

Leadership Styles and Job Satisfaction in the Colleges of Nursing among the Universities in Zamboanga City

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The purpose of this study was to examine college administrators' transformational, transactional and laissez-faire leadership styles, as well as job satisfaction in the nursing faculty. It also aimed to examine the relationship between the perceived administrators' leadership styles, and the nursing faculty's job satisfaction of selected nursing schools in Zamboanga City. The theoretical framework guiding this study was the Transformational Leadership Theory first developed by Burns in 1978 and later expanded by Bass (2009), which provided a useful model for effective nursing leadership in higher academic institutions. A survey questionnaire using a Likert-type scale was administered to 98 full time faculty members. It made use of total enumeration in data collection. Data was derived from the following: survey/checklist questionnaire, the Focus Group Discussions (FGD), and the Key Informant Interview (KII). The results showed that Inspirational motivation and Idealized influence leaderships style positively relates to job satisfaction. Nursing leaders should implement effective leadership styles to promote faculty job satisfaction.

Key words: *Leadership styles, job satisfaction, nursing, multifactor leadership questionnaire, Ateneo de Zamboanga University, Zamboanga City, Philippines.*

Introduction

A leadership style refers to a leader's characteristic behaviours when directing, motivating, guiding, and managing groups of people. Great leaders can inspire political movements and social change (Bass & Bass, 2008). They can also motivate others to perform, create and innovate. Job satisfaction, on the other hand, is an attitude that employees have about their work and is based on numerous factors, both intrinsic and extrinsic to the individual. It is



important from the perspective of maintaining and retaining the appropriate employees within the organization; it is about fitting the right person to the right job in the right culture and keeping them satisfied (Colgan, 2004). Since faculty members play a vital role in the success of Higher Educational Universities (HEI) (Cordeiro, 2010), leadership and faculty job satisfaction are considered two of the fundamental factors that influence the effectiveness of any HEI. Without it, it is impossible for the University to attain its main goals and objectives (Mills, 2005). In order to accomplish these, Universities not only need to hire and retain satisfied faculty, but they also have to create a strong and positive relationship with their faculty and direct them towards task fulfillment (Dobre, 2013). Through increased job satisfaction, greater employee retention helps colleges and universities achieve adequate teacher allocations and achieve better faculty performance (Froeschle & Sinkford, 2009).

Faculty job satisfaction is influenced by many organizational contextual factors, ranging from salaries, job autonomy, leadership, workplace flexibility, to job security. Mertler (2002) suggested that increasing faculty job satisfaction is one of the best ways to strengthen the teaching profession. This would encourage the best and brightest prospects to enter the field of teaching and increase the retention of experienced teachers, as well as provide current faculty members a reason to continue with the institute and stay committed.

Teachers are responsible for imparting education and guidance to students and also for undertaking research development in their respective fields for enriching the quality of teaching (Lubienska & Wozniak, 2012). For the development of quality teachers, one has to understand the factors associated with it. Job satisfaction is one of these important factors. When teachers are satisfied in their jobs there is improved performance (Kennerly, 2000). It is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement (Panda and Mohanty, 2003). Aside from academic leadership, there are many other factors that influence job satisfaction and good performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, and relations with students (Huczinsky & Buchanan, 2010).

Academic leadership includes a variety of positions that involve managing groups of various sizes and compositions such as department chairs and associate chairs, academic deans and associate deans, deans of undergraduate and graduate schools, the directors of research centres, the provost and associate provosts, and the president. Effective academic leaders utilize various leadership styles according to certain situations, possess the required competencies and assumed certain roles when appointed as deans and head of departments in universities. As such, it is important that a systematic leadership development program should be developed to ensure academic leadership effectiveness (*Shahmandi, Silong, and Ismail, 2011*).



In summary, leadership is described as the ability “to enable the success of other people.” Irrespective of whether the leadership role is in research, education, administration or some combination, there are responsibilities related to strategic planning, team building, fundraising and budgeting. A key aspect of leadership is vision: seeing and seizing opportunities and planning for long-term growth. A leader identifies and puts in place the foundation needed for success. People are a vital part of the success of an organization, and hence good leaders must be team builders, both within their organization and with other groups outside the university. Leaders need to seek recognition for their team, motivate individuals, and get members to take pride in the team.

