Transformational and Transactional Leadership Styles in Enhancing Nurse Educator’s Job Satisfaction: An Integrative Analysis of Conventional and Islamic Approaches.

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ABSTRACT

As nursing education gets more complex, leadership styles employed in these nursing training institutions played a crucial role in achieving nurse educators’ job satisfaction. As such, this study intends to elicit attributes and practices of nursing academic leaders’ transformational and transactional leadership styles in enhancing the job satisfaction of nurse educators. The qualitative method used for the study was based on the phenomenological approach to gather an in-depth understanding of human behaviour through interview, documents and observations. Purposive sampling was undertaken in selecting nine nurse educators from three nursing colleges from Johor and Melaka. Data from the interview were summarized in answering nurse educators’ job satisfaction and perceived leadership styles and practices of nursing academic leaders. The responses from the verbatim transcriptions were analysed using the software Atlas Ti. The strong relationship between nursing academic leadership styles and nurse educators’ job satisfaction suggested that the academic nursing transformational leadership style played a prominent role on subordinates’ job satisfaction and that nursing academic leaders’ transformational leadership practices and attributes had the ability to encourage subordinates to achieve more than what they planned. Transactional leadership practised by the nursing academic leaders indicated a weak link to subordinates’ job satisfaction as the leaders’ emphasis on payoffs for performance and corrective actions were not as acceptable to that of transformational leadership attributes practised by the leaders. The study uncovered effective leadership was enacted via engaging leadership where the leader enabled the development of an organization modelled by a culture of integrity, transparency, accessibility and genuine valuing of others and that their contributions were concerned for the development and well-being of others. In fact, moral attributes like integrity, trustworthiness and commitment to work as well as decision making styles of leaders such as being consultative leader are among the basic Islamic teachings on establishing worthy social order.

KEYWORDS: Transformational leadership, job satisfaction, nurse educators and leaders, approaches.

INTRODUCTION

Although nursing administrators comprise only a small portion of the current nursing population, they are a critical group as the impact of work environment is largely dependent on them. Research had shown commensurable effect that nursing managers had on the morale and job satisfaction of nurses.¹ This is further reaffirmed by Loke-Foong² who indicated that nurse managers’ behavioural attributes did indeed impact subordinates’ job satisfaction as well as commitment, including that of productivity. As such nursing managers’ leadership skills play a key role towards job satisfaction and retention and as such, can mitigate the nursing shortages.³ Thus, the ability to retain nurse educators is one of the most important aspects of a nursing administrator’s responsibility.⁴ Reported that the key to productivity, motivation and retention of subordinates lies in the hands of their leaders. He further reiterated that nursing leadership is demonstrated by close relationships with their subordinates.

Turnover is particularly problematic for nurse educators because of the high cost and time required to attain the experience and expertise required of them to function effectively.⁵, ⁶ Thus, the ability to retain nurse educators is one of the most important aspects of a nursing administrator’s responsibility. It is therefore important to continue to investigate how, why and what perceived leadership styles that can have an impact on nurse educators’ job satisfaction and thus help in the retention. Furthermore, the positive effects of transformational and transactional leadership on
subordinates are relatively well researched in the nursing faculty in the western countries. However, to the best of the researcher’s knowledge, no study has been conducted in the nursing colleges or programmes under the Ministry of Health, Malaysia (MoH) to examine how transformational and transactional leadership particularly in relation to nursing academic leadership behaviours with subordinates overall job satisfaction.

Research conducted outside the healthcare arena suggested that leadership attributes relatedness in improving followers’ job satisfaction included that of edifying leader-follower relationship based on mutual trust and respect, being visible and accessible, reliable, virtuous and living one’s embraced values, training, mentoring staff, role modelling and engaging in communication that reflects understanding, mutual respect and interest. In particular, researchers have hypothesized that nursing administrators require effective leadership styles, high social and interpersonal abilities together with political astuteness to remain effective in an ever-increasing competitive environments so as to be able to propel the organization during times of potential crisis and change. It is believed that by continuously gauging and improving leaders’ effectiveness and work environment, it can result in the increase of job satisfaction.

Bass indicated that transactional leadership emphasizes on role identification, expectations, performance factors and managing to reap anticipated outcomes. Transformational leadership on the other hand, moves the entire attention of performance and anticipations of work that exceeds expectations of quality and speed of feat as well. The transformational leader works with subordinates in stimulating their thinking and arousing their feat to perform beyond anticipations. In short, the transformational leader excels from a simple to a multifaceted exchange process, inspiring subordinates to the higher hierarchical needs. Bass and Avolio also stressed that this century requires leadership with transformational attributes; supple, developmentally adapted, “open-minded” and capitalizing on these attributes has the capability to face up to a learned workforce.

