
Coping Strategies and Job Satisfaction Among Nursing Clinical Instructors in a Private College Institution

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ABSTRACT

This study investigated the relationship between coping strategies and job satisfaction among 100 nursing clinical instructors. Using a quantitative descriptive-correlational design with the Brief COPE Inventory, the study found that instructors prioritize adaptive coping over avoidant behaviors. While job satisfaction is generally high, bolstered by peer relationships, critical gaps exist in management appreciation and benefits. Analysis showed a significant positive correlation between adaptive coping and professional fulfillment, with sex significantly influencing satisfaction levels. These results highlight that institutional success requires structured wellness programs and improved reward systems. A proposed Coping-Satisfaction Matrix aims to bridge the gap between professional demands and institutional recognition.

Keywords: *Nursing Clinical Instructors, Coping Strategies, Job Satisfaction, Descriptive-Correlational, Resilience, Institutional Support, Private College Institution.*

INTRODUCTION

Transitioning from bedside care to a private college institution in Iloilo City traps nursing faculty in a friction zone between competing professional identities. While standard organizational models imply that internal coping mechanisms cleanly buffer against acute workplace stress, the reality on the ground is more fragmented. In practice, instructors balance heavy grading with unpredictable clinical supervision, using ad hoc survival tactics. This study deploys the Brief COPE and a Job Satisfaction Survey to map these exact pressure points. The challenge lies in converting these psychometric metrics into active structural interventions. The resulting Coping-Satisfaction Matrix bypasses abstract theory to offer immediate retention strategies tailored for the upcoming academic accreditation cycle.

Statement of the Problem

This study aimed to examine the relationship between coping strategies and job satisfaction among clinical nursing instructors at a private college. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the nursing clinical instructors in terms of age, gender, marital status, number of children, years of service, and monthly family income?
2. What is the extent of the coping strategies utilized by the respondents as measured by the Brief COPE Inventory in terms of Problem-Focused Coping, Emotion-Focused Coping, and Avoidant Coping?

3. What is the level of job satisfaction among the respondents as measured in terms of Work and Workplace and Benefits and Rewards?
4. Is there a significant difference in the utilized coping strategies and level of job satisfaction when respondents are grouped according to their demographic profile?
5. Is there a significant relationship between the utilized coping strategies and the level of job satisfaction among nursing clinical instructors?
6. Based on the results of the study, what intervention program can be proposed to enhance adaptive coping mechanisms and professional fulfillment among the faculty?

Scope and Delimitations

This research primarily explored the relationship between coping strategies categorized into problem-focused, emotion-focused, and avoidant methods and job satisfaction levels regarding workplace conditions and institutional rewards among 100 nursing clinical instructors at a private college in Iloilo City. Conducted during the second semester of the 2025-2026 academic year, the study utilized a validated, three-part printed survey personally distributed by the researcher to ensure data integrity. The resulting quantitative data were analyzed using descriptive and inferential statistics through SPSS version 20 to provide specific, localized insights into the faculty's professional experiences.

Review of Related Literature

In today's academic world, coping strategies are the primary means by which nursing clinical instructors (CIs) manage the stressful shift from the classroom to the ward. Recent studies divide these strategies into problem-focused and adaptive emotion-focused types (Algorani, 2023). Problem-focused coping involves actively addressing stress and is increasingly associated with professional independence. Instructors who use planning and seek information report feeling more effective when they believe they have control over their clinical environment (Waterhouse & Samra, 2024). On the other hand, current evidence suggests that avoidant coping, which involves withdrawing from the situation, is associated with poorer outcomes. This type of coping is often tied to a lower quality of life and more psychological distress in the post-pandemic era (Orines, 2023). Adaptive emotion-focused strategies, such as positive reframing and mindfulness, have been shown to improve resilience among healthcare professionals facing the ongoing stress of 2025's clinical demands (Li et al., 2025; Putra et al., 2023).

