The Theoretical Framework of Transformational and Transactional Leadership Styles in Enhancing Job Satisfaction of Nurse Educators in Malaysia

Moey Soo Foon

Kulliyah of Allied Health Sciences, International Islamic University Malaysia, Kuantan, Pahang, Malaysia

Abstract: Some conclusions from leadership models indicated that personality trait, the situation, leader member relations and power influence the practice of leadership. Two theories; the Hagedorn Theory of Job Satisfaction (2000) and Bakker and Demerouti Job Demands-Resources (JD-R) Theory (2007) together with Bass and Avolio (2004) Full Range Leadership Model make up the theoretical frame of the study. The importance of the transformational and transactional leadership styles in determining the nature of work environment is well documented and is of increasing significance to the retention of nurse educators. Leaders that engage in transformational leadership style and the contingent reward attribute of transactional leadership style tend to increase the value and significance of their work, resulting in subordinates to be intrinsically motivated via the perceptions of well-being. Engaged subordinates often display a deep positive emotional connection with their work, are likely to go the extra mile to achieve organizational accomplishments. The theoretical framework assumes that transformational and transactional leadership-work place engagement is indirect and impacted through the mechanism of perceived subordinates' well-being, ultimately leading to job satisfaction.

Keywords: Transformational leadership style, transactional leadership style, job satisfaction, nurse educators.

1. INTRODUCTION

Over the last two decades, many theorists have indicated and demonstrated in their leadership research and modern organizational theories that transformational/ transactional leadership philosophy might be an effective way out to meet the desires of such changes (Bass & Avolio, 1994; Bass & Bass, 2002; Boyatzis, 2006; Judge & Piccolo, 2004; Rhee & White, 2007; Tichy & Devanna, 2002). Transformational leadership is a process in which "leaders and followers raise one another to higher levels of motivation and morality" (Burns, 1978, p. 20). This motivation is supposed to invigorate people to accomplish beyond expectancy by generating belongingness in achieving the vision (Grossman & Valiga, 2000). Transformational leadership embraced the assumption that people have immerse potential and can be successful if they are given the vision and support from highly engaging, positive and inspiring leaders (Gates, 2009).

In contrast to the transformational perception of leadership, the transactional leaders, in the initial phases of development, establish their world based on personal goals and plans. They motivate followers by recognizing their needs in exchange for their performance and support. Transactional behaviours focus on task as well as good relationship in exchange for desirable rewards. Even though transactional leadership is not able to develop trust and full potential of the followers (Avolio, Bass & Jung, 1999) but if coupled with the individualized consideration attribute of the leader, it may provide the platform for transformational leadership that can positively affect followers' motivation and performance (Hay, 2007).

Nurse educators need good relationship with their leaders in order to function efficiently in a challenging setting such as in the college (Laschinger, 2007; Ulrich et al., 2009). By studying effective academic leadership styles in the nursing colleges and applying styles beneficial to throughput, adeptness and job satisfaction can bring about augmentation of nursing education and inevitably quality patient care.

2.   THEORETICAL FRAMEWORK OF THE STUDY

Two theories; the Hagedorn Theory of Job Satisfaction (2000) and Bakker and Demerouti Job Demands-Resources (JD-R) Theory (2007) together with Avolio and Bass (2004) Full Range Leadership Model make up the theoretical frame of the study. The key propositions of these theories and the assumed relationship of the constructs and themes of the theories and model are presented diagrammatically in Figure 1. The ensuing discussions will provide a narrative description of the study's theoretical framework.
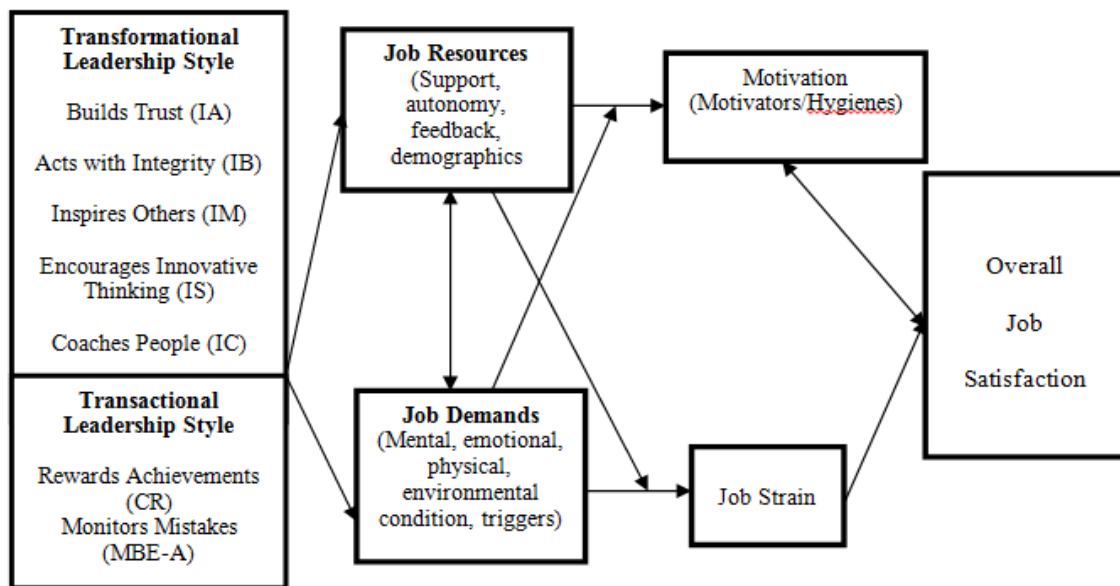