A deeply satisfying organizational culture could solidify if leaders involve subordinates in the development of shared work values. The relationship of leadership styles and subordinates’ job satisfaction is supported by research and improved leadership styles can improve subordinates’ perceptions of leadership support, thus aiding in enhancing job satisfaction of the subordinates. Moral quality of leaders and their relation to their communities are also among the subjects addressed by major religious traditions including Islam. The Islamic perspective of work ethics is found in the Qur’anic terms like ajir (employee), ra’i (shepherd) and ulul amri (decision makers) which collectively connote those who hold public offices, or in charge of given employment and given duties including heads of states, directors of corporate business companies, private firms, chancellors of educational institutions, as well as the welfare organizations. With regards to the leadership characteristics of public administrators, the early Muslim scholars like; Abu Yusuf (731-798 A.D), Ibn al-Muqafa (724-789 A.D), and al-Mawardi (d.1058 C.E) emphasized the personal and judicial aspects of the public administrators under the topics; “al-wali al-adil”, “al-sultan al-‘Adil” or the “khalifah” which are all equivalent to “just leader or administrator”. Among classical Muslim writings on this subject include al-Adab al-Kabir and al-Adab as-Saghir, by Ibn al-Muqafa (d. 789 CE), al-Mizan al-Amal, by al-Ghazali (d. 1111 CE), al-Ahkam al-Sultaniyah wal Wilayah al-Diniyyah, by Almawardi (d. 1058 CE), Besides their enormous effort which was heavily invested in the descriptions of the “sultan ‘adil”, these scholars made a considerable effort on explaining the managerial roles and leadership styles of leader through and within the Islamic perspective. Contemporary Muslim works on this subject are also available including that of Shaukat Ali and Qardhawi, which offered valuable discussions on the subject.

Thus, this study intends to determine the effects of transformational and transactional leadership styles on nurse educators’ overall job satisfaction with the emphasis of answering the following research questions: 1. What factors have influenced nurse educators’ job satisfaction? 2. How do nurse educators perceive the leadership styles of their nurse administrators? 3. What specific leadership practices if any have encouraged nurse educators’ job satisfaction?

MATERIALS AND METHODS

This study employed a qualitative method together with documents and observations. Purposive sampling that included maximum variation sampling and critical case sampling in selecting nine nurse educators from three nursing colleges from Johor and Melaka were selected for the study. The methodological naturalism is the phenomenological assumption that provides the framework with which to conduct this study. The naturalistic study used in the qualitative process was to emphasize a phenomenological view to find meaning from events as they occur so as to enable greater understanding regarding nurse educators’ perceptions, opinion and feelings as they relate to their leadership styles and their own level of job satisfaction. The charted responses were then analyzed using qualitative statistical software; Atlas Ti to identify common themes that occurred.

Purposive sampling was used in qualitative method as opposed to that of random sampling in the case of quantitative method to include purposely selected samples to represent a wide range of things that could be observed by the inquirer. Contact with the college directors from three nursing colleges were by letter as well as by phone
to obtain their approval in permitting their college participation in the study. As qualitative study aims to obtain rather implicit deep information, their sampling size is rather small.\textsuperscript{15} As such, three nurse educators from each college were selected as participants in the study. Three colleges in close proximity to the researcher were selected for the study. College A and B are nursing colleges conducting diploma program whereas College C conducts certificate program in Community Nursing. All the administrative leaders under study have at least 15 years of experience and had served the colleges no less than two years. The name of the colleges and participants were omitted to preserve confidentiality and anonymity. Informed consent and the right to withdraw from the interview were told to the participants before the start of the interview. The interview was conducted using a structured interview guide. The initial data was in the form of verbatim transcriptions of the nine interviews. Each interview was then summarized into a narrative form that included direct quotations according to the questions that were answered: data relating to nurse educators’ job satisfaction and perceived leadership styles and practices of nursing academic leaders.

