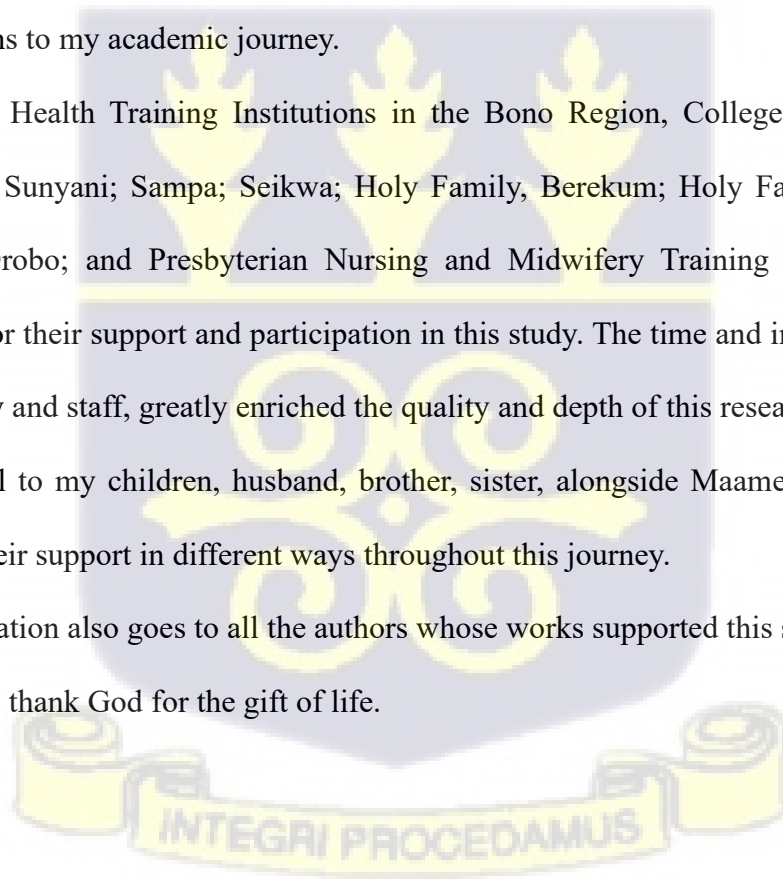


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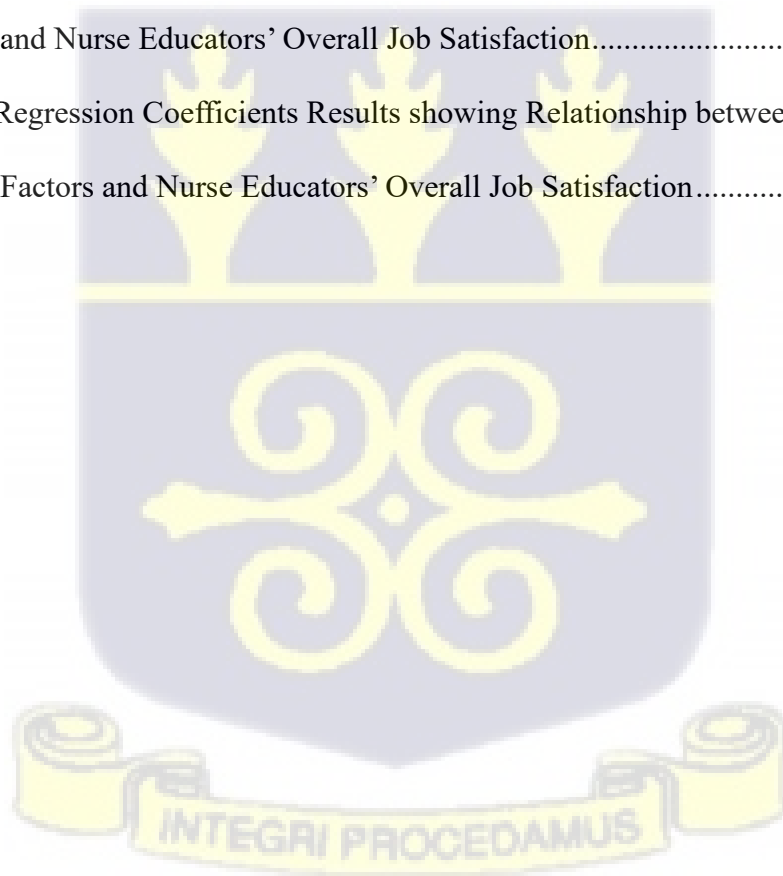
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LIST OF ABBREVIATIONS

HTI	Health Training Institution
NMTC	Nursing and Midwifery Training College
JCM	Job Characteristics Model
PSM	Public Service Motivation
MMDAs	Metropolitan, Municipal, and District Assemblies
SPSS	Statistical Package for Social Science



ABSTRACT

Job satisfaction among nurse educators is shaped by intrinsic factors such as personal fulfillment, teaching enjoyment, and sense of purpose, alongside extrinsic factors including salary, job security, and working conditions. Achieving a balance between these elements promotes motivation, creativity, and professional engagement. High job satisfaction has been linked to improved teaching outcomes, retention rates, and workplace morale, enhancing educators' effectiveness and commitment. Guided by Herzberg's Two-Factor Theory, this study examined determinants of job satisfaction among nurse educators in the Bono Region of Ghana.

A quantitative cross-sectional design was adopted, involving 99 nurse educators. Data analysis was conducted using SPSS version 24.0, utilizing both descriptive and inferential statistics. Results revealed that nurse educators reported the highest satisfaction with the nature of their work ($M = 3.73$) and coworker relationships ($M = 3.62$), emphasizing the role of intrinsic motivation and a supportive environment. Conversely, compensation and fringe benefits recorded the lowest mean scores ($M = 2.39$ and $M = 2.42$, respectively), highlighting financial limitations that could hinder retention. Among motivator factors, meaningful work ($M = 3.95$) and personal growth ($M = 3.93$) were particularly impactful. Pearson's correlation showed a strong positive association between motivator factors and overall job satisfaction ($r = 0.850, p < 0.001$), while linear regression confirmed that motivators significantly predicted satisfaction ($R^2 = 0.633$). Hygiene factors, including salary and working conditions, showed mixed effects and were not significant predictors. To improve nurse educator retention, institutions should prioritize intrinsic motivators and professional growth while reinforcing financial and structural support to create a more fulfilling academic environment.

CHAPTER ONE

INTRODUCTION

1.1 Background

Job satisfaction continues to be one of the most studied job attitudes in industrial and organizational psychology (Judge et al., 2017). Academics and practitioners alike have recognized its value in predicting vital organizational effectiveness outcomes. Job satisfaction is a feeling of fulfilment or enjoyment that a person derives from their job (Judge et al., 2020). It is a complex and multifaceted concept that looks at the extent to which individuals feel fulfilled, content, and motivated in their work.

For professionals across various sectors, job satisfaction is influenced by both intrinsic and extrinsic factors (Pepple et al., 2024). Intrinsic factors relate to personal fulfillment and the enjoyment that individuals find in their work. Intrinsic motivation comes from a sense of purpose, the ability to make a difference, and the joy of academic or professional challenges and personal growth. When individuals feel their work is meaningful and they have a strong sense of professional identity, job satisfaction increases (Dreer, 2024).

Extrinsic factors include external elements such as salary, benefits, job security, and working conditions. Job satisfaction can also be influenced by recognition, relationships with supervisors and peers, and the physical work environment. The balance between these factors can affect motivation and overall feelings toward one's profession, as employee satisfaction can stimulate positive energy, creativity, and increased motivation to succeed. High job satisfaction has been linked to improved performance, increased retention rates, and a greater sense of professional engagement (Dreer, 2024).

For better job satisfaction, working conditions are considered the prime factor for employers. A study conducted by Lu et al. (2019) on job satisfaction among hospital nurses

indicated that the working environment has a direct relationship with job satisfaction. Supportive, well-resourced, and well-structured working conditions can foster positive experiences, while negative or unsupportive work conditions can result in stress, burnout, and low job satisfaction. Leadership support, professional growth opportunities, and strong interpersonal relationships contribute significantly to job satisfaction (Lu et al., 2019).

Furthermore, access to teaching resources, including up-to-date learning materials, teaching aids, and technology, plays a critical role in shaping job satisfaction. Without adequate resources, professionals may experience frustration and difficulty in delivering effective services. Excessive workloads or unrealistic expectations can lead to burnout and dissatisfaction. Opportunities for career development, research, and autonomy in professional practices enhance job satisfaction. Recognition and rewards also play a vital role; appreciation for contributions, whether formal or informal, positively influences job satisfaction. Professionals who feel valued are more likely to remain motivated and committed to their work (Waltz et al., 2020).

Across Africa, educators and healthcare professionals play a vital role in shaping the future of their sectors through teaching, mentorship, and curriculum development. Their job satisfaction is essential to maintaining high standards in education and service delivery. In West Africa, including Ghana, the challenges of job satisfaction are compounded by resource constraints, workload pressures, and evolving educational demands.

In Ghana, new nurse educators often report high levels of stress due to excessive workloads and limited institutional support, which directly impacts their job satisfaction and retention (Laari et al., 2024). From the perspective of history, nursing education in Ghana has had phenomenal transformations in the past decades, from hospital-based training to training institutions (Angliengmene, 2020). Nursing practice requires the acquisition of theoretical and practical training. Practical training involves hands-on

learning experience in a supervised environment, while theoretical training includes tutorials and demonstrations to equip the student nurse with the abilities required to satisfy society's health needs (Kemunto Gichana, 2017).

Nurse educators in Ghana are not only healthcare professionals but also trained teachers. They teach and train aspiring nurses and current staff in academic settings like universities, training colleges, and hospitals. They develop curricula, conduct research, and guide students in clinical practice (Herrman, 2024). They are passionate about training the next generation of nurses, passing down the skills and knowledge obtained from their own practical experience and education (Laurencelle et al., 2016). Their functions are crucial to safe patient care and professional development of both clinical and classroom nurses (Coffey & White, 2019). Nurse educators teach and prepare licensed practical nurses and registered nurses for entry into practice positions, across diploma, degree, master's, and doctoral levels (Chachula et al., 2020).

Within the Bono Region of Ghana, nurse educators face unique challenges that shape their job satisfaction. These include limited access to teaching resources, high student-to-teacher ratios, and infrastructural constraints in nursing training institutions. A study by Hallidu et al. (2023) in the Bono East Region highlighted that performance appraisal systems and resource availability significantly influence educators' perceptions of their roles and satisfaction levels.

This study investigates factors influencing nurse educators' job satisfaction and its impact on nursing education quality. Satisfied educators perform better in teaching, mentoring, and student support. Improved satisfaction reduces turnover and boosts retention. The research addresses workforce issues like burnout and shortages. Its findings are vital for sustaining healthcare education and improving care outcomes.

1.2 Problem Statement

Job satisfaction is an important determinant of employee performance and well-being, shaped by workplace conditions, remuneration, relationships, and administrative support (Moreira-Fontán et al., 2019). Although widely studied across professions, there is limited research on nurse educators in Ghana's Health Training Institutions.

Nurse educators are central to developing the nursing workforce through teaching, supervision, research, and administration. Yet, many face challenges such as work overload, limited support, and restricted career growth (Duffy, 2022). These issues contribute to dissatisfaction, emotional fatigue, absenteeism, and attrition, especially in the Bono Region, where informal reports suggest rising stress-related leave.

This study addresses the problem that nurse educators, despite their essential role, experience conditions that undermine their job satisfaction and retention. The Bono Region is particularly significant due to its mix of urban and rural institutions, making it a representative microcosm of national challenges. Its strategic location and diversity offer insights into systemic issues affecting educators across Ghana.

While job satisfaction research has focused largely on clinical nurses, the educator role has been overlooked, despite growing demands in nursing education and evolving healthcare delivery. Understanding what drives satisfaction in this group is vital for improving retention, teaching quality, and sustainability in nursing education (Moreira-Fontán et al., 2019).

This study investigates factors influencing job satisfaction among nurse educators in the Bono Region. Using a school-based lens, it explores motivators and satisfaction levels, offering evidence-based recommendations to improve working conditions and elevate nursing education standards in Ghana.

1.3 Purpose of the Study

This study aims to examine the various factors that contribute to job satisfaction among nurse educators and to also evaluate the relationship between these factors and the overall job satisfaction of the nurse in Health Training Institutions found in the Bono Region of Ghana. The research seeks to provide evidence-based insights to improve work conditions for nurse educators, enhancing their satisfaction and, ultimately, the quality of patient care through better-trained clinical nurses and midwives.

1.4 Objectives of the Study

The objectives of the study are to:

1. Assess the level of job satisfaction among nurse educators in Health Training Institutions of Bono Region, Ghana
2. Examine the motivating factors that determine job satisfaction among nurse educators in Health Training Institutions of Bono Region, Ghana
3. Examine the hygiene factors that determine job dissatisfaction among nurse educators in Health Training Institutions of Bono Region, Ghana
4. Evaluate the relationship between motivator factors and nurse educators' overall job satisfaction in Health Training Institutions of Bono Region, Ghana.

1.5 Research Questions

1. What is the current state of job satisfaction among nurse educators in the Bono Region?
2. Which intrinsic (motivator) factors contribute most to nurse educators' job satisfaction?
3. Which extrinsic (hygiene) factors are most associated with job dissatisfaction among nurse educators?

1.6. Hypothesis

H1: There is a significant relationship between both motivator and hygiene factors and nurse educators' overall job satisfaction.

1.7 Significance of the Study

This study is significant because it identifies factors influencing job satisfaction among nurse educators, aiming to improve retention, enhance teaching effectiveness, and strengthen nursing education quality. By examining these factors, the research offers practical insights that can guide institutional changes to create more supportive work environments, reduce burnout, and promote motivation. The findings will benefit nurse educators by improving their well-being and professional fulfillment; nursing students through better teaching and mentorship; educational institutions by informing policies that support staff retention and academic excellence; healthcare systems by ensuring a steady supply of well-trained nurses; and policymakers by providing evidence to shape workforce strategies in nursing education. Ultimately, the study contributes to the underexplored area of nursing education research and supports better healthcare outcomes through improved educator engagement.

1.8 Operational Definitions

Job Satisfaction: The level of contentment, fulfillment, and positive emotional response that nurse educators experience in relation to various aspects of their job.

Nurse educator: A nurse or midwife who teaches nursing and midwifery students in Health Training Institutions and also prepares them for clinical practice.

Motivating Factors: These are internal job elements that actively promote job satisfaction and motivation when present.

Hygiene factors: These are external job conditions that, when inadequate, lead to dissatisfaction but do not necessarily increase satisfaction when improved.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examines literature on factors influencing job satisfaction across clinical, academic, and other settings. The search focused on databases such as ScienceDirect, CINAHL, PubMed, and Google Scholar, covering studies on job satisfaction, motivating and hygiene factors, their relationship, and demographic predictors. It also discusses the theoretical framework guiding the study. The literature review is organized under these headings: Theoretical Framework, Levels of Job Satisfaction, Motivating Factors contributing to Job Satisfaction, Hygiene Factors contributing to Job Dissatisfaction, and the Relationship Between Motivators and Overall Job Satisfaction.

2.1 Theoretical Framework

There are several theories and models that look at job satisfaction and three of such theories were reviewed. These are Maslow's Hierarchy of Needs Model, Job Characteristics Model (JCM) and Herzberg's Two-Factor Theory.

First, Maslow's Hierarchy of Needs Theory propounded by Abraham Maslow in 1943 is a psychological model that organizes human needs into five levels. People are motivated to satisfy basic needs before moving to higher ones. Physiological Needs include basic requirements like salary and comfortable work conditions. Safety Needs focus on job security, stable income, and a safe environment. Social Needs involve relationships, belonging, and positive interactions with colleagues, which boost job satisfaction when employees feel part of a supportive team. Esteem Needs revolve around recognition, respect, and accomplishment, with satisfaction increasing when employees are valued and given career advancement opportunities. Self-Actualization Needs represent personal

growth and realizing one's potential, leading to high satisfaction when work is meaningful and aligns with personal values (Carducci, 2020). Maslow's model suggests that as lower needs are met, individuals are motivated to fulfill higher needs, enhancing overall job satisfaction (Navy, 2020). Maslow's Hierarchy of Needs, while useful for understanding broad human motivation, is limited in analyzing workplace-specific factors that influence job satisfaction.

The second model, proposed by Richard Hackman and Greg Oldham in 1975 and refined in 1980, the Job Characteristics Model identifies specific job attributes that contribute to job satisfaction and motivation. The model suggests that these characteristics influence critical psychological states that lead to positive work outcomes. Organizations can redesign jobs to enhance these core dimensions, thereby improving employees' psychological states and resulting in higher job satisfaction and motivation (Kamani, 2020). Job Characteristics Model, is more prescriptive and centered on job design and motivation, it does not directly address job satisfaction by distinguishing between factors that prevent dissatisfaction and those enhance satisfaction and therefore does not aligned with the study's focus.

However, Frederick Herzberg's Two-Factor Theory of Motivation, designed in 1959, was used for this study. The two-factor motivation theory, also called Herzberg's motivation-hygiene theory or dual-factor theory, states that there are separate sets of mutually exclusive factors in the workplace place that either cause job satisfaction or dissatisfaction (Rai et al., 2021). Herzberg based the theory on his analysis of the personal opinions of his population of 200 American engineers and accountants on their feelings about their work environments. He focused on the attitudes and performance levels of the workers using his concepts of motivation and hygiene factors (Alshmemri et al., 2017). Frederick Herzberg theorized that employee satisfaction has two dimensions, namely the

hygiene and motivation dimensions. The hygiene factors such as salary and supervision among others, decrease employees' dissatisfaction with the work environment. The motivating factors such as recognition and achievement etc., make workers more productive, creative and committed (Hee et al., 2019). The two-factor motivation theory has become one of the most commonly used theoretical frameworks in job satisfaction research. To Herzberg, motivators ensured job satisfaction, while a lack of hygiene factors spawned job dissatisfaction (Stello, 2011).

Herzberg's Two-Factor Theory of Motivation is highly relevant to this study, as it distinguishes between two types of factors that influence job satisfaction and dissatisfaction. The Motivating factors (Satisfiers) factors are related to the nature of the work itself and the intrinsic rewards that come from performing the job. They lead to job satisfaction and are often tied to personal growth, recognition, and a sense of accomplishment whereas the Hygiene factors (Dissatisfiers) are external factors or conditions related to the job that do not necessarily motivate but can cause dissatisfaction if they are not adequately addressed. Hygiene factors are related to the work environment, policies, and external conditions such as pay, job security, and relationships with colleagues.

