

**THE IMPACT OF THE LEADERSHIP STYLES OF DEANS ON THE FACULTY
MEMBERS' LEVEL OF JOB SATISFACTION IN NURSING EDUCATION IN
OMAN**

By

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Abstract

Aim and background: this study investigates faculty members' perceptions of the impact of Impact of the leadership styles of nursing deans on the job satisfaction of faculty members working in nursing education in Oman. Nursing education in Oman currently is going through a major transformation, with the appointment of new deans, the introduction of an accreditation process, and the upgrading of the nursing diploma to a Bachelor's degree program in all governmental nursing institutions. These reform require significant development work in a short period of time; various taskforces have been established with specific tasks such as curriculum restructure, improving the range and number of research activities, the merging of institutes, introducing new policies, and establishing a quality assurance approach. This reform programme demands effective leadership to lead faculty, build the vision and respond to a range of external demands.

In Oman, there is a lack of research on the role of leadership in higher education and its importance to staff professional development and job satisfaction, which in turn reflects on the level of organizational performance. The significance of this study is that it explores the perceptions of both teaching staff and their deans in a comparable set of organizations to determine which leadership styles have the greatest potential to improve their organizations. This was an insider research project with the researcher being a nursing dean; however certain measures were taken to ensure validity and reliability of the study.

Method and conclusion: The study involved 147 lecturers and 7 leaders from various nursing institutes in Oman. Data were collected through semi-structured interviews and questionnaires: the Minnesota Satisfaction Questionnaire (Weiss 1967) and the Multifactor Leadership Questionnaire (Avolio & Bass 2004). Qualitative data were analysed for recurring themes and coded accordingly. Coding categories were constructed from the concepts and themes that emerged during the interview process and from the review of the literature. The overall findings indicate that most faculty members are satisfied with the leadership style of their deans. The transformational leadership style emerged as the preferred style to ensure faculty satisfaction and maintain productivity levels in demanding times; however, the deans also used a transactional leadership style for specific tasks.

Implications: Management roles in health care education are very demanding, thorough preparation is required for the dean's role and its associated tasks in order to develop and sustain a transformational style. Work-related leadership training and skill-development workshops, mentoring, and survival skills workshops could provide new deans with much needed support. The research on transformational leadership provides a good starting point; however, we need to think of the next step. It is very clear that deans of nursing institutes need to adopt transformational-transactional leadership styles to overcome continuous challenges, satisfy the nursing faculty and boost organizational productivity. Hence, the role of the nursing dean in Oman has to be built on transformational leadership, with a focus on collaboration by adopting a distributive stance (distributed leadership) that focuses on learning.

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Author's Declaration

This thesis is submitted in fulfilment of the requirements for the degree of Doctor of Philosophy at the University of Glasgow, United Kingdom. I declare that this thesis is based on my original work except for quotations and citations which have been appropriately acknowledged.

Chapter One: Introduction

1.1. The current study: Leadership in Nursing Education in Oman

The impact of leadership on organizational effectiveness in higher education has been well documented (Cameron 1984). The current study seeks to shed light on a specific element of leadership, namely the impact that various leadership styles have on the level of satisfaction of nursing education institutions faculty members in Oman. Nursing education in Oman is a particular context with rapid growth since the 1990's. Thus, leadership has become a key factor in the level of effectiveness that the institution demonstrates and an investigation into the impact of leadership is therefore an important issue.

1.2. Purpose of the study

This study collected data to determine the impact of leadership style on the satisfaction level of faculty members in nursing institutes in Oman. For focus and clarity, the study examined the impact of transformational, transactional, and laissez-faire leadership on job satisfaction in nursing institutes in Oman. Within this context, it is assumed that the effectiveness of faculty members' response to new reforms is largely determined by the leadership of their deans. The main purposes of this study are:

- (1) To identify the level of satisfaction of nursing faculty members in Oman,
- (2) To establish the leadership styles used by the deans of Sultanate of Oman Nursing Education Institutions,
- (3) To identify the impact of leadership styles on job satisfaction,
- (4) To consider ways of enhancing job satisfaction of faculty members as means of organizational improvement, and
- (5) To identify areas for development in the preparation and on-going support of nursing deans.

1.3. Theoretical framework

The foundation of the theoretical framework for this study the assumption that the transformational leadership model that is based on the full range leadership theory is the most appropriate to use in times of change, as is the case currently in Oman. According to Bass (1997), in his Full Range of Leadership Model, transformational, transactional and laissez-faire leaders operate using eight factors. These eight factors are illustrated in the Full Range of Leadership Model shown below and discussed further in the chapter on leadership.

Table 1.1: Transformational Leadership Model (Bass 1997)

Transformational leadership style behaviours	
1) Idealized influence	<ul style="list-style-type: none"> Act as a role model for others; the organizational purpose is clearly mentioned and connected to values and beliefs; moral and ethical consequences are of great importance to the organization's decisions.
2) Inspirational Motivation	<ul style="list-style-type: none"> Express an undeniable vision of the future in an optimistic view by which the leader challenges and encourages his followers to be ready for what it takes to achieve future goals.
3) Intellectual Stimulation	<ul style="list-style-type: none"> Reassess the current and old assumptions and consult others about how to deal with problems from different perspectives in an innovative way.
4) Individualized Consideration	<ul style="list-style-type: none"> Offer teaching and coaching, counselling and listening to followers based on individual needs to promote self and followers' development.
Transactional Leadership style behaviours	
5) Contingent Reward	<ul style="list-style-type: none"> Clear picture of the reward when the task is accomplished
6) & 7) Management by exception: Active/Passive	<ul style="list-style-type: none"> Active: try to avoid problems before they happen by keeping track of all mistakes Passive: intervene only after problems have arisen
Laissez-Faire leadership style behaviours	
8) Laissez-faire	<ul style="list-style-type: none"> Avoid decision-making situations, gives no feedback and make little effort to satisfy followers needs

The transformational leadership model was developed first by James MacGregor Burns as the concept of transforming leadership before Bernard Bass extended the concept a decade later (Bass 1997). Burns (1978) defined the transforming leadership process as how “one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (p.20). In addition, according to Bass (1985) the transformational leadership process is associated with motivating followers to perform “beyond expectations” and look beyond their self-interest for the good of the group. Elearn (2008, p. 32) also added that “transformational leadership is to do with winning the hearts and minds of employees”. This framework has been identified for this study based on the notion that this type of leadership is the one most suitable for nursing institutes in Oman as they go through major changes.

The transformational leadership model is associated with positive outcomes in an organization going through change (Achua & Lussier 2013) because the leader has a positive influence on employees’ thinking, shifting from a self-interest focus to a collective-interest focus. In Oman in the current period of transformation, staff are pressurized with extra responsibilities due to current and forthcoming quality assurance audits which require additional time and commitment from staff; therefore transformational leadership is vital. According to Bass (1985), the transformational leadership style is associated with higher job satisfaction and effectiveness among employees. Kelloway et al. (2012) found a positive relationship between transformational leadership and employees’ psychological wellbeing, supporting the understanding of the employee-centred outcomes of transformational leadership. Organizations encounter a number of challenges that require the presence of effective change management. The transformational leadership model integrates the key characteristics of effective management such as: future-oriented planning, balanced achievements, and inclusive understanding of self and others (Caldwell et al. 2011). The characteristics of the transformational leader would seem to be essential in nursing institutes during this period of major change. Employees need transformational leaders who are able to address a number of areas: (1) to make sure that followers are conscious of the importance of task results, (2) to encourage followers to go beyond personal interest for the sake of the team

or organization, and (3) to encourage followers toward higher organizational needs (Bass 1985). The transformational model has been extensively adopted by many organizations going through change as a means of overcoming the expected organizational and human limitations (Bolden 2004).

1.4. Conceptual framework for the study

This study focuses on deans' leadership styles and their effects on job satisfaction.

Dependent variable: Job satisfaction

Independent variables: Leadership style

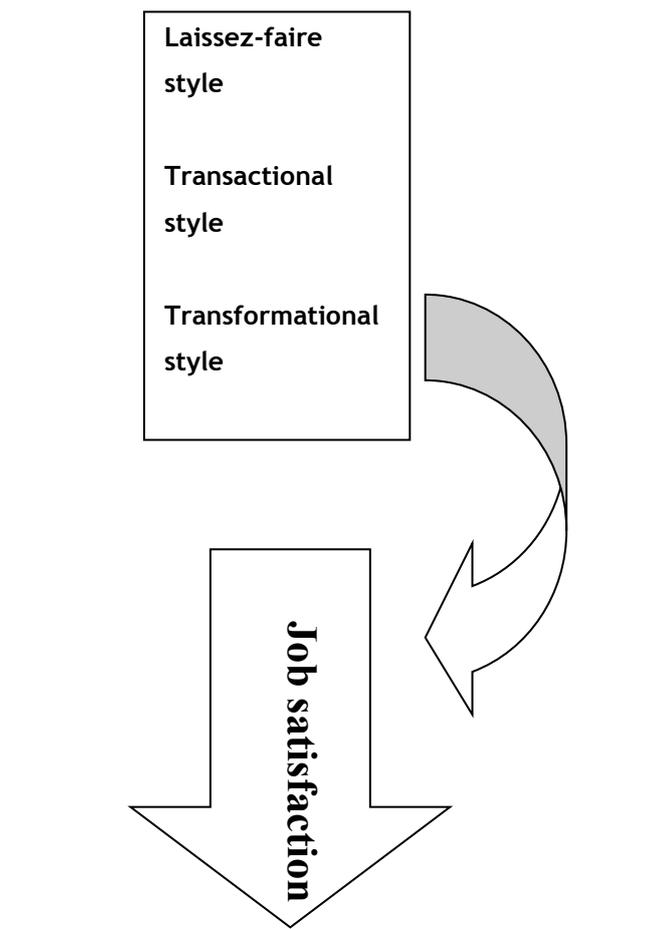


Figure1.1 Conceptual Framework

1.5. Study questions

In order to examine these issues, the following research questions were used

1. What is the level of satisfaction of nursing faculty members in Oman?
2. What leadership styles are used by deans in nursing education institutions in the Sultanate of Oman?
3. What is the impact of various leadership styles on the job satisfaction of faculty members of Sultanate of Oman nursing education institutions?
4. What strategies can improve the job satisfaction of faculty members?
5. Are the deans of nursing institutes in Oman prepared for deanship?

1.6. Significance

There is a lack of research on the role of leadership and its importance to job satisfaction in Oman, which in turn reflects on the level of organizational performance. Moreover, there is little research on the types of leadership that may support the improvement of the staff's job satisfaction which would be reflected in improvements in students' learning in higher education systems in Oman.

The significance and uniqueness of this study is that it explores the perceptions of both teaching staff and their deans in a comparable set of organizations to determine which leadership styles have the best potential for improving their job satisfaction and therefore, the organization. The study involves lecturers and leaders from different nursing institutes in Oman. Research of this kind has not been undertaken before in Oman.

The impact of leadership style and behaviour on overall organizational effectiveness in higher education is one of the priorities for further research identified at the Windsor symposium, where 25 international experts with intensive experience in leadership in HE were invited (Bolden et al. 2009). The results of the current study may help organizational leaders and faculties to develop strategies that will enable them to determine their

weaknesses and strengths within their institutions and to develop appropriate strategies to overcome any deficiencies. By doing so, the research itself becomes part of the self-evaluation and review process integral to the current Oman Academic Accreditation Authority (OAAA) accreditation standards.

In summary this study will be of significance in a number of ways:

1. It will help reveal the relationship between leadership and staff professional development.
2. It will help leaders in the higher education field, specifically nursing, to identify the main factors associated with the improvement of organizational effectiveness.
3. It will help deans of nursing institutes to be more aware of the factors that motivate or impede the performance of their staff.
4. It will identify the type of leadership style that supports high levels of staff satisfaction.
5. It will provide a base level of information for further studies related to leadership styles of Omani nursing education, and other organizational leaders.

It is hoped that the results of the current study will be used as a resource for both leaders and staff members to enhance teamwork, which will in turn improve teaching and learning processes and interpersonal relationships. Finally, although the focus is on leaders and teaching staff from nursing institutions within the Ministry of Health, it is also hoped that the research process, instrument and findings may be of use to other ministries or even other HEIs in Oman and in the wider Gulf region.

1.7. The position of the researcher

This study is concerned with identifying the impact of leadership on faculty job satisfaction. The study was conducted in nursing education organizations where the researcher worked as a member of the nursing faculty for nine years and then as dean in one of the nursing institutes in Oman. There are several reasons for selecting the topic of

this study. First, as a nursing dean, the researcher has a professional interest in this area. Second, nursing education in Oman is going through major changes. Third, even though there are significant challenges, the members of the faculty continue to commit themselves to taking these changes forward, although there are many challenges involved in such changes. The researcher wished to investigate the types of leadership style evident in nursing education alongside of the investigation of the job satisfaction of faculty members. As well as exploring the connection between leadership style and job satisfaction to consider if there is any connection between leadership and faculty job satisfaction, I argue that, while nursing education is going through major transformations, the leadership styles of the deans in maintaining stability, preventing chaos and achieving the predetermined goals in their organizations are key concepts to investigate.

As the researcher is a previous faculty member and current dean in the same institute, this adds a value to the study in a number of ways. The researcher has a good relationship with the faculty members as well as with other deans, and is familiar with the place, which led to a higher participation rate and better access to information. However, this raises some issues that the researcher was aware of such as questions related to bias, and the perceptions of participants with regard to the power and status of the researcher. Although the researcher's prior knowledge and experience was valuable, it was also important not to make assumptions. The final issue was the importance of assuring confidentiality for all participants involved in the study.

Given the researcher's position as dean, it was crucial to find methods that allowed her to obtain data without any bias or the data being skewed to one perspective. Hence, this study adopted a mixed methods approach combining quantitative and qualitative methods to gather the necessary data to answer the research questions. The researcher used two well-developed and tested questionnaires (the Multi-Factor Leadership Questionnaire and Minnesota Satisfaction Questionnaire) suitable for the key concepts of this study: leadership styles and job satisfaction. The use of these two questionnaires ensures the gathering of objective, albeit limited, data. At the same time, a qualitative approach using semi-structured interviews was carried out to probe specific issues and these data would

then help cross- validate the quantitative data and the qualitative data. More details on the methodological stance and methods can be found in the methodology chapter.

In addition to the mixed method design, some measures were taken to overcome the disadvantages of being an insider researcher. First, the researcher emphasised her role as a researcher rather than that of dean on several occasions prior to the data collection phase when invitations to participate were made through email, and during the data collection phase. Second, the participants were assured that the data are confidential and anonymity would be maintained. Third, participants also were informed about how the study data would be used and with whom the data would be shared. Fourth, ethical procedures were applied; participation was voluntary and participants were informed that they could withdraw anytime. Fifth, participants were assured that all the information they provided would not affect their services or job evaluation. Finally, part of the study was conducted in the faculty where the researcher had previously been dean. However, a new dean had been in the post for over one and half years and so the study relates to the leadership of that dean. The researcher was aware of her potential influence as a former dean and the importance of confidentiality was emphasised, in particular that the data would not be seen by the institutions. Again, the issue of insider researcher is explained in detail in Chapter Four.

1.8. Definitions of Terms

- Dean: the person with overall responsibility for the nursing institute and its academic and administrative affairs.
- Faculty member: an educator who works in a nursing institute in Oman. In addition to other tasks, the faculty member's main responsibilities are to teach nursing courses and supervise nursing students in clinical settings.
- Nursing Institute: academic setting offering a 3-year nursing diploma..
- Preceptor: staff nurse who supervise students in clinical settings
- Oman Academic Accreditation Authority (OAAA): "is charged with assisting in the development of the Omani higher education sector through institutional and

program accreditation processes. In addition, in collaboration with the Ministry of Higher Education, it has responsibilities for assuring academic standards, and providing training and networking opportunities” (Oman Accreditation Counsel 2012)

- Royal Decree: a legislative order by His Majesty Sultan Qaboos, the Omani ruler, considered as the highest governmental law in Oman.
- Transformational Leadership: a leadership style that mainly focuses on the leader’s ability and skill in driving his team to achieve the desired task through acting as a role model for commitment, confidence, knowledge level, continuous development, and support.
- Transactional Leadership: a two-way exchange (action-reward) relationship.
- Laissez-Faire Leadership: a passive leadership style in which a leader does not make a significant contribution to the overall management. This style is often associated with both low productivity and low staff satisfaction.

In conclusion, the first chapter provides an overview of the current study. Then, the literature review in the second and third chapters examines some of the key areas underpinning this study: the Omani educational context, nursing education and the concept of leadership and job satisfaction. After that, the fourth chapter covers the research methodology. The fifth and sixth chapters (findings and analyses) present the results of the faculty questionnaires and the deans’ interviews. Chapter Seven discusses the results, and this is followed by the conclusion chapter.

Literature Review: Chapters Two & Three

The literature review is divided into two main chapters. The first chapter covers the background and context: Omani education and nursing education. The second chapter explores the different leadership theories and satisfaction level of nursing educators. Each chapter presents a critical review that will add to the whole structure of this study.

Oman has a rich and unique context and history. The swift development of Oman during the last 35 years has been remarkable, although not without problems. In order to have an idea about this journey and its implications for this study, a detailed account of the development of Oman and its education system is given. The following section illustrates the history and development of nursing education in in Oman, Middle East, and globally, the challenges and current trends in nursing education, and the roles and issues of nursing dean and faculty members.

Chapter Two: (Section one: Background and context: Omani education and nursing education)

The Sultanate of Oman is Located in the Arabian Gulf, and has an area of 309,500 square kilometres (Al Dhawi et al. 2007). Muscat is its capital and it has a population of nearly 3.5 million (Common 2011). Oman has been ruled by His Majesty Sultan Qaboos Bin Said since 1970. The dominant language is Arabic, although English is widely spoken, and the religion is Islam. Oman is a rich country; oil, natural gas, cement, and copper are among its chief exports. It is bordered to the west by the United Arab Emirates and the Kingdom of Saudi Arabia, to the south by the Republic of Yemen, the Strait of Hormuz to the north and the Arabian Sea to the east (Ministry of Information, 2014).

Omani health care resources are distributed according to the governorates. Oman has 11 governorates, which are areas of the country overseen by regional governments and are similar to states, provinces or counties in other countries.



Figure 2.1 Oman

2.1.Oman: rapid change

Oman is a middle-income country that is heavily dependent on declining oil resources in addition to agriculture and fishing, which are also important sources of income. Oman has a strategically important position at the mouth of the Gulf, occupying the south-east corner of the Arabian Peninsula. According to the 2010 census, the total population was 2,773,479 and of these, 1,957,336 were Omanis.

In 1970, His Majesty Sultan Qaboos bin Said (the ruler of Oman) came to the throne. He demonstrated a strong will to transform Oman into a modern internationally competitive country. Many positive changes to advance the government structure were carried out. Major development programmes were launched to improve the living standards of Omani citizens. The main focus was on vital sectors such as education, health and infrastructure. Prior to 1970, the Sultanate of Oman had three primary schools. It also had one hospital and six miles of paved road. By 2005, the country had excellent medical care, widespread education, and an impressive social and economic infrastructure (Bandary 2005). Development of the education sector, including higher education was given the highest

priority. This rapid growth of education means that institutions and structures are still relatively new.

Omanization is a policy endorsed by the government of Oman in 1988 and aims at replacing expatriate workers with trained Omanis. In 2003, His Majesty Sultan Qaboos bin Said stressed human development, stating:

“In urging young Omanis to make use of the available educational, training and job opportunities, we should like everyone to understand that our repeated calls for attention to be given to human resources — to education, training and employment — reflect the importance we attach to this vital issue — an issue which we regard as the cornerstone of the future and the main stimulus enabling us to reach our goals”

(Times of Oman 2003, p.2)

Initially, the focus was on human workforce development, but saturation was eventually reached in many jobs. The Sultanate of Oman specifies the proportion of Omanis to foreign workers that various industries should attain. According to the Ministry of Manpower (2005) (see table 2.1), Omanis constitute only 25% of the labour force in the private sector (up from 15% in 1995), and 88% in the public sector (up from 68% in 1995). In 2005/6 the total participation of Omanis in the work force had risen to 64% from only 23% in 1995. Hence, the current focus should be on building skills and capabilities for leadership in higher education.

Table 2.1 Estimates of Workforce in 2020 (Rassekh 2004)- page (34)

NO	INDICATORS	1995	2020
1	Manpower:	17%	50%
	i) Percentage of males in labour force to total population	6%	12%
	ii) Percentage of females in total labour force		
	Total	23%	62%
2	Omanization:		
	i) Omanization rate in Public Sector	68%	95%
	ii) Omanization in Private Sector	15%	75%

The focus moved from Omanization to a concern for quality, and graduating high school students demanded good higher education in order to be equipped with knowledge and skills to international standards and the ability to compete in the international job market. This needs strong leadership with clear vision and good planning to address challenges effectively.

2.2. The role of education in Oman development

Education is a vital driving force of economic and social development in any country (Mehta & Kalra 2006). The Sultanate of Oman has seen major developments in the education sector in the past 40 years, moving from 3 primary government schools in 1970 to a wide range of options in both private and public education currently (Bandary 2005 & Al Shmeli 2009). According to Watt (2013), there are more than 1000 schools in Oman, 90% of them governmental and 10% private. The total enrolment in basic education schools (grades 1-10) was 331,262 students and in general education schools (grades 1-12), the total enrolment was 200,131 students (Watt 2013).

Until the 1970s, Quranic schools and workshop schools provided education in Oman and they were available in most villages. Most of the students were aged between six and fourteen, and learned to recite the Quran; this was known as the “Seal of the Quran” (Ministry of Education 2013). There were no clear criteria or guidelines for evaluating education at that time; rather, memorising the Quran was the only criterion of excellence (Ministry of Education 2013). The 23rd of July 1970 was the real starting point for the overall development of Oman. Since then, the education sector has witnessed a huge reform undertaken to equip Omani citizens with the required knowledge and skills to create citizens who are able to move the country forward to be in line with other countries around the world.

In 2004, Rassekh published a comprehensive report on the educational reforms in Oman covering the history of education, the education sector reforms, and cooperation with other countries. The development of education in Oman went through three main stages. Stage one emphasized the rapid quantitative development of education, with more schools and more children attending them. Stage two started in the early 1980s, when the Ministry of Education initiated serious efforts to improve the quality of education, and stage three, beginning in 1995, after the Conference on Oman’s Economic Future, Vision 2020, saw a number of reforms introduced in order to cope with the educational requirements of the future.

According to Rassekh (2004) there were several factors leading to a fundamental change in the education system.

- The increased percentage of Omani people in workplace as a result of the Omanization policy;
- The awareness that Oman cannot continue to depend on oil as a major source of income for a long time;
- The need to be prepared to face the challenges of globalisation;
- To accomplish democratization, one of the main principles is the right to education and literacy.

As a result, basic education went through major new reforms (Rassekh 2004). For example, there was a considerable improvement in the Ministry of Education’s general

structure and procedures. In addition, the Ministry of Education adopted new objectives for the education system, such as satisfying human resource requirements. Another important change was restructuring the school system from the six years primary, three years intermediate and three years secondary levels to the new ten years of basic education and followed by two years of secondary education or vocational training. This was in line with the call for changes in curriculum content and textbook development to foster critical thinking and problem solving skills as well as changes in students' assessment and teacher training techniques. Further, there was a significant reform programme in the basic education in Oman; the Ministry of Education started to provide educational facilities for students with physical or mental disabilities. Another important task of the Ministry of Education was to form several committees to follow up and evaluate the changes and reforms to monitor and improve their progress (Rassekh 2004).

Although educational reform efforts have had many successes and achievements, it is not possible to conclude that everything has been without problems. Authorities encountered several problems in the implementation phase and for which they found subsequent solutions (Rassekh 2004):

- A cautious attitude by some teachers in relation to the reform;
- Scarcity of the necessary equipment and tools;
- Lack of sufficient “national” expertise to teach some of the new subjects (courses);
- No specialized educational research centre;
- Extra time needed for rapid construction of new schools or classrooms in order to end the double shift system
- Shortage of expert personnel who know how to use the new technologies or to prepare instructional materials or produce these materials in an attractive form and in sufficient quantities in a short period of time.

With the new management and reforms in the Ministry of Health, nursing education encountered similar problems. These and other problems influenced the level of satisfaction of nursing educators and required effective leadership and management.

2.3. Higher Education System

Since the 1980s, higher education worldwide has significantly expanded in terms of numbers of students and institutions, and has faced diversification in the student body, in programmes and through the environment and structure of institutions. At the same time, funding cuts have occurred in many countries as a result of several factors including the global financial crises and the need for government funding to move to health as the population ages. As a consequence of these factors, there has been considerable public concern about the quality of higher education (Zou et al. 2012).

In the last twenty-five years, the context in which higher education operates has changed due to multiple factors; diminished budgets and changing stakeholder perceptions of what defines excellence in education are among the main factors (Gordon 2002; Al-Lamki 2002). Across nations, there has been a strong move to mass higher education associated with increased diversity of higher education institutes (Zou et al. 2012). The educational workforce in higher education is ever expanding geographically due to national and international economic globalization and the development of advanced communication means, as well as information technologies. In relation to the above, knowledge has emerged as an economic product which places pressure on higher education systems to ensure that they deliver an effective quality education and secure themselves in the market place.

Higher education organizations in Oman, like many others around the world, are facing a number of difficulties, including faculty member workload, resource shortages, student admission criteria, curricula, available budgets, etc. As part of Omanization, several universities have been opened by the Sultanate to train Omani workers to meet the growing demand and to reduce dependence on expatriate workers. In a 2003 Majlis Al Shura meeting, His Majesty Sultan Qaboos bin Said stressed matters related to higher education in his speech, stating:

“We call upon those in charge of these universities to make them easily accessible to young Omanis who wish to enroll in them. We also call upon them to focus on their academic syllabi, ensure that they are constantly developed and updated so

that their universities can be assured of their place among the ranks of distinguished institutions, and increase the numbers of students applying to study in them” (Times of Oman, 2003, p. 2)

The Omani higher education system has grown rapidly in the past two decades, both in the government and private sectors. The Sultanate of Oman established the Ministry of Higher Education (MOHE) in 1994, and the Ministry’s first priority was to ensure access and increase the number of higher education institutions (HEIs) to meet the demand for places. At the same time, the MOHE wanted to ensure that the programs offered were diversified in order to meet the requirements of both the national and international job markets. The main supplier of graduates are institutions in the public sector, including Sultan Qaboos University, six MOHE Colleges of Applied Science, six Ministry of Manpower Colleges of Technology, and thirteen Ministry of Health institutes. Since the establishment of Sultan Qaboos University in 1986, the number of students attending HEIs has increased exponentially from a few hundred to about 80,000 students in 2009 (Al Shmeli 2009). This has had a great impact on the Omanization process and has seen an improvement in the quality of higher education graduates.

The expansion of higher education encompasses both government and private higher education institutions. Private investors are given the opportunity to establish new private universities and colleges in the Sultanate and are offered incentives to do so. Oman’s system of higher education currently includes 24 private universities and colleges with an enrolment of some 33,521 students (Baporiker & Shah 2012).

2.4. Quality Assurance

In order for the Sultanate of Oman to have a common quality management system for its complex set of public and private institutions catering to different sectors and offering various local and foreign programs, the Oman Accreditation Council (OAC) was established in 2001 through Royal Decree No. 74/2001. This section explores the different definitions of quality assurance and the process of developing and implementing quality assurance in the Sultanate of Oman in the move towards institutional accreditation to all higher education organizations, including nursing education. These new requirements in

higher education, and specifically in nursing education, to improve the overall standards of the education systems in Oman required intense efforts from both nursing deans and nursing educators.

The quality assurance process is an approach to ensuring organizational effectiveness. People interpret quality assurance in different ways, depending on their situation and unique circumstances. Different views of quality may be adopted by various stakeholders; that is, students, academics, institutional administrators, employers, governments and professional organizations. Some of the views held about quality include: (1) quality as exceptional: with obvious and unique aspects, as distinctive, and related to excellence and or achieving minimum standards; (2) quality as perfection or consistency; (3) quality as fitness for purpose: to what extent the product or service matches its purpose; (4) quality as value for money: you get what you pay for; and (5) quality as transformation embedded in the notion of qualitative change (Harvey & Green 1993). According to Bandary (2005 p. 181) quality assurance is defined as “a process meant to assure the quality of a programme”. Harvey & Green (1993) conceive of quality as a multifaceted notion which is affected by each stakeholder having his/her own version and interpretation of quality. Efforts are being made to institutionalize a process of quality assurance based on a four-step repeating cycle of self-assessment, external consideration of the self-assessment, feedback, and monitored change/development.

Tam (2001, p. 49) defined quality assurance as “a system based on the premise that everyone in an organization has a responsibility for maintaining and enhancing the quality of the product or service”. However, when it comes to systems of higher education, it is not possible to define what a “flawless” graduate should be. If all graduates are expected to be at the same level of entry, and in the same learning environment in order to produce similar outcomes, this will hinder any opportunity for further improvement. Most higher education institutions define quality to be “fitness for purpose”, and “this definition takes into consideration the differences of institutions instead of making them resemble one another” (Parri 2006 p 107). It also allows higher education institutes to define their goals based on their mission statement and approach to meeting the needs of their customers. A range of systems and methods have been developed in response to diverse opinions about quality and higher education to monitor quality in different kinds of organization and

depending on their level and priorities. According to Tam (2001), among these systems are quality control, quality assurance, quality audit, quality assurance, quality assessment, and the indicator system.

The Oman government's initial focus was on producing Omani employees to fill the posts occupied by expatriates from other countries. The country invested a great deal of funding in the education sector as the primary source of producing capable Omanis in various fields. After reaching a designated percentage of Omanis within a particular field, government policies shifted from quantity to quality to establish a qualified human resource bank. The government decided to employ different strategies in order to attain the quantity to quality transition. One of these strategies was the application of a quality assurance process in the higher education institutions in Oman. The National Quality Management System was developed to enable a comprehensive and integrated system of quality assurance and quality enhancement, designed to bring Oman towards international practice. A number of national frameworks were developed in order to facilitate the development of the higher education sector (Oman Academic Accreditation Authority 2013). These are:

- The Oman Qualifications Framework: This framework sets out the different types of qualifications (e.g. certificates, diplomas and degrees) and the structure for how they relate to each other.
- The Oman Standard Classification of Education Framework (OSCOEF): This framework describes in academic terms all the possible fields of study.
- The Oman Institutional Classification Framework (OICF): This framework sets out the criteria for defining different types of higher education institution (e.g. universities and colleges) and was originally developed by the Oman Accreditation Council as part of ROSQA. The classification is currently under review by the Ministry of Higher Education.

The first iteration of the standards and accreditation process was the Requirements for Oman's System of Quality Assurance (ROSQA) which was introduced in 2004. Following an extensive national consultation exercise in 2006, a draft Quality Plan was developed which proposes a comprehensive review of ROSQA, setting out a comprehensive system

to align Oman's higher education sector with international best practice. The Quality Plan places equal emphasis on quality assurance and quality enhancement (Oman Academic Accreditation Authority 2013).

The importance of responding to the needs and requirements of the 21st century in Oman is shown by the spread of higher education institutions (HEIs) of all types, with diversified programs, together with the establishment of the Quality Assurance Council (Baporiker & Shah 2012). The Oman Accreditation Council (OAC) was established in 2001 to audit and accredit HEIs in both the private and public sectors in Oman and in 2010, the Oman Academic Accreditation Authority (OAAA) was established by Royal Decree No. 54/2010 to replace the Oman Accreditation Council. The OAAA is a member of the International Network of Quality Assurance Agencies in Higher Education and the Arab Network for Quality Assurance in Higher Education.

The OAAA is responsible for institutional accreditation (including quality audits and standards assessment), program accreditation (including foundation programs), quality enhancement and maintaining Oman's Education Framework (Oman Academic Accreditation Authority, 2013). The process of accreditation involves both the licensing of the institution by the Ministry of Higher Education and assessment by the OAC of the various programs against national standards (Oman Academic Accreditation Authority, 2013). Since the initiation of the accreditation system, the Ministry of Health Quality Assurance Unit has been established in the Directorate General of Education and Training to ensure the smooth and unified process of quality among nursing institutes. Currently, quality assurance is a term that is heard consistently in the nursing institutes. Deans and staff are striving to set up the basic range of strategic and operational plans that are aligned with both the Ministry of Higher Education and the Ministry of Health's new missions and goals for the purpose of preparing the institutes for the OAAA audit. These plans are intended to improve the quality of the education system in the higher educational institutes in Oman.

2.5. Governance and management in Oman

As the core of this study is leadership and management, a brief overview of the Sultanate of Oman governance and leadership structure will be given. It is important to have an idea about the management system and decision making processes. This reflects on all governmental sectors including higher education and specifically, nursing education. The assumption that better governance means greater citizen participation and increased public accountability can be applied in higher education as having better deans means more satisfied and therefore more productive faculty members.

There is limited research conducted on the topic of leadership and management in the Sultanate of Oman, and indeed in other neighbouring Middle Eastern countries (Common 2011). The interpretation and understanding of organizational leadership is greatly affected by the political environment of Oman. Political leadership is almost exclusively exercised through Sultan Qaboos' commands, from which all major social and economic decisions in Oman emerge (Common 2011). The Omani management structure starts with Sultan Qaboos as the ruler of Oman, followed by the Council of Ministers, which functions as a cabinet and consists of 26 ministers, all directly appointed by Sultan Qaboos. At the next level there is the Majlis Oman, which includes the Majlis Addawla and the Majlis Ash'shura in an integrated system that provides a platform for effective exchange of views aimed at supporting government efforts (Rabi 2002).

The Majlis Ash'shura was established by the Consultative Council in 1991 in a drive to modernize Oman's government structure. The Majlis Ash'shura, with its fifty-nine members, is an improvement on its predecessor, the Majlis Addawla, formed in October 1981 (Rabi 2002). The Majlis Addawla and the Majlis Ash'shura together carry the major responsibility for the overall development of the country. The scope of their mission has increased with new global changes, in addition to the social and economic expansion witnessed by the Sultanate, including rapid population growth and the implementation of a number of major economic projects throughout Oman (Observer 2008). In November 1996, Sultan Qaboos issued a royal decree presented in "The White Book: The Basic Law of the Sultanate of Oman" which serves as a form of written statute. The Basic Law consists of seven main sections that cover the main legislative regulations that guarantee the right of

equality and protection within the law, outlines other basic civil liberties that protect the fundamental rights of citizens and identifies the guiding principles of the State (Rabi 2002). The Basic Law also provides the rules for Sultan Qaboos' decisions on social change. In November 2002, Sultan Qaboos extended voting rights to all Omani citizens (male and female) over the age of 2, except for the military and security forces. Citizens of Oman can vote for members of the Majlis Ash'shura, who serve a four-year term.

The previous paragraphs explain the decision-making process in Oman. Now, attention will turn to the character of Sultan Qaboos and his leadership behaviour inside and outside Oman. The leadership and management of the ruler have a great influence on both the development of the country and the citizens' motives (Rabi 2002). Due to His Majesty's wisdom, progress in Oman is steady and indicates the need to focus on higher development requirement. His Majesty the Sultan's foreign policies of peace, reconciliation, mutual understanding, non-interference and cooperation are the cornerstones that have secured the Sultanate lasting peace on its borders and an enduring image beyond as a friendly, tolerant and peaceable country (Observer 2008). There are numerous examples showing how that His Majesty's liberal policies have greatly benefited the country. One of the most significant can be seen in the 2008 publication of the annual Global Peace Index (GPI), which rated Oman as the most peaceful country in the Middle East (Observer 2008). The Sultanate was also ranked 25th in the Global Peace Index, a record of 140 countries listed according to their peacefulness, based on a broad range of 24 indicators measuring both the internal and external peacefulness of nations (Observer 2008). In March 2007, His Majesty was awarded the prestigious Jawaharlal Nehru Award for International Understanding, the top prize presented by the Government of India to prominent international figures in appreciation of their domestic and international efforts for achieving peace, security, justice and equality (Observer 2008).

The Sultan's visionary and strong-willed leadership, by which he balances tribal, regional, and ethnic interests, together with the unique characteristics of the people of Oman, has resulted in a sense of individual responsibility and duty towards the country's growth. His Majesty Sultan Qaboos' political thinking always emphasized joint decision-making by both the government and society, through which the national and international development of the country is reflected.

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In summary, the triangulation of the unique Omani geographical structure, basic and higher education, the quality assurance process and the governance and leadership behaviour of His Majesty Sultan Qaboos highlights the significance and rapid development of the Omani society. Due to this development and global requirements, all governmental organizations are charged with continuing the journey to attain parity with the world-wide standards in all fields such as health, education, etc. Higher education and nursing education in particular, are under pressure to be at the forefront of addressing the constantly changing challenges. Nursing deans are involved directly in the quality assurance central committee to bring nursing education up to international standards and produce efficient graduates.

2.6. Chapter Two (Section two: Nursing education)

The previous section provides information on various aspects of Oman and its education system, quality assurance and governance system to offer a basic understanding of the unique Omani context. This section provides an overview of nursing education: how its past has shaped its present, nursing education in Middle East and specifically in Oman, and how the current developments influence Oman's nursing deans' leadership and the role of nursing faculty members. Understanding of these developments and current status of nursing education is vital to raise awareness of the difficulties and challenges that need the collaboration of efforts of nursing deans and educators. Market-driven economic policy, technology, demographics and knowledge explosion are considered as the main change forces affecting nursing education globally (Lindeman 2000). In response to these current and future health demands, nursing education needs to make significant amendments in order to equip nursing students with necessary knowledge and skills to enhance the nursing profession and the quality of care.

2.7. History and development of nursing education

Nursing education history is connected to the search for a professional identity across the nursing profession (Allen et al. 2006). To better understand the societal effects on shaping the nursing profession (Roux & Halstead 2009) and the day-to-day issues that challenge nursing development, a brief overview of the main past events is provided.

For many, Florence Nightingale is believed to be the mother of nursing profession. Nightingale inspired many women by her persistence and patience in spite of all the difficulties she had to overcome at that time. Her transformational leadership style was the basis for modern nurse leaders (Rich & Nugent 2010). In the early days, there was no formal education. Nurses practised through observation, drawing from the experience and knowledge of the previous generation and trying out different methods (Roux & Halstead 2009). Nursing shifted from home-based care to hospital settings in the nineteenth century (Malka 2007).

Nursing education started as a one-year programme, which gradually increased to two years. Nightingale launched the first training school for nurses at St. Thomas's Hospital in

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London in 1860. The training programme was for one year and included classroom sessions in fundamental sciences for example anatomy, physiology, hygiene, chemistry, and bedside teaching. All classroom lectures were given by doctors and the clinical supervision carried out by a nursing superintendent and her assistants, who were paid (Gray 1921). According to the Nightingale philosophy, all students need to know why physician gives any order and if it is appropriate. In addition, she believed that nurse must know the symptoms of any disease in order to be able to observe their patients in the absence of a physician and be able to report any change in patient condition to the physician (Rich & Nugent 2010). Moreover, she conducted a training session for other nurses who would be involved with students teaching.

The Nightingale education model became public all around the world; some hospitals sent someone to see the program and how to apply it, while those who could not travel requested an overview of the program (Gray 1921). In the U.S., the Nurse Training School of the Women's Hospital in Philadelphia was the first nursing school and opened in 1872. By 1900, 432 nursing schools had been launched all over the U.S (Roux & Halstead 2009). As a result of the great efforts and work that had been done to advance nursing education, substantial changes led to moving nursing education from hospital settings to colleges or universities (Malka 2007). All of the previous nursing schools had been attached to hospitals; in 1910, the aspiration to have a university nursing school was achieved. The first nursing school in the world was established at Minnesota University.

After that, and before the First World War started, there was a slow but steady progress in the nursing education field; two or three universities opened nursing schools (Beard 1922). When the war started, everything changed including nursing. Thousands of nurses were lost or survived tragedies and so a concern to ensure comprehensive effective education that covers all the essential aspects of nursing including the psychological aspect. Nurses played a major role in the war treating and saving people, risking their own lives to save others; their role was an heroic one (Nelson 1997). This experience made them understand the value of the formal preparation and the new vision for their career future. What happened during the war time changed society's views of women's role in general and highlighted the need for well-trained women in health care awareness. As a result of this awareness, many nurses went back to school. On-the-job training in nursing education had

long hours, complemented by lectures from physicians and nurses. The National League of Nursing Education (NLN) in USA recommended extending the nursing programme to three years and reducing the teaching and training to eight hours per day. This recommendation has been gradually applied in all schools (Gray 1921).

With the shift in nursing education to universities, diploma programs were gradually closed down and enrolment in Baccalaureate of Science (BSN) programs increased. After some time, more opportunities such as Master's, doctoral and specialisation programs were introduced in university education.

2.8. The international trend in the integration of nursing education into higher education

Towards the end of the 20th century, nursing education moved to the higher education sector world-wide (Redman 2001). The development and expansion of the discipline of nursing over the past decades has been impressive, such as the increase in evidence-based practice trends and the integration of nursing education into higher education (Pearson 2005). The main two reasons for this integration are to obtain knowledge of other basic sciences that shape and support the overall nursing competence and orienting nursing faculty towards a structured multi-objective learning environment (Johnson 1964). The integration of nursing into the higher education sector has had several advantages. The faculty of nursing is more involved in research and inquiry-based teaching learning environment (Pearson 2005), as well as greater academic and professional recognition (Barton 1998). In addition to these aspects, the opportunity of contacting and collaborating with other disciplines enhances and enriches the learning experience of nursing (Pearson 2005).

Although the advantages of integrating nursing into higher education outweigh the difficulties, the balance between practice and theory concerns everyone in nursing education (Wilson-Barnett 2006). As theoretical nursing education moved out of the hospitals, the interaction between academic and service people was consequently reduced, so the benefits of integration with the experience of the service personnel was limited

(Lamb 2003). Medical errors, care fragmentation, poor communication and inconsistencies in care priorities all require collaboration and team work from both academia and service agencies (Tilden 2011). In addition, many 21st century medical reports highlight quality and safety health issues. In response to these reports, health care organizations have developed new safety and quality improvements plans (Cronenwett 2011). Many nursing faculty members were unaware of these new changes, which reflects the gap between nursing education and nursing practice and highlights the need for more effective collaboration (Cronenwett 2011).

Effective integration of nursing into the higher education system requires attention to a number of aspects: clear policies, consideration of the educational institution values, involvement of all concerned people, and reviewing previous successful models (Burke 2006). According to Wilson-Barnett (2006) this can be best dealt with through an appropriate partnership and complementary contribution from both education and practice teams which can lead to excellence in education, practice and research. Partnerships between the nursing education organizations and health care agencies could change the conventional view by sharing responsibilities and duties in clinical settings that can be used simultaneously by nursing students and practising nurses (Rich and Nugent 2010). Both the nursing dean and nursing director must be committed to this partnership in order to develop efficient nursing education-practice relationships (Cronenwett & Redman 2003). In 1998, the Community-Campus Partnerships for Health organization developed “Principles for a Good Community-Campus Partnership”, modified in 2006, these principles could be used as a guideline to help nursing deans and health care agency nursing chief to strength their partnership (Connors & Seifer 2007). Some of the important principles are shared vision and goals, good relationships and continuous open communication, constructive feedback, and decision-making and conflict resolution agreement.

2.9.Current challenges for nursing education worldwide

Nursing education needs to change the pedagogy for teaching nursing students from traditional approaches for the sake of knowledge transfer; moving from the socialization to

formation approach is a significant pillar in improving the nursing education through which students can develop their actions based on each case context (Benner et al. 2010). Most nursing schools separate theory from clinical teaching. Students learn in class and practice in laboratories on their healthy friends or manikins rather than real patients. This should be changed and the integration of both theory and clinical aspects will be more effective in teaching nursing competencies (Benner et al. 2010).