Trustworthiness and rigor of the data were ascertained using the parallel criteria.\textsuperscript{16} Credibility of the data was achieved by persistent observation and engagement with nurse educators to elicit attributes and practices of leaders that contributed to their job satisfaction as well as other factors leading to their job satisfaction. Further, the researcher develops a reflexive journal in which regular entries are made during the research process pertaining to methodological decisions and the reasons for them, the logistics of the study and a reflection of what is happening in terms of her own values and interests. Additionally, transcriptions of the data were checked by the participants in ensuring internal validity. Data dependability was achieved by ensuring that the findings derived were explicit, repeatable and consistent across time by using the same semi-structured interview guide for all participants and using the same interviewer. Data saturation was used to ensure data adequacy that data were gathered to the point of redundancy. The use of multiple data sources; participant observation, field notes, participant checks, site documents and journals further augment adequacy in terms of data variability and interpretive status of the evidence. Adequacy in interpretation involved immersion in the data during data collection and transcription of interviews by repetition of transcription readings, tape listening, review of field notes and other data.

**RESULTS**

Participants’ profile for the qualitative study is shown in Table I. All nine nurse educators’ age ranges between 42 years to 56 years and six of them are married and the rest have never married. Three of them have at least two years in teaching, three with at least five years in teaching and another three, more than ten years in teaching. All three of the participants from the same college under study teach different content areas. Each interview was then summarized into a narrative form that included direct quotations and paraphrases from the participants’ responses. Key words or paraphrases were then coded into data relating to Nurse Educators’ job satisfaction and perceived leadership styles and practices of Nursing Academic Leaders. The open coding according to participants and colleges for job satisfaction are as illustrated in Table II and leadership practices/styles in Table III.

<table>
<thead>
<tr>
<th>Nursing College/ Participants Location</th>
<th>Age</th>
<th>Marital Status</th>
<th>Job Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>45</td>
<td>Married</td>
<td>2 years</td>
</tr>
<tr>
<td>2</td>
<td>51</td>
<td>Married</td>
<td>9 years</td>
</tr>
<tr>
<td>3</td>
<td>55</td>
<td>Never Married</td>
<td>14 years</td>
</tr>
<tr>
<td>4</td>
<td>56</td>
<td>Married</td>
<td>16 years</td>
</tr>
<tr>
<td>B</td>
<td>44</td>
<td>Married</td>
<td>2 years</td>
</tr>
<tr>
<td>5</td>
<td>47</td>
<td>Never Married</td>
<td>6 years</td>
</tr>
<tr>
<td>6</td>
<td>51</td>
<td>Married</td>
<td>11 years</td>
</tr>
<tr>
<td>C</td>
<td>42</td>
<td>Never Married</td>
<td>3 years</td>
</tr>
<tr>
<td>8</td>
<td>49</td>
<td>Married</td>
<td>6 years</td>
</tr>
</tbody>
</table>
Table II: The open coding according to participants and colleges for job satisfaction

<table>
<thead>
<tr>
<th>College A</th>
<th>College B</th>
<th>College C</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>P2</td>
<td>P3</td>
</tr>
<tr>
<td>Appreciation</td>
<td>Performance</td>
<td>Performance</td>
</tr>
<tr>
<td>Gains</td>
<td>Achievement</td>
<td>Attainment</td>
</tr>
<tr>
<td>Achievement</td>
<td>Cooperation</td>
<td>Learning</td>
</tr>
<tr>
<td>Support</td>
<td>Environment</td>
<td>Recognition</td>
</tr>
<tr>
<td>Easy</td>
<td>Promotion</td>
<td>Promotion</td>
</tr>
<tr>
<td>Sharing</td>
<td>Supervisor</td>
<td>Environment</td>
</tr>
<tr>
<td>Recognition</td>
<td>Attend courses</td>
<td>Cooperation</td>
</tr>
<tr>
<td>Environment</td>
<td>Appreciation</td>
<td>Friendliness</td>
</tr>
<tr>
<td>Sharing</td>
<td>Trust</td>
<td>Confidentiality</td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Axial coding for job satisfaction is as shown in Figure 1 and leadership practices/styles in Figure 2. Only six themes were selected based on the highest number of times (frequency) mentioned by the nurse educators and are illustrated in the selectivity coding in colour boxes to synthesize the findings of nursing academic leadership styles/practices with nurse educators job satisfaction (Figure 3).