FIGURE 1: THEORETICAL FRAMEWORK OF THE STUDY (ADAPTED FROM BAKKER AND DEMEROUTI, 2006)

The theories that guided this study are: (a) transformational leadership style concentrating on the five leadership attributes; idealized influence attributes, idealized influence behaviors, inspirational motivation, intellectual stimulation and individualized consideration and (b) transactional leadership with two leadership attributes; contingent reward and management by exception active designed by Avolio and Bass (2004). The concept of job satisfaction is studied using Hagedorn Theory of Job Satisfaction (2000) as a guide. This theory presupposes that the affective or attitudinal dimension of job satisfaction of nurse educators is ascertained by the strength of identification of numbers of premature intention to leave or desire to maintain citizenship in it.

The components of job satisfaction and the need for effective leadership were chosen as major themes to reflect on when considering leadership models and theories. Some conclusions from leadership models available indicate that personality traits, the situation, leader member relations and power influence the practice of leadership (Muenjohn, 2008). Based on this proposition, Bass and Avolio (1997) in response developed a "Full Range Leadership Model" to include all these elements. The model was further redefined in 2004 which identified three types of leadership: transformational, transactional and avoidant leadership. In this study, only transformational and transactional leadership styles were considered. This is because laissez-faire leadership represents a type of behavior in which leaders display passive indifference towards their followers (Moss & Ritossa, 2007) and are inclined to move out from the leadership role and offer little direction or support to followers (Kirkbride, 2006). Laissez-faire leaders also avoid making decision, give up responsibilities and are indifferent to the needs of their followers and are therefore considered as an ineffective type of leadership. Due to the nature of work in nursing where there are standard operating procedures to follow, ineffective leadership would lead to undesirable work outcomes.   Elliot (2001; 2004) defines transformational leadership as that of

the leader having encouraging effects on the followers as they feel the sense of belief, high regard, respect and faith towards the transformational leader. This in turn creates an appropriate impression management behaviors that influences the motivation of the followers whereby they are able to transcend self-interest to work and accomplish more than they were initially expected to, thus creating a sense of self satisfaction and satisfaction with the leader.

Studies found leadership styles do play a role towards varied levels of job satisfaction among employees (Packard & Kauppi, 1999; Butler & Cantrell, 1997). Research findings indicated that subordinates experienced high levels of job satisfaction with leaders that showed high level of caring and compassionate behavior; the two exemplary examples of transformational leadership. By providing a high level of compassion, the transformational leader can enable situations in the work environment that can bring about organizational citizenship behaviors and job satisfaction (Balgobind, 2002).

Transactional leaders in contrast, focused on the fulfillment of the job and a good interrelationship between the leader and the followers in exchange for desired remunerations (Muenjohn, 2008). Bass and Avolio (2004) differentiated two elements of transactional leadership: contingent reward happens when a leader conveys to the followers what is required to get remunerations. Management by exception (active) on the contrary encompasses corrective criticism, feedback and reinforcement whereby the leader watches followers to find mistakes or violates rules. In the academic setting this leadership style in relation with subordinate job satisfaction as Northouse (2001) posited as that of the leader negotiating with its immediate subordinate the number of publications that he/she needs in order to receive tenure and promotion.