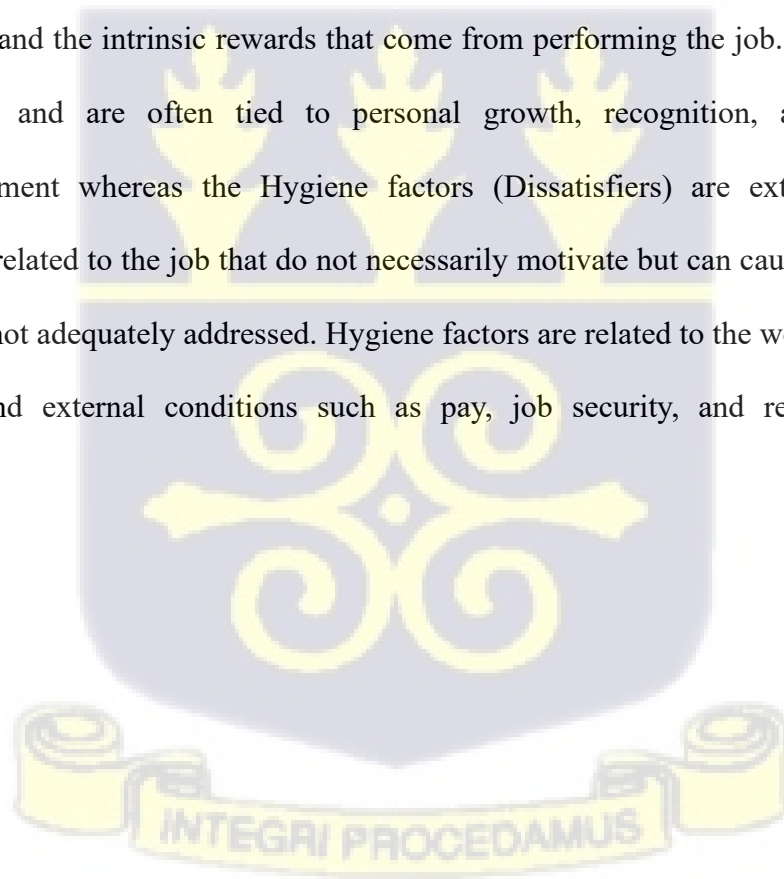




Figure 2. 1: Theoretical framework: Herzberg’s Two-Factor Theory

2.1.1 Application of the Theory to the Study

Job satisfaction is a concept that captures the general positive expression or attitudes that workers develop and demonstrate towards their jobs (Olatunde & Odusanya, 2015). Herzberg’s two-factor theory is appropriate for this study for several reasons. The theory distinctly separates intrinsic motivators like achievement, recognition, and responsibility from extrinsic factors like salary, work conditions, and company policies (ANSARI, 2019). This clear distinction helps organizations or institutions to directly target the internal drivers of employee satisfaction and motivation. Herzberg’s theory is more straightforward in identifying specific motivators that can lead to increased job satisfaction. Herzberg's focus on hygiene factors also provides a practical framework for preventing dissatisfaction (Holston-Okae & Mushi, 2018). This theory also offers a more actionable framework for managers to improve job satisfaction. By focusing on improving motivators and managing hygiene factors, it provides clear steps for enhancing employee motivation and reducing dissatisfaction. It allows for quick identification of issues related to job

satisfaction without the need for comprehensive job redesign processes, making it more immediately applicable in many organizational settings (Ghanbahadur, 2014). Finally, Herzberg's theory uniquely emphasizes the importance of hygiene factors, which do not necessarily motivate employees but are crucial in preventing dissatisfaction and also provides a dual-factor approach, giving it an edge in ensuring that both motivation is enhanced and dissatisfaction is minimized (Olaniyan, 2020). This means that the two factors (hygiene and motivation) have strong impact on job satisfaction and retention (Olaniyan et al., 2020) and this is what this study seeks to evaluate.

Herzberg's Two-Factor Theory aligns with the objectives of this study.

Objective one is about assessing the level of job satisfaction among nurse educators. This objective aligns well with Herzberg's theory's core idea that satisfaction and dissatisfaction are not on a single continuum but emerge from separate influences, thus, motivating and hygiene factors. By assessing these dimensions, the tool provides a structured approach to identifying how various aspects of the job contribute to the satisfaction levels of nurse educators.

Objective two looks at examining the motivating factors that determine job satisfaction among nurse educators. According to Herzberg's theory, motivators such as achievement, recognition, and opportunities for professional growth are key drivers of job satisfaction. This objective aligns directly with Herzberg's motivating factors, as it explores aspects of the job that inherently lead to satisfaction and a sense of fulfillment for nurse educators. For example, opportunities for career advancement or feeling valued for their contributions to nursing education are motivators that contribute to greater job satisfaction.

Objective three also deals with examining the hygiene factors that determine job dissatisfaction among nurse educators. Hygiene factors are critical to understanding job dissatisfaction. According to Herzberg's theory, these factors do not motivate employees,

but their absence or inadequacy can lead to dissatisfaction. In the context of nurse educators, hygiene factors could include salary, job security, working conditions, relationships with colleagues and administrators, and institutional policies. Examining these hygiene factors helps identify what elements of the work environment are leading to dissatisfaction, as their inadequacy can significantly impact the overall experience and morale of nurse educators.

Finally objective four is evaluating the relationship between motivator factors and nurse educators' overall job satisfaction. Herzberg's theory posits that motivating factors directly correlate with job satisfaction. Evaluating the relationship between motivators (such as achievement, recognition, and professional development) and overall job satisfaction in the research aligns with the theory by demonstrating how intrinsic rewards lead to positive feelings about the job. Nurse educators who experience recognition for their work or opportunities to grow professionally are more likely to report high levels of job satisfaction.

Herzberg's Two-Factor Theory provides a useful framework for understanding job satisfaction by distinguishing between motivator factors (e.g., achievement, recognition) and hygiene factors (e.g., salary, working conditions). While the theory aligns well with the study's objectives and offers a clear structure for analyzing satisfaction among nurse educators, it has limitations that must be acknowledged. It assumes a universal separation between satisfaction and dissatisfaction factors, which may not fully capture the complex realities of educational environments in Ghana. Cultural expectations, resource constraints, and institutional dynamics in regions like Bono can blur these distinctions, making some hygiene factors, such as administrative support or access to teaching resources, potential sources of both satisfaction and dissatisfaction. Therefore, linking Herzberg's constructs

directly to study variables such as workload, recognition, and career advancement enhances the theory's contextual relevance and strengthens its application to the local setting.

2.2 Literature Review

2.2.1 Level of Job Satisfaction among Nurse Educators

Job satisfaction reflects an individual's emotional and cognitive evaluation of their work experience, shaped by conditions such as pay, promotion, fringe benefits, contingent rewards, supervision, operating procedures, nature of the work, coworker relationships, and communication (Judge et al., 2020). For nurse educators, satisfaction directly influences teaching quality, institutional commitment, and professional well-being, making it a cornerstone of academic excellence and workforce stability. It is also a critical determinant of productivity, engagement, and retention, with wide-ranging implications for institutional success. Empirical research consistently highlights the multifactorial nature of satisfaction, which encompasses leadership style, compensation, performance culture, and the broader educational environment. Understanding the level of job satisfaction among nurse educators is therefore essential for informing policy, improving educator wellbeing, and strengthening nursing education systems.

Dhamija et al., (2023) stated in their study that supportive leadership significantly moderates the negative impact of job stress, identifying leadership as a critical driver of job satisfaction. Similarly, Bibi et al., (2022) found that transformational leadership positively correlates with satisfaction levels, whereas autocratic leadership showed a negative, albeit insignificant, relationship. Mustafa-Sadiku (2025) emphasized that job satisfaction accounts for 71.5% of performance variation among professionals, and this effect rises to 79.1% when motivation is integrated, highlighting its centrality in workplace excellence (Mustafa-Sadiku, 2025).

Fringe benefits such as flexible scheduling, work-life balance, and empowerment strategies were shown by Parson (2024) and Gazi et al. (2025) to significantly enhance satisfaction and performance outcomes. Kedige (2024) identified poor remuneration and limited professional growth as consistent sources of dissatisfaction. On the other hand, Nuzulia and Saputra (2022) reported that Indonesian educators value intrinsic work characteristics over monetary compensation. Adeoye and Obanewo (2019) found a strong positive relationship between fringe benefits and organizational commitment, while Dumitru and Popescu (2024) suggested that age and career stage should inform tailored incentive strategies. Similarly, in Ghana's hospitality sector, Anaman and Dacosta (2018) observed that involvement in decision-making and fair compensation significantly boosted job satisfaction, findings that may be relevant for educational institutions.

Supervisory support emerged repeatedly as a vital factor. Both Dhamija et al. (2019) and Bibi et al., (2022) affirmed that it helps buffer stress and uplift morale. Mone et al. (2018) stressed that inclusive leadership and constructive feedback promote teaching effectiveness. However, Osai et al. (2021) revealed that systemic failures like weak policy enforcement diminish satisfaction. Hammond (2021), focusing on Ghana, highlighted emotional wellbeing and supervision as powerful predictors of satisfaction, while Parson (2024) linked goal-setting and transparent performance practices with improved morale (Parsons, 2024).

Workload pressures and limited support were echoed as key dissatisfiers. Boamah et al. (2024) noted their prevalence among Canadian faculty, and Metersky et al. (2025) found similar issues among clinical educators. Soleimani (2018) and Hammond (2021) stressed the importance of fairness and transparency as universal satisfaction enhancers.

Mustafa-Sadiku (2025), Gazi et al. (2025), and Nuzulia & Saputra (2022) all emphasized that meaningful professional engagement and recognition matter more than

personality traits in shaping satisfaction. Osai et al. (2021) described how overcrowded classrooms undermined job satisfaction, while Antony (2018) and Hammond (2021) highlighted emotional engagement as a positive force. Si Eun Young (2024) demonstrated that communication and implementation skills are positively correlated with educator satisfaction. In the Ghanaian context, Asamoah (2023) confirmed that policies around leave, scheduling, and emotional support significantly reinforce satisfaction levels.

Communication has consistently emerged as a pivotal factor. Dhamija et al. (2019) and Parson (2024) showed that feedback loops and open dialogue improve institutional morale. Si Eun Young (2024) reported that structured communication programs enhance satisfaction among Korean educators. Vermeir et al. (2017) found that satisfaction with communication reduces burnout and turnover. Earlier research by Yin and Yang (2002) identified it as one of the leading drivers of job satisfaction.

Promotion opportunities are equally important. Bibi et al., (2022) found that mentorship and clear advancement pathways elevate morale. Culture and Job Satisfaction (2024) tied growth prospects to reduced turnover. Boamah et al. (2024) observed that educators with postgraduate degrees and lighter workloads experience greater satisfaction. In contrast, Soleimani & Bolourchi (2021) identified lack of promotion and recognition as frequent dissatisfaction triggers. Antony (2018) and Jackson (2016) emphasized that transparent, merit-based promotion systems encourage retention and loyalty.

Lastly, strong coworker relationships play a vital role in educator well-being. Parson (2024) and Gazi et al. (2025) indicated that collaboration reduces turnover, while Kim Yumi (2025) and Alshammari & Alenezi (2023) found that social support boosts morale. Dijkshoorn-Albrecht et al. (2024) revealed that peer interactions lower emotional distress and promote retention. Jackson (2016) highlighted that among job satisfaction domains, collegiality is often rated highest by nurse educators.

In sum, job satisfaction among nurse educators is shaped by interconnected factors, such as compensation, promotion, supervision, fringe benefits, work conditions, communication, and peer relationships, that influence teaching quality, institutional commitment, and personal well-being. Studies show that transformational leadership, inclusive decision-making, emotional support, and recognition consistently enhance satisfaction, while poor remuneration, limited growth, and environmental stressors diminish it (Sullivan, 2023; Dreer, 2024; Waltz et al., 2020; Paais & Pattiruhu, 2020; Lu et al., 2019). Flexible scheduling, transparency, and professional meaning play important roles in sustaining engagement and reducing burnout. Effective communication fosters clarity and morale, and strong coworker relationships serve as shield against stress, reinforcing retention and motivation. Understanding these dimensions is vital for improving policies, promoting educator wellbeing, and advancing nursing education systems.

2.2.2 Motivating Factors that determine Job Satisfaction

Frederick Herzberg's Two-Factor Theory identifies motivating factors as intrinsic drivers of job satisfaction that fulfill employees' needs for growth, recognition, and achievement. These include opportunities for career development and advancement, autonomy, positive recognition and appreciation, nature of the job itself or meaningful work, personal growth and responsibility. Empirical evidence supports the relevance of Herzberg's framework in nursing education.

Rai et al. (2021) found that motivation-related factors such as achievement, recognition, and opportunities for growth significantly enhance satisfaction, while a lack of fair policies or leadership reduces it. Wang et al. (2024) demonstrated that PSM significantly influences job satisfaction and retention among public employees. While job satisfaction mediates the effect, career growth opportunities can independently promote

retention, reinforcing the value of intrinsic motivation in institutional loyalty. Similarly, Alrawahi et al. (2020) linked opportunities for career advancement and professional development with improved job satisfaction through better leadership support and access to training. Sullivan reinforced this by finding that promotion pathways and continuous learning opportunities support long-term engagement (Sullivan, 2023).

Orukwou and Kue in their study conducted in 2022 on factors influencing job satisfaction of nurses in tertiary health care centers in Port Harcourt, Nigeria highlighted that professional esteem, recognition for hard work, and access to development opportunities contribute positively to nurses' sense of purpose and career fulfilment (Orukwou & Kue, 2022). A systematic review by Arian et al. (2018) categorized predictors into six domains, personal, organizational, managerial, academic, professional, and economic, emphasizing advancement, recognition, and leadership support (Arian et al., 2018). Additionally, positive relationships with colleagues contribute to workplace enthusiasm and a deeper sense of belonging, all supporting internal motivation. Their findings suggest that workplaces valuing individual competence and offering performance-based recognition promote personal development and overall engagement, aligning with Herzberg's motivational factors.

Autonomy and recognition also emerged as important drivers. Zhou et al. in 2019 noted that professional acknowledgment reinforces morale (Zhou et al., 2019) , while Worth and Van den Brande emphasized autonomy in shaping development goals as a significant factor in satisfaction and retention (Worth & Van den Brande, 2020). The studies of Van de Mortel et al. (2021) and Du Toit-Brits (2022), however found that restricted autonomy and insufficient recognition erode job satisfaction, emphasizing the need for meaningful support and developmental freedom (van de Mortel et al., 2021). Appreciation and recognition appear repeatedly across several studies as critical motivators. Carter in

2023 found that verbal one-on-one recognition was the most impactful method for enhancing job satisfaction, and the absence of appreciation resulted in the lowest scores (Carter, 2023). Findings from Purohit et al. (2022) also indicate that when official and informal recognitions are provided in the fields of healthcare and education, morale and performance rise (Purohit et al., 2021).

Pfister et al. (2020) showed appreciation boosts subjective success and emotional connection to organizations over time in their study on how appreciation lead to higher job satisfaction (Pfister et al., 2020). Imran et al. (2025) extended this view, showing that appreciation satisfies psychological needs for autonomy and competence, while recognition encourages goal-oriented behavior and organizational commitment. Public Service Motivation (PSM) is also a compelling intrinsic factor. Kumar and Vasudevan (2024) confirmed in their study on the mediating effect of job satisfaction in the relationship between wages, appreciation, recognition, and promotion on employee performance that, appreciation and promotion fulfill intrinsic needs like achievement and growth, driving job satisfaction and performance (Kumar & Vasudevan, 2024).

According to Ihensekien and Joel (2023), when nurse educators are empowered and supported in their roles, their sense of fulfillment and long-term commitment increases (Ihensekien & Joel, 2023). A systematic review by Soleimani (2018) reinforced that intrinsic motivators like academic freedom and skill development more strongly predict satisfaction than extrinsic benefits such as pay. Arian et al. (2018) highlights intrinsic motivators such as career aspirations, autonomy, and personal fulfillment through nurse education. Educators reported satisfaction when engaged in meaningful teaching and recognized for their contributions, supporting the argument that intrinsic drivers are essential to motivation and performance in academic nursing.

Hammond (2021) adds further nuance, demonstrating that emotional wellbeing and personal development are positively correlated with job satisfaction. These factors suggest the importance of psychological support and career growth in sustaining workplace motivation and employee morale (Hammond, 2021). Intrinsic motivation rooted in personal values plays a pivotal role. Paais and Pattiruhu (2020) link passion for teaching and mentorship to organizational culture and performance, showing that educators driven by such values experience higher satisfaction (Paais & Pattiruhu, 2020). Barni et al. (2019) support this by emphasizing the impact of personal values on self-efficacy and emotional fulfillment, reinforcing that when individuals feel purpose and alignment with their roles, satisfaction deepens (Barni et al., 2019).

Olajide et al. (2020) revealed that several intrinsic factors significantly influenced job satisfaction among nurses in government hospitals, including a sense of achievement, increased responsibility, and the nature of their work (Olajide et al., 2020). These elements reflect personal fulfilment and professional growth, serving as internal drivers that boost motivation and engagement. Pandey and Asthana (2017) identify promotion opportunities and the nature of work as motivating factors that enhance job satisfaction. When employees perceive advancement possibilities and meaningful work aligned with their aspirations, their intrinsic motivation increases (Pandey & Asthana, 2017). Similarly, Ahmed et al. 2024 noted that burnout and low satisfaction among critical care nurse educators were tied to poor support conditions, while autonomy and meaningful work served as effective motivators (Ahmed et al., 2024). Lekić et al. (2019) reinforce this by reporting that promotion opportunities and the nature of public sector work roles serve as meaningful predictors of satisfaction (Lekić et al., 2019).

To sum up, the collective findings from the literature strongly validate Herzberg's Two-Factor Theory as a framework for understanding job satisfaction among nurse

educators, especially through the lens of intrinsic motivating factors. Studies consistently demonstrate that personal values, recognition, career advancement, autonomy, emotional wellbeing, and meaningful work foster deep professional fulfillment and long-term engagement. When educators perceive opportunities for growth, their psychological needs for competence, relatedness, and purpose are met, enhancing their motivation and institutional loyalty. Ultimately, a workplace culture that nurtures intrinsic motivation by aligning personal aspirations with professional roles is essential for sustaining satisfaction and improving performance among nurse educators.