Table III: Participants perceived leadership styles/practices of their leaders

<table>
<thead>
<tr>
<th></th>
<th>College A</th>
<th>College B</th>
<th>College C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P1</td>
<td>P2</td>
<td>P3</td>
</tr>
<tr>
<td>Supportive</td>
<td>Decisive</td>
<td>Situational</td>
<td>Receptive to suggestions</td>
</tr>
<tr>
<td>Freedom</td>
<td>Not influenced</td>
<td>Monitoring</td>
<td>Approachable</td>
</tr>
<tr>
<td>Team approach</td>
<td>Firm</td>
<td>Motivate</td>
<td>Good listener</td>
</tr>
<tr>
<td>Motivate</td>
<td>Unconscious</td>
<td>communication</td>
<td>Helpful</td>
</tr>
<tr>
<td>Firm</td>
<td>Fair/Just</td>
<td>Opportunity to speak</td>
<td>Charismatic</td>
</tr>
<tr>
<td>Decisive</td>
<td>Situational</td>
<td>Trust</td>
<td>Responsive</td>
</tr>
<tr>
<td>Interest</td>
<td>Monitoring</td>
<td>Unconscious</td>
<td>Ask opinion</td>
</tr>
<tr>
<td>Feedback</td>
<td>Affirmation</td>
<td>Prove ability</td>
<td>Trust</td>
</tr>
<tr>
<td>Approachable</td>
<td>Trust</td>
<td>Fair/Just</td>
<td>Development</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Available</td>
<td>Role clarity</td>
<td>Clarify roles</td>
</tr>
<tr>
<td>Situational</td>
<td>Available</td>
<td>Role clarity</td>
<td>Decide</td>
</tr>
<tr>
<td>Seek opinion</td>
<td>Friendly</td>
<td>Accessible</td>
<td>Flexible</td>
</tr>
<tr>
<td>Affirmation</td>
<td>Trust</td>
<td>Role model</td>
<td>Do not force</td>
</tr>
<tr>
<td>Appreciate</td>
<td>Right person</td>
<td>Priorize</td>
<td>Smiling</td>
</tr>
<tr>
<td>Job allocation</td>
<td></td>
<td></td>
<td>Trust</td>
</tr>
</tbody>
</table>
Figure 1: Axial Coding for Factors Leading to Job Satisfaction

- **Intrinsic Factors**
  - **Supervisory Style/Practices**
    - Situational, fair, decisive, flexible, firm, approachable, suspicious, opportunity to speak, capable, effective communication, motivator, interest, value staff
  - **Job Autonomy**
    - Trust, freedom
  - **Staff Relationship**
    - Sharing, cooperation, easy, friendliness, mutual respect, support

- **Extrinsic Factors**
  - **Salary**
  - **Promotion**
  - **Achievement**
    - Attainment, students’ performance
  - **Incentive**
    - Attend courses, clinical attachment locally/overseas
  - **Recognition**
    - Reward, appreciation
  - **Environment**
    - Learning, physical
Figure 2: Axial Coding for Leadership Styles/Practices

The relationship between engaging behaviors of transformational and transactional leadership and well-being of subordinates in the enactment of a work place environment that is conducive in the nursing faculty is as shown in Table IV.
Table IV: The Relationship of Leadership Constructs and Subordinates’ Well-Being

<table>
<thead>
<tr>
<th>Leadership Construct</th>
<th>Leader Core/Personal Qualities/Engagement Behaviour/Practices</th>
<th>Organizational Culture</th>
<th>Well Being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idealized Influence Attributes</td>
<td>Social charisma, confident, inspiring, role model, persuasive communication, idealistic vision</td>
<td>Inspiring, Support a development culture</td>
<td>Intellectual (Training/Learning)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Psycho-Social (Opportunities for growth and promotion, job design)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Emotional (Empowerment)</td>
</tr>
<tr>
<td>Idealized Influence Behaviour</td>
<td>Professional treatment, transparency, collegial relationship, trust</td>
<td>Team approach, trust, job autonomy</td>
<td>Psycho-Social (Healthy and safe workplace, teamwork, respect, supervisor and group support)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Emotional (Perception of fairness, empowerment)</td>
</tr>
<tr>
<td>Inspirational Motivation</td>
<td>Motivate, positive attitudes, work selflessly, affirmation, persuasive communication</td>
<td>Moving forward building a shared vision</td>
<td>Psycho-Social (Opportunities for growth and development, collaboration)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Emotional (Optimism, enthusiasm)</td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>Creativity, motivate to propose ideas/opinion/solution, participation decision making</td>
<td>Moving forward resolving complex issues</td>
<td>Intellectual (Learning)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Psycho-social (Opportunities for growth and development, respect)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Emotional (Perception of being valued)</td>
</tr>
<tr>
<td>Individualized Consideration</td>
<td>Approachable, sensitive, good listener, responsive, empathy, support, coaching</td>
<td>Build friendliness, facilitating change sensitively</td>
<td>Emotiona (Perception of being valued, respect)</td>
</tr>
<tr>
<td>Contingent Reward</td>
<td>Reward, role clarity</td>
<td>Motivational incentive</td>
<td>Physical Physiological Payment</td>
</tr>
<tr>
<td>Management by Exception (Active)</td>
<td>Monitoring, minimize setbacks, meet objectives</td>
<td>Compliance</td>
<td>-</td>
</tr>
</tbody>
</table>

