INVESTIGATING THE CORRELATION BETWEEN JOB SATISFACTION, AUTONOMY , AND SELF-EFFICACY AMONG SCHOOL NURSSES IN BAHRAIN – A MIXED METHODS STUDY

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BACKGROUND:

Hospitals, clinics, nursing homes, and health centres are the traditional places where nurses work, but nurses have recently started working in new areas such as government and private schools, and they play a critical role in better health outcomes in the education setting. In order to better understand these roles, this study aimed to investigate the factors affecting job satisfaction and the relationship between job satisfaction, autonomy, and self-efficacy amongst school nurses in Bahrain.

MATERIALS AND METHODS:

This study used a mixed-method approach involving an exploratory sequential design with a survey and subsequent one-on-one interviews. A total of 142 school nurses in Bahrain were surveyed and data were collected using structured psychometric tools to measure job satisfaction, self-efficacy, and autonomy. Demographic characteristics of participants (gender, age, nursing specialty, professional development, appointing authority, and workload/population served) were also collected to allow for further analysis. The data were analysed using descriptive and correlational statistics. Twenty-seven school nurses were subsequently recruited for interviews using a purposeful sampling procedure. The data were subjected to thematic analysis using Burnard's (1991) framework.

RESULTS:

Results from the surveys were indicative of a general high level of job satisfaction among school nurses in Bahrain. The areas which contributed most strongly to this satisfaction, by way of statistical significance, were perceptions of the standard of care provided, professional support nurses received, the manageability of assigned workloads and personal satisfaction. The data further illustrate that job autonomy has an independent and positive relationship with job satisfaction, suggesting that job autonomy causes a subsequent increase in job satisfaction. Self-efficacy, on the other hand, correlates with job satisfaction, but was statistically significant. The qualitative results found a unanimous consensus amongst school

nurses that they face challenges in executing their roles. Herzberg's two-factor theory was used to demonstrate the hygiene and motivation factors related to Bahraini school nurses' job satisfaction. In this regard significant issues emerged in relation to training, standardisation of role descriptions and regulation and the need to promote health work environments.

CONCLUSION AND RECOMMENDATIONS:

While the findings indicate that school nurses in Bahrain are satisfied with their jobs there are a number of areas which need to be addressed to ensure that the role continues to realise its potential presently and in to the future. The findings suggest that training and education needs, regulatory professional bodies, and healthy and productive work environments are three important factors that affect the job satisfaction of school nurses in Bahrain. The study recommends a clear definition of school nurses' roles to ensure a productive and healthy working environment and also shows a need to implement appraisal modalities that will enable career growth, including remuneration and reward, thus facilitating job satisfaction and ensuring positive outcomes.