2.2.3 Hygiene Factors that determine Job Dissatisfaction

According to Herzberg's Two-Factor Theory, hygiene factors are extrinsic job elements that do not actively motivate employees, but their absence leads to dissatisfaction. In nursing education, these include poor remuneration, work conditions, poor supervision, coworker relationships, job security and institutional policies and procedures. These factors are consistently identified in the literature as contributors to dissatisfaction among nurse educators.

Kumar and Vasudevan (2024) highlight wages as a critical extrinsic factor tied to job satisfaction. While not inherently motivating, competitive compensation has a direct positive correlation with performance and stability. Similarly, Olajide et al. (2020) noted dissatisfaction with salaries among nurses, highlighting poor monthly allowances and non-aligned compensation with professional competence. Pandey and Asthana (2017) reinforced that fair compensation, supervision, and transparent policies shape external comfort. Hee et al. (2019) emphasized structured pay systems, including bonuses and salary reviews, to reduce dissatisfaction. Fair compensation is foundational to employee morale, but its effectiveness may be undermined by conflicting personal values. Remuneration policies must account for psychosocial alignment within the workforce. Lekić et al. (2019)

highlighted salary stability, supervision quality, and remuneration policies as key hygiene factors in the public sector, with consistent income contributing to satisfaction despite salary cuts.

Andrioti et al. (2017) found remuneration to be among the most prominent sources of dissatisfaction among nurses in Cyprus, particularly when compensation systems were perceived as inadequate. Arian et al. (2018) reinforced that economic factors such as funding and pay significantly impact satisfaction levels among nurse educators, especially when resource gaps go unaddressed. Kedige (2024) addressed structural fairness in pay systems, noting that compensation design plays a protective role against dissatisfaction while supporting emotional and developmental needs. Orukwogu and Kue (2022) emphasized that workplace conditions, timely salary payments, and stress management are essential for improving satisfaction and retention. Asiamah et al. (2019) took a nuanced view by examining materialism alongside remuneration. While compensation enhanced satisfaction, materialistic attitudes diminished this impact, suggesting that financial incentives alone may be inadequate in highly material-driven environments.

Multiple studies have emphasized that excessive workload and poor balance between professional and personal responsibilities are important sources of dissatisfaction (Alzoubi et al., 2024; Permadi et al., 2023; Surya & Rihayana, 2024; Ahmad, Handaru, & Usman, 2022;). Nurse educators often juggle teaching, clinical supervision, research, and administrative duties. Laari et al. (2024) and Holland et al. (2019) reported that long working hours, large class sizes, and workload intensity increased stress and reduced satisfaction (Laari et al., 2024). Subramaniam and Ramli (2019) echoed that these pressures lead to burnout and higher turnover intentions. Vakili et al. (2024) explored the adverse implications of overcrowded classrooms, stressing that physical conditions and poor educator-to-student ratios foster emotional fatigue and professional dissatisfaction (Vakili

et al., 2024). Tentama et al. (2019) also explored workload management as a factor influencing satisfaction. Their study revealed that stress and workload contributed to nearly 40% of job satisfaction variability, highlighting the importance of balancing responsibilities across teaching, research, and administration (Tentama et al., 2019).

Muskita and Kazimoto (2017) detailed physical conditions such as ergonomic design and access to workplace tools as essential foundations for employee morale. However, they found these effects easily compromised by weak supervisory relations. Vakili et al. (2024), in their review on overcrowded classrooms, highlighted how physical constraints amplify educator stress and frustration, leading to dissatisfaction when class sizes become unmanageable or when teacher-student ratios are too high. Also Mensah in 2024, reports that having positive, appropriate school spaces makes academic staff more motivated and perform better (Mensah, 2024).

Undefined job roles and vague advancement pathways contribute to professional frustration. CahayaSanthi and Piartrini (2020) found that ambiguity increases stress, while Yean et al. (2022) linked it to counterproductive behaviors. Shayne (2019) added that contractual instability undermines commitment, particularly for adjunct educators.

Sahito and Vaisanen (2019) pointed to mistrust, managerial inefficiencies, and non-transparent governance as major causes of disengagement. Autocratic and laissez-faire styles worsen this picture: Cansoy (2019) showed that passive leadership and supervision negatively affects satisfaction, while Orunbon et al. (2022) emphasized the demoralizing effects of toxic leadership and advocated for leadership training. Ariss (2021) counters this by showing how transformational leadership improves satisfaction, underlining the contrast between empowering and damaging styles. Ariss (2021) also found that transformational leadership, marked by vision, support, and encouragement, reduces turnover by promoting engagement. Khusheim (2024) recommended targeted leadership training to enhance

motivation and create positive work environments. Muskita and Kazimoto (2017) found that workplace ergonomics and access to tools initially promoted well-being, but these benefits were diminished when poor supervisor relationships interfered, indicating that institutional support alone is insufficient without strong interpersonal dynamics.

Younas et al. (2019) emphasized that inadequate teaching materials, poor recognition, and weak communication diminish morale, especially when educators face disengaged students or lack authority over decisions. Hammond (2021) showed that hygiene factors such as safe working environments and work-life balance positively impact satisfaction by reducing stress. Kumar & Vasudevan (2024) added that management-by-objectives fosters clearer communication and institutional alignment.

Orgambidez and Almeida (2020) noted that social isolation and lack of peer support correlate with higher dissatisfaction, especially in unclear role environments. Penconek et al. (2021) found that mentorship and team cohesion buffer stress and enhance a sense of belonging, serving as relational hygiene elements (Penconek et al., 2021). Younas et al. (2019) reiterated how strained educator-student interactions and under-resourced environments compound emotional distress. Arian et al. (2018) emphasized that poor organizational structures and ineffective management practices contribute to dissatisfaction and reduced instructional quality. Wang et al. (2024) revealed that career development opportunities, when structured as part of the organizational framework, act as both motivating and hygiene factors by reinforcing progression, recognition, and retention. Pandey and Asthana (2017) similarly argued that transparent policies and supportive supervision create external stability that reduces job dissatisfaction, though they do not actively inspire employee motivation. Taheri et al. (2020) further stressed that a collaborative environment with peer support and resource availability significantly enhances motivation and satisfaction.

The literature affirms that hygiene factors, such as poor compensation, excessive workload, unclear roles, ineffective supervision, inadequate institutional support, and strained coworker relationships, are consistent and pervasive contributors to job dissatisfaction among nurse educators. While these extrinsic elements do not directly motivate, their absence erodes morale, performance, and retention. Studies across various contexts reveal that fair remuneration, structured pay systems, safe and ergonomic work environments, transformational leadership, transparent policies, and collaborative support networks are essential buffers against burnout and disengagement. Addressing these hygiene deficiencies is therefore vital in creating stable, healthy educational settings that can sustain satisfaction and commitment among nursing faculty.

2.2.4 Relationship Between Motivating Factors and Nurse Educators' Overall Job Satisfaction

Herzberg's Two-Factor Theory offers a foundational lens for understanding how intrinsic motivating factors such as achievement, recognition, responsibility, and opportunities for growth relate to job satisfaction. In the context of nurse educators, these intrinsic factors have been repeatedly associated with enhanced motivation and overall satisfaction.

Orukwou and Kue conducted a study in 2022 on factors influencing job satisfaction of nurses in tertiary health care centers in Nigeria, the results confirm a significant relationship between motivating factors, such as recognition, professional esteem, and training, and overall job satisfaction. This correlation suggests that enhancing intrinsic rewards leads to stronger professional identity and increased commitment. Nurses who feel valued and supported through motivational channels exhibit higher levels of satisfaction, which ultimately translates to improved job performance and organizational effectiveness. Therefore, interventions targeting these motivating factors are key to long-

term engagement and workforce development in healthcare environments (Orukwou & Kue, 2022).

Rai et al. (2021) found a strong positive correlation between motivating factors and overall job satisfaction among nurse educators. Their study emphasized that when educators experienced recognition, achievement, and career growth, their engagement and satisfaction levels significantly improved. Similarly, Morais and Galpothdeniya (2023) reported that among motivational and hygiene factors, growth and working conditions were the strongest predictors of job satisfaction, though only 39% of satisfaction variance was explained, highlighting the complexity of the relationship.

Evidence from Ghana emphasizes the relevance of these findings in the local context. Buabeng and Adomah-Afari (2023) showed that intrinsic motivators like personal satisfaction and achievement, along with extrinsic elements such as recognition, promotion, salary, and working conditions, significantly influence overall job performance and satisfaction. Their second study highlighted the importance of job characteristics, especially task variety, feedback, autonomy, and task significance, as predictors of satisfaction, with recognition and a conducive environment playing critical roles (Buabeng & Adomah-Afari, 2023).

Again, the study by Hammond in 2021 established a particularly strong link between emotional wellbeing and job satisfaction, reporting a correlation coefficient (r) of 0.943. These findings position emotional wellbeing as a key motivational factor that directly influences how employees feel about their work. Personal growth and psychological support not only enhance satisfaction but also sustain long-term productivity. Based on these insights, the researcher recommends that human resource management prioritize mental health initiatives and establish supportive programs to ensure employees feel valued and emotionally balanced. This emphasizes the powerful role that intrinsic

motivators, such as wellbeing and development, play in fostering satisfaction and engagement in high-performance environments (Hammond, 2021).

In addition to physical conditions, the study of Muskita and Kazimoto (2025) found that career advancement opportunities significantly enhanced employee morale, reflecting the role of motivating factors in promoting engagement and long-term satisfaction. Opportunities for growth and development created a healthier work atmosphere and encouraged productivity, demonstrating that when intrinsic drivers like personal ambition and recognition are supported, employees are more likely to thrive. Nonetheless, when motivational factors are undermined by poor relational management, the positive impact on job satisfaction can be compromised, emphasizing the need to balance extrinsic conditions with internal incentives.

Andrioti et al. (2017) revealed that the highest satisfaction scores were related to self-growth and responsibility, indicating that nurses found personal fulfilment in opportunities for autonomy and professional development, key motivating factors. These intrinsic drivers positively impacted their perception of job satisfaction, even amidst broader dissatisfaction with hygiene-related conditions. The study's findings reinforce the idea that motivating factors, when present, can buffer the negative effects of poor extrinsic environments and support personal engagement. Leadership and policy interventions focused on enhancing professional development and increasing responsibility could therefore serve as effective strategies for improving overall job satisfaction and service quality in clinical care settings.

Arian et al. (2018), in a systematic review, identifies intrinsic dimensions such as career aspirations, task significance, and personal fulfilment in teaching. These motivators promote engagement and satisfaction even in the presence of external challenges, reinforcing Herzberg's view that intrinsic factors drive deeper professional alignment.

Again, while the study of Kedige (2024) initially emphasizes remuneration, its application of Maslow's Hierarchy of Needs and Expectancy Theory reveals deeper motivational elements. Employees who perceive fairness and relevance in their compensation report feeling valued and psychologically fulfilled, which aligns with Herzberg's concept of intrinsic satisfaction. The link between perceived fairness and emotional commitment transforms financial rewards into internal motivators, strengthening retention and job fulfilment. Also, although Hudays et al. (2024) study, framed as a blend of hygiene and motivation, the study highlights interpersonal relationships and recognition as intrinsic enablers of satisfaction. These elements help sustain commitment by fostering emotional bonds and personal esteem, especially among educators in high-stress environments like mental health nursing (Hudays et al., 2024).

Thompson (2024) emphasizes the enduring influence of intrinsic motivators in sustaining educator commitment, even amid institutional dissatisfaction. Her interdisciplinary work affirms that professional dedication to students, a strong sense of responsibility, and passion for teaching function as internal drivers of satisfaction. These non-material motivators align with Herzberg's concept of motivating factors, suggesting that when nurse educators experience purpose and emotional connection through their teaching roles, their overall job satisfaction remains intact despite challenges. Such findings reinforce the need for institutional strategies that cultivate and protect educators' internal sources of engagement (Thompson, 2024).

In summary, drawing on Herzberg's Two-Factor Theory, the reviewed literature consistently demonstrates that intrinsic motivating factors, such as achievement, recognition, responsibility, emotional wellbeing, autonomy, and opportunities for personal and professional growth, are strongly associated with nurse educators' overall job satisfaction across diverse settings. These drivers enhance engagement, strengthen

professional identity, and buffer the effects of external dissatisfaction, with studies showing that when educators feel valued, emotionally supported, and connected to their work, satisfaction and retention improve. Even when facing challenging institutional conditions, intrinsic motivators like passion for teaching, career aspirations, and perceived fairness continue to reinforce long-term commitment, making them vital components for shaping effective workforce development strategies and supportive academic environments.

2.2.5 Synthesis of Literature and Theoretical Integration

While existing literature provides a broad understanding of job satisfaction across various professions and regions, there is limited analytical focus on how these findings apply to nurse educators in Ghana. Much of the reviewed work describes factors such as motivation, work environment, and leadership support, but few studies critically examine how these elements interact within the unique institutional and cultural context of Ghanaian Health Training Institutions. For instance, while Herzberg's Two-Factor Theory distinguishes between motivators and hygiene factors, its application in resource-constrained settings like the Bono Region requires deeper exploration. The theory's constructs such as recognition, achievement, and working conditions must be interpreted through the lens of local realities, including infrastructural limitations, administrative hierarchies, and evolving educational policies. This study addresses these gaps by synthesizing global insights with local challenges, thereby offering a more nuanced understanding of job satisfaction among Ghanaian nurse educators and reinforcing the relevance of Herzberg's framework in this context.

CHAPTER THREE

METHODS

3.0 Introduction

The study examines the factors that influence job satisfaction among nurse educators. This chapter outlines the study design, study setting, study population, inclusion criteria, exclusion criteria, sampling technique, data collection tool, data collection procedure, data management, data analysis, validity and reliability and finally ethical consideration.

3.1 Study Design

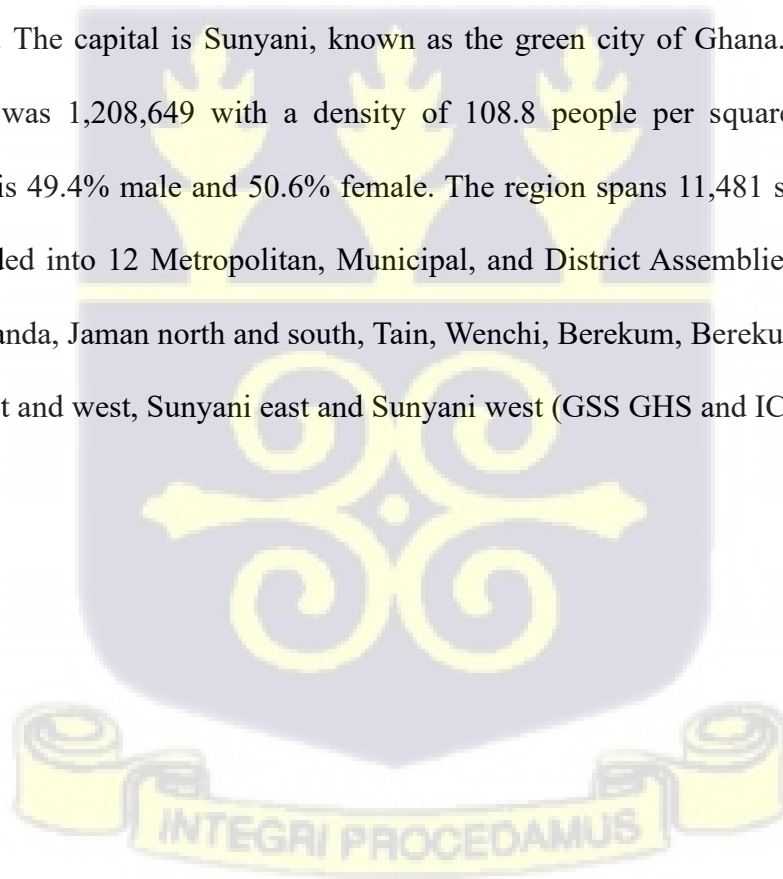
This study employed a quantitative cross-sectional design to investigate job satisfaction among nurse educators. The approach was chosen to allow objective analysis of the contributing factors through statistical and computational methods (Oranga & Matere, 2023). Additionally, this approach allows for large sample sizes and hypothesis testing, facilitating the generalization of findings (Mohajan, 2020). A cross-sectional design allows the collection of data at a single point in time from a sample of nurse educators, enabling an analysis of the relationships between the dependent and independent variables. This approach is effective for understanding the current state of job satisfaction among nurse educators.

Philosophically, the study is grounded in the positivist paradigm, which emphasizes objectivity, measurement, and the use of empirical data to test hypotheses. Positivism supports the use of quantitative methods to uncover patterns and relationships that can be generalized across populations (Mohajan, 2020). By aligning with this paradigm, the study seeks to produce reliable and valid findings through structured data collection and statistical analysis, consistent with the principles of scientific inquiry.

However, it is important to note that the cross-sectional design limits causal inference. Since data are collected at a single point in time, the study can identify associations between variables but cannot determine cause-and-effect relationships. This limitation is acknowledged, and future longitudinal research is recommended to explore how job satisfaction evolves over time and how specific factors may influence it more dynamically.

3.2 Study Setting

The Bono Region, formed from the division of the Brong Ahafo Region into Bono, Bono East, and Ahafo, is one of the 16 administrative regions in Ghana. It borders the Savannah Region to the north, Ahafo to the south, Bono East to the east, and Cote d'Ivoire to the west. The capital is Sunyani, known as the green city of Ghana. As of 2021, the population was 1,208,649 with a density of 108.8 people per square kilometer. The population is 49.4% male and 50.6% female. The region spans 11,481 square kilometers and is divided into 12 Metropolitan, Municipal, and District Assemblies (MMDAs) and these are Banda, Jaman north and south, Tain, Wenchi, Berekum, Berekum west, Dormaa, Dormaa east and west, Sunyani east and Sunyani west (GSS GHS and ICF, 2023).



