

	ORIGINAL RESEARCH PAPER EFFECT OF A DEPARTMENTAL TRAINING PROGRAM AND FACULTY MENTORSHIP ON JOB SATISFACTION, STRESS LEVEL, AND WORK OUTPUT AMONG NURSING FACULTY AT A GOVERNMENT UNDERGRADUATE COLLEGE OF NURSING, MAHARASHTRA: A QUALITY IMPROVEMENT STUDY	Nursing KEY WORDS: Nursing faculty; job satisfaction; occupational stress; staff development; mentorship; work output; nursing education
Dr Jilmy Anu Jose*	Professor & Head of Department, Department of Medical Surgical Nursing, College of Nursing, INHS Asvini, Colaba, Mumbai, Maharashtra, India*Corresponding author	
ABSTRACT	Background: Nursing faculty in India, particularly those posted to government sector, face distinct occupational challenges arising from frequent rotation, high proportions of first-time teachers, heavy administrative burden, and insufficient formal mentorship. Structured orientation and mentorship have been proposed as remediable strategies to improve faculty well-being and academic output, but their effect within this specific population has not been well documented. Objective: To evaluate whether a structured departmental training program combined with faculty mentorship improves job satisfaction, reduces occupational stress, and enhances work output among nursing faculty at a government undergraduate college of nursing. Methods: A single-group pre-post quality improvement study was conducted among all 30 nursing faculty members of a government undergraduate College of Nursing affiliated with the Maharashtra University of Health Sciences. A biweekly structured staff development program and a one-to-one faculty mentorship scheme were implemented over six months (September 2024 to April 2025). Job satisfaction, stress levels, frequency of stressful events, and contributory stressors were assessed at baseline and at six months using a validated structured questionnaire administered through Google Forms. Results: Job satisfaction rose from approximately 33% to 67% of faculty, while dissatisfaction fell from 40% to 6%. Extreme stress, reported by four faculty at baseline, was eliminated post-intervention; severe stress fell from four faculty to one, and five faculty reported being stress-free. Identified occupational stressors decreased from ten at baseline to four residual, largely structural, stressors post-intervention. Conclusion: A structured departmental training program combined with faculty mentorship produced clinically meaningful improvements in job satisfaction and substantial reductions in occupational stress among nursing faculty over six months, supporting its adoption as a standard onboarding strategy in similar institutions.	
	1. INTRODUCTION Stress and job satisfaction among nursing faculty are closely interlinked and exert a direct influence on the quality of nursing education as well as on educator well-being. Beyond classroom teaching, nursing faculty members commonly hold responsibility for clinical supervision, research activity, administrative duties, and community outreach, creating a demanding multi-role occupational profile. This challenge is amplified in government sector with transferable job, where nursing officers rotate across hospitals and training institutions every three to four years. In the study setting, 70% of nursing officers posted to the teaching faculty are serving in an academic role for the first time. Even faculty with strong postgraduate qualifications and extensive clinical experience frequently find themselves unprepared for the administrative, academic, and institutional demands of a nursing college. A baseline assessment at the selected College of Nursing in September 2024 substantiated this concern: out of 30 faculty surveyed, 73.4% had no prior teaching experience, and only 13.3% had five or more years of teaching experience. Consequently, experienced faculty carried a disproportionate burden of orienting inexperienced colleagues while managing their own academic and administrative workload — a pattern that fed a cycle of stress, diminished job satisfaction, and reduced work output. Existing evidence on nurse-educator job satisfaction, drawn largely from civilian nursing colleges with established faculty, reports comparatively favourable satisfaction levels, with one study from Kerala reporting satisfaction among 66% of nurse educators and a Mangaluru-based study reporting 82% satisfaction among faculty with established teaching roles [1–3]. However, these findings derive from faculty already settled into an academic role, and do not address the distinct situation of clinically expert but pedagogically untrained officers thrust rapidly into full teaching responsibility — a population unique to the armed forces nursing college system. This gap motivated the present quality improvement initiative, framed using the PICOT approach to evidence-based practice.	
	2. MATERIALS AND METHODS 2.1 Study Design This was a single-group, pre-post (before-after) quality improvement study designed to evaluate a structured staff development and mentorship intervention among nursing faculty. 2.2 Setting and Population The study was conducted at a College of Nursing in Mumbai, a government undergraduate college of nursing affiliated with the Maharashtra University of Health Sciences. All 30 nursing faculty members posted to the institution during the study period were included; no sampling was performed, and the entire eligible faculty population participated. The cohort comprised 74% first-time teachers with no prior teaching experience, 66.7% holding an MSc Nursing qualification, and 13.3% holding a doctoral qualification. Faculty ages ranged from 30 to over 50 years, with 53.3% aged 30–40 years. 2.3 Intervention Two concurrent interventions were implemented from September 2024, supported by a deliberate shift toward an inclusive leadership style that involved less-experienced faculty in institutional responsibilities rather than routing these exclusively through senior staff. Structured departmental staff development program: Biwe-ekly sessions covering 25 structured topics spanning academic and administrative functions of a nursing college, including curriculum planning, clinical rotation management, teaching methodology, student mentorship, internal assessment calculation, question-paper setting, official communication, mess rules, inventory management, inspection protocols, and university affiliation processes. Faculty mentorship program: Each newly posted nursing officer was paired with an experienced faculty mentor, providing a structured, relationship-based channel for resolving queries, navigating institutional culture, and receiving professional support across both academic and non-academic service duties. 2.4 Data Collection and Outcome Measures Data were collected using a structured questionnaire	

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administered through Google Forms at two time points: baseline (September 2024, prior to the intervention) and post-intervention (April 2025, after six months of training and mentorship). The same cohort of 30 faculty completed both surveys, yielding a complete paired dataset with no attrition. Outcome measures comprised self-reported job satisfaction category, stress level category (including extreme and severe stress), frequency of stressful occupational events, and the number and nature of identified occupational stressors.