Nursing education should teach students to use more than one strategy to equip with all the essential skills for today's health care needs. Critical thinking alone is not enough; all nurses should have critical thinking, critical reasoning, clinical imagination, and creative and scientific reasoning skills to be able to judge different individual condition and decide on the best intervention (Benner et al. 2010). In addition, basic nursing education programs period range from two to four years; all nursing students worldwide should have their Bachelor of Science in Nursing as an entry point to their nursing profession career. Further, as nursing profession deals with patients from various backgrounds, more incentives should be provided to attract diverse faculty and students. Students' clinical time should be increased and clinical allocations should be adaptable, to focus similarly on both inpatients' clinical setting and primary health care settings (Benner et al. 2010). This will expose students to a diverse population and different health cases as well as giving them more flexibility with their assignments. In order for nursing students to learn more effectively and focus on learning specific skill, they need to be assigned to small number of patients. Furthermore, in order to have a complete picture about the assigned ward at the end of the clinical day, nursing students need to attend post-conference meetings to discuss and learn about other students' cases.

Finally, Benner et al (2010) emphasize the role of administrators in addressing faculty shortage issues and paying attention to developing faculty teaching skills on how to deliver medical courses in connection with patients' specific cases from several aspects: physical, psychological, etc. Students who focus on specific patient have more chance to focus on specific objectives in relation to the patient and his/her family's needs. Some examples include simulation assignments, and storytelling scenarios, in addition to the need for national funding to develop and improve new teaching methods that help to train competent and qualified nursing students.

Similarly, Salminen et al (2010) highlighted some challenges in nursing education in Europe after reviewing a number of policy papers. Some of the challenges they identified were nursing education curriculum and quality, theoretical and clinical integration, student-centred learning culture, faculty clinical, pedagogical and research skills. Based on these challenges, they made the following recommendations:

1. Nursing education basics should keep pace with the new developments and changes in the health care system; when developing the curriculum, more attention must be given to theoretical researches, clinical training organizations and research skills.
2. Nursing education should be reviewed periodically for quality assurance by local, national, international bodies.
3. The curriculum should be developed in a way that is more structured and detailed in content, with best teaching and assessment strategies for each learning outcome.
4. Although a student-centred learning culture is a common topic, it is unfortunately not engaged in by most faculty members and students; therefore awareness of it needs to be raised.
5. Faculty members and students should have sufficient information about other cultures and societies to increase their willingness to move to other places.
6. Faculty members who are teaching in nursing organizations should have a variety of skills in clinical, educational and research aspects.

In addition, Finkelmn & Keanner (2007) provide a good argument for the improvement of the status of nursing education. Some of their recommendations are: transform nursing education to make a better fit with practice, develop a better fit of nursing curricula with the continuous changes and practice, increase interactive learning to retain nursing students, use more technology for teaching-learning process, foster students' skills in knowledge management, remodel clinical experiences, adhere to professional standards, and finally, include students and clinicians in decisions about nursing education.

2.10. Nursing in the Arab region

This section provides a brief overview of the history and development of nursing education in the Arab world. Arab countries share similar challenges and attributes, so these developmental events have influenced and shaped nursing education in Oman. Nursing was respected in the early Arab world (White 2012) but recently there has been a significant development. The development of human resources in the Arab countries has resulted from major efforts by governments to establish educational institutions for all categories of human resources (Kronfol 2012). The World Health Organization Regional Office for the Eastern Mediterranean (WHO EMRO) (1998) reported that the number of nursing schools in the Arab region increased from 40 in 1950 to 144 in 1965. In addition, nursing was a profession for females only; it was culturally unacceptable for males to work as nurses. This view changed gradually and in 1965, 60 schools started to enrol male nurses. In 1960, two countries started to offer degree programmes, and in 1984, 24 years later one country started Master's and doctoral programmes. The oldest hospital and medical college in the region is Qasr Al Aini in Egypt (Kronfol 2012).

Each Arab country organizes its educational programmes separately while attempting to work together to share expertise in certain fields and exchange students. All nursing education programmes are conducted under the umbrella of the Scientific Associations of Arab Nursing Faculties (SAANF), the International Council of Nursing (ICN) and the World Health Organization (WHO) (Shukri 2005). In addition, all nursing schools in the Middle East are associated with governmental bodies: Ministries of Health, Ministries of Higher Education, public universities, military organizations or private institutions. Although many nursing schools opened in each country, there was a severe nursing shortage (WHO EMRO 1998). The quality of nursing education faced some challenges that need to be seriously addressed. These were: nurses having no control over nursing education, no universal standards, no unified entrance requirements, curriculum duration inconsistency, hospital care oriented content, insufficient preparation of faculty members and a nursing education-practice gap (WHO EMRO 1998).

To overcome the above challenges, the Arab countries witnessed dramatic revolutionary developments in various health sectors over the last 30 years; some of the major restructuring initiatives that have been taken by many Arab countries to improve the quality of health services are “health financing, cost-effectiveness and access to quality services” (Kronfol 2012, p.1164). Furthermore, many countries started to include different developmental activities in their five year plans, as well as focusing on curriculum development, expansion of nursing education, maintaining the development of nursing management and quality assurance in health care services, etc. (WHO EMRO 1998).

Moreover, Middle Eastern literature on aspects related to nursing deans in general and leadership development in specific is scarce. Sarchami et al (2012) attempted to determine the administrative competencies needed for the position of dean in medical schools. They found 20 competencies of which knowledge management; leadership; fiscal management; innovation, and; quality management are considered the most important competencies for the position of dean in medical schools. Preparation programs and on-the-job retraining could be conducted to foster these competencies.

Overall, the image of the nursing profession in the Arab world has changed in a positive way in most Arab countries; nurses at all levels work extensively to improve the quality of nursing education, which reflects on the nursing profession in general (Shukri 2005).

2.11. Nursing education in Oman

This section provides an overview of the history and development of the healthcare system in Oman. This section of the literature review provides an understanding of the unique contextual requirements of nursing education in Oman and helps explain the distinctive needs and challenges that need to be addressed. The health care system in Oman is developing very fast in line with world-wide changes. Before 1970, health care for sick people used traditional methods which led to high mortality rates, as the child mortality rate was 118/1000 live births and 181/1000 under 5 years old, in addition to the high incidence of communicable and other diseases (Al Dhawi et al. 2007). 1970 saw the beginning of the development in Oman in which Oman basic pillars of development were

instituted. One of these pillars is the Ministry of Health (MOH) which was launched by a Royal Decree in 1970. This was the beginning of a modern healthcare system era for Omani people. The MOH focuses its plan on achieving the following five goals:

Table 2.2 MOH goals (Oman Ministry of Health website, 2013)

1. Health service decentralization of decision making in specified technical, administrative and financial affairs
2. Emphasizing the role and importance of planning
3. Development of education and training in health
4. Emphasizing the importance of health systems research
5. Emphasizing the importance of governmental and international relations

In order to achieve these objectives, the Ministry of Health carried out several strategies such as maintaining free access to health care services for all citizens all over Oman. The MOH is the main provider of health care in addition to having a minor role in the private sector. The MOH's role is the supervision and coordination of health care services, following up overall development plans in different health care sectors, designing the health care system, making health-related policies and programs, etc. (Al Dhawi et al. 2007).

In the Sultanate of Oman, human resource development is a key factor in health care system improvement. The nursing profession represents the largest of all professional groups (40%) among the health professions in the Ministry of Health (Ministry of Health 2013). According to Kronfol (2012), the statistics for the Arab countries show an increase in the number of nurses from 1970 to 2000, ranging from high to low growth. Oman shows a remarkable expansion from 2.9% in 1970 to 37% in 2000. In some of the Arab countries, the nursing profession is largely occupied by expatriates, as nursing is viewed as an unappealing, low social status profession. Kronfol (2012) highlighted the need for governments of Arab countries to explore more ways to attract their citizens to enrol in the nursing field. Oman is exceptional in terms of the increasing number of nationals who are working in the nursing field; the government has succeeded in raising awareness among citizens about the nursing profession's significance (Kronfol 2012).

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Nursing education in Oman started in 1950s, the American Missionary Association in Muscat started training Omani nationals to become nurses. In 1959, a six-to-nine-month training program was established at Al Rahma Hospital for 16 Omani nurse trainees. That continued until 1970, when the first structured two-year practical nursing training curriculum commenced (Ministry of Health 2013). Nursing education gradually advanced from a 2-year programme to a 2-and-a-half year one. In 1977, in order to be in line with international standards, the curriculum went through major amendments and was upgraded to a 3-and-a-half year year diploma program. The new curriculum incorporated both theoretical and practical components. In 1982, Al-Rahma Nursing School was closed and the Institute of Health Sciences (IHS) was launched as a multidisciplinary institution (Nursing and Laboratory); in 1986 Radiography and Physiotherapy were added (Directorate General of Education and Training Portfolio 2012).

“The era from 1991 to 2012 could be described as the golden age of MOH education, progressing from 5 practical trained nurses in 1972 to qualifying 689 graduates in the academic year 2011, adding to a grand total of 11068 Omani health professionals in a diverse range of disciplines”

(Directorate General of Education and Training Portfolio 2012)

IHS was the only institute in Oman for all health professions until 1991. This year was a corner stone in the development of nursing education as the Ministry of Health decided to open new nursing institutes in the regions. Five new regional nursing institutes were inaugurated simultaneously. These were at North Batinah (Sohar Nursing Institute), Al Dhakliya (Nizwa Nursing Institute), Al Dhahira (Ibri Nursing Institute), South Sharqiya (Sur Nursing Institute) and Dhofar (Salalah Nursing Institute). The Muscat Nursing Institute and Ibra Nursing Institute were launched in 1993, and Rustaq Nursing Institute and Al Dhahira Nursing Institute followed in 1994. Furthermore, North Batinah Nursing Institute (NBNI) was inaugurated in 1996 and Al Dakhiliya Nursing Institute in 1997. With the opening of the Muscat Nursing Institute (MNI, 1993), the nursing programme was transferred from IHS to MNI. To speed up the accomplishment of the mission of Omanization and to satisfy human resource development, the Oman Nursing Institute (ONI) was opened in 2003 (Directorate General of Education and Training Portfolio 2012).

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There has, therefore been a significant history of the development of nursing education in the basic nursing diploma programme. Now the next phase will focus on the different specialities of the post-basic nursing programmes. Three programmes were launched for post basic diploma nurses in MNI which later shifted to ONI, the first Nephrology Nursing speciality program in 1997, followed by Midwifery and Pediatric critical care programs in 1999. The Oman Specialized Nursing Institute (OSNI) was established in 2001 as a response to the increased demand for post-basic programs. This institute offered a select range of nursing specialisms at post basic diploma level. The MOH also attempts vigorously to develop nursing education through establishing international links and cooperation with reputable universities abroad to offer top-up baccalaureate level education on-site in OSNI (Directorate General of Education and Training Portfolio 2012).

Omani health education went through several phases from assessing health needs to planning health education to produce a trained workforce that can meet the health delivery challenges of the country (Lakhtakia 2012). Currently, a total of 21 specialties and sub-specialties are taught at the MOH institutes. From 1991, the MOH has run up to 17 institutes, but the Nizwa Nursing Institute, Ibri Nursing Institute and Muscat Nursing Institute have been closed due to saturation in some specialities in the last decade. The extraordinary development in nursing education in this short time reflects the strategic planning and hard work of MOH officials to advance the nursing profession and to keep it aligned with international standards to better serve the Omani population and to be proactive to face new challenges and global trends. The Ministry of Health (MOH) attaches significant importance to human resource development as a strategy for achieving effective health services care and development. Some of these strategies are post-basic specialized training in nursing and midwifery, continuing professional development of staff, and overseas education and training for different professions and medical specialties (Ministry of Health 2013). The pyramid of political will, major management and structure change, and committed hard working individuals has enabled to development of an efficient, self-reliant Omani health workforce (Ghosh 2009).

At all MOH educational institutes, the academic and financial affairs are managed internally by a dean and an institute council, under the supervision of the Director General of Education and Training and according to the bylaws set by the MOH. In addition to the

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Directorate General of Education & Training (DGET), the institutes are governed by the two governing bodies, the Higher Council (HC) under the Minister of Health, and the Technical Committee (TC) under the Undersecretary for Planning Affairs (Figure 2.2).

The DGET is the body with overall responsibility for health education institutes in Oman. The DGET ensures that all the institutes function according to the MOH mission and goals. The DGET also acts as a link between the nursing institutes and the MOH to provide all the necessary resources and support to prepare first and advanced level health care practitioners to meet the human resource demands of Oman's health care delivery system (Directorate General of Education and Training Portfolio 2012). To maintain the quality of education that meets the national, regional and international standards, the DGET seeks to strengthen professional health programs through enhancing the potential of the program professionals by offering scholarships and training for qualified faculty and continuing professional development for health professionals across the nation (Directorate General of Education and Training Portfolio 2012).

All nursing institutes' visions, missions and values are drawn from those of the MOH. The vision, mission and values are key the nursing institutes' comprehensive strategic plan and were given great attention as a result of the new requirement for the quality assurance and accreditation process to facilitate the occurrence of quality teaching and learning. The vision, mission and values impact the nursing institutes' organizational structure, management process, management strategy, innovative ideas, values and culture. The organizational chart of the administrative hierarchy of the nursing institute Vision, Mission and Values statement for all the MOH EIs is shown below, followed by the organizational chart of the administrative hierarchy of the nursing institute.

Table 2.3 Vision, Mission and Values for the MOH EIs (Directorate General of Education and Training Portfolio 2012)(p 16)

<p>VISION</p> <p>Aspire to produce graduates committed to life-long learning who can influence the health care subsystem and provide quality health services for the people of Oman.</p>
<p>MISSION</p> <p>The MOH EIs are committed to producing reflective Omani health care professionals who provide effective, safe, competent and culturally relevant care to the community. The institutes will provide quality education in an environment conducive to learning to meet the health care needs and the expectations of the society. It is committed to ensuring continuous professional development in collaboration with related stakeholders.</p>
<p>VALUES</p> <p>The organizational culture of the institutes is founded on the values, standards and ethical principles which are reflected in each and every matter of the institutes. They are clearly specified in the strategic plan. These values are:</p> <ul style="list-style-type: none">• Professionalism• Innovation• Active learning• Caring• Quality

Organizational Chart of Nursing Institute (Example)

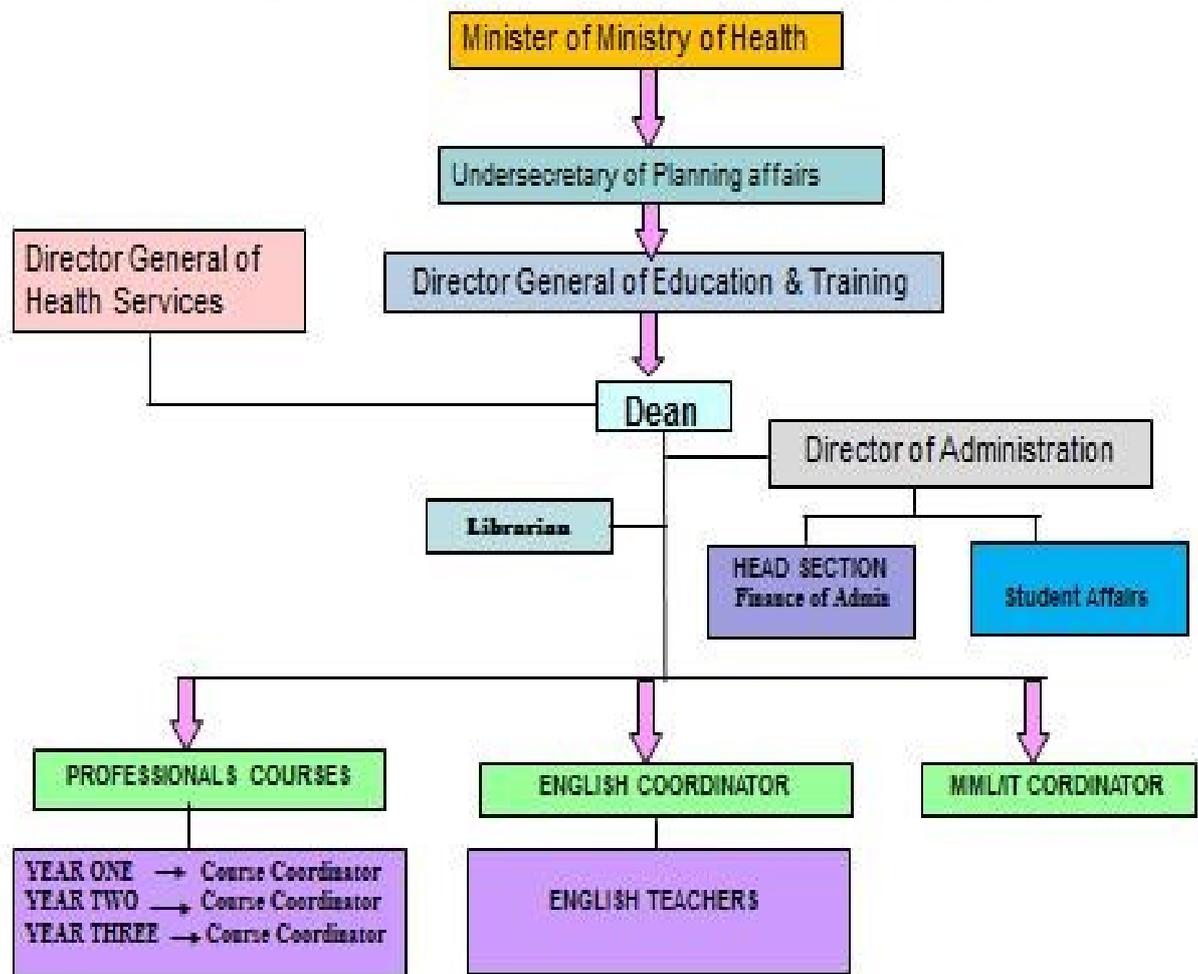


Figure 2.2 Nursing Institutes' Administrative Organizational Chart

2.12. Current developments in nursing education

Oman is currently going through a time of uncertainty; although there have been major changes and developments in a short time, these have not yet been taken forward. Nursing education is one of the fields affected by these changes due to the new management and the requirements of this management to upgrade the nursing education level in Oman to be equivalent to international standards. Some of these reforms are accreditation, upgrading to Bachelor's degrees, as well as merging some nursing institutes and converting them to nursing colleges. These reforms were initiated in 2010 but by 2015 had not been finalised

or applied. The supreme governing, decision-making and regulatory body of nursing education is the Higher Council (HC) of MOH EIs, chaired by His Excellency the Minister of Health, which over the course of several meetings between 2009-2011 discussed the merging of some of the regional institutes and the restructuring and realignment of all programs to the Oman National Qualification Framework for Higher Education (ONQFHE). This involves the establishment of a nursing college offering a Bachelor's degree and the establishment of a Learning Resource Centre and a Student Information Management System. At time of writing (early 2016) the implementation of these decisions is yet to be achieved. Certain challenges at the ministerial level caused delay in decisions related to finance, space and facilities, curriculum development, availability of qualified staff, an appropriate level of staffing, learning and teaching resources and academic regulations that were congruent with, and matched the OAC Framework (Higher Committee Minutes, 2011).

As a result of these factors, nursing education in Oman is going through a major transformation, and various taskforces have been established with specific missions such as curriculum restructure, improving the range and number of research activities, merging of institutes, new policies, and establishing a quality assurance approach. These factors encourage nursing institutes to work collaboratively through teamwork. Staff workload, with teaching and meeting curriculum requirements (with the involvement of faculty members with students now being a daily issue), with co-curricular and extracurricular activities, together with the current environment of continuous changeable plans have had a great impact on faculty, particularly with the extra requirements of preparing for the OAAA audit.

2.13. Challenges and changes in nursing education in Oman

Nursing education in Oman faces similar issues that affect the education process and demand attention. Furthermore, nursing education in Oman faces a number of challenges including clinical training, research development, accreditation of nursing institutes, and health care agencies' collaboration and partnership. Some of the major challenges to nursing education in Oman are the same as in other countries, but with some specificity.

Although it was in 2013 that Lamb (2003) mentioned some of the challenges that nursing education worldwide faces, these remain today in Oman. These challenges are complicated by the slow administrative processes, nursing educators' workload, and the limited resources. To address these challenges, there is a need for leadership skills that are aligned with the unique requirements of nursing education environments. This section provides an overview of these challenges, such as clinical training, research development, accreditation of nursing institutes, and health service-education agencies partnership.

Clinical education is vital for nursing students to reinforce the theory part and enrich the student knowledge with diverse experiences. In Oman, many factors affect the clinical education; the increasing number of students from different disciplines such as medicine, pharmacy, radiology, laboratory, physiotherapy and dietetics, make the health care settings crowded with students in which patients cannot tolerate many students the whole day. In addition, the increasing number of nursing students from private schools means that there is little chance that all the students will be able to practice clinical nursing skills. In addition, the new transfer policy that allows the senior staff nurses to move out of the hospitals to primary health care facilities and for them to be replaced with young novice nurses leads to a deterioration in the quality of nurse-student supervision. All of these factors put pressure on and need more effort on the part of nursing education (Directorate General of Education and Training Portfolio 2012).

Nursing students' clinical skills is one of the significant topics that is always in the centre of any discussion in any nursing forum in Oman. Some of the strategies that have been applied to improve nursing students' clinical skills are a clinical course at the end of the third year in which students spend most of their time practicing what they have learned in their three years' nursing education in a tertiary hospital to strengthen their clinical and leadership skills; this course is conducted by nursing institutes in collaboration with nursing services. In addition, staff nurses will act as preceptors for those students attend a preceptorship workshop to orient them about their responsibilities, course objectives, and expected outcomes and skills checklists. Moreover, after the students finish their third year, they will have a six-month internship period; each intern is expected to rotate in medical-surgical wards, paediatric (medical or surgical), maternity or Oby/Gyn ward and any specialty unit that of intern interest. Each intern is assigned to one staff in each ward to

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supervise the intern and follow-up this specific ward objectives. Furthermore, in each hospital there is a staff development unit that is responsible about staff training needs; each intern is required to attend and pass essential nursing skills such as Basic Life Support course, Intravenous course, Electrocardiogram and Cardiopulmonary Resuscitation courses (Directorate General of Education and Training Portfolio 2012).

In addition to all of the above, the gap between health care agencies and nursing institutes causes the loss of the available support that can be offered by the service people to expand and deepen students' knowledge and experience. Some of the efforts that have been carried out by nursing institutes deans to maintain a good relationship with practising health services staff are honouring the staff nurses whom they helped in training nursing students in celebration or professional days, allowing nursing staff to use the institute library and borrow books, permitting the utilization of institutes' classrooms for specific workshops or exams when students are in clinical or leave, and faculty members participate in some training workshops for nursing staff. Furthermore, some nursing deans established a joint committee where faculty and nursing staff meet periodically to discuss any students' clinical issues and how to improve nursing education-services relationships (Directorate General of Education and Training Portfolio 2012).

There are several issues related to the education and qualifications of the nurse educators, and opportunities for research as well as funding and the use of research. A significant issue for nursing education in Oman is inadequate research due to limited funds, faculty work load, lack of research skills, long and complicated research approval process, no systematic approach to disseminate previous research results across the health organizations' staff and faculty members and limited doctoral prepared faculty members. In addition, the nurse educator role has changed recently; the main role of faculty member was previously classroom and clinical teaching and its related responsibilities with a minimum time given to other responsibilities. With the appointment of a new administration in 2011, the vision of nurse educator role changed; in addition to teaching responsibilities, more emphasis was placed on other roles: committee work, student counselling and research activities are considered essentials in the nurse educator role (Directorate General of Education and Training Portfolio 2012).

The Ministry of Health realized the importance of research in the nursing education sector in Oman, and a research and ethical committee was established formulated to review all research proposals before researchers can conduct their studies. Further, in the Five Year Plan, each nursing institute is required to conduct a number of research projects and share the results with other nursing institutes in order to raise the faculty members' awareness and skills. In addition to that, the MOH wants researchers to conduct studies that could improve the health professions and health care services in Oman, so the office responsible for research is required to carry out an inventory verification record of the previously conducted studies. On a continuous basis every academic year, research-related workshops are conducted in which experts are invited to provide lectures and seminars on research-related topics to create a research culture awareness among nursing faculty members (Directorate General of Education and Training Portfolio 2012). Furthermore, one of the reasons behind sending senior faculty members to pursue their PhDs is to enrich their knowledge as well as to equip them with research skills. The nursing dean has an important role in advancing research in nursing education. Felton (1985) explained that faculty research skills can be promoted by (1) mutual approaches to blend research and teaching roles, (2) encouraging faculty members to utilize their clinical time with students to put to the test designed hypotheses, and (3) providing equivalent time to carry out teaching, clinical practice, and research activities without any conflict.

Accreditation is another important aspect in nursing education in Oman as it helps to achieve the professional requirements and stand for the competence and efficiency expected by the society (White 2012). Based on the challenges that are mentioned by White (2012), some of the strategies to deal with these challenges to accreditation are: enhancing the English language proficiency of students, improving institutional networking, building faculty research capacity, developing leadership and management attributes, and the continuing journey in the direction of changing the current teaching-learning environment.

Change is an unavoidable process in the modern world; if not dealt with wisdom; change can affect every aspect of the organization (Lindeman 2000). All of the above issues need to be addressed and managed carefully. Involving and communicating any new change with faculty is a significant factor in easing faculty stress and enhancing their satisfaction

level (Jones 2008). Scheckel (2009) argues that the presence of nursing leaders who meticulously examine the state of nursing education and support for reforms to improve the delivery of health care through quality nursing education is crucial. Hakan Sari (2010) recommends that both leaders and their employees should attend stress-management sessions to raise their self-confidence and by the end enhance their intrinsic and extrinsic satisfaction. A leader should involve his/her employees in decision making to foster their sense of confidence, trust and empowerment. Lindeman (2000) proposes some strategies that need to be considered to enact these changes effectively. Two main issues are the inadequacy of the traditional curriculum, and faculty members' fears of the unknown. Lindeman (2009) further proposes some strategies to deal with the current change in nursing education such as new job description for both the nursing dean and faculty member role, support the faculty members' development, have a clear but dynamic vision, involve the community, function as a learning organization, use a quality management process, take small but goal directed steps, be generous with rewards and build in time for fun and celebration. These changes require a leader with a clear vision and charisma; a transformational leader has the capability to produce independent effective leaders who can facilitate and lead any task in balanced-innovative approach (Ward 2002; Larson 2014). Rimi (2014) shares this view, but places more emphasis on sympathetic supervisors, induction and training activities, and resources.

As is clear from the previous paragraphs, nursing development and challenges demand greater attention to the role of nursing dean and faculty in order to achieve the desired goals. Thus, the final section will focus on nursing deans and faculty members. It will cover leadership in nursing education and look specifically at the role of the dean and the appointment and development of new deans and the role of staff members in teaching and clinical settings.

2.14. The role of deans in nursing education

The nursing dean is a key aspect for the successful management and development of nursing education in general and particularly in Oman. The major roles of the dean are to be able to handle the increasing demands from higher authorities as well as supporting

nursing educators to implement the new reforms. There is a dearth of literature on nursing deans (Barhyte & Redman, 1992 & Booth 1994). The topic of academic deanship is under-researched (Gmelch et al. 1999). The dean needs to take the initiative to change, have great knowledge and skills, experience, accountable and willing to take new responsibilities and risks, have multi-skills like negotiation, vigilant, good relationships, innovative (Booth 1994). Bassaw (2010) suggests that the responsibilities of deans include sustain high standards in teaching, research and community service; the development and advancement of the institution; building networks; managing the institution's overall budget; chairing faculty boards and other committees; ensuring an effective quality assurance process; and maintaining continuous professional development activities. As Barhyte & Redman (1992) note, the deanship position is pressurized and controlled by both upper level (e.g. higher authorities) and lower level (e.g. academic staff) in addition to its political nature, as the dean is considered to be a representative of higher authority as well as an academic staff manager and overall leader. An effective dean-faculty relationship is vital for the productivity of both parties, as well as for organizational effectiveness (Wakefield-Fisher 1987).

Internal and external environmental changes are causing a major shift in the role of nursing education deans. Health care development, societal pressure and other factors are causing organizations to experience an extraordinary rate of change in reshaping administrative and work group structures and roles, and decision making process. Change requires faculty and administration to design their work to prevent duplication of effort and be active, innovative, and creative in their respective areas of responsibility. All these challenges, as mentioned earlier, require nursing deans to have certain attributes and behaviours to bring success to the nursing school. Gevedon (1992) distributed a questionnaire to deans of 35 top-ranked schools in the United States to describe leadership behaviours. Values and ethics were rated top of the most important leadership qualities followed by vision, people, motivation, and influence. Similarly, Wilkes et al (2013) interviewed with 30 deans from three countries – Canada, England and Australia, to explore academic leadership attributes that are perceived to be necessary for successful nursing leaders. Sixty personal and positional attributes were nominated by the participants; the most frequently cited attribute was 'having vision'. Personal attributes highest on the list were being flexible, consistent, equitable nurturing, resourceful and

courageous. Positional attributes that highest on the list were faculty development, team building, conflict resolution, financial planning, delegating, implementing change and decision-making.

The nursing dean's challenge is to be equipped with necessary knowledge and skills to lead any type of change, regardless of the nature of the environment (Booth 1994). Every success encounters hurdles that need patience and determination to overcome; to reach a specific goal, individuals need to work hard. Gmelch (2002) argues that leadership development can encounter difficulties and barriers that threaten the deployment of effective management approach. Among these barriers are: some organizations do not support and indeed, inhibit staff members' desire for any professional leadership development plans; the nature of work of some disciplines uses potential leaders for commercial non-leadership roles; the huge leadership responsibilities discourage many academics from giving up their professional and personal lives; and the selection process of people in leadership positions is unclear (Gmelch 2002). Montez et al. (2003) provided some useful approaches for deans facing to the aforementioned barriers. These are: maintain a diverse culture, legal matters confidence, technological know-how, effective financial resource management, and achieve a personal and professional balance. In addition to the previous recommendations for the deans, they suggest involving the institution by emphasizing the need to be clear and straightforward with the school's top priorities and manageable responsibilities.

Bassaw (2010) states that to be a dean in the medical school means, the individual should equip him/herself with various skills in order to meet the increasing demands from management, academic leadership and professional leadership. Princeton & Gaspar (1991) interviewed 56 nursing leaders; one of their reasons was to explore their experience and their intention to stay in the job. Those leaders were overwhelmed with work overload as they were trying to address priorities of their administrative work, which was their greatest tension. Leaders experienced role conflict as they were struggling to manage both faculty responsibilities (research and scholarship, teaching, service) and administrative duties at the same time. Those leaders expressed their intention to leave the position regardless of several time-management strategies they used to cope. Furthermore, Stuart (2007) provides the following survival tips for nursing deans future success. Some of these are learning

from the past and moving into the future, problem-based solutions strategy, be active, maintain clear responsibilities and roles, be creative, active and challenge the status quo.

The deans' leadership skills and behaviour are vital for the success of both the nursing institutes' mission and for staff productivity. The deans' ability to achieve the required tasks, with the available resources, through their staff, within the given timeframe, is a great challenge. As with the impact of change and organizational development in other parts of the world, leadership has been regarded in Oman as a critical factor in the success or failure of institutions (Bass 1990).

2.15. Process of hiring a new dean

As it is obvious from the above paragraphs, the role of the nursing dean is vital, therefore leadership is important. However, in Oman, there is no literature regarding nursing dean's appointments. From experience, deans are selected based on their superiors' opinion and judgment. There is no clear policy or guidelines for choosing a new dean when the position falls vacant, nor is there a clear plan for development of a newly appointed dean development. Sarchami et al. (2012) mention that deans in the Middle East are usually appointed from well-known faculties based on their educational qualifications and personal characteristics rather than administrative capability. Higher education institutes are changing this tradition and appointing qualified deans, as academic success depends on the competences of educational administrators.

The lack of formal process or criteria to appoint a new dean was an issue when three expatriate nursing deans resigned and three new Omani deans started their PhD studies between 2011 and 2013. Current administrative jobs are very demanding and require someone who is capable of handling different tasks and challenges. This demands, as Simpson & Calman (2000) claim, a thorough selection process, appropriate well-structured education and development plan, development plans for potential leaders based on accurate and in-depth assessment. Literature on the selection of academic leaders is scarce (Bassaw 2010 & Goodall 2007). The process of choosing leaders for academic organizations is becoming more complicated over time.

In order to have a broad view of procedures for hiring new deans, a simple review of the policies and procedures of Texas, Victoria, York and Auckland universities was conducted by this present researcher. The review of the four universities policies supports Bassaw (2010) and Gibney & Shang's (2007) description. It should be noted that most, if not all universities worldwide follow similar procedures for dean recruitment and selection. These require the formation of a search committee composed of faculty representatives, student and staff representatives, alumni representatives, and representatives from senior management. Once the search committee is formed, members develop a list of qualifications for the position and find a corporation to assist in the search process. An announcement is posted in all applicable journals and all nominations with complete documents such as letters of application, CVs, and references for the position are accepted. The committee will review all the applications and select appropriate candidates to be invited for a campus visit. The visiting candidates are assessed during meetings with various groups from the committee. Then a short list of approved candidates is presented to the president or principal. After the official presentation of the short list, the president meets with the committee and asks for their feedback about the candidates. At this point, the decision-making process is in the president's hands.

On the other hand, it seems that not all universities follow this process. Goodall (2007) combined statistical data, leaders' interviews and case-study evidences from knowledge-intensive research universities. In a data-set comprising 165 university leaders, evidence showed that there is no systematic process; leaders are selected deliberately because they differ from their previous leader, resulting in the introduction of new leadership strategies. In addition, the data gathered from interviews with university leaders suggest that the process of choosing leaders is arbitrary. Finally, Goodall (2007) suggests that governing boards may be unsuccessful in their role as the keepers of universities in the long-term.

To improve the dean selection process, Pressler & Kenner (2007) provide guidelines for hiring a new nursing dean. These are: using an executive search firm, then formulating a search committee to screen candidates, and specifying the responsibilities of committee members, after which the committee announces the position with full details such as job description, responsibilities and institute purpose. After a number of suitable candidates apply, the committee starts to interview them, and if they agree on one candidate then a

competitive salary should be offered. If no suitable candidate is found, then someone is assigned from the college until a qualified candidate is hired. A comprehensive evaluation should be conducted after five years to assess the dean's strengths, limitations and the contribution to the position. An on-going evaluation to improve the organization's status is mandatory.

The appointment of a new dean should be followed by a comprehensive orientation and development plan. Being in a new environment is stressful and needs support and continuous monitoring. Thus, the following section will explore the needs and development process for new deans to be able to assume their new responsibilities.

2.16. The development process for new deans

The scarcity of research on several issues related to nursing deans had been around since the 1990s, ranging from new academic leaders' orientation and socialization to the new role and position in higher education (Gmelch & Parkay 1999) to successful nursing deans' leadership attributes (Wilkes et al. 2013). Patterson & Krouse (2015) claim that there is a lack of research on the essential competencies for leaders in nursing education. Furthermore, Pressler & Kenner (2007) state that many new deans assume their new role with limited knowledge and experience to address the challenges of the new position's requirements. New administrators who are hired in nursing education suffer from the limited leadership preparation programmes (Booth 1994). Before making any development plan for new leaders, we need to investigate the overall changes that are happening with the new position and responsibilities.

Patterson & Krouse (2015) interviewed 15 nursing leaders to identify the competencies that are needed for leaders in nursing education. The participants suggested four main competencies: communicate and support a vision for nursing education, function as a custodian for the organization and nursing education, adopt professional values in the context of higher education, and develop and foster relationships. Basic management skills for new deans include: interpersonal, governance, communication and commercial skills that are required to have a joint faculty-administration vision and manage change

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effectively (Redman 2001). Stiles et al. (2011) argue that leadership is best learned through three continuous practices and experience in nursing education. These are: involvement with others, working hard to truly represent nursing education, and supporting change.

Although their research is not recent, Gmelch & Parkay (1999) identified some good methods that could have the potential to build a solid preparation for the new dean's role and associated tasks. First, opportunities and time for work-related leadership training and skill-development workshops should be provided. Second, mentorship is a very effective strategy by which an experienced leader could act as mentor to new leaders and guide them through their first period. Third, "survival skills" workshops such as time and stress management could provide new chairs with much needed support and relief. In addition, Simpson & Calman (2000) illustrate some of the aspects that can foster leadership skills such as: experience including trial and errors, relationships, job assignments, education including formal programmes, people with whom they had come into contact. In the same manner, some of new deans' development plan actions could include:

- * Attend any leadership program (Booth 1994; Curtis et al. 2011)
- * Continuing educational courses (Booth 1994)
- * Mentoring (Booth, 1994; Curtis et al. 2011)
- * Empowerment through delegation (Curtis et al. 2011)

In summary, although the literature varies on the issue of leaders being born or made, no one disputes the benefits of experience and education to hone new leader skills and knowledge. New deans need to have individual succession planning based on thorough organizational leadership assessment. Succession planning helps to discover, educate, train and monitor future leaders. Succession planning backs up health organizations with a supply of qualified leaders who are ready to be called on at all times. Sverdlik (2012) argues that any succession plan should include the main leadership skills that a new leader requires such as communication, human resource and financial management, quality improvement, information management and strategic planning.

Given the importance of leadership in nursing education and the change programme underway, there is a need to look closely at the role of the dean. The role of the dean cannot be carried out effectively without the full support and loyalty from his/her nursing educators. Thus, a significant element of the responsibilities of a nursing dean is leadership of staff, so now attention turns to the role and responsibilities of staff in nursing faculties.

2.17. Roles and issues of nursing faculty members

Although the role of the nursing dean is important, the role of faculty members has the same significance. Nursing deans cannot succeed without the full involvement of faculty members. Machado et al. (2011) argue that academic staff members are a key resource in higher education institutions because of their major role in accomplishing the institution goals. Thus, it is important to study the roles and issues facing faculty members in educational settings because it effects on educators retention and conditions development and therefore organizational success.

The role of nursing faculty members is shifting from the traditional one focused on teaching, service and research to a multi-task job where a faculty member is required to perform several duties. Baker et al. (2012) illustrate that these include the main duties as an effective teacher, competent practitioner, and knowledgeable researcher, as well as a resourceful academic, active community member and committed organization member. Further, Baker et al. (2012) argue that to assume these roles efficiently, deans need to pay great attention to faculty development programs that need to be well-planned to promote an environment conducive to education and foster staff satisfaction.

Cronenwett (2011) summarized seven articles in one report written by expert leaders from the Northeast, South, Midwest and West of the U.S.A on the future of nursing recommendations. Some of the major recommendations concerned the characteristics of desired faculty members. Under the “Who Teaches” theme, some of the overall suggestions for future faculty members are that they:

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- Engage in health care improvement activities.
- Maintain clear career path from BSN to doctoral degrees.
- Have multi-disciplinary relationships across the health sector.
- Be capable of leading any task to improve nursing education.
- Competent practitioner who can work in both academia and services.
- Always update their knowledge and skills through professional development activities.

Wider changes in educational and in professional education include, in particular, technology-based learning and new teaching methods. Faculty members need to stop using the old methods and principles of teaching from curriculum content-based teaching to a model that is based on competencies, concepts, patterns of care and the management of critical clinical situations. Nursing education should include technology in the curriculum as a tool for both faculty members' teaching and students' learning such as video conferencing, online instructional programs, clinical simulations, and distance learning programmes (Rich & Nugent 2010).

Shortages in faculties of nursing is an urgent international concern that affects nursing education field in general and particularly in Oman and needs to be discussed and addressed effectively. As Nally (2008 p 244) states that "Nurse educators are the engine of the nurse workforce pipeline". Without enough nursing faculty members, there will not be enough nurses in the health care organizations (Shipman & Hooten 2008). Faculty shortage is a direct result of a shortage of nurses as well as other reasons and practical steps are required to increase the number of nurses worldwide (Halstead 2012).

According to Wolf et al. (2006), many reports highlight the issue of nursing faculty shortages; presenting a 7 to 10% vacancy rate. Baker et al. (2012) conducted a study on 590 full-time nursing faculties at California community nursing schools. They identify several factors aggravating the current problem of shortage in the nursing profession which ultimately are reflect in nursing faculty shortages too; factors such as fewer graduates numbers, low salary in comparison to duties, aging health personnel and increasing dissatisfaction with work places. In addition, nursing can be a risky job (Gallant-Roman 2008). Furthermore, Allan & Aldebron (2008) claim that two of the major issues that

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aggravate the nursing shortage problem are the limited data on the results of the tried strategies to prove its effectiveness and the dearth of the peer-reviewed publications that can be used to help others apply some of the successful tried strategies.

All of this requires that the faculty shortage issue must be addressed strategically. Finkelmann & Keanner (2007) argue that to solve this problem effectively, we need to think outside the box and find new more practical, long lasting approaches. Shipman & Hooten (2008) recommend some strategies to ease the nursing faculty shortage problem: health services collaboration with the nursing academia in which spare time is given for nurse managers to work as adjunct faculty members, flexible duty scheduling to encourage nurses to pursue their higher education, and compensating committed nurses for advancing their education. They also recommend educating high school students about a nursing career.

In addition, according to Halstead (2012), there are some approaches which need to be taken to attract more nurses to become faculty members in the nursing education and retain the experienced ones. Advertisements such as posters and flyers for nurse educator's role should begin early in nursing education to make the nursing community aware of the potential of becoming a faculty member. Halstead (2012) further argues that there should be effective orientation programs for new faculty members that include all the main aspects of nursing education. Moreover, organizations need to concentrate on retooling programs for current faculty members to maintain or update them about any new health system development. In addition, faculty members with leadership skills should be developed through leadership succession plan. Finally, Finkelman & Keanner's (2007) hold that the focus should be on making the nursing faculty work smarter and be more efficient.

There are several current imperative issues in the higher education sector and specifically in nursing education in Oman, such as changing expectations, changes in higher education particularly around the teaching concept, and faculty shortages. Given this turmoil, it is critical that leadership be effective in managing change and in building and sustaining the job satisfaction of nursing faculty members. Thus, this study's main concepts revolve around two key aspects: the leadership styles of nursing deans in Oman and the level of job satisfaction of nursing faculty members. The role and impact of nursing deans on nursing

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faculty members' satisfaction in difficult times are vital. The Chapter Four will illustrate the major concepts related to the study methods and methodology.

In conclusion, from all of the above, it is clear that nursing education is going through several significant reforms. Some of these are accreditation of nursing institutes, collaboration and partnership with health care services, the research requirement, and the need for changing the teaching learning process including clinical teaching. Higher education and nursing education particularly is going through this change agenda, which requires a strong contribution from and commitment of nursing educators. This contribution implies the requirement to enhance the development of nursing educators because the dean cannot face the challenge alone. Given the range of challenges facing nursing education in Oman, the leadership of the nursing institutes is critical, particularly in terms of their role in leading faculty and staff through this expensive programme of reforms. Therefore, the next chapter will discuss the two key concepts for this thesis, leadership behaviours and job satisfaction issues.

Chapter Three (Leadership and job satisfaction)

The change agenda in nursing education demands a particular form of leadership for the success of the new reforms within each institute. More specifically, leadership can enhance or detract from the job satisfaction of faculty members enabling them to withstand extra work and high pressure. However, the concept of job satisfaction is much contested, particularly its relationship with performance and so needs to be further explored. This chapter starts with a leadership section, followed by a job satisfaction section.

3.1. Section one (Leadership)

The first section explores the specific leadership styles in a context of rapid change. In order to place the study in its historical and theoretical context, the literature review will begin with a discussion of a wide set of leadership definitions, then discuss the foundation of leadership theory, followed by a detailed analysis of the development and usefulness of the full range model of leadership provided by transformational, transactional, and passive-avoidant leadership styles. Finally, an overview of the effectiveness of leadership in general and transformational leadership in particular on the overall staff and organization is provided.