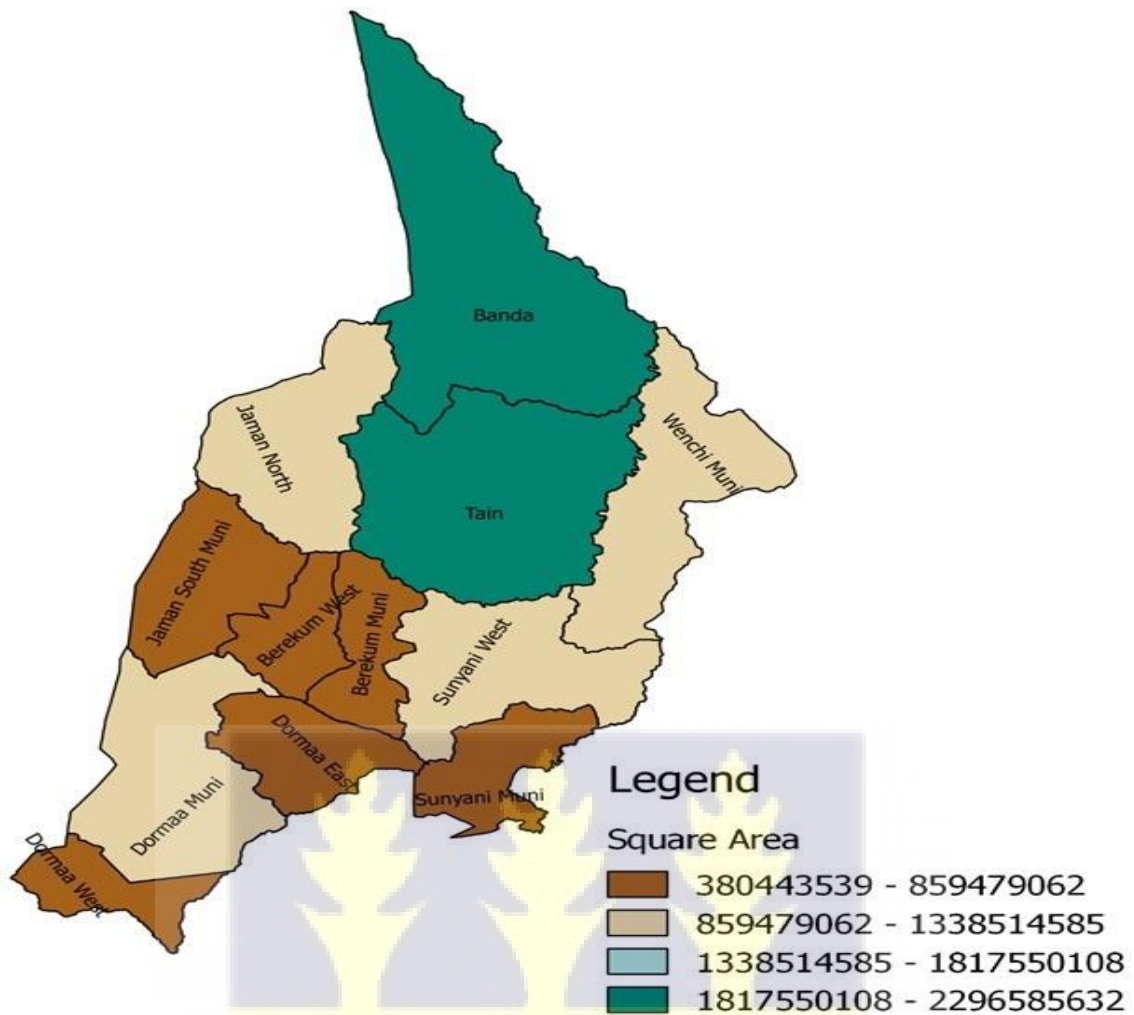


Figure 3. 1: Map of the Bono Region

There are only six Health Training Institutions (HTI) in the bono region. This study was conducted in these six (6) Health Training Institutions (HTI) which are Colleges of Nursing and Midwifery. The schools considered for this study were Colleges of Nursing and Midwifery, Sunyani, Sampa, Seikwa, Holy Family Nursing and Midwifery Training College, Berekum, Holy Family Nursing and Midwifery Training College, St. Mary's Campus, Drobo, and Presbyterian Nursing and Midwifery Training School, Dormaa Ahenkro. In terms of nurse educator population, College of Nursing and Midwifery, Sunyani had a total nurse educator population of 27, College of Nursing and Midwifery, Sampa had a total nurse educator population of 14, College of Nursing and Midwifery, Seikwa had a total nurse educator population of 16, Holy Family Nursing and Midwifery

Training College, St. Mary's Campus, Drobo, had a total nurse educator population of 12, Holy Family Nursing and Midwifery Training College, Berekum had a total nurse educator population of 20 and Presbyterian Nursing and Midwifery Training School, Dormaa Ahenkro had a total nurse educator population of 20. The total population of nurse educators in the Bono region is 109. The study was conducted across all six Health Training Institutions (HTIs) located in the Bono Region, namely Sunyani, Sampa, Seikwa, Berekum, Drobo, and Dormaa, allowing for the capture of varied experiences and perspectives.

3.3 Study Population

The target population for this study included all nursing and midwifery educators or tutors working in the six Health Training Institutions in the Bono Region. The total target population was 109.

3.4 Inclusion Criteria

The inclusion criteria were designed to ensure the selection of respondents with relevant professional experience and institutional engagement necessary for meaningful insights into job satisfaction. These criteria ensured that all participants had sufficient teaching responsibilities and institutional exposure to contribute valid responses.

Participants included:

1. Nurse or midwife educators currently teaching in the selected Health Training Institutions (HTIs)
2. Nurse or midwife educators employed on a full-time basis

3.5 Exclusion Criteria

Exclusion criteria were applied to ensure that only eligible participants who were actively engaged in teaching during the data collection period were included. This approach helped maintain consistency and depth in the data, given the study's focus on job satisfaction among full-time nurse and midwife educators.

Excluded from the study were:

1. Full-time nurse or midwife educators who were on leave during the data collection period.
2. Full-time educators who declined participation or were unavailable despite meeting the inclusion criteria.
3. Educators who had recently transitioned into administrative roles and were no longer actively teaching at the time of data collection.

3.6 Sampling Technique

Given that the study population consisted of 109 eligible full-time nurse and midwife educators across six HTIs, a census sampling method was adopted. This approach allowed the inclusion of all qualified individuals under the established criteria, thereby maximizing data accuracy and eliminating sampling error. Accessibility to all educators further justified the choice of complete enumeration. A total of 99 nurse educators participated in the study, providing a modest but meaningful sample size.

3.7 Data Collection Tool

A structured questionnaire was used to collect the data (appendix A). The study utilized validated instruments, the Job Satisfaction Survey (JSS) and Herzberg's Two-Factor questionnaire, which were adapted to suit the Ghanaian context. To ensure relevance and clarity, the tools were reviewed for cultural appropriateness and contextual alignment with the roles and experiences of nurse educators in Health Training Institutions. Minor modifications were made to wording and examples to reflect local terminology and institutional structures. Where necessary, items were rephrased to improve comprehension without altering the original constructs. Although the instruments were administered in English, which is the official language of instruction in Ghanaian nursing institutions, pre-

testing was conducted to confirm clarity and cultural relevance, and feedback from nurse educators was used to refine ambiguous items. These steps enhanced the validity and reliability of the instruments within the study's setting.

The questionnaire was divided into five sections. The Job Satisfaction Survey (JSS) scale (Spector, 1994) and Herzberg's Two Factor Theory questionnaire were adapted for this study (Hertzberg et al., 1959). Section A covered socio-demographic features of the respondents, such as age, gender, professional specialty, qualification, name of institution and number of years respondents have worked in their institution. Section B dealt with respondents' the level of job satisfaction using Job Satisfaction Survey (JSS) scale developed by Paul E. Spector in 1985, on a five-point Likert rating scale using the following numerical scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree, on Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Procedures Coworkers, Nature of Work, and Communication. Sections C looked at motivating factors that determine job satisfaction using Herzberg's Two Factor Theory questionnaire on a five-point Likert rating scale using the following numerical scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly on Achievement, Recognition, Responsibility, Advancement, the Work Itself, and Personal Growth.

Sections D also dealt with hygiene factors that determine job dissatisfaction, using Herzberg's Two Factor Theory questionnaire on a five-point Likert rating scale using the following numerical scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly, on Base wage or Salary, Institutional Policies and Procedures, Supervision and management, Work Conditions, Job Security and Workload and Coworker Relationships. Section E covered the relationship between motivating factors and nurse educators' overall job satisfaction using Herzberg's Two Factor Theory questionnaire on a five-point Likert rating scale using the following numerical scale: 1 = Strongly Disagree, 2 = Disagree, 3

=Neutral, 4 =Agree, 5 = Strongly. Respondents were also asked to indicate their level of satisfaction by ticking Very Satisfied, Unsatisfied, Neutral, Satisfied and Very Satisfied, and Yes or No if they believe there is a link between motivator factors and their job satisfaction.

3.8 Data Collection Procedure

Before the data collection introductory letters (appendix B) were taken from the University of Ghana, School of Nursing and Midwifery and sent to the Health Training Secretariat in Accra and also to the six colleges used to seek entry into the health training institutions in the Bono Region. Ethical clearance was taken from the Institutional Review Board of the Noguchi Memorial Institute for Medical Research (NMIMR-IRB CPN 070/24-25) (appendix C). The ethical clearance, introductory letters from University of Ghana, School of Nursing and Midwifery, approval letters from the HTI secretariat were sent to the Administrative Heads of all the schools to seek permission (appendix D and E) to commence data collection. The researcher trained one research assistant from each of the institutions to assist with the data collection. Respondents who met the inclusion criteria for the study and gave consent to participate in the study were educated on the purpose and objectives of the study.

Respondents were provided a written consent form (appendix F) to approve their engagement in the study followed by the questionnaire. The filled questionnaire was collected and counted afterwards to ensure that all respondents have submitted their questionnaire. A google form of the questionnaire was sent to respondents who wish to fill it online. The data collection took a period of one month to complete, within that period, the researcher continually visited all the six colleges during the data collection process. At the end of the data collection, 99 out of 109 nurse educators had responded to the

questionnaire accounting for 91% respondent rate. The 9% non-respondent rate was due to the fact that a few of the nurse educators were absent during the time of collecting this data.

3.9 Data Management

The data collected was reviewed carefully for completeness, and any missing or inconsistent responses to ensure questions were answered with clarity. All questions were answered. The collected data were be coded and entered into a secure electronic database using Excel and then transported into SPSS version 24 for analysis. Each response was anonymized by assigning unique identifiers to ensure participant confidentiality. All collected data were stored in a secure database (researcher's email), with access restricted to authorized research personnel only. Hard copies of the data were locked in a secure location.

3.10 Data Analysis

Data collected were cleaned, edited, and coded through manual processes to ensure accuracy, consistency, and readiness for analysis. Statistical Package for Social Science (SPSS) version 24.0 was used to compute statistical analysis. This study employed quantitative data analysis techniques such as descriptive statistics and inferential statistics. Descriptive statistics were used to assess central tendency, including mean, standard deviation, frequencies, and percentages, with the findings displayed in tables. Inferential statistics was used to establish statistical correlations between the independent and dependent variables. Specifically, Pearson's correlation was used to assess relationships between the variables. Pearson's correlation is ideal for measuring the strength and direction of linear relationships between individual motivator and hygiene factors and overall job satisfaction. It provides a simple yet powerful way to identify which factors are most closely associated with satisfaction levels. Multiple regression analysis was also used to determine how motivational factors predict job satisfaction. Multiple regression allows

for the simultaneous analysis of multiple independent variables to determine their combined and individual contributions to the dependent variable, overall job satisfaction. Assumptions of normality, linearity, and homoscedasticity were checked prior to regression analysis to ensure validity of results. This is particularly relevant for testing the study's hypothesis and evaluating the predictive power of motivator and hygiene factors. For all the inferential statistical tests, a P value was set at 0.05 level of significance with a 95% confidence interval. The analyses of data were computed according to each research question.

3.11 Validity and Reliability

For content validity, the Job Satisfaction Survey and Herzberg's Two Factor Theory questionnaire scales have been previously validated in various studies, ensuring they measure the constructs they are intended to measure. The scales used were reviewed by supervisors and experts in nursing education to ensure their relevance to the study population.

Reliability indicates the extent to which the measurement tool can produce similar results under consistent conditions. High reliability means that the tool or test yields the same results across repeated trials, ensuring that the findings are dependable and reproducible (Emerson, 2024).

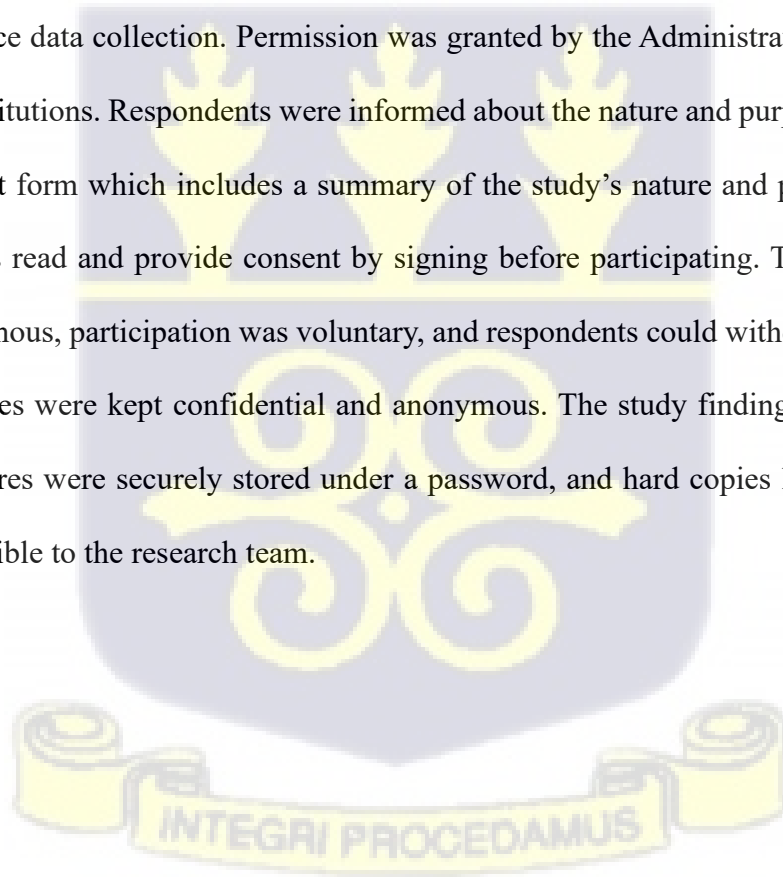
To ensure reliability, the questionnaire was pretested with 10% of the total sample size at a Health Training Institution in the Ahafo Region. Results from the pretesting study was used to refine the data collection tool. Anomalies found on the instrument were corrected accordingly, by reframing ambiguous and unclear items as well as removing unnecessary items from the questionnaire.

Cronbach's alpha was utilized to ensure that the items within each scale are internally consistent.

The pretest demonstrated an overall instrument reliability, as indicated by a Cronbach's alpha coefficient of 0.929. A variable with a Cronbach's alpha below 0.60 is considered inadequate, while a value of 0.70 is deemed acceptable, and anything above 0.80 is regarded as highly reliable (Kennedy, 2022). The results indicate that the questionnaire was a dependable tool for conducting the study.

3.12 Ethical Consideration

Ethical clearance was secured from the Institutional Review Board of the Noguchi Memorial Institute for Medical Research (NMIMR) with an introductory letter from the School of Nursing and Midwifery and Health Training Secretariat, Accra. These letters were submitted to the Administrative Heads of the Health Training Institutions for approval to commence data collection. Permission was granted by the Administrative Heads of the various institutions. Respondents were informed about the nature and purpose of the study. The consent form which includes a summary of the study's nature and purpose, given to respondents read and provide consent by signing before participating. The questionnaire was anonymous, participation was voluntary, and respondents could withdraw at any time. All responses were kept confidential and anonymous. The study findings and completed questionnaires were securely stored under a password, and hard copies locked with keys only accessible to the research team.



CHAPTER FOUR

RESULTS

4.0 Introduction

This chapter presents findings of the study and results that were generated from data obtained from nurse educators in the Bono Region. A total of 99 respondents participated in the study.

4.1 Socio-Demographic Characteristics of Respondents

The majority of participants 49 (49.5%) were aged between 41-45 years, 37 (37.5%) were aged more than 45 years, 10 (10.1%) were aged between 31-35 years and only 3 (3.0%) were aged between 26-30 years. The socio-demographic analysis of the participants indicates a predominantly female workforce 60 (60.6%), with males comprising 39 (39.4%). General nurses constituted the largest professional group 58 (58.6%), followed by midwives 22 (22.2%), with minimal representation from paediatric and emergency nurses 8 (2.0%) and 1 (1.0%), respectively). Most participants held a master's degree 54 (54.5%), 44 (44.4%) had first degree, with only one PhD holder 1 (1.0%). Institutionally, NMTC, Sunyani, had the highest participation 26 (26.3%), PNMTS, Dormaa Ahenkro 18 (18.2%), and HFNMTC, Drobo had the lowest participation 10 (10.1%). In terms of work experience, 47 (47.5%) had 6–10 years of experience, followed by 23 (23.2%) with 11–15 years, whereas those with less than one year or more than 20 years of experience were minimally represented 4 (4.0%) and 2 (2.0%), respectively. This demographic profile highlights a mature, experienced, and highly educated workforce, with general nursing as the dominant specialty. Details are presented in Table 4.1.

Table 4. 1: Demographic Characteristics of Respondents (n=99)

Demographic Characteristics of Respondents	Frequency	Percentage
Age		
26-30 years	3	3.0
31-35 years	10	10.1
41-45 years	49	49.5
>45 years	37	37.4
Total	99	100
Gender		
Male	39	39.4
Female	60	60.6
Total	99	100
Professional specialty		
General Nurse	58	58.6
Public Health Nurse	8	8.1
Paediatric Nurse	2	2.0
Emergency Nurse	1	1.0
Midwife	22	22.2
Others	8	8.1
Total	99	100
Qualification		
PhD	1	1.0
Masters	54	54.5
First Degree	44	44.4
Total	99	100
Name of Institution		
NMTC, Sunyani	26	26.3
NMTC, Sampa	13	13.1
NMTC, Seikwa	15	15.2
HFNMTC, Berekum	17	17.2
HFNMTC, Drobo	10	10.1
PNMTC, Dormaa Ahenkro	18	18.2
Total	99	100
Years of working in the Health Training Institution		
<1yr	4	4.0
1-5yrs	21	21.2
6-10yrs	47	47.5
11-15yrs	23	23.2
16-20yrs	2	2.0
>20yrs	2	2.0
Total	99	100

Source: Field Survey (2025)

4.2 Level of Job Satisfaction among Nurse Educators

An assessment of job satisfaction among nurse educators in the Bono Region was conducted using responses from 99 participants across nine domains of job satisfaction. The data reveal varying levels of satisfaction across these domains, as indicated by the reported mean scores and standard deviations. Among the domains, "nature of work" recorded the highest mean score of 3.73 (SD = 0.952), suggesting that nurse educators generally find their work meaningful or fulfilling. This was closely followed by "coworkers," with a mean score of 3.62 (SD = 0.950), reflecting positive interpersonal relationships among colleagues. Similarly, satisfaction with "supervision/manager" and "operating procedures" also showed relatively high mean scores of 3.43 (SD = 0.959) and 3.11 (SD = 0.979), respectively, indicating a relatively favorable perception of managerial support and institutional processes.

