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RESEARCH ARTICLE

IMPACT OF THE TRANSFORMATIONAL LEADERSHIP EDUCATIONAL PROGRAMME OF THE HEAD NURSES ON JOB SATISFACTION OF THE STAFF NURSES IN PUBLIC HOSPITALS

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ABSTRACT

Transformation leadership is on rise in western countries as well as also in India. There are number of transformational leaders in various fields. The researcher wants to see the impact of transformational leadership educational programme of head nurses on performance and job satisfaction of staff nurses working in public hospitals of Mumbai. **Methodology and Material:** The research has used quantitative, quasi-experimental pre-test, post-test, study, & control group design, non-probability purposive sampling technique and size was calculated by power analysis. Each group comprised of 30 head nurses and 200 staff nurses from selected public hospitals, fitting into the inclusion criteria of sample selection. The tools consisted of structured and semi structured questionnaire for demographic data and for other observations, and standardized tool like Minnesota Satisfaction Questionnaire for job satisfaction. The pilot study was conducted in one of the public hospitals of Mumbai. The detail main study (study group) conducted in King Edward Memorial Hospital Parel, Mumbai (K.E.M.) and (control group) Bai Yamunabai Laxman Nair Charitable Hospital Mumbai (B.Y.L.Nair) Hospitals of Mumbai city. After following all the protocols of ethical permission from the institutions and permission from the respective hospitals. The pre-test was taken in both the hospitals. The transformational leadership educational interventional programme conducted with theory on all the four variables work-place management, communication, team building and conflict management. The "5 S" activities for effective and efficient patient care management explained with audio visual aids, role plays, video clippings. Such interactive sessions taken for total 21 sessions, 3 hours per day. During one-month interaction between the head nurses and staff nurses was observed, and after three months the performance and job satisfaction post-test taken. **Results:** Wilcoxon Signed Rank test of study group z stat values of job satisfaction the significant difference $-11.6 < p$ value 0.00 at 0.05 level in study group whereas in control group was showing the insignificant difference $-1.04 > p$ value 0.297 at 0.05 level. While comparing the two groups the p value 0.000 that has high significance $p < 0.001$ at 0.05 level of significance level. indicating improved job satisfaction of staff nurses among study group

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INTRODUCTION

It is the matter of pride for nurses that the nursing profession has attained a distinct position in the search quality in health care. The concept of serving is fundamental. Good leadership involves serving the organization or group and the people within it. Leadership is special compared to any other role because of its unique responsibility for people - i.e., the followers of the leader - in whatever context leadership is seen to operate. Transformational leadership is viewed as the most effective model of leadership because it recognizes the importance of rewards, satisfies the higher needs of the followers.

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It is divided into 4 areas

- Idealized Influence
- Inspirational Motivation
- Intellectual Stimulation
- Individualized Consideration

Head Nurse as a transformational leader identifies her role in effective ward manager /administrator. The place of the Head Nurse in the hospital organization is the stepping stone to a "higher" Position. There are Staff Nurses and student nurses who give bed side nursing care to the patients, are responsible to the Head Nurse. Supportive staff and ward assistants who are responsible through Head Nurses to the director of hospital i.e. Dean.

Job satisfaction represents several related attitudes. Smith, Kendali, and Hulin have suggested that there are five job dimensions that represent the most important characteristics of a job about which people have affective responses. These are:

The Pay: The amount of financial remuneration that is received and the degree to which this is viewed as equitable vis-à-vis that of others in the organization.

Promotion opportunity: The chance of advancement in hierarchy.

The work itself: The extent to which the job provides the individual with interesting tasks, opportunities for learning and the chance to accept responsibilities.

Supervision: The abilities of the supervisor to provide technical assistance and behavioural support.

Co-workers: The degree to which fellow co-workers are technically proficient and socially supportive. Nurses are a pivotal part of the health care team and it is claimed that the profession can make a major contribution to shaping health policy. In quality management programmes a fundamental assumption is that nursing must be accountable to the patient for the care rendered by its practitioners (Swansburg and Swansburg 2002).

Operational Definitions

Impact: According to Oxford dictionary meaning of Impact is to have a marked effect or Influence on someone or something. In this study impact means the effect of transformational leadership educational programme on, performance of staff nurses and job satisfaction of staff nurses.