3.1.1. Leadership definitions

The literature on leadership meaning is vast. Hamidifar (2010) claims that there are more than 350 definitions of the term ‘leadership’. As the core issue for this study is the impact and influence of the leader on staff to attain specific goals, certain definitions will be selected to provide a working definition for the purpose of this study. These definitions are centred on the most popular definitions of leadership in terms of ‘influence and goals of the organization’ and ‘management processes’. Many definitions of leadership have been given by many scholars (Boseman 2008; Amagoh 2009; Bryman 2013; Michie & Zumitzavan 2012). A core element in these definitions is that of leadership being about “influence and goals of the organization”. Rauch & Behling (1984) define leadership as the process of persuading the actions of a group towards goal attainment. Jaques & Clement

(1994) propose that leadership is the process in which a person puts the objectives for one or more other persons, and persuades them to move together with him or her and with each other in that direction with competence and full dedication to achieve these objectives. Boseman (2008, p 36) defines leadership as “the act of stimulating, engaging, and satisfying the motives of followers that result in the followers taking a course of action toward a mutually shared vision”. Popper & Lipshitz (1993) view leadership as an act of influence by encouraging people to act by non-coercive means to attain specific goals. Shackleton (1995) describes leadership as the process in which a person has a great impact on members of the group towards the achievement of group or organizational goals. Similarly, Daft (2010) suggests that leadership is the ability of an individual to persuade people towards the attainment of goals. Yukl (2006) describes leadership as a process of influence toward the accomplishment of objectives. Alas & Tuulik (2007) view leadership as a process which mainly focuses on individual traits, leader behaviour, interaction patterns, role relationships, follower perceptions, influence over followers, on task goals and on organizational culture. Finally, Northouse (2010) defines leadership as a process by which one person influences a group of people to achieve the main goal of any organization. On the other hand, some scholars think that leadership is related to the management process. For instance, Bowditch & Buono (2001) argue that leadership can be defined as the process by which a person who acts as a manager takes on a unique responsibility for a wide range of duties that are achieved mainly through the work of other people. Stogdill (1948) argues that leadership is the relationship between managers and employees who exhibit their shared purpose by showing real changes and outcomes. Bedeian & Hunt (2006) also suggest that leadership is a division of management, and both are important to facilitate organizational effectiveness.

In general, the above leadership definitions share common themes such as common goals, responsibilities and the influence of the leader on employees and the organization. Leadership refers to the processes and behaviours used by the person identified as the leader to achieve the main mission and goals of an organization through employee teamwork, satisfaction, and commitment. Having explored the core elements of leadership, we turn to exploring the theoretical constructions of leadership.

3.1.2. Leadership theories

The literature on leadership shows a shift in views over time. Kaur (2012) argues that leadership theories are classified into four categories: trait approach, behavioural approach, contingency or situational model, and full range leadership model. There are many theories on leadership and while no one theory is dominant, some are more popular than others (Elearn 2008). Prior to the 1900s, the Great Man theory of leadership was the core concept of all leadership literature (Drenkard 2012). The Great Man theory presumes that leaders are born and; therefore, cannot be made. The Great Man theory centres on innate qualities and characteristics including a high degree of intelligence, energy, and moral force (Drenkard 2012). The Trait Approach arose from the Great Man theory as a way of identifying the key characteristics of successful leaders (Bolden et al. 2003).

The emphasis, therefore, is on identifying the qualities of good leaders. However, even if we examine leadership from a traits standpoint, theorists have provided an extensive range of traits. Honeycutt et al. (2013) offer made an overview of research on the Big Five personality factors (conscientiousness, agreeableness, neuroticism, openness, and extraversion), which some researchers labelled as the “CANOE” personality model, and the degree to which each has been linked to leadership. Honeycutt et al. (2013) state that although the review revealed a relationship between the Big Five personality factors and leadership, other specific traits like intelligence, self-confidence, determination, sociability, and integrity could represent more effective leadership. Similarly, Derue et al (2011) reviewed and integrated the literature on leader traits and behaviours, and suggested that the traits of conscientiousness, extraversion, and agreeableness are important predictors of success for leadership roles. Effective leaders who have high conscientiousness, extraversion, and agreeableness tend to improve the performance of the groups they lead. The problem with the trait approach lies in the fact that although several studies were carried out to identify the desirable qualities, no universal set was agreed upon, and almost as many traits were identified as studies undertaken (Northouse 2010; Sullivan & Decker 2005; Bolden et al 2003).

Later leadership theories such as situational theory were more inclined towards behavioural styles which emphasis development rather than innate traits. Thus, leaders are

born with some leadership traits and develop them, as 70% of leadership can be developed and only 30% is innate (Lussier & Achua 2015). According to this theory, traits act as the foundation for effective leadership, but they can be polished and strengthened through education, training, and life experience (Sullivan & Decker 2005). Derue et al.'s (2011) literature review suggests that certain traits may predispose individuals to certain behaviours; however, behaviours are more significant predictors of leadership effectiveness. This view emphasizes behaviours rather than qualities, implying that leadership can be learned.

The emphasis on the development of leadership helped highlight the importance of the context in which leaders lead. The next school of thought originated in the form of situational theories (Lussier & Achua 2015), which assumed that appropriate leader behaviour varies from one situation to another. The best course of action or leadership behaviour is expected in accordance with the situational variable (Neal & Griffin 1999). This model was created by Hersey and Blanchard in the 1980s (Elearn 2008). According to this model, no one leadership style could fit all the conditions. This model mainly depends on follower maturity and the leadership style of the leader being greatly affected by the development and readiness of the team. According to Bolden et al (2003), in this model there are four leadership behaviours and strategies: directing, coaching, supporting, and delegating. This theory has been widely used in organizational leadership training and development (Northouse 2007).

Subsequent and similar theories were proposed, such as contingency theory which was primarily based on the belief that no one leadership style is right for every leader. Contingency theory is “concerned with *styles* and *situations*” (Northouse 2007, p 113). The Contingency Model was created in the mid-1960s by Fred Fiedler (Fiedler 1967). The contingency theory emphasizes the importance of both the leader's personality and the situation in which that leader operates (Fiedler 1967). This approach to leadership is based on several factors such as the situation, the people, the task, the organization, and other environmental variables (Bolden et al. 2003; Sullivan & Decker 2005; Elearn 2008). The contingency model of leadership has stimulated and guided research for more than 30 years. This model's advantage is that the leader's decision is made based on the actual situation and multiple resources (Ayman et al. 1995). Despite all these advantages,

this model also has its weaknesses; the full understanding and application of the model is difficult because of the absence of a clear process-based explanation for the behavioural consequences (Ayman et al. 1995). In spite of the strengths of this approach, it cannot be used for this study as it is more suitable for a stable working environment (Miner 2005).

As mentioned earlier, this study's core concept concerns leadership and faculty job satisfaction in a context of change. The literature review highlighted the significance of transformational leadership effectiveness in the context of change and motivational effects (Avolio & Bass 2004; Antonakis et al. 2003; Bass 1985). Therefore, the researcher was looking for a comprehensive theoretical framework that would allow a view of transformational leadership. The best available theoretical discussion about the transformational leadership style is the full range leadership theory. Antonakis et al. (2003) claim that large portion of leadership research from the mid-1980s into the 1990s focused on the testing the full range leadership theory on followers' motivation throughout educational, psychological, and management literature. The following section will further discuss the full range theory and provide details on the three leadership styles of this theory.

3.1.3. Full range leadership theory

The full range leadership theory (FRLT) was proposed by Avolio & Bass (1991). Avolio & Bass (2004) argue that the full range model of leadership was developed to expand the range of leadership styles that were usually examined in the field of leadership. The full range leadership theory consists of three leadership behaviours: transformational, transactional, and laissez-faire leadership, which are represented by nine distinct factors (Bass 1985). Bass (1985) argues that existing theories of leadership primarily focused on follower goal and role clarification and the ways leaders rewarded or sanctioned follower behaviour. Bass further argues for the need to focus on leaders' influence on followers to go beyond self-interest for the greater good of their organizations in order to attain the best possible levels of performance. He called this type of leadership transformational leadership. Bass claims that leaders occasionally need to utilise what he referred to as transactional leadership in which leader-follower relationship is based on an exchange process based on the fulfilment of contractual requirements. The third leadership behaviour

is laissez-faire, in which the sole perspective is a lack of leadership or no leadership (Bass 1985). There is confusion in the literature, as much of the literature refers to Bass's full range leadership model as a transformational leadership model, which could partly be due to the increased use of the transformational leadership style.

Bass's original theory included four transformational and two transactional leadership factors. Bass and his colleagues further expanded the theory to include eight factors comprising four transformational leadership factors, three transactional and one laissez-faire leadership factors (Avolio & Bass 1991 & Antonakis et al. 2003). These are idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active), management by exception (passive), and laissez-faire. The factors were described briefly in the theoretical framework in Table 1 of Chapter One and will be discussed in detail later. Bass (1985) developed an instrument and called it the "Multi-Factor Leadership Questionnaire" to measure these nine leadership factors. More details about the MFLQ will be provided in the methodology chapter. Now, a detailed analysis of transformational, transactional, and laissez-faire leadership various behaviours will be provided.

3.1.3.1 Transformational leadership

The term transformational leadership was first used in 1973 by Downton, but the real contribution and application for leadership came with the political sociologist, James MacGregor Burns, in his book entitled *Leadership* in 1978. Burns originally said that leaders can transform the lives of followers by altering their perceptions, aspirations, expectations, values, and so forth. Burns was influenced by Abraham Maslow's Theory of Human Needs (Bass 1985). Burns (1978) argues that Maslow's theory recognizes that people have a range of needs, and the extent to which they will perform effectively in the workplace is affected by the extent to which these needs are satisfied. Transformational leadership fits into the higher levels, as it requires a high level of self-esteem and self-actualization to be a successful authentic transformational leader. Burns (1978) argues that there was a disaster in leadership because people did not understand the essence of leadership. Bass (1985) built upon Burn's (1978) original ideas of transforming leadership. Bass began to examine the main concepts of Burn's theory empirically and called his

revised theory “transformational leadership”. Bass then utilised Burn’s main concepts that focus on raising the morale of followers’ values and needs to form his transformational leadership model. This model concentrates on achieving practical organizational objectives (Yukl 2002).

Charisma is the key component of transformational leadership; it generates a profound emotional connection between the leader and followers and creates excitement about the mission (Bass 1985). Transformational leaders work by motivating followers to do more than they believed they could (Bass 1985). They accomplish this by increasing their follower’s awareness of the significance of the achievement. This has the effect of helping followers go beyond their self-interest in favour of organizational profit (Bass 1985).

Transformational leadership highlights the importance of interpersonal relationships. It centres on integrating the motives, desires, values, and goals of leaders and followers into a common goal (Gheith 2010). The real meaning of transformational leadership (TFL) is the stimulation of commitment to attain the vision of a preferred future (Leach 2005). Transformational leadership is a favoured approach in organizations requiring change, development, initiative, and creativity in uncertain environments (Bass 1985). Transformational leadership theory includes both transactional and transformational leadership as separate but interrelated concepts of an individual’s leadership style (Bass 1985). According to Bass (1985), transformational leaders are less likely to accept the status quo and are more likely to search for new ways of doing things. Bass (1985) found that when transformational leadership was added to the leader-follower relationship, leaders were able to improve employee performance, reflected in organizational performance.

Further, transformational leaders stimulate followers’ non-conscious motives and this has strong and long-term behavioural consequences that lead to increased engagement of the self, self-monitoring, and self-evaluation (Bass 1999). Nemanich & Keller's (2007) findings suggest that engaging in transformational leadership behaviours is an effective strategy to help managers meet the continuous new challenges in the work environment. Transformational leadership behaviours, such as idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation, are positively related to organizational performance and employee job satisfaction.

Although the studies cited above indicate that the transformational model in general has positive outcomes, a large body of empirical research has demonstrated specifically the positive value of transformational leadership on follower performance outcomes, such as in-role performance (actions to meet the job requirements) and extra-role performance (additional actions beyond the job requirements) (Biswas 2012). Similarly, Goertzen (2012) found that transformational leadership plays a major role in solving conflict situations. The transformational leader is able to detect dissatisfaction among his followers and take the initiative to diagnose and resolve their concerns. In general, current research has correlated transformational leadership styles to various job dimensions such as increased job satisfaction for followers, increased satisfaction with the leader, decreased absenteeism, increased employee acceptance of change, increased staff emotional health and decreased staff burnout, as well as increased job commitment (Registered Nurses' Association of Ontario 2013).

Factors associated with transformational leadership

In Bass's original discussions, transformational leadership was based on three factors: charismatic-inspirational, intellectual stimulation and individual consideration (Bass 1985). However, the charismatic-inspirational factor was divided into two components; idealized influence and inspirational motivation (Avolio & Bass 2004). Then Bass (1997) extended these to four components of transformational leadership. Sometimes these are referred to as the four Is of Transformational Leadership. They are:

1. Idealized Influence (II)
2. Inspirational Motivation (IM)
3. Intellectual Stimulation (IS)
4. Individualized Consideration (IC)

Factor 1: Idealized Influence

Idealized influence is mainly behaviour where followers are encouraged to respect their leader as a role model (Sarros & Santora 2001). Idealized influence, or charisma, as it sometimes known, is subdivided into attribute and behaviour. Idealized influence

(attribute) refers to “the socialized charisma of the leader is perceived as being confident and powerful or as focusing on higher-order ideals and ethics” (Antonakis et al. 2003, p 264). Idealized influence (behaviour) refers to “charismatic actions of the leader that are centred on values, beliefs, and a sense of mission” (Antonakis et al. 2003, p 264). It is argued that the transformational leader represents high levels of moral reasoning and ethical conduct which followers imitate (Northouse 2007 & Hamidifar 2010). Sarros & Santora (2001) identified three types of qualities that represent the elements of idealized influence as a form of leadership. These personal, social and what Sarros & Santora (2001, p. 387) call “fighting” qualities are the characteristics that represent the idealized influence and explain the leader’s charisma.

Table 3.1 Idealized Influence qualities (Sarros & Santora 2001, p 387)

Personal qualities	<ul style="list-style-type: none"> • Resourcefulness • Candour • Devotion • Curiosity • Independence
Social qualities	<ul style="list-style-type: none"> • Comradeship • Ancestry • Patriotism • Chivalry • Leadership
Fighting qualities	<ul style="list-style-type: none"> • Coolness • Control • Audacity • Endurance • Decision

Factor 2: Inspirational Motivation

Inspirational motivation refers to the leader’s ability to present an attractive vision that motivates followers to be committed to their organization (Northouse 2007). Team spirit is highly stimulated by inspirational motivation characteristics (Northouse 2007; Shibu & Darshan 2011). The key indicators of inspirational motivation are the role of the leader in setting organizational vision, communicating this vision, challenging workers, giving

continuous encouragement, working in teams, and maintaining autonomy (Sarros & Santora 2001). Kaur (2012) argues that leaders with inspirational motivation are admired by followers for their high-level standards, being optimistic about future goals, and assigning meaning for the task at hand.

Factor 3: Intellectual Stimulation

Northouse (2007) proposes that intellectual stimulation is about stimulating followers to be creative and innovative as well as to challenge the leader and the followers and the organizational beliefs and values. Indeed Shibru & Darshan (2011, p 286) claim that “Innovation and creativity are in the heart of the intellectual simulation factor”. Furthermore, Gheith (2010) states that it helps leaders challenge the old ways of operating within an organization by encouraging their followers to adopt new ideas,

Factor 4: Individualized Consideration

Kaur (2012, p 127) claims that individualized consideration is “the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs”. The leader always supports, feels for his/her employees, and maintains open communication (Kaur 2012). These leaders help their followers grow by delegating responsibilities to challenge themselves (Northouse 2007).

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Hall et al. (2012) argue that the four factors of transformational leadership, when combined, improve the organization's performance beyond the set expectations.

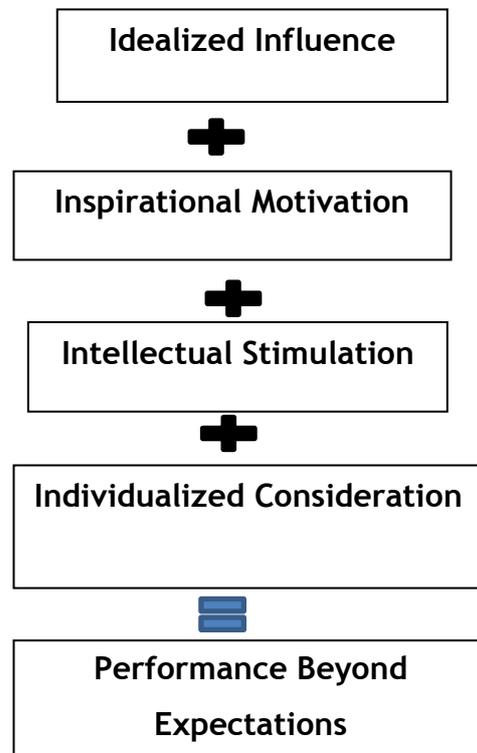


Figure 3.1 Additive effect of transformational leadership (Hall et al. 2012, p. 2)

Furthermore, Bass & Avolio (1994), provide an explanatory table that matches each of the transformational leadership factors with the associated leader behaviours.

Table 3.2 Transformational Leadership Styles and Behaviours (Bass & Avolio 1994)

Transformational Style	Leader Behaviour
<p>1.A) Idealized Behaviours: living one's ideals</p>	<ul style="list-style-type: none"> • Talk about their most important values and beliefs • Specify the importance of having a strong sense of purpose • Consider the moral and ethical consequences of decisions • Champion exciting new possibilities • Talk about the importance of trusting each other
<p>1.B) Idealized Attributes: Respect, trust, and faith</p>	<ul style="list-style-type: none"> • Instil pride in others for being associated with them • Go beyond their self-interests for the good of the group • Act in ways that build others' respect • Display a sense of power and competence • Make personal sacrifices for others' benefit • Reassure others that obstacles will be overcome
<p>2) Inspirational Motivation: inspiring others</p>	<ul style="list-style-type: none"> • Talk optimistically about the future • Talk enthusiastically about what needs to be accomplished • Articulate a compelling vision of the future • Express confidence that goals will be achieved • Provide an exciting image of what is essential to consider • Take a stand on controversial issues
<p>3) Intellectual Stimulation: stimulating others</p>	<ul style="list-style-type: none"> • Re-examine critical assumptions to question whether they are appropriate • Seek differing perspectives when solving problems • Get others to look at problems from many different angles • Suggest new ways of looking at how to complete assignments • Encourage non-traditional thinking to deal with traditional problems • Encourage rethinking those ideas which have never been questioned before

<p>4) Individualized Consideration: coaching and development</p>	<ul style="list-style-type: none"> • Spend time teaching and coaching • Treat others as individuals rather than just as members of the group • Consider individuals as having different needs, abilities, and aspirations from others • Help others to develop their strengths • Listen attentively to others' concerns • Promote self-development
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In summary, according to those theorists (Avolio & Bass 2004; Bass 1985; Avolio & Bass 1991) who advocate transformational leadership, it has a great impact on any planned goal. Transformational leader embraces the characteristics of success that are needed to challenge today’s constant change. In the context of nursing education in Oman which is undergoing significant reform, a style of leadership that works towards these changes is essential. The transformational leadership philosophy is based on the concept that a leader’s success is determined by his/her good relationship with his/her followers. The overall excellence in any task depends on a pyramid that includes the transformational leader, followers and the organization. It is assumed that the unique combination of the four factors (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration) could lead the organization to achieve the best out of its employees regardless of the type of organization, whether it is, for example educational, business, or agriculture. Bass (1985) argues that transformational leadership is not sufficient by itself and leaders should sometimes use transactional leadership, noting that they were more of a continuum, rather than two separate entities. The following section provides an overview of transactional leadership to further the understanding of transactional leadership concept.

3.1.3.2 Transactional leadership

Transactional leaders, in contrast to transformational leaders, operate by recognizing what actions their followers must take in order to achieve the desired outcome or performance, and then facilitating that action (Bass 1985). Transactional leadership behaviours refer to activities that help clarify expectations to achieve desired rewards and avoid punishments,

and help facilitate desired outcomes (Avolio & Bass 2004). As Bass (1985) explains, transactional leaders facilitate followers' action by clarifying task and role requirements, recognizing the wants and needs of their followers, and clarifying how their needs and wants will be satisfied once they achieve the desired outcome. In this sense, Bryant (2003) claims that the reward is contingent on the performance of the follower. Followers are encouraged to give only what has been specified in the contract. Bass (1985) argues that the transactional leader needs to be confident and knowledgeable as he/she acts as a resource person for the followers, providing full information and guidance on the role and requirements of tasks in order to achieve the desired outcomes.

Transactional behaviour can be classified into two forms: constructive transactions and corrective transactions (Avolio & Bass 2004). Constructive transactions are used to explain the group expectations and the performance-rewards link. Corrective transactions are more focused on changing behaviour or attitude. Avolio & Bass (2004) propose that with both forms, if applied correctly, followers will have a clear vision about how to meet the expectations of their leaders. Bass (1985) argues that transactional leaders are most effective in very stable organizations and for self-motivated followers with little opportunity or need for change; their focus is on keeping the system they are responsible for running within organizational restrictions, and they react only to problems created by observed deviations from the established plan. Essentially, Bass (1985) argues that transactional leaders focus on minimizing organizational risks by keeping time constraints in mind and taking action that seems most efficient. Transactional leadership works as a foundation for the consequent development of transformational leadership (Bass 1985). Whittington et al. (2009) also argue that leaders who lack a foundation of transactional leadership end up with a vague sense of direction and ambiguous task assignments because the task goal of their employees is unclear. When the leader-followers' task expectations are identified using transactional leadership, a stronger relationship can be achieved over time (Whittington et al. 2009).

In addition, Bass (1995) describes the transactional leader-follower relationship as interaction between leaders and followers based on an exchange transaction. Transactional leaders believe that employees are motivated by reward or punishment (Bass 1985). Transactional leadership supports a cost-benefit approach by which there is an economic

exchange in which the employee's achievement of the expected work is rewarded by satisfying their material and spiritual needs (Sarros & Santora 2001). Employees are aware of the leader's expectations and philosophy by which reward is the consequence of the accomplishment of tasks, and punishment is the outcome of failure (Kaur 2012). Thus, the transactional leader articulates what behaviours are required and what will be rewarded and provides feedback to the subordinate about his or her behaviour. The subordinate, in turn, complies with these behavioural requirements if rewards are desired (Yun et al. 2007).

Transactional leader behaviours commonly comprise three categories: (1) contingent reward, (2) management by exception - active, and (3) management by exception - passive (Bass, 1997).

Factors associated with transactional leadership

Factor 1: Contingent Reward

As mentioned earlier, contingent reward is a positive joint relationship in which leaders and followers exchange ideas and skills that achieve the organization's goals in return for satisfying individual needs (Bass 1985). Contingent reward consists of three key indicators: material rewards for performance, setting directions, reciprocal relationship, and team confidence (Bass 1985). According to Bass (1985) contingent rewards could include verbal and written praise for a job done well, a recommendation for a pay increase or bonus, public recognition for achievement, or a promotion. Contingent punishments, on the other hand, could include minor actions such as bringing a deviation to the attention of a follower in order to create a change in behaviour, more damaging actions such as fines or suspensions for serious deviations, and extreme actions such as termination of employment (Bass 1985). However, Sarros & Santora (2001) argue that the weakness of rewards-punishment behaviour cannot be ignored as some executives see performance only in cost terms and neglect the fact that organizations exist as living cultures that rely strongly on mutual transactions between leaders and followers.

Further, Bass (1985) proposes that contingent reward is more correlated with effectiveness and satisfaction outcomes than is managing by exception, specifically passive managing by exception.

Factors 2 & 3: Management by exception (active/passive)

Originally, Bass (1985) described management by exception as an approach in which leaders will often take corrective action only when problems occur. Thus, the manager will not actively engage and interact with their followers unless there is a deviation from expected performance or behaviour. This behaviour is a leadership approach that is mainly connected to corrective criticism, negative feedback, and negative reinforcement (Northouse 2007). As Avolio and Bass (1999) continued to refine and improve their understanding of transformational and transactional leadership, they found a significant difference between passive and active management by exception. While both leadership behaviours focus on exceptions, the passive leader will not take a systematic approach to deal with problems, and will often wait for problems to become chronic before addressing them (Avolio & Bass 2004). Management by exception, as Olin & Lai (2011) describe, is divided into active management to prevent problems and passive management to resolve problems. In the active category, the manager actively watches for mistakes and intervenes; however, in the passive category the leader intervenes after standards are not met or problems have arisen (Northouse 2007).

The previous sections covered the first two styles; in order to obtain the full picture of the whole model, the next section will explore the laissez-faire leadership style.

3.1.3.3 Laissez-faire leadership

Recent versions of transformational and transactional theory include a third category of leadership: laissez-faire. This category represents an absence of effective leadership (Bass 1997). Transactional management ensures active engagement by the leader. However, the laissez-faire leader has no active involvement or control over his employees work (Avolio & Bass 2004). Furthermore, Northouse (2007) argues that as part of the full range of leadership possibilities, laissez-faire leadership can be thought of as the complete absence

of either transformational or transactional leadership. The passive-avoidant factor, the main factor associated with the laissez-faire leadership, is explored further.

Factor 1: Passive-Avoidant

Laissez-faire leadership is a passive leadership style. There is no exchange relationship between the leader and the followers (Avolio & Bass 2004; Northouse 2007; Hamidifar 2010). Avolio and Bass (2004) found that leaders who demonstrate this behaviour will have a negative impact on the performance of their followers. Further, Avolio and Bass found that laissez-faire leaders will avoid involvement in an important issue until it becomes critical, are absent at times when they are needed, avoid making decisions, and delay their response to critical questions. Laissez-faire leadership represents a non-transactional kind of leadership style by which the leader exhibiting this form of non-leadership is considered to be careless of the issues and concerns of others (Hamidifar 2010). These leaders will not take action until issues become critical and believe that “if it is not broken, it should not be fixed” (Avolio & Bass 2004).

Goodnight (2004) looked at the laissez-faire style from another perspective. He argued that the laissez-faire leader is “one who believes in freedom of choice for the employees, leaving them alone so they can do as they want” (p. 822). Goodnight further explained that this style is based on two expectations. First, the leader strongly believes that the employees know their jobs best so there is no need to interfere with them. Second, the leader may be in a political position in which he must remain quiet and not exert power for the fear of not being elected again.

3.1.3.4 Summary of the full range theory

The full range leadership model was discussed in terms of the influential effects of transformational leadership, the exchange nature of transactional leadership, and the permissiveness of laissez-faire leadership. One style may work better in some situations than in others, depending on the circumstances. Taken together, the correlated leadership factors of transformational leadership, transactional leadership, and laissez-faire leadership provide what Avolio & Bass (2004) describe as a full range of leadership styles. This

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model provides the basis for examining the relationship between transformational leadership, transactional leadership, laissez-faire leadership, and their effects on leader-followers' relationships, organizations' effectiveness and job satisfaction. As this model illustrates, transactional leaders can expect followers to perform to the level set by the exchange of value, while transformational leaders increase followers' motivation and awareness toward the organizational goals. The laissez-faire leader exerts no leadership involvement and expects work to be completed.

In the literature, most scholars examined the significance of transformational-transactional leadership behaviours and ignore the laissez-faire leadership style. This could be due to active leadership being required more often than passive leadership. However, Antonakis et al. (2003) argue that laissez-faire leadership is considered active to the extent that the leader "chooses" to avoid taking action.

Bass's (1985) model for the relationship between transformational and transactional leadership suggests that transformational leadership augments transactional leadership in predicting effects on employee's satisfaction and other outcomes. Transformational and transactional leadership are polar opposites when it comes to the underlying theories of management and motivation. Bass (1985, p. 26) states "to be transactional is the easy way out; to be transformational is the more difficult path to pursue". Both leadership styles are important and could be used at specific times but transformational leadership should be the dominant one. Bass (1999, p. 9) emphasizes that "transformational leaders uplift the morale, motivation, and morals of their followers, transactional leaders cater to their followers' immediate self-interests". Thus, the transformational leadership style is able to adapt to change in the task or the working environment, whereas for the transactional leadership style to work successfully, a strict organizational structure, clear goals and measures, and a consistent working environment are key factors (Elearn 2008).

Derue et al. (2011) expanded on the original focus of Bass and classified leadership behaviours into four categories: task-oriented behaviours, relational-oriented behaviours, change-oriented behaviours, and passive leadership. They investigated how these behaviours are integrated in transformational-transactional theory principles. Derue et al (2011) argue that "task orientation" behaviours are more related to the transactional

leadership focusing on a performance rewards system. The “relationship orientation” behaviours are more related to the transformational leadership which focuses on promoting relationships with others.

Table 3.3 Categories of behaviours in the transactional-transformational leadership style (Derue et al 2011, pp. 16 & 17)

Leadership behaviours	Full Range Leadership theory model
Task-oriented behaviours	<ol style="list-style-type: none"> 1. Contingent reward: transactional leaders make clear what is expected in terms of task performance and the rewards for meeting those expectations 2. Management by exception-active (MBEA): anticipate task-oriented problems, and take corrective action (MBEA)
Relational-oriented behaviours	<ol style="list-style-type: none"> 1. Individualized consideration: leader acts in ways that build follower respect and encourage followers to focus on the welfare of the group
Change-oriented behaviours	<ol style="list-style-type: none"> 1. Inspirational motivation: focus on communicating a compelling vision for the future 2. Intellectual stimulation: leader seek different perspectives from group members, challenge assumptions, and take risks
Passive leadership	<ol style="list-style-type: none"> 1. Management by exception-passive (MBEP): When a problem does not exist or is not apparent to the leader, the leader does not actively engage

Covey (1992) argues that transformational-transactional styles differ in some basic concepts. According to Covey (1992, p. 285), “transformational leadership focuses on the top line and is principle-oriented, transactional leadership focuses on bottom line and is event-centred”. This distinction is shown in the following table.

Table 3.4 Comparison of Transactional and Transformational Leadership (Covey 1992, p. 286)

Transformational Leadership	Transactional Leadership
<ul style="list-style-type: none"> • Builds on an individual’s need for meaning • Is preoccupied with purposes and values, morals, and ethics • Transcends daily affairs • Is orientated toward long-term goals without compromising human values and principles • Focuses more on missions and strategies • Releases human potential – identifying and developing new talent • Designs and redesigns jobs to make them meaningful and challenging • Aligns internal structures and systems to reinforce overarching values and goals 	<ul style="list-style-type: none"> • Builds on an individual’s need to get a job done and make a living • Is preoccupied with power and position, politics and perks • Is mired in daily affairs • Is short-term and hard data orientated • Focuses on tactical issues • Relies on human relations to lubricate human interactions • Follows and fulfils role expectations by striving to work effectively within current systems • Supports structures and systems that reinforce the bottom line, maximise efficiency, and guarantee short-term profits

In contrast, Bass (1985) argues that the outcomes of effectiveness and satisfaction of colleagues are more correlated to transformational factors than the transactional factor (contingent reward). However, Whittington et al. (2009) advocate that transactional leaders should not merely be referred to as “managers”, as the current literature on leadership tends to advocate. Whittington et al. (2009) examined the agreement regarding the perceptions of 209 leader–follower relationships related to the leaders’ behavioural style and follower outcomes of performance, organizational citizenship behaviour, affective commitment, and trust in the leader. The results showed that the transactional style was positively related to these outcomes, whereas there was no relationship between the transformational style and any of the outcomes.

The combination of transformational and transactional leadership styles could give the best outcomes. In a study examining the effectiveness of transformational and transactional leaders and the degree of employee satisfaction with the leadership style in the public banking sector, Ahangar (2009) concluded that both transformational and transactional leaderships were highly and positively linked with extra effort, effectiveness and job satisfaction. Contingent rewards were also positively associated with outcome measures but to a lesser extent than the transformational leadership style. However, management by exception (active and passive) and laissez-faire leadership were both strongly and negatively linked with outcomes of extra effort, effectiveness and job satisfaction. In the same vein, Riaz & Haider (2010) conducted a study to determine the impact of transformational and transactional leadership style on job success and career satisfaction which are aspects of job satisfaction. They concluded that job success is associated with transactional leadership, while career success is more associated with transformational leadership.

In addition, scholars' (Avolio & Bass 2004; Avolio et al. 1999; Bass 1985) views of the consequences of the transformational or transactional leadership seem to be positive, but the overall consequences of laissez-faire leadership appear to be negative. However, Goodnight (2004) argues that there may be an aspect of such a style of leadership that is positive and there are times when this form of leadership might be appropriate. In some situations where employees have proven their decision-making expertise, they are fully trusted to make independent decisions within agreed limitations; the leader becomes a laissez-faire leader. This leader is convinced that these employees need minimal leadership based on their previous experience.

Contrary to expectations, Griffith (2004) claims that the success story of transformational leadership in education is not associated directly with either school staff turnover or school-aggregated student achievement progress. Staff job satisfaction as a result of transformational leadership showed an indirect effect on school staff turnover (negative) and on school-aggregated student achievement progress (positive). At the same time, higher levels of staff job satisfaction were associated with smaller achievement gaps between the types of students (minority and non-minority students) within a school. From these findings, Murphy (2005) argues the transformational leader acts as a medium for

creating new innovative organizational paradigms, which manipulate situations in order to gain some balance between the systems, the staff and those that can afford services. However, transformational leadership is not always in evidence and As-sadeq & Khoury (2006), conclude that the transactional leadership style is the most frequently used leadership style of leaders in Palestinian organizations, whereas transformational leadership was exhibited less frequently and laissez-faire leadership was noted as the least frequently occurring leadership style (and was found more frequently among leaders with low educational background, little previous managerial experience, and employee leaders). Therefore, despite the fact that transformational and transactional leadership are often presented as being at opposing ends of a continuum, a combination of both leadership styles may produce the best results (Judge & Piccolo 2004).

In summary, transformational and transactional leadership styles were found at opposite ends of a leadership continuum, with leaders exhibiting either one or the other style (Doody & Doody 2012). The transactional leadership approach of leadership focuses on motivating followers to complete the required tasks by a clear reward-action approach, whereas the transformational leader goes beyond the reward-action approach to where followers complete the tasks with a high level of satisfaction and hence organizational improvement (Bass 1985). According to Bass (1985), some world-class leaders such as Charles de Gaulle and Franklin D. Roosevelt displayed both styles in a unique amount and intensity. Ideally, both transformational and transactional leadership styles could be utilized at the same time or at different times by the same leader (Avolio & Bass 2004; Bass 1985; Bryant 2003; Judge & Piccolo 2004).

3.1.3.5 Strengths and weaknesses of the full range leadership model

As with any theory of leadership, strengths and weaknesses become evident. Northouse (2007) identifies some of these strengths and weaknesses related to the transformational leadership approach. Some of the strengths include its having been widely researched from several perspectives, and having an innate attractiveness in that a leader is out front advocating change for others, leadership is seen as a mutual process that depends on both leader and followers, there is a focus not only on exchange rewards but also on followers' needs and growth, it places strong emphasis on moving people to higher standards of moral

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responsibilities, and there is the presence of evidence that supports transformational leadership as an effective form of leadership (Northouse 2007). Lee (2014) also argues that there is credible evidence that transformational leadership is a successful form of leadership at different levels: organizational, industrial level and national level. Lee (2014) further argues that the emphasis on the vision is established based on shared interests rather than the interests of a leader and so becomes a principal point. Above all, as McDowelle (2009) claims, usually leadership trends come and go but transformational leadership somehow maintains its intellectual strength to survive and gain respect.

On the other hand, full range leadership has a few weaknesses. It lacks clear conceptual specifications as the parameters of the four Is (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) overlap each other (Lee 2014; Northouse 2007). Another issue is that Bass's argument that transformational leadership is superior to laissez-faire leadership is not true all the time. The Hersey and Blanchard model suggests taking a laissez-faire approach over a transformational approach with highly competent and motivated subordinates (Humphrey 2012). In addition, Staats (2015) argues that transformational leaders focus on assigning challenging objectives to promote their followers' self-efficacy. However, not all employees like to be challenged and so their self-efficacy will not increase anyway. Staats (2015) further argues that sometimes followers can take an unethical approach to achieve desired objectives as they feel pressure from transformational leaders to achieve these objectives.

Further, some studies using the Multiple-Factor Leadership Questionnaire (MLQ) to measure transformational leadership found that the four factors correlate highly with each other, implying that they are not distinct factors (Northouse 2007). Therefore, Northouse (2007) argues that some scholars deal with leadership as a personality trait rather than behaviour. In addition, Lee (2014) and Northouse (2007) propose that transformational leadership focuses completely on leader actions with the leader acting independently as he/she is the one directing, establishing vision and setting new directions.

Finally, transformational leadership has the potential to be abused as the leader's vision and values are supposed to be the ones followed (Northouse 2007). Thus, organizations need continuous monitoring and observation to guarantee that they are led by the best

possible leaders (Rolfe 2011). Although the Bass & Avolio leadership model has some limitations, it still has many strengths that are worth using to guide the investigation of this study.

As mentioned earlier, Derue et al (2011) claims that transformational-transactional leadership styles prioritise relations-oriented behaviours and task-oriented behaviours. Yukle (2002) further argues that these leadership behaviours are important for effective leadership. Thus, it is useful to look at the effectiveness of leadership.

3.1.4. Leadership effectiveness

One way for assessing Bass & Avolio model is to consider this through the lens of effectiveness. According to Elearn (2008b), the term ‘management’ has been always linked with control. Now, with new requirements for more flexible activity and a smaller number of management levels, the need for leadership is increasing. This reflects the current trend that “you no longer get people to *comply* with what you want, you must get them to *commit* to what the organization is trying to achieve” (Elearn 2008, p.27).

All organizations, regardless of their size, need good leadership to sustain the pressure of competitive environments (Amagoh 2009). Vardiman et al. (2006) argue that effective leaders play a major role in any organization as they are the key element for innovation, reaction to changes in markets and environments, and can effectively address challenges and maintain high performance. In Vardiman et al.’s (2006) view, leadership is not about power and control, it is the approach that differentiates one person from another. The good leader, with his followers’ involvement, decides the best way to achieve the common goal. As Elearn (2008) argues that this does not mean that leaders will turn their back on their responsibilities; they will still plan, make decisions and be accountable for these decisions, but at the same time, maintain his team’s high self-esteem.

According to Michie & Zumitzavan (2012, p. 906) leadership largely contributes to organizational effectiveness and it is defined as “the capability of the manager to direct, inspire and motivate their employees to produce greater work than their normal level of performance”. The level of organizational productivity is highly affected by leadership

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style. The key issue is that leadership is important therefore we need to consider what effective leadership is; thinking of leadership as styles is one way to consider the effectiveness in leadership. According to Amagoh (2009), the lack of effective leadership has a major impact on the ability of the organization to implement and sustain strategic change plans. According to Hui-Chin & Tsui-Yang (2012), leadership mainly focuses on inspiring and encouraging team activities in the direction of achieving their own, or the organization's, goals.

The style of leadership is significant when looking at effectiveness. Bass (1997) found that transformational leadership theory transcends organizational and cultural boundaries, enabling wider access than theories that rely on cultural or organizational characteristics for success. Bass (1985) contends that transformational leaders are less likely to accept the status quo and are more likely to look for new ways of doing things. By adding transformational leadership to the leader follower relationship, Bass (1985) found that leaders are able to accelerate improvements in employee performance, and therefore organizational performance. Simply put, transformational leadership facilitates a higher level of organizational performance than transactional leadership, and this higher level of performance is sustainable (Bass 1985).

The concept of the transformational model of leadership has been adopted in the healthcare sector. The Registered Nurses' Association of Ontario (RNAO) developed the "Leadership Best Practice Guideline", a model for developing and sustaining leadership in healthy work environments. The "Leadership Best Practice Guideline" is based on a conceptual model of leadership that was created to allow everyone who uses it to understand the relationships between and among the key aspects involved in nursing leadership. The basic principles of the Conceptual Model for Developing and Sustaining Leadership consists of five evidence-based transformational leadership practices that are essential to change a work setting into a healthy work environment for employees (RNAO 2013). This model mainly focuses on relationships, environment, leading change and balancing values and priorities. The model is useful as this present study explores these leadership practices in nursing education in Oman to evaluate their usefulness.

Table 3.5 Model for Developing and Sustaining Leadership (Registered Nurses' Association of Ontario 2013, p, 23)

Transformational Leadership Practices	Scope
<i>Building Relationships and Trust</i>	A critical leadership practice that provides the foundation upon which the remaining practices rest.
<i>Creating an Empowering Work Environment</i>	Having access to information, support, resources, and opportunities to learn and grow within a setting that supports professional autonomy and strong networks of collegial support.
<i>Creating an Environment that Supports Knowledge Development and Integration</i>	Fostering both the development and dissemination of new knowledge and the instillation of a continuous inquiry approach to practice within the work setting.
<i>Leading and Sustaining Change</i>	Taking a proactive and participative approach to implementing change that results in improved clinical and organizational processes and outcomes.
<i>Balancing Competing Values and Priorities</i>	Advocating for necessary nursing resources to ensure high quality patient care while recognizing the multiple demands that must be addressed in organizational decision-making.

In addition, attention to organizational effectiveness has been increasing in the last several years; all organizations seek to increase their effectiveness and higher education organizations are no exception. The impact of leadership styles on overall organizational effectiveness in higher education is one of the priorities for further research identified at the Windsor symposium (Bolden et al. 2009).

In conclusion, leadership is the central engine for any organization or task development. The full range leadership model illustrates the characteristics of each leadership style, behaviours of each style and the outcomes of each behaviour, the conditions in which each

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style could work best, the value of the leader-follower relationship, and finally, the formula for a successful future for both leaders and organizations. The transformational leadership style is a model which gives value to the leader-follower relationship and involvement in the task. Transformational leadership works very well with changes and nursing deans in Oman need to work hard to advance the nursing profession globally.

In Oman, nursing education is currently going through remarkable reforms. This transformation requires effective leadership. Leadership to promote and implement change in an educational environment is a challenge. The introduction of several reforms in Oman simultaneously with limited resources and time put pressure on nursing deans, requiring leadership that is capable of enacting change successfully. To facilitate such change, nursing deans need the full support and commitment of nursing educators. This can be achieved mainly by maintaining the level of satisfaction of nursing educators. It is assumed that a high level of satisfaction creates a favourable climate for change. The following section focuses on job satisfaction in general and the satisfaction level of nursing educators more specifically.

3.2. Section two (Job satisfaction)

After covering the basic leadership elements, this section reviews the literature on job satisfaction, commencing with a definition of “job satisfaction”, followed by a discussion of the significant reasons for ensuring job satisfaction among employees. The issues then considered are the theoretical foundations of job satisfaction, factors, determinants, and measurements of job satisfaction, and ways to improve job satisfaction.

3.2.1. Job satisfaction definition

Job satisfaction has been widely studied and discussed in different disciplines including nursing, psychology, sociology, and management (Ma et al. 2003). Job satisfaction is at the heart of any organization’s effectiveness. When employees are satisfied with their jobs, it is assumed that performance and the end-product will be better.

Most definitions of job satisfaction centre on the emotions. Thus Locke, (1976, as cited in Çelik 2011) describes job satisfaction as “a pleasurable or positive emotional state resulting from one’s job or job experiences” (p.1304). Similarly, Weiss (2002) contends that job satisfaction is “a positive (or negative) evaluative judgment one makes about one’s job or job situation” (p. 175), and Armstrong (2006) define job satisfaction as the feelings and attitudes of people toward their job. However, Hulin & Judge (2003) provide a more complex understanding, noting that job satisfaction includes multidimensional psychological responses to one's job, and that such responses have cognitive (evaluative), affective (emotional), and behavioural components. Central to these various definitions, is the idea that job satisfaction is presumed to be a global construct encompassing a variety of specific aspects of the job that influence a person’s level of satisfaction (Griffin & Bateman 1995). Shibru & Darshan (2011) define job satisfaction from an internal construct perspective: “Job satisfaction presents internally in the mind of a person where only an individual can express the degree of his/her feeling of satisfaction” (p 286).

While these definitions relate to the job satisfaction of the individual, this idea of job satisfaction can be approached from an organizational perspective and indeed a wide societal perspective. From a management point of view, job satisfaction is “an emotion

which comes out of climate, culture, and identification of management which is bound to managers' fair behaviours" (Çelik 2011, p 13). According to Seashore & Taber (1975), job satisfaction could be treated as an individual dynamic process as well as a valued goal or end state that has significant results on society's ability to adapt. Thus, job satisfaction is more related to the organizational context.

