**Purpose**

The aim of the study was to find key information for understanding the lived experience of life balance in nurse educators and to identify challenging aspects of the nurse educator profession that lead to nurse educator dissatisfaction and/or burnout.

**Background**

Nurse educator balance is significant to the national nurse faculty shortage crisis. The inability to achieve life balance contributes to job dissatisfaction and burnout which contribute to nurse educator shortage and nursing shortage. There is an inherent link between the nursing faculty shortage, challenges in producing enough new nurses, and a continuing shortage of nurses. The shortage of nurses and nurse educators compromises patient safety.

**Methods**

This mixed methods study looked at relationships between nurse educator life balance and quality of life related to work. The study followed the convergent, parallel mixed methods design. Qualitative and quantitative data collected, analyzed separately, and then merged.

**Models and Tools**


The Life Balance Model describes relationships between activity configurations. The Life Balance Inventory tool measures life balance utilizing the principle that everyday activity patterns must enable an individual to meet the following important needs.

**Quantitative Results**

Life Balance Inventory scoring: 1.0 to 1.49, very unbalanced; 1.50 to 1.99, unbalanced; 2.00 to 2.49, moderately balanced; and 2.50 to 3.00, very balanced. All participants fall into moderately balanced range.

ProQOL 5 results:
- Compassion Satisfaction = Positive feelings about role.
- Compassion Fatigue/Burnout = Burnout risk low.
- Secondary Stress = At risk for coping with trauma related work

Significant relationships between compassion satisfaction and the total life balance score and subcategories health, challenge, and identity.

**Qualitative Results**

Themes derived from interviews

**Implications**

The participants of this study had moderate balance in total life balance, moderate balance in the four need dimensions of health, identity, relationships, and challenge. Reports of dissatisfaction with life balance or lack of life balance may be an indicator of the educator’s dissatisfaction with work-related factors as indicated with the emerged themes: Support, Demands, Workload, and Personal Time attributes, rather than decreased life balance.

The study demonstrated significant relationships between life balance and professional quality of life, suggesting the more life balance an educator perceives they have, the more compassion satisfaction they may perceive they have.

Life balance perceptions may be different than the expectations of nurse educators and any deviation from being very balanced may add to the dissatisfaction with the role.