Leadership skills: (Transformational Leadership Survey Updated November 11, 2015. Created October 7, 2011.-originated by James V. Downton).

Charisma: This is the quality of role model true dedication, trust and respect to others.

Social: This is the quality of transformational leader, helping others to learn. Either it will be by coaching and mentoring them. It is the quality of creating the challenging environment to reach their followers to their full potentials. If they have difficulties during this, then helping them or guiding them.

Vision: This the skill where the leader has challenging visions and help the people to understand them so that they motivated to join it.

Transactional: This is the skill where the leader ensures others what she expect from them, if there is poor performance does occur the leader acts to ensure that it does not affect the morale of the team.

Delegation: This is the skill where the leader delegate the task and the authority to get the things accomplished.

Execution: In this is the skill the leader delegates the task and authority to the follower thinking of good care taker of the belongings of the organization's resources.

She does the follow up to ensure that the things are going as per planned and not wasting time in fighting fires.

Components of Leadership (Bernard M. Bass. Bass extended Burns' ideas in 1985)

Idealized Influence: This is the quality of role model true dedication, trust and respect to others.

Inspirational Motivation: This is the second important attribute of transformational leader to inspire the subordinates by talking to them enthusiastically, optimistically about the future, how to achieve it with confidence, communicating with them the vision of the future. It is also the quality of motivation to reach their followers to their full potentials.

Intellectual Stimulation: This the quality where the leader has challenging intellectual to help the subordinate to understand the different angles of the problems, the different ways of solving these problems, to find out different creative ways to complete the difficult tasks.

Individualized Considerations: This is the last important attribute of the transformational leadership, where the leader spends time in teaching, developing the strengths of the subordinates to get the things accomplished.

Transformational Leadership Education programme: (Burns, J.M, (1978).

Transformational Leadership: As per the Oxford dictionary meaning of transformational Leadership is, that it is the style of leadership where the leader is charged with identifying the needed change and executing the change in committed members of the group.

Educational Programme: As per oxford dictionary meaning educational program means it is a set of educational intended related measures, events, or activities with a particular long-term aim of educating or enlightening a group of people.

In this study the transformational leadership educational intervention programme means a set of educational activities for the head nurses with regard to work-place management, communication, team building and conflict management.

Head nurse: As per the Oxford dictionary meaning a nurse who is head nurse or charged nurse is trained to care for the sick, primarily on managerial and administrative duties for their entire unit in a hospital. In this study head nurses means sister in charges who are working in medical and surgical units of the public hospitals.

Staff nurse: A staff nurse is a hospital nurse whose rank is just below that of a sister or in charge nurse. In this study the staff nurses mean nurses who are working with the head nurses who are working in medical and surgical units of the public hospitals. and who have completed minimum 1 year of service.

Job satisfaction: As per Collins English dictionary, (2014) job satisfaction means the extent to which a person's hopes, desires, and expectations about the employment he or she is engaged in are fulfilled.

In this study job satisfaction refers to the general attitudes of staff nurses towards their job, measured by using standardised Minnesota's Satisfaction Questionnaire.

Public hospitals: Means the hospital owned by a government and receives government funding. In this study public hospitals means the hospitals owned by Municipal Corporation of Greater Mumbai. (M.C.G.M.) Maharashtra.

Scope of the study

Individual Growth and Development: Transformational leadership impacts individuals' self-growth. Abraham Maslow's hierarchy of needs places self-actualization at the top of the needs pyramid and defines it as a person's full realization of his potential. Transformational leadership helps transform members of a group into individuals who transcend beyond self-actualization and their own self-interests for the sake of the group or organization.

Increases Performance: Satisfied employees tend to be more productive, creative, and committed to their employers, and recent studies have shown a direct correlation between staff satisfaction and patient satisfaction in health care organizations. The traditional model of job satisfaction focuses on all the feelings that an individual has about his/her job. However, what makes a job satisfying or dissatisfying does not depend only on the nature of the job, but also on the expectations that individuals have of what their job should provide. The scope of the study confined to the one hospital where the transformational leadership educational programme is implemented to the head nurses.

Objectives of the study

- To study the job satisfaction of the staff nurses before and after the transformational leadership educational programme of the head nurses.
- To examine the relationship or impact of the transformational leadership educational intervention programme and job satisfaction of the staff nurses.