Job satisfaction, despite being one of the most common areas researched, still continues to fascinate. Previous studies have examined the relationship between employee job satisfaction and leadership behaviour in various settings such as healthcare, the military, education, and business organizations (Chen & Silversthorne, 2005). While the correlation between leadership style and job satisfaction has been studied in a wide variety of fields and in an equally wide variety of settings, few of these studies focus on this relationship in the context of higher education. The ones that do concentrate on academic leadership and faculty job satisfaction in the context of North America and Europe. Little research related to this subject has been done among health care providers that focused on higher education institutions, particularly in nursing schools in the Philippines. Studies done in Zamboanga City focused on leadership traits and leadership behaviour, or on job satisfaction alone and usually only in one organization. It is in this context that the study was conducted. This study aims to examine the leadership styles of the administrator as perceived by the nursing faculty as it relates to their job satisfaction among nursing schools in Zamboanga City, Philippines.

Nurse educators, more commonly called the nursing faculty, are registered nurses with advanced education who are also teachers. Most work as nurses for a period of time before dedicating their careers (part-time or full-time) to educating future nurses. They are the teaching faculty that guides nursing students to gain fundamental knowledge, technical skills, and practice values (Gaberson & Oermann, 2010). They play a vital role in nursing students’ development, enabling them to gain self-confidence for future practice. They guide and supervise nursing students during clinical rotations in health care facilities, such as hospitals, health centres or clinics. The nursing faculty must have the ability to take the material that students learn in the classroom and apply it to real-life clinical situations. They also help nursing students learn their roles and duties in different clinical settings, as well as play a significant role in creating positive learning experiences in the practice setting that frame student perceptions of the work environment (Freeman, 2012). The practice setting is where the nursing educator facilitates student learning in various health care environments, such as long-term care facilities, acute care hospitals, and homecare/community services. Retention of highly qualified nursing faculty affects the reputation of the school of nursing, the faculty



commitment to the organization, and the learning environment for students (Moody, 2011). Since nurse educators' desire and even demand jobs that are satisfying, nursing leaders should implement effective leadership styles (Petty & Hatcher, 1991).

Most nurse educators have extensive clinical experience, and many continue caring for patients after becoming educators. Even if they no longer practice, nurse educators must stay current with new nursing methods and technologies, which keeps them on the leading edge of clinical practice. With the current nursing shortage, and the anticipation of worsening conditions, there is a high demand for nurse educators', especially with master's and doctoral degrees, here and abroad. The competition, not only among countries, but also among universities, is a central reality for the nurse faculty. Educators are lured by universities offering healthier working conditions, higher salaries and enticing reward systems, as well as better opportunities for professional growth and development (Altbach, 2010). Retaining satisfied and committed nursing faculty is essential to any nursing school.

Nursing Administrators at baccalaureate degree programs hold important leadership positions. They have responsibilities not only to acquire clinical instructors and nursing classroom instructors but also to use innovative leadership skills to retain a satisfied workforce (Bonaquist, 1991). Nursing administrators have a lot to do in boosting the morale of the nursing faculty. The present study revealed that the nursing faculty was less satisfied with the aspect of payment, promotion, supervision, fringe benefits and contingent rewards. Management of nursing colleges has to look into these matters seriously. Opportunities for professional development of the faculty need to be made available. Motivation is about cultivating an organization's human capital. The challenges lie not in the work itself, but in oneself, the person who creates and manages the work environment (Moody, 2005). Job satisfaction of nursing faculty is an essential component of their quality of life. It is also an important aspect of nursing faculty retention and work commitment (Laschinger, Leiter, & Gilin, 2009).

The relationship between job satisfaction and leadership styles remains obscure at best, though its effects on lowering absenteeism, attrition and apathy in employees have been well established. Studies on the relationship between leadership styles and faculty job satisfaction among clinical instructors in nursing schools are still few and remain unclear. A better understanding of these issues and their relationships can pinpoint better strategies for recruiting, promotion, and training of future deans and faculty, particularly in the colleges of nursing but perhaps in other departments/colleges as well.

