

THE RELATIONSHIP BETWEEN INSTRUCTORS' TRANSFORMATIONAL LEADERSHIP STYLE AND THEIR JOB SATISFACTION IN NURSING SCIENCE FACULTY, UNIVERSITY OF SOMALIA

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Abstract: This study investigated the relationship between instructors' transformational leadership style and their job satisfaction in nursing science faculty, University of Somalia. This study aimed (1) to identify the degree in which transformational leadership style is used by the instructors; (2) to determine the satisfaction level of the instructors; and lastly (3) to examine the relationship between instructors' transformational leadership style and job satisfaction of the nursing science instructors at University of Somalia. The study had 76 respondents, all full time instructors at the nursing science faculty and 100% of them responded to the survey. This research design was a quantitative and relationship study. A previously developed descriptive survey was used to investigate the Nursing Science department. The researcher used a statistical software program to analyze the collected data. This study found that the degree in which instructors use transformational leadership style was high, the instructors were overall highly satisfied with their job, and that there was a positive significant relationship between instructors' transformational leadership style and their job satisfaction in nursing science faculty at the University of Somalia.

Keywords: Transformational, Leadership Style, Job Satisfaction, Instructors,

Introduction

Prior to the collapse of the education sector in Somalia during the civil war in 1991, most schools were funded and overseen by the government and were free and accessible to all Somali children in the capital city as well as in municipal areas from ages 6-17.

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From 1970 to 1990, proficiency rates in the country surged to sixty five percent of the population following a rigorous government-sponsored program for children and adults in urban and rural areas. Consequently due to the civil war, the education sector failed and nearly all public schools were shut down. Privatized schooling has been the single type of schooling accessible in Somalia since the collapse of the regime in 1991 (Ali, Sidow, & Guleid, 2013).

Educational institutions in Somalia are very important in building a strong foundation for a healthier and productive society. School leaders as well as teachers bear a heavy weight of responsibility because the community relies on them to provide knowledge, protection, self-identity, encourage students to be engaging members of the society, and most importantly, teach good moral values.

University of Somalia (UNISO) is a private postsecondary institution established in 2005 by autonomous scholars. The establishment of the University of Somalia came at a time when the opportunity of obtaining a tertiary education for Somali students who had completed their secondary education was very limited due to the civil war and statelessness that have reigned in Somalia for over two decades.

The founders of the University of Somalia visualized creating an accessible institution for social development through education. UNISO's target is to provide undergraduate and post graduate programs that are relevant to the needs of population and social demands in its pursuit for better standards of living, justice, equity and good governance in Somalia.

Education can move Somalia forward with the competitive and developing countries in Africa, especially Sub-Saharan regions. Lately decades after the civil war, Somali people now understand that education is important for their children and future generations. Like other developing countries in Africa, today Somalia views education as a right and integral part of elevating quality of life. Recent education reforms and support from international organizations have significantly influenced the role of education and the development of the education system in the nation (Ali et al., 2013).

The researcher has worked at the nursing science faculty for 3 years and has witnessed in meetings the frustration of fellow colleagues with decision making and planning. The researcher has observed that the nursing science instructors at UNISO with limited leadership roles or input into decision making, are possibly dissatisfied and disgruntled. This may have been the cause behind instructors leaving their job post or the area of work all together. Instructors are not comfortable with the amount of work given with shortage of time allotted to complete them.

The faculty also has a problem with teacher retention rates as well as recruiting teachers. Teacher job satisfaction and their leadership style have been known as being a crucial for teacher retention, teacher competence and school effectiveness. For these reasons, the researcher was interested in investigating the

relationship between instructors' transformational leadership style and their job satisfaction at the University of Somalia.

Research Objectives

The objectives of this study were as follows:

1. To identify the degree in which transformational leadership style is used by the instructors of nursing science faculty at the University of Somalia
2. To determine the satisfaction level of the instructors in the nursing science faculty at the University of Somalia
3. To examine the relationship between the instructor's transformational leadership style and job satisfaction of the Nursing Science instructors at University of Somalia

Literature Review

Leadership Style

Leadership style is critical and directly influences the motivation and job satisfaction level (Lashbrook, 1997) of an employee in an organization. Leadership plays a major role in motivating people collectively to adopt suitable means and actions to achieve an organizational goal.

Transactional Leadership Style

Bernard Bass (1981) started with the understanding that employees agree to follow their supervisor when accepting a job. He noted that the transaction involves the company compensating employees in return for their work and cooperation. In this leadership style, the supervisor can penalize employees if their work does not meet a standard or what is asked of them.