Hypothesis of the study

H₀: There is no significant difference in job satisfaction of staff nurses after transformational leadership educational programme of head nurses

H₁: There is significant difference in job satisfaction of staff nurses after transformational leadership educational programme of head nurses

Review of Literature: Purpose of review of literature is to provide researcher with an overview of existing evidence on the problem being addressed and develop an argument that demonstrate the need for the study.

Studies related to the Job Satisfaction of nurses: Yi Feng Yang¹⁹ (2014) evaluated the influence of leadership style and employee trust in their leaders on job satisfaction. 341 employees (164 men, 177 women; M age=33.5yr., SD=5.1) from four large insurance companies in Taiwan completed the transformational leadership behavior inventory, the leadership trust scale and a short version of the Minnesota (Job) Satisfaction Questionnaire.

Study revealed that the effect of transformational leadership on job satisfaction was mediated by leadership trust. This study highlights the importance of leadership trust in leadership-satisfaction relationships and provides researcher with practical ways to enhance job satisfaction. Dan Weberg (2010) premeditated that transformational leadership is significantly related to increased satisfaction, and wellbeing of staff, decreased burnout, and overall stress in staff nurses. A significant amount of burnout and decline of nurses occurs in healthcare systems. Nursing leadership has a significant impact on these factors. The purpose of this study is to present an evidence review to determine the impact of transformational leadership on staff satisfaction and burnout.

Rafferty and Griffin (2004) distributed three thousand three hundred and seven surveys across an Australian public sector organization, and 1398 employees responded (response rate 42.2%). An important aim of the current study was to determine whether individuals differentiate between these sub dimensions when describing their leader's behavior. They recognized a theoretical and empirical distinction between developmental and supportive leadership, and single sub-dimension of transformational leadership, namely individualized consideration. They established that developmental leadership display significantly stronger relationships by means of job satisfaction, career certainty, affective commitment to the organization, and role breadth self-efficacy. The above review identified a set of more focused sub dimensions of transformational leadership including articulating a vision, inspirational communication, supportive leadership, intellectual stimulation, and personal recognition. When studying the effects of transformational leadership, researcher has focused on outcomes such as satisfaction, follower extra effort, and ratings of leader effectiveness.

Ping Yi Lin *et al.* (2015) conducted the cross-sectional quantitative study in Taiwan to assess the associations among transformational leadership style, the mental health of nurses, organizational commitment and nurses' job satisfaction., This was a cross-sectional quantitative study. Nurses from each type of hospital ownership (private, public and religious) were recruited. Self-administrated questionnaires were used. A total of 807 participants were contacted research aimed to understand the influences of the transformational leadership style on the quality of lives of nurses' working in Taiwan. Results of the study describe that Transformational leadership style associates significantly to supervisor's overall Workplace support, which is important moderator variable which explains the relationship between transformational leadership styles and job satisfaction. This viewpoint is useful to the researcher because it supports the conclusions supported by the primary research done by this researcher and also is in similarity with the essence of transformational leadership in workplace management of the ward set up in the Indian context. Bekele Shibu *et al.* (2011) described the concepts of transformational leadership and its effect on subordinate job satisfaction", the researcher distributed survey questionnaire to 145 valid subordinates' participants of ten sampled leather companies. Participants evaluated the behavior of their leaders using the adapted Multifactor leadership questionnaire (MLQ). Pearson correlation analysis determines that all the components of transformational leadership are highly correlated with each other and strongly correlate with subordinates' job satisfaction. It is obvious that as transformational leadership practice