It is in this context that this study is conducted. This study is different from other studies, as they usually deal with either just one college from one university or it may be a study from the University as a whole. This study examined the relationship between leadership styles and faculty job satisfaction among nursing schools in the universities of Zamboanga City.

Despite the accumulated evidence on the impact of leadership style on job satisfaction in business, military, and health service organizations, research into the effects of leadership styles in schools and universities on nursing faculty's job satisfaction is scarce, especially in the Philippines setting. This study will determine perceived administrator's leadership styles and the job satisfaction of nursing faculties. The results of the study may enable the researcher to create a leadership model on the appropriate leadership styles that is favourable in their HEI for increased faculty job satisfaction. The survey questionnaire will be patterned from the Multifactor Leadership Questionnaire (MLQ) to identify the leadership style of an administrator as perceived by faculty members. Spector's Job Satisfaction Survey (JSS) will be utilized to assess a faculty member's level of job satisfaction. The study is a cross-sectional survey and is analytic in nature. It utilized both qualitative and quantitative data, which focused on exploring and theorizing the phenomenon in select Nursing Schools in Zamboanga City.

Methodology

The study made use of descriptive – co-relational study design. It employed both qualitative and quantitative research approaches, which aimed to explore the relationship between the perceived academic administrators' leadership style (transformational, transactional and laissez-faire) and job satisfaction (intrinsic, extrinsic and overall) of full time faculty members of the selected nursing schools in Zamboanga City. It made use of total enumeration in data collection of the nursing faculty in 3 Universities, which is the total population of the study. The total number of participants was 98. The independent variables are the transformational, transactional, and passive/avoidant leadership styles of academic administrators as evaluated by faculty members. The dependent variable is the job satisfaction of full-time faculty members. Data will be derived from a survey/checklist questionnaire, the Focus Group Discussions (FGD), and the Key Informant Interview (KII).

The participants of this study were chosen from selected nursing schools in Zamboanga City. The criteria for selection of nursing schools were from the following school types: government, sectarian and non-sectarian universities. The participants in the study included full time faculty members of the college of nursing from the identified nursing schools. They had to be employed by the college of nursing for at least 5 years and handle both related-learning experience (RLE) and classroom teaching. The total number of faculty members that participated in the survey was 98 by total enumeration. Faculty in the Colleges of Nursing are female dominated. Female domination is evident in the results of the study, which indicated that they had more years of experience in higher education than their male counterparts. Usually, they also occupied a key position in the college. Focus group discussion included middle management and senior faculty members, while key informant interview included the Vice president for Academic Affairs, the Nursing Dean and Nurse Administrators.

To determine leadership styles, the 21-item checklist questionnaire was adapted from the standardized MLQ 5x short form created by Bernard M. Bass, Bruce J. Avolio & Jung Berson (2012). To evaluate the level of job satisfaction, the Job Satisfaction Survey (JSS) was utilized. It is a questionnaire used to evaluate nine dimensions of job satisfaction related to overall satisfaction. To enhance and give depth to the data collected from the survey, FGD and KII were also used as a data collection tool, which utilized semi-structured questions. To determine relationships between the perceived leadership styles of the administrators and nursing faculty job satisfaction, the Pearson's correlation coefficient (r) was used.

Results and Discussion

What is the Leadership Style of School Administrators as Perceived by the Nursing Faculty?

The government nursing school and the private sectarian nursing school was perceived to have the same dominant leadership style of Inspirational Motivation, while the private non-sectarian nursing school was perceived to have Laissez-faire as dominant leadership style.

When analysed by rank, it was perceived that all 3 universities have the dominant leadership style of Inspirational Motivation with a total mean score of 3.37.

All 3 schools have the same 2nd dominant style, which is Idealized Influence. It also ranked 2nd (3.30). The leaders differ in their 3rd dominant leadership style, however. When ranked, Individualized Consideration ranked 3rd (3.14) and Intellectual Stimulation ranked 4 (3.14). All are part of a Transformational leadership style.