Transactional leadership is used in many educational leadership situations, and it does have its advantages. According to Bass (1981), it simplifies instructors' roles and responsibilities. Because transactional leadership evaluates instructors on performance, those who are resourceful or who are motivated by external rewards, including compensation, often succeed. Bass also argued that the disadvantage of this leadership style is that, on its own, it can be distressing as well as unethical, and it can increase instructor turnover rate. It also has limitations for knowledge-based or creative work. Therefore, instructors can often do little to improve their job satisfaction.

Situational Leadership Style

Situational leadership theory was formed by Hersey and Blanchard in 1969, with the idea that different scenarios call for different types of leadership. Hersey and Blanchard's theory has four aspects: task behavior, relationship behavior, employee

maturity, and effectiveness. According to Hersey et al. (2008), the levels of employee maturity impacts the level of task structure and relationship support needed for an effective leadership.

Northouse (2010) stated that leaders can adjust their leadership style to the needs of certain situations. Leaders routinely evaluate and assess the performance of their employees to determine the kind of direction or support is needed to address employees demands. Bass (1985) also noted that with this leadership style, the leader should focus less on structured tasks and more on employee individual consideration. Bass went on to explain that maturity is explained in terms of employee experience, their desire to achieve, and enthusiasm as well as ability to accept accountability.

Contingency Leadership Style

The contingency leadership theory focused on matching leaders to the appropriate situation, similar to situational leadership. Northouse (2010) explained Fielder's (1967) contingency leadership as the way the leader's style adapts to the circumstance of the scenario. Fiedler made conclusions about the leadership styles and matched them with different work scenarios.

Fiedler also stated that contingent leadership style was either task-oriented or relationship-oriented (Northouse, 2010). Fielder created the Least Preferred Coworker scale to establish which leadership styles would be most successful in various scenarios. Justis (1975) concluded that the degree of leadership efficiency is determined by the capability of the leader, the reward driven motivation of the subordinate, and how these two variables coincide.

The difference between situational and contingency leadership theories depends on the leader. In situational theory, leaders focused on how employees would respond to a scenario given, however in contingency leadership, each scenario demanded the most successful leadership style.

Transformational Leadership Style

Bernard Bass (1985) recognized that transformational leaders possess reliability and have empathetic attributes. Instructors' with this leadership style have a common outlook and prospect; they also have excellent communicative skills. Instructors' are naturally conscious, genuine, compassionate, and modest. Bass suggested that transformational instructors motivate their colleagues because they want outstanding work, and hold themselves responsible for the group outcome. Bass also described transformational leaders as individuals whom set targets, and have problem solving abilities. This results in high efficiency and team competency.

Transformational leadership is on the opposing end of the scale from transactional leadership because transformational leadership is generally about mindsets, principles, and behaviors among the leader and the employee. Unlike

transactional leadership, transformational leadership concentrates on employee performance and progress.

The researcher chose to use transformational leadership style for this study because transformational leadership facilitates goal setting and obligations, by transferring responsibility, making the instructor feel involved with decision making. The administrators do not give rewards, but instead allows instructors to become leaders through dependability. This motivates instructors beyond expectations.

Job Satisfaction

Locke (1976) described job satisfaction as a joyful or an optimistic emotional status, after the assessment of an employee's job or experience. Brown (2009) explains that when teachers receive acknowledgement and recognition from administrators, parents and/or students, they perform better and stay in the education field.

Two of the most widely accepted theories that classify conditions that create a satisfying workplace in education are Herzberg's theory (Herzberg, 1960) and Maslow's theory (Maslow, 1954). Lester (1982) stated that the Herzberg and Maslow theories included specific concepts and corresponds to the factors found in an educational setting.

Maslow's Hierarchy of Need's

Abraham Maslow introduced his theory in 1954 and it states that as people struggle to gather their essential needs, they also try to gratify a higher set of needs. Maslow categorized five levels of needs ranging from low priority to high priority. Maslow claimed that as lower-level needs are met, satisfaction diminishes.

It motivates individuals to progress upward to a higher level of requirements to maintain satisfaction and reach fulfillment. Maslow's lower-level and higher level needs are composed of five categories of needs. This theory starts off with physiological needs, security needs, and the need for love and belonging, and higher level needs include self-esteem and self-actualization (Maslow, 1954).

Lunenburg & Ornstein (2000) suggested that administrators should align institutional goals with the needs of the faculty members. They also went on to explain that ignoring the needs that motivate an individual can have counterproductive consequences.