In contrast, the lowest satisfaction levels were recorded in the domains of "fringe benefits" and "pay," with mean scores of 2.39 (SD = 1.130) and 2.42 (SD = 1.202), respectively. These values suggest that financial and material compensation aspects of the job are perceived less favorably among respondents. The domain of "contingent rewards," which reflects recognition and appreciation for good performance, had a moderate mean score of 2.78 (SD = 1.078), while "promotion" and "communication" had mean scores of 3.14 (SD = 1.158) and 3.06 (SD = 1.012), respectively. These domains reflect moderate satisfaction levels with career advancement opportunities and the flow of information within the organization.

The standard deviations across all domains are relatively consistent, ranging from approximately 0.95 to 1.20, indicating a moderate degree of variability in responses. The highest variability was observed in the "Pay" domain (SD = 1.202), suggesting differing perceptions of salary among nurse educators. In contrast, the "coworkers" domain showed the lowest variability (SD = 0.950), pointing to more uniform agreement about interpersonal relations at work. Details are presented in Table 4.2.

Table 4. 2: Level of job satisfaction among Nurse Educators

Statement	Mean	Std. Dev.
Pay		
I feel I am fairly compensated for my work	2.70	1.199
My salary meets my financial needs	2.28	1.229
I am satisfied with my pay level	2.29	1.180
Mean Score for Pay	2.42	1.202
Promotion		
There are ample opportunities for promotion in my job	3.23	1.067
Promotions are based on merit in my institution	3.11	1.277
I feel secure about my future with this institution	3.08	1.131
Mean Score for Promotion	3.14	1.158
Supervision\manager		
My supervisor provides adequate support	3.41	0.979
My supervisor is competent at their job	3.53	0.885
I feel valued by my supervisor	3.35	1.013
Mean Score for Supervision\Manager	3.43	0.959
Fringe Benefits		
The benefits provided by my job are satisfactory	2.67	1.040
I am satisfied with the health benefits provided	2.28	1.152
The retirement benefits are adequate	2.22	1.200
Mean Score for Fringe Benefits	2.39	1.130
Contingent Rewards		
I receive adequate recognition for my work	2.84	1.104
My performance is rewarded appropriately	2.76	1.041
I feel motivated by the rewards I receive.	2.75	1.091
Mean Score for Contingent Rewards	2.78	1.078
Operating Procedures		
The rules and procedures in my job are fair	3.14	0.958
The policies of my organization are clear	3.11	1.058
I feel comfortable with the procedures in my job	3.08	0.922
Mean Score for Operating Procedures	3.11	0.979

Coworkers		
My coworkers are supportive	3.46	1.023
I get along well with my coworkers	3.69	1.007
My coworkers are competent	3.72	0.833
Mean Score for Coworkers	3.62	0.954
Nature of Work		
My job is interesting and challenging	3.73	0.913
I feel my job is meaningful	3.81	0.965
I am satisfied with the variety of tasks in my job	3.67	0.979
Mean Score for Nature of Work	3.73	0.952
Communication		
Communication within my organization is effective	3.13	1.075
I feel informed about important decisions	2.97	1.165
My opinions are valued in the organization	3.10	1.045
Mean Score for Communication	3.06	1.012

Source: Field Survey (2025)

4.3 Motivating Factors That Determine Job Satisfaction

An assessment of motivating factors that determine job satisfaction in the Bono Region was conducted using responses from 99 participants across five domains of job satisfaction (Table 4.3). The data reveal varying motivating factors across these domains, as indicated by the reported mean scores and standard deviations. Among the domains, "work itself or nature of the job" recorded the highest mean score of 3.95 (SD = 0.828), suggesting that nurse educators generally find their work meaningful or fulfilling. This was closely followed by "personal growth," with a mean score of 3.93 (SD = 0.848), reflecting positive personal growth. Similarly, responsibility is another motivating factor that determines job satisfaction, with a mean score of 3.76 (SD = 0.907), indicating that the responsibility of nurse educators impacts job satisfaction. Again, recognition and appreciation, and career development and advancement showed relatively high mean scores of 3.62 (SD = 0.956) and 3.60 (SD = 0.956), respectively, indicating that recognition

and appreciation, as well as career development and advancement opportunities, play a significant role in enhancing job satisfaction among nurse educators.

The standard deviations across all domains are relatively consistent, ranging from approximately 0.80 to 0.95, indicating a moderate degree of variability in responses. The highest variability was observed in the "recognition and appreciation" domain (SD = 0.956), suggesting differing perceptions of recognition and appreciation among nurse educators. In contrast, the "work itself or nature of the job" domain showed the lowest variability (SD = 0.828), pointing to more uniform agreement about the nature of the Job. The details are presented in 4.3.



Table 4. 3: Motivating Factors that Determine Job Satisfaction

Statement	Mean	Std. Dev.
Career Development and Advancement		
Opportunities for professional development and continued education motivate me to remain satisfied in my role as a nurse educator	3.54	0.962
Career advancement opportunities (e.g., promotion, tenure) are an important motivating factor for job satisfaction.	3.69	0.955
The possibility of engaging in research or scholarly activities motivates me in my role as a nurse educator.	3.58	0.882
Access to training or mentorship programs enhances my job satisfaction.	3.56	1.022
Mean Score	3.60	0.955
Recognition and Appreciation		
Recognition of my contributions by the administration or colleagues significantly increases my job satisfaction.	3.41	0.958
Feeling valued and respected by my peers motivates me to stay satisfied in my role as a nurse educator.	3.63	0.954
Public acknowledgment of my work and achievements (e.g., awards, praise) has a positive impact on my job satisfaction	3.55	1.013
Receiving feedback from students about my teaching motivates me to continue improving my performance and contributes to my satisfaction	3.92	0.900
Mean Score	3.62	0.956
Responsibility		
Having clear responsibilities and authority over my work contributes positively to my job satisfaction.	3.87	0.853
I am motivated in my role as a nurse educator because I have the responsibility to make decisions about course content and teaching strategies.	3.71	0.895
The autonomy I have in designing and implementing my curriculum is a significant motivating factor for my job satisfaction.	3.64	1.025
I feel more engaged and satisfied when I am given responsibility for managing or coordinating key aspects of the nursing education programme.	3.83	0.858
Mean Score	3.76	0.907
Work itself or Nature of the Job		
Teaching and mentoring students in the nursing profession is a fulfilling and motivating factor that contributes to my job satisfaction.	4.02	0.820
The opportunity to influence the future of nursing practice through education is a motivating factor in my job satisfaction.	4.04	0.807
The variety of teaching activities (e.g., lectures, clinical training, and research) keeps my job interesting and motivates me to stay satisfied in my role.	4.00	0.782
The autonomy to design and implement my own curriculum increases my job satisfaction as a nurse educator.	3.72	0.904
Mean Score	3.95	0.828
Personal Growth		
I am motivated by the opportunity to expand my knowledge and skills through professional development opportunities provided by my institution.	3.72	0.904
I feel a sense of accomplishment and job satisfaction when I can improve my teaching skills and adapt new teaching methods.	4.01	0.851

I am more satisfied with my job when I am given the opportunity to take on challenging projects or responsibilities that contribute to my personal and professional growth.	3.96	0.794
The ability to mentor and help develop future nurses contributes to my personal satisfaction and motivates me to stay in my role as a nurse educator.	4.04	0.844
Mean Score	3.93	0.848

Source: Field Survey (2025)

4.4 Hygiene Factors that Determine Job Dissatisfaction

This section presents and interprets findings on hygiene factors that contribute to job dissatisfaction among nurse educators, using mean scores and standard deviations to assess employee sentiments. Among the domains, “base wage, salary or compensation, and benefits” recorded relatively high mean score of 3.56 (SD = 1.197), indicating that most nurse educators are moderately dissatisfied with compensation and benefits. The mean score of 3.40 (SD = 1.121) for work conditions indicates that nurse educators were not sure about their level of dissatisfaction with work conditions. The standard deviation reflects moderate differences in how nurse educators perceive their work environment, likely due to department-specific conditions or resource availability. Similarly, nurse educators were not sure about the effectiveness of supervision and management (Mean = 3.32, SD = 1.151), institutional policies and procedures (Mean = 3.25, SD = 1.227), coworker relationships (Mean = 3.39, SD = 1.157), and job security and workload (Mean = 3.43, SD = 1.088). These findings imply that nurse educators were dissatisfied with hygiene factors. Details presented in table 4.4



Table 4. 4: Hygiene Factors that Determine Job Dissatisfaction Format the table as done above

Statement	Mean	Std. Dev.
Base wage, Salary or Compensation, and Benefits		
I am dissatisfied with my salary in relation to my workload and responsibilities as a nurse educator.	3.59	1.187
The benefits provided by my institution (e.g., health insurance, retirement plans) are inadequate and contribute to my job dissatisfaction.	3.57	1.303
Pay disparities between nurse educators and other healthcare professionals in my institution lead to feelings of dissatisfaction.	3.56	1.118
Lack of financial incentives (e.g., bonuses, raises) negatively affects my job satisfaction.	3.53	1.181
Mean Score	3.56	1.197
Work Conditions		
Poor physical working conditions (e.g., outdated equipment, uncomfortable workspaces) contribute to my dissatisfaction as a nurse educator.	3.36	1.138
Overcrowded classrooms or a lack of space for teaching and learning cause frustration and dissatisfaction.	3.61	1.105
Inadequate resources for teaching, such as teaching materials and technology, negatively impact my job satisfaction.	3.41	1.060
The physical environment at my institution (e.g., inadequate lighting and temperature issues) often detract from my overall job satisfaction.	3.25	1.181
Mean Score	3.40	1.121
Supervision and Management		
Ineffective supervision or a lack of support from my immediate supervisor leads to job dissatisfaction.	3.13	1.149
Poor communication from leadership or administration creates frustration and negatively affects my job satisfaction.	3.41	1.097
Unclear expectations or inconsistent feedback from supervisors negatively impact my experience as a nurse educator.	3.28	1.170
Micromanagement by my supervisor reduces my job satisfaction and contributes to job dissatisfaction.	3.46	1.189
Mean Score	3.32	1.151

Institutional Policies and Procedures		
Unfair or inconsistent institutional policies regarding promotions or tenure leads to dissatisfaction.	3.22	1.242
Strict or inflexible institutional rules and regulations negatively affect my job satisfaction.	3.45	1.109
The lack of clear institutional policies on work-life balance or flexibility causes dissatisfaction with my job.	3.12	1.272
Lack of opportunities for career growth or advancement due to institutional policies leads to job dissatisfaction.	3.20	1.286
Mean Score	3.25	1.227
Coworker Relationships		
Negative or unsupportive relationships with coworkers contribute to my dissatisfaction in my role as a nurse educator.	3.45	1.239
Interpersonal conflicts with colleagues negatively impact my job satisfaction.	3.43	1.188
A lack of teamwork and collaboration among colleagues contributes to feelings of dissatisfaction.	3.28	1.143
Poor communication or misunderstandings with colleagues negatively affect my work experience.	3.41	1.060
Mean Score	3.39	1.157
Job Security and Workload		
Job insecurity or uncertainty about my position at the institution leads to dissatisfaction.	3.38	1.140
Excessive workload or unrealistic expectations regarding teaching, research, and administrative duties contribute to my dissatisfaction.	3.41	1.060
A lack of support to manage my workload adequately (e.g., teaching assistants, administrative help) negatively affects my job satisfaction.	3.48	1.053
The lack of a clear job description or role definition causes confusion and contributes to job dissatisfaction.	3.46	1.100
Mean Score	3.43	1.088

Source: Field Survey (2025) Format the table

4.5 Overall job satisfaction level of nurse educators

The analysis of overall job satisfaction levels among nurse educators reveals a nuanced understanding of their workplace experiences. The mean scores indicate varying degrees of satisfaction across different dimensions, the highest satisfaction is observed in the perception of their role as meaningful, with a mean score of 3.67, suggesting that nurse educators find intrinsic value in their work. Conversely, satisfaction with compensation and benefits is lower, at a mean of 2.48, highlighting a potential area of concern that may affect retention and morale. Additionally, while work-life balance and the supportive nature of the work environment received moderate scores of 3.01 and 3.04, respectively, the standard deviations (1.015 and 1.019) indicate a relatively consistent perception among respondents. Overall, while nurse educators feel a sense of purpose in their roles, addressing issues related to compensation and benefits could enhance their overall job satisfaction and contribute to a more positive work environment. Details presented in table 4.5

Table 4. 5: Overall job satisfaction level of nurse educators

Overall Job Satisfaction	Mean	Std. Dev.
I am satisfied with my current work-life balance	3.01	1.015
I am satisfied with the compensation and benefits I receive in my role as a nurse educator.	2.48	1.128
I feel that my work environment is supportive and collaborative	3.04	1.019
I feel that my role as a nurse educator is meaningful and makes a difference.	3.67	1.069
I am satisfied with the autonomy and flexibility in my role as a nurse educator.	3.33	1.069

4.6 Relationship between Motivator Factors and Nurse Educators' Overall Job Satisfaction

The Pearson correlation analysis demonstrates a strong positive relationship between motivator factors and nurse educators' overall job satisfaction, with a correlation coefficient of $r = 0.850$ based on a sample of 99 respondents. The associated p-value of 0.000 is less than the 5% level of significance ($\alpha = 0.05$), indicating that the observed correlation is statistically significant. Therefore, the null hypothesis of no correlation is rejected and conclude that there is a significant and strong positive relationship between motivator factors and job satisfaction among nurse educators. This implies that higher levels of motivator factors such as achievement, recognition, and responsibility are strongly associated with higher job satisfaction in this population. Details presented in table 4.6.

Table 4. 6: Correlation analysis

		Motivator Factor	Job Satisfaction
Motivator Factor		1	
	Sig. (2-tailed)		
Job Satisfaction		.850**	1
	Sig. (2-tailed)	.000	

4.7 Multiple Regression Analysis of Predictors of Job Satisfaction

A multiple regression analysis was conducted to assess the effect of Motivator factors and Hygiene factors on Job Satisfaction. The model was statistically significant overall, $F(2, 96) = 10.015$, $p < 0.05$, indicating that the predictors jointly explain a significant proportion of variance in job satisfaction. The model explains approximately 63.3% of the variance ($R^2 = 0.633$), with an adjusted R^2 of 0.615 and a standard error of estimate of 0.734. Examining individual predictors, Motivator factors significantly positively affected job satisfaction ($B = 0.565$, $t = 4.439$, $p < 0.05$), suggesting that intrinsic factors such as achievement and recognition significantly enhance job satisfaction. In

contrast, hygiene factors were not statistically significant ($B = -0.100$, $t = -0.956$, $p = 0.342$), indicating that extrinsic factors like salary and work environment do not significantly influence job satisfaction in this model. At the 5% significance level, it is concluded that only motivator factors significantly predict job satisfaction. Details presented in tables 4.7, 4.8 and 4.9

Table 4. 7: Regression Analysis of Predictors on Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.515	0.633	0.615	0.73443

Table 4. 8: One-Way ANOVA Results showing Relationship between Motivator Factors and Nurse Educators' Overall Job Satisfaction

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	10.804	2	5.402	10.015	0.000
Residual	51.781	96	.539		
Total	62.585	98			

Table 4. 9: Regression Coefficients Results showing Relationship between Motivator Factors and Nurse Educators' Overall Job Satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.315	.497		2.648	.009
Motivator factors	.565	.127	.438	4.439	.000
Hygiene factors	-.100	.104	-.094	-.956	.342

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter presents the discussion of the results from the study. The discussion was done in accordance with the objectives of the study.

5.1 Socio-Demographic Characteristics of Respondents

The demographic profile of respondents in this study reveals a predominantly mature academic workforce. Nearly 87% of participants were aged 41 years and above, with the largest cohort (49.5%) falling within the 41–45 age bracket. This age distribution suggests that nurse educators in Ghana's health training institutions are largely seasoned professionals, likely possessing extensive clinical and teaching experience. Asamani et al. (2019) observed a similar trend, noting that older nurses often transition into academic roles, bringing with them institutional memory and pedagogical depth. This demographic maturity may positively influence job satisfaction through enhanced autonomy, professional confidence, and role clarity.

Gender distribution among respondents showed a female majority (60.6%), consistent with global and national patterns in nursing. While nursing remains a female-dominated profession, the relatively high proportion of male educators (39.4%) in this study is noteworthy. Boafo (2022) highlighted that male nurses in Ghana often navigate unique professional challenges, including role stereotyping and limited mentorship opportunities. Their substantial representation in academic roles may reflect evolving gender dynamics within nursing education, warranting further exploration of how gender influences satisfaction, leadership access, and institutional engagement.

In terms of professional specialty, the majority of respondents were General Nurses (58.6%), followed by Midwives (22.2%). Specialties such as Public Health, Paediatrics,

and Emergency Nursing were minimally represented. This distribution aligns with national workforce trends, where general nursing remains the most accessible and widely practiced field (Poku et al., 2023). The dominance of general nursing educators may shape curricular priorities and pedagogical approaches, potentially influencing satisfaction through scope of practice and alignment with institutional expectations.

Academic qualifications among respondents were notably high, with 54.5% holding Master's degrees and 1% possessing a PhD. The remaining 44.4% had first degrees. This reflects a well-prepared academic workforce, capable of engaging in scholarly activities and curriculum development. Laari et al. (2023) emphasized the importance of postgraduate education in enhancing teaching effectiveness and professional identity among nurse educators. The qualification profile in this study suggests a cohort poised for leadership and policy engagement, which may elevate expectations around institutional support and career advancement.