Hagedorn Theory of job satisfaction (2000), an extension of the Two Factor Theory by Herzberg and colleagues (1993) postulates that factors associated with job satisfaction within academia is due to two interacting constructs: mediators and triggers. Mediators are elements providing the milieu of job satisfaction which include motivators and hygienes (both intrinsic and extrinsic rewards linked with one's work), environmental conditions and demographics. By contrast triggers could be either work or non-work events that affect an individual such as receiving a promotion, change of job or even change in life stage. Hagedorn (2000) conceptual framework is as shown in Table 1.

TABLE 1: CONCEPTUAL FRAMEWORK FOR ACADEMIC JOB SATISFACTION (HAGEDON, 2000)

Mediators			Triggers
Motivators and Hygienes	Demographics	Environmental Conditions	Change / Transfer
Achievement	Gender	Collegial relationships	Change in life stage
Recognition	Ethnicity	Student quality/ relationships	Change in family related or personal circumstances
Work itself	Institutional type	Administration	Change in rank or tenure
Responsibility	Academic discipline	Institutional climate/ culture	Transfer to new institution
Advancement			Change in perceived justice
Salary			Change in mood or emotional state.

Hagedorn (2000) framework is motivated by the Two Factor Theory of job satisfaction and motivation modeled by Herzberg and colleagues (1993). The Two Factor Theory assumes job satisfaction and dissatisfaction as two differing paradigms; motivators and hygienes. Motivators are paradigms linked with the job such as promotion, recognition and professional development. Hygienes are extrinsic factors such as work policy, relationship with colleagues, supervision and to a lesser degree wages and condition at work. Herzberg and colleagues (1993) found out that motivators are associated to positive job scenarios but their presence has little impact on the perception of job dissatisfaction. In contrast dissatisfaction is strongly associated to extrinsic factors but has little or even no linkage with positive job experiences.

Hagedorn (2000) "moves away" from Herzberg and colleagues (1993) model by grouping motivators and hygienes into a group and separating the relatedness of work relationships and culture into a category on its' own which he labeled as "environment". Hagedorn further departs from Herzberg Two Factor Theory by adding demographic factors as mediators for job satisfaction. Hagedorn also postulates the importance of triggers in reshaping one's job satisfaction. However, he caution its' use as triggers are difficult to operationalize without longitudinal data to measure satisfaction before and after a given event. Triggers may also affect other mediators such as achievement and collegial relationships (Bentley et al., 2012).

Maslow's Hierarchy of Needs Theory presupposes that individuals possess a range of needs and what level these needs are attained will ascertain the level they will function efficiently in the work place. Transformational leadership fits itself to the higher hierarchical needs of Maslow's Theory, as a high level of self-esteem and self-actualization is needed to be an authentic transformational leader (Bentley et al., 2012). This theory also provides a sensible and useful explanation of job behaviors by illustrating a number of motivators (Bangajam, 2009; Bentley et al., 2012). It also served as a platform for managers and leaders to view employees with optimism (DuBrin, 1997) and a foundation for the evaluation of motivation at work. The more a job allows for growth and acquisition of higher order needs, the more satisfied is the individual with his/ her job. Moreover the success of motivating individuals is highly dependent on recognizing needs that can bring about satisfaction and aiding the individuals to meet those needs.

Bakker and Demerouti Job Demands-Resources (JD-R) Theory (2007) and Hobfoll Conservation of Resources (COR) Theory postulates that every job has its own risk elements related with work stress and are grouped into two categories; job demands and job resources. Job demands are the tangible, emotional, social and governance facets of the job that requires tangible or emotional effort or skill to withstand them whereas job resources are the tangible, emotional, social and governance facets of the job that are either operative in attaining work objectives, bring down job stresses, incite personal growth, educating and advancement. These two emotional processes play a part in the promotion of job strain and motivation. JD-R theory also postulates that job resources may cushion the effect of job demands on job strain. The various job demands that are buffered by job resources depend on the particular work setting. Job resources that can cushion job demands for example are performance feedback and social support.

Job resources in specific have an effect on motivation when job demands are high. This presumption is in accordance to the COR theory. This theory stipulates that individuals are encouraged to obtain, hold and guard their resources as they perceived them as valuable. This infer that job resources has effect on motivational addition when individuals are faced with high job demands for example social support from supervisors can become more prevalent and influential when subordinates encounter high emotional demands. JD-R theory also postulates that job demands and job resources give rise to two differing emotional processes which can effect on organizational outcomes for instance when both demands and resources are high, high motivation and strain are anticipated and when both are low, absence of motivation and strain is predicted. As a result of which, high demands-low resources state will bring about high strain and low motivation whilst the low demands-high resources state is predictive of low strain and high motivation. Previous studies have resulted in supporting the postulated interlinked between job demands and job resources and their association with the well-being of individuals (Bakker et al., 2005; Xanthopoulou et al., 2006).