increases the subordinates' job satisfaction increases. The study confirmed that transformational leadership is an important leadership style to increase subordinate job satisfaction. Tova Hendel, Miri Fish, Vered Galon (2005): Conducted a study among Israeli nurse managers in general hospitals. to "Identify conflict mode choices of head nurses in general hospitals and examine the relationship between leadership style, choice of strategy in handling conflicts and demographic characteristics". The study explains that the Transformational Leadership style of the head nurses including their workplace management, teaming up while working, ends the conflicts among the subordinates and boosts the job satisfaction of their subordinates. Cummings *et al.* (2018) in the systematic review, "Leadership styles and outcome patterns for the nursing workforce and work environment" examined the correlations between leadership behaviors and nursing outcomes. A total of 50,941 titles and abstracts were screened Using content analysis. 121 outcomes were grouped into six categories: 1) staff satisfaction with job factors, 2) staff relationships with work, 3) staff health & wellbeing, 4) relations among staff, 5) organizational environment factors and 6) productivity & effectiveness. 52 studies reported that relational leadership styles were associated with higher nurse job satisfaction; whereas 16 studies established task-focused leadership styles associated with lower nurse job satisfaction. Similar trends were found for each category of outcomes. Thus, the leadership which is focused only on task completion is insufficient, but it should be related to leadership practices considering employee retention work environment, productivity within health care setting. Boamah *et al.* (2017) in study "Effect of transformational leadership on job satisfaction and patient safety outcomes. "Investigated the effects of nurse managers' transformational leadership behaviors on job satisfaction and patient safety outcomes.

The findings prop up the managers' transformational leadership behaviors as a useful strategy in creating workplace conditions that promote better safety outcomes for patients and nurses. Morsiani *et al.* (2016) in their mixed method study "How staff nurses perceive the impact of nurse managers' leadership style in terms of job satisfaction" : found out that ward nurse managers mostly adopted a transactional leadership style intended at monitoring errors and intervening to correct errors and punish, which had a negative impact on staff nurses' levels of job satisfaction. In contrast to the transformational leadership style, which is correlated with satisfaction was rarely practiced by nurse managers. In comparative study "Impact of leadership styles adopted by head nurses on job satisfaction": between governmental and private hospitals in Jordan , Abdelhafiz *et al.* (2016), explored that the level of job satisfaction among nursing staff was higher in public hospitals than in private hospitals in this study. A positive relationship was found between transformational leadership and job satisfaction ($r = 0.374^{**}$). The overall transactional leadership score positively related with job satisfaction ($r = 0.391^{**}$). Conversely, the overall correlation between passive-avoidant leadership and job satisfaction was negative ($r = -0.240$). In study , "Effect of Leadership Styles on Job Satisfaction Among Critical Care Nurses "M Alshahrani FMBaig LA(2016)evaluated the effect of transformational and transactional leadership styles of head nurses on the job satisfaction of staff nurses in critical care units (CCU) of a tertiary care hospital. All nurse leaders demonstrated a combination of transactional (TA) and transformational (TF) style of leadership. Nurses working under leaders with a TF style demonstrated

significantly ($p < 0.05$) higher job satisfaction. The operating conditions were related negatively to the style of leadership. Pay, fringe benefits and nature of work were not related to the style of leadership. The nurses were moderately satisfied with their work and 23% of the variation in nurses' job satisfaction could be explained by the head nurses 6 leadership facets with positive effect of professional support, intellectual motivation, and management by correction and their laissez faire style. The study emphasized the importance of TF style of head nurses for increasing staff nurses' job provided more support and training for effective management of CCU. Saleh U, O'Connor T. *et al* (2018): In study "The impact of nurse managers' leadership styles on ward staff", explored the nature of leadership styles used by the nursing management team, as perceived by nurses working at the bedside. The findings showed that the leadership style employed by nurse managers has a major impact on nurses' job satisfaction, turnover, and the quality of patient care they deliver.³⁰

RESEARCH METHODOLOGY

Research Approach: Research approach adopted in this study was quantitative approach as the Transformational Leadership impact parameters are quantifiable based on intervention given.

Research Design: The design used for the present study was quasi experimental design with two groups design, pre and post study group and pre-post control group design. One experimental group is at K.E.M. Hospital Mumbai and another control group is at B.Y.L. Nair Hospital Mumbai. There are 30 head nurses and 200 staff nurses in each group. Thus total 60 head nurses and 400 staff nurses. The intervention Programme consist of modules with learnable and developable the soft skills like work-place management, communication, team building and conflict management; it also includes understanding of the components of transformational leadership skills to enhance the effectiveness of the potential leaders' impact on the performance and job satisfaction of the staff nurses.

Tool for Data collection: Measurement of the job satisfaction of the staff nurses pre-and post-educational programme of head nurses was done with the help of 'Minnesota 'Satisfaction questionnaire (MSQ).