3.2.2. Theoretical foundation of job satisfaction

A key idea underpinning job satisfaction is that of motivation, so there is a need to explore the different theoretical constructions of motivation. There are numerous motivation theories that have influenced the way organizations manage their employees for the purpose of achieving a motivated work force. These theories attempt to explain why people behave the way they do and provide advice on factors and strategies that, when employed, can get the best out of employees in terms of their commitment to work. In addition, many motivation theories have tried to explain job satisfaction and its influence. These include:

- Maslow's (1943) Hierarchy of Needs,
- Herzberg's (1959) Two-Factor (Motivator-Hygiene) Theory,
- Adam's (1965) Equity Theory,
- Porter and Lawler's (1968) modified version of Vroom's (1964) VIE Model,
- Locke's (1969) Discrepancy Theory,
- Hackman and Oldham's (1976) Job Characteristics Model,
- Locke's (1976) Range of Affect Theory,
- Bandura's (1977) Social Learning Theory, and
- Landy's (1978) Opponent Process Theory.

Theories regarding job satisfaction are classified into several categories with some of them overlapping each other. According to Saif et al. (2012) and Fisher (2009) the literature classifies job satisfaction theories into two main categories: content theories and process theories. Fisher (2009 p. 348) states that content theories "are those related to specific motivating factors or needs" and process theories are those which focus on the interactions between needs, behaviours, and rewards (Lewis et al. 2001). Although there are many job satisfaction theories in the literature, the main theories that will be discussed here are those most suitable to this topic:

- Maslow's hierarchy of needs,
- Herzberg's two-factor motivator-hygiene theory,
- Hackman and Oldham's job characteristics model.

These theories are the most popular and most closely related to the current study of the job satisfaction and leadership for the following reasons. These three theories are discussed as a number of commentators have proposed that these are useful ways of examining job satisfaction in educational settings. According to Miskel (1982), for example, the educational administration literature associated with educator motivation is mainly linked to content theories created by Maslow and Herzberg. Herzberg's theory sets of satisfaction and dissatisfaction conditions represent to a great extent the intrinsic and extrinsic factors of the Minnesota Satisfaction Questionnaire that is used to measure the satisfaction of faculty members in this study. Moreover, the main theoretical framework of this study (the full range leadership theory) of Burns was influenced by Abraham Maslow's theory of Human Needs (Bass 1995). The job characteristics model (Hackman and Oldham, 1976) is also discussed because of its contribution to the managerial role in redesigning the job to suit employees' circumstances in changing working conditions. According to Hackman & Oldham (1987) the job characteristics model is associated with introducing change in jobs. The following section provides a more detailed discussion of these theories.

3.2.2.1. Maslow's (1943) theory

Maslow's hierarchy of needs is one of the most well-known theories of motivation (Wehrich & Koontz 2004; Brown & Cullen 2006; Fisher 2009). Maslow (1943) theory is a theory of human motivation, characterized by a hierarchy of needs. Maslow (1943) in his hierarchy of needs presents a five-stage model which was subsequently expanded to include cognitive and aesthetic needs (Maslow 1970) and then later transcendence needs (Maslow 1970). Although in later versions of the hierarchy there are these eight levels, most research that has been undertaken has used the five-stage model.

These five stages are physiological, safety, love, esteem, and self-actualization. These are detailed as follows (Maslow 1943; Wong & Heng 2009):

- 1) *Biological and physiological needs (food, water, air, sleep, sex, etc.):* These needs are usually taken as the starting point for motivation theory. These include the most basic needs that are vital to survival, e.g. the need for water, air, food, and sleep. Maslow holds that these needs are the most basic and fundamental needs in the hierarchy. All needs become secondary until these physiological needs are met.
- 2) *Safety and security needs:* Security needs such as shelter and security are important for survival, but they are not as demanding as the physiological needs. When the physiological needs are relatively well gratified, then these new sets of needs emerge.
- 3) *Social needs (belonging, love, and affection):* Maslow considered social needs to come after fulfilling physiological and safety needs. For example, friendships, romantic attachments and family relationships, the need for companionship and acceptance, are important, as are involvement in social, community or religious groups.
- 4) *Self-esteem needs:* After the first three categories of needs have been satisfied, esteem needs becomes increasingly important. These include the need for things that reflect on self-esteem, personal worth, social recognition, and accomplishment. Satisfaction of the self-esteem needs lead to feelings of self-confidence, worth, strength, etc.
- 5) *Self-actualization:* This is the highest level of Maslow's five stage hierarchy of needs. Self-actualizing people are self-aware and concerned with personal growth. Self-actualization is defined as the need for self-contentment or the striving to achieve one's full potential, being less concerned with the opinions of others, being concerned with fulfilling one's potential.

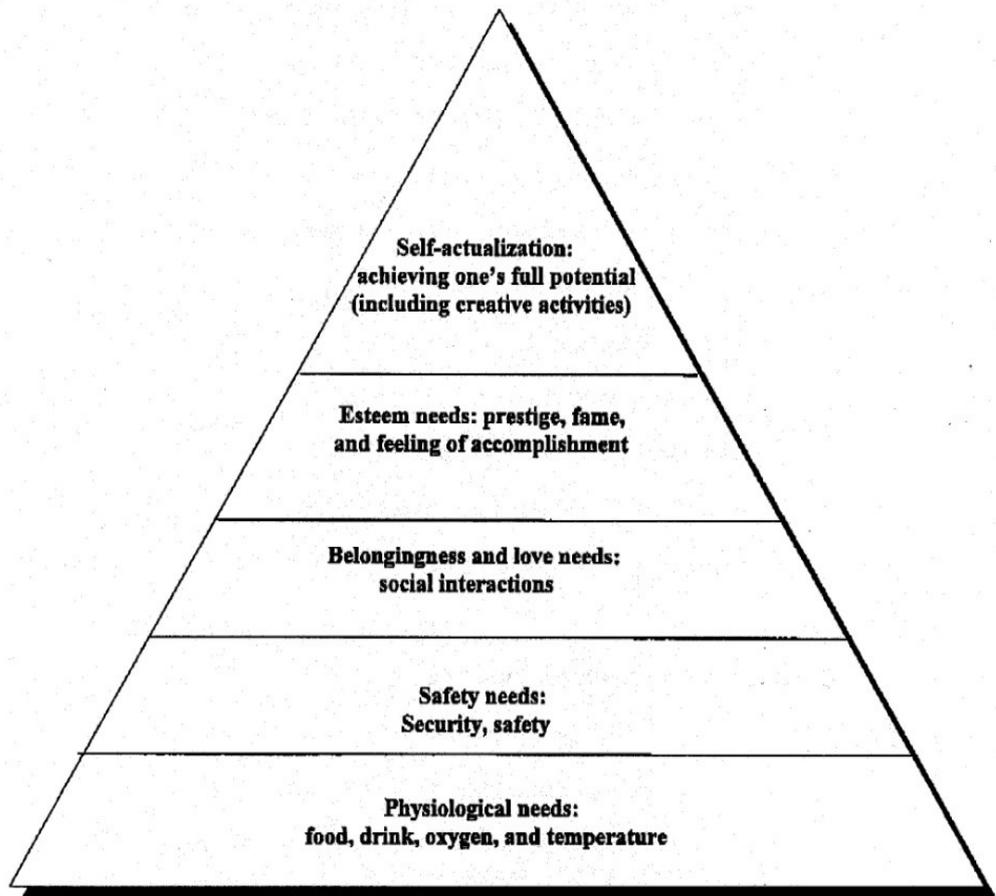


Figure 3.2 Maslow's (1943) original five different levels of human needs

According to (Maslow 1943), these needs are active in driving behaviours depending on the following principles:

- Satisfied needs are no longer active: whenever the satisfaction rate is high, the activity drive is low.
- Needs can be ordered in a hierarchy; higher needs can be satisfied only after satisfying lower needs.
- The "self-actualizing" concept is supposed to emerge when all these needs are satisfied.

3.2.2.1.1. Implications for Management

According to the Arab British Academy for Higher Education (n.d.), Maslow's theory has some important implications for leaders seeking to motivate their employees. Maslow's five-stage hierarchy of needs remains influential in organizational management. Each human needs level can be applied in any organization as leadership behaviour to motivate employees and satisfy their needs (Arab British Academy for Higher Education & Fisher 2009), as illustrated in the following table.

Table 3.6 Arab British Academy for Higher Education (n.d., p. 3) and Fisher (2009)

<u>Human needs level</u>	<u>Management motivator examples</u>
Physiological needs	Provide lunch breaks, rest breaks, and salary that is sufficient to purchase the essentials of life.
Safety Needs	Provide a safe working environment, retirement benefits, and job security.
Social Needs	Create a sense of community via team-based projects and social events, affiliation and acceptance
Esteem Needs	Recognize achievements to make employees feel appreciated and valued. Offer job titles that convey the importance of the position. status, and recognition are substantial motivator
Self-Actualization	Provide employees with a challenge and the opportunity to reach their full career potential.

Finally, while Maslow's hierarchy of needs can be addressed through specific management strategies, nevertheless account needs to be taken of different individuals. People react differently to motivators, so by exploring the level and type of need and understanding how individual might be motivated by the factors that exist at this level, leaders could apply this theory to their work. Here, leaders need to understand the underpinning process of motivation in Maslow's theory.

3.2.2.1.2. Criticism of Maslow's motivation theory

Although Maslow's motivation theory has made many contributions to the body of knowledge on leadership, Neher (1991) criticizes the theory on several grounds. Firstly, Neher observes that although human beings indeed have inherited needs, Maslow failed to recognize some of these; for instance, the great impact of cultural input. In addition, Neher argues that satisfying lower-level needs does not necessarily mean that their urgency is lessened; they must be satisfied in an on-going way. Further, needs satisfaction at the moderate level appears to be more growth-enhancing than it is for higher level needs. The movement from lower to higher level needs is not automatic. There is a significant difference between the higher level and lower level needs of humans. Humans can choose to meet them in order to feel satisfied, since they are not essential to survival. Maslow's (1943) idea of self-actualization has been taken up in the literature. However, as Neher (1991) argues, the concept of self-actualization is not clearly defined. There is a difficulty with the concept of "actualization" itself because the examples Maslow used do not support his theory. To explain this further, according to Maslow's theory, self-actualized individuals are those people whose basic needs have been satisfied for all their lives, particularly in their early years. Maslow argued that in order to reach the self-actualization level, the other human needs must be satisfied fully. However, Neher proposes that it is better to reach moderate satisfaction at this level.

Although Neher (1991) points out some of the limitations with Maslow's model, it is used widely in education to examine staff motivation. Therefore, in this study of job satisfaction among faculty members in nursing institutes in Oman, Maslow's theory provides some insight into certain management strategies a leader might use. This concept of a hierarchy of needs can be applied to faculty members in order to satisfy their needs. Maslow's model of motivation can be used by leaders to understand and meet faculty members' basic needs in nursing institutes. In order to improve faculty satisfaction level, the same concepts of human physiological, safety, love, esteem, and self-actualization needs can be applied. Employees demand a salary sufficient to meet basic needs such as food, clothes, shelter, etc. With an adequate salary, employees search for safety and security in the job. Belonging and love needs are fulfilled by good co-worker relationships and a stress-free environment. Subsequently, self-esteem need can be met by professional development

which improves self-confidence and fosters the feeling of self-esteem. Once these four needs have been met, employees can reach a self-actualization level at which they will have the potential to introduce new ideas and take risks.

3.2.2.2. Two-factor Motivation-Hygiene theory

Herzberg takes a different approach to Maslow's regarding the question of motivation. Herzberg's theory is called either "the motivation-hygiene" or "the dual-factor" theory. The two-factor theory of job satisfaction was formulated by Herzberg and his colleagues by investigating the job satisfaction of 200 engineers and accountants in the Pittsburgh area (Herzberg et al. 1957). They concluded that the factors associated with job satisfaction were different from those associated with job dissatisfaction and so Herzberg's theory has made a major contribution to the knowledge and understanding of the nature of job satisfaction (Gaziel 1986). Many researchers have tested and supported the applicability of Herzberg's (1959) theory in educational settings (Truell et al. 1998).

According to Herzberg's theory, satisfaction factors (motivators) are those related to the nature of the work and the incentives that come from the implementation of that work; for example, the job itself, and the opportunities it provides for achievement, advancement, recognition of achievement and responsibility. Characteristics that promote the individual's needs for self-actualization in work are considered the most powerful satisfiers. In contrast, dissatisfaction factors (hygiene factors) are associated with the individual's relationship to the circumstances or environment in which he/she does his/her work. These include salary, supervision, interpersonal relations, working conditions, organizational policy and management, management style of the supervisor and job security. Company policy and an administration that promotes ineffectiveness or inefficiency within the organization act as the most important dissatisfaction factors (House & Wigdor 1967). The theory argues that satisfaction factors and dissatisfaction factors are distinct and separate.

Table 3.7 Job satisfaction and dissatisfaction factors (Herzberg, 1975)

Hygiene factors	Motivators
Company policies	Achievement
Supervision	Recognition
Interpersonal relations	The nature of the work
Work conditions	Responsibility
Salary	Advancement
Status	Growth
Job security	

3.2.2.2.1. Criticisms of the Two-Factor Theory

While Herzberg (1959) is regarded as having made an important contribution to the theory of motivation, there have been a number of questions based on methodological issues House & Wigdor (1967), for example, identify three issues. Firstly there is the question of the methodological bounds of the theory: (Vroom 1964 as cited by House & Wigdor, 1967) and so other methods are required to test Herzberg's theory adequately. Herzberg and his associates used only narrative to collect data from participants and then subsequently made the association to satisfying and dissatisfying job events. House and Wigdor (1967) also point out that the way the data were gathered in this study is burdened with procedural deficiencies. The third issue relates to the lack of consistency between the findings of the study by Herzberg and colleagues and other studies. According to the dual-factor theory, high satisfaction will lead to high motivation and ultimately, greater production. However, currently the general agreement among researchers indicates that the effect of satisfaction on worker motivation and productivity depends on situational variables (Shikdar & Das 2003; Halkos & Bousinakis 2010; Bockerman & Ilmakunnas 2012).

Herzberg et al. (1957) cited 27 studies in which there was a quantitative relationship between job attitude and productivity. Of these, only 14 revealed a positive relationship. In

the remaining 13, job attitudes and productivity were not related. Additionally, Pallone et al. (1971) reviewed 113 studies reported between 1968 and 1969 related to job satisfaction; the two-factor theory was supported by the results of only 5 out of 24 pertinent studies reported in the same period. The evidence to support the two-factor theory's main concept that job satisfaction is created by one set of variables, while dissatisfaction is generated by a different set was deemed by Pallone et al. (1971) to be insufficient to support the theory. However, as with Maslow's theory, Herzberg does offer insight to some of the factors important in motivation and again has been taken up in the management literature.

3.2.2.2.2. Application of Herzberg's theory in management

According to Fisher (2009), two types of management could be adopted within Herzberg's theory: job enrichment and job enlargement. Job enrichment includes offering as many motivating factors as possible; for example; offering staff the opportunity to work through a whole task rather than dividing tasks up according to department or publicly appreciating staff who complete timely reports. Job enlargement offering others opportunities and responsibilities is used when necessary as job enrichment is not possible where jobs are repetitive or mechanical. According to Dartey-Baah & Amoako (2011), the Herzberg (1987) theory provides leaders with certain actions to eliminate dissatisfaction and create conditions that foster job satisfaction. The following table summarizes these actions:

Table 3.8 Satisfaction/ Dissatisfaction Actions (Dartey-Baah & Amoako 2011, p 3)

Actions to create conditions for job satisfaction	Actions to eliminate dissatisfaction
<ul style="list-style-type: none"> • Providing opportunities for achievement; • Recognizing workers contributions; • Creating work that is rewarding and that matches the skills and abilities of the employee; • Giving as much responsibility to each team member as possible; • Providing opportunities to advance in the company through internal promotions; • Offering training and development opportunities so that people can pursue the positions they want within the company. 	<ul style="list-style-type: none"> • Fix poor and obstructive company policies; • Provide effective, supportive and non-intrusive supervision; • Create and support the culture of respect and dignity for all team members; • Ensure that wages and salaries are competitive; • Provide job security; • Build job status by providing meaningful work for all positions.

Herzberg provides a way of investigating the job satisfaction of faculty members in this study, examining both positive and negative dimensions. Herzberg's theory helps to expand the understanding about the traditional view that the same factors can cause both satisfaction and dissatisfaction. It is crucial to differentiate between motivator factors and hygiene factors. Knowledge of these factors could help to take actions that promote "motivator" factors to improve faculty satisfaction and avoid "hygiene" factors that cause faculty dissatisfaction.

Many studies of job satisfaction in higher education have drawn on the dual-factor theory. Ssesanga & Garrett (2005) explored the factors contributing to academic satisfaction and dissatisfaction in higher education in the developing world in two universities in Uganda. They concluded that the factors most prevalent in the prediction of the job satisfaction of university lecturers' level of satisfaction are those related to co-worker behaviour, supervision and intrinsic facets of teaching. On other hand, factors that cause academic

dissatisfaction are those associated with remuneration, governance, research, promotion, and working environment. Wong & Heng (2009) conducted a study in two Malaysian universities to measure faculty job satisfaction. They concluded that the major sources of job satisfaction for Malaysian faculty members are policy, administration, and salary, whereas the sources of dissatisfaction are with issues related to personal achievement, personal growth, interpersonal relations, recognition, responsibility, supervision, the work itself, and the overall working conditions. An interesting point is that these studies dispute what Herzberg argues that satisfiers and dis-satisfiers factors are independent. These studies conclude that any given factor, either intrinsic or extrinsic, can evoke academic satisfaction or induce dissatisfaction.

3.2.2.3. Hackman and Oldham's Job Characteristics Model

The final theory to be examined here builds on previous theoretical discussions, including Herzberg. Garg & Rastogi (2006) argue that Hackman and Oldham's (1976) model was developed to overcome the limitations of Herzberg's approach to job enrichment. Hackman and Oldham (1976) developed the most widely-recognized model of job characteristics. Their job characteristics theory explains how job characteristics influence individual responses to work (Faturachman 1997). Based on their own work and the work of others (for instance, the two-factor theory), Hackman and Oldham developed a job characteristics model to enrich the roles of employees (Garg & Rastogi 2006). The model has five core job characteristics (skill variety, task identity, task significance, autonomy, and feedback from job). These characteristics are elaborated on below:

1. *Skill variety*: the number of different skills that are required to complete different activities.
2. *Task identity*: presenting visible outcomes through doing a task from beginning to end.
3. *Task significance*: the significant impact of the job on people's lives.
4. *Autonomy*: the freedom and independence the job can offer.
5. *Job Feedback*: direct and clear information on the completed task.

The Job Characteristics Model (JCM) assumes that greater job satisfaction, higher internal work motivation, better work performance, and lower levels of absence and labour turnover are predicted when there is an increase in task significance, autonomy, and feedback (Wall et al. 1978). Therefore, leaders need to pay attention to the type of assigned assignments; to obtain better results assignments should be based on the skills of the employee, give more autonomy, and provide constructive feedback. According to Garg and Rastogi (2006), these characteristics will lead to three psychological states: experienced meaningfulness of the work, experienced responsibility for outcomes of the work, and knowledge of the actual results of the work activities. The sum of these three psychological states will affect work outcomes such as work motivation, job performance, job satisfaction, and attendance (Spector 1997). These job characteristics - (1) critical psychological states relationships and (2) the critical psychological states - work outcomes relationships, have three moderators: knowledge and skill growth, need strength, and context satisfaction. Finally, the model combines the five core job characteristics into a single index of motivating potential score (MPS) that reflects the overall potential of a job to influence the individual's feelings and behaviours. The formula for the MPS is as follows:

$$\text{MPS} = (\text{Skill Variety} + \text{Task Identity} + \text{Task Significance}) / 3 \times \text{Autonomy} \times \text{Feedback}$$

Figure 3.3 Formula for MPS (Fried & Ferris 1987)

According to this theory, the job satisfaction and motivational level of the employees could be affected by many factors, and leaders should remodel jobs to include job characteristics that will have an advantage for restructuring job satisfaction and the motivational level of employees (Garg & Rastogi 2006). This is particularly true if they feel that their employees' job satisfaction level is falling or they are starting to show signs of fatigue, boredom etc. at work (Kumar et al. 2011). The JCM holds that increased job satisfaction, motivation, and work performance are correlated with complex tasks and has a substantial influence on the job redesign field (Fried & Ferris 1987). Further, according to Lunenburg, (2011 p. 9), "Job enrichment is a job-design strategy for enhancing job content by building into it more

motivating potential”. In particular, the model specifies that enriching certain elements of jobs modifies individual’s psychological states in a way that improves their work effectiveness.

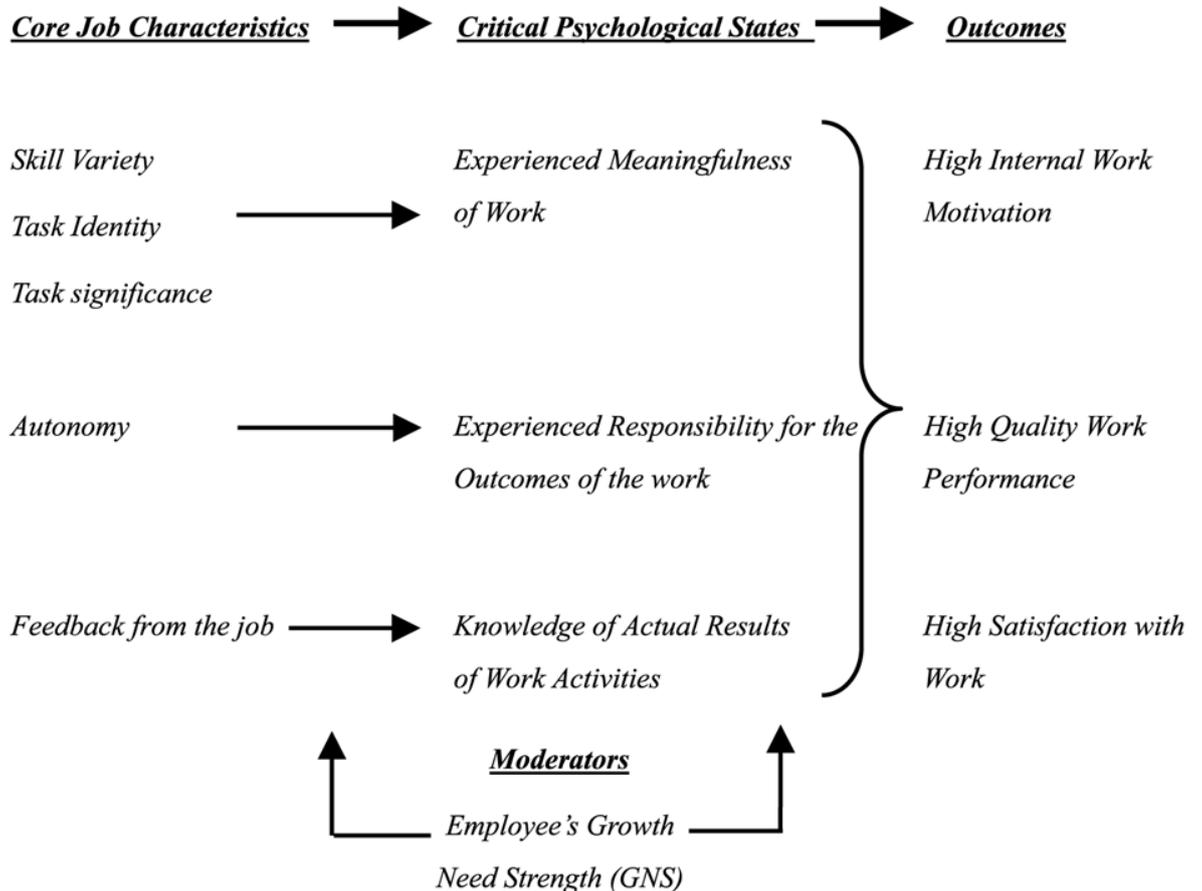


Figure 3.4 Hackman-Oldham job characteristics model (Garg & Rastogi 2006, p576)

Fried & Ferris (1987) conducted a comprehensive review of nearly 200 studies on the model and applied meta-analytic procedures to a large portion of the data to review and assess the extent to which the empirical evidence supports the JCM. The results of the meta-analysis support to the relationships between job characteristics and employee responses suggested by the JCM. It appears that the relationships between job characteristics and behavioural outcomes are more meaningful and more consistent.

In conclusion, the Hackman-Oldham JCM is different from other models; it is a combination of several interrelated aspects aimed at achieving three outcomes at the same time; motivation, performance quality, and satisfaction and like the other two preceding

theoretical models, has been used in the management literature. This model helps to understand the five job characteristics that will help to assign each employee in line with his/her potential to bring the best out of each one. This will ultimately reflect on both employees' satisfaction and the organization's performance and productivity. Garg & Rastogi (2006) argue that the Hackman-Oldham JCM is related to transformational leadership style. They argue that by utilising the Hackman-Oldham JCM, the transformational leader can motivate and inspire employees towards the achievement of organizational goals by providing vision and encouraging intellectual stimulation, which ultimately enhance their job performance. Moreover, it is useful to know how to calculate the motivating potential score, which mainly depends on Hackman and Oldham's five job characteristics, in order to motivate faculty to do more. These are various skills, task uniqueness, task major influence, employee decision making extent, and constructive and continuous feedback.

In summary, although Herzberg's theory and Maslow's theory are contrasting, they are both well used and researched. Indeed Wong & Heng (2009) have attempted to align both concepts. Herzberg's theory was constructed upon two separate sets of conditions, satisfiers and dissatisfiers. In Maslow's theory, lower order human needs are compatible with Herzberg's theory dissatisfiers. Maslow's higher order human needs are compatible with Herzberg's theory satisfiers. However, unlike Maslow, Herzberg created his own terms and allocated new definitions for terms previously carrying universal meaning. In addition, as mentioned earlier, the Hackman and Oldham (1976) model was developed to meet the limitations of Herzberg's approach to job enrichment.

Although no one theory of motivation has all of the answers and suits all fields, there are still some common elements across motivation theories that can serve as bases for further interventions. Theories about motivation can be used as a basis for creating practices, procedures and processes to affect employee motivation. Thus, the next section looks further at a range of factors that might be relevance to this study to help further understand the nature of job satisfaction and its importance in leadership and management in a nursing faculty.

3.2.3. Why is employee satisfaction important?

Various studies support the necessity for organizations to satisfy their employee's needs (Al-Zoubi 2012, Byrne et al. 2012; Paul & Phua 2011; Nguni et al. 2006). These studies from different countries reflect that employee job satisfaction is of interest globally. Byrne et al. (2012) examined the job satisfaction of academic members to provide guidelines to the education leaders to attract and keep high quality teaching staff at higher education institutions. They argue that satisfied employees are powerful sources of competitive benefit for any organization. Nguni et al. (2006) also argue that job satisfaction leads to organizational commitment and organizational citizenship behaviour. In addition, Aziri (2011) claims that when the level of employees' job satisfaction increases, the absenteeism rate decreases. The idea that individuals work most effectively when their needs are satisfied is starting to be understood in most organizations. Sageer et al. (2012) summarized the benefits into two categories: organization and employees.

Table 3.9 Consequences of job satisfaction (Sageer et al. 2012, p 37)

Organizational Benefits	Employee Benefits
<ul style="list-style-type: none"> • Enhance employee retention • Increase productivity • Increase customer satisfaction • Reduce turnover, recruiting, and training costs • Enhance customer satisfaction and loyalty • More energetic employees • Improve teamwork • Higher quality products and/or services due to more competent, energized employees 	<ul style="list-style-type: none"> • Employee will believe that the organization will be satisfying in the long run • They will care about the quality of their work • They will create and deliver superior value to the customer • They are more committed to the organization • Their work is more productive

From Sageer et al's (2012) summary, it is clear that job satisfaction benefits both organization and employee. All of the aforementioned benefits enable organization and employee to work collaboratively to reach the desired goal in short time, maintain good quality product with cost effective measures, and sustain excellence. Thus, leaders in any

organization must think of employee job satisfaction as one of the top priorities if they seek future success.

3.2.4. Factors affecting faculty job satisfaction

Job satisfaction can be affected by many factors. Many scholars agree on the main factors that impact job satisfaction but each one categorizes them differently. Bokemeier & Lacy (1987) determined three main factors as determinants of job satisfaction. These are individual job values, job rewards (pay, job security, and promotion), work conditions namely “job characteristics and occupational/industrial structural factors” (Bokemeier & Lacy 1987, p. 191), and individual attributes (age, race, sex, social class, education, rural-urban origin). According to Glisson & Durick (1988), researchers identified three common categories: job characteristics, social information processing (organizational characteristics), and dispositional (workers’ characteristics). Furnham (1992) approached this slightly differently and classified factors that can have an influence on job satisfaction into different categories; first are the organizational policies and procedures that have to do with the nature of the remuneration package, supervision and decision-making practices, and the perception of the quality of supervision. The second category involves aspects related to the total workload, the variety of skills applied, autonomy, feedback and the physical nature of the working environment. The third category pertains to personal aspects such as self-image, ability to deal with stress and general satisfaction with life. Griffin & Bateman (1986) bring the factors together, arguing that when aspects like benefits, promotion opportunities, working conditions, supervisor, colleagues, career prospects and pay are pooled together, it will lead to overall job satisfaction.

In general, as an overall impression, job satisfaction is influenced by factors such as working conditions, the work itself, supervision, policy and administration, advancement, compensation, interpersonal relationships, recognition, and empowerment (Castillo & Cano 2004). Wadhwa et al. (2011) draw the range of factors together and argue that job satisfaction factors can be categorized into three groups: behavioural, organizational, and work environmental factors. Behavioural factors are further subdivided into three factors (managers, salary, and authority); managers are considered one of the main factors in increasing or decreasing job satisfaction; salary, which employers consider as an incentive

for good work; and acceptable authority in work-related issues. Organizational factors include a fair reward system, promotion, and job-related growth opportunities (Wadhwa et al. 2011).

While Wadhwa et al. (2011) divides factors into three categories, there is the question of the individual employee. Some scholars claim that personal factors have a great influence on job satisfaction. Dormann & Zapf (2001) classified factors that influence job satisfaction into two sets; personal and organizational factors with personal factors. Personal factors include personality aspects, status, seniority, job match, and life satisfaction. Organizational factors include reward system, centralized authority, acceptance of supervisor, social and job reward, as well as work environment.

In the same manner, Dizgah et al. (2012) divided factors of job satisfaction into two categories: environmental and personal factors. Examples of environmental factors are job level, the content of the job, traditional management, income and promotion opportunity and examples of personal factors are: age, education and gender. Locke (1976) and Spector (1997) provide more detail on personal factors such as gender, rank, tenure status, salary, family status, and work-family conflict that can affect job satisfaction. Okpara (2004) examined the effects of these personal factors such as; age, gender, education, and income along with the five dimensions of job satisfaction: pay, promotion, supervision, the work itself and co-workers. Okpara (2004) concluded that job satisfaction could be predicted from personal variables, but not all variables will have the same degree of effect on satisfaction levels. Similarly, Shibru & Darshan (2011), shed a light on the morale element of job satisfaction: employee morale has a strong connection with employees' personal awareness, and the cultural values and norms of their social context.

Overall, there is no universal set of factors that can apply to all individuals. Dunnette et al. (1967) argue that understanding human motivation theories is not straightforward. They argue that an employee's overall satisfaction is the result of a combination of factors; factors that may work in one place may not work in others.

While there is a range of studies in different types of organizations, there are a number of studies located in educational organizations. In the education sector, Sonmezer & Eryaman

(2008) identified salary, social status, advancement, ability utilization, administrative-employee relationships, creativity, and security as the main factors that determine job satisfaction amongst education employees. As discussed above, the literature is full of factors related to job satisfaction. Scholars have agreed on pay and promotion, supervision, work environment, and co-workers. These aspects will be discussed in more detail below. In addition to these factors, tenure and rank will be discussed in brief as this study is related to the job satisfaction of higher education academics.

No matter what type of organization the employee is working in - public, private, small, medium or large, according to Saif et al (2012) pay is the first and most important factor in determining almost every employee's job satisfaction. The relationship between salary and job satisfaction has been the focus of many studies (August & Waltman 2004; Ehrenberg et al. 1991; Grace & Khalsa 2003; Zhou & Volkwein 2004). Many of these studies focused on education and found a positive relationship between salary and faculty members' job satisfaction (Ehrenberg et al. 1991; Zhou & Volkwein 2003). Bender & Heywood (2006) also found that the relationship of pay to job satisfaction was statistically significant in that job satisfaction is higher when income is greater than expected. According to Bender and Heywood (2006), faculty members report greater satisfaction when their own earnings are above the comparison earnings of other academics. Further, Zhou and Volkwein (2003) found that faculty members' attitude and satisfaction levels could be affected if they received a salary lower than that of their peers. Thus, Saif et al. (2012) argue that reimbursement is an important predictor of job satisfaction and acts as a token of gratitude to the employee for the services that they are providing to the organization. In addition to pay, job satisfaction and organizational commitment are enhanced if there is a fair promotion policy, which provides opportunities for personal growth, more responsibility and increased social status (Bajpai & Srivastava 2004).

The work environment of the organization can significantly affect employees' job satisfaction. Co-workers' interaction is particularly significant because cooperative co-workers are a modest source of job satisfaction to individual employees. Open communication, task independence, a feeling of belonging, and coordination among employees, all increase the degree of job satisfaction (Bajpai & Srivastava 2004). Nathanson & Becker (1973) claim that the relationship between satisfaction and

performance is centred on three factors: performance, person, and place of work. Job satisfaction can be found in the presence of three conditions: one of these is the work setting, where high levels of interaction can smooth the progress of positive performance evaluations by others. Satisfaction with good working conditions (clean, attractive surroundings) enables employees to perform their work efficiently and thus is likely to have a positive impact on organizational commitment (Chughtai & Zafar 2006).

The work environment has been found to be significant in studies in educational organizations. Lacy & Sheehan (1997) examined aspects of satisfaction of academics with their job across eight nations (Australia, Germany, Hong Kong, Israel, Mexico, Sweden, UK, and the USA). The results indicated that factors related to the environment in which academics work, including the university ethos/climate, morale, sense of community, and relationships with colleagues, are the greatest predictors of job satisfaction. Thus as Seashore & Taber (1975) argue, employee job satisfaction is influenced by the organization's internal environment, which includes organizational climate, leadership types and personnel relationships. In addition, most employees desire autonomy in order to perform effectively for goal attainment. Employees who are more empowered by leaders are those employees given control over their activities, environment, quantity of work, and considerations for work-life balance (Sultana et al. 2012). Jobs that more likely to be favoured by employees are ones that provide opportunities to use skills and abilities and offer a variety of responsibilities, self-determination, and feedback (Saif, Nawaz & Jan 2012).

One critical dimension of the organizational issues is that of supervision. Supervision is one of the important factors that affect job satisfaction. Supervisors play a critical role as team leaders, leading their employees to achieve the desired quantity and quality of work within the required timeframe (Saif, Nawaz & Jan 2012). Bajpai & Srivastava (2004) suggest that style of leadership also plays an important role in influencing the level of job satisfaction. Leadership styles that involve human interaction and encourage participative decision-making are related positively to developing the skills essential for knowledge acquisition (Lumley et al. 2011). The supervisor's behaviour could influence the organizational nature of the work. By establishing specific goals, providing feedback on

progress towards these goals, and emphasizing desired behaviour, leaders raise the motivation and communication of employees (Lumley et al. 2011).

Although rank is considered to be another factor for job satisfaction of faculty members, there are relatively few studies designed to investigate whether or not job satisfaction increases with rank (Oshagbemi 1997). Hagedorn (2000, p 11) argues that “A change in rank brings a new outlook on the position, different expectations, and a change in responsibility”. A positive relationship between rank and job satisfaction has been documented in other studies such as Eyupoglu & Saner (2009) and Okpara et al. (2005).

Different issues such as gender and status may also be influential. Adkins et al. (2001) and Okpara et al. (2005) found that higher ranked female faculty members experienced higher levels of job satisfaction than their male peers. In comparison, Eyupoglu and Saner (2009) conducted a study that examined rank relationships to job satisfaction of 412 academicians in Northern Cyprus. The results indicated that job satisfaction does not progressively increase with academic rank as might be expected. Out of the 20 aspects of job satisfaction examined, only 4, advancement, compensation, co-workers, and variety, were statistically significant with academic rank. Hagedorn (2000) also found that this issue was complex. He worked on formulating a model for faculty satisfaction based on the 1993 National Study of Postsecondary Faculty in USA, a large nationally representative database compiled by the National Centre for Education Statistics (1993). The data revealed that faculty members who recently changed rank or moved to a new institution reported lower levels of job satisfaction, which supports the suggestion that some types of change may affect job satisfaction negatively.

The issue of tenure is a particular concern when looking at job satisfaction in higher education. Tenure changes faculty members' centre of attention, interests and future goals, which help in advancing performance and satisfaction for education academics (Hagedorn, 2000). Tenure status has been directly related to job satisfaction (Bender & Heywood 2006; Oshagbemi, 1997). Tenured faculty members tend to report higher job satisfaction than do untenured faculty members. Bedeian et al. (1992) conducted a study in a large university in the South-Western United States and found a positive relationship between tenure and job satisfaction. Contrary to this dominant idea, Nestor & Leary (2000)

examined the relationship between tenure and non-tenure track status for West Virginia University extension faculty and job satisfaction. The results showed that non-tenure track faculty members reported significantly more intrinsic job satisfaction than tenure track faculty members.

In summary, job satisfaction and performance are the product of an individual's three psychological states (experienced meaningfulness, experienced responsibility, and knowledge of results), by which meaningfulness is assigned to the job as important, worthy, and valuable, by the experience of empowerment, and by having effective work feedback (Sultana et al. 2012). A well-functioning organization therefore needs to adopt strategies for retaining an adequate and qualified workforce, which is sometimes difficult to consider when existing conditions such as not being in a good economic situation, a tight labour market or an ageing workforce, lead to an increase in workforce turnover (Van Saane et al. 2003).

3.2.5. Ways to improve employee job satisfaction

This far the discussion has focused on identifying what factors are important in relation to job satisfaction particularly for staff working in higher education. The factors identified have significant implications for the management of organizations including higher education institutions. There is a large body of literature on the implications of job satisfaction for leaders. Different scholars and researchers have suggested ways that can be applied by an organization aiming at improving the employee satisfaction rate which in turn will increase loyalty and thereby improve the organization's performance and success. Although the following approaches are adopted mainly from Sageer et al (2012), some approaches have been supported by other researchers.



Figure 3.5 Ways of Improving Employee Satisfaction (Sageer et al 2012, p.39)

Sageer et al (2012) and Siggins (1992) argue that in any organization, the mission, vision, and goals of the organization should be clear and well communicated to all employees so each employee will be given the right job. Keeping employees well-informed about the organization's position, progress made, issues and challenges, and how employees directly contribute to the success of the business could be an effective way to make full use of each employee's potential. Aziri (2011) claims that the best way to improve employee commitment and reduce absenteeism is by fostering the loyalty concept and by increasing the satisfaction level; when the level of employees' job satisfaction increases, the absenteeism rate decreases.

Moreover, the leader needs to assess his/her employees' needs and provide the necessary education, training and coaching to satisfy them. This will increase employees' skills and readiness for new responsibilities (Sageer et al., 2012; Siggins, 1992). According to Gould et al. (2007), staff job satisfaction can be affected by professional development opportunities, which also will reflect on staff performance. Leaders also can improve job satisfaction by providing autonomy and encouraging appropriate decision making for their employees (Gould et al. 2007). Furthermore, leaders need to make it clear to employees that they have faith in them to do their jobs to the best of their ability and their outstanding

performance and innovation is rewarded appropriately (Dizgah et al., 2012; Sageer et al., 2012; Kumari 2011; Siggins, 1992).

Furthermore, in order for employees to give their best performance, the organization should provide the best tools available and use information technology equipment. Organizations also should invest in maintaining occupational health and safety programs (Dizgah et al. 2012; Sageer et al. 2012). Another important aspect is that any organization may go through difficult times or changes, and managers should lead the team forward with their positive attitude and by showing their faith in their employees (Sageer et al. 2012). Managers need to allocate time to spend with their employees. First, since employees know that their manager's time is valuable, it provides recognition and validation. Second, it is important for employees to feel that there is someone that will listen and respond to their concerns, and provide advice (Dizgah et al. 2012; Kumari 2011).

The previous paragraphs were related to improving job satisfaction in organizations in general. The focus shifts to improving the level of satisfaction in educational organizations. There is a triangular relationship where staff, students and the institution each have a major impact: student to faculty, student to institution, and institution to faculty. Job satisfaction plays an important role in fostering this triangular relationship to promote excellence in organizational achievements (Wong & Heng 2009). Many studies have been conducted to develop a specific educational model that determines academic staff members' satisfaction. Iacqua et al. (1995) Rhodes et al. (2007) and Paul & Phua (2011) state that job satisfaction of faculty members and staff in the field of higher education has been a topic of extensive research in past decades.

Oshagbemi (1997a) conducted a study to examine what were the contributing factors to the job satisfaction and dissatisfaction of teachers in higher education, such as teaching, research, administration and management, present pay, promotions, supervision/supervisor behaviour, co-workers' behaviour and physical conditions/working facilities. He sent a questionnaire to 23 universities in the UK selected from the Commonwealth Universities Yearbook. Teachers were asked to identify five factors that contributed most to their satisfaction and five that contributed most to their dissatisfaction. The analysis of the 566

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returned questionnaires showed that, in some cases the same factor could lead to both satisfaction and dissatisfaction.

On the same theme, Oshagbemi (2000) went more deeply into the issue of faculty satisfaction. Oshagbemi (2000) conducted a study to identify faculty satisfaction with regard to academic teachers' main tasks which include teaching, research and administration and management responsibilities. A questionnaire was sent to 1,102 teachers in 23 universities in the UK, and 544 were returned. The study revealed that about 80% of faculty were satisfied, very satisfied or extremely satisfied for teaching, 65% for research, and 40% for administration and management.

Coyle et al. (1999) developed a tool that could be used to identify interventions for improving academic work satisfaction and, ultimately, staff performance and retention. This tool consisted of elements including autonomy in the workplace, professional status, teaching activities, clinical resources and activities, professional relationships, institutional governance, compensation, and professional advancement. This tool is underpinned by the assumption that job satisfaction acts as a buffer against conditions that lead to a high turnover of staff or occupational stress, and this could lead to preventing staff shortages in the future and may even cut costs (Van Saane et al. 2003).

Chen et al. (2006) support Oshagbemi's (2000) idea that universities needed a specific tool tailored to measure job satisfaction in the higher education sector. Chen et al. (2006) looked at different models in order to find a comprehensive model specifically for measuring employee satisfaction in higher education. After reviewing six models, including Maslow's (1943) hierarchy of needs and Herzberg's (1959) two-factor theory, Chen et al developed their own model that was specific to university teachers. This model highlights certain job satisfaction factors that are relevant and critical to nursing education in Oman. This model comprises:

1. Organization vision (seven items)
2. Respect (four items)
3. Result feedback and motivation (five items)
4. Management system (eight items)

5. Pay and benefits (six items)
6. Work environment (nine items)

Chen et al. (2006) suggest some job satisfaction factors, while Paul & Phua (2011) identified a range of others in higher education. Paul & Phua (2011) distributed 100 questionnaires to teachers working in higher education organizations in Singapore and 87 questionnaires were returned. The aim of this study was to determine the specific factors affecting job satisfaction levels. Faculty respondents fell into three categories: satisfied (18%), unsatisfied (22%), and ambivalent (60%). The main satisfaction factors included interpersonal relationships with students and co-workers, the autonomy and flexibility that the job offered, and the major areas of dissatisfaction were identified as administrative/non-academic work, heavy workload, salary, rules and regulations and troublesome students.

The literature review provides basic information on nursing education, leadership and job satisfaction. The above literature helped to develop an in-depth understanding of nursing history, developments and challenges as well as leadership and job satisfaction definitions, common theories, factors, instruments, etc. Having discussed the main concepts of nursing education, leadership and job satisfaction it is useful to look at relationships among these concepts.