The diagrammatic presentation of the theoretical framework (Figure 1) integrates the concepts and propositions of the above theories as well as those obtained from literatures. The review of literature suggests that transformational leaders are able to contribute to subordinates' sense of accomplishment as they made their subordinates perceived that they are valued and recognized. Further the transformational leader instills confidence, trust and autonomy which translate in better job satisfaction of their subordinates. On the contrary transactional leadership judges team members from the aspect of performances, therefore individuals that are motivated by extrinsic rewards which include compensation often survived under this leadership style. However past literatures reported mix findings in this regard.

The importance of the nursing leaders in determining the nature of work environment is well documented and is of increasing significance in enhancing job satisfaction of their subordinates. The theoretical framework of this study believes that the transformational leader is able to facilitate conditions in the work environment via a high level support based on the concept and propositions of Hagedorn (2000) Theory that conceptualized via the elements of motivators and hygienes, environmental condition and demographics classified as mediators plus the inclusion of triggers. Triggers are non-work related affective state of individuals that can affect their well-being and is believed could have an effect on mediators, thereby affecting the work environment.

The JD-R is included in the theoretical framework as it relates to leadership style or behaviors that can affect the environmental working condition and advertently work outcomes such as job satisfaction. Two underlying physiological processes; job resources and job demand play a role in the development of job strain and motivation. Health endangering process, poorly planned jobs or chronic job demands may strain individuals' emotional and physical resources. When such job demand overload occurs, individuals involved used compensatory cost effort, strategy adjustments and fatigue after effects to contain such job demands eventually leading to job strain which can affect job outcomes such as job satisfaction.

However, the second process is seen from the aspect of motivation whereby it is presumed that job resources has inspirational capability and may play the part of intrinsic motivation in fostering development, educating and growth and extrinsic inspirational role vital in attaining work objectives. Job resources in the former, is able to accomplished basic human requirements such as the needs for self-sufficiency, affiliation and proficiency. Appropriate feedback nurtures learning in which job proficiency is increased. Decision autonomy and social support fulfill the requirements for independence and sense of belonging. Job resources may activate extrinsic inspiration in providing the work environment that offers many resources nurturing the readiness of individuals to bestow one's effort and capabilities to the work task and ultimately attainment of successful completion of work tasks. Further, colleagues that are supportive and appropriate feedback from one's superior augments the possibility of being successful in attaining one's work objectives be it through basic needs satisfaction or accomplishment of work objectives, thus generating positive job outcomes such as job satisfaction.

3. CONCLUSION

The importance of the transformational and transactional leadership styles in determining the nature of work environment is well documented and is of increasing significance to the retention of nurse educators and the ability to provide quality education to the nursing students and ultimately the quality of patient care in health care settings. As highlighted earlier, leaders that engage in transformational leadership style and the contingent reward attribute of transactional leadership style tend to increase the value and significance of their work, resulting in subordinates to be intrinsically motivated via the psychological perceptions of well-being. Engaged subordinates often display a deep positive emotional connection with their work, are likely to go the extra mile to achieve organizational accomplishments (Saks, 2006; Schaufeli at al., 2001). The theoretical framework assumes that transformational and transactional leadership-work place engagement is indirect and impacted through the mechanism of perceived subordinates' well-being, ultimately leading to job satisfaction.

REFERENCES

[1] Avolio, B. J. and Bass, B. M. (2004). *Multifactor Leadership Questionnaires. Manual and sampler* set. 3rd ed. Menlo Park: Mind Garden.

[2] Avolio, B. J., Bass, B. M. and Jung, D. I. (1999). Re-examining the components of transformational and transactional leadership using the multifactor leadership questionnaire. *Journal of Occupational and Organizational Psychology*, 72, 441-462.

[3] Bakker, A. B., Demerouti, E and Euwema, M. C. (2005). Job resources buffer the impact of job demands on burnout. *Journal of Occupational Health Psychology*, 10, 170-180.

[4] Balgobind, V. (2002). *The impact of transformational leadership on subordinate job satisfaction*. Master's Thesis. University of South Africa, Durban.