Data Collection

Rationale and Selection of Methods /Strategies /Activities: This programme 's primary aim is to enhance the effectiveness of head nurses potentials of leaders as transformational leaders through the use of four major aspects viz .work-place management, communication, team building and conflict management which will enhance the performance of the staff nurses in these areas for better patient care and therefore the study has been titled, "impact of Transformational Leadership Educational Programme (TLEP) of head nurses on the performance and job satisfaction of staff nurses in public hospitals. Content and methodology was validated by referring the programme to the subject and methodology experts. It was pilot tested to remove any ambiguities and make it more engaging and effective. The programme was conducted under experimental and control group conditions over 21 sessions 3hours each. Minor changes in detail of instructions and time spent on each learning event, were adopted to the requirements of participants of different groups.

Table 1. Distribution of job satisfaction score of the staff nurses in study and control group

N=200+200

Job Satisfaction	Study Group						Control Group					
	Pre-Test			Post Test			Pre-Test			Post Test		
	Not Satisfied	Somewhat Satisfied	Satisfied									
	3	128	69	0	13	187	10	122	68	4	129	67
	1.50 %	64 %	34.50 %	0	6.50 %	93.50%	5%	61%	34%	2%	64.50 %	33.50 %

Table: The table depicts that there were only in Not satisfied, Somewhat Satisfied ,and Satisfied categories of responses were scored in study as well as control group. There were no responses in “Very Satisfied and Extremely Satisfied” categories in both groups. Maximum 187(93.50%) were reported satisfied in study group and 129(64.50%) were reported Somewhat satisfied in control group.

Table 2. Significance of difference in job satisfaction score of the staff nurses in study and control group

N =200 + 200

Job satisfaction of staff nurses	Median		Study group value	Z value	p value	sig. at 0.05	Median		Control group value	Z value	p value	sig. at 0.05
	Pre	Post					Pre	Post				
		66	81	488	-11.6	0.00	Yes	64	66	8732	-1.04	0.297

Table 3. Comparison of Job satisfaction of staff nurses in study and control group.

N = 200+ 200

Job satisfaction of` staff nurses	Mean Rank	Sum of ranks	U value	Z value	p value	Sig. at 0.05 levels
Job satisfaction	Study	80.4	56114	3985	-13.8	0.00
	Control	65.6	24085			

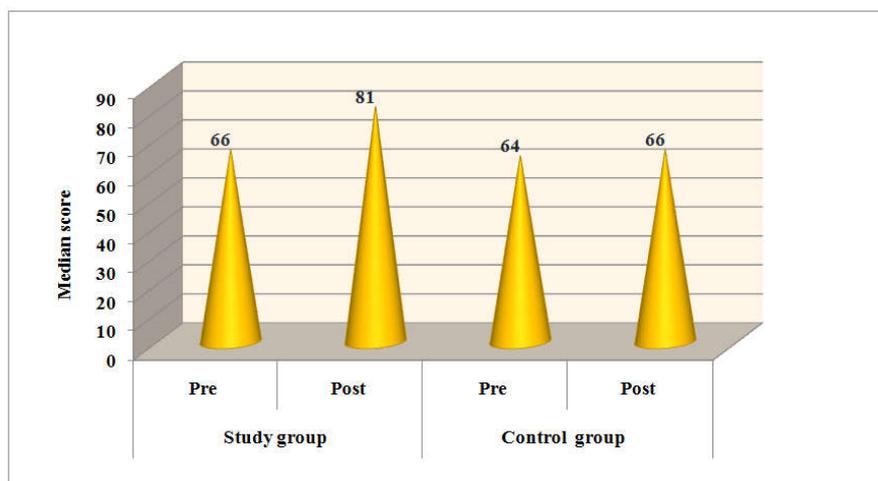


Fig. 1. Comparison of Mean Rank on Job satisfaction among staff nurses in study & control group