3.3. Cross-cultural dimensions

The literature shows the increased popularity of the concept of ‘culture’ with numerous studies in various fields such as anthropology, psychology, organizational behaviour, and international business (Kabasakal & Bodur 2002). The literature provides various definitions of the concept of ‘culture’. Ajiferuke and Boddewyn (1970, p. 154) define culture as “one of those items that defy a single all-purpose definition and there are almost as many meanings of culture as people using the term”. This definition is widely accepted and used (Obeidat et al. 2012). Hofstede (2005) also defines culture as “the collective programming of the mind which distinguishes the members of one human group from another” (p.4). Therefore, culture can be seen as a unifying phenomenon for a specific group of people whether in a specific region or indeed institution.

Culture imbues every aspect of a society. It plays a significant role in forming our ways of feeling, thinking, and acting. Culture influences individuals, family, school, and the workplace. In any organization, the management of the organization is also shaped by the wider national cultures. Yet, organizational cultures have their own characteristics and dimensions. Therefore, the focus is specifically on the impact of leadership on organizational culture but this organizational culture is set within a wider culture. The literature has shown that cultural values have an important influence on the leadership behaviours of leaders from different cultures (Hofstede & Hofstede 2005 & Wang 2014). Hofstede's model and the GLOBE project cultural dimensions provide a strong base for much of the cross-cultural leadership literature research (Dickson et al. 2012). A brief discussion of both sets of cultural dimensions will be provided.

In the early 1980's, Hofstede collected data on values and norms from over 100,000 IBM employees from 64 countries (Hofstede & Hofstede 2005). Hofstede used this data to develop a model of national culture, which is widely accepted and used. Hofstede's model provides a holistic approach of how culture influences our thoughts, feelings and action, and embraces a variety of elements of cultures and organizations across different nations and domains. Hofstede & Hofstede (2005) proposed that awareness of cultural dimensions facilitated the understanding of the differences in the way leaders and their followers think and that this would enable people from different cultures to work together more effectively. These cultural dimensions are: power distance, individualism/collectivism, uncertainty avoidance and masculinity/femininity. Independent research in Hong Kong led Hofstede to add a fifth dimension, long-term orientation, to cover aspects of values not discussed in the original paradigm (Hofstede & Hofstede 2005). In 2010, Hofstede added a sixth dimension, indulgence versus self-restraint.

The following are the most commonly applied definitions for the various dimensions as stated by Hofstede (2005):

- Power distance: the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally.

- Individualism/collectivism: the individualism dimension of culture that can characterise a society in which the ties between individuals are loose. ÷ Everyone is expected to look after himself or herself and their immediate family. In contrast, in a collectivist society, people from birth onwards are integrated into strong, cohesive in-groups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty.
- Uncertainty avoidance: the extent to which members of a society feel threatened by situations of uncertainty.
- Masculinity/femininity: the masculinity dimension describes a society in which the social gender roles are clearly distinct: men are supposed to be assertive, tough and focused on material success; women are supposed to be more modest, tender and concerned with the quality of life. Again in contrast, the femininity dimension describes a society in which social gender roles overlap: both men and women are supposed to be modest, and concerned with the quality of life.
- Long-term orientation/ short-term orientation: the long-term orientation dimension stands for the fostering of virtues oriented towards future rewards, in particular, perseverance and thrift. The Short-Term Orientation dimension stands for the fostering of virtues related to the past and present, in particular, respect for tradition, preservation of "face" and fulfilling social obligations. This dimension was first identified in a survey of students in 23 countries around the world, using a questionnaire designed by Chinese scholars (Hofstede 2011).
- Indulgence vs. restraint: Indulgence represents free gratification in contrast to restraint, which means control of basic human desires by social norms in relation to enjoying life (Hofstede 2011).

The discussion begins with Hofstede's model which was published in the 1980s. This model has been hugely influential in looking at cross-cultural issues in relation to organizations and leadership. This study provides an important framework with several concepts that now underpin the literature in this field. However, this study was conducted in the 1980s and since that time there has been, as part of globalisation, an unprecedented development, mass migration, with the consequent impact of increasing the diversity of the

population significantly. One of the more recent efforts to develop and refine and assess the set of Hofstede cultural dimension is the Project GLOBE (House et al. 2002).

The Global Leadership and Organizational Behaviour Effectiveness research program (GLOBE) reports the results of a ten-year research program (1993-2003). The GLOBE project's main purpose was to investigate the interrelationship between social culture, organizational culture and organizational leadership. GLOBE is a long-term program designed to conceptualize, operationalize, test and validate a cross-level integrated theory of the relationship between culture and societal, organizational, and leadership effectiveness. The GLOBE study was conducted to test two fundamental assumptions: the basic functions of leadership have universal importance and applicability, and the specific ways in which leadership functions are enacted are strongly affected by cultural variations (House et al. 2004). Project GLOBE's descriptions of 64 cultures were based on a set of nine dimensions: performance orientation, future orientation, assertiveness, power distance, humane orientation, institutional collectivism, uncertainty avoidance, and gender egalitarianism, of which several had their conceptual origins in the work of Hofstede (Mujtaba et al. 2009).

One of the most important questions addressed by the GLOBE research team concerned the extent to which the practices and values associated with leadership are universal. A principal outcome of this huge research effort was the development of six universally shared conceptions of leadership, known most often as the "culturally endorsed leadership theory dimensions," and also known as the "global leadership dimensions" (House et al. 2002).

Table 3.10 The Six Global Leadership Dimensions (House et al. 2004, p 676)

Charismatic/Value-Based » Charismatic/Visionary » Charismatic/Inspirational » Charismatic/Self-sacrificing » Integrity » Decisive » Performance oriented	Team Oriented » Team collaborative » Team integrative » Diplomatic » Malevolent » Admin. Competent	Self-Protective » Self-centred » Status conscious » Conflict inducer » Face saver » Procedural
Participative » Autocratic » Non-participative	Humane Oriented » Modesty » Humane oriented	Autonomous » Autonomous

Both Hofstede's model and the GLOBE project examined culture across the globe. They have provided useful insights into considering the significance of culture in the context of this study in Oman, as it is in the Middle East. Middle East countries have common characteristics for example, societal norms and practices, reflecting historical, religious and socio-cultural characteristics (Dorfman et al. 2012). These characteristics determine how Middle East people respond and act in different situations. Hofstede studied the culture of seven Arab countries, referring to them as the "Arab Group". The first four cultural dimensions of Hofstede's model only will be analysed as they represent the situation in the Middle East well and there is rich data on them available in the literature. In addition, the Middle East countries were not involved in the study of the fifth dimension (Hofstede 2011). Furthermore, the sixth dimension has not been widely adopted and this may be due to the fact that it is still relatively new and there are fewer data and fewer countries than the previous dimensions. This analysis is carried out to articulate the meaning of 'culture' and its implications for organizations operating in the Middle East and to acknowledge the complexities involved in such an important concept as culture.

a. Power distance

The Middle East cluster was in the high power distance category (top-down management); people are willing to accept differences and inequality in their society.

b. Individualism vs. collectivism

Almost everything in an individualistic culture is self-oriented, while in collectivistic culture things are group-oriented. In Middle Eastern countries, people tend to define themselves as members of a specific group; an individual has to bear responsibility toward his/her in-group and never abandon them.

c. Uncertainty Avoidance

The Middle Eastern countries were classified in the high uncertainty avoidance category. As Hofstede argues people from the Middle East are feeling feel anxious when they are uncertain about something.

d. Masculinity vs. femininity

Middle Eastern countries were considered to have both moderate masculine and feminine characteristics.

In summary, Hofstede characterised Arab countries as having a high power distance, relatively strong uncertainty avoidance, high collectivism, and a moderate masculinity and femininity. Similarly, the GLOBE project results support the Hofstede's model as it also classified Arab countries as high power distance, strong uncertainty avoidance, and masculine societies.

The previous paragraphs explain the Hofstede model and GLOBE project in general, as well as the classification of Middle Eastern or Arab countries in these studies. Now, the focus will be placed more specifically on the Omani culture and the overall classifications of Oman in relation to the above cultural dimensions. Al-Twajjri & Al-Muhaiza (1996) argue that the Gulf Cooperation Council (GCC) populations share more common cultural similarities than the other Arab countries in terms of their traditions, culture, religion, local language and political systems and hence may be considered homogeneous. Therefore, to be more specific, the cultural dimensions of GCC countries will be investigated. Al-Twajjri & Al-Muhaiza (1996) studied Hofstede's cultural dimensions for five of the GCC countries (Saudi Arabia, Kuwait, Bahrain, Qatar, and Oman). The results of the study show that the

Power Distance Index for the GCC countries is still high but has decreased since Hofstede's study due to the changes in the lifestyle of the GCC populations and the adoption of many Western practices. Another important result was that the GCC countries were still considered as collectivist countries, with the exception of Oman. Omanis seem to lean toward a balance of individualistic-collectivistic orientation as they attempt to differentiate themselves from the other GCC countries. Another exception for Oman is their low score on masculinity; the scores for the other GCC countries fall around the middle of the masculinity and femininity dimension; however, the study shows that Oman is highly feminine.

In a later study, Mujtaba et al (2009) confirmed Al-Twajiri & Al-Muhaiza's (1996) results: Omani employees accept unequal distribution of power, are often suspicious of risk-taking and non-conventional behaviours, and due to their low masculinity scores, lean toward a feminine work relationship, as well as a high score on task and relationship orientation. Furthermore, because the population is a mixture of different languages and ethnicities such as Arabs, Balushis, South Asians (Indians, Pakistanis, Sri Lankans, Bangladeshis), and Africans, Omani culture is held to be diverse or heterogeneous. In addition, Oman is classified as a high context culture because of the extensive informal networks among family, friends and colleagues and close personal relationships (Mujtaba et al. 2009).

3.4. The pyramid of Leadership, Job Satisfaction and Nursing Education

The focus of this study is on full range leadership and so there is a need to consider the particular relationship between this form of leadership and job satisfaction in Oman. This section will describe the relationship between leadership and job satisfaction in general and then focus more specifically on the influence of cultural dimensions and their effects on leadership in general and transformational leadership in particular in Oman. When examining research that investigates the relationship between employee satisfaction and leader effectiveness, it has frequently been found that employees rate themselves as more satisfied when led by a transformational rather than a non-transformational leader (Bass 1990; Leach 2005).

When attempting to examine the main reasons behind job satisfaction in the context of transformational leadership, several expectations come to mind; for example, transformational leadership might intrinsically foster more job satisfaction given its ability to impart a sense of mission and intellectual stimulation. Emery & Baker (2007) argue that transformational leaders encourage followers to take on more responsibility and autonomy, and that work tasks would provide followers with an increased level of accomplishment and satisfaction. Thus, leadership is considered one of the most influential factors in employee job satisfaction as it significantly stimulates employee motivation and dedication (Hamidifar 2010). Pallone et al. (1971) analysed 52 variables in 113 studies related to job satisfaction reported in 1968-69. Among the examined variables are intrinsic vs. extrinsic sources of satisfaction and supervisors or supervisor-worker relationships. One of the results of this analysis was to confirm the hypothesis that supervisor-worker relationships represent important components of workers' job satisfaction.

Wong & Heng (2009) state that 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, but few of these studies focused on the relationship in the context of higher education. Ahmed & Islam (2011) argue that educational organizations like any other business should think of human resources as their most vital source of power, which can help to smooth the road to success. From these studies, it is clear that for leaders in all educational organizations, job satisfaction is an important issue. Faculty members' satisfaction contributes to students' learning and organizational effectiveness. Paul & Phua (2011) argue that there is no universal or standardized leadership model or theory to measure and achieve academic staff satisfaction, as one model might work in one organization but fail in another organization. Even within the same educational organizations, leaders need to understand that faculty members' satisfaction with their workplace is not consistent, but that every staff member is unique in some way. Leaders should be aware of factors that contribute to academic staff satisfaction and the best methods to deliver them. Therefore, they should have several ways of satisfying different teachers in a way that meets unique individual needs to develop unique potential (Paul & Phua 2011). Thus, the behaviour and style of leaders are important in considering job satisfaction.

Sancar (2009) also studied the relationship of leadership behaviour in public schools with teacher job satisfaction in Cyprus. He found that due to the considerate behaviour of individual leaders, there was a significantly positive relationship between leaders' behaviour and teacher satisfaction on the job. More specifically, in higher education, Hamidifar (2010) conducted a study in the Islamic Azad University in Tehran and found that among different leadership styles, transformational leadership most positively determines employees' job satisfaction. Hence, it is concluded that employees are more satisfied with transformational leadership than with any other style.

This study is concerned with the impact of leadership and job satisfaction in education in general and specifically in nursing field. Therefore we need to consider the relationship between full range leadership and employee job satisfaction in nursing area. The challenges of nursing education in Oman are immense. The need to improve the educational provision in nursing education in Oman requires a concerted effort from all key planners, particularly nursing educators and deans. Lindeman (2000) argues that nursing education is challenged by many factors as a result of the current health care reform and increased demand for high quality care. Some of these factors, as discussed earlier, are the shifting of basic concept of higher education from knowledge union to business trade, the need to engage in and use more research, and the collaboration with health services. As Kelly (2010 p.718) argues "moving into leadership requires a high degree of commitment to the profession of nursing"; a nursing leader has to work a great deal to be a successful nursing leader, needs to be part of several professional organizations, network with others who hold leadership positions, gain experience and mentoring, enrol in committees and finally, could be in charge of one of these organization's offices.

Overall, because there are many elements, starting from the shift of the educational system to a business industry, the requirements and expectations from nursing education, the technological revolution, new global diseases, health care priority rearrangements, the role of nursing leader in both practice and education requires remodelling and sculpting. Starck (2005) lists four reasons why nursing education is seen as a global economic issue that needs strong leadership assets: health-care agency recruitment, the concern for the consequences of clinical error, the impact on the economy in general and the chance to

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create new jobs. In addition, nursing leaders need to develop the in-depth knowledge and skills needed for the planning and management of financial resources. Horns & Turner (2006) argue that leaders in nursing education organizations play a great role in planning and facilitating the funding of nursing college education.

Certain leadership factors and characteristics are needed in nursing leadership to be able to face the aforementioned challenges. Cummings et al. (2008) review 24 studies to determine the main factors that can contribute to nursing leadership. After a content analysis, the factors were divided under four categories: behaviours and practices of individual leaders, traits and characteristics of individual leaders, influences of context and practice settings, and leader participation in educational activities to develop leadership. Pearson et al. (2007) go further and claim that some of these leadership characteristics, such as challenging the working process, inspiring a shared vision, enabling others to act by showing the way, quality mindedness, managerial leadership and constructive culture, and coordination and provision of opportunity, can directly promote staff job satisfaction.

As discussed earlier, full range leadership has been proven to have a positive impact on higher education institutions, as well as on nursing. The transformational leadership model has dominated the research on enhancing nursing leadership over the last two decades (Hutchinson & Jackson 2013). Curtis et al. (2011) argue that transformational leadership is the best model to improve the nursing profession. Leaders have to bring about and sustain transformational change in teaching and learning, partnership and collaboration with health care services. For this, they need qualities such as transformational and previous leadership experience as attributes contributing to leadership (Cummings et al. 2008). Bassaw (2010) claims that a medical dean should be a transformational leader who acts as a role model to others through his or her idealized influence, inspirational motivation and intellectually stimulating behaviours.

In relation to studies in the nursing area, Al-Hussami (2008) conducted a study to investigate the relationship of the job satisfaction of nurses and organizational commitment, perceived organizational support, transactional leadership, transformational leadership, and level of education. He concluded that transformational leadership positively affects employees' job satisfaction; therefore Al-Hussami (2008) urges nursing

leaders to be attentive to the factors that can potentially affect the job satisfaction or work commitment of employees.

Further, Pearson et al (2007) conducted a review of 44 papers to investigate the best evidence on nursing leadership attributes which promote nursing leadership and a working environment that can sustain changes in a university higher education environment. The synthesis of the outcomes of the analysed papers demonstrated that leaders who had transformational leadership behaviours such as unit effectiveness, extra effort from staff, staff job satisfaction and a positive organizational culture had the greatest positive outcomes on both staff and organizations. Leaders who had more knowledge, encourage and facilitate staff development, maintain good communication and involve staff in decision making were able to maintain a healthy working environment.

Similarly, Chen et al. (2005) surveyed 18 of Taiwan's higher education nursing schools with a minimum of 20 full-time faculty members. They found that the transformational leadership factor (idealized consideration), and the transactional leadership factor (contingent reward), were significant positive predictors of faculty job satisfaction. However, this is a complex relationship. Chen & Baron (2006), in another study involving 244 nursing school faculty members, found that nursing faculty members were moderately satisfied with their jobs but felt that the heavy workloads, as opposed to the leadership styles of the directors, were possible reasons for dissatisfaction with their jobs. The results also indicated that Taiwanese nursing directors were more transformational than transactional or laissez-faire as leaders.

Chung et al. (2010) also identified and compared predictors of job satisfaction between instructional and clinical faculty members at the University of Michigan Medical School. The survey related to departmental organization, research, clinical and teaching support, compensation, mentorship, and promotion. There was no significant difference in overall satisfaction between the two faculty groups. Moreover, of the aforementioned predictors, autonomy, meeting career expectations, work-life balance, and departmental leadership were significant predictors of job satisfaction for both groups.

Several studies have found a link between full range leadership and job satisfaction. However, there is a further dimension to consider here regarding the impact of leadership, on job satisfaction and therefore on organizational performance. Researchers have sought to identify which leadership style can be linked to positive outcomes such as job satisfaction, follower motivation, and organizational performance. There is a huge body of existing literature on the relationship between these three dimensions. Wang et al. (2011) argue that transformational leadership had a positive impact at personal, team, and organizational levels, with the strongest boost to performance occurring at the team level. They also clarify that contingent rewards factor of transactional leadership better predicted individual task performance, while transformational leadership predicted better the overall contextual performance. Lee & Wei (2007) found that transformational leadership had a positive influence on major aspects such as follower effectiveness, satisfaction, extra effort and organizational commitment. Contingent reward had a positive influence on effectiveness, whereas management-by-exception leadership had a negative influence on satisfaction. For the laissez faire leadership style, the influence was negative on both staff effectiveness and satisfaction. These findings are consistent with Judge & Piccolo's (2004) meta-analysis of 626 correlations from 87 sources relating transformational, transactional, and laissez-faire leadership characteristics to job satisfaction, follower motivation, and organizational performance. The overall results reveal that transformational leadership and the contingent reward factor have relatively high levels of validity. These findings support a link between effective leadership factors (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, contingent reward) and all of the aforementioned dimensions.

Understanding the cultural dimensions of different cultures provides important information for leaders on what type of leadership behaviours will be more appropriate for and adaptable to his/her organization. Dickson et al. (2003) argue that understanding the effects of culture on leadership can help in clarifying the most appropriate and effective leadership behaviours in some societies and those that are inappropriate and ineffective in others. In this section, a review of the relationship between cultural dimensions and leadership in nursing institutes in Oman is carried out, with the focus primarily on the dimensions developed by Hofstede as these have been studied most extensively to date.

In their discussion of the GLOBE studies, House et al. (2004) argue that in order to understand people's ideas about leadership, one must appreciate how these ideas are embedded in original sociocultural systems and institutions. The inevitable differences between cultures in terms of the values, attitudes and behaviours of individuals affect how leaders act in organizations (Hofstede and Hofstede, 2005). Many theories and models that have influenced the current leadership strategies can be applied to the educational setting. Mujtaba et al. (2009) argue that values drive most people's behaviours and these values are influenced by culture. Hence, leaders should be aware of the importance of cultural context in each country as well as its relationship to the work environment and therefore job satisfaction.

So, what are the implications of culture on leadership in Omani organizations? Oman is part of the Arab world and Middle East country group and these countries tend to be high power distance contexts and collectivistic. In Oman, employees accept unequal distribution of power and, thus, leaders are expected and required to make decisions and direct others about what needs to be done. However, as Jogulu (2010) argues, it is expected that leadership styles in high power distance cultures such as Oman show tolerance, respect for age, and clear rules that are acceptable to all. Due to their high uncertainty avoidance Omanis like stability, loyalty, and some form of long-term guarantee. Furthermore, as is true in most Arab countries, Omanis prefer career stability and are often cautious of divergent behaviours and ideas which are not the norm in their society (Al-Twajiri & Al-Muhaiza 1996). As can be seen from its low masculinity scores Oman is highly feminine and Mujtaba et al. (2009) argue that this could be partially due to the important role of women in the workplace. Thus, Omanis take care of their employees and in return, expect them to be loyal and truthful. Due to their high-context culture, Omanis lean more toward collective success while providing some independence for innovation (Mujtaba et al. 2009). Similarly, Jogulu (2010) argues that leaders in collectivist cultures consider leadership effectiveness as a long-term goal resulting from subordinate loyalty, extra effort and satisfaction with the leader. Furthermore, when involved in leadership activities, those in collectivist cultures rank the needs of the group, family and overall community first. Therefore, due to values of mutual obligation, leaders are expected to give followers protection and direction in exchange for loyalty and commitment (Jogulu 2010). In addition, as work contexts are ethnically diverse and, to an extent, multicultural, (Al-

Twaijri & Al-Muhaiza 1996; Neal et al. 2005; Mujtaba et al. 2009) Omani organizational culture is potentially more participative and consultative, bringing it closer to Western approaches. Similarly, Neal et al. (2005) argue that since the leader in the Omani culture is highly admired, charismatic values also seem to be strong.

Can transformational-transactional leadership styles be adopted in Oman? The Hofstede and GLOBE studies classified the Middle East cluster as leaning more towards the collectivism than individualism dimension. It has been found through research on different cultures, particularly in Middle East collectivist cultures, that some of the main key concepts of transformational leadership such as the collective organizational goals and the sharing of a common workplace mission are appropriate in such cultures (Jung & Avolio, 1999; Dickson et al. 2003; Jogulu 2010). Similarly, Pillai & Meindl (1998) conducted a study on the effects of environmental or contextual variables and the charismatic leadership effectiveness. The results show that a collective culture was positively related to the level of charismatic leadership, which in turn was positively related to supervisory ratings of work unit performance, job satisfaction, satisfaction with the leader, and leader effectiveness.

In the context of Oman, a study of leadership in Omani culture by Neal et al. (2005) found that Omani leadership values are based on a combination of charismatic, interactive, and rational legal authority. This suggests that Oman is closer to Western-style participative leadership than is often assumed. Similarly, Dhyani et al. (2015) conducted a study to find which leadership styles (transformational or distributive) would be most effective for higher educational institutions in dealing with students and faculties in the cross-cultural context in Oman. Data were collected from 30 heads and departmental heads of 12 colleges. They conclude that the transformational leadership style can work better in the cross-cultural context in higher educational institutions in Oman, whereas distributed leadership together with the strategic change would be better adapted in the future. Furthermore, Albulushi & Hussain (2008) claim that since senior and middle managers at Majan College in Oman began using transformational leadership, the internal communications and co-operation among employees improved, disagreements and complaints at the college fell , and there was an increase in the number of staff carrying out research, as well as in the quality of the research they created.

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Looking at the above discussion, a few facts can be identified. Although Oman is a high power distance and a strong uncertainty avoidance culture, it is a multicultural collective society. A few studies have shown that transformational-transactional leadership styles can be adopted in Omani culture (Al-Twajjri & Al-Muhaiza 1996; Neal et al. 2005; Albulushi & Hussain 2008; Mujtaba et al. 2009). Furthermore, although effective and desired leadership behaviours vary across cultures, there are almost universal effective leadership behaviours. Kabasakal & Dastmalchian (2001) argue that attributes of an effective leader in the Middle Eastern societies carry many universal characteristics as well as some unique culture-specific attributes. Dorfman et al (2004) argue that good leaders are those who combine both universal and specific characteristics to cultural leadership behaviours in order to manage the current and future organizational challenges. Thus, transformational leadership might be adopted successfully in nursing education.

The literature review has helped to construct an overall theoretical foundation for the study's core concepts and aimed to determine the impact of leadership styles of nursing deans on the level of faculty members' satisfaction. Furthermore, the understanding of the main aspects helps shape the major concepts of the data collection process that is best suited the study's purpose and research questions. The following chapter describes and justifies the methodology used to carry out this present research.

Chapter Four: Methodology

The previous two chapters of literature review have examined some of the key areas underpinning this study: the Omani educational context, nursing education and the concept of leadership and job satisfaction. The next issue to consider is how the study was designed and conducted. This chapter explains the research method, research design, population and sample in the study. It further describes the instruments used, procedures that were adopted in undertaking the study and the methods that were used for analysing the collected data.

4.1. Aims and research questions

Based on the discussion in Chapters Two and Three, it is clear that nursing education in Oman is going through a critical period. The role of the nursing dean is crucial in sustaining the enthusiasm and hard work of nursing educators. The new requirements of quality assurance, the accreditation, and the upgrading to Bachelor's degree at the same time, in addition to the teaching and clinical workload contributed to nursing faculty members' stress and the need for further development and support. Thus, the leadership of the nursing dean plays a major role in maintaining the satisfaction level of nursing faculty members in this difficult time. Thus, it is clear that leadership in nursing faculties in Oman is experiencing great change and increased expectations in terms of quality. Moreover, the readiness of the deans to address these challenges is significant; therefore, development and preparation of deans are also important issues.

The main purposes of this study are:

1. To identify the level of satisfaction of nursing faculty members in Oman,
2. To establish the leadership styles used by the deans of Sultanate of Oman nursing education institutions,
3. To identify the impact of leadership styles on job satisfaction,
4. To consider ways of enhancing job satisfaction of faculty members as a means of organizational improvement, and
5. To identify areas for development in the preparation and on-going support of nursing deans.

In order to undertake the examination of these issues, the following research questions were used:

1. What is the level of satisfaction of nursing faculty members in Oman?
2. What leadership styles are used most often by deans in nursing education institutions in the Sultanate of Oman?
3. What is the impact of various leadership styles on the job satisfaction of faculty members of Sultanate of Oman nursing education institutions?
4. What strategies can improve the job satisfaction of faculty members?
5. Are the deans of nursing institutes in Oman prepared for deanship?

4.2. The origins of the study

According to Wong & Heng (2009), 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, but few of these studies focused on the relationship in the context of higher education. In Oman, there is no study across any governmental nursing institute that looks on the role of leadership and its importance to staff job satisfaction. This in turn will reflect on staff and therefore on organizational performance. In addition, there is little research on the types of leadership, specifically in higher education, that may support the improvement of staff capabilities assuming that this, in turn, will help to improve students' learning processes. The results of the current study may help organizational leaders and faculty members to develop strategies that will help them to determine their weaknesses and strengths and to develop appropriate strategies to overcome any deficiencies. By doing so, the research itself becomes part of the self-evaluation and review process that is integral to the current OAAA accreditation standards.

4.3. Locale of the Study

This study was conducted in nine Ministry of Health basic nursing institutes in Oman. These institutes are dispersed in different governorates in Oman, covering every region. The graduates of these institutes are taking the first step to becoming nursing staff in the

Ministry of Health and they will work in health care agencies in the same region they graduate from. The Oman Nursing Institute is the main institute in the capital, Muscat, which covers the city’s needs as well as contributing across Oman, as the graduate output from some of the institutes of nursing in different governorates is not sufficient. Other nursing institutes cover the demand of their governorates, as shown in table 4.1.

Table 4.1 Distribution of nursing institutes according to Sultanate of Oman governorate

Governorate	Name of the institute
North Batinah	Sohar Nursing Institute North Batinah Nursing Institute
South Batinah	Rustaq Nursing Institute
Al-Dakhalyia	Al-Dakhalyia Nursing Institute
Al-Sharqia	Sur Nursing Institute Ibra Nursing Institute
Dofar and Al-Wasta	Salalah Nursing Institute
Al-Daherah	Al-Dahera Nursing Institute

4.4. Methodological consideration

The philosophical base underpinning the methods and design of this study comes from both positivist and interpretivist paradigms. A positivist approach is concerned with exploring social reality by observation and experiment (Cohen et al. 2011). Henning et al. (2004, p. 17) argue that “positivism is concerned with uncovering truth and presenting it by empirical means”. On the other hand, an interpretive paradigm assumes that knowledge

and meaning are acts of interpretation, and believe that the reality consists of people's subjective experiences of the external world (Cohen et al. 2011).

This study adopts an empirical approach which combines a positivist stance - by using opinion surveys with large samples and an interpretivist stance by seeking to probe experiences through semi-structured interviews. The adoption of these two paradigms was driven by the research questions, as both quantitative and qualitative data are needed to answer them. The purposes of the study also guide the selection of research design and methods (mixed methods). As Cohen et al (2011) argue, mixed methods work beyond quantitative and qualitative exclusivity and the 'pragmatist paradigm' integrates both positivist and interpretivist approaches to meet the purposes of the research and answer research questions fully.

It is vital to set the research design and method. De Vaus(2001) argues that careful thinking and planning about the best design, sample and data analysis required to address the study's research questions are crucial. Without attending to these design issues beforehand, the overall research problem will not be adequately addressed and any conclusions drawn may be weak and unconvincing. Consequently, the overall validity of the study will be undermined.

4.5. Research Design

Parahoo (2006, p 183) describes a research design as "a plan that describes how, when, and where data are to be collected and analysed". Further, Burns & Grove (2007) define it as a "blueprint for the conduct of a study that maximizes control over factors that could interfere with the study's desired outcome" (p, 38). However, before making the choice of design and method, the researcher must understand the purpose of the research and then the objectives of the research design in supporting the study (Parahoo 2006). The only clear rule in selecting a design is that the question dictates the design.

There are different types of research: quantitative, qualitative and mixed method. To deepen the discussion about the design, an overview of quantitative, qualitative and then mixed-method is provided.

Qualitative research uses a naturalistic (interpretive) approach that tries to comprehend an experiences in context-specific settings (Golafshani 2003). Holloway & Wheeler (2013 p. 3) define qualitative research as “a form of social inquiry that focuses on the way people make sense of their experiences and the world in which they live”. Saini & Shlonsky (2012 p. 306) provide more elaborate complex definition of qualitative research as “a complex family of research methods with numerous investigators now exploring the various methods and designs appropriate for addressing questions germane to social work research”. Qualitative research methods include ethnography, historical research, and case study (Picciano 2004). Salomon (1991) proposes some measures to improve the qualitative research validity and rigour including, for example, the need for some means of validation, for some standards of quality, and for some means of facilitating generalisability. For this study, after the data were collected, the researcher asked two participants to cross-check and validate their responses. The researcher also used data triangulation, which is considered by Golafshani (2003) as an indication of validity and trustworthiness in qualitative research.

In contrast, quantitative research (positivism) utilises experimental methods and quantitative procedures to test hypothetical generalisations (Golafshani 2003). Picciano (2004, p.51) defines quantitative research as relying on “the collection of numerical data which are then subjected to analysis using statistical routines”. Quantitative research methods include descriptive studies, correlational research, causal comparative research, and experimental studies (Parahoo 2006). In quantitative research (1) the emphasis is on facts, (2) the data are in the form of numbers that can be computed, (3) the mathematical procedures are the pattern for analysing the numerical data and (4) the final result is expressed in statistical terminologies (Picciano 2004).

Having discussed some of the basic theoretical assumptions of the quantitative and qualitative designs, we are better able to build the arguments for combining both methods in a single study, which is called mixed-method design. Johnson & Onwuegbuzie (2004) define mixed methods as “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study” (p. 17). According to Creswell (2009) the use of mixed methods research can offer stronger evidence for studying a research problem than can

either quantitative or qualitative research alone. Sale et al. (2002) argue that quantitative and qualitative methods can be combined in one study because: (1) they share the goal of understanding the world in which we live to understand and improve the human condition, (2) both share the principles of “theory-ladenness” of facts and inadequacy of knowledge, (3) combining research methods is helpful for some studies which demand the use of both qualitative and quantitative methods. In addition, Denzin (1970), the researcher can combine two sources of data to study the same phenomenon to cross-validate and obtain more comprehensive understanding of it. Similarly, Morgan (1998) argues that the strengths of one method enriches and complements the other method.

The mixed method design has six strategies which are subdivided into two categories: sequential (explanatory, exploratory, transformative) and concurrent (triangulation, embedded, transformative) (Creswell 2009). The decision about which type is most appropriate for any study depends on four aspects of the research: the timing of the qualitative and quantitative data collections (sequential or concurrent), the weight or priority given to each type of research in a particular study, how the collected qualitative and quantitative data are combined, and finally, the theoretical perspective of the study (Creswell 2009).

After completing the literature review and deciding on the most appropriate instruments to support the purpose of the study, the most appropriate research design for this study is considered to be mixed methods research (incorporating both qualitative and quantitative data collection). This study comprised a closed questionnaire using a scale (more details later) and semi-structured interview to improve the validity of the results. This study adopted a mixed method design for a number of reasons. The researcher was trying to examine both deans’ and faculty members’ perceptions of the same concepts: faculty job satisfaction and the leadership styles of nursing deans. To obtain robust results, the researcher used a questionnaire for faculty members and interviews for the nursing deans to determine their perceptions. Hutchinson & Jackson (2013) argue that leaders always view themselves having transformational characteristics, so studies should not focus only on leaders’ self-reporting of their leadership characteristics. Further, Harms & Crede (2010) argue that leadership is best measured from the viewpoint of followers in order to gain a complete understanding about leadership styles. In addition, the answers to some

questions required the use of quantitative approach for example, the relationship between leadership styles and the level of job satisfaction. Furthermore, two questions on strategies to improve the satisfaction level of faculty members and the readiness of nursing deans for the deanship role, need the exploration of deans' views.

Furthermore, concurrent triangulation through the mixed method model was chosen to compare and strengthen the results of this study. Concurrent triangulation is the most popular of the six mixed methods designs (Creswell 2009; Parahoo 2006). According to Tashakkori & Teddlie (2010), the triangulation strategy offers greater confidence in the conclusions drawn. Furthermore, Creswell (2009) called the concurrent triangulation design a convergent parallel mixed method design in which both (quantitative and qualitative) are conducted at the same time and analysed separately; then the findings are compared to determine if there is a convergence, difference, or a combination of both convergence and difference for some opinions. Further, according to Hussein (2009), triangulation is a process of using different methods to assess the same fact to move towards convergence and to improve the validity and credibility of findings by enhancing both internal consistency and generalisability.

Triangulation could be utilised in four ways: data triangulation, researcher triangulation, theory triangulation, and methodological triangulation (Boswell & Cannon, 2007). In this study, both methodological and data triangulation were used since both quantitative and qualitative methods were used for data collection and the data were compared at the same time (See Figure 4.1). This method gives the researcher a chance to understand all the dimensions of any phenomena and to categorise the related factors that could be used to explain phenomena (Boswell & Cannon 2007). Subsequently, the review of the literature, together with the data gathered from the quantitative survey and the qualitative interviews, serves as the foundation for a triangulation to determine if the available data yield similar or dissimilar results.

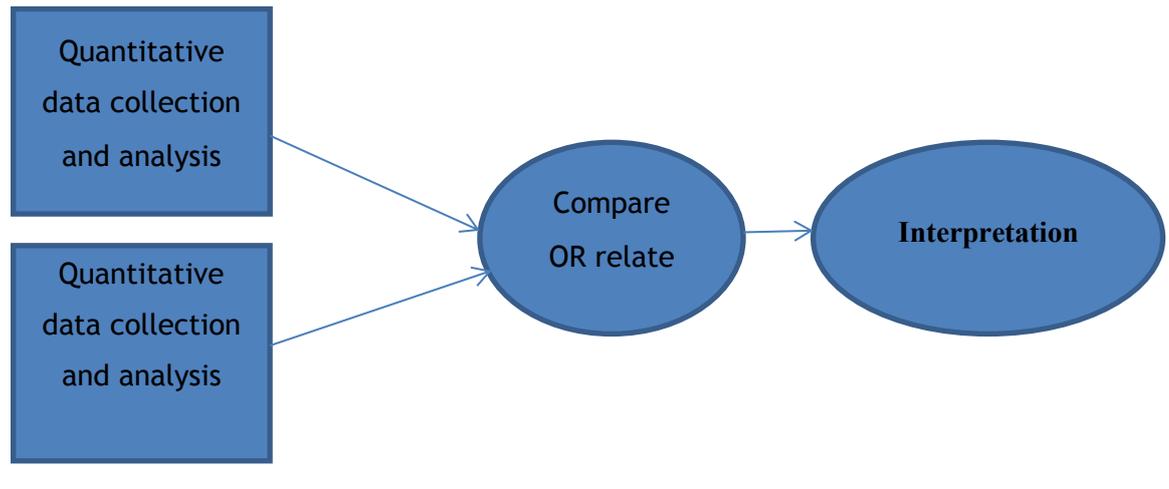


Figure 4.1 Mixed method design (Creswell 2009)

Parahoo (2006) defines a population as “the total number of units from which data can potentially be collected” (p.256), whereas a sample is “a subset of the target population” (p. 258). This study focuses on gathering information about the impact of leadership styles on one aspect of organizational effectiveness, “staff satisfaction”, in the nursing institutes in Oman. In this study, the target population is all deans and nursing faculty members working in nursing education organizations in Oman. The sample consisted of deans and faculty members teaching any nursing courses in basic nursing institutes. However, this study is limited to Ministry of Health nursing education institutes and more specifically to basic nursing institutes, and not to other programs under the Ministry of Health such as the Oman Specialized Nursing Institute, the Institute of Health Science, the Oman Health Information Management Institute and the Pharmacy Institute. Faculty members who are teaching in basic nursing programs in Sultan Qaboos University and other private universities were omitted. There are nine basic nursing institutes, one in the capital, Muscat, and eight dispersed all over Oman. According to statistics obtained from the DGET, a total of nine deans and 168 faculty members with a mix of Omanis and Expatriates were requested to participate in this study. As illustrated in Table 1, the study was conducted in all nine institutes, the main capital nursing institute (Oman Nursing Institute) and eight others (North Batinah NI, Sohar N I, Rustaq NI, Ibra NI, Salalah NI, Al-Dahirah NI, Sur NI, and AL-Dakhlyia NI).

4.6. Sampling design

A non-probability sampling design was used in this study; specifically, purposive sampling. Non-probability sampling is a sampling technique where not every subject in the population has a chance of being selected (Parahoo 2006). Purposive sampling is described as a “random selection of sampling units within the segment of the population with the most information on the characteristic of interest” (Guarte & Barrios 2006, p. 277). According to Parahoo (2006), purposive sampling is chosen by the researcher to identify the best people available to give information on the research questions. However, Topp et al. (2004) state that any research methodology utilising non-random sampling requires attention when evaluating the external validity of the results. Tongco (2007) argues that the fundamental bias of the purposive sampling adds to its effectiveness, and the method remains robust even when examined against random probability sampling. Furthermore, Parahoo (2006) claims that purposive sampling is a good choice for a study investigating the leadership styles of managers.

There are two sub-samples in this study: nursing faculty members and nursing deans. The sample has been purposefully chosen to include the deans and academic faculty members of each of these Ministry of Health Nursing Institutes. Ministry of Health nursing institutes have been chosen for this study as they have the same administrative and academic policies, regulations and systems; this will help to provide comparable data and therefore enhance the reliability and validity of the results. Further, this study considers leadership behaviour (influence others and create visions for change), not management behaviour (accomplishing activities and mastering routines), and this is why academic staff and not all staff of the institutes were used as participants in this study. Academic staff are those who will have to address the changes to curriculum, degree level and quality assurance. Moreover, leadership behaviour is affected by several factors, so it is appropriate to include deans who have similar duties and expectations in terms of their role of nursing dean to reduce the effects of external factors. In order to obtain the best result, all deans and faculty members of the nine Ministry of Health nursing institutes were invited to participate in this study. To have a fair judgement, some experience of working within a

specific organization is essential; thus all deans and faculty members who participated in the study had completed at least one year in their institutes.

4.7. Questionnaires for members of the faculty of nursing

In order to obtain appropriate data to answer some of the study questions, a questionnaire (quantitative method) was used. A questionnaire is “a data collection tool completed by a participant with the intent of a researcher to discover what the individual thinks about a specific item” (Boswell & Cannon 2007, p. 191). Some researchers argue that a questionnaire has four main advantages over interview: it can generate large sample at low cost with participant anonymity and with no interviewer bias (Polit & Beck 2004; Burns & Grove 2007; Boswell & Cannon 2007). Questionnaires are used as a quantitative data collection tool for the current study because they have the ability to reach a large, diverse number of faculty members in different nursing institutes in different cities. Further, because of the sensitivity of the dean-faculty relationship, the use of a questionnaire could provide a greater sense of anonymity, so faculty members will be encouraged to express their perceptions and views honestly without being afraid that their opinion may affect their job (Cohen et al 2011). In comparison with an interview, Parahoo (2006) argues that using questionnaires removes the interviewer bias effects on participants.

On the other hand, Cohen et al (2011) state that there are disadvantages to questionnaires; for example, the same question can have different meanings for different people and questionnaires can be a problem for people with limited reading ability. In addition, one main problem with a questionnaire is a potentially low response rate and participants being unable to ask for clarification if they do not understand any question (Parahoo 2006 & Cohen et al 2011). In order to overcome these disadvantages, the researcher distributed all the questionnaires and was there if any clarification was needed (further details in the section on the conduct of the study).

There are two main types of questionnaire: those with close-ended questionnaires and those with open-ended questionnaires. According to Cohen et al (2011), there are several kinds of question including, for example, dichotomous questions; multiple choice

questions; rating scales; constant sum questions; ratio data and open-ended questions. Close-ended questionnaires prescribe the range of responses from which the respondent may choose questions (dichotomous, multiple choice, constant sum and rating scales) are quick to complete and straightforward to code. However, as Cohen et al (2011) argue, close-ended questionnaire questions do not allow participants to add any explanation. In contrast, Cohen et al (2011) suggest that open-ended questions are flexible, less structured and allow more freedom in giving answers to questions and are useful when the answers are unknown or the questionnaire is exploratory or if there are so many categories of response that a close-ended question would contain an extremely long list of options.

In this study, both Multiple-Factor Leadership Questionnaire and Minnesota Satisfaction Questionnaire are close-ended Likert scale rating questionnaires. Matell & Jacoby (1971) state that the Likert scale is widely used in the social sciences, both as a research tool and in practical applications and provides the direction (by 'agree/disagree') and intensity (by 'strongly' or otherwise) of the attitudes of an individual. Gliem & Gliem (2003) further add that it is not only the social sciences field that commonly uses a Likert scale but also marketing, medicine, and business, relative to attitudes, emotions, opinions, personalities, and descriptions of people's environment. Cohen et al (2011) suggest that if the purpose of the study is to identify the relationship of the independent variable (leadership style) on the dependent variable (job satisfaction) a scale questionnaire should be used to be able to perform regression tests to analyse data effectively.

Data collection measurements

Reliability and validity are key issues when determining the trustworthiness of a study. Validity concerns how well the instrument measures what it says it measures "abstract concept", while reliability concerns the stability or consistency of measurement conducted using the test instrument (Boswell & Cannon, 2007). Validity and reliability cannot be separated from each other. If the instrument does not have acceptable reliability, then its validity is debatable and vice versa (Burns & Grove 2011). Both the Multifactor Leadership and Minnesota Satisfaction questionnaires have been proven to be valid and reliable instruments in several studies, as illustrated in the following sections. In addition, both questionnaires contain statements that will enable both deans and staff to identify the

current level of work satisfaction in general, with a specific focus on the leadership style of the deans. The MLQ was used as the basis of the interviews of the nursing deans. Van Knippenberg & Sitkin (2013) propose a connection between the transformational leadership model (measured by MLQ) and intrinsic and extrinsic satisfaction (measured by MSQ); transactional leadership behaviours emphasis on extrinsic motivation through rewards and the transformational leadership behaviours emphasis the intrinsic motivation aspects. This indicates that the MLQ and MSQ are well matched, as transformational leadership items represent the intrinsic satisfaction items in MSQ, whereas the transactional leadership items correspond to the extrinsic satisfaction items. The study instruments are discussed in detail in the following sections.