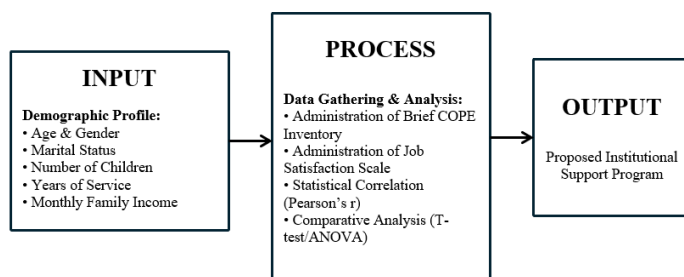
Theoretical Framework

The study was anchored in three integrated nursing theories: Betty Neuman's Systems Model, Sister Callista Roy's Adaptation Model, and Imogene King's Goal Attainment Theory. These theories provide a comprehensive lens through which the stressors, adaptive processes, and professional outcomes of nursing clinical instructors can be examined. These three nursing theories were interrelated through a stress-adaptation-outcome cycle. Neuman's Systems Model identified the environmental stressors that initiated the process. Roy's Adaptation Model explained the internal coping strategies used to manage those stressors, and King's Goal Attainment Theory evaluated the resulting professional state of job satisfaction. Together, they illustrated that job satisfaction was not merely a static condition but a dynamic result of how

an instructor (Neuman) adapts (Roy) to achieve professional goals (King) within a demanding clinical and academic environment.

Conceptual Framework

This study followed the Input-Process-Output (IPO) model, providing a logical flow for examining the relationship between coping strategies and job satisfaction among nursing clinical instructors.



METHODOLOGY

This study employed a quantitative descriptive-correlational design at a private college in Iloilo City during the 2025-2026 academic year. While textbook methodologies assume frictionless data collection, the ground reality leans toward hands-on logistical maneuvering. In practice, this meant navigating erratic clinical shifts to hand-deliver surveys directly to 100 purposively sampled nursing instructors. This manual approach secured a high response rate for an instrument boasting a pilot-tested Cronbach's alpha of .939. The challenge lies in crunching these metrics using SPSS v20. By running T-tests, ANOVA, and Pearson's r , the raw calculations map back to institutional review board protocols protecting participant anonymity.

Research Design

This study employed a quantitative descriptive-correlational research design to systematically and accurately examine participants' characteristics without manipulating variables. The descriptive component aimed to identify the demographic profiles of the 100 nursing clinical instructors and to evaluate their current levels of job satisfaction and specific coping mechanisms, such as problem-focused, emotion-focused, or avoidant strategies. Complementing this, the correlational design investigated the strength and direction of the relationship between the independent variable (Coping Strategies) and the dependent variable (Job Satisfaction) within a real-world academic setting.

Research Steps

The study was conducted through a systematic three-phase quantitative process. Phase 1 involved securing ethical clearance from the Institutional Ethics Review Board (IERB) and obtaining formal permission from the college administration. In Phase 2, the researcher personally distributed printed questionnaires to 100 qualified instructors, provided them with an orientation, and allowed them private time to complete the surveys. Finally, Phase 3 focused

on auditing the completed instruments, followed by data coding and professional analysis using SPSS version 20.

Data Collection and Sample Selection

The researcher employed purposive sampling to select 100 nursing clinical instructors from a specific private college in Iloilo City. To be included, participants had to be Registered Nurses currently employed at the site and actively supervising students in clinical settings. Data were gathered using a three-part survey tool comprising a demographic profile, the 24-item Brief COPE Inventory, and an adopted 20-item Job Satisfaction Scale. This instrumentation was rigorously validated through expert review and a pilot test, which confirmed excellent reliability with a Cronbach's Alpha of .939.

Data Analysis Methods

Both descriptive and inferential statistics were utilized to interpret the collected data. Frequency and percentage distributions were used to summarize the demographic profile, while the weighted mean and standard deviation were used to measure the extent of coping strategies and job satisfaction levels. For comparative analysis, Independent-Samples T-tests were used for sex and number of children, while Analysis of Variance (ANOVA) was applied to age, marital status, years of service, and income. Additionally, Pearson's R was used to determine the correlation between the two primary variables.