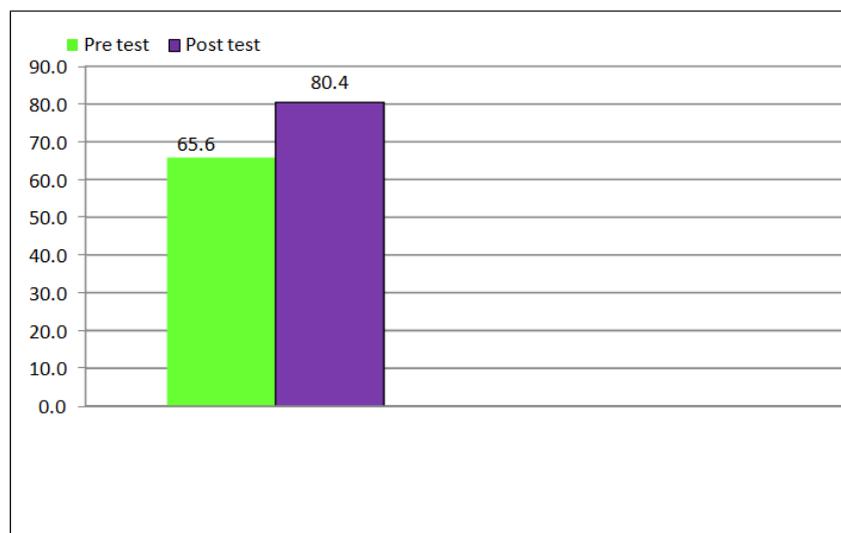


Fig. 2. Comparison of Mean Rank on Job satisfaction among staff nurses in study & control group

The process adopted and used in this research, has been broken down into specific steps. The various methods, strategies and exercises used at different stages are listed below and described in detailed later in the chapter:

- The Work shops
- The Presentation – on work-place management, communication, team building and conflict management in their day to day patient care.

This presentation was in the form of power-point presentations, with A.V.aids, video clippings, management exercises, the “5 S” activities like- Sort, Systematize, Sweep, Standardize and Self-discipline (Sustain) for continuous (sustainability) improvement in day to day patient care activity. The 5 great world-famous Leaders - Florence Nightingale, Mahatma Gandhi, Dr. Babasaheb Ambedkar, Dr. A. P. J. Abdul Kalam, Mother Teresa were shown to group to know their well-known leadership style.

Exercises

Individual Exercises

- Questions and answers during sessions.
- Physical exercises (warm-up)
- Application Questions /checklist
- Reinforcement of exercises

Exercises in pairs: In communication, team building and conflict management

- Role play: in pairs – presenting each other’s information in front of the group.
- Role Play - 2 partners opposite each other palms up and down, lap touching, closing eyes for 10 mins. After 10 mins open the eyes, ask for opinion, repeat the procedure once, amazing response.

Small Group Exercises

- Decision making
- After showing video clippings asking groups to narrate the message.
- Participatory learning exercises - Asking head nurses to narrate their experiences in front of the group about communication, team work and team building, conflict management in day to day working in hospital.
- Home-work--- 6 groups of 5 head nurses in each group formed. Each group was given one aspect of quality patient services for presentation, i. e. a) effective, b) efficient, c) accessible d) acceptable/patient-centred, e) equitable, and f) safe.

Whole group exercises

Brainstorming on given situation: After three months of the interventional programme the staff nurses were given the Structured questionnaire to assess their job satisfaction.

Statistical Tool used: The job satisfaction of the staff nurses after the transformational leadership educational programme of the head nurses assessed by tool 5 -Minnesota Satisfaction structured questionnaire (MSQ) in five-point Likert Scale 5=

Extremely satisfied, 4= Very satisfied, 3= Satisfied 2=Somewhat satisfied, 1= Not satisfied The post-test done after 3 months during their duty periods. Assessment of the job satisfaction of staff nurses done by the researcher, during their duty hours. A structured questionnaire Minnesota Satisfaction Questionnaire (MSQ) in the form of Likert rating scale, administered to staff nurses to measure the job satisfaction.

The data is presented in tables

- Distribution of job satisfaction score of the staff nurses in study and control group.
- Significance of difference in job satisfaction score of the staff nurses in study and control group.
- Comparison of Job satisfaction of staff nurses in study and control group.