4.7.1. Multifactor Leadership Questionnaire (MLQ)

The Multifactor Leadership Questionnaire (MLQ) was designed by Avolio and Bass to measure the factors and behaviours of the transformational leadership model that is the theoretical framework for this study. The MLQ was used because it has acquired a reputation as the primary quantitative instrument to measure leadership styles. Muenjohn & Armstrong (2008) claim that most research on transformational leadership involved the use of the MLQ to measure various aspects of transformational-transactional leadership. Based on Burns' work (1978), as mentioned in Chapter Three, Bass & Avolio (1997) propose three major leadership behaviours, transformational leadership, transactional leadership, and laissez-faire leadership behaviours respectively. Avolio & Bass (2004) recommend that the MLQ should be used for individual, group, and organizational assessment, feedback, and development. Avolio et al. (1999) and Antonakis et al. (2003) state that the instrument has been widely used in research studies, journals, dissertations, book chapters, conference papers, and technical reports, and also in a variety of organizational settings such as manufacturing, the military, educational or religious institutions as well as private and public organizations.

The MLQ (5X) contained 45 items representing nine conceptually distinct leadership factors and three leadership outcomes:

- Five scales were identified as characteristic of transformational leadership (Idealized influence attributed and behaviour, Inspirational motivation, Individual consideration, and Intellectual stimulation).
- Two scales were defined as characteristic of transactional leadership (Contingent reward and Management-by exception-active).
- Two scales were described as non-leadership (Management-by-exception-passive and Laissez-faire).
- Three scales were defined for outcomes of leadership (Extra Efforts, Effectiveness, and Satisfaction with Leadership).

The MLQ has been reviewed several times by many scholars (Antonakis et al, 2003; Avolio & Bass, 2004; Bass et al. 2003 Judge & Piccolo 2004). Özaralli (2003) states that MLQ “is considered the best validated measure of transformational and transactional leadership” (p. 338). Jones & Rudd (2008) add that the MLQ “has been repeatedly validated by leadership experts” (p. 90). Antonakis et al. (2003) examined the validity of the measurement model and factor structure of Bass and Avolio’s Multifactor Leadership Questionnaire (MLQ) (Form 5X). Their results revealed that the current version of the MLQ (Form 5X) is a valid and reliable instrument to measure the full range theory of leadership. Furthermore, Muenjohn & Armstrong (2008) examined the structural validity of the MLQ. Three models; one general factor model (global leadership), a three-correlated-factor model (transformational, transactional, and non-leadership, a nine-correlated-factor model (full range leadership model) were tested by Confirmatory Factor Analysis (CFA) using the multi-data source of 138 cases obtained from combining the data from two separate samples (N 47 and N 91). The results revealed that use of the MLQ 5X version to measure the Full Leadership Model (a nine-correlated leadership model) could be most appropriate and would adequately capture the factor constructs of transformational transactional leadership.

The latest evaluation of the MLQ 5X conducted in 1999 by Avolio and Bass (2004) included a large sample of 1,394 following list-wise deletion from an original sample size of 2154. The test confirmed both the validity and the reliability of the MLQ 5X (Avolio & Bass 2004). The validity of the MLQ was confirmed in that the six-factor model represented in the MLQ 5X was found to be the best fit when compared to alternative models ranging from one- to nine-factor models (Avolio & Bass, 2004). Judge & Piccolo (2004) conducted a comprehensive literature review and concluded that the validity of the full range of transformational, transactional, and laissez-faire leadership models is generalised over longitudinal and multisource designs. In this study, to examine the internal consistency of the administered questionnaire; Cronbach’s alpha reliability coefficient was used. Kottner & Streiner (2010 p 926) define internal consistency of an instrument as “the degree to which all the items of a test or instrument measure the same attribute or dimension”. A measurement commonly used to determine internal consistency is Cronbach’s alpha coefficient (α) and range from 0.0 to 1.0 with a score of .70 will be acceptable (Adamson & Prion 2013). The tool demonstrated high internal consistency as the overall leadership behaviour reliability was 0.866. The following table presents mean, alpha coefficient for the overall questionnaire.

Table 4.2 Cronbach’s alpha reliability coefficient of the MLQ

Multifactor Leadership questionnaire	No of items	Mean	Cronbach’s alpha
Total	45	2.319	.866

4.7.2. Minnesota Satisfaction Questionnaire (MSQ)

Feather (2015) argues that the literature over the past 25 years shows a lack of consistency in terms of job satisfaction measurement instruments and there is therefore a need for further research and data collection. An educational researcher can use various research techniques and instruments to measure faculty members’ job satisfaction. Fields (2002) outlines the most common measures of job satisfaction: Job Descriptive Index (JDI), Job Diagnostic Survey, Job Satisfaction Survey, Job Satisfaction Index, and Minnesota Satisfaction Questionnaire.

After reviewing the previous various tools to measure job satisfaction, the Minnesota Satisfaction Questionnaire was used in this study to measure the level of satisfaction of nursing institutes' faculty members for a number of reasons. The Minnesota Satisfaction Questionnaire is an instrument commonly used to measure job satisfaction (Hirschfeld 2000; Aziri 2011; Feather 2015). The Minnesota Satisfaction Questionnaire was chosen for this study because of its comprehensiveness. The questionnaire includes a wide range of aspects that affect satisfaction level and to some extent these aspects are linked to leadership behaviours. Hirschfeld (2000) argues that the Minnesota Satisfaction Questionnaire measures multidimensional factors. Saari & Judge (2004) Coomber & Barriball (2007) argue that by measuring factors of job satisfaction, organizations can attain a complete picture about their particular strengths and weaknesses associated with employee job satisfaction. Another important reason is that the Minnesota Satisfaction Questionnaire has been shown to be correlated with work modification outcomes (Eggerth 2004; Welbourne et al. 2007), which means that it is an effective measure of job satisfaction when the organization is going through work adjustment as it is currently happening in the nursing education in Oman. Further, in addition to identifying the satisfaction level, Chen et al. (2006) argue that the ultimate goal when utilising any job satisfaction tool or instrument is to establish a plan for improvement. To be able to develop this plan, detailed questionnaires such as the Minnesota Satisfaction Questionnaire need to be utilised. the questionnaire helps distinguish between strategies to address emerging issues, for example if the faculty member is dissatisfied with one of the intrinsic items then the intervention is different from a strategy identified to address issues related to the dissatisfaction of the faculty members with one of the extrinsic items.

The MSQ was one of the outputs from the "Work Adjustment Project" at the University of Minnesota (Weiss et al. 1967). The MSQ is one of the most widely used instruments in the measurement of job satisfaction in different types of schools (Weiss et al. 1967). Rothmann & Buitendach (2009) and Spagnoli et al. (2012) further add that the MSQ is a popular tool for measuring job satisfaction in organizations such as service firms, packing organizations, and mining organizations. There are two main methods to measure job satisfaction: the overall approach and the specific aspects approach. The MSQ can be used for most jobs that measure specific work facets (Spagnoli et al. 2012). Hirschfeld (2000)

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argues that another advantage of multidimensional measures of job satisfaction is the interaction among the various facets, which provides a deeper understanding of the subject.

The short form of the MSQ is used to measure scales from the long form MSQ (Weiss et al. 1967, p 8, 9). The long form MSQ consists of 100 questions that measure job satisfaction, making up the 20 scales, as shown in table 2. This questionnaire contains 20 questions that measure two constructs: intrinsic and extrinsic satisfaction. The MSQ “short form” includes only 20 of the 100 original items that make up 20 subscales assessing satisfaction. The short form is more practical and those 20 items best represent each of the 20 original subscales (Ahmadi & Alireza 2007). Items are rated on a 5-point Likert scale (1 Very Satisfied; 2. Satisfied; 3."N" (Neither Satisfied nor Dissatisfied; 4. Dissatisfied; 5. Very Dissatisfied). Intrinsic satisfaction consists of 14 items, whereas extrinsic satisfaction consists of 6 items.

Table 4.3 MSQ items (Weiss et al. 1967, p 1&2)

MSQ scale items	Items on the short form used to measure the scales
Ability utilization	The chance to do something that makes use of my abilities
Achievement	The feeling of accomplishment I get from the job
Activity	Being able to keep busy all the time
Advancement	The chances for advancement in this job
Authority	The chance to tell other people what to do
Company policies and practices	The way company policies are put into practice My pay and the amount of work I do
Compensation	The way my co-workers get along with each other
Co-workers	The chance to try my own method of doing the job
Creativity	The chance to work alone on the job
Independence	Being able to do things that don't go against my conscience
Moral values	The praise I get for doing a good job.
Recognition	The freedom to use my own judgment
Responsibility	The way my job provides for steady employment
Security	The chance to do things for other people
Social service	The chance to be "somebody" in the community
Social status	The competence of my supervisor in making decisions
Supervision, technical	The way my boss handles his/her workers
Supervision, human relations	The chance to do different things from time to time The working conditions
Variety	
Working conditions	

The validity and reliability of the MSQ Short form were core concepts for this study. Hoyt (1941 p153) claims that Hoyt reliability coefficients is an effective test to determine the reliability of any tool and defined as “a formula for estimating the reliability of a test based on the analysis of variance theory”. Marshall (1976) claims that coefficients determine tool reliability by assessing the consistency of repeated use of the test on a single individual or group of individuals. Weiss et al. (1967), argue that the MSQ is a good research tool as the reliability of the tool dimensions was high and for the intrinsic satisfaction items, the Hoyt

reliability coefficients ranged from .84 to .91. For extrinsic items, the coefficients ranged from .77 to .82. In the general satisfaction scale, the coefficient ranged from .87 to .92.

Furthermore, Eyupoglu & Saner (2009) state that the validity and reliability of the MSQ have been proven since it has been in use. Similarly, Weiss et al (1967) state that since the MSQ short form is derived from the long form items; validity of the short form could be concluded from the validity of the long form. The tool demonstrated high internal consistency as the overall satisfaction reliability was 0.931. A measurement commonly used to determine internal consistency is Cronbach’s alpha coefficient (α) and a range from 0.0 to 1.0 with a score of .70 is acceptable (Adamson & Prion 2013). As shown in table 4.4, all the alpha coefficients are above .70. Item responses under intrinsic and extrinsic constructs are summed or averaged to create a total score mean – the lower the score, the lower the level of job satisfaction. The following table presents mean, standard deviation and alpha coefficients:

Table 4.4 Reliability of intrinsic, extrinsic and overall satisfaction constructs

Construct	Mean	S.D	A	N. Items
Intrinsic	2.06	0.627	0.900	14
Extrinsic	2.10	0.671	0.825	6
Overall	2.08	0.625	0.931	20

4.8. Structure of the overall questionnaire for members of the faculty of nursing

The faculty members’ questionnaire is divided into three sections namely, bio-data, the Minnesota Satisfaction questionnaire, and the Multifactor Leadership Questionnaire. Section A is designed to elicit information on the name of institution, gender of respondent, number of years in teaching, academic rank, and number of years of working with the current dean. Knowing the distribution of the demographic characteristics of the subjects can help to determine how close the sample replicates the population, and assess the impact of these factors on the results. Section B contains twenty (20) statements on

perceived areas of job satisfaction including leadership styles, interpersonal relations, pay, recognition, professional development and autonomy on a 5-point Likert scale weighted between 'very satisfied' to 'very dissatisfied'. Section C contains forty-five (45) statements on the deans' leadership style. It offers respondents an opportunity to express their views about statements that reflect transformational leadership practices of their deans on a 5-point Likert scale weighted between 'not at all' and 'frequently if not always'.

Interviews with deans

The qualitative data from nursing deans were gathered using an interview technique. Diccico-Bloom & Crabtree (2006) argue that the purpose of the interview is to contribute to the conceptual and theoretical body of knowledge and is built on the experiences of the interviewees. An interview can range from an unstructured conversation to semi-structured and highly-structured interviews (Dicicco-Bloom & Crabtree 2006; Hamill 2014). Interviews can be carried out face to face, over the telephone and Internet, or in a group setting (Cohen et al 2011).

Cohen et al (2011) and Parahoo (2006) list a number of advantages for using the interview which can be applied to this study. In the current study, in-depth information from deans is needed in order to correlate what they say about themselves and their leadership with the data obtained from faculty members. In addition the interview provides the researcher with the ability to probe for more information and clarification of answers. As the number of nursing deans is limited, the response of every dean is considered crucial for the results of the study, so by using an interview as the means of data collection, the response rate is likely to be high and the researcher can clarify any ambiguous questions. Finally, since all the questions are important for the study results, by using interviews, participants are less likely to give "don't know" responses. On the other hand, as Cohen et al (2011) state, the researcher needs to be aware that interviews require considerable expensive cost and time, are open to interviewer bias, it is difficult to maintain anonymity in them, and some participants may be hesitant to answer some questions.

There are three main types of interview: structured, unstructured and semi-structured. Wilson (2014 p 2) defines a structured interview as "a verbal questionnaire in which the

interaction is limited by a script and a fixed set of questions”. There are various reasons for using structured interviews, such as obtaining general information about demographics, behaviours, and relationships; measuring knowledge about a subject; collecting focused information about stakeholders and their attitudes toward a product or process; and gathering uniform data from a large sample of participants and organizations (Wilson 2014).

Another type of interview is the unstructured interview, which is more or less equivalent to a guided conversation and is usually conducted in combination with the collection of observational data (Dicicco-Bloom & Crabtree 2006). Dicicco-Bloom & Crabtree (2006) further claim that the unstructured interview is most widely used in the ethnographic tradition and data are gathered through participant observation and recording field notes.

The third type of interview, which is that used in this study, is the semi-structured interview. Hamill (2014) and Dicicco-Bloom & Crabtree (2006) claim that the semi-structured interview is the most commonly used interviewing technique for qualitative research. Wilson (2014) defines a semi-structured interview as “combination of predefined questions like those used in structured interviews with the open-ended exploration of an unstructured interview” (p 24). A semi-structured interview allows the collection of in-depth information, has high response rates, promotes clarity, and does not result in missing information (Pilot & Beck, 2004; Burns & Grove, 2007; Boswell & Cannon 2007; Cohen et al 2011). In addition, as Barriball & While (1994) mention, a semi-structured interview is very good for investigating the perceptions and opinions of respondents regarding complicated and sensitive questions.

The questions for the interviews with deans went through a scrutiny process. The questions were formulated based on a comprehensive review of the full range leadership theory literature to cover the all the theory factors and the main aspects of MLQ. The questions cover the aspects of transformational, transactional and laissez-faire leadership behaviours. The following categories were covered: Idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active), and laissez-faire. Several meetings were conducted with the supervisory team until the final questions draft was approved. Then, the questions were given to 3

national experts in research in Oman: the Rustaq dean, the Aldakhylia dean and the North Batinah Nursing Institute head of research committee. Modifications for deans' interview were undertaken based on their comments. Modifications were made by adding, deleting, changing or rearranging the question order.

The Dean's interview questions are divided into two sections:

- Section A: contains bio-data about age, gender, years of teaching, number of years as a dean in general, and number of years in the current position.
- Section B: contains main statements to determine specific leadership styles (transformational, transactional, and laissez-faire) and leadership outcomes.

The interview questions are attached in the appendix.

4.9. Pilot study

Pilot studies are important to help ensure that the research procedure will produce the results intended (Burns & Grove 2007). Cohen et al (2011) and Burns & Grove (2007) provide several reasons to emphasise the advantages and significance of conducting a pilot study before the main study. These include: to evaluate the feasibility of the study; detect any problem with the design; test and refine data collection questions and instruments; verify whether the sample is representative of the population; examine the time taken to complete the questionnaire; and check out the coding system for data analysis.

The pilot study was conducted to obtain feedback on the quality and clarity of instructions, if any question should be modified to fit the purpose of the study, to establish if the layout is clear and easy to follow, and to establish the time required to fill out the questionnaire. This enabled the researcher to make any necessary corrections prior to the main study. A pilot study was conducted in X Nursing Institute on 19/09/2013 after arranging with the dean for an appropriate time for the faculty members to provide feedback on the quality and clarity of instructions, if any question needs to be modified to fit the purpose of the study, the layout clearness and easiness to follow, and the time required to fill the questionnaire. These participants were not included in the actual study.

All faculty members (12) and the dean were invited to participate after a full explanation of the study purposes and instruments, but only 9 faculty members agreed to complete the questionnaire. They took around 30-35 minutes to do so. The dean was interviewed for about 30 minutes. Overall, both the dean and the faculty members gave positive comments on the wording of the questions in general but made some minor suggestion to improve the tools to better serve the purposes of the study. For example, in the demographic section, more data such as faculty members' qualifications (diploma, Bachelor's, Master's, PhD) were added, while in the academic ranking question, the "others" option was added, as some faculty members are still staff nurses. In the other hand, in dean's interview form, a question on "Previous background (teaching and deanship) before handling the current institute" was added. Some of the challenges I faced were the difficulty to gather all the staff together at one time and that some staff, although the confidentiality issue was explained clearly, were afraid to participate in the study thinking that their information would be revealed to their deans and affect their appraisal.

4.10. Conduct of study

After deciding on the best questionnaires to conduct for this study, both the Mind Garden organization and Dr. David J. Weiss (Director of Vocational Psychological Research, University of Minnesota) were contacted in early April 2013 to buy and obtain permission to use these questionnaires in my study. At the same time, the interview questions were formulated by the researcher and validated by the main supervisor and three research experts from nursing education in Oman. In May 2013, the process to obtain ethical approval from both the University of Glasgow and the Ministry of Health in Oman started. It took one month to obtain the ethical approval from University of Glasgow and four months to obtain it from Ministry of Health in Oman.

After obtaining the ethical approval, all the deans of nursing institutes were contacted to provide information about the study and to check the feasibility of conducting the study with both the deans and the faculty members. One nursing institute was selected for the pilot study after agreement with the dean and the nursing faculty members and the researcher explained the study purpose, methodology, and the questions to the dean and the

faculty members. After this, as mentioned earlier, the questionnaires and the deans' interview questions were checked and some of the questions were modified for better results. Nursing institutes are dispersed all over Oman and the one furthest from the researcher's location requires about 10-12 hours travel by car to reach. So a weekly timetable was made that suited all the nursing institutes and the researcher's data collection plan. All of the deans expressed their willingness to participate and ask their faculty members if they would like to participate in the study. A date was arranged with every dean that suited their faculty members' schedule to visit and distribute the questionnaires and conduct the interview on the same day if possible. In cases where the dean was not available on the day of questionnaire distribution, another date was arranged for the interview.

On the agreed date, the researcher went to the nursing institute and met with all available nursing faculty members. A full explanation of the study purpose, methodology, the questionnaires, and data dissemination together with a plain language statement, were provided in English. The study questionnaires were written and interviews carried out in English. All of the faculty members available on the day of the researcher's visit agreed to participate in the study. The researcher developed a coding system to maintain confidentiality and encourage faculty members express their opinions without fear. Each institute was provided with a code and no name was required from participants for example (Institute A: participant No#). The researcher was available on the agreed date to explain any question or give any clarification and collected the questionnaires personally.

Furthermore, the researcher arranged an appointment for the interviews that suited their work schedule. The interview date was then confirmed by a phone call from the researcher. Before the interview, a full explanation about the study, the consent form, demographic information sheet and plain language statement were sent to all deans via e-mail. Permission to record the interview was asked for and granted before the interview started. The interviews took from 35 minutes to 1 hour and 45 minutes. In addition to recording the interview, the researcher took some notes.

In general, nursing deans and faculty members were cooperative, regardless of their own commitments and clinical duties. The researcher's personal involvement in explaining and

distributing and collecting the questionnaires helped to obtain a higher response rate from both the deans and the nursing faculty members. On the other hand, the data collection process was a challenge. For example;

- A long time was needed to obtain ethical approval from Oman.
- It was not easy to arrange a date that suited everyone.
- The journey to some of the institutes was long and tiring.
- The researcher did not know the way to some institutes as they were far away, so she had to pay someone to drive her to them.
- Two deans, due to their busy schedule, forgot to inform their staff about the agreed date, so other dates were arranged,
- Some of the faculty members required more time to decide if they would agree to participate as they were afraid that their participation was going to affect their relationship with their deans.

4.11. Ethical considerations

Protecting the participants in the study is a key consideration. Polonsky & Waller (2014) argue that the main ethical issues that any researcher needs to consider when conducting a research are voluntary participation, informed consent, confidentiality and anonymity, the potential for harm, and communicating the results. In addition, LeCompte (2015) encourages researchers to consider these ethical issues in the initial phases of developing and obtaining approval for a study. LeCompte (2015) further argues that ethical issues affect every step in the research process starting from the choice of the research site, design, methods and data analysis. Cohen et al (2011) argue that a major ethical dilemma in social research is that the ability to balance between the demands to search for the truth and the participant's rights that could be threatened by the research. Thus, the researcher must spare no effort to ensure the subjects' rights to full information.

In this study, as mentioned earlier, ethical approval was obtained from the University of Glasgow and the Ministry of Health Research Committee in Oman before conducting the study. After obtaining the ethical approval, visits were made to every institute and the

researcher held meetings with the dean and faculty members to fully explain all aspects of the study including the purpose, significance of the study, instruments, data collection procedures and management, consent form, etc. The concept of informed consent evolves from the participant's right to freedom and self-determination (Cohen et al 2011). There was no separate consent form for this study since faculty members' agreement to participate in responding to the questionnaires is considered as consenting to be involved in this study. This study did not involve any intervention; participants were asked to fill in questionnaires related to their daily work routine. The deans were given a full explanation about the study and an informed consent form was given to them to complete before the interview takes place. It was made clear to all that participation is voluntary and could be terminated by them at any time, and that their anonymity would be maintained. The deans who agreed to be interviewed were requested to specify the time that best suited their schedule. As all the participants (the deans and faculty members) were concerned with the consequences of the results on their current job, they were assured that the findings of the study would be reported for the full sample rather than for each institution. In this way, the study achieves the goal of evaluating the impact of leadership style on staff job satisfaction within nursing education in Oman, while guaranteeing anonymity and confidentiality for the participants as well as the institute.

The researcher personally collected the surveys returned by participants and kept them in a confidential envelope to maintain data integrity of the responses. All responses were kept in a locked cabinet and data will be destroyed after the completion of the study. This was done to ensure confidentiality (via anonymity) of the participants to give them the freedom to express their experiences and disclose sensitive information without fear of identification or negative repercussions (Giordano et al. 2007).

4.11.1. Insider researcher

The study took place in nursing institutes and the researcher was working as a nursing dean for one of these institutes, so the researcher could be considered as an insider to the study. According to Greene (2014), when a study is conducted within an organization or group of which the researcher is a member it is called an insider research. He also argues that the amount of insider research being conducted has increased in recent years, mostly in the

education discipline. Chavez (2008) argues that the insider-outsider dichotomy is a false one since both outsiders and insiders have to deal with similar methodological issues around positionality, a researcher's sense of self, and knowledge. Coghlan (2003) argues that insider research has a valuable role to the development of knowledge about organizations. Rabe (2003) argues that regardless of the advantages and disadvantages of the "insider" status, the insider can attain information more easily. The deans answered the questions in a detailed way. This confirms what Chavez (2008) argues, that participants' confidence in and familiarity with the insider researcher can enrich the study.

Being an insider researcher has positive and negative aspects. Many advantages of being an insider-researcher have been discussed in the literature. Speaking the same insider language, building relationships of trust between the researcher and the faculty members, superior understanding of the group's culture, and knowing the formal and informal power structure facilitates obtaining permission to conduct the research, to interview, and obtain access to records, and documents easily (Bonner & Tolhurst 2002; Coghlan 2003; Mercer 2007; Kerstetter 2012).

Although being an insider researcher has advantages in many aspects of the research process, being an insider is not without its potential problems. Some of the disadvantages that are discussed by researchers are: role duality (instructor/researcher), some concerns such as bias and confidentiality, making assumptions about the meanings of events based on the researcher's prior knowledge and/or experience, assuming he/she knows participants' views and issues, participants tending to believe that the researcher already knows what they know and the researcher's inability to see all dimensions of the bigger picture while collecting the data (DeLyser 2001; Asselin 2003; Kerstetter 2012).

To overcome the disadvantages of the insider researcher, the researcher applied some of Greene's (2014) strategies for insider researcher for establishing trustworthiness in research. For example, informal and formal meetings with some of the participants on a continuous basis, employing a mixed methods approach (qualitative and quantitative) analyses, shares findings and basics of the research with peers or colleagues to think critically about the research and to recognize any feelings that may affect judgment, and preserve paper as well as electronic copies of all material related to the research task on an

encoded computer. In addition, as Asselin (2003) recommends, the researcher adopted some measures to avoid the potential effects of insider researchers. First, the researcher emphasised the role of researcher and not dean on several occasions prior to data collection phase when inviting participation through email and during the data collection phase. Second, the participants were assured that the data were confidential and anonymity would be maintained. Third, participants were also informed about how the study data would be used and with whom the data would be shared. Fourth, participants were assured that all the information they provided would not affect their services or job evaluation. Finally, the study was conducted in the faculty where the researcher had previously been dean. However a new dean had been in the post for over one and half years and so the study relates to the leadership of that dean. The researcher was aware of her potential influence as a former dean and so emphasised the issue of confidentiality and that the data would not be dealt with by the institutions.

4.12. Analysis of data

A brief overview of the statistical analysis measures used in this study will be given while the analysis process will be further discussed a detailed in subsequent chapters. This study used a mixed quantitative-qualitative method. The quantitative data were analysed using SPSS software. Data were analysed using descriptive statistics indicating means, central tendencies and standard deviations. Correlation and regression analyses were done to explore the relationship between the variables ‘transformational leadership’ and ‘job satisfaction’. Quantitative data collected from the demographic section of the questionnaires were scored and categorized. Once the quantitative data collection from both questionnaires were completed and appropriately scored, the data were entered into the Statistical Package for the Social Sciences (SPSS) software for analysis. More details are provided in the quantitative analysis chapter.

Qualitative data were analysed for recurring themes and coded accordingly. Coding categories were constructed from the concepts and themes that emerged during the interview process and from the review of the literature. These data were used to explain and enhance the statistical data drawn from the quantitative portion of the study. To further

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ensure the integrity and confirmatory purposes of the qualitative data, a triangulation technique was utilized in analysing the data. According to Gall et al. (2003) is the process of using multiple data collection methods, data sources or theories to check study findings. The review of the literature, data gathered from the quantitative survey and data gathered from the qualitative interviews serves as the foundation for triangulation. More details are provided in the qualitative analysis chapter.

In summary, this chapter discussed the specific methodological aspects related to the study. The study site, population, sample, questions were illustrated, followed by a discussion of the research design justification and the study tools that have been used in the study. Then, an overview about different types of interview and the semi-structured interview in particular was examined. Finally the pilot study, the main study process and ethical considerations were discussed.

After the study had been conducted, two sets of data were generated: quantitative and qualitative data. The following chapters will present the findings from each data set separately. Chapter Five presents the results of the quantitative data (from the MLQ & MSQ). Then Chapter Six will explore the findings of the qualitative data gathered through the interviews with the deans.

Chapter Five: Quantitative data analysis

Quantitative analysis is a powerful tool to obtain a response to many inquiries. This chapter aims to use the collected quantitative measurable data to answer the first five study questions that are related to the level of satisfaction of nursing faculty and the leadership behaviours of nursing deans. It presents the results of the quantitative data analysis for the Minnesota Satisfaction Questionnaire and the Multi-Factor Leadership Questionnaire. This chapter consists of five main sections. Section one includes a description of the sample demographic data analysis, such as, age, gender, years of experience, etc. Section two will provide a brief overview of the chosen analytical measures such as simple frequencies, central tendency (mean and standard deviation), analysis of variance (ANOVA), and correlation and regression. Section three consists of the faculty members' satisfaction level results. Section four presents the findings of the faculty members' perceptions about the leadership behaviours of the deans'. Finally, section five describes correlation and regression to identify the relationship between leadership style and the satisfaction level of nursing.

5.1. Sample

Participants' demographic information is crucial in any study. Personal data are useful to provide a broader view about the participating subjects. As mentioned in the methodology chapter, knowing the distribution of the demographic characteristics of the subjects can help to determine how closely the sample replicates the population, and assess the strengths and limitations of sample such as sufficiency. In addition, knowing the sample demographic data can help to differentiate between different sub-groups. The sample consisted of 149 faculty members from the eight nursing education institutes in Oman. Both Omani and expatriate faculty members who had worked in the institute for more than 10 months were chosen for the study. Faculty members include nursing teachers and those who teaching any course related to nursing modules such as I.T and English. Out of the 149 questionnaires, two were excluded as there were some missing data. Hence, the total sample is 147participants.

Age of respondents**Table 5.1 Sample age**

Age group	Frequency	Percent
25-30	14	9.5
31-40	83	56.5
41-50	37	25.2
+50	13	8.8
Total	147	100.0

Table 5.1 shows the age groupings of the 147 respondents, where 9.5% were between 25 and 30, 56.5% were between 31 and 40, 25.2% were between 41 and 50 and 8.8% were over 50. The majority of the respondents were between the ages of 31 and 40. Most of the sample falls within the group of high career ambitions and therefore seeking advancement.

Gender of respondents**Table 5.2 Gender of Sample**

Gender	Frequency	Percent
Male	34	23.1
Female	113	76.9
Total	147	100.0

Table 5.2 shows the gender of the 147 respondents, where 34 (23.1%) were male, and 113 (76.9%) were female. From the above data, we can see that most of the faculty members in the nursing education institutes in Oman are female, which reflects the fact that the nursing education in Oman is a female-dominated profession, and is therefore broadly balanced.

Type of qualification of respondents**Table 5.3 Qualifications of Sample**

Qualification	Frequency	Percent
Bachelor's	49	33.3
Master's	87	59.2
PHD	11	7.5
Total	147	100.0

Table 5.3 presents faculty members qualifications, ranging between Bachelor's -49 (33.3%), Master's - 87 (59.2%), and PhD - 11 (7.5%). Most of the faculty members have Master's degrees. There is an issue we need to highlight here; although most of the faculty members have Master's or PhD, there are a considerable number of the faculty members with a Bachelor's degree. The Ministry of Health is seeking to ensure that all nursing institute faculty members have at least a Master's degree. This sample represents the general population as the highest number of members of the faculty of nursing have Master's degrees, followed by those with Bachelor's degrees and then PhDs.

Type of academic ranking of respondents**Table 5.4 Academic ranking**

Academic ranking	Frequency	Percent
Clinical teacher	29	19.7
Senior clinical teacher	43	29.3
Assistant tutor	23	15.6
Tutor	16	10.9
Other	36	24.5
Total	147	100.0

Table 5.4 demonstrates type of academic ranking of the faculty members; where clinical teachers were 29 (19.7%), senior clinical teachers were 43 (29.3%), assistant tutors were 23 (15.6%), tutors were 16 (10.9%), and others were 36 (24.5%). Others include faculty members still waiting for their designation to be changed from staff nurses to clinical teachers, IT teachers and English teachers teaching nursing-related modules. Clinical and senior clinical teachers are Bachelor's degree holders who have almost the same duties of teaching nursing courses and attending clinical settings with the students; the only difference is the number of years of experience. Assistant tutors and tutors are those who have at least a Master's degree and coordinate nursing courses and clinical schedules at year levels, chairing institutes committees and who have management responsibilities. Most of the faculty members were senior clinical teachers, which again highlights the point that nursing institutes still have many faculty members who need to obtain their Master's degree in order to be promoted to assistant tutor. Thus, Oman is currently sending a large number of nursing faculty members to continue their higher education abroad.

Total years of experience of respondents**Table 5.5 Years of experience**

Years interval	Frequency	Percent
less than a year	14	9.5
1-4	18	12.2
5-10	45	30.6
11-15	26	17.7
+15	44	29.9
Total	147	100

Table 5.5 illustrates faculty members' total number of years of experience, 9.5% were less than a year but more than 10 months, 12.2% were from one year to 4 years, 30.6% were from five years to ten years, 17.7% were from 11 to 15 years, and 29.9% were above 15 years. Most of the participants experience years were between 5 and 10 years and 15 years or more. 29.9% have 15 years or more which may suggest that the Ministry of Health needs to set up succession planning activities. There are also 20% who have less than 5 years and 80% who have more than 5 years which indicate that majority of the respondents are experienced practitioners who have been in the system for a while and who potentially had a great impact on the nursing profession.

Working years of respondents in the current institute**Table 5.6 Number of years in the current institute**

Years intervals	Frequency	Percent
Less than a year	14	9.5
1-4	53	36.1
5-10	53	36.1
11-15	21	14.3
+15	6	4.1
Total	147	100

Table 5.6 shows the number of working years of respondents in the current institute, 9.5% had worked for less than a year, 36.1% between 1-4 years, 36.1% between 5-10 years, 14.3% between 11-15 years, and 4.1% for more than 15 years. Most of the faculty members had worked for between 1-4 and 5-10 years in their current institute. 45% of the respondents had worked for less than 4 years, whereas 54% had worked for more than 5 years in the current institute. Faculty members who had been working in the same institute for more than 5 years knew very well the structure and scheme of the institute and acted as mentors for junior faculty members. Experience is an important factor in any profession; only a few nursing faculty members had more than 15 years of experience. The nursing faculty members who had more experience might give more accurate evaluation of the job satisfaction level and leadership behaviours ratings.

Working with current dean**Table 5.7 Number of years with the current dean**

Years interval	Frequency	Percent
Less than a year	26	17.7
1-3	93	63.3
4-6	16	10.9
7-10	4	2.7
+10	8	5.4
Total	147	100

Table 5.7 shows number of years each faculty member had worked with his/her current dean, 17.7% were for less than a year, 63.3% were between 1-3 years, 10.9% were between 4-6 years, 2.7% were between 7-10 years, and 5.4% were for more than 10 years.. 80% of respondents worked with the current dean for less than 3 years due to changes of some deans in the last few years for several reasons such as the resignation of two expatriate deans and the commencement of PhD for 3 Omani deans. A considerable number of nursing faculty members had worked with their current dean for less than three years but those deans are known to the nursing faculty members from previously working together in different committees and taskforces. Most of them had been in the same institute and were familiar with the nursing education system in Oman.

5.2.Data analysis overview

Quantitative data analysis refers to “inferring evidence for a theory through measurement of variables that produce numeric outcomes” (Field 2013, p. 882). Cohen et al (2011) argue that quantitative data analysis is a powerful research method used in many studies. The main data analysis forms are parametric data analysis and non-parametric data analysis (Cohen et al. 2011; Field 2013). Before deciding what statistical analyses would be appropriate, several factors need to be addressed. Some of these factors are the level of data, purpose of the analysis, sample size, and distribution of data.

The first factor is level of data. Likert scale (the Minnesota Satisfaction Questionnaire and Multiple Leadership Questionnaire) were utilised in collecting the data for this study. Both questionnaires (MLQ and MSQ) focus on multiple items; three or four items are combined to reflect a specific attribute, which means that data are considered as interval level. The second factor is the purpose of analysis, this study questions seeks to examine the existence of relationship between faculty members' satisfaction and deans' leadership behaviours. Bewick et al. (2003) claim that the most commonly used methods for examining the relationship between two quantitative variables are correlation and linear regression. The third factor is the sample size; the questionnaire was distributed to one large sample (147). The fourth factor is the distribution of data, normality test was conducted and the dependent variable (Faculty members' job satisfaction) is almost normally distributed as shown in table 5.8. A Shapiro-Wilk test was used to assess data normality as it is highly recommended to obtain accurate result (Ghasemi & Zahediasl 2012) as well as having the power to discover differences from normality. Both internal and external satisfaction scored .206 and .446, more than .05, which means that distribution of the sample does not differ from a normal distribution (Field 2013). Field (2013) further advises that normality should be checked by both; conducting these tests along with other visual figures like histogram. Looking at the histogram below in Figures 5.1 & 5.2, it looks like an approximately normally distributed graph.

Table 5.8 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Extrinsic satisfaction	.076	147	.330	.963	147	.206
Intrinsic satisfaction	.060	147	.254	.976	147	.446

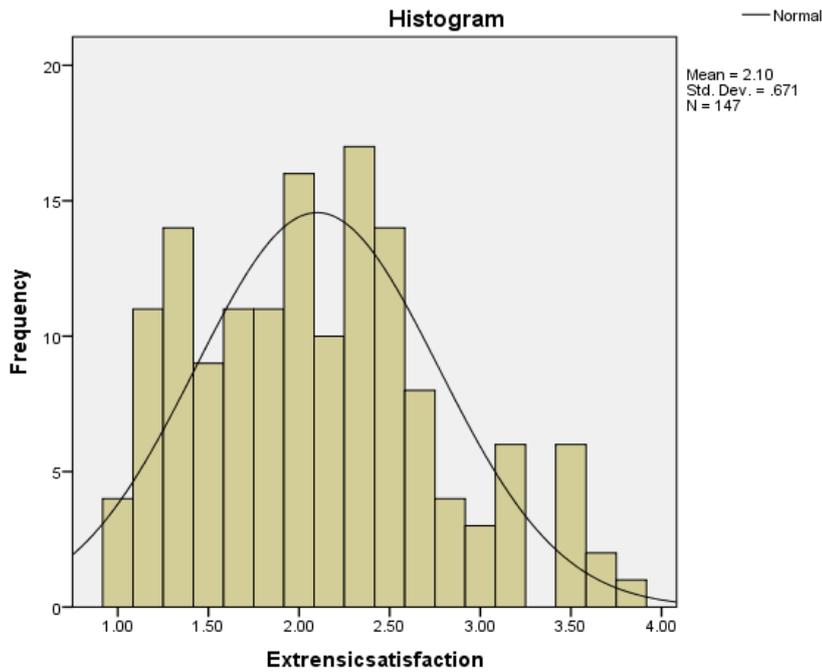


Figure 5.1 Extrinsic satisfaction histogram

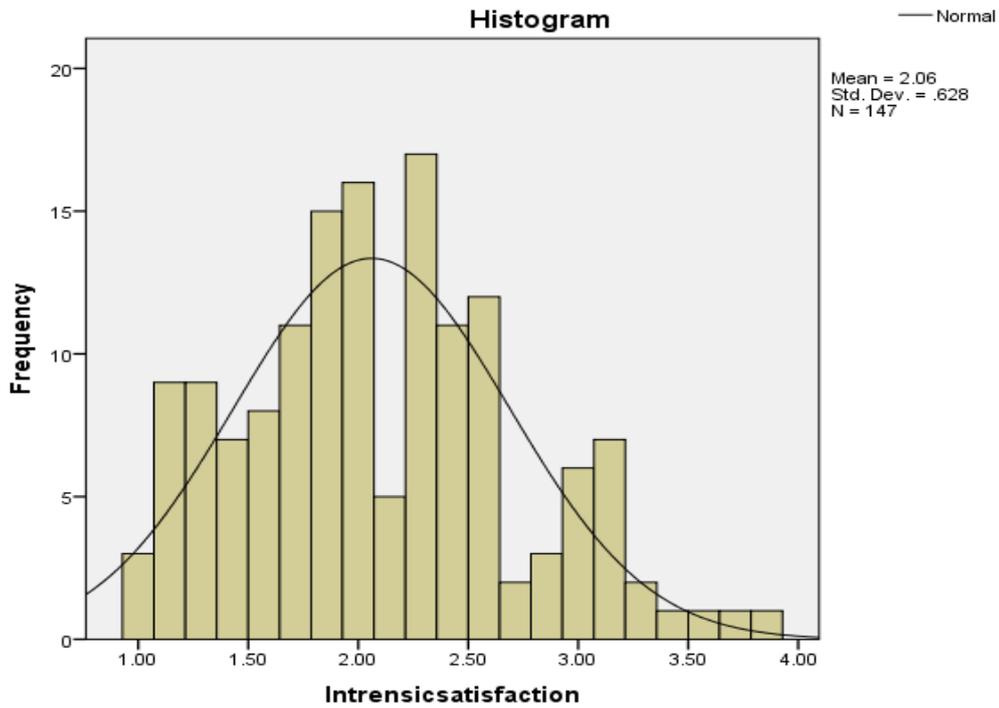


Figure 5.2 Intrinsic satisfaction histogram

From the overall picture of this study, one can say that data are normally distributed, based on the following facts. T-test and ANOVA basic assumptions are valid as data are independent of each other, probability sample, data are interval level, and variance

outcome is constant (Cohen et al, 2011 & Field 2013). Therefore parametric data analysis is used.

This section starts with some basic concepts like frequencies of variables, then the descriptive statistics to measure the central tendency (mean) and measure of variability (standard deviation). Then, T-tests and analysis of variance test to verify if the sample demographic data have any influence on the faculty members given data that may affect the answers to the study questions (Cohen et al 2011 & Field 2013) that are built on the initial findings.

5.3. The level of faculty members' satisfaction

This section illustrates the intrinsic and extrinsic satisfaction frequencies of each item of the MSQ. After this, the remaining two sections will cover how to calculate the degree of satisfaction, and finally the differences between the faculty members' satisfaction level and demographic characteristics.

Descriptive analysis

The following tables will cover the basic intrinsic and extrinsic frequencies for each item and provide an overall idea of the general trends.

Table 5.9 Frequencies for intrinsic satisfaction items

Items	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
1. My dean provides me with the chance to carry out different institute activities from time to time.	47	32.0%	83	56.5%	14	9.5%	3	2.0%	0	0.0%
2. My dean provides me with a chance to get recognition from others.	36	24.5%	64	43.5%	34	23.1%	9	6.1%	4	2.7%
3. I like my job because of the dean's competence in making good decisions	37	25.2%	63	42.9%	28	19.0%	17	11.6%	2	1.4%
4. My dean treats me with respect.	93	63.3%	42	28.6%	8	5.4%	4	2.7%	0	0.0%
5. The general and physical structure of the institute is maintained.	34	23.1%	63	42.9%	28	19.0%	17	11.6%	5	3.4%
6. Teaching faculty get along with each other well.	46	31.3%	65	44.2%	28	19.0%	4	2.7%	4	2.7%
7. My teaching job contributes to my feeling of accomplishment.	69	46.9%	64	43.5%	5	3.4%	9	6.1%	0	0.0%
8. My dean provides me with an opportunity for continuous professional development.	52	35.4%	61	41.5%	19	12.9%	12	8.2%	3	2.0%
9. There is a chance in my institute to work independently.	46	31.3%	63	42.9%	23	15.6%	10	6.8%	5	3.4%
10. My dean praises good work.	59	40.1%	57	38.8%	21	14.3%	7	4.8%	3	2.0%
11. The institute environment is conducive to collegiality cooperation and support.	41	27.9%	71	48.3%	25	17.0%	8	5.4%	2	1.4%
12. My salary is appropriate for my teaching load and other required tasks.	12	8.2%	51	34.7%	29	19.7%	35	23.8%	20	13.6%
13. I like the way my dean handles staff issues.	37	25.2%	48	32.7%	36	24.5%	17	11.6%	9	6.1%
14. I feel a sense of pride and joy in doing my job.	60	40.8%	72	49.0%	9	6.1%	6	4.1%	0	0.0%

From the above, there is a dominant trend that most of the results were skewed more toward the “Satisfied” continuum. Faculty members chose “Very Satisfied” and “Satisfied” options. Out of the 14 intrinsic items, the highest frequencies for 11 items were under the “Satisfied” category and three items were under the “Very Satisfied” category.

Table 5.10 Frequencies for extrinsic satisfaction items

Items	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
15. My dean does not make me do things that go against my will and/or conscience.	55	37.4%	61	41.5%	23	15.6%	8	5.4%	0	0.0%
16. Dean encourages me to participate in decisions that affect me.	47	32.0%	59	40.1%	28	19.0%	12	8.2%	1	0.7%
17. My dean encourages me to use my own style and methods of teaching in the classroom.	71	48.3%	60	40.8%	12	8.2%	3	2.0%	1	0.7%
18. There is a good chance for promotion in my institute.	12	8.2%	58	39.5%	40	27.2%	21	14.3%	16	10.9%
19. The way policies and regulations are carried out facilitate work in the institute.	26	17.7%	73	49.7%	35	23.8%	11	7.5%	2	1.4%
20. There is always the chance to utilize my expertise and knowledge in helping others in what they do.	50	34.0%	68	46.3%	17	11.6%	12	8.2%	0	0.0%

Similar to the intrinsic satisfaction results, faculty ratings dominantly skewed toward the “Satisfaction” options. Most faculty members chose “Very Satisfied” and “Satisfied” options. Out of the 6 extrinsic items, the highest frequencies for five items were under the “Satisfied” category and one item was under the “Very Satisfied” category.

Generally, for most faculty members, overall satisfaction leaned more toward the satisfaction side on the satisfaction continuum scale.