Research Hypotheses and Validation

The study tested three main hypotheses with varying results. The first hypothesis, stating no significant difference in coping strategies across demographic profiles, was accepted because all p-values were greater than .05. The second hypothesis regarding job satisfaction was partially rejected because a significant difference was found by sex ($p = .002$), though other demographics remained non-significant. The third hypothesis was rejected, as the analysis revealed a significant moderate positive correlation ($r = .477$, $p < .001$) between the instructors' coping strategies and their job satisfaction.

Study Limitations and Ethical Considerations

The study's scope was localized to one private institution in Iloilo City. Ethically, the research prioritized participant autonomy through voluntary involvement and signed consent. Anonymity was strictly maintained by avoiding personal identifiers, and all data was protected in alignment with the Data Privacy Act. Furthermore, the study adhered to the principle of non-maleficence by employing a low-risk design that neither caused distress nor interfered with professional duties.

RESULTS AND DISCUSSION

The data show that nursing clinical instructors lean heavily on adaptive mechanisms, favoring problem-focused coping ($CM=3.24$) and emotion-focused coping over avoidant behaviors ($CM=1.17$) to navigate their double-identity roles. While the high overall metrics suggest a workforce experiencing widespread professional fulfillment ($CM=4.04$), the ground reality exposes a widening satisfaction-retention gap driven by low management appreciation

($M=2.89$) and a strong itch for external career advancement. Demographic variations across age, tenure, and income proved remarkably uniform, framing the systemic stressors of private health education as universal equalizers. Male instructors reported significantly higher job satisfaction, $M=3.79$, $p=.002$, than their female counterparts, $M=3.57$, a mismatch that points directly to a disparity. The challenge lies in translating the moderate positive correlation between coping and satisfaction ($r=.477$, $p=.001$) into an organizational safety net. Administrators must build structured, institutionalized support systems rather than relying on individual faculty resilience to survive the next accreditation cycle.

SUMMARY

The study shows that nursing clinical instructors at a private institution are generally resilient, employ healthy coping strategies, and are satisfied with their jobs. They tend to deal with challenges by taking action and relying on their faith, while avoiding negative coping behaviors. They feel most fulfilled in their relationships with colleagues and the quality of their work, but are less satisfied with management support and benefits. Male instructors reported higher job satisfaction than females. Overall, those who actively cope with stress tend to be happier at work. However, limited career growth may lead some to leave, and longer-serving staff may feel isolated, although clear expectations help improve teamwork.

CONCLUSIONS

The study found that nursing clinical instructors are highly resilient and actively use problem-solving and emotional coping strategies to manage their work. However, a “satisfaction-retention gap” exists; while they enjoy their tasks, limited recognition and career growth opportunities affect their overall satisfaction. The results showed a clear positive link between using healthy coping strategies and higher job satisfaction, meaning the more resilient and proactive instructors are, the more fulfilled they feel in their roles, even when institutional support is lacking.

RECOMMENDATIONS

Nursing leaders should create supportive programs that recognize staff efforts and boost morale. Clinical instructors are encouraged to continue using healthy coping strategies, such as peer support and emotion regulation, to manage stress effectively. At the same time, schools should invest in evidence-based faculty development, including mental health support and resilience training. Improving benefits, offering fair incentives, and providing clear career growth opportunities can also help retain staff. Overall, prioritizing well-being and continuously evaluating these initiatives will better support educators in the long run.

ACKNOWLEDGMENT

I am deeply grateful to God for the strength and guidance that helped me complete this journey. I sincerely thank the Graduate School faculty, especially my adviser, Dr. Joel John A. Dela Merced, for their support, patience, and encouragement throughout this study. I also appreciate the guidance from our deans, the help from expert validators, and the cooperation from my fellow clinical instructors and participants. Above all, I am truly

thankful to my family for their constant love and support, which made this achievement possible.

AI DECLARATION STATEMENT

AI-supported tools were used only to assist with grammar, language refinement, and structure in preparing this article. No AI tools were used to collect, analyze, or interpret the research data. All authors are fully credited for their academic contributions and remain responsible for the content, accuracy, and integrity of this work.

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