2.5 Statistical Analysis

Descriptive statistics (frequencies and percentages) were used to summarise pre- and post-intervention distributions of job satisfaction, stress category, and stressor counts within this paired cohort of 30 faculty.

2.6 Ethical Considerations

The study was undertaken as an internal departmental quality improvement initiative. Participation in the survey was voluntary, and responses were collected and analysed in aggregate to inform institutional practice.

3.RESULTS

All 30 faculty members completed both the pre- and post-intervention assessments, providing a fully paired dataset.

3.1 Job Satisfaction

The proportion of faculty reporting job satisfaction rose from approximately 33% at baseline to 67% post-intervention, while the proportion reporting dissatisfaction fell from 40% to 6% (Fig 1)



Fig 1: Comparison of stress level among faculty before and after intervention (n=30)

3.2 Occupational Stress

Severe stress, reported by four faculty members at baseline, was not reported by any faculty member post-intervention. (Table 1) Severe stress fell from four faculty to one, and five faculty members reported being entirely stress-free at follow-up. The overall frequency of stressful occupational events also declined markedly.

Table1: Comparison of Pre and Post Intervention Variables (n=30)

Pre Intervention	Post intervention
1. Hard to adjust with task and time	1.Deadlines
2. Deadlines	2.University timelines
3. University timelines	3. Regional language
4. Not understanding language	4.Too long working hours.
5. Working beyond the schedule hours and working without day off	
6. Not having proper guidance towards any novel job	
7. The department heads are only goal oriented	
8. Too long working hours	
9. Unpredictable working environment	
10. Inadequate guidance from administration	

3.3 Occupational Stressors

Ten distinct stressors were identified at baseline, including difficulty adjusting to tasks and timelines, working beyond scheduled hours without days off, lack of guidance, language barriers, unpredictable workloads, and insufficient administrative support. Post-intervention, four residual stressors remained — institutional deadlines, university timelines, regional language challenges, and long working hours — each reduced in reported severity relative to baseline. (Table 2)

Table 2: Factors Contributed to Stress as Expressed by the Study Participants

Outcome measure	Pre-intervention	Post-intervention
Faculty reporting job satisfaction	33%	67%
Faculty reporting dissatisfaction	40%	6%
Faculty with severe stress	26%	0 %
Faculty reporting no professional stress	0%	33%
Number of identified occupational stressors	10	4

3.4Work Environment

Qualitative observation over the intervention period indicated a more collaborative and better-oriented teaching environment, with more equitable participation of experienced and new faculty in institutional responsibilities, reducing the previously isolated burden carried by senior teaching staff.

4.DISCUSSION

These findings are consistent with broader evidence that structured orientation and mentorship improve nurse-educator well-being and professional performance. Faculty who receive formal onboarding and mentorship appear better equipped to manage institutional expectations, reducing the cognitive and emotional burden associated with role ambiguity.

Comparable studies report job satisfaction among 66% of nurse educators in Kerala and 82% among experienced faculty in Mangaluru [1–3]; however, both involved faculty already established in teaching roles. The present study addresses a comparatively understudied group — clinically experienced, academically qualified nursing officers placed into a teaching role without pedagogical preparation — a population specific to the armed forces college of nursing system, and demonstrates that structured intervention can move satisfaction and stress outcomes substantially within six months even in this higher-risk group.

The underlying 70:30 ratio of inexperienced to experienced faculty is a structural feature of the rotation-based posting system and was not altered by this intervention. What the intervention achieved was a redistribution of the orientation burden: replacing informal, ad hoc, on-the-job learning with a formal program, thereby relieving experienced faculty of disproportionate mentoring demands while simultaneously building confidence and competence among new faculty.

The four residual stressors identified post-intervention — institutional and university deadlines, regional language barriers, and long working hours — are largely structural and systemic in nature and are unlikely to be fully resolved through college-level intervention alone; they may instead require policy-level attention across the wider nursing education system. Even so, the reduction from ten to four identified stressors represents a meaningful improvement in the occupational health landscape of the faculty studied.

4.1 LIMITATIONS

This study has several limitations. The single-group pre-post design lacks a concurrent control group, limiting causal inference and leaving open the possibility that secular trends or other concurrent institutional changes contributed to the observed improvements. The sample was small and confined

to a single institution, which may limit generalisability to other colleges of nursing. Outcome measures relied on self-report through a structured questionnaire without an independently validated psychometric stress or satisfaction scale, and blinding of participants or assessors was not feasible given the nature of the intervention.

5. CONCLUSION

A structured departmental training program combined with faculty mentorship, implemented consistently over six months, was associated with meaningful improvements in job satisfaction and substantial reductions in occupational stress among nursing faculty at a government undergraduate college of nursing. The intervention benefited both new, first-time teaching faculty and experienced faculty, the latter gaining from more equitable workload distribution and a more supportive institutional culture.

These findings support formalising structured onboarding and mentorship as standard practice for nursing faculty entering teaching roles without prior pedagogical preparation, particularly within rotation-based postings such as those in armed forces nursing colleges.

5.1 Future Directions

Planned next steps include formalising the intervention through a Standard Operating Procedure at selected colleges of nursing across India, and conducting longitudinal research examining the relationship between nurse-educator job satisfaction, work output, and burnout syndrome.

Declarations

Conflict of Interest: The author declares no conflict of interest.

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