Level of satisfaction

As it is obvious from the above frequency tables, there is a fairly consistent trend across the whole sample. To make more robust comparison to answer the study question about the level of nursing faculty job satisfaction, the following tables will be introduced. Furthermore, the previous frequencies tables were per item whereas in addition to measures of central tendency (means) and measures of dispersal (standard deviation), the following frequency tables will be for the overall satisfaction degree in each construct (intrinsic and extrinsic). First, the table of how to calculate the degree of satisfaction will be explained, followed by the detailed tables for intrinsic and extrinsic satisfaction items.

As mentioned earlier, each of the faculty satisfaction questions in the questionnaire had 5 options, 1= Very Satisfied, 2= Satisfied, 3="N" (Neither Satisfied nor Dissatisfied, 4= Dissatisfied, and 5= Very Dissatisfied). We calculated the mean range ($5-1=4$) and then dividing the result by the maximum score of the scale ($4/5 = 0.8$). The new scale is presented in the following table. It is worth mentioning that due to questions options ranged from very satisfied to very dissatisfied choice, the low score means high satisfaction whereas the high score means low satisfaction.

Table 5.11 Satisfaction level scale

The Mean Class		Degree
>1.0-1.8<	From 1.0 to less than 1.8	Very Satisfied
>1.8-2.6<	From 1.8 to less than 2.6	Satisfied
>2.6-3.4<	From 2.6 to less than 3.4	Neither
>3.4-4.2<	From 3.4 to less than 4.2	Dissatisfied
>4.2-5.0<	From 4.2 to 5.0	Very dissatisfied

Intrinsic satisfaction

14 of the 20 items on the Minnesota Satisfaction scale measure intrinsic satisfaction of the faculty members. The items are arranged from most satisfied to least satisfied.

Table 5.12 Intrinsic satisfaction items

Items	Mean	Standard deviation	Degree of satisfaction
4. My dean treats me with respect.	1.48	.725	Very Satisfied
9. My teaching job contributes to my feeling of accomplishment.	1.69	.809	Very Satisfied
20. I feel a sense of pride and joy in doing my job.	1.73	.752	Very Satisfied
1. My dean provides me with the chance to carry out different institute activities from time to time.	1.82	.683	Satisfied
15. My dean praises good work.	1.90	.956	Satisfied
10. My dean provides me with an opportunity for continuous professional development.	2.00	1.000	Satisfied
8. Teaching faculty get along with each other well.	2.01	.929	Satisfied
16. The institute environment is conducive to collegiality cooperation and support.	2.04	.890	Satisfied
11. There is a chance in my institute to work independently.	2.08	1.024	Satisfied
2. My dean provides me with a chance to get recognition from others.	2.19	.968	Satisfied
3. I like my job because of the dean's competence in making good decisions	2.21	.995	Satisfied
7. The general and physical structure of the institute is maintained.	2.29	1.055	Satisfied
18. I like the way my dean handles staff issues.	2.41	1.163	Satisfied
17. My salary is appropriate for my teaching load and other required tasks.	3.00	1.211	Neither
Overall mean score	2.06	.628	Satisfied

Table 5.12 shows degree of satisfaction of faculty members, which ranged between very satisfied, satisfied and neither. Item Nos. 4, 9, 20 fall in the very satisfied category. Also, Although items No 1, 15, 10, 8, 16, 11 fall in the “satisfied” category, they are in the highest end which is near to the “very satisfied” category. Item No. 4 “My dean treats me with respect” obtained the highest satisfaction rate whereas faculty members were least satisfied with item No. 17 (My salary is appropriate for my teaching load and other required tasks). In general from the overall score, faculty members reported that they were satisfied with intrinsic factors.

Extrinsic Satisfaction

Six of the 20 items on the Minnesota Satisfaction instrument measure the extrinsic satisfaction of the faculty members. The following items are arranged from the most satisfied to least satisfied.

Table 5.13 Intrinsic satisfaction items

Item	Mean	Standard Deviation	Degree of satisfaction
12. My dean encourages me to use my own style and methods of teaching in the classroom.	1.66	.772	Very Satisfied
5. My dean does not make me do things that go against my will and/or conscience.	1.89	.861	Satisfied
19. There is always the chance to utilize my expertise and knowledge in helping others in what they do.	1.94	.885	Satisfied
6. Dean encourages me to participate in decisions that affect me.	2.05	.949	Satisfied
14. The way policies and regulations are carried out facilitate work in the institute.	2.25	.882	Satisfied
13. There is a good chance for promotion in my institute.	2.80	1.127	Neither
Overall Mean Score	2.10	0.671	Satisfied

Table 5.13 shows the degree of extrinsic satisfaction recorded by faculty members, which ranged from very satisfied, satisfied and neither. Although item No 12 is the only item that falls in the “very satisfied” category, items No 5, 19 & 6 are also in the highest end of “satisfied” category. Furthermore, most faculty members were very satisfied with the item “My dean encourages me to use my own style and methods of teaching in the classroom”. This finding could reflect the students’ understanding level, as faculty members can use more creative teaching approaches that help in achieving the optimum desired result. Additionally, Item No. 13 “there is a good chance for promotion in my institute” got 2.80 mean score which is considered as “neither” satisfied nor dissatisfied. The overall mean score of the extrinsic satisfaction shows that faculty members are satisfied.

The initial results from individual items of both intrinsic and extrinsic satisfaction could give a preliminary answer to the question about the level of faculty members’ satisfaction. The results indicate that the faculty members are satisfied in general.

After measuring the degree of satisfaction of individual item in the questionnaire and to confirm the finding, the following table shows the degree of satisfaction as a whole. After calculating the satisfaction level of each item, the overall degree of satisfaction for all the items under each construct was calculated to measure the overall satisfaction of intrinsic and extrinsic satisfaction constructs. Then all the items were calculated to determine the overall satisfaction. All constructs scored between 1.8 -2.6 which means that the degree of satisfaction for each construct is satisfied.

Table 5.14 Intrinsic, extrinsic and overall satisfaction

Construct	Mean	S.D	A	N. Items	Degree of Satisfaction
Intrinsic	2.06	0.627	0.900	14	Satisfied
Extrinsic	2.10	0.671	0.825	6	Satisfied
Overall	2.08	0.625	0.931	20	Satisfied

5.4. Differences between the level of faculty members' satisfaction and demographic characteristics

After basic analysis of frequencies, the aim is to find out if the following factors have any influence on the faculty members' data, which could affect the answers to the study questions:

- Age
- Gender
- Experience
- Working in the current institute
- Academic ranking, number of years with current dean
- Qualifications

In order to do this, the measures of central tendency mean (the average score) as well as standard deviation (average distance from the mean) were calculated to obtain a broad picture. This was followed by an Analysis of Variance (ANOVA) test, which is used to determine whether there are statistically significant differences between the means of three groups or more (Cohen et al 2011).

Degree of satisfaction based on age

Table 5.15 Intrinsic, extrinsic, overall satisfaction means and standard deviations

Age	Intrinsic		Extrinsic		Overall	
	M.S	S.D	M.S	S.D	M.S	S.D
25-30	2.29	.60	2.30	.74	2.30	.62
31-40	2.16	.61	2.21	.63	2.30	.62
41-50	1.85	.60	1.87	.71	1.85	.61
+50	1.71	.55	1.79	.49	1.73	.52

Table 5.15 illustrates the mean, standard deviation for intrinsic, extrinsic, and overall satisfaction for age. With regard to satisfaction based on age: faculty members who were

above 50 years old were the most satisfied intrinsically (1.71: very satisfied) and extrinsically (1.79: very satisfied) and as overall (1.73: very satisfied). Younger faculty members (aged 25-30) were the least satisfied respondents intrinsically (2.29: neither) and extrinsically (2.30: neither) and as overall (2.30: neither). In general, it appears above that the degree of satisfaction for intrinsic, extrinsic, and overall satisfaction increases with age, as the faculty members grow older, their satisfaction level increases. Again, this could be due to the fact that young faculty members are new to nursing institutes and are not familiar with the nursing education system and the institute policies and regulations.

Analysis of Variances (ANOVA)

Table 5.16 ANOVA (age and satisfaction)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.870	3	1.623		
Within Groups	51.331	143	.359	4.522	.005
Total	56.201	146			

**Significance at 0.05 level of significance

Table 5.16 presents ANOVA data calculated to test the relationship between satisfaction and age. From the above table, we notice that the significance level for the intrinsic and overall satisfaction is at .005 which means that there is a strong relationship between age and job satisfaction level. According to Cohen et al (2011), if the ANOVA shows statistical significant level, then a post hoc test such as Tukey's honest significant difference (HSD) should be done to find where the exact difference is. A Tukey (HSD) test was done and it showed that there is a statistically significant difference between faculty members who are 50 years old and faculty members who are between 25-30 years in their satisfaction level. This could be due to the fact that as people grow older their satisfaction criteria are more reasonable or they are more aware of the working system.

Table 5.17 Tukey test

AGE Group	N	Subset for alpha = 0.05	
		1	2
+50			
41-50	13	1.7385	1.8581
31-40	37	1.8581	2.1819
25-30	83	2.1819	2.3000
Sig.	14	.078	.080

Satisfaction according to gender**Table 5.18 T- test (gender and satisfaction)**

Construct	Male		Female		T. test	d.f	Sig
	Mean	SD	Mean	SD			
Intrinsic	1.79	0.65	2.14	5.98	-2.92	145	.004
Extrinsic	1.80	0.62	2.189	0.66	-3.01	145	.003
Overall	1.80	0.62	2.165	0.60	-3.08	145	.002

**Significance at 0.05 level of significance

Table 5.18 shows t-test to reveal the relationship between gender and job satisfaction level. The males' mean for intrinsic satisfaction is 1.79 (very satisfied), for extrinsic satisfaction it is 1.80 (Satisfied), and overall mean is 1.80 (satisfied). The females' mean for intrinsic satisfaction is 2.14 (satisfied), the mean for extrinsic satisfaction is 2.18 (satisfied), and overall mean is 2.16 (satisfied). From the above table we can see that males were more satisfied than females. In addition, the intrinsic significance is less than .005 α , extrinsic p-

value is $.003 < .005\alpha$, and overall satisfaction p-value is $.002, < .005 \alpha$. From the data, it is clear that the alpha is higher than the p-value for intrinsic, extrinsic and overall satisfaction, which means that there is a difference between male and female responses in relation to job satisfaction.

Satisfaction based on total No. of years' experience

Table 5.19 Satisfaction according to years of experience mean and standard deviation

Construct	Total years of experience	N	Mean	Std. Deviation
Intrinsic satisfaction	Less than a year	14	2.1531	.43300
	1-4	18	2.3135	.72519
	5-10	45	2.2063	.59552
	11-15	26	2.0247	.70738
	+15	44	1.8003	.54520
	Total	147	2.0607	.62764
Extrinsic satisfaction	Less than a year	14	2.2024	.57057
	1-4	18	2.3056	.71914
	5-10	45	2.1815	.56723
	11-15	26	2.1474	.76351
	+15	44	1.8712	.68940
	Total	147	2.0998	.67112
Overall Satisfaction	Less than a year	14	2.1777	.49294
	1-4	18	2.3095	.67775
	5-10	45	2.1939	.55078
	11-15	26	2.0861	.72285
	+15	44	1.8358	.59959
	Total	147	2.0803	.62553

Table 5.19 presents the means and standard deviations of intrinsic, extrinsic and overall satisfaction based on years of experience. We notice that faculty members who had worked for more than 15 years were the most satisfied; the intrinsic satisfaction mean is 1.80, the extrinsic satisfaction mean is 1.87, and the overall mean is 1.83. Although faculty members who had worked for more than 15 years fall in the “satisfied” category they were at the highest end of “very satisfied” level which indicates a high satisfaction level. In addition, faculty members who had been working for between 1-4 years were the least satisfied in all the scales; the intrinsic satisfaction mean is 2.06 (satisfied), the extrinsic satisfaction mean is 2.09 (satisfied), and the overall mean is 2.08 (satisfied). It would seem that when

the number of years of experience increases, the satisfaction level also increases, except for the faculty members who had 1-4 years total experience.

Analysis of Variances (ANOVA)

Table 5.20 ANOVA (experience and satisfaction)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.644	4	1.161	3.198	.015
Within Groups	51.557	142	.363		
Total	56.201	146			

**Significance at 0.05 level of significance

The above table shows that overall satisfaction was $.015 > .05$, which means that there was significant relationship between total years of experience and job satisfaction. Again to further test for statistical significance Tukey's HSD test was undertaken and this showed (see table 5.21) that there is a statistically significant difference between faculty who had worked for more than 15 years and faculty members who had worked for between 1 and 4 years. This supports the result of the previous table (table 5.19). As the number of years of experience increase, faculty members become more familiar with the nursing education system and working requirements.

Table 5.21 Tukey's test

Experience Years interval	N	Subset for alpha = 0.05	
		1	2
+15	44	1.8216	
11-15	26	2.0615	2.0615
less than a year	14	2.1679	2.1679
5-10	45	2.1989	2.1989
1-4	18		2.3111
Sig.		.202	.611

Satisfaction according to length of time teaching in the current institute**Table 5.22 Descriptive data of satisfaction based on number of teaching years in the current institute**

Teaching in the current institute years		N	Mean	Std. Deviation
Intrinsic satisfaction	less than a year	14	2.19	.41854
	1-4	53	2.10	.69259
	5-10	53	2.01	.55210
	11-15	21	2.07	.74213
	+15	6	1.73	.68313
	Total	147	2.06	.62764
Extrinsic satisfaction	less than a year	14	2.26	.56506
	1-4	53	2.15	.62810
	5-10	53	2.02	.65159
	11-15	21	2.11	.88529
	+15	6	1.86	.66179
	Total	147	2.09	.67112
Overall	less than a year	14	2.21	.45472
	1-4	53	2.11	.64516
	5-10	53	2.01	.56527
	11-15	21	2.08	.77135
	+15	6	1.77	.67287
	Total	147	2.07	.62043

Table 5.22 illustrates the data about faculty members satisfaction based on the number of years being a teacher in the current institute. Firstly, the overall scores were: intrinsic satisfaction (2.06: satisfied), extrinsic (2.09: satisfied), and overall (2.07: satisfied). In addition, we see that more than half of the staff had been working in the same institute for more than 5 years. Faculty members who had worked for more than 15 years were the most satisfied in all the scales; intrinsic (1.73: very satisfied), extrinsic (1.86: satisfied), and overall satisfaction (1.77: very satisfied). When we look to the satisfaction level, it is clear that as the working years in the current institute increase, the satisfaction rate increases. This could be due to the fact that, as faculty members spend more time in the same place, they become familiar with institute rules and regulations, routine, and individuals which eventually create more comfortable working environment and increase their self-confidence and satisfaction.

Analysis of Variances (ANOVA)**Table 5.23 ANOVA (No. of teaching years in the current institute and satisfaction)**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.090	4	.273		
Within Groups	55.111	142	.388	.702	.592
Total	56.201	146			

**Significance at 0.05 level of significance

We can see from table 5.23, that the overall significance levels was more than .005, as the p-value is .592. This means that the number of working years in the current institute was not considered a significant factor in the job satisfaction level. There was no significant difference in the intrinsic, extrinsic and overall satisfaction and number of years in the current institute.

Satisfaction based on academic ranking**Table 5.24 Satisfaction means according to academic ranking**

Academic ranking	Intrinsic satisfaction mean	Extrinsic satisfaction mean	Overall satisfaction mean
Clinical teacher	2.42	2.49	2.44
Senior clinical teacher	1.93	2.00	1.95
Assistant tutor	2.28	2.15	2.24
Tutor	2.06	2.06	2.06
Others	1.78	1.89	1.81

Table 5.24 presents the relationship between different academic rankings and job satisfaction level. It shows the satisfaction level among all the academic designations (clinical teacher, senior clinical teacher, assistant tutor, tutor and others). The “others” were the most satisfied faculty members; intrinsic satisfaction is 1.78 (very satisfied), extrinsic satisfaction is 1.89 (satisfied), and overall satisfaction is 1.81 (satisfied). They were followed by senior clinical teachers: the intrinsic satisfaction mean is 1.93 (satisfied), the extrinsic satisfaction mean is (2.00) (satisfied), and the overall satisfaction mean is 1.95 (satisfied). The least satisfied faculty members were clinical teachers, with an intrinsic satisfaction mean of 2.42, an extrinsic satisfaction mean of 2.49, and an overall satisfaction mean is 2.44.

Analysis of Variances (ANOVA)**Table 5.25 ANOVA (satisfaction and academic ranking)**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7.732	4	1.933		
Within Groups	48.469	142	.341	5.663	.000
Total	56.201	146			

**Significance at 0.05 level of significance

Table 5.25 shows that academic ranking was considered a highly significant factor with an overall p-value of .000 ($<.05$). Overall satisfaction was considered highly significant. This could be due to several reasons such as level of freedom in delivering lectures, decision making involvement, clear career path, professional development opportunities, etc. Again, to further test for statistical difference Tukey's HSD test (table 5.26) was done and this showed a statistically significant difference among senior clinical teachers, senior clinical teachers and others on overall satisfaction. Clinical teachers are new to the nursing education in comparison to other faculty members which could be the cause of this difference.

Table 5.26 Tukey's test

Type of academic ranking	N	Subset for alpha = 0.05	
		1	2
Other	36	1.8125	
Senior clinical teacher	43	1.9523	
Tutor	16	2.0625	2.0625
Assistant tutor	23	2.2413	2.2413
Clinical teacher	29		2.4448
Sig.		.067	.131

Satisfaction based on working years with the current dean**Table 5.27 Descriptive data of number of working years with the current dean**

Working with the current dean		N	Mean	Std. Deviation
Intrinsic satisfaction	Less than a year	26	2.1538	.62977
	1-3	93	2.0991	.63295
	4-6	16	1.8571	.51903
	7-10	4	1.9107	.68107
	+10	8	1.7946	.71981
	Total	147	2.0607	.62764
Extrinsic satisfaction	Less than a year	26	2.1731	.58401
	1-3	93	2.1452	.70335
	4-6	16	1.8750	.53920
	7-10	4	1.8333	.59317
	+10	8	1.9167	.81162
	Total	147	2.0998	.67112
overall	Less than a year	26	2.1596	.59565
	1-3	93	2.1129	.63151
	4-6	16	1.8625	.50547
	7-10	4	1.8875	.65240
	+10	8	1.8313	.74399
	Total	147	2.0724	.62043

As shown in table 5.27, most of the faculty members (119) has worked with their current dean for three years or less. Those faculty members were the least satisfied, intrinsically (2.09) and extrinsically (2.17). On the other hand, the most satisfied respondents

intrinsically were the faculty members had been working with the current dean for more than ten years (1.79: very satisfied), whereas the most satisfied faculty members extrinsically were those who had been working between 7-10 years. For overall satisfaction, faculty members who had been working for than 10 years (1.83) were the most satisfied. This is an expected result, as senior faculty members have worked with a dean and know his/her style of management and the way things are done. Further, they feel comfortable as they do not need to prove themselves because their current dean knows their abilities and potentials. The results revealed that 119 faculty members had worked for three years or less with the current dean. This could be due to the fact that two deans resigned and three Omani deans started their PhDs, so many new deans have been allocated recently in nursing institutes.

Analysis of Variances (ANOVA)

Table 5.28 ANOVA (Number of working years with the current dean and satisfaction)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.657	4	.414	1.079	.369
Within Groups	54.544	142	.384		
Total	56.201	146			

**Significance at 0.05 level of significance

Table 5.28 presents the ANOVA data on satisfaction level based on number of years working with the current dean. The length of time working with the current dean was not significant in relation to job satisfaction, as the overall p-value for overall is .369, higher than an α of .005.

Satisfaction based on type of qualification**Table 5.29 Descriptive data of faculty members' qualifications**

Type of qualification		N	Mean	Std. Deviation
Intrinsic satisfaction	Bachelor's	49	1.9956	.58674
	Master's	87	2.1002	.63229
	PhD	11	2.0390	.79113
	Total	147	2.0607	.62764
Extrinsic satisfaction	Bachelor's	49	2.0782	.68558
	Master's	87	2.1264	.66665
	PhD	11	1.9848	.68902
	Total	147	2.0998	.67112
overall	Bachelor's	49	2.0204	.60077
	Master's	87	2.1080	.61869
	PhD	11	2.0227	.75411
	Total	147	2.0724	.62043

Table 5.29 represents the means and standard deviations for each academic designation in each scale. As is clear in the above table, most of the faculty members were Master's degree holders (87). In addition, faculty members with a Bachelor's degree were the most intrinsically satisfied respondents with a mean of 1.99, followed by PhD (2.03) and Master's (2.10). In terms of extrinsic satisfaction, PhD holders were the most satisfied faculty members with a mean of 1.98, then those with a Bachelor's degree (2.07), and Master's degree (2.12). Overall satisfaction showed that faculty members who were Bachelor's degree holders were the most satisfied with a mean of 2.02, followed by PhD holders (2.02) and finally Master's degree holders (2.10).

Analysis of Variances (ANOVA)**Table 5.30 ANOVA (faculty members' qualifications and satisfaction)**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.270	2	.135	.348	.707
Within Groups	55.931	144	.388		
Total	56.201	146			

**Significance at 0.05 level of significance

Table 5.30 represents the ANOVA data of satisfaction of faculty members based on their qualifications. From the above table we can see that there is no significant relationship between the type of academic qualification and the level of faculty members' job satisfaction: overall .707, which is $> .005$.

5.5. The leadership style of the dean

After analysing the data from the Minnesota Satisfaction Questionnaire to determine nursing faculty members' satisfaction level, this section seeks to find the answer to the study question about the most common leadership style of nursing deans in nursing education in Oman. This section will provide an overview of the Multifactor Leadership Questionnaire (5X short), followed by frequencies of each item under transformational, transactional, or laissez-faire behaviours and the three outcome items of these leadership behaviours. After this, the remaining two sections illustrate how calculate the frequency of leadership behaviour and the overall aggregate of each behaviour items and finally, the differences between the faculty members' perceptions about the leadership behaviours of the deans and their demographic characteristics.

Multifactor Leadership Questionnaire

The Multifactor Leadership Questionnaire (5X short) was used to determine the nursing faculty members' perceptions of the leadership style of nursing deans. It contains 45 items,

36 (32 measures behaviour and 4 attributes) that measure key leadership behaviours and attributes from the nine components of transformational, transactional, or laissez-faire leadership. The item classifications under each leadership component were adopted from the Bass & Avolio (2004) MFLQ manual. These components are Idealized Attributes (10,18,21,25), Idealized Behaviours (6,14,23,34), Inspirational Motivation (19,13,26,36), Intellectual Stimulation (2,8,30,32), Individual Consideration (15,19,29,31), Contingent Reward (1,11,16,35), Management by Exception (Active) (4,22,24,27), Management by Exception (Passive) (3,12,17,20), and Laissez- Faire (5,7,28,33). Moreover, out of the 45 items, 9 measures for the outcomes of leadership style such as Extra Effort (39, 42, 44), Effectiveness (37, 40, 43, 45) and Satisfaction (38, 41). The frequency of leader behaviours was rated on a 5-point Likert scale (0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly often, 4 = Frequently if not always). A copy of the questionnaire can be seen in the appendix.

Frequencies of leadership behaviour items

This section consists of the frequency tables of the nine leadership behaviours and the three outcomes of leadership. The items listed under each behaviour are combined in one table.

Transformational leadership style

Table 5.31 Idealized Attributes

Leadership Behaviour Items	Not at all		Once in a while		Sometime		Fairly often		Frequently if not always	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
1. My dean instils pride in me for being a faculty member associated with him/her.	12	8.2%	17	11.6%	30	20.4%	43	29.3%	45	30.6%
2. My dean goes beyond self-interest for the good of the group.	13	8.8%	21	14.3%	37	25.2%	45	30.6%	31	21.1%
3. My dean acts in ways that build my respect.	6	4.1%	17	11.6%	28	19.0%	38	25.9%	58	39.5%
4. My dean displays a sense of power and confidence.	4	2.7%	9	6.1%	31	21.1%	42	28.6%	61	41.5%

Table 5.32 Idealized Behaviour

Leadership Behaviour Items	Not at all		Once in a while		Sometime		Fairly often		Frequently if not always	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
5. My dean talks about his/her most important values and beliefs.	10	6.8%	20	13.6%	41	27.9%	41	27.9%	35	23.8%
6. My dean specifies the importance of having a strong sense of purpose.	4	2.7%	12	8.2%	31	21.1%	48	32.7%	52	35.4%
7. My dean considers the moral and ethical consequences of decisions.	4	2.7%	9	6.1%	28	19.0%	46	31.3%	60	40.8%
8. My dean emphasizes the importance of having a collective sense of mission.	2	1.4%	11	7.5%	36	24.5%	50	34.0%	48	32.7%

Table 5.33 Inspirational motivation

Leadership Behaviour Items	Not at all		Once in a while		Sometime		Fairly often		Frequently if not always	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
9. My dean talks optimistically about the future of the institute.	4	2.7%	8	5.4%	19	12.9%	46	31.3%	70	47.6%
10. My dean talks enthusiastically about what needs to be accomplished.	4	2.7%	10	6.8%	28	19.0%	44	29.9%	61	41.5%
11. My dean articulates a compelling vision of the future.	2	1.4%	13	8.8%	28	19.0%	52	35.4%	52	35.4%
12. My dean expresses confidence that goals will be achieved.	3	2.0%	11	7.5%	32	21.8%	56	38.1%	45	30.6%

Table 5.34 Intellectual Stimulation

Leadership Behaviour Items	Not at all		Once in a while		Sometime		Fairly often		Frequently if not always	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
13. My dean re-examines critical assumptions to question whether they are appropriate.	8	5.4%	19	12.9%	67	45.6%	35	23.8%	18	12.2%
14. My dean seeks differing perspectives when solving problems.	10	6.8%	12	8.2%	42	28.6%	50	34.0%	33	22.4%
15. My dean gets me to look at problems from many different angles.	13	8.8%	21	14.3%	41	27.9%	38	25.9%	34	23.1%
16. My dean suggests new ways of looking at how to complete assignments.	8	5.4%	27	18.4%	47	32.0%	32	21.8%	33	22.4%

Table 5.35 Individual Consideration

Leadership Behaviour Items	Not at all		Once in a while		Sometimes		Fairly often		Frequently if not always	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
17. My dean spends time teaching and coaching.	32	21.8%	41	27.9%	43	29.3%	21	14.3%	10	6.8%
18. My dean treats me as an individual rather than just as a member of a group.	11	7.5%	14	9.5%	27	18.4%	45	30.6%	50	34.0%
19. My dean considers me as having different needs, abilities, and aspirations from others.	18	12.2%	17	11.6%	46	31.3%	39	26.5%	27	18.4%
20. My dean helps me to develop my strengths.	8	5.4%	23	15.6%	36	24.5%	37	25.2%	43	29.3%

If we look at the transformational behaviours 20 items in terms of their highest percentage frequencies scores: 9 items were “Frequently if not always”, 6 items were “Fairly often” and 5 items were “Sometimes”. As a general result for transformational behaviours, it is clear that most of the faculty members’ answers are more positive. Moreover, “Frequently if not always” value obtained the highest frequency score for the “My dean talks optimistically about the future of the institute” item. In addition, what is interesting is that for item No 17, “My dean spends time teaching and coaching” the highest score goes to “Once in a while” option and the lowest goes to “Frequently if not always”. Overall, looking at the five transformational factors, most of responses from faculty members leaned toward the “Fairly often” and “Frequently if not always” options, except for the Intellectual Stimulation factor for which most faculty members chose “Sometimes”. This implies that nursing deans need to pay more attention to this factor.

Transactional leadership style factors**Table 5.36 Contingent Reward**

Leadership Behaviour Items	Not at all		Once in a while		Sometime		Fairly often		Frequently if not always	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
21. My dean provides me with assistance in exchange for my efforts.	7	4.8%	18	12.2%	59	40.1%	42	28.6%	21	14.3%
22. My dean discusses in specific terms those who are responsible for achieving performance targets.	5	3.4%	14	9.5%	56	38.1%	39	26.5%	33	22.4%
23. My dean makes clear what one can expect to receive when performance goals are achieved.	14	9.5%	23	15.6%	52	35.4%	41	27.9%	17	11.6%
24. My dean expresses satisfaction when I meet expectations.	10	6.8%	15	10.2%	26	17.7%	46	31.3%	50	34.0%

Table 5.37 Management by Exception (Active)

Leadership Behaviour Items	Not at all		Once in a while		Sometime		Fairly often		Frequently if not always	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
25. My dean focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	24	16.3%	14	9.5%	44	29.9%	37	25.2%	28	19.0%
26. My dean concentrates his/her full attention on dealing with mistakes, complaints, and failures.	16	10.9%	18	12.2%	58	39.5%	33	22.4%	22	15.0%
27. My dean keeps track of all mistakes.	13	8.8%	27	18.4%	49	33.3%	34	23.1%	24	16.3%
28. My dean directs my attention toward any failure to meet standards.	11	7.5%	19	12.9%	46	31.3%	50	34.0%	21	14.3%

From the above two tables for the transactional behaviours, out of the 8 items, 6 were “sometimes”, 1 was “fairly often” and 1 “frequently if not always”. This indicates that most of the faculty members believe that their deans practise transformational and transactional leadership styles frequently.

Table 5.38 Management by exception (Passive)

Leadership Behaviour Items	Not at all		Once in a while		Sometime		Fairly often		Frequently if not always	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
29. My dean demonstrates that problems must become chronic before taking action.	89	60.5%	19	12.9%	22	15.0%	14	9.5%	3	2.0%
30. My dean fails to intervene until problems become serious.	70	47.6%	20	13.6%	31	21.1%	20	13.6%	6	4.1%
31. My dean waits for things to go wrong before taking action.	92	62.6%	18	12.2%	22	15.0%	9	6.1%	6	4.1%
32. My dean shows that he/she is a firm believer in "If it is not broken, don't fix it".	34	23.1%	25	17.0%	53	36.1%	25	17.0%	10	6.8%

More interesting, faculty members believed that their deans were not adopting management by exception (passive) for the transactional style of leadership as most faculty members chose three of the four items as "not at all" and only one item as "sometimes".

Laissez-faire leadership style factor**Table 5.39 Laissez-faire**

Leadership Behaviours Items	Not at all		Once in a while		Sometime		Fairly often		Frequently if not always	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
33. My dean avoids getting involved when important issues arise.	82	55.8%	19	12.9%	26	17.7%	15	10.2%	5	3.4%
34. My dean is absent when needed.	62	42.2%	27	18.4%	41	27.9%	10	6.8%	7	4.8%
35. My dean avoids making decisions.	71	48.3%	28	19.0%	28	19.0%	12	8.2%	8	5.4%
36. My dean delays responding to urgent questions.	62	42.2%	24	16.3%	36	24.5%	13	8.8%	12	8.2%

Faculty members believed that their deans were not adopting a laissez-faire style of leadership as most faculty members chose the “not at all” option for all the four items. Moreover, results show that the number of faculty members who chose the “not at all” option is very high for all the items.

B. Frequencies of leadership behaviour outcomes

The previous tables presented the frequencies of the three leadership styles (transformational, transactional and laissez-faire) behaviours. The following table presents the frequencies of these leadership behaviours outcomes.

Table 5.40 Leadership behaviour outcomes

Leadership Behaviour Outcomes Items	Not at all		Once in a while		Sometime		Fairly often		Frequently if not always	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
37. My dean uses methods of leadership that are satisfying.	6	4.1%	20	13.6%	44	29.9%	35	23.8%	42	28.6%
38. My dean works with me in a satisfactory way.	5	3.4%	10	6.8%	38	25.9%	45	30.6%	49	33.3%
39. My dean gets me to do more than I expected to do.	19	12.9%	28	19.0%	41	27.9%	42	28.6%	17	11.6%
40. My dean heightens my desire to succeed.	7	4.8%	19	12.9%	44	29.9%	38	25.9%	39	26.5%
41. My dean increases my willingness to try harder.	8	5.4%	16	10.9%	39	26.5%	41	27.9%	43	29.3%
42. My dean is effective in meeting my teaching job-related needs.	4	2.7%	24	16.3%	43	29.3%	41	27.9%	35	23.8%
43. My dean is effective in representing me to a higher authority.	19	12.9%	21	14.3%	38	25.9%	42	28.6%	27	18.4%
44. My dean is effective in meeting organizational requirements.	2	1.4%	17	11.6%	32	21.8%	47	32.0%	49	33.3%
45. My dean leads a group that is effective.	7	4.8%	17	11.6%	34	23.1%	39	26.5%	50	34.0%

The above table represents the frequencies of the outcomes of the leadership behaviours of the deans. It is clear that faculty members were positive about the leadership behaviours outcomes of their deans. The highest frequency of the 8 items was distributed among the three options “sometimes” (3), “fairly often” (2) and “frequently, if not always” (4). The

main trend shows that faculty members were optimistic about the consequences of the behaviours of the deans.

In summary, looking at all the above tables, the “fairly often” and “frequently if not always” are the dominant options for transformational behaviour factors, “sometimes” is the dominant option for transactional behaviour factors and “not at all” for laissez-faire behaviour factors. This indicates that most of the faculty members positively believed that their deans practised a transformational leadership style, followed by a transactional leadership style.

From the responses of the faculty members it seems that, in their view, there is a positive relationship between deans’ leadership behaviours and outcomes.

Frequency of leadership behaviour factors

The frequency tables indicate that there is a fairly consistent trend across the whole sample. The next step is to build the basic frequencies into a more detailed analysis to make more robust comparisons. The frequency tables present the data for each item. The next set of tables presents the measures of central tendency (means) and measures of dispersal (standard deviation). In addition, these tables present the overall leadership behaviour occurrence in each construct (transformational, transactional, laissez-faire and leadership outcomes). The mean range was calculated by $4-0=4$, then divided by the number of choices on the scale ($4/5 = 0.8$). The new scale is presented in the following table.

Table 5.41 Leadership behaviour scale

	Mean Class	Frequency
>0-0.8<	From 0 to less than 0.8	Not at all
>0.8-1.6<	From 0.8 to less than 1.6	Once in a while
>1.6-2.4<	From 1.6 to less than 2.4	Sometimes
>2.4-3.2<	From 2.4 to less than 3.2	Fairly often
>3.2-4.0<	From 3.2 to less than 4.0	Frequently if not always

To calculate the mean score of each factor, the average score of all the items comprising the specific factor was calculated. Similarly, to obtain the mean of the leadership style, the

means of the factors were calculated in order to make constructive comparison among all the factors.

Table 5.42 Frequency of transformational Idealized attributes

Items	N	Mean	Std. Deviation	Frequency of behaviour
25. My dean displays a sense of power and confidence.	147	3.00	1.060	Fairly often
21. My dean acts in ways that build my respect.	147	2.85	1.184	Fairly often
10. My dean instils pride in me for being a faculty member associated with him/her.	147	2.63	1.256	Fairly often
18. My dean goes beyond self-interest for the good of the group.	147	2.41	1.221	Fairly often

Table 5.42 represents the frequency of transformational Idealized attributes in descending order. Item No.25 (My dean displays a sense of power and confidence) had the highest mean among the items under this category which is 3.00 (fairly often), whereas item No.18 had the lowest mean, 2.41 (fairly often). It is clear that faculty members perceived that most of their deans' engaged in the behaviours associated with Idealized attributes fairly often.

Table 5.43 Frequency of transformational Idealized behaviour

Items	N	Mean	Std. Deviation	Frequency of behaviour
23. My dean considers the moral and ethical consequences of decisions.	147	3.01	1.047	Fairly often
14. My dean specifies the importance of having a strong sense of purpose.	147	2.90	1.065	Fairly often
34. My dean emphasizes the importance of having a collective sense of mission.	147	2.89	.994	Fairly often
6. My dean talks about his/her most important values and beliefs.	147	2.48	1.190	Fairly often

Table 5.43 represents the frequency of transformational Idealized behaviours in descending order. Item No. 23 (My dean considers the moral and ethical consequences of decisions) had the highest mean which is 3.01 (fairly often), which means that leaders who care about the moral and ethical consequences are more respected and followed by their employees. On the other hand, item No.6 (My dean talks about his/her most important values and beliefs) had the lowest mean 2.48 (fairly often). From the above data, it is obvious that faculty members perceived most of the actions of their deans associated with Idealized behaviour category as occurring fairly often.

Table 5.44 Transformational inspirational motivation

Items	N	Mean	Std. Deviation	Frequency of behaviour
9. My dean talks optimistically about the future of the institute.	147	3.16	1.025	Fairly often
13. My dean talks enthusiastically about what needs to be accomplished.	147	3.01	1.063	Fairly often
26. My dean articulates a compelling vision of the future.	147	2.95	1.012	Fairly often
36. My dean expresses confidence that goals will be achieved.	147	2.88	.999	Fairly often

Table 5.44 illustrates the frequency of transformational inspirational motivation behaviours in descending order. Item No. 9 (My dean talks optimistically about the future of the institute) obtained the highest mean which is 3.16 (fairly often), whereas item No. 36 (My dean expresses confidence that goals will be achieved) scored the lowest mean in this category, with 2.88 (fairly often). In general, faculty members evaluated their deans' behaviour in this category as occurring "fairly often".

Table 5.45 Transformational intellectual stimulation

Items	N	Mean	Std. Deviation	Frequency of behaviour
8. My dean seeks differing perspectives when solving problems.	147	2.57	1.129	Fairly often
30. My dean gets me to look at problems from many different angles.	147	2.40	1.237	Fairly often
32. My dean suggests new ways of looking at how to complete assignments.	147	2.37	1.177	Sometimes
2. My dean re-examines critical assumptions to question whether they are appropriate.	147	2.24	1.011	Sometimes

Table 5.45 displays the frequency of transformational intellectual stimulation behaviours in descending order. One important finding of the above table is that faculty members rated their deans' behaviours as occurring "fairly often" in items number 8 and 9 (the deans would give them responsibility and challenge them). In contrast, for items number 3 and 4 (the deans generate ideas), faculty members rated this as occurring "sometimes". In a way, we could interpret this positively as deans seem to tend more towards engaging others rather than generating ideas and practices themselves. However, it could also mean that this is a neglected area.

Table 5.46 Transformational individual consideration

Items	N	Mean	Std. Deviation	Frequency of behaviour
19. My dean treats me as an individual rather than just as a member of a group.	147	2.74	1.234	Fairly often
31. My dean helps me to develop my strengths.	147	2.57	1.216	Fairly often
29. My dean considers me as having different needs, abilities, and aspirations from others.	147	2.27	1.242	Sometimes
15. My dean spends time teaching and coaching.	147	1.56	1.177	Sometimes

Table 5.46 shows the frequency of transformational individual consideration behaviours in descending order. Item No.19 (My dean treats me as an individual rather than just as a member of a group) had the highest mean in this category 2.74 (fairly often), whereas item No. 15 (My dean spends time teaching and coaching) had the lowest mean score of 1.56

(sometimes). The rating on these items fluctuated between “Fairly often” and “sometimes” with the total mean score falling into the “sometimes” category.

Table 5.47 Transactional contingent reward

Items	N	Mean	Std. Deviation	Frequency of behaviour
35. My dean expresses satisfaction when I meet expectations.	147	2.76	1.220	Fairly often
11. My dean discusses in specific terms those who are responsible for achieving performance targets.	147	2.55	1.048	Fairly often
1. My dean provides me with assistance in exchange for my efforts.	147	2.35	1.026	Sometimes
16. My dean makes clear what one can expect to receive when performance goals are achieved.	147	2.16	1.123	Sometimes

Table 5.47 shows frequency of transactional contingent reward behaviours in descending order. Item No. 35 (My dean expresses satisfaction when I meet expectations) got the highest mean 2.76 (fairly often). At the end of the continuum, item No. 16 (My dean makes clear what one can expect to receive when performance goals are achieved) had the lowest mean of 2.16 (sometimes). The total mean for this category was 2.45, which falls under the “fairly often” category.

Table 5.48 Transactional management by exception active

Items	N	Mean	Std. Deviation	Frequency of behaviour
27. My dean directs my attention toward any failure to meet standards.	147	2.35	1.108	Sometimes
4. My dean focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	147	2.21	1.315	Sometimes
24. My dean keeps track of all mistakes.	147	2.20	1.180	Sometimes
22. My dean concentrates his/her full attention on dealing with mistakes, complaints, and failures.	147	2.18	1.165	Sometimes

Table 5.48 represents frequency of transactional management by exception active behaviours in descending order. Item No. 27 (My dean expresses satisfaction when I meet expectations) had the highest mean, 2.35, while item No. 22 (My dean concentrates his/her full attention on dealing with mistakes, complaints, and failures) had the lowest mean, 2.18 (sometimes). The ratings for all the items come under the “sometimes” category which means that faculty members perceived their deans transactional behaviours from time to time when an intervention was needed.

Table 5.49 Management by exception passive

Items	N	Mean	Std. Deviation	Frequency of behaviour
17. My dean shows that he/she is a firm believer in “If it is not broken, don’t fix it”.	147	1.67	1.200	Sometimes
3. My dean fails to intervene until problems become serious.	147	1.13	1.262	Once in a while
20. My dean demonstrates that problems must become chronic before taking action.	147	.80	1.134	Once in a while
12. My dean waits for things to go wrong before taking action.	147	.77	1.159	Once in a while

Table 5.49 illustrates frequency of management by exception passive behaviours in descending order. All the items come under the “once in a while” category except item No.17 (My dean shows that he /she is a firm believer in “if it is not broken, don’t fix it”) with a mean of 1.67, which comes under the “sometimes” category.

Table 5.50 Laissez-faire

Items	N	Mean	Std. Deviation	Frequency of behaviour
33. My dean delays responding to urgent questions.	147	1.24	1.306	Once in a while
7. My dean is absent when needed.	147	1.14	1.180	Once in a while
28. My dean avoids making decisions.	147	1.03	1.224	Once in a while
5. My dean avoids getting involved when important issues arise.	147	.93	1.206	Once in a while

Table 5.50 illustrates laissez-faire items in descending order. As is clear from the above table, for each item, all the participants chose the “once in a while” category. Item No.33

(My dean delays responding to urgent questions) got the highest mean 1.24 and item No. 5 (My dean avoids getting involved when important issues arise) had the lowest mean 93.

Outcomes of leadership

Each of the above leadership styles has outcomes. According to the Multifactor Leadership Questionnaire, leadership behaviours can have three outcomes: satisfaction, extra-effort, and effectiveness. The MLQ measures the success of the group by assessing the three outcomes of leadership. According to Bass & Avolio (2004), satisfaction outcome is measured by assessing the overall satisfaction of the employees with their leader's working skills (items 38,41) and extra-effort by asking employees to rate the motivational skills of their leaders (items 39,42,44). In addition, to measure the effectiveness outcomes, employees assess their leader's communication skills at all organizational levels (items 37, 40, 43, 45).

Table 5.51 Satisfaction outcomes

Items	N	Mean	Std. Deviation	Frequency of behaviour
41. My dean works with me in a satisfactory way.	147	2.84	1.073	Fairly often
38. My dean uses methods of leadership that are satisfying.	147	2.59	1.157	Fairly often

Table 5.51 illustrates faculty members' satisfaction as one of leadership outcomes items in descending order. The two items fall within the "fairly often" category. This means that faculty members are regularly satisfied with their deans' leadership.

Table 5.52 Extra-effort outcomes

Items	N	Mean	Std. Deviation	Frequency of behaviour
44. My dean increases my willingness to try harder.	147	2.65	1.169	Fairly often
42. My dean heightens my desire to succeed.	147	2.56	1.153	Fairly often
39. My dean gets me to do more than I expected to do.	147	2.07	1.209	Sometimes

Table 5.52 represents faculty members' extra efforts as an outcome of leadership. All the items fell under the "fairly often" category except item No.39 (My dean gets me to do more than I expected to do), which fell under the "sometimes" category with 2.07 mean score. Item No. 44 (My dean increases my willingness to try harder) had the highest mean, 2.65.