[5] Bangajam, N. (2009). *Job satisfaction among nurse educators in nursing colleges, Ministry of Health Malaysia.* (Unpublished master's Dissertation). University of Malaya, Kuala Lumpur.

[6] Bass, B. M. and Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership.* Thousand Oaks: Sage

[7] Bass, B. M. and Avolio, B. J. (1997). *Full range leadership development: Manual for the Multifactor Leadership questionnaires*. Redwood City: Mind Garden.

[8] Bass, B. M. and Bass, R. (2002). *The Bass handbook of leadership: Theory, research and managerial applications*. 4th ed. Chicago: Simon and Schuster.

[9] Bentley, T. A., Catley, B., Cooper-Thomas, H., Gardner, D., O'Driscoll, M. P., Dale, A. and Trenberth, L. (2012). Perceptions of workplace bullying in the New Zealand travel industry: Prevalence and management strategies. *Tourism Management* 33, 351-360.

[10] Boyatzis, R. E. (2006). Leadership: The effective use of power. *Human Resource Management*, 10(3), 21-25.

[11] Burns, J. M. (1978). Leadership. New York: Harper and Row.

[12] Butler, J. K. and Cantrell, R. S. (1997). Effects of perceived leadership behaviours on job satisfaction and productivity. *Psychological Reports*, 80, 976-978.

[13] DuBrin, A. J. (1997). *10 minute Guide to Effective Leadership*. New York: Macmillan

[14] Elliot, G. (2004). HR's role in instilling core values. *Employment Relations Today,* 31(2), 25-32.

[15] Elliot, R. H. (2001). Resourcing leader-manager in challenging times: Making connections through symbolic reality and personal skill development. *Proceedings of the 5ᵗʰ Annual Conference of the Spirituality, Leadership and Management Network: Creating and Honoring Connection.* Brisbane, Queensland.

[16] Gates, B. (2009). The inspiration leader. Retrieved 15th May, 2011, from www.writework com/essay/bill-gates-inspirational leader

[17] Grossman, S. and Valiga, T. (2000). *The new leadership challenge: Creating the future of nursing.* Philadelphia: F. A. Davis Company.

[18] Hay, I. (2007). Leadership of stability and leadership of volatility: transactional and transformational leadership compared. *Academic Leadership,* 4(4).

[19] Judge, T. A. & Piccolo, R. F. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology*, 89(5), 755-768.

[20] Kirkbride, P. (2006). Developing transformational leaders: The full range leadership model in action. *Industrial and Commercial Training*, 38(1), 23-32.

[21] Laschinger, H. (2007). The nursing worklife model: Extending and refining a new theory. *Journal of Nursing Management*, 15(3), 256-263.

[22] Moss, S. A. and Ritossa, D. A. (2007). The impact of goal orientation on the association between leadership style and followers performance, creativity and work attitudes. *Leadership and Organization Development Journal,* 3(4), 433-456

[23] Muenjohn, A. and Armstrong, A. (2008). Evaluating the structural validity of the Multifactor Leadership Questionnaire (MLQ), capturing the leadership factors of transformational-transactional leadership. *Contemporary Management Research*, 4(1), 3-14.

[24] Northouse, P. G. (2004). Leadership: Theory and Practice. 3ʳᵈ ed. Thousand Oaks: Sage.

[25] Packard, S. H., & Kauppi, D. R. (1999). Rehabilitation Agency Leadership Style. *Rehabilitation Counseling Bulletin*, 43(1), 5.

[26] Rhee, K. S. and White, R. J. (2007). The emotional intelligence of entrepreneurs. *Journal of Small Business and Entrepreneurship,* 20(4), 409-425.

[27] Saks, A. M. (2006). Antecedents and consequences of employee engagement. Journal of Management Psychology, 21, 600-619

[28] Schaufeli, W. B., Salanova, M., Gonzalez-Roma, V. and Bakker, A. B. (2001). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. Journal of Happiness Studies, 3, 71-92.

[29] Tichy, N. M. and Devanna, M. A. (2002). *Transformational leadership.* New York: John Wiley and Sons.

[30] Ulrich, B., Buerhaus, P., Donelan, K., Norman, L. and Dittus, R. (2009). Magnet status and registered nurse view of the work environment and nursing as a career. *Journal of Nursing Administration*, 39(7/8), 54-62.

[31] Xanthopoulou, D., Bakker, A. B., Demerouti, E. and Schaufeli, W. B. (2007). The role of personal resources in the Job Demands-Resources Model. International Journal of Stress Management, 14(2), 121-141.