Recognition

All nine participants (100%) linked their job satisfaction to the recognition given to them by the students, director or the public in the form of appreciation, reward, promotion or the opportunity of upgrading oneself by attending courses or attachment. Importantly, the participants indicated that social recognition was highly valued. Amongst the comments were “a nice thank you note”, “more respect”, “recognizing their effort”, a letter from the director or a personal thank you.” The data revealed social rewards maybe more valued than tangible rewards as they are highly personalized and more meaningful. As one comment indicates “It’s the recognition and appreciation that counts, not the gifts.”

Staff Relationship

Seven out of nine participants (77.8%) discussed the importance of the support given by the director and senior faculty members or relationship with their director, faculty members and staff members to their job satisfaction. Seven out of nine (77.8%) participants of the study also revealed that their job satisfaction was mainly affected by their relationship with co-workers including the director. They discussed the sense of community that existed in their college and the sense of belonging like one big family. They expressed appreciation for directors who were firm and decisive but friendly and always smiling. “Our director is excellent as far as nurse educator support is concern. We are very family oriented.” Nurse Educator #5 emphasized that co-workers have played a big part towards their job satisfaction.

Conducive Work Environment

All nine participants (100%) linked their job satisfaction to the conducive work environment at the college. Work environment is an extrinsic job satisfaction that has multiple dimensions but in this section only the sub factors obtained from the interview will be presented.

Learning

Nurse Educator #2 said, “Being a nurse educator gives me the opportunity to learn and relearn as we have ample opportunity to be sent for courses either locally or overseas. This can have a positive impact on my desire to continue teaching.” Nurse Educator #8 further commented, “Teaching motivates me to continuously update my knowledge so that I can share with others indirectly.
**Figure 3: Selective Coding for the Relationship of Leadership Styles/Attributes and Subordinates’ Job Satisfaction**

**RO₁:** To determine factors that influenced Nurse Educators’ job satisfaction.

Contributing to the effectiveness of my teaching as well as providing the platform to develop myself.” Nurse Educator #7 further emphasized the importance of learning. She said, “I felt that I have been given the opportunity for self-development like being sent for courses and training.”

**Physical Environment**
Participants in the interview identified the need for a safe environment that enabled a connection for the staff, was conducive to their well-being as well as the students, convenient and accessible, conducive for teaching and learning, considerate of impairments and provided safety and security. Nurse Educator #9 lamented, “How could one work if the infrastructure is not planned properly? In the last couple of months, unwarranted accidents have occurred. Staff and students slipped and sustained sprain and worse fracture.”

**Supervisory Style**
Nurse educator #1 said, “... We are given the freedom to make decisions with the responsibilities given. I appreciate our director’s team approach in soliciting her two assistant directors input on a lot of things.” Nurse educator #4 further reiterated, “The staff is given the autonomy to carry out their responsibilities. We felt we are trusted which have contributed to our job satisfaction.” This is further confirmed by Nurse Educator #5, “Our director always speaks positively and establishes clear expectations. She is always there for us, lending a hand whenever necessary. Nurse Educator #9 added, “Our director supervisory style is very effective. I’m happy and satisfied working here.”

**RO₂:** To determine how Nurse Educators perceived the leadership styles of their Nursing Academic Leaders.

The results of the qualitative component of this study confirms the positive influence of transactional leadership practices such as leaders communicating with their subordinates to explain how a task must be done and what rewards be given for a job done well. However, the majority of participants preferred transformational leadership that included them in the decision making and made them perceived as a valuable team member. They indicated that they responded more positively to directors who were able to share their vision with them in a positive manner and encouraged them to advance that vision. Most of the participants indicated their directors practiced situational leadership with a few stating democratic and...
afflictive leadership.

RO3: To determine what specific leadership practices
if any have encouraged nurse educators’ job
satisfaction?