This finding was consistent in a study done by Chen (2005) of 244 nursing school faculty members. Chen (2005) found that Taiwanese nursing directors were more transformational leaders than transactional or laissez-faire ones. The results also indicate that the nursing faculty members were moderately satisfied with their jobs and felt that heavy workloads, as opposed to the directors' leadership styles, could explain their dissatisfaction with their jobs.

What is the Level of Job Satisfaction among the Nursing Faculty when Grouped According to the Following School Types: A. Government Owned University, B. Private Sectarian University, C. Private Non-Sectarian University?

The results of this study regarding employee job satisfaction indicate that faculty from the government owned university are slightly satisfied with their job with a total score of 4.25. Out of the 9 facets of job satisfaction presented in the study, the faculty seem satisfied with 4 facets, which includes the nature of work, supervision, co-workers, and pay. On the other hand, the faculty appear to be ambivalent with 4 facets namely: promotion, contingent rewards, fringe

benefits, and operating conditions. NU-A appears to not have any dissatisfaction among the job satisfaction facet presented in this study.

The faculty of the nursing school of a private sectarian university, on the other hand, has similar results with the government university. The faculty of this institution is also slightly satisfied with their job with a total score of 4.00. Out of the 9 facets of job satisfaction, they are satisfied with 3 facets namely: supervision, nature of work, and co-workers. The faculty is ambivalent regarding 5 facets namely: contingent rewards, pay, operating conditions, communications and fringe benefits. They are dissatisfied with one facet and that is promotion.

Like the 2 other universities presented in this study, the private non-sectarian university is also slightly satisfied with their job with a total score of 4.37. They appear satisfied with facets out of the 9 facets namely: supervision, nature of work, co-workers, communications, contingent rewards, and pay. The faculty are also ambivalent with 2 facets namely: promotion and fringe benefits, while the faculty appears dissatisfied with one facet and that is operating conditions.

The nursing faculty appears dissatisfied with communications, promotion, operating conditions, while the faculty appears ambivalent with fringe benefits, contingent rewards, and work conditions. Areas of dissatisfaction are signals for change, while areas of ambivalence are areas for improvement.

Most studies on faculty job satisfaction would show findings of a moderate to high satisfaction rating, however these findings are consistent with the facets that bring the most satisfaction to the faculty like "nature of work or the work itself," "supervision," and "co-workers" with the study done by Mosadeghrad and Yarmohammadian (2006), who used a similar instrument to measure employee job satisfaction in Iranian university hospitals and explained 60 percent of the variance among faculty members' overall level of job satisfaction.

Three of the top contributors to faculty job satisfaction are nature of work, co-workers and supervision. Clearly, faculty members value their work and find meaning in what they do. They also find value in their relationship with their leader, and the administrator is looking for ways to make this relationship more effective, which, in turn, will likely increase employee satisfaction and productivity. Bad communication seems to make the faculty feel disconnected. If a faculty member feels neglected, he or she will tend to perform at a lower level. The faculty member becomes unsure of his or her position within the institution, and wonders what his or her purpose is within the workplace.

The lowest score in this study is related to operating conditions or procedures (3.37). It is a result that, according to Spector (1996), is consistent with previous studies. This score indicates

that the faculty of the Schools of Nursing in Zamboanga City are ambivalent with rules and procedures at work.

How do the Perceived Administrators' Leadership Styles Relate to Nursing Faculty Job Satisfaction?

There is also a positive significant relationship between leadership style and job satisfaction ($r=.386$ and $p<0.05$). There is a significant relationship between Inspirational motivation and job satisfaction ($r=.335$ and $p<0.05$).

The final component of transformational leadership was achieved results. The results of transformational leadership included a positive work environment and job satisfaction among the followers. Product quality and effectiveness and a high level of commitment seemed to be standard practice in groups with transformational leaders. This profile of transformational leadership involved a complex web of behaviours that engage both the leader and their followers.

What Are the Leader's Best Practices that Would Promote Job Satisfaction among Nursing Faculty?