Table 5.53 Effectiveness

Items	N	Mean	Std. Deviation	Frequency of behaviour
43. My dean is effective in meeting organizational requirements.	147	2.84	1.058	Fairly often
45. My dean leads a group that is effective.	147	2.73	1.184	Fairly often
37. My dean is effective in meeting my teaching job-related needs.	147	2.54	1.106	Fairly often
40. My dean is effective in representing me to a higher authority.	147	2.25	1.276	Sometimes

Table 5.53 illustrates the items that rate the deans' effectiveness as an outcome of leadership behaviours. All the items fell under the "fairly often" category, except item No. 40 (My dean is effective in representing me to a higher authority) which fell into the "sometimes" category with 2.25 mean score. Item No 43 (My dean is effective in meeting organizational requirements) had the highest mean score, 2.84.

Overall, when looking at the results from both the frequency tables for each item and the overall leadership behaviour occurrence in each construct (transformational, transactional, laissez-faire and leadership outcomes), there is consistency in the results: the current result supports the first section of basic frequency tables. As an overall trend, all faculty members believed that their deans' are "fairly often" transformational leaders, followed by their using the transactional leadership style "sometimes" and practising a laissez-faire leadership style only "once in a while".

5.6. Differences between the leadership styles and demographic characteristics

After a first level analysis of frequencies, the aim is to find out if the following factors are significant in shaping the responses of the faculty members:

- Age
- Gender
- Experience
- Working in the current institute
- Academic ranking
- Number of years with current dean
- Qualifications

In order to do this, the measure of central tendency the mean (the average score) as well as the standard deviation (average distance from the mean) were used to obtain a broad picture. This was then followed by an Analysis of Variance (ANOVA) test. Again, the ANOVA test is used to determine whether there are statistically significant differences between the means of three groups or more (Cohen et al. 2011).

The frequency of the leadership behaviour according to age

Table 5.54 descriptive data of the different age groups

AGE Group	Mean	N	Std. Deviation
25-30	2.3964	14	.79287
31-40	2.5422	83	.72757
41-50	2.8608	37	.74032
+50	2.9538	13	.53753
Total	2.6449	147	.73784

Table 5.54 illustrates the descriptive data of the different age groups and their responses in relation to the five transformational behaviours. Faculty members who are over 41 years old rated the behaviours of the deans in the “fairly often” category in all five transformational behaviours.

Table 5.55 ANOVA (age and satisfaction)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.706	3	1.569	3.000	.033
Within Groups	74.778	143	.523		
Total	79.484	146			

**Significance at 0.05 level of significance

From the above table, it is seen that the significance level for all the 5 transformational behaviours is .033, which indicates that there is low significant difference between age groups with regard to their perceptions of transformational leadership behaviours.

The frequency of the transactional leadership behaviour according to age

Table 5.56 descriptive data of the different age groups

AGE Group	Mean	N	Std. Deviation
25-30	2.2411	14	.64013
31-40	2.2123	83	.64443
41-50	2.6284	37	.60055
+50	2.5000	13	.40825
Total	2.3452	147	.63710

Table 5.56 illustrates the descriptive data of the different age groups and their responses in relation to the transactional leadership behaviours. Faculty members had a similar rating with the frequency of contingent reward behaviour rated as “fairly often” and the frequency of management by exception-active rated as “sometimes”.

Table 5.57 ANOVA (age and satisfaction)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.895	3	1.632	4.292	.006
Within Groups	54.365	143	.380		
Total	59.260	146			

**Significance at 0.05 level of significance

From the above table, it is clear that the significance is .006, which indicates that there is significant difference between age groups in regard to their perceptions about transactional

leadership behaviours. Again to determine the statistical significance level, a post-hoc test, Tukey's honest significant difference test (table 5.58), was done to find where the exact difference is. The Tukey (HSD) test showed no statistical difference among the groups.

Table 5.58 Tukey's test

AGE Group	N	Subset for alpha = 0.05
		1
31-40	83	2.2123
25-30	14	2.2411
+50	13	2.5000
41-50	37	2.6284
Sig.		.127

The frequency of the laissez-faire leadership behaviour according to age

Table 5.59 descriptive data of different age groups

AGE Group	Mean	N	Std. Deviation
25-30	.6875	14	.67359
31-40	1.1446	83	.74374
41-50	1.1723	37	.89721
+50	.9231	13	.49880
Total	1.0884	147	.76905

Table 5.59 illustrates the descriptive data of the different age groups and their responses in relation to laissez-faire leadership behaviours. The rating of this was similar to management by exception-passive and laissez-faire behaviour, being rated as "once in a while".

Table 5.60 ANOVA (leadership and age)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.128	3	1.043	1.791	.151
Within Groups	83.223	143	.582		
Total	86.350	146			

**Significance at 0.05 level of significance

From the above table it can be seen that the significance level is more than .05, which indicates that there is no significant difference between age groups with regard to their perceptions about laissez-faire leadership behaviours.

The frequency of the leadership behaviour outcomes according to age

Table 5.61 descriptive data of leadership behaviour outcomes and age

AGE Group	Mean	N	Std. Deviation
25-30	2.2976	14	.92408
31-40	2.4541	83	.88127
41-50	2.8228	37	.94391
+50	2.9679	13	.71640
Total	2.5775	147	.90503

Table 5.61 illustrates the descriptive data of the different age groups and their responses in relation to the outcomes of leadership behaviours. Leadership outcomes (satisfaction, extra-efforts, and effectiveness) were rated very similarly as “fairly often”. Furthermore, leadership outcomes (satisfaction and extra-efforts) have a significance level of .044, which means that there is significant difference between gender and the perception of leadership outcomes.

Table 5.62 ANOVA (age and leadership outcomes)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.568	3	2.189	2.770	.044
Within Groups	113.019	143	.790		
Total	119.587	146			

The frequency of the leadership behaviour according to gender

When there are two groups, a t-test is used. The t-test is similar to ANOVA but looks at the statistically significance differences between the means of two groups (Cohen et al 2011).

Table 5.63 T-test

Construct	Male		Female		T-test	d.f	Sig
	Mean	S.D	Mean	S.D			
Transformational	2.8971	.72124	2.5690	.74691	2.306	145	.665
Transactional	2.4449	.62020	2.3153	.64176	1.040	145	.599
Laissez-faire	.8272	.66573	1.1670	.78323	-2.292	145	.069
Satisfaction	3.1176	1.02291	2.5929	.99899	2.671	145	.580
Extra-efforts	2.5882	.89163	2.3776	.88697	1.213	145	.673
Effectiveness	2.9118	.99978	2.4956	.96013	2.195	145	.784

**Significance at 0.05 level of significance

The above table illustrates the relationship between gender and perception of their leader behaviours and outcomes. In general, both males and females have similar views on both leadership behaviours and outcomes. Males and females rated the transformational and transactional leadership behaviours of their deans and leadership outcomes as occurring largely “fairly often”, whereas laissez-faire behaviours occurred, in their view, “once in a while”. Furthermore, all the three leadership styles and outcomes have a significance level of more than $.05 \alpha$, which means that there is no significant difference between gender and the perception of leadership styles and outcomes.

Faculty members’ perceptions of transformational leadership behaviours based on total years of experience

Table 5.64 descriptive data of transformational leadership behaviours and experience

Experience Years interval	Mean	N	Std. Deviation
less than a year	2.6143	14	.75382
1-4	2.5361	18	.79369
5-10	2.5467	45	.67634
11-15	2.5596	26	.81228
+15	2.8500	44	.71634
Total	2.6449	147	.73784

Table 5.64 presents the means and standard deviations of the faculty members’ perceptions of the main five transformational leadership behaviours of their deans broken down by

years of experience. All faculty members believed that their deans practised a transformational leadership style “fairly often” with all means ranging between 2.5 and 2.8; faculty members who had worked more than 15 years, however, had the highest mean (2.85) and those who had worked between one to four years had the lowest mean (2.53).

Table 5.65 ANOVA (transformational leadership behaviours and experience)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.700	4	.675	1.249	.293
Within Groups	76.783	142	.541		
Total	79.484	146			

**Significance at 0.05 level of significance

The above table shows that the p-value was .293, > .05, significance values were more than 0.005 which means that there was no significant relationship between total years of of experience and faculty members’ perceptions about leadership behaviours.

Faculty members’ perceptions of transactional leadership behaviours based on total experience years

Table 5.66 Descriptive data of transactional leadership behaviours and experience

	N	Mean	Std. Deviation
less than a year	14	2.3929	.50682
1-4	18	2.1042	.72792
5-10	45	2.2083	.59651
11-15	26	2.3846	.68275
+15	44	2.5455	.60766
Total	147	2.3452	.63710

Table 5.66 shows the means and standard deviations of the faculty members’ views with regard to the main transactional leadership behaviours of their deans based on years of experience. All faculty members believed that their deans “sometimes” practised a transactional leadership style with a total mean of 2.34. Faculty members who had worked

for more than 15 years with their deans had the highest mean (2.54) and faculty members who had worked between one to four years had the lowest mean (2.10).

Table 5.67 ANOVA (transactional leadership behaviours and experience)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.725	4	.931	2.381	.054
Within Groups	55.535	142	.391		
Total	59.260	146			

**Significance at 0.05 level of significance

The overall significance value for transactional leadership style, as shown in the following table was .054, which means that there was no significant relationship between total years of experience and faculty members' perceptions about leadership behaviours.

Faculty members' perceptions of laissez-faire leadership behaviours based on total years of experience

Table 5.68 Descriptive data of laissez-faire leadership behaviours and experience

	N	Mean	Std. Deviation
less than a year	14	.7679	.67200
1-4	53	1.0495	.75373
5-10	53	1.1533	.79800
11-15	21	1.2738	.77320
+15	6	.9583	.81266
Total	147	1.0884	.76905

Table 5.68 presents the means and standard deviations of the faculty members' perceptions of the main laissez-faire leadership behaviours of their deans based on years of experience. It is worth mention that faculty members who had less than a year in nursing education rated the frequency of their deans' laissez-faire leadership behaviours as "not at all". All faculty members believed that their deans practised laissez-faire leadership style "once in a while", with a total mean of 1.08.

Table 5.69 ANOVA (laissez-faire leadership behaviours and experience)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.868	4	.967	1.665	.161
Within Groups	82.482	142	.581		
Total	86.350	146			

**Significance at 0.05 level of significance

From the above table, laissez-faire behaviour p-value was .161, > .05, significance value was more than 0.005 which means that there was no significant relationship between total years of experience and faculty members' perceptions about leadership behaviours.

Faculty members' perceptions of leadership outcomes based on total years of experience

Table 5.70 Descriptive data of leadership behaviour outcomes and experience

	N	Mean	Std. Deviation
less than a year	14	2.6290	.89206
1-4	18	2.3071	.99324
5-10	45	2.4741	.82100
11-15	26	2.4904	.90096
+15	44	2.8289	.93643
Total	147	2.5775	.90503

Table 5.70 presents the means and standard deviations of the views of the faculty members about the outcomes of leadership behaviours of nursing deans based on years of experience. In general, faculty members rated the frequency of all the three leadership outcomes (satisfaction, extra efforts, effectiveness) as "fairly often". It is worth noting that faculty members who had worked for more than 15 years strongly supported the belief that leadership behaviour affects leadership outcomes, with the highest mean in all the three outcomes. This high rating is in contrast to the rating by faculty members who had worked between one to four years, with the lowest mean in all the three outcomes.

Table 5.71 ANOVA (leadership behaviours outcomes and experience)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.813	4	1.203	1.489	.209
Within Groups	114.774	142	.808		
Total	119.587	146			

**Significance at 0.05 level of significance

From the above table, the p-value for leadership behaviours outcome was .209 ($> .05$), which means that there was no significant relationship between total years of experience and faculty members' perceptions about leadership outcomes.

Faculty members' perceptions of transformational leadership behaviours based on the working years in the current institute

Table 5.72 Descriptive data of the transformational behaviours and working years

	N	Mean	Std. Deviation
less than a year	14	2.4036	.74999
1-4	53	2.7500	.66340
5-10	53	2.6311	.80773
11-15	21	2.5381	.73755
+15	6	2.7750	.73875
Total	147	2.6449	.73784

Table 5.72 represents means and standard deviations of the faculty members' perceptions of the transformational leadership behaviours of their deans based on years of working in the current institute. As is clear, all faculty members believed that their deans "fairly often" practised the transformational leadership style, with all means ranging between 2.4 and 2.7.

Table 5.73 ANOVA (transformational leadership behaviours and years working)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.752	4	.438	.800	.527
Within Groups	77.732	142	.547		
Total	79.484	146			

**Significance at 0.05 level of significance

From the above table, the p-value was .527 ($> .05$). The significance value of transformational behaviours was more than 0.005, which means that there was no significant relationship between total years of experience and faculty members' perceptions about leadership behaviours.

Faculty members' perceptions of transactional leadership behaviours based on years working in current institute

Table 5.74 Descriptive data of the transactional leadership behaviours and years working

	N	Mean	Std. Deviation
Less than a year	14	2.3571	.53001
1-4	53	2.3821	.70601
5-10	53	2.3208	.64975
11-15	21	2.3393	.55077
+15	6	2.2292	.54438
Total	147	2.3452	.63710

Table 5.74 represents the means and standard deviations of the faculty members' perceptions of the main transactional leadership behaviours of their deans categorised by the number of years in the current institute. All faculty members, regardless of the number of years in the current institute, believed that their deans "sometimes" practised a transactional leadership style with a total mean of 2.34. Again the length of service seemed influential here, the faculty members who had worked more than 15 years had the lowest mean (2.22) and those who worked between one and four years had the highest (2.38).

Table 5.75 ANOVA (transactional leadership behaviours and years working)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.187	4	.047	.113	.978
Within Groups	59.073	142	.416		
Total	59.260	146			

**Significance at 0.05 level of significance

Nevertheless, overall significance values for the transactional leadership style, as shown in the above table, was .978, which means that there was no significant relationship between the number of years in the current institute and faculty members' perceptions about leadership behaviours.

Faculty members' perceptions of laissez-faire leadership behaviours based on years working in the current institute

Table 5.76 Descriptive data of the laissez-faire leadership behaviours and working years

	N	Mean	Std. Deviation
Less than a year	14	.7679	.67200
1-4	53	1.0495	.75373
5-10	53	1.1533	.79800
11-15	21	1.2738	.77320
+15	6	.9583	.81266
Total	147	1.0884	.76905

Table 5.76 shows the means and standard deviations of the faculty members' perceptions of the main laissez-faire leadership behaviours of their deans based on the number of years working in the current institute. In general, faculty members rated their deans' behaviours as occurring "once in a while". It is worth noting that faculty members who had less than a year in the current institute rated the frequency of their deans' laissez-faire leadership behaviours as "not at all", the lowest mean (.767). This is followed by faculty members with more than 15 years in the current institute (.958).

Table 5.77 ANOVA (laissez-faire leadership behaviours and working years)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.565	4	.641	1.087	.365
Within Groups	83.785	142	.590		
Total	86.350	146			

**Significance at 0.05 level of significance

The above table, p-value was .365 ($> .05$), more than 0.05 which means that there was no significant relationship between number of years working in the current institute and faculty members' perceptions about leadership behaviours.

Faculty members' perceptions of leadership outcomes based on the working years in the current institute

Table 5.78 Descriptive data of the leadership behaviours outcomes and working years

	N	Mean	Std. Deviation
Less than a year	14	2.3869	.80673
1-4	53	2.6761	.86321
5-10	53	2.5535	.98643
11-15	21	2.4894	.90384
+15	6	2.6713	.91345
Total	147	2.5775	.90503

Table 5.78 represents the means and standard deviations of the faculty members' perceptions of the outcomes of leadership behaviours of nursing deans based on the number of years working in the current institute. In general, faculty members supported the belief that leadership outcomes (satisfaction, extra efforts, effectiveness) are "fairly often" affected by leadership behaviours.

Table 5.79 ANOVA (leadership behaviours outcomes and working years)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.270	4	.318	.381	.822
Within Groups	118.317	142	.833		
Total	119.587	146			

**Significance at 0.05 level of significance

From the above table, p-value was .822 ($> .05$), which means that there was no significant relationship between the number of working years in the current institute and faculty members' perceptions of leadership outcomes.

Faculty members' perceptions of transformational leadership behaviours based on academic ranking

Table 5.80 Descriptive data of transformational leadership behaviours and academic ranking

Academic ranking	N	Mean	Std. Deviation
Clinical teacher	29	2.3552	.73404
Senior clinical teacher	43	2.8256	.75082
Assistant tutor	23	2.4478	.79508
Tutor	16	2.5156	.79952
Other	36	2.8458	.55477
Total	147	2.6449	.73784

Table 5.80 represents the means and standard deviations of the faculty members' perceptions of transformational leadership behaviours of their deans based on academic ranking. All faculty members regardless of their academic ranking believed that their deans "fairly often" practised transformational leadership style. The mean for each group ranged between (2.35 to 2.84); faculty members' who are categorised under "others" had the highest mean (2.84) and clinical teachers had the lowest mean (2.35).

Table 5.81 ANOVA (transformational leadership behaviours and academic ranking)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.452	4	1.613	3.136	.017
Within Groups	73.031	142	.514		
Total	79.484	146			

**Significance at 0.05 level of significance

From the above table, it can be seen that the transformational leadership style p-value was .017 (< 0.5), and this means that there is a significant relationship between academic ranking and faculty members' perceptions about these leadership behaviours in general.

Faculty members' perceptions of transactional leadership behaviours based on academic ranking

Table 5.82 Descriptive data of transactional leadership behaviours and academic ranking

	N	Mean	Std. Deviation
Clinical teacher	29	2.1552	.63268
Senior clinical teacher	43	2.4767	.66996
Assistant tutor	23	2.1630	.62436
Tutor	16	2.2578	.63487
Other	36	2.4965	.56259
Total	147	2.3452	.63710

Table 5.82 represents the means and standard deviations of the faculty members' perceptions of the main transactional leadership behaviours of their deans based on faculty academic ranking. Faculty members in general believed that their deans "sometimes" practised transactional leadership style with a total mean of (2.34). Faculty members categorised under "others" had the highest mean (2.49) and clinical teachers the lowest (2.15).

Table 5.83 ANOVA (transactional leadership behaviours and academic ranking)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.501	4	.875	2.229	.069
Within Groups	55.759	142	.393		
Total	59.260	146			

**Significance at 0.05 level of significance

Nevertheless, from the above table, the p-value was .069 ($< .05$), which means that there was no significant relationship between faculty members' academic ranking and their perceptions about leadership behaviours.

Faculty members' perceptions of laissez-faire leadership behaviours based on academic ranking

Table 5.84 Descriptive data of laissez-faire leadership behaviours and academic ranking

	N	Mean	Std. Deviation
Clinical teacher	29	1.0776	.70822
Senior clinical teacher	43	1.2616	.87151
Assistant tutor	23	1.4891	.69690
Tutor	16	1.0547	.67696
Other	36	.6493	.55807
Total	147	1.0884	.76905

Table 5.84 presents the means and standard deviations of the faculty members' perceptions of the main laissez-faire leadership behaviours of their deans based on faculty academic ranking. In general, faculty members rated laissez-faire behaviours as occurring "once in a while". It is worth mentioning that faculty members categorised under "others" had the lowest mean (0.64) while assistant tutors had the highest (1.48).

Table 5.85 ANOVA (laissez-faire leadership behaviours and academic ranking)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.946	4	2.987	5.700	.000
Within Groups	74.404	142	.524		
Total	86.350	146			

**Significance at 0.05 level of significance

ANOVA was conducted for the overall laissez-faire leadership style; p-value was .000 (< 0.05). This implies that there is a significant relationship between number of years working in the current institute and faculty members' perceptions about leadership behaviours. A Tukey (HSD) test was done and showed a significant difference among senior clinical teachers, assistant tutors and others on how they view their deans' laissez-faire leadership style.

Table 5.86 Tukey's test

Type of academic ranking	N	Subset for alpha = 0.05	
		1	2
Other	36	.6493	
Tutor	16	1.0547	1.0547
Clinical teacher	29	1.0776	1.0776
Senior clinical teacher	43		1.2616
Assistant tutor	23		1.4891
Sig.		.210	.198

Faculty members' perceptions of leadership outcomes based on academic ranking

Table 5.87 Descriptive data of leadership behaviours outcomes and academic ranking

	N	Mean	Std. Deviation
Clinical teacher	29	2.2117	.91857
Senior clinical teacher	43	2.8443	.87113
Assistant tutor	23	2.3213	.92587
Tutor	16	2.4167	1.02505
Other	36	2.7886	.73677
Total	147	2.5775	.90503

Table 5.87 presents the means and standard deviations of the faculty members' perceptions of the outcomes of the leadership behaviours of deans based on faculty members' academic ranking. In general, faculty members supported the belief that leadership outcomes (satisfaction, extra-efforts, effectiveness) are "fairly often" affected by leadership behaviours.

Table 5.88 ANOVA (leadership behaviours outcomes and academic ranking)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10.470	4	2.618	3.406	.011
Within Groups	109.117	142	.768		
Total	119.587	146			

**Significance at 0.05 level of significance

From the above table, satisfaction outcome p-value was $.011 < .05$, which means that there was significant relationship between faculty members' academic rankings and their perceptions of leadership outcomes. A Tukey (HSD) test (table 5.89) was completed and this showed that there is no significant difference among the groups with regard to teachers' perceptions about the leadership behaviour outcomes.

Table 5.89 Tukey's test

Type of academic ranking	N	Subset for alpha = 0.05
		1
Clinical teacher	29	2.2117
Assistant tutor	23	2.3213
Tutor	16	2.4167
Other	36	2.7886
Senior clinical teacher	43	2.8443
Sig.		.074

Faculty members' perceptions of transformational leadership behaviours based on the number of years working with current dean

Table 5.90 Descriptive data of transformational leadership behaviours and number of years working with the current dean

No. working years	N	Mean	Std. Deviation
Less than a year	26	2.4673	.72470
1-3	93	2.6640	.75665
4-6	16	2.7531	.72651
7-10	4	2.6125	.80454
+10	8	2.8000	.60769
Total	147	2.6449	.73784

Table 5.90 represents the means and standard deviations of the faculty members' perceptions of the main five transformational leadership behaviours of their deans based on the number of years working with the current dean. In general, all faculty members regardless of their academic ranking believed that their deans "fairly often" practised transformational leadership style with all means ranging from 2.4 to 2.8; faculty members who had been working with current dean for more than ten years had the highest mean (2.80) and those who had been working with current dean for less than a year had the lowest (2.46).

Table 5.91 ANOVA (transformational leadership behaviours and number of working years with the current dean)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.238	4	.309	.562	.691
Within Groups	78.246	142	.551		
Total	79.484	146			

**Significance at 0.05 level of significance

From the above table, the p-value was .691 ($> .05$). The significance value was more than 0.005 which means that there was no significant relationship between faculty members' number of years with the current dean and their perceptions about leadership behaviours.

Faculty members' perceptions of transactional leadership behaviours based on years working with the current dean

Table 5.92 Descriptive data of transactional leadership behaviours and number of years working with the current dean

No. working years	N	Mean	Std. Deviation
Less than a year	26	2.3413	.61498
1-3	93	2.3105	.65928
4-6	16	2.4766	.68041
7-10	4	2.3750	.42081
+10	8	2.4844	.50638
Total	147	2.3452	.63710

Table 5.92 represents the means and standard deviations of the faculty members' perceptions of the main transactional leadership behaviours of their deans based on faculty

number of years working with the current dean. Faculty members in general believed that their deans “sometimes” practised a transactional leadership style with a total mean of 2.34. Faculty members who had been working with current dean for more than ten years had the highest mean 2.48 and those who had been working with current dean for between one and three years had the lowest 2.31.

Table 5.93 ANOVA (transactional leadership behaviours and number of working years with the current dean)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.547	4	.137	.331	.857
Within Groups	58.713	142	.413		
Total	59.260	146			

**Significance at 0.05 level of significance

From the above table, the p-value was .857 ($> .05$), this means that there was no significant relationship between faculty members’ number of years working with the current dean and their perceptions about leadership behaviours.

Faculty members’ perceptions of laissez-faire leadership behaviours based on faculty members’ number of years working with the current dean

Table 5.94 Descriptive data of laissez-faire leadership behaviours and number of years working with the current dean

No. working years	N	Mean	Std. Deviation
Less than a year	26	1.0577	.89459
1-3	93	1.1398	.77404
4-6	16	1.0313	.63328
7-10	4	1.1563	.41300
+10	8	.6719	.65102
Total	147	1.0884	.76905

Table 5.94 presents the means and standard deviations of the faculty members’ perceptions of the main laissez-faire leadership behaviours of their deans based on the number of years working with the current dean. In general, faculty members rated laissez-faire style as “once in a while”. Faculty members who had been working with current dean for more

than ten years had the lowest mean (.67), which suggests that they do not think that their deans practised a laissez-faire leadership style.

Table 5.95 ANOVA (laissez-faire leadership behaviours and number of working years with the current dean)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.729	4	.432	.725	.576
Within Groups	84.622	142	.596		
Total	86.350	146			

**Significance at 0.05 level of significance

In the above table, p-value was .576 ($> .05$), and the significance value was more than 0.05, which means that there was no significant relationship between number of years working with the current dean and faculty members' perceptions about leadership behaviours.

Faculty members' perceptions of leadership outcomes based on number of years working with the current dean

Table 5.96 Descriptive data of leadership behaviours outcomes and number of years working with the current dean

No. working years	N	Mean	Std. Deviation
Less than a year	26	2.3568	.90450
1-3	93	2.6141	.92029
4-6	16	2.6372	.97829
7-10	4	2.5069	.90591
+10	8	2.7847	.60799
Total	147	2.5775	.90503

Table 5.96 represents the means and standard deviations of the faculty members' perceptions of the outcomes of the leadership behaviours of deans based on faculty academic ranking. In general, all faculty members, regardless of the number of years working with the current dean believed that leadership outcomes (satisfaction, extra-efforts, effectiveness) are "fairly often" affected by leadership behaviours of their deans.

Table 5.97 ANOVA (leadership behaviours outcomes and number of working years with the current dean)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.811	4	.453	.546	.702
Within Groups	117.776	142	.829		
Total	119.587	146			

**Significance at 0.05 level of significance

From the above table, p-value was .702 ($> .05$), significance value was more than 0.05, meaning that there was no significant relationship between the number of years working in the current institute and faculty members' perceptions of leadership outcomes.

Faculty members' perceptions of transformational leadership behaviours based on qualifications

Table 5.98 Descriptive data of transformational leadership behaviours of their deans based on qualifications

Qualification	N	Mean	Std. Deviation
Bachelor's	49	2.7255	.75292
Master's	87	2.5799	.74266
PhD	11	2.8000	.62370
Total	147	2.6449	.73784

Table 5.98 presents the means and standard deviations of the faculty members' perceptions of the main five transformational leadership behaviours of their deans based on qualifications. All faculty members regardless of their academic qualifications believed that their deans "fairly often" practised transformational leadership style with all means ranging between 2.57 and 2.80. Faculty members with PhDs had the highest mean (2.80). This might suggest they highly support the belief that they saw nursing deans demonstrating transformational leadership behaviours.

Table 5.99 ANOVA (transformational leadership behaviours and qualifications)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.951	2	.475	.872	.420
Within Groups	78.533	144	.545		
Total	79.484	146			

**Significance at 0.05 level of significance

From the above table, p-value was .420 ($> .05$), the significance value was more than 0.005 which means that there was no significant relationship between faculty members' qualifications and their perceptions about leadership behaviours.

Faculty members' perceptions of transactional leadership behaviours based on qualifications

Table 5.100 Descriptive data of transformational leadership behaviours of their deans based on qualifications

Qualification	N	Mean	Std. Deviation
Bachelor's	49	2.3597	.61800
Master's	87	2.3218	.66435
PhD	11	2.4659	.52468
Total	147	2.3452	.63710

Table 5.100 represents the means and standard deviations of the faculty members' perceptions of the main transactional leadership behaviours of their deans based on qualifications. As it is clear from the table above that faculty members in general believed that their deans "sometimes" practised a transactional leadership style, with a total mean of 2.34.

Table 5.101 ANOVA (transactional leadership behaviours and qualifications)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.218	2	.109	.266	.767
Within Groups	59.042	144	.410		
Total	59.260	146			

**Significance at 0.05 level of significance

From the above table, the p-value was .767 ($> .05$), which means that there was no significant relationship between faculty members' qualifications and their perceptions about leadership behaviours.

Faculty perceptions of laissez-faire leadership behaviours based on qualifications**Table 5.102 Descriptive data of laissez-faire leadership behaviours of their deans based on qualifications**

Qualification	N	Mean	Std. Deviation
Bachelor's	49	.7628	.66499
Master's	87	1.2974	.77742
PhD	11	.8864	.60842
Total	147	1.0884	.76905

Table 5.102 shows the means and standard deviations of the faculty perceptions of the main laissez-faire leadership behaviours of their deans based on faculty qualifications. In general, faculty members rated their deans' laissez-faire style as occurring "once in a while".

Table 5.103 ANOVA (laissez-faire leadership behaviours and faculty qualifications)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.446	2	4.723	8.844	.000
Within Groups	76.904	144	.534		
Total	86.350	146			

**Significance at 0.05 level of significance

Shown in the above table, ANOVA was conducted for the overall laissez-faire leadership style, p-value was .000 (< 0.05), and this confirms that there is a significant relationship between faculty qualifications and their perceptions about leadership behaviours. The Tukey (HSD) test was done; it showed a significant difference between faculty members who have a Bachelor's degree and those who have PhD in terms of how they view their deans' laissez-faire leadership style.

Table 5.104 Tukey's test

Type of qualification	N	Subset for alpha = 0.05	
		1	2
Bachelor's	49	.7628	
PhD	11	.8864	.8864
Master's	87		1.2974
Sig.		.825	.124

Faculty perceptions of leadership behaviours outcomes based on faculty qualifications

Table 5.105 Descriptive data of leadership behaviours outcomes of their deans based on faculty qualifications

Qualification	N	Mean	Std. Deviation
Bachelor's	49	2.7069	.92980
Master's	87	2.4939	.90535
PhD	11	2.6616	.78053
Total	147	2.5775	.90503

Table 5.105 shows means and standard deviations of the faculty members' perceptions of the outcomes of the leadership behaviours of deans based on qualifications. In general, all faculty members, regardless of their qualification type, supported the belief that leadership outcomes (satisfaction, extra-efforts, effectiveness) are "fairly often" affected by leadership behaviours.

Table 5.106 ANOVA (leadership behaviours outcomes and faculty qualifications)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.506	2	.753	.918	.402
Within Groups	118.081	144	.820		
Total	119.587	146			

**Significance at 0.05 level of significance

From the above table, p-value was .402 ($> .05$), which means that there was no significant relationship between the number of working years in the current institute and faculty perceptions of leadership outcomes.

To summarise the findings of this section, after looking at the influence of different factors (age, gender, total years of experience, number of working years with the current dean, number of working years in the current institute, academic ranking and faculty qualifications) on the perceptions of faculty members, it is clear that there are some minor aspects that are statistically significant. Firstly, faculty members who had worked for more than 15 years seemed to have positive perspectives about their deans' leadership style. In addition, there were two factors where ANOVA test revealed a significant p-value for how

faculty members viewed their deans' laissez-faire leadership styles: academic ranking and the type of qualifications. A Tukey test was performed to discover the exact differences between groups; in academic ranking, the results showed that there were statistically differences among clinical teachers, assistant tutors and others on how they viewed their deans' laissez-faire leadership style. Similarly, faculty members who have a Bachelor's degree were statistically significantly different from faculty members who have a Master's degree in terms of how they viewed their deans' laissez-faire leadership style.

In conclusion, there are overall trends in the components across the whole sample; there is a general tendency for faculty members to rate their deans transformational leadership style as "fairly often", transactional leadership style as "sometimes" and laissez-faire as "once in a while".

5.7. Correlation and regression

After performing the descriptive analysis and ANOVA to compare factors on both leadership and satisfaction questionnaires, it is obvious that there is a relationship between faculty members' satisfaction and the leadership style of the dean. The main purpose of this study is to identify the relationship between different leadership styles and faculty members' job satisfaction level. Clason & Dormody (1994) argue that to identify the relationship between two variables, the researcher needs to use association measures rather than differences tests. In order to determine the relationship between the two variables, correlation and regression statistical methods were used. The most commonly used methods for examining the relationship between two quantitative variables are correlation and linear regression. Correlation measures the strength of the linear relationship between two variables, whereas regression goes deeper to specify the relationship in an equation mode (Bewick et al. 2003).

Correlation is a measure of the strength of a relationship between two variables and it is represented by a correlation coefficient (Field 2013). Pearson's product moment coefficient of correlation is the best and most frequently used correlation coefficient (Cohen et al. 2011). Values of correlation coefficients range between -1 and +1. Low or near zero values indicate weak relationships, whereas values nearer to +1 or -1 imply stronger relationships. A correlation analysis was conducted to examine the relationship

between faculty members' satisfaction level and different leadership styles rates. When measuring the correlation, SPSS provide two tables; the basic descriptive statistics of the two variables (leadership style and overall satisfaction) and the correlation matrix (relationship between leadership and job satisfaction).

Table 5.107 Basic descriptive statistics of leadership styles

	Mean	Std. Deviation	N
Overall satisfaction	2.0724	.62043	147
Transformational leadership style	2.6449	.73784	147
Transactional leadership style	2.3452	.63710	147
Laissez-Faire leadership style	1.0884	.76905	147

The first table 5.107 confirmed the above results that the overall degree of satisfaction is "satisfied", and that deans' practice a transformational leadership style "fairly often", a transactional leadership style "sometimes" and a laissez-faire style "once in a while".

Table 5.108 Correlation matrix

		overall	Transformational L Style	Transactional L Style	Laissez-faire L Style
Pearson Correlation	Overall	1.000	-.791	-.634	.532
	Transformational L Style	-.791	1.000	.758	-.482
	Transactional L Style	-.634	.758	1.000	-.345
	Laissez-faire L Style	.532	-.482	-.345	1.000
Sig. (1-tailed)	Overall	.	.000	.000	.000
	Transformational L Style	.000	.	.000	.000
	Transactional L Style	.000	.000	.	.000
	Laissez-faire L Style	.000	.000	.000	.
N	Overall	147	147	147	147
	Transformational L Style	147	147	147	147
	Transactional L Style	147	147	147	147
	Laissez-faire L Style	147	147	147	147

The second table, 5.108, presents a correlation matrix. As Field (2013) claimed, a correlation matrix is necessary and helpful in providing the approximate impression about the relationship between two variables. As mentioned before, the MSQ listing of options

ranged from the positive to the negative with option number 1 “very satisfied” and option number 5 “very dissatisfied”. Therefore, when the numbers are negative, a positive relationship is implied; for example, the transformational leadership style had the highest positive correlation with overall satisfaction, $r = - 0.791$, followed by the transactional leadership style, $r = - 0.634$. Second, the one-tailed significance of each correlation is presented; all the correlations are highly significant at $p < .001$. The third element represents the number of participants in each correlation: 147. In addition to all of the above, the values for the correlation coefficients along the slanting of the matrix are all 1.00 which, according to Field, (2013) imply perfect positive correlation.

Regression

After the correlation was analysed, a multiple regression analysis was conducted to examine the relationship between faculty members’ satisfaction level and different leadership styles rates. Regression is a statistical method that allows us to expect values of one variable from another (Crawford 2006). In this study there is one dependent variable (faculty members’ satisfaction) and three independent variables (transformational, transactional and laissez-faire leadership styles), so multiple regressions were used. According to Field (2013), multiple regressions are used when we want to explore the relationship between one dependent variable and two or more independent variables. As Field (2013) states, multiple regression involves three steps; assessing the model fitness, discussing the model parameters and evaluating the model assumptions bias.

The fit of the regression model

The fit of the regression model can be evaluated by two things: the Model Summary table and ANOVA table. The model summary table provides the R, R², adjusted R², and the standard error of the estimate, which can help in determining how successful the model is in predicting the outcome (Cohen et al 2011). R can be considered as one measure of the quality of the prediction of the dependent variable relationship to the independent variables (Field, 2013). The adjusted R square is very high indeed (0.659), indicating that 65.9% of the variance in the dependent variable is explained by the independent variables, which is high. As Cohen et al (2011) highlight, if an adjusted R square is > 0.5 , this indicates a strong fit.

Table 5.109 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.812 ^a	.659	.652	.36624

a. Predictors: (Constant), Laissez-Faire Leadership Style, Transactional Leadership Style, Transformational Leadership Style

b. Dependent Variable: overall satisfaction

Furthermore, Cohen et al (2011) argue that there are some assumptions that need to be met in order to make sure that the regression model has a strong fit. This study data met these assumptions as follows: the measurements are from a probability-based sample, data are collected by Likert scale which is considered as interval, there are no extreme outliers, there is an approximate linear relationship between the dependent variable and the independent variables, the dependent variable is approximately normally distributed and data values are independent of each other; only one reading per participant is used.

Similarly to the above table, the analysis of variance is highly statistically significant (0.000) and F ratio is 91.99, demonstrating that the relationship between the independent and dependent variables is very strong. In conclusion and from the above results, both the Model Summary table and ANOVA table show a significant fit of the data overall and prove that the model enhances our capability to expect the dependent variable.

Table 5.110 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.020	3	12.340	91.996	.000 ^b
	Residual	19.181	143	.134		
	Total	56.201	146			

a. Dependent Variable: overall

b. Predictors: (Constant), Laissez-Faire Leadership Style, Transactional Leadership Style, Transformational Leadership Style

Model parameters

After assessing the model fitness, the following section will discuss the model parameters. In the coefficient table we look at the individual contribution of each variable. This can be evaluated by looking at the standardized Beta coefficients and Sig columns.

Table 5.111 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.500	.162		21.610	.000	3.180	3.820
	Transf L Style	-.528	.068	-.628	-7.819	.000	-.661	-.394
	Transc L Style	-.087	.073	-.090	-1.198	.233	-.232	.057
	Laissez-F L Style	.159	.045	.198	3.543	.001	.071	.248

a. Dependent Variable: overall

According to Field (2013), if the significant values are $p > 0.5$ then the predictor is making a remarkable contribution to the model. The standardised Beta values also inform us about the importance of each independent variable (Field 2013). So when looking at the 'standardized coefficients' Beta (β) of the three independent variables, the independent variable 'transformational leadership style' has the strongest positive effect on ($\beta = -0.628$) on the level of satisfaction, and that this is statistically significant (the column 'Sig.' indicates that the level of significance, at 0.000, is stronger than 0.001); the independent variable 'laissez-faire leadership style' has a negative effect on the level of satisfaction ($\beta = 0.198$) but statistically significant (at 0.001, $\rho < 0.05$); the independent variable 'transactional leadership style' has a positive effect on the level of satisfaction ($\beta = -0.090$), but this is not statistically significant (at 0.233, $\rho > 0.05$).

Table 5.112 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.407	.250		13.649	.000
	Transf. Leadership Style	-.486	.066	-.578	-7.395	.000
	Transc. Leadership Style	-.084	.071	-.087	-1.189	.237
	Laissez-faire Leadership Style	.149	.047	.184	3.143	.002
	Age Group	-.031	.055	-.039	-.564	.573
	Gender	.114	.071	.078	1.598	.112
	Experience Years interval	-.060	.037	-.125	-1.613	.109
	Current institute	-.040	.044	-.063	-.920	.359
	Type of academic ranking	-.046	.022	-.108	-2.091	.038
	Working with the current dean	.003	.040	.004	.074	.941
	Type of qualification	.110	.059	.104	1.851	.066

a. Dependent Variable: overall

To provide more validity to the previous table, the control variables such as age, gender, experience years of experience, academic ranking, the number of years working with the current deans, and qualifications were calculated. When looking at the ‘standardized coefficients’ Beta (β) of the three independent variables, the independent variable ‘transformational leadership style’ has the strongest positive effect on ($\beta = -0.578$) on the level of satisfaction, and that this is statistically significant (the column ‘Sig.’ indicates that the level of significance, at 0.000, is stronger than 0.001); the independent variable ‘laissez-faire leadership style’ has a negative effect on the level of satisfaction ($\beta = 0.184$) but statistically significant (at 0.002, $p < 0.05$); the independent variable ‘transactional leadership style’ has a positive effect on the level of satisfaction ($\beta = -0.087$), but this is not statistically significant (at 0.237, $p > 0.05$). The results are similar to those in the previous table, which is a strong indication that these variables did not affect the results of this study.

Model assumptions

After completing the model and the parameters, the results indicating that they fitted a model, and the model assumptions bias needs to be checked. This is done in three ways: the histogram, the normal probability plot and the Zresid vs. Zpred scatterplot.

The histogram is symmetrical and almost bell-shaped; it looks like a normal distribution.

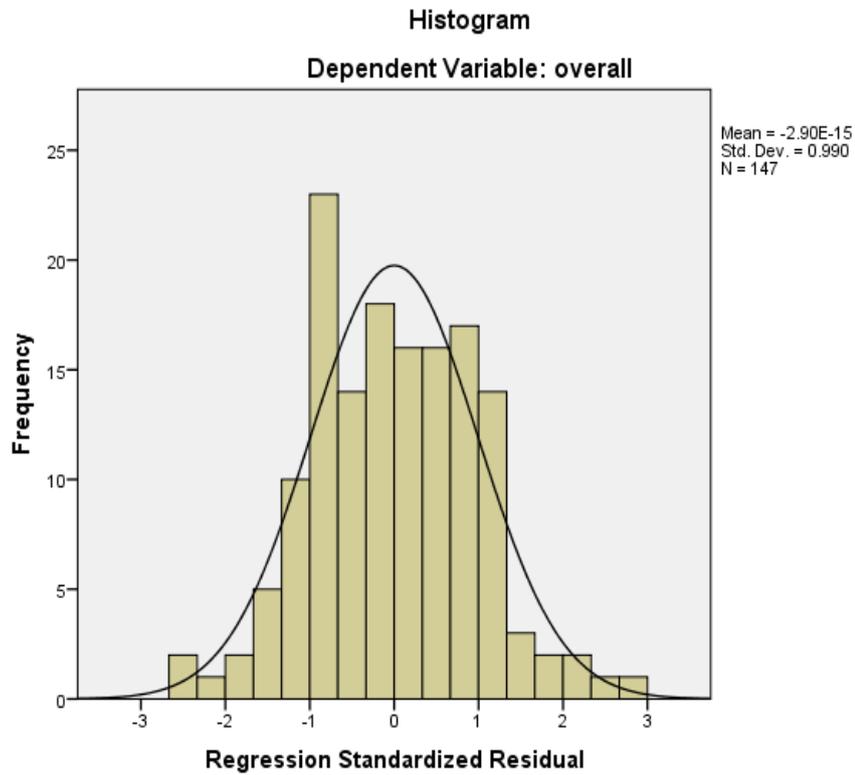


Figure 5.3 Model assumptions histogram

The P-P plots looks like a diagonal line; dots lie almost exactly along the diagonal line.

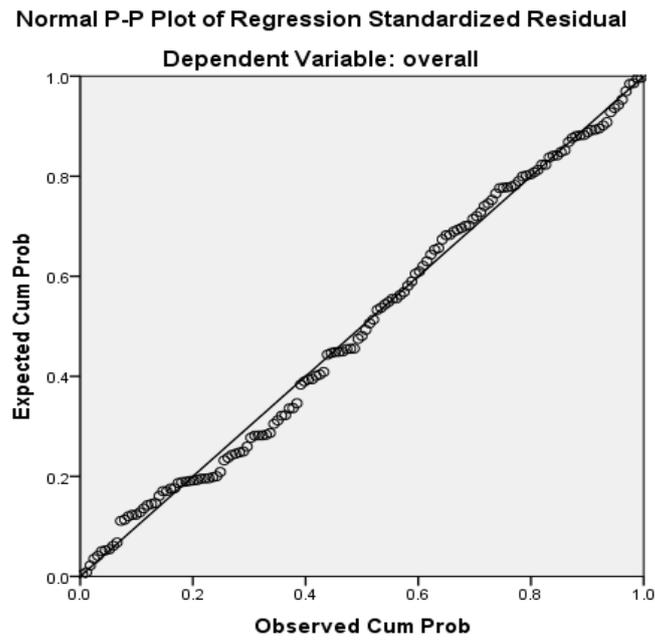


Figure 5.4 P-P plots

The scatterplot shows random and dispersed plots, which means that the assumptions of linearity and homoscedasticity have been met.