Professional Treatment
Eight out of the nine participants (88.9%) in this
study indicated that they wanted to be treated as
professionals who were valued for their expertise
and trusted to make decisions in the best interest of
the students and were also given the opportunity to
be involved in the organization decision making.
They also discussed the importance of professional
development activities to help them improve, learn
new instructional strategies and sharpen their skills.
They preferred directors who are fair, firm and
decisive and are able to address problems with
individuals responsible to them. They indicated that
they were motivated when they are perceived as
valuable team members. Nurse Educator #1 praised
her current director for seeking the opinion of her
assistants. Nurse Educators #5 commended her
current director for trusting her to carry out the
responsibilities given to her including the freedom
to try new strategies. This is also agreed by Nurse
Educator #2 and #3. They said, “Our director
entrenchs the staff to carry out the responsibilities
given by according them freedom to execute the
job. On her part, she actively monitors the progress
and minimizes setbacks.” Nurse educator #9
further added “I never like the idea of being
threaten or being reprimanded in public. A leader
should never do that. Reprimand with facts and
never intrude into one’s privacy if the situation does
not warrant it.”

Feedback and Affirmation
All nine participants (100%) indicated that positive
feedback and affirmation were important attributes
that increased their job satisfaction. The three
directors of the participating colleges were
described as enthusiastic and positive by their nurse
educators. The nurse educators of this study
indicated they were motivated and inspired by the
positive affirmations that they received from their
directors. The director at College #B was commended
by her nurse educators who described her as having
a positive attitude and leadership style. Nurse
educator #5 said, “She is always smiling. Whenever
she sees you, she always has positive words for you.
She has a way in making her nurse educators feel
appreciated, by just little things like “walking the
talk” and thanking you and recognizing your effort.”
The participants believed that college directors
should encourage and reward them as they grow and
improve in their practice. The responses from the
participants indicated that they were inspired and
affirmed by positive and encouraging leaders than
by dictatorial leaders who demean them and their
effort.

Listening and Accessibility
Seven out of nine participants (77.8%) wanted
directors that were approachable and know that
their directors will listen to their thoughts, ideas
and opinion even if they do not agree with them.
Nurse Educator #4 described her current director’s
leadership attributes as characterized by being
receptive to suggestions, approachable, good
listener and helpful. She identified her as being
charismatic and responsive towards the problems of
the staff. She also reiterated that her director will
always ask opinion and ideas from her subordinates.
Nurse Educator #5 further explained that her
director at College #B had an open-door policy and
was accessible not only to all the staff but also to
students and parents.

DISCUSSION AND CONCLUSIONS
The significant relationship between nursing
academic leadership styles and nurse educators’ job
satisfaction suggested that the academic nursing
transformational leadership style play a prominent
role on subordinates’ job satisfaction and that
nursing academic leaders practice transformational
leadership and the attributes of transformational
leadership has the ability to encourage subordinates
to achieve more than just what they planned. Transformational leaders pay attention on the
charismatic and affective elements of leadership
which best met the expected leadership attributes
by the subordinates. In the process of change, with
their intellectual abilities and their sensitivity to
the emotions of their subordinates, they were able
to face the reality even though it was deemed as
unpleasant. One possible reason for this significant
relationship could possibly be explained from the
aspect of transformational leadership attributes of
idealized attributes and behaviours which resulted
in the complete trust of the leader.

Another possible explanation could be from the
inspiration motivation aspect of the transformational
leader communicating a high standard of
performance of his/her subordinates. Additionally, applying intellectual stimulation encourages
subordinates to think creatively while individualized
consideration enables subordinates’ abilities to be
developed to the highest potential. The Quran
suggests the significance of practising consideration
by the leader “By the mercy of God, you have been
considerate with them, had you been rough and
hard-hearted, they would have abandoned you” [3:159]. It is therefore likely that such
relationship exists between transformational
leadership style and subordinates’ job satisfaction
as this leadership style is able to develop followers’
into leaders in a morally uplifting manner as
leaders stimulate, challenge and motivate
subordinates by emphasizing on the higher order
development.

Malaysian academic nursing leaders practice
transformational leadership and that the attributes
of transformational leadership had the ability to
enhance subordinates’ job satisfaction. It was
believed that the subordinates’ job satisfaction was
acquired via the charismatic and affective elements
of leadership that met the expected leadership attributes by the subordinates. Further, it was believed that transformational leadership attributes instilled confidence, trust and autonomy which in turn probably translated into better job satisfaction of subordinates as a result of low strain and high motivation. The Quran specifies that leaders should be role models for their followers. “The messenger of God is an inspiring model for those that put your hope in God and the Last Day and remember Him often” (Abdel-Haleem, 33:21).