In determining which practices from the nursing schools would bring about better faculty job satisfaction, KII and FGD was utilized. Academic leaders, especially the deans, and department chairs, play critical roles in shaping the satisfaction or dissatisfaction of faculty members. By providing clear and guided questions on this matter, participants are given the opportunity to openly and honestly express their views within a structured framework. Among the best practices of the institution that would bring about better job satisfaction was the nature of work, or the work that the faculty is doing. Most nursing faculty work in 2 areas, classroom teaching and RLE duty, wherein the nurse educators supervise students in the clinical area. Findings show that the faculty are most satisfied with what they do: educating future nurses. The challenge for every faculty member is to strike a balance between the university's expectations for teaching and the time and ability available to invest in it. Dissatisfaction can occur when expectations for teaching are unreasonable or contrary to what faculty were promised at the point of hire, when institutional support is lacking, or when the distribution of work is inequitable. The satisfaction for work is also affected when there is a problem with leadership.

Security of tenure is also a cause for concern. Universities have raised the bar to achieve tenure over time, as per government mandate. While it is impossible to eliminate anxiety from the minds of all pre-tenured faculty members, or the pressures exerted on their lives en-route to tenure, academic leaders can improve the clarity of tenure policies and expectations, and the satisfaction of their faculty, without sacrificing consistency.

Working environment would mean a safe, secure environment to work with. It also means cool, comfortable, upgraded facilities. A place that is conducive to learning. A good comfortable working environment is conducive to teaching and learning for both the faculty and the students.

What are the Challenges that the Leaders Encountered to Promote Job Satisfaction?

Among the challenges mentioned are accreditations, which adds work and stress to the faculty, the need to increase research output, promotions, more open communication, proper feedback, contingent rewards, recognition for good performance, and the issue of fringe benefits. Faculty, at all ranks, are just like other employees when it comes to wanting to be appreciated by colleagues and recognized for doing good work. Appreciation and recognition unique to the faculty experience is needed in order to deliver relevant results.

What Leadership Model can be Proposed to Enhance Job Satisfaction among Nursing Faculty?

The leadership model proposed by this study is the transformational leadership model. It appears from the results of the study that the nursing faculty are more satisfied with Inspirational motivation and Idealized influence leadership styles than any other leadership style presented in this study. The transformational form of leadership style reveals the fact that employee job satisfaction, as measured in terms of pay, supervision recognition, co-workers, nature of the work, and communication, can be influenced by job satisfaction, which is in turn an important factor affecting faculty members' performance, organizational commitment and student satisfaction. The performance of faculty members has a crucial role in facilitating the forward movement of any higher educational institutions.

Conclusions

Based on the results of the study, several conclusions were reached. First, the majority of the faculty members of the College of Nursing are in their prime, possess mastery in their field of nursing, are proficient and have great zeal for professionalism. Second, the ideal qualities and manifested qualities of the nurse leaders are those possessed by a transformational leader; however, certain qualities of a laissez-faire leader manifested in the nurse leader. Third, there is a positive relationship between leadership style and job satisfaction. Therefore, the study concludes that significant differences exist between the ideal qualities and the manifested qualities of the nurse leaders.



The results show that each leadership style factor will impact the employee job satisfaction factors differently.

In conclusion, as this study shows, the dominant leadership style on the nursing leaders is transformational abilities, such as inspirational motivation and idealized influence.

Nursing leaders have some influence on the level of satisfaction by fostering achievement, promotion, recognizing achievement, open communication, making the work interesting, and providing opportunities for growth and advancement. More importantly, leaders can create dissatisfaction with inequitable pay, poor company policies, rank and promotion policies, working conditions, and when communications are conveyed negatively.

Practical implications reveal that supervisors have the power to increase the level of job satisfaction of their faculty members by defining their role as a leader, and demonstrating certain leadership behaviours.

In conclusion, the findings of this study empirically contribute to the existing body of knowledge regarding academic administrators' leadership styles, particularly in developing countries by demonstrating the extent to which leadership styles influenced faculty job satisfaction.



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