Respondents were drawn from six health training institutions, with NMTC Sunyani (26.3%) and PNMTS Dormaa Ahenkro (18.2%) being the most represented. This institutional diversity enhances the generalizability of the findings and allows for comparative insights across different academic environments. Hobenu et al. (2025) noted that institutional disparities in resource allocation and administrative support can significantly affect educator satisfaction. The varied representation in this study provides a nuanced lens through which to interpret job satisfaction across institutional contexts.

Finally, the data on years of experience in health training institutions revealed that nearly half of the respondents (47.5%) had 6–10 years of teaching experience, with an additional 23.2% having served for 11–15 years. Only 4% were new entrants with less than one year of experience. This suggests a stable and experienced workforce, likely to have formed strong professional identities and expectations. Akomeah (2020) found that nurse

educators with longer tenure report greater confidence, role clarity, and satisfaction, while newer educators often struggle with role transition and institutional integration. The predominance of mid- to long-term educators in this study may therefore contribute to the overall patterns of job.

5.2 Level of Job Satisfaction among Nurse Educators

This study presents a layered understanding of job satisfaction among nurse educators, shaped by a combination of interpersonal, organizational, and motivational factors. Central to the findings is the strong affirmation of peer relationships, meaningful work, and perceived supervisory competence. Nurse educators, reported high levels of satisfaction stemming from collegiality and a collaborative institutional culture. This aligns with Hammond's (2021) assertion that supportive peer relationships not only enhance morale but also play an important role in academic retention. At the interpersonal level, these connections foster a sense of belonging and mutual respect. At the emotional level, such relational ties contribute to resilience, helping educators navigate stress and avoid burnout. This is echoed by Kim Yumi (2025), who found that social support functions as a protective layer against psychological distress, thereby reinforcing overall job satisfaction.

The nature of the work itself also emerged as a highly satisfying domain. This aligns with Frisbee et al. (2019), who argued that nurse educators derive professional fulfillment from intellectually stimulating roles and institutional recognition. The perceived significance and challenge of their duties contribute to intrinsic motivation, a vital ingredient in performance and educator retention across global contexts.

While supervision was positively rated, a closer look reveals some degree of contrast, educators acknowledged managerial competence but were less certain about receiving appreciation or recognition from their superiors. This distinction suggests that while technical leadership is present, emotional reinforcement may be lacking. Mone et al.

(2018) emphasized the dual need for managerial skill and quality feedback in sustaining a positive climate, one where educators feel seen, valued, and professionally supported.

In contrast, domains such as pay, fringe benefits, and contingent rewards revealed pronounced dissatisfaction. These extrinsic motivators, ranging from basic remuneration to recognition-based incentives, remain underdeveloped, as stressed by Nuzulia and Saputra (2022), and Dumitru and Popescu (2024). Such findings reflect broader regional concerns, where salary inequities and limited benefit structures have been linked to staff turnover, lower engagement, and reduced institutional loyalty (Kedige, 2024). The absence of tangible acknowledgment through promotions, bonuses, or wellbeing packages appears to stifle morale, despite the presence of strong internal motivators.

Promotion and communication were moderately rated, indicating structural areas that warrant strategic improvement. The lack of transparent career advancement pathways may hinder long-term retention, especially among those seeking institutional recognition for academic progression. Similarly, while communication is not viewed unfavorably, the literature suggests that open dialogue and inclusive feedback mechanisms are essential to building trust and shared purpose (Vermeir et al., 2017; Si Eun Young, 2024).

Collectively, the evidence emphasizes a recurring insight in the literature, thus, job satisfaction among nurse educators arises from a multifaceted blend of factors. While intrinsic motivators, like professional fulfillment and supportive peer relationships, are notably strong, external and systemic aspects, especially remuneration and career progression, remain inadequate. Within the Ghanaian landscape, this disconnect reveals a persistent strain between educators' dedication and the structural limitations they face, presenting valuable avenues for policy development and institutional improvement.

5.3 Motivating Factors That Determine Job Satisfaction

The findings of the study reveal that career advancement, professional growth, recognition, autonomy, the nature of the work, and personal development are significant motivating factors that influence job satisfaction among nurse educators. Opportunities for career advancement, such as promotions, tenure, and leadership roles, have a profound impact on morale and retention. Wang et al. (2024) affirm that when educators can envision their career path clearly, their engagement and satisfaction increase. Limited avenues for advancement, conversely, tend to erode morale and contribute to turnover. This resonates with Herzberg's two-factor theory, which identifies growth and advancement as intrinsic motivators (Herzberg, 1968, cited in Imran et al., 2025). The implication here is that institutions must not only provide career ladders but also cultivate supportive environments through mentorship, funding for development, and transparent promotion policies. Furthermore, mentoring emerging professionals was shown to contribute to job fulfillment for senior educators, a dynamic that reinforces a virtuous cycle of growth, commitment, and continuity in academia.

Recognition and appreciation also emerged as core elements influencing job satisfaction. The study highlights that when nurse educators receive acknowledgment for their work, formally or informally, their psychological well-being, motivation, and loyalty to the institution improve. This finding builds on the work of Kumar and Vasudevan (2024), who link appreciation with higher performance and longer-term commitment. It also echoes Pfister et al. (2020) and Purohit et al. (2022), both of whom show that recognition in healthcare and education sectors enhances morale and productivity. However, the current study adds on by emphasizing the need for structured, consistent mechanisms to spotlight the often-intangible contributions of nurse educators, such as mentoring, curriculum innovation, and student support. Institutions would benefit from fostering a culture that not

only praises excellence but also makes room for regular appreciation rituals that elevate everyday academic contributions.

The study further emphasizes the value of autonomy and role clarity in enhancing educators' satisfaction. When educators have clearly defined responsibilities and the freedom to make pedagogical decisions, they experience greater professional dignity and motivation. This aligns with theories of self-determination, where autonomy fosters intrinsic engagement and deeper ownership of one's role. It becomes evident that role clarity does not simply reduce confusion, it empowers educators by validating their expertise and their influence on student learning. Therefore, institutions must not only define job roles precisely but also provide structural and emotional support for independent decision-making within those roles.

Another compelling finding is the importance of the nature of the work itself. Teaching, mentoring, conducting research, and shaping the future of nursing professionals were viewed as deeply meaningful. This study expands on Herzberg's motivational framework by linking satisfaction not just to job variety and creativity, but to the societal impact of academic work in nursing education. Pandey and Asthana (2017) also validate that fulfilling job content and collegial relationships drive workplace satisfaction. The study supports this view by showing that, educators find meaning in their ability to contribute to knowledge, nurture new professionals, and improve healthcare outcomes. Moreover, Carter's (2023) insights on diverse appreciation styles suggest that job content satisfaction can be further amplified when embedded within appreciative organizational cultures.

Finally, personal growth emerged as a crucial motivator. Engaging in continuous learning, through workshops, certifications, and new teaching techniques, was reported to significantly enhance job satisfaction. This insight builds on the work of Arian et al. (2018),

who connect professional development with elevated teacher commitment. Rodríguez (2024) reinforces that personal growth fosters a sense of empowerment and belonging, particularly within organizations that nurture a learning culture. The current study not only confirms these views but also illustrates how growth-oriented environments contribute to stronger educator identities. Sharing knowledge, adopting innovations, and witnessing the transformation of students are experiences that fuel pride, purpose, and institutional loyalty.

This discussion stresses that, motivating factors are not isolated tasks to complete, but rather interconnected elements woven into the fabric of an educator's professional environment. By investing in career development, recognition, autonomy, meaningful work, and personal growth, institutions can build resilient, high-performing academic teams committed to excellence in nursing education.

5.4 Hygiene Factors that Determine Job Dissatisfaction

Herzberg's Two-Factor Theory emphasizes that hygiene factors, while not intrinsically motivating, are indispensable in preventing job dissatisfaction among employees. Their absence often triggers discontent, even when motivational elements are present. Within the context of nursing education, this study highlights important hygiene-related concerns, particularly compensation and working conditions, that undermine the satisfaction of nurse educators.

The study found that many nurse educators expressed dissatisfaction with the relationship between their salaries and the demands of their workload. Low levels of compensation and inadequate benefits emerged as recurring themes. Disparities in pay between nurse educators and other health professionals were also noted, contributing to feelings of unfairness and frustration. These findings corroborate the work of Pandey and Asthana (2017), who established that salary structures and benefit packages are essential predictors of job satisfaction. Similarly, Boamah et al. (2024) emphasized that equitable

compensation fosters retention, with educators more inclined to remain at their institutions when they feel adequately rewarded for their efforts. Hee et al. (2019) emphasized the dual role of competitive compensation, not only as a financial resource but also as a sign of institutional recognition and appreciation. This view is supported by Asiamah et al. (2019), who reported that inequitable remuneration can erode morale and breed dissatisfaction. In Ghana, where disparities persist between nurse educators and clinical staff, despite comparable qualifications and workloads, such imbalances are likely to heighten dissatisfaction and increase turnover intention. Qureshi et al. (2023) also affirm that well-structured rewards and benefits play a crucial role in sustaining employee motivation and organizational commitment within nursing education settings.

In addition to financial concerns, the study revealed that inadequate teaching spaces, particularly overcrowded classrooms, were a significant source of distress. Educators reported challenges such as restricted movement, difficulty engaging students, and limited use of instructional aids. Overcrowding not only impairs active teaching but also prevents students from practicing real-world applications and collaborative learning. These frustrations align with the findings of Vakili et al. (2024), who reported that congested classrooms negatively affect both instructors' stress levels and students' academic engagement. Herzberg classifies physical conditions as hygiene factors, meaning their absence can demoralize employees even if other job aspects remain intact. Mensah (2024) similarly found that appropriate infrastructure contributes to motivation and improved staff performance, while Osai et al. (2021) affirmed that adequate resources and spacious classrooms significantly enhance the effectiveness of academic programs and reduce educator stress. In the Ghanaian tertiary education context, where recent expansions in enrollment have not always been matched by proportional infrastructural investment, overcrowded classrooms are a common challenge. Particularly in health education

institutions, where simulation and practical engagement are integral to learning, the lack of space can erode teaching quality and educator satisfaction.

Interestingly, the study found no statistically significant association between job security, workload, coworker relationships, supervision, and institutional policies and procedures with overall job satisfaction. This absence of association invites deeper reflection. In the Ghanaian public sector, job security may be perceived as stable and guaranteed, diminishing its relevance as a source of dissatisfaction. Workload, while intensive, may have become normalized due to long-standing staffing constraints and curricular demands. Furthermore, collegial relationships and supervisory support might be perceived as functional but not transformational, and thus may not exert strong influence on satisfaction levels unless overt conflict occurs. Institutional policies, if perceived as rigid or disconnected from day-to-day realities, may fail to inspire engagement or elicit strong emotional reactions. These findings suggest that nurse educators may focus their attention and emotional energy on factors that directly affect their well-being and teaching effectiveness, namely, compensation and physical working conditions. This stresses the need for targeted interventions that respond to the most pressing dissatisfiers in the Ghanaian context, rather than generalized reforms.

5.5 Relationship between Motivator Factors and Nurse Educators' Overall Job Satisfaction

Herzberg's Two-Factor Theory provides a compelling framework for understanding the relationship between motivator factors and overall job satisfaction among nurse educators. According to the theory, motivator factors, such as achievement, recognition, responsibility, the work itself, advancement, and growth, are intrinsic to the job and directly contribute to satisfaction. In contrast to hygiene factors, which merely prevent

dissatisfaction, motivators are the true drivers of engagement and fulfillment in professional roles.

In the context of nursing education, the study revealed a strong positive correlation between motivator factors and overall job satisfaction, affirming Herzberg's proposition. This finding is consistent with Rai, Varghese Thekkekara et al. (2021), who reported that when nurse educators experience intrinsic rewards, such as meaningful work and professional growth, their motivation and satisfaction levels rise significantly. Morais and Galpothdeniya (2023) further support this by demonstrating that motivational factors correlate positively with job satisfaction, though the strength of association may vary across contexts. The high Pearson correlation coefficient observed in this study reinforces the centrality of intrinsic factors in shaping educators' professional contentment.

Olajide et al. (2020) also found that intrinsic motivators significantly influence job satisfaction among both academic and clinical nurse educators. Their study emphasized that appreciation and opportunities for professional development are not merely desirable but essential for sustaining satisfaction. This resonates strongly within the Ghanaian context, where nurse educators often navigate complex institutional demands with limited recognition or advancement pathways. In such settings, intrinsic motivators may serve as buffers against burnout and disengagement, especially when extrinsic rewards are constrained.

The multiple regression analysis in the study further substantiates the predictive power of motivator factors. Boamah et al. (2024) concluded that job satisfaction among healthcare educators is closely linked to professional autonomy, acknowledgment, and advancement opportunities, elements that align directly with Herzberg's motivators. Similarly, Orukwogu and Kue (2022) identified a significant relationship between motivator factors such as working conditions, salary, and professional esteem and nurses'

job satisfaction in tertiary health care centers in Port Harcourt. While some of these may appear extrinsic, their interpretation as motivators in this context reflects the varied interplay between role expectations and perceived value.

Interestingly, the study found that hygiene factors had a non-significant effect on job satisfaction. This distinction is critical, thus, while hygiene factors, such as salary, supervision, and institutional policies, must be adequate to prevent dissatisfaction, they do not actively enhance satisfaction. Herzberg's theory clearly articulates this boundary, suggesting that organizations seeking to improve job satisfaction must go beyond fixing environmental deficits and invest in intrinsic motivators. In Ghana, where systemic constraints often limit extrinsic rewards, the strategic cultivation of motivator factors, through mentorship, recognition, and academic empowerment, may offer a more sustainable path to educator satisfaction and retention.

In summary, the study affirms that motivator factors are not only statistically significant predictors of job satisfaction, as demonstrated by a strong positive correlation and validated through multiple regression analysis, but they are also contextually impactful. These intrinsic elements, such as recognition, achievement, professional growth, and autonomy, consistently emerged as meaningful drivers of satisfaction based on the professional realities and work-related perceptions of nurse educators. Given the limitations of extrinsic rewards in resource-constrained environments like Ghana, intrinsic motivators carry even greater weight, offering a more sustainable and empowering foundation for academic engagement, retention, and performance. Institutions aiming to foster long-term job satisfaction must therefore invest in nurturing these motivator factors through intentional policy design, mentorship programs, and clear pathways for academic advancement.

CHAPTER SIX

SUMMARY, IMPLICATIONS, LIMITATIONS, CONCLUSION AND RECOMMENDATION

This chapter provides a summary of the study, highlighting findings and drawing conclusions. It further discusses the implications of the results, acknowledges the study's limitations, and offers recommendations for policy enhancement and future research directions.

6.1 Summary

Job satisfaction continues to be one of the most studied job attitudes in industrial and organizational psychology. Academics and practitioners alike have recognized the worth of job satisfaction, given its usefulness in predicting vital organizational effectiveness outcomes. The study examined the various factors that contribute to job satisfaction among nurse educators and to also evaluate the relationship between these factors and the overall job satisfaction of the nurse in Health Training Institutions found in the Bono Region of Ghana. The study reinforces the applicability of Herzberg's Two-Factor Theory in an academic environment, providing a structured diagnostic framework for understanding and improving job satisfaction.

This study employed a quantitative cross-sectional design to investigate job satisfaction among 99 nurse educators in the Bono Region. A structured questionnaire was used to collect data. The questionnaire was divided into five sections to cover socio-demographic features of the respondents, level of job satisfaction, motivating factors that determine job satisfaction, hygiene factors that determine job dissatisfaction, and the relationship between motivating factors and nurse educators' overall job satisfaction. Statistical Package for Social Science (SPSS) version 24.0 was used to compute statistical analysis. Descriptive statistics were used to assess central tendency, including mean,

standard deviation, frequencies, and percentages, with the findings displayed in tables. Inferential statistics was used to establish statistical correlations between the independent and dependent variables. Specifically, Pearson's correlation was used to assess relationships between the variables. Multiple regression analysis was also used to determine how motivational factors predict job satisfaction.

The study examined job satisfaction among nurse educators in the Bono Region, revealing a workforce that is predominantly female, mature in age, and highly educated. Most participants were general nurses, with midwives forming the second largest group, and only a few representing pediatric and emergency nursing specialties. The majority held postgraduate qualifications, and many had substantial professional experience, particularly between six to ten years. Institutional representation was highest from NMTC Sunyani, reflecting its central role in nursing education within the region.

Job satisfaction was assessed across several domains, with the highest levels reported in the nature of the work and relationships with coworkers, suggesting that educators find their roles meaningful and enjoy collegial support. Moderate satisfaction was observed in areas such as supervision, promotion, communication, and institutional procedures, while financial compensation and fringe benefits were the least satisfying aspects. These findings point to a general appreciation for the intrinsic aspects of the job, but also highlight dissatisfaction with extrinsic rewards.

Further analysis of motivator factors, such as achievement, recognition, personal growth, and responsibility, showed that these elements strongly enhance job satisfaction. In contrast, hygiene factors like salary, work conditions, and job security contributed more to dissatisfaction, with varied perceptions across departments. Overall satisfaction was highest when educators felt their work had purpose, while financial concerns remained a consistent source of discontent.

Statistical tests confirmed a strong and significant positive relationship between motivator factors and job satisfaction. Regression analysis showed that intrinsic motivators were the only significant predictors of satisfaction, while hygiene factors had no meaningful impact. These results underscore the importance of fostering professional growth, recognition, and meaningful responsibilities to improve satisfaction levels. The findings align with previous research and offer clear guidance for policy and institutional improvements aimed at enhancing the well-being and retention of nurse educators.

6.2 Implications for Nursing Administration

The study reveals the need for nursing administrators to prioritize intrinsic motivators, such as recognition, responsibility, and opportunities for personal growth, in workforce management strategies. Since these factors were found to significantly influence job satisfaction, administrative policies should be tailored to foster professional autonomy, acknowledge achievements, and create clear pathways for career advancement. This approach not only enhances morale but also strengthens retention, especially among experienced educators who value meaningful engagement over financial incentives alone. Administrators must also address the dissatisfaction surrounding compensation and fringe benefits, as these hygiene factors, while not primary drivers of satisfaction, can erode commitment if neglected.

Moreover, the variability in perceptions of institutional policies and supervision suggests a need for more consistent and transparent administrative practices across departments. Nursing administrators should invest in leadership development for supervisors, promote inclusive decision-making, and ensure that institutional policies are clearly communicated and equitably applied. By aligning administrative structures with the motivational needs of educators, institutions can cultivate a more resilient, satisfied, and high-performing academic workforce.