McClelland's Need Theory

McClelland's Need Theory (1961) explained that there were three important needs that a person will have in their lifespan because of the experiences in a person's profession or in their private life. This theory also stated that if a leader wants to appreciate employee actions and how an employee is motivated, the leader has to comprehend their desires and tendency. The three needs are the Need for

Achievement, The Need for Affiliation, and The Need for Power.

The Need for Achievement includes the aspiration to excel, conflict resolution, and to solve complicated tasks. The Need for Affiliation is the wish for companionship and nice relationships with other people. These types of leaders often avoid confrontation even when the task is mandatory and urgent. Lastly, the Need for Power is the need to discipline and impact their performance. This need has an unfavorable undertone; but it has been shown to be profitable.

Herzberg's Two-Factor Theory

Herzberg (1960) explains that the elements that cause job satisfaction were separate and distinct from those that lead to job dissatisfaction. Hence, if an instructor starts removing displeasing job factors, the instructor may create peace of mind but not necessarily enhance performance. Herzberg (1960) established that the elements related to job dissatisfaction are called hygiene factors. As hygiene factors are sufficiently focused on, instructors are not satisfied or dissatisfied.

The researcher chose to use Herzberg's two factor theory because this job satisfaction theory is widely recognized and applicable in the 21st century world. Herzberg's theory is relevant and valuable in the work setting.

Related studies on Leadership Style and Job Satisfaction

A study done by Ali, Sidow, & Guleid, 2013 studied the effects of leadership styles on teacher job satisfaction. The research was a quantitative and qualitative design with a population of 200 teachers from secondary schools in Mogadishu, Somalia. The research found that the transaction leadership style, transformational leadership style and laissez-faire leadership style were significant and had direct positive effect on teacher job satisfaction.

A study done by Samuel Nguni , Peter Slegers & Eddie Denessen, 2006 investigated the impact of transformational and transactional leadership style on teachers' job satisfaction, among other variables in Tanzania. This study used a quantitative research design with the population of 90 Tanzanian school teachers. Regression analysis showed that transformational leadership style had a strong positive effect on teachers' job satisfaction.

A study by Amoako, 2011 closely studied Frederick Herzberg's theory and evaluates its purpose and importance in the essential factors that encourage the Ghanaian worker. This research helped to understand what motivates the majority of Ghanaian worker and focused on the re-evaluation of mindset and perspective of the workers.

Background of Nursing Faculty, University of Somalia

The researcher investigated the relationship of instructors' leadership styles and their

job satisfaction in Nursing Science faculty at the University of Somalia. The faculty of Nursing Science is the second largest, falling behind the faculty of Medicine and Surgery. The faculty was established in September 2009, has over 725 students, and has an alumnus with over 250 graduates.

Conceptual Framework

The purpose of this study was to investigate the relationship between instructors' transformational leadership styles and their job satisfaction in Nursing Science faculty at the University of Somalia. Figure 1 below is the conceptual framework for this study. The framework displays the relationship between transformational leadership style of the instructors of Nursing Science department and Job satisfaction of the Nursing Science faculty members.