The transactional leaders on the contrary focussed on the accomplishment of task and a good leader-worker relationship in exchange for desirable rewards. Transactional leadership practised by the nursing academic leaders were insignificant to subordinates job satisfaction. The possible explanation could be that the leaders’ emphasis on payoffs for performance and corrective actions by the leaders were not as acceptable to that of the transformational leadership attributes practised by the nursing academic leaders. This possibly created a high demand-low resources condition resulting in high strain and low motivation.

Academic nursing leaders were believed to be a major contributing factor towards the working environment of subordinates which inadvertently affect job satisfaction as speculated by the Hagedorn and the JD-R Theory. A positive working environment was described as encouraging trustworthy relationships as well as supporting the sentiment of treating people fairly. Being competent was characteristic of individuals holding management or leadership role which did not ensure effective leadership. The leader must possess the qualities of a transformational leader or had the potential of transformational leadership qualities to be effective. Additionally, effective leadership was enacted via “nearby transformational” or “engaging leadership” where the engaging leader enabled the development of an organization modelled by a culture of integrity, transparency, accessibility and genuine valuing of others. This indicated the engaging leader was concerned for the development and well-being of others as they were charismatic connectors who move actively, giving time democratically to others, engaged in brief but energetic conversations and were active listeners. The engaging leader’s capability in articulating a shared vision and delegation evoked empowerment and development potential of subordinates. This coupled with active encouragement of subordinates to make decisions and solve problems fostered an environment where subordinates experienced high degrees of influence at work that led to psychological well-being corresponding to intrinsic states of happiness experienced by the individuals. The Quran suggests a few important characteristics that a leader should possess which include firmness, soft heartedness, integrity, fairness, trustworthiness, building a community and wisdom.

We have made you a moderate, which shows the state of happiness experienced by the psychological well-being of subordinates and transactional leadership in which the leader is not more than a servant, hired for the duty of public service, yet as reflected in this verse, loyalty to leadership basically means to respect the chain of command in given administrations. Leaders are required to play effective leadership roles, so that organizational aim of given administrations are achieved. Loyalty is then due to leaders as long as they, leaders are committed to achieve justice and to rule of law.

Second, as stated in chapter 49, verse 13, one of the basic elements of the Islamic moral teachings is the concept of equality, whereby in the eyes of Almighty, man and woman are inherently equal; no one is higher than others by virtue of colour, ethnic or race. This requires leaders to treat their subordinates in the workplace equally in terms of sharing given resources, job distribution, salary allocation, remuneration and promotions.

Third, another important area of leadership characteristics is the decision-making style. As mentioned in chapter 3, verse 159, and elsewhere in the Qur’an, leaders are required to offer team-oriented decision-making style, whereby leaders seek the opinion and the participation of subordinates and workmate in the process of making decisions on given administrative matters. In this verse, the Qur’an commands “consult them in affairs of the moment”, which implies participative and transactional leadership in which the leader mobilizes available human resources in given institutions to achieve desirable goals of the organization.

Fourth, integrity and trust are among basic Islamic teachings on leadership, whereby the best person to hire for given jobs (inna khayra man ista’jarta) is...
the person who has integrity and trust (al-qawi al-amin). In chapter 28, verses 26, the Qur’an states “truly the best of men for thee to employ is the (man) who is strong and trusty”; hence leadership should be illustrated with due strength and honesty.

Fifth, Islamic leadership characteristics include the attributes of being skilful (alim) and competent (makin). Leaders are expected to have the necessary ability, knowledge, and relevant skills to do given tasks successfully. These traits could be earned by means of experience and training, or perhaps these traits could be inborn attitudes, in both cases, Islamic ethics requires given leadership duties to be assigned to those who have necessary skills and competence.

As such there are many similarities in the conventional and Islamic leadership approaches in the enactment of engaging leadership (nearby transformational leadership) where the leaders are seen as approachable and treat subordinates with humility, interest, respect and accessibility. Given this reality through the lens of Islam, leaders are expected to be humble (mutawadi’), trustworthy (amin), skilful (’alim) and competent (makin) with due strength (quwah) and commitment to work (mudawamatul al-amal).