6.3 Implications for Nursing Education

For nursing education, the findings highlight the importance of designing academic environments that nurture intrinsic motivation among educators. Curriculum development, teaching assignments, and mentorship roles should be structured to reinforce the meaningfulness of the work and support educators' professional growth. Institutions must recognize that educators derive satisfaction from contributing to student development and advancing nursing knowledge, so educational leadership should actively engage them in pedagogical innovation and scholarly activities. This not only boosts satisfaction but also enhances the quality of nursing education delivered.

Additionally, the study calls for a re-evaluation of faculty support systems within nursing education. Moderate dissatisfaction with communication and institutional procedures suggests that educators may feel disconnected from broader academic planning. Strengthening internal communication channels, involving educators in curriculum reforms, and providing regular feedback mechanisms can bridge this gap. Educational leaders should also advocate for improved resource allocation and policy reforms that address financial and structural constraints, ensuring that educators are empowered to thrive both professionally and personally within their academic roles.

6.4 The Limitations of the Study

Although a census sampling approach was intended, the final number of respondents fell short of the target. As a result, the findings may not be broadly generalized to all nurse educators in the region. However, the results may still be relevant to individuals with similar institutional profiles, as the demographic characteristics and study context have been clearly outlined. Additionally, the use of self-administered questionnaires may have introduced response bias, as participants could have misrepresented their satisfaction

levels due to personal expectations or social desirability. Also, since the study was conducted solely within the Bono Region, its findings may not reflect the experiences of nurse educators in other regions. It is therefore recommended that future studies replicate this research across multiple regions to enhance generalizability and deepen understanding of job satisfaction factors nationwide. Lastly, the use of a cross-sectional study design, restricts causal inference. While the design is appropriate for identifying relationships between variables and testing hypotheses, it captures data at a single point in time. As a result, the study cannot determine cause-and-effect relationships between motivator and hygiene factors and job satisfaction. Future longitudinal or experimental research would be necessary to explore these dynamics over time.

6.5 Conclusion

The conclusions of this study align closely with the research objectives and are substantiated by robust statistical analysis. Job satisfaction among nurse educators in the Bono Region was found to be moderate, with notable variability across institutions. Motivator factors, such as recognition, achievement, and opportunities for professional development, showed significant positive correlations with overall job satisfaction, while hygiene factors, including workload, administrative support, and resource availability, were negatively associated with satisfaction levels. Hypothesis testing confirmed a statistically significant relationship between motivator factors and job satisfaction, thereby validating Herzberg's Two-Factor Theory within the Ghanaian academic nursing context. This study contributes novel insight by extending Herzberg's framework to a previously underexplored population, nurse educators in Ghana, highlighting how cultural and institutional dynamics shape the relevance and impact of motivator and hygiene factors. It offers a context-specific understanding of job satisfaction, providing empirical evidence from a region where such data are scarce. The findings inform a potential policy framework

aimed at improving educator retention and institutional support, with implications for workforce sustainability and the quality of nursing education.

Furthermore, the research underscores the complex interplay between institutional structures and individual fulfillment, offering actionable recommendations for policymakers and academic leaders. It lays the groundwork for future studies, particularly longitudinal and mixed-method research, to explore regional variations and deepen understanding of educator satisfaction across Ghana.

6.6 Recommendations

Based on the finding of the study, the following recommendations are made to the Ministry of Health, Health Training Institution Secretariat, Nursing and Midwifery Training Colleges and Nurse Researchers.

6.6.1 Ministry of Health and Health Training Institution Secretariat

The Health Training Institution Secretariat should;

1. Develop policies that reward growth, responsibility, and recognition.
2. Harmonize salaries and benefits to ensure fair compensation.
3. Audit satisfaction and improve leadership, promotion, and support.

6.6.2 Nursing and Midwifery Training Colleges

Nursing and Midwifery Training Colleges should;

1. Promote teamwork, mentorship, and educator involvement in decisions.
2. Celebrate excellence and improve work-life balance structures.
3. Build trust through transparent, responsive communication platforms.

6.6.3 Nurse Researchers

Nurse Researcher should;

1. Consider advance study on intrinsic motivation in nursing education, focusing on how personal growth and meaningful work drive educator performance and student success.
2. Adapt job satisfaction models to Ghana's unique context by Tailoring Herzberg's theory to reflect cultural and institutional realities in nursing education.
3. Use research to drive advocacy and collaboration by leveraging findings to reform policy and build networks across institutions for shared solutions.



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APPENDICES

Appendix A: Questionnaire

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	INSTITUTIONAL QUALITY OFFICE	
	DOCUMENT CHANGE AND REQUEST FORM	
	Reference Number: Mgt-F-005-1.0	Effective Date: 1 st May 2023

DATA COLLECTION INSTRUMENTS

UNIVERSITY OF GHANA

SCHOOL OF NURSING AND MIDWIFERY

RESEARCH QUESTIONNAIRE FOR NURSE EDUCATORS OF HEALTH TRAINING INSTITUTIONS
IN THE BONO REGION OF GHANA

Dear Respondent,

This questionnaire is part of a study on the '**Factors contributing to Job Satisfaction among Nurse Educators in the Bono Region**'. It is solely for academic purposes, and your responses will be kept confidential. While your participation is highly valued and appreciated, you may withdraw from the study at any time. Please take a moment to honestly complete this questionnaire. Thank you.

SECTION A: Demographic Characteristics

Instructions: Please indicate your response by ticking (✓)

1. Age

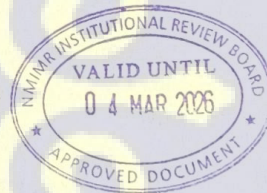
- a. 21-25 []
- b. 26-30 []
- c. 31-35 []
- d. 36-40 []
- e. 41-45 []
- f. > 45 years []

2. Gender

- a. Male []
- b. Female []

3. Professional specialty


- a. General nurse []
- b. Public health nurse []
- c. Paediatric nurse []



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INTEGRI PROCEDAMUS

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- d. Ophthalmic nurse []
- e. ENT nurse []
- f. Emergency nurse []
- g. Midwife []
- h. Others (specify).....

4. Qualification

- a. PhD []
- b. Masters []
- c. First degree []

5. Name of Institution

- a. NMTC, Sunyani []
- b. NMTC, Sampa []
- c. NMTC, Seikwa []
- d. HFNMTC, Berekum []
- e. HFNMTC St. Mary's Campus, Drobo []
- f. PNMTS, Dormaa Ahenkro []

6. How long have you been working in the Health Training Institution

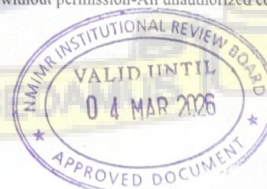
- a. < 1 year []
- b. 1-5 years []
- c. 6-10 years []
- d. 11-15 years []
- e. 16-20 years []
- f. >20 years []



SECTION B: KNOWLEDGE ON JOB SATISFACTION

Instructions: This questionnaire aims to assess your knowledge of job satisfaction. Please indicate the extent to which you agree or disagree with each statement below, based on your understanding of the subject by

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ticking (✓) the most appropriate response. Kindly be very objective in your responses. Use the scale below to rate your response:



1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

SN	STATEMENT	RESPONSES				
		1	2	3	4	5
	Pay					
1	I feel I am fairly compensated for my work					
2	My salary meets my financial needs					
3	I am satisfied with my pay level					
	Promotion					
4	There are ample opportunities for promotion in my job					
5	Promotions are based on merit in my institution					
6	I feel secure about my future with this institution					
	Supervision\manager					
7	My supervisor provides adequate support					
8	My supervisor is competent at their job					
9	I feel valued by my supervisor					
	Fringe Benefits					
10	The benefits provided by my job are satisfactory					
11	I am satisfied with the health benefits provided					
12	The retirement benefits are adequate					
	Contingent Rewards					
13	I receive adequate recognition for my work					
14	My performance is rewarded appropriately					
15	I feel motivated by the rewards I receive.					
	Operating Procedures					
16	The rules and procedures in my job are fair					

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17	The policies of my organization are clear						
18	I feel comfortable with the procedures in my job						
Coworkers							
19	My coworkers are supportive						
20	I get along well with my coworkers						
21	My coworkers are competent						
Nature of Work							
22	My job is interesting and challenging						
23	I feel my job is meaningful						
24	I am satisfied with the variety of tasks in my job						
Communication							
25	Communication within my organization is effective						
26	I feel informed about important decisions						
27	My opinions are valued in the organization						

SECTION C: MOTIVATING FACTORS THAT DETERMINE JOB SATISFACTION

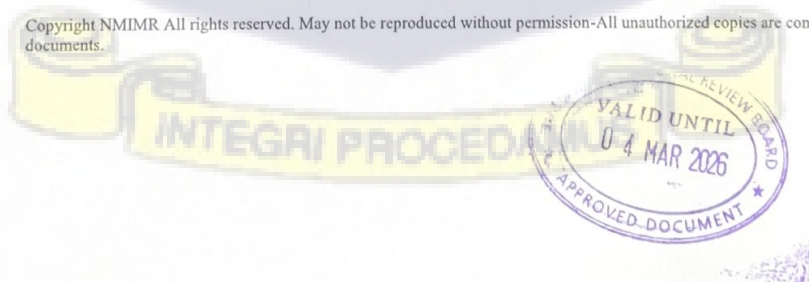
This questionnaire seeks to examine the motivating factors that influence job satisfaction among nurse educators. Please indicate the extent to which you agree or disagree with each statement below by ticking (√) the most appropriate response. Kindly be very objective in your responses. Use the scale below to rate your response:



1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

SN	STATEMENT	RESPONSES				
		1	2	3	4	5
Career Development and Advancement						
1	Opportunities for professional development and continued education motivate me to remain satisfied in my role as a nurse educator					

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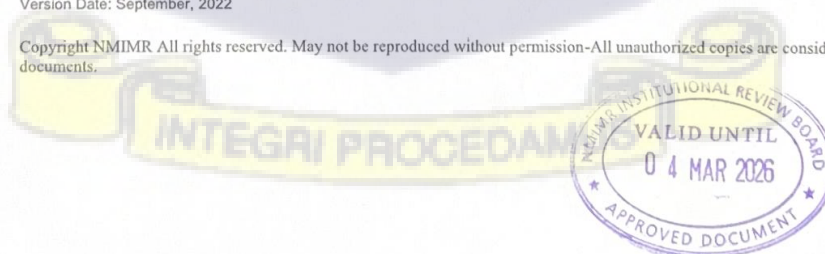




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2	Career advancement opportunities (e.g., promotion, tenure) are an important motivating factor for job satisfaction.						
3	The possibility of engaging in research or scholarly activities motivates me in my role as a nurse educator.						
4	Access to training or mentorship programs enhances my job satisfaction.						
Recognition and Appreciation							
5	Recognition of my contributions by administration or colleagues significantly increases my job satisfaction.						
6	Feeling valued and respected by my peers motivates me to stay satisfied in my role as a nurse educator.						
7	Public acknowledgment of my work and achievements (e.g., awards, praise) has a positive impact on my job satisfaction						
8	Receiving feedback from students about my teaching motivates me to continue improving my performance and contributes to my satisfaction.						
Responsibility							
9	Having clear responsibilities and authority over my work contributes positively to my job satisfaction.						
10	I am motivated in my role as a nurse educator because I have the responsibility to make decisions about course content and teaching strategies.						

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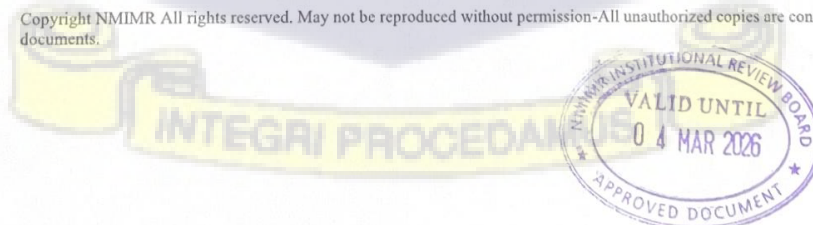
 	NOGUCHI MEMORIAL INSTITUTE FOR MEDICAL RESEARCH	
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11	The autonomy I have in designing and implementing my curriculum is a significant motivating factor for my job satisfaction.						
12	I feel more engaged and satisfied when I am given responsibility for managing or coordinating key aspects of the nursing education program.						
Work itself or Nature of the Job							
13	Teaching and mentoring students in the nursing profession is a fulfilling and motivating factor that contributes to my job satisfaction.						
14	The opportunity to influence the future of nursing practice through education is a motivating factor in my job satisfaction.						
15	The variety of teaching activities (e.g., lectures, clinical training, research) keeps my job interesting and motivates me to stay satisfied in my role.						
	The autonomy to design and implement my own curriculum increases my job satisfaction as a nurse educator.						
Personal Growth							
16	I am motivated by the opportunity to expand my knowledge and skills through professional development opportunities provided by my institution.						
17	I feel a sense of accomplishment and job satisfaction when I am able to improve my teaching skills and adapt new teaching methods.						

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18	I am more satisfied with my job when I am given the opportunity to take on challenging projects or responsibilities that contribute to my personal and professional growth.					
19	The ability to mentor and help develop future nurses contributes to my personal satisfaction and motivates me to stay in my role as a nurse educator.					

SECTION D: HYGIENE FACTORS THAT DETERMINE JOB DISSATISFACTION

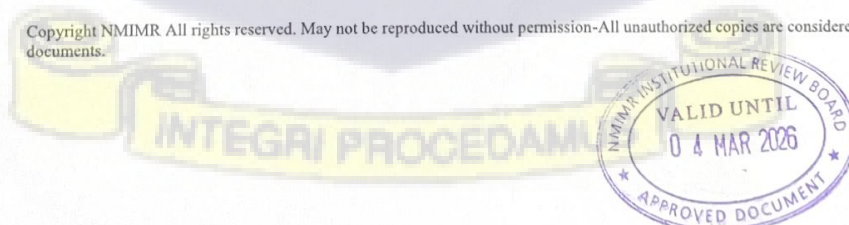
This questionnaire seeks to assess the hygiene factors that contribute to job dissatisfaction among nurse educators. Please indicate the extent to which you agree or disagree with each statement below by ticking (✓) the most appropriate response. Kindly be very objective in your responses. Use the scale below to rate your response:



1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

SN	STATEMENT	RESPONSES				
		1	2	3	4	5
	Base wage, Salary or Compensation and Benefits					
1	I am dissatisfied with my salary in relation to my workload and responsibilities as a nurse educator.					
2	The benefits provided by my institution (e.g., health insurance, retirement plans) are inadequate and contribute to my job dissatisfaction.					
3	Pay disparities between nurse educators and other healthcare professionals in my institution lead to feelings of dissatisfaction.					
4	Lack of financial incentives (e.g., bonuses, raises) affects my level of job satisfaction negatively.					

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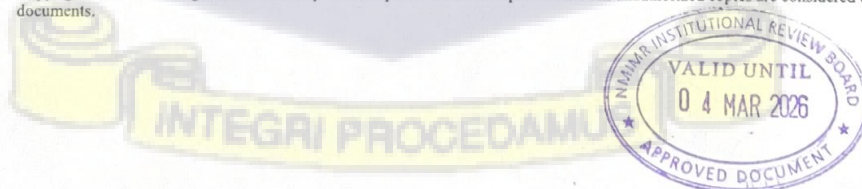
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Work Conditions						
5	Poor physical working conditions (e.g., outdated equipment, uncomfortable workspaces) contribute to my dissatisfaction as a nurse educator.					
6	Overcrowded classrooms or lack of space for teaching and learning causes frustration and dissatisfaction.					
7	Inadequate resources for teaching, such as teaching materials and technology, negatively impact my job satisfaction.					
8	The physical environment (e.g., inadequate lighting, temperature issues) at my institution often detracts from my overall job satisfaction.					
Supervision and Management						
9	Ineffective supervision or lack of support from my immediate supervisor leads to job dissatisfaction.					
10	Poor communication from leadership or administration creates frustration and negatively affects my job satisfaction.					
11	Unclear expectations or inconsistent feedback from supervisors negatively impacts my experience as a nurse educator.					
12	Micromanagement by my supervisor reduces my job satisfaction and contributes to job dissatisfaction.					
Institutional Policies and Procedures						
13	Unfair or inconsistent institutional policies regarding promotions or tenure leads to dissatisfaction.					

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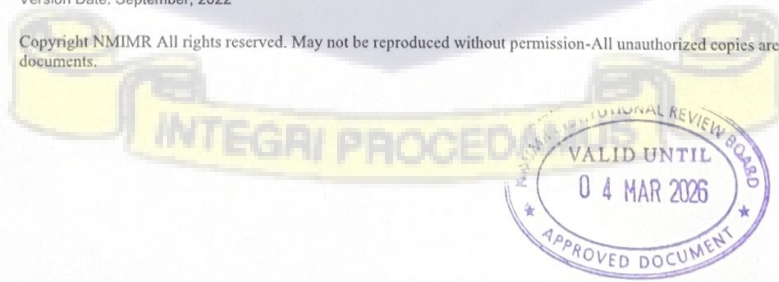




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14	Strict or inflexible institutional rules and regulations negatively affect my job satisfaction.						
15	The lack of clear institutional policies on work-life balance or flexibility causes dissatisfaction with my job.						
	Lack of opportunities for career growth or advancement due to institutional policies leads to job dissatisfaction.						
Coworker Relationships							
16	Negative or unsupportive relationships with coworkers contribute to my dissatisfaction in my role as a nurse educator.						
17	Interpersonal conflicts with colleagues negatively impact my job satisfaction.						
18	A lack of teamwork and collaboration among colleagues contributes to feelings of dissatisfaction.						
19	Poor communication or misunderstandings with colleagues negatively affect my work experience.						
Job Security and Workload							
20	Job insecurity or uncertainty about my position at the institution leads to dissatisfaction.						
21	Excessive workload or unrealistic expectations regarding teaching, research, and administrative duties contribute to my dissatisfaction.						
22	A lack of support to manage my workload adequately (e.g., teaching assistants, administrative help) negatively affects my job satisfaction.						
23	The lack of a clear job description or role definition causes confusion and contributes to job dissatisfaction.						