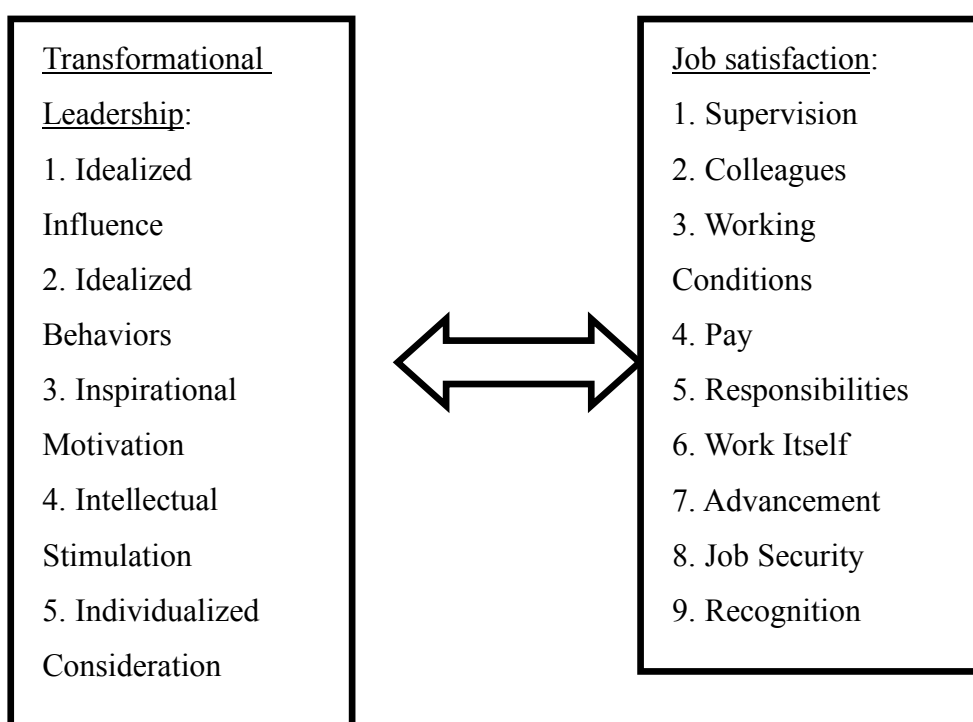


Figure 1: Conceptual Framework for this study

Method

Participants

The researcher investigated the relationship between instructors' transformational leadership styles and their job satisfaction in Nursing Science faculty at the University of Somalia. The populations of this study are 76 full time nursing science instructors.

Instrumentation

The researcher used one questionnaire which comprised of 2 sections in this research. The survey was divided into two subdivisions:

1. Multifactor leadership questionnaire
2. Teacher job satisfaction questionnaire

The first section consisted of the leadership questionnaire which is adopted from Multifactor Leadership Questionnaire developed by Bass & Avolio (1995). Multifactor Leadership Questionnaire Form (MLQ) was designed to identify and measure key leadership and effectiveness behaviors shown in prior research to be strongly linked with both individual and organization success (Bass & Avolio, 1995). This questionnaire used a 5-point Likert scale consisting of 20 questions. These items contain nine components of leadership including five transformational leadership factors. Teacher job satisfaction was measured by The Teacher Job Satisfaction Questionnaire (TJSQ), based on Herzberg's motivator-hygiene theory and developed by Lester (1984). This questionnaire used a 5-point Likert scale consisting of 35 questions.

The researcher tested the reliability of the two leadership styles' and job satisfaction subscales by using a statistical software package. As shown in the table below, the reliability of the multifactor leadership questionnaire was respectively .813 and job satisfaction questionnaire were at .917. This questionnaire was regarded as reliable.

Table 1.
Cronbach's Alpha Values of the instrument

		Alpha
Part 1	Leadership questionnaire	style .813
Part 2	Job satisfaction	.917

Findings

Demographic Results of the Participants

The researcher distributed and collected back 100% of the 76 questionnaires from all of the nursing science instructors of the University of Somalia. There are three factors of respondents' demographics which include age, qualification, and experience. These demographics were shown through the use of frequency distribution and percentage as follows.

There were 7 instructors or 9.2% of all respondents whose age fall in the 20-30 years old range. This age group is lowest level of population. A total of 25 instructors or 32.9% are in the over 40 year old age group making this the second highest populated age group. The majority of the instructors are in the 30-40 year old

age group; 44 instructors or 57.9% of the population.

The majority of the instructors (46 instructors or 60.5%) have doctoral degrees. 7 instructors or 9.2% have master degrees. 23 instructors or 30.3% have only a bachelors degree at the nursing science faculty.

40 instructors or 52.6% have less than 5 years of teaching experience. 26 instructors or 34.2% have over 15 years of teaching experience. 7 instructors or 9.2% have 5 to 10 years of teaching experience and 3 instructors or 3.9% have 10 to 15 years of teaching experience.

Research Objective One

Table 2: Mean for Transformational Leadership Style (N= 76)

	Mean	SD	Interpretation
Idealized Attributes	3.63	1.086	High
Idealized Behaviors	3.80	1.048	High
Inspirational Motivation	3.60	1.120	High
Intellectual Stimulation	3.72	1.103	High
Continuation Table 2: Mean for Transformational Leadership Style (N= 76)			
Individualized Consideration	3.75	1.092	High
Transformational Leadership Style	3.69	0.514	High

Table 2 shows to what degree in which transformational leadership style is used by the instructors of nursing science faculty at the University of Somalia. Transformational leadership has a mean of 3.69 that according to the interpretation scale is high. This result indicates that the instructors use transformational leadership style.

Table 3 shows the mean score of job satisfaction of the instructors of nursing science faculty at the University of Somalia. Instructors' job satisfaction has a mean of 3.84 which according to the interpretation scale is high. This result indicates that the instructors are overall highly satisfied at the University of Somalia. Below are detailed analyses of the instructors' job satisfaction survey.

Table 3 also shows that in the nine components of job satisfaction, responsibility scored the highest with 4.72 and Pay scored the lowest with 3.32. However, pay is interpreted as moderate and responsibility is regarded as very high.