Table 1 depict the job satisfaction of staff nurses within study and control group. There were no responses in “Very Satisfied and Extremely Satisfied” categories in both groups. In study group at pre-test level 3 staff nurses showed that they were not satisfied in their job. But in post-test the same staff nurses’ response was out of 3, all 3 staff nurses i.e. 100%. of them shifted from not satisfied to satisfied category. Out of 128 somewhat satisfied responses at pre-test level 120 (93.75%) responses converted into satisfied category. Which suggest improvement after the intervention programme. Out of 69 satisfied responses 5(7.25%) get deteriorated into somewhat satisfied category and 64 (92.75 %) remained into satisfied category. In control group at pre-test level 10 staff nurses showed that they were not satisfied in their job, but in post-test the same staff nurses’ response was out of 10, 6(60%) showed somewhat satisfied responses and 4(40%) satisfied responses. Out of 122 somewhat satisfied responses at pre-test level 1(0.82%) deteriorated into not satisfied category 83(68.03%) remained into somewhat satisfied responses whereas 38(31.15%) converted into satisfied category. Out of 68 satisfied responses at pre-test level 3(4.41%) deteriorated into not satisfied category, 40(58.82%) converted into somewhat satisfied category and 25(36.77%) remained into satisfied responses.

Significance of difference in job satisfaction score of the staff nurses in study and control group. The table 2 depict the median score and significance difference of job satisfaction of staff nurses. Overall the job satisfaction has improved from the total median score of 66 in pre-test to 81 in post-test in study group after TLEP conducted for the head nurses. As compare the control group 64 to 66 in post-test in job satisfaction. Wilcoxon Signed Rank test of study group z stat values of job satisfaction the significant difference $-11.6 < p \text{ value } 0.00$ at 0.05 level in study group whereas in control group was showing the insignificant difference $-1.04 > p \text{ value } 0.297$ at 0.05 level. level indicating non improvement in job satisfaction of staff nurses. Hence the null hypothesis was rejected. Comparison of Job satisfaction of staff nurses in study and control group.

The Table 3 depict that the head nurses were showing increased job satisfaction. Mean rank scored 65.6 during pre-test, after the intervention the mean rank score increased 80.4 that is by 14.8. hence we can state that there is a significant improvement in the job satisfaction of the staff nurses of the study group than in the control group after the transformational leadership educational intervention programme of the head

nurses. In overall the mean rank and sum of ranks of study group observations were greater than control group, indicating improved job satisfaction of staff nurses among study group. Hence the null hypothesis was rejected. Table While assessing the job satisfaction of the staff nurses the various aspects associated with, the job itself, the employer and employment policy, and the satisfaction of the employee were included in the questionnaire. This table depicts the comparison between study and control group of the post test results of the job satisfaction of the staff nurses before and after the interventional transformational leadership educational programme of the head nurses. Before calculating “z” value, hypothesis was tested using Mann-Whitney U test. The z table value for 0.05 level of significance was ± 1.96

After conversion into Z stat, the calculated ‘z’ value -13.8 was found to be less than the Z tab score of ± 1.96 . The post-test comparison between groups is showing significant difference as the calculated z value is statistically less than table z value of ± 1.96 . Hence the null hypothesis is rejected. As the mean rank for study group 80.4 and for control group 65.6 and sum of ranks of study group was 56114 and control group was 24085. Thus, we can state that there is a significant improvement in the job satisfaction of the staff nurses of the study group than in the control group after the transformational leadership educational intervention programme of the head nurses.

Conclusion

Research has broken the myth of a few women being the leaders that the leaders are “born and not made”. Self-awareness, training and development can enhance the transformational leadership capabilities of the potential leaders and can have effectiveness and effective impact on their followers in developing the same abilities subsequently. The transformational leadership is a process to be practiced on an everyday practice for effective performance. This process will improve the patient care practices in entire health care set up, which is very much essential in today’s comprehensive patient care management for any leader.

It is established by this research that there is an improvement in the leadership styles of the head nurses as potential leaders and there was an excellent impact on the performance of the staff nurses in their day to day practices and which in turn resulted into their job satisfaction despite hectic scheduled work. Hence these potential leaders need to cultivate these soft skills. There are many factors that contribute to dissatisfaction in the work place. The leaders need to keep in mind the 6 major transformational leadership skills required, those are Charisma, Social, Vision, Transaction, Delegation and Execution, which will have greater impact on the performance and job satisfaction of staff nurses who will be at the bed side for patient care for 24 hrs and 365 days. The study indicates that the educational intervention programme of head nurses has helped the staff nurses too, to be effective transformational leaders thereby paving the way to break the “glass ceiling” that exists in organizations.

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