In conclusion, this study had found a strong and positive relationship between academic nursing transformational leadership style and nurse educators’ job satisfaction indicating that transformational leadership played a highly significant role to that of nurse educators’ job satisfaction. Transactional leadership on the other hand being a relationship compliance subordinate-leadership style served as the basis of human resource management indicated weak relationship with subordinates’ job satisfaction. The findings of this study have contributed to the pool of knowledge especially pertaining to the effective leadership practices/behaviours required to bring about subordinates’ job satisfaction which can enhanced their commitment towards the organization and ultimately better organizational outcomes. Social recognition of subordinates was found to be perceived as a lacking leadership practice amongst academic nursing leaders. As such it is hope that the findings of this study can be used for self-improvement and development by the leaders themselves via self-reflection. Additionally, this study has helped pave the way for all parties concerned to understand the importance of setting up a leadership development and training program to improve the leadership qualities of academic nursing leaders. The information also enhanced the understanding that the relationship of engaging leadership (nearby transformational leadership), well-being and job satisfaction are related to a working environment where subordinates perceive their work as meaningful, are involved in their job and experience high degrees of influence.

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FOOTNOTES

i. The Prophet (s. a. w.) said: “Every-one of you is a protector and every-one is guardian of his or her responsibility. A ruler or administrator is also ra’i, i.e., accountable or steward for those who are under his or her charge, a man is a steward in respect of his family members of his house, a woman is a steward in respect of her house and children. In short every one of you is steward and is accountable for those who are placed under his care.” (Reported by Bukhari and Muslim)

ii. In his book Kitab al-Kharaj (book of taxation), he highlighted the basic framework of leadership and state policies and its political limitations.

iii. In his two correlated books, al-Adab al-Kabir and al-Adab as-Saghir, Ibn al-Muqafa dealt with the various aspects of state, ruler’s attitude, the administrator’s behaviour, obligation and his bureaucratises through religious sentiment.

iv. Abu al-Hassan Ali Ibn Muhamad b. Habib al-Mawardi, made a considerable contributions on the Islamic administration, tafsir, ethics and many other fields. Among many of his works are: al-Ahkam al-Sultaniya wal Wilayah al-Diniyya, i.e., the Ordinances of Government. Qanun al-Wasarah, i.e., Laws regarding the Ministers, and Kitab Nasihat al-Muluk, i.e., The Book of Sincere Advice to Rulers.

v. In his two correlated books, al-Adab al-Kabir and al-Adab as-Saghir, Ibn al-Muqafa dealt with the various aspects of state, ruler’s attitude, the administrator’s behaviour, obligation and his bureaucratises through religious sentiment, see Ibn Muqafa', al-Adab al-Kabir and wal-Adab as-Saghir, (Beirut: Dar al-Kitab al-Arabi, 1994).


viii. Abu al-Hassan Ali Ibn Muhamad b. Habib al-Mawardi, made a considerable contributions on the Islamic administration, tafsir, ethics and many other fields. Among many of his works are: al-Ahkam al-Sultaniya wal Wilayah al-Diniyya, i.e., the Ordinances of Government. Qanun al-Wasarah, i.e., Laws regarding the Ministers, and Kitab Nasihat al-Muluk, i.e., The Book of Sincere Advice to Rulers.

ix. See for example the works of al-Mawardi, Al-Ahkam al-Sultania wal Wilayat al-Diniyah,.


xii. The Qur’an states (4:59): “O ye who believe! Obey Allah, and obey the Messenger, and those charged with authority among you. If ye differ in anything among yourselves, refer it to Allah and His Messenger, if ye do believe in Allah and the Last Day: That is best, and most suitable for final determination.” (al-Niasa’, 59)

xiii. The Qur’an (49: 13): “O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other). Verily the most honoured of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things).

xiv. The Qur’an (3:159):

xv. The Qur’an states (28: 22-25): “And when he arrived at the watering (place) in Madyan, he found there a group of men watering (their flocks), and besides them he found two women who were keeping back (their flocks). He said: "What is the matter with you?" They said: "We cannot water (our flocks) until the shepherds take back (their flocks): And our father is a very old man. So he watered (their flocks) for them; then he turned back to the shade, and said:"O my Lord! truly am I in (desperate) need of any good that Thou dost send me! Afterwards one of the (damsels) came. (back) to him, walking bashfully. She said: "My father invites thee that he may reward thee for having watered (our flocks) for us." So when he came to him and narrated the story, he said: "Fear thou not: (well) hast thou escaped from unjust people. Said one of the (damsels): "O my (dear) father! engage him on wages: truly the best of men for thee to employ is the (man) who is strong and trusty. He said: I intend to wed one of these my daughters to thee, on condition that thou serve me for eight years; but if thou complete ten years, it will be (grace) from thee. But I intend not to place thee under a difficulty: thou wilt find me, indeed, if Allah wills, one of the righteous. He said: Be that (the agreement) between me and thee: whichever of the two terms I fulfill, let there be no ill-will to me. Be Allah a witness to what we say.”