*Research Objective Two***Table 3: Mean for Teacher Job Satisfaction Questionnaire**

Teacher Job Satisfaction Questionnaire (TJSQ)	Mean	SD	Interpretation
Responsibility	4.72	0.820	Very high
Advancement	4.12	0.928	High
Colleagues	3.93	0.997	High
Recognition	3.85	1.032	High
Work Itself	3.82	1.070	High
Supervision	3.74	1.083	High
Security	3.73	1.066	High
Working Conditions	3.64	1.033	High
Pay	3.32	1.116	Moderate
Job Satisfaction	3.84	0.521	High

*Research Objective Three***Table 4: Result of Pearson Product Moment Correlation**

	Pearson correlation	Significance level (2-tailed)
Transformational leadership style & Job satisfaction	0.308	0.007

**Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows Pearson correlation used to answer the third research question. The results show that there is a significant relationship between the instructors' transformational leadership style and their job satisfaction level. Pearson correlation of 0.308 demonstrates a weak relationship but positive significance as shown by table 20. The analysis shows a $p = 0.007$. Consequently, the alternative hypothesis is accepted as the correlation between transformational leadership style and job satisfaction is significant at 0.01 level of significance.

Discussion

The first objective of this research was to determine the degree in which

transformational leadership style is used by the instructors of nursing science faculty at the University of Somalia. Referring back to the data analysis result, Transformational leadership had an overall mean of 3.69 which according to the interpretation scale is high. This result indicated that the instructors fairly often use transformational leadership style.

This research was developed to investigate observations of the researcher that instructors at UNISO with limited leadership roles or input into decision making may be dissatisfied and disgruntled. Instructors are not comfortable with the amount of work given with insufficient amount of time allotted to complete them. The faculty also had a problem with teacher retention rates as well as recruiting teachers. This may have been the cause behind instructors leaving their job post or the area of work all together. Contrary to initial observations, the data analysis taken from the questionnaires contradicted these claims. The results show that the instructors fairly often use transformational leadership style.

According to Bernard Bass (1985), the nursing science instructors with transformational leadership style possess integrity and high emotional intelligence attributes. These instructors' encourage people with a shared vision of the future, and have excellent communication skills. Instructors with transformational leadership style motivate their team members because they expect the best from everyone, and hold themselves accountable for their actions. These instructors are also teachers who set clear goals, and have good conflict-resolution skills (Bass, 1985).

The second objective of this research was to determine the satisfaction level of the instructors in the nursing science faculty at the University of Somalia. Referring back to the data analysis result, the overall mean score of job satisfaction of the instructors of nursing science faculty at the University of Somalia is 3.84 which according to the interpretation scale is high. This result indicates that the instructors are overall highly satisfied at the University of Somalia. Herzberg (1960) stated that the factors causing satisfaction are different from those causing dissatisfaction, the two feelings cannot simply be treated as opposites of one another. The opposite of satisfaction is not dissatisfaction, but rather, no satisfaction. Similarly, the opposite of dissatisfaction is no dissatisfaction. Responsibility scored the highest in this section. This means that instructors have the authority and control for the assigned task given to them. This provides them the opportunity to be creative and produce better work. Pay ranked the lowest; the University must have clear guidelines for salary without any bias connotations, and give instructors fair pay on scheduled time. The University can implement monetary benefits such as increments and bonuses. The third objective of this research was to examine the relationship between the instructor's transformational leadership style and job satisfaction of the Nursing Science instructors at University of Somalia. The Pearson correlation result of 0.308 show that there is a positive significant relationship between the instructors'

transformational leadership style and their job satisfaction level.

Recommendations

Recommendations for Instructors at the Nursing Science Faculty, University of Somalia

The researcher would recommend instructors to fully embrace transformational leadership style and incorporate its traits into their role in and out of the classroom. Instructors should set targets, and have problem solving abilities. This results in high efficiency and team competency.

Recommendations for Administrators at the Nursing Science Faculty, University of Somalia

The researcher would recommend administrators to support instructors by providing training, professional development and counseling as these enables educators to develop the knowledge and skills they need to address students' learning challenges. Administrators should also review, regulate and increase salary standards at the University. Facilitating instructors with materials and resources, as well as including them in day to day decision making is will further increase instructor job satisfaction.

Recommendations for Future Researchers at the Nursing Science Faculty, University of Somalia

The researcher would recommend future researchers to include other faculties in the university, investigate other leadership styles, demographics, psychological, political and school climate impact on job satisfaction, and conduct a qualitative and quantitative research design with focus on anonymity to get in-depth results. Future researchers can conduct a further study of the instructors' perception towards administrators' leadership style.

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