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SECTION E: RELATIONSHIP BETWEEN MOTIVATOR FACTORS AND NURSE EDUCATORS' OVERALL JOB SATISFACTION

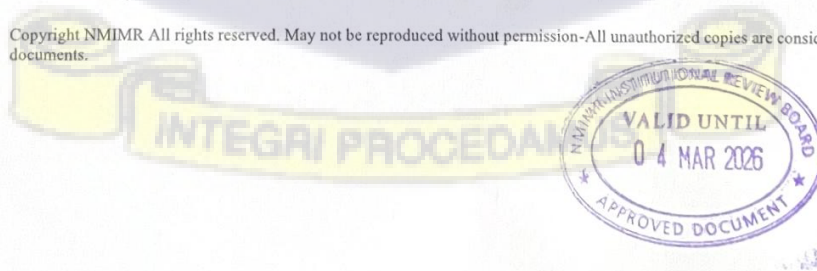
This questionnaire seeks to evaluate the relationship between motivator factors and nurse educators' overall. Please indicate the extent to which you agree or disagree with each statement below by ticking (✓) the most appropriate response. Kindly be very objective in your responses. Use the scale below to rate your response: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree


SN	STATEMENT	RESPONSES				
		1	2	3	4	5
	Motivator Factors					
1	I feel recognized and appreciated for my work as a nurse educator.					
2	I am provided opportunities for professional development and continuing education					
3	I have a sense of accomplishment in my work.					
4	I am given a level of responsibility that aligns with my skills and expertise.					
5	I am satisfied with the recognition I receive for my contributions to the educational program.					
	Overall Job Satisfaction					
6	I am satisfied with my current work-life balance					
7	I am satisfied with the compensation and benefits I receive in my role as a nurse educator.					
8	I feel that my work environment is supportive and collaborative					
9	I feel that my role as a nurse educator is meaningful and makes a difference.					

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10	I am satisfied with the autonomy and flexibility in my role as a nurse educator.					
----	----------------------------------------------------------------------------------	--	--	--	--	--

For items 11-13 please tick (✓) your Response the item

11. Overall, how satisfied are you with your role as a nurse educator?

- Very Unsatisfied
- Unsatisfied
- Neutral
- Satisfied
- Very Satisfied

12. Do you believe there is a direct link between motivator factors (such as recognition, responsibility, professional development) and your job satisfaction?

- Yes
- No
- Not Sure

13. If yes, please tick (✓) the key motivator factors that contribute to your job satisfaction.

- Achievement
- Recognition
- Responsibility
- The work itself
- Advancement
- Personal growth

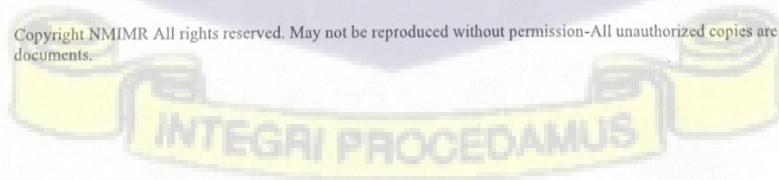
THANK YOU



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Appendix B: Introductory Letters



**UNIVERSITY
OF GHANA**

DEPARTMENT OF RESEARCH, EDUCATION & ADMINISTRATION
SCHOOL OF NURSING
COLLEGE OF HEALTH SCIENCES

Ref. No.

7th February, 2025

The Chairperson
Institutional Review Board
Noguchi Memorial Institute for
Medical Research
University of Ghana
Legon.

Dear Sir/Madam,

LETTER OF INTRODUCTION – SELMA OFORI

I write to introduce to you Ms. Selma Ofori, an MPhil Nursing student at the School of Nursing and Midwifery, University of Ghana, Legon.

The Scientific Review Committee of the School has approved the thesis topic: *“Factors Contributing to Job Satisfaction among Nurse Educators in the Bono Region”*.

As part of the School’s requirement, the student is required to obtain ethical clearance before embarking on data collection.

I hope the Institutional Review Board will consider the proposal and grant her ethical clearance to enable her conduct the study.



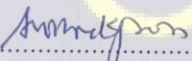


Thank you.

Yours faithfully,

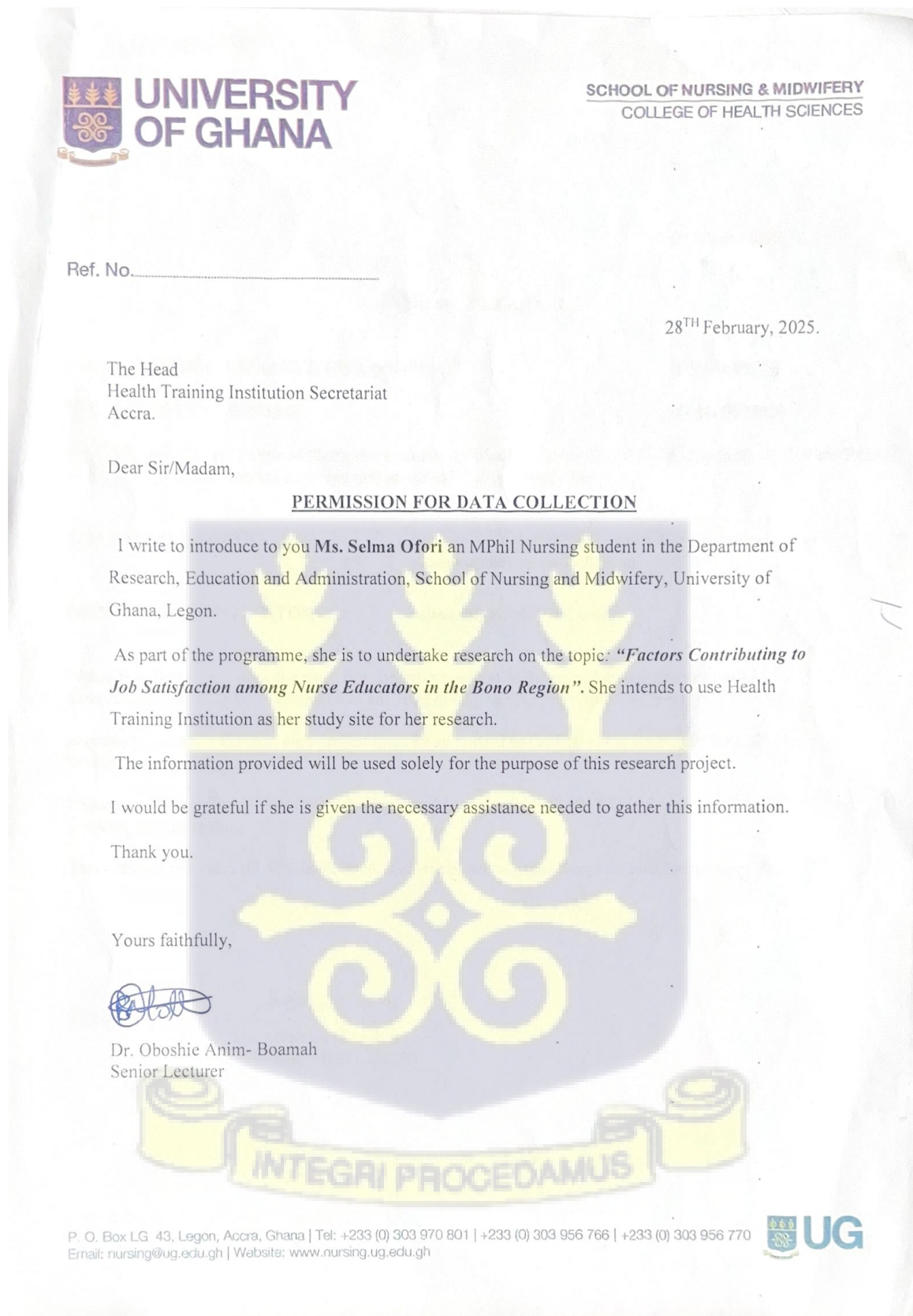
Dr. Atswei Adzo Kwashie
Head of Department



Appendix C: Ethical Clearance

	
	COLLEGE OF HEALTH SCIENCES INSTITUTIONAL REVIEW BOARD
5 th March 2025	
ETHICAL CLEARANCE	
FEDERALWIDE ASSURANCE FWA 00001824	IRB 00001276
NMIMR-IRB CPN 070/24-25	IORG 0000908
On 5 th March 2025, the Noguchi Memorial Institute for Medical Research (NMIMR) Institutional Review Board (IRB) at a full board meeting reviewed and approved your protocol titled:	
TITLE OF PROTOCOL	: Factors contributing to job satisfaction among nurse educators in the Bono Region
PRINCIPAL INVESTIGATOR	: Selma Ofori, MPhil Cand.
Please note that a final review report must be submitted to the Board at the completion of the study. Your research records may be audited at any time during or after the implementation.	
Any modification of this research project must be submitted to the IRB for review and approval prior to implementation.	
Please report all serious adverse events related to this study to NMIMR-IRB within seven days verbally and fourteen days in writing.	
This certificate is valid till 4 th March 2026. You are to submit annual reports for continuing review.	
Signature of Chair:	
	Dr. Abraham Hodgson (NMIMR – IRB CHAIR)
	
P. O. Box LG 581, Legon, Accra, Ghana Tel: +233 (0) 302-916438 Email: nirb@noguchi.ug.edu.gh www.noguchimedres.org www.ug.edu.gh	
	

Appendix D: Permission Letters





SCHOOL OF NURSING & MIDWIFERY
COLLEGE OF HEALTH SCIENCES

Ref. No.

8th April, 2025.

The Principal
Holy Family Nursing and Midwifery College
St. Mary's Campus
Drobo.

Dear Sir/Madam,

PERMISSION FOR DATA COLLECTION

I write to introduce to you **Ms. Selma Ofori** an MPhil Nursing student in the Department of Research, Education and Administration, School of Nursing and Midwifery, University of Ghana, Legon.

As part of the programme, she is to undertake research on the topic: ***"Factors Contributing to Job Satisfaction among Nurse Educators in the Bono Region of Ghana"***. She intends to use your institution as her study site for her research.

The information provided will be used solely for the purpose of this research project.

I would be grateful if she is given the necessary assistance needed to gather this information.

Thank you.

Yours faithfully,

Ms. Lorretta Naa Adjekai Otinkorang
School Administrator





SCHOOL OF NURSING & MIDWIFERY
COLLEGE OF HEALTH SCIENCES

Ref. No.

8th April, 2025.

The Principal
Nursing and Midwifery Training College
Sampa.

Dear Sir/Madam,

PERMISSION FOR DATA COLLECTION

I write to introduce to you **Ms. Selma Ofori** an MPhil Nursing student in the Department of Research, Education and Administration, School of Nursing and Midwifery, University of Ghana, Legon.

As part of the programme, she is to undertake research on the topic: *"Factors Contributing to Job Satisfaction among Nurse Educators in the Bono Region of Ghana"*. She intends to use your institution as her study site for her research.

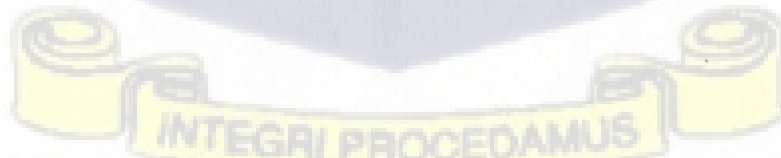
The information provided will be used solely for the purpose of this research project.

I would be grateful if she is given the necessary assistance needed to gather this information.

Thank you.

Yours faithfully,

Ms. Lorretta Naa Adjekai Otinkorang
School Administrator



P. O. Box LG 43, Legon, Accra, Ghana | Tel: +233 (0) 303 970 801 | +233 (0) 303 956 766 | +233 (0) 303 956 770
Email: nursing@ug.edu.gh | Website: www.nursing.ug.edu.gh





SCHOOL OF NURSING & MIDWIFERY
COLLEGE OF HEALTH SCIENCES

Ref. No.

8th April, 2025.

The Principal
Nursing and Midwifery Training College
Seikwa.

Dear Sir/Madam,

PERMISSION FOR DATA COLLECTION

I write to introduce to you **Ms. Selma Ofori** an MPhil Nursing student in the Department of Research, Education and Administration, School of Nursing and Midwifery, University of Ghana, Legon.

As part of the programme, she is to undertake research on the topic: *“Factors Contributing to Job Satisfaction among Nurse Educators in the Bono Region of Ghana”*. She intends to use your institution as her study site for her research.

The information provided will be used solely for the purpose of this research project.

I would be grateful if she is given the necessary assistance needed to gather this information.

Thank you.

Yours faithfully,

Ms. Lorretta Naa Adjekai Otinkorang
School Administrator





SCHOOL OF NURSING & MIDWIFERY
COLLEGE OF HEALTH SCIENCES

Ref. No.

8th April, 2025.

The Principal
Presbyterian Nursing and Midwifery Training School
Dormaa Ahenkro,

Dear Sir/Madam,

PERMISSION FOR DATA COLLECTION

I write to introduce to you **Ms. Selma Ofori** an MPhil Nursing student in the Department of Research, Education and Administration, School of Nursing and Midwifery, University of Ghana, Legon.

As part of the programme, she is to undertake research on the topic: *"Factors Contributing to Job Satisfaction among Nurse Educators in the Bono Region of Ghana"*. She intends to use your institution as her study site for her research.

The information provided will be used solely for the purpose of this research project.

I would be grateful if she is given the necessary assistance needed to gather this information.

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read "Lorretta Naa Adjekai Otinkorang".

Ms. Lorretta Naa Adjekai Otinkorang
School Administrator



Appendix E: Approval Letters

NATIONAL CATHOLIC HEALTH SERVICE (DIOCESE OF SUNYANI)
HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE
BEREKUM

 **BANKERS:**
Ghana Commercial Bank, Berekum
Agric Development Bank, Berekum
Fidelity Bank, Berekum

 P. O. Box 21,
Berekum, B/A
Ghana, W/Africa
Tel. 0352222124
Fax: 0352222474

Our Ref. ..HENMT.C/GC/Q1.1/Q42025
Your Ref.

Date April 25, 2025

The Administrator
Nursing and Midwifery Training College
P M. B. 4
Sunyani

Dear Administrator

RE: INTRODUCTORY LETTER – SELMA OFORI

Greetings from the Holy Family Nursing and Midwifery Training College, Berekum.

I acknowledge receipt of your letter of April 08, 2025 with reference number: CNMS/ADMIN/25/036 seeking permission for Ms. Ofori to conduct her research in the College on the topic **“Factors contributing to Job Satisfaction among Nurse Educators in the Bono Region of Ghana”**.

Kindly note that approval has been given for her to conduct the research at both Campuses of the College.

Thank you.

Yours sincerely

PRINCIPAL
HOLY FAMILY NURSING AND
MIDWIFERY TRAINING COLLEGE
BEREKUM

Monica Nkrumah (FGCNM)
Principal

Cc:
The Chairperson
Research Committee – Both Campuses



Website: nmtcberekum.edu.gh E-mail: nmtcberekum@yahoo.com, nmtcberekum@gmail.com

COLLEGE OF NURSING AND MIDWIFERY, SUNYANI

In case of reply, the number
And the date of this Letter
should be quoted

My Ref. No.:
Your Ref. No.:



REPUBLIC OF GHANA

P. M. B. 4
SUNYANI
14TH APRIL, 2025
+233 534 251 350
nmtc.syi@gmail.com
academics@nmtcsunyani.edu.gh

The Administrator,
School of Nursing & Midwifery
College of Health Sciences
University of Ghana

Dear Madam,

RE: PERMISSION FOR DATA COLLECTION

We acknowledge receipt of your letter dated 8th April, 2025, in respect of the above.

On behalf of the Principal of the College of Nursing and Midwifery, Sunyani, I am pleased to grant Ms. Selma Ofori approval to use this institution as one of her study sites to undertake her research titled: **"Factors Contributing to Job Satisfaction among Nurse Educators in the Bono Region of Ghana"**

We assure you of our cooperation and will provide her with the necessary assistance required to gather the relevant information for her study, in line with our institutional policies.

We wish her success in the conduct of her research.

Thank you.

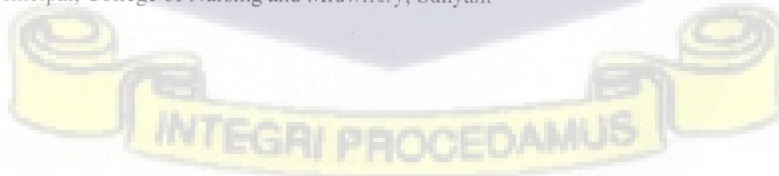
Yours faithfully,


Eugenia Afi Opare



(ADMINISTRATOR)

ADMINISTRATOR
NURSING AND MIDWIFERY TRAINING
COLLEGE - SUNYANI

cc: Principal, College of Nursing and Midwifery, Sunyani



Appendix F: NMIMR-IRB Consent Form Template

 	NOGUCHI MEMORIAL INSTITUTE FOR MEDICAL RESEARCH	
	INSTITUTIONAL QUALITY OFFICE	
	DOCUMENT CHANGE AND REQUEST FORM	
	Reference Number: Mgt-F-005-1.0	Effective Date: 1 st May 2023

CONSENT FORM

Title: Factors contributing to Job Satisfaction among Nurse Educators

Principal Investigator: SELMA OFORI (22007488)


University of Ghana University of Ghana
 School of Nursing and Midwifery
 Department of Research, Education and Administration
 Postal Address: P. O. Box LG 43
 Legon-Accra, Ghana.
 O244128741
 Email: oforiselma@gmail.com

General Information about Research
 You are invited to participate in a research study conducted by Selma Ofori. This study aims to assess the factors that contribute to job satisfaction among nurse educators. The information you provide in this study is for research and academic purposes only. This study will outline the specific factors that contribute to or hinder job satisfaction among nurse educators, and establish the relationship between these factors and job satisfaction levels. You will be required to answer and fill a questionnaire on the topic and encouraged to be very objective in your responses. You will use maximum of 30 minutes to answer this questionnaire. You are assured that your responses will be kept confidential.

Possible Risks and Discomforts
 This study has no physical, emotional or foreseeable discomfort as the researcher will maintain utmost privacy and confidentiality.

Possible Benefits
 By participating in the study, you gain a deeper understanding of what specific factors affect your own job satisfaction, identify areas for improvement, advocate for better working conditions and policies and help develop strategies to enhance professional growth and job satisfaction.

Confidentiality



NMIMR-IRB Form A (Students Only)
 Version Date: September, 2022

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INTEGRI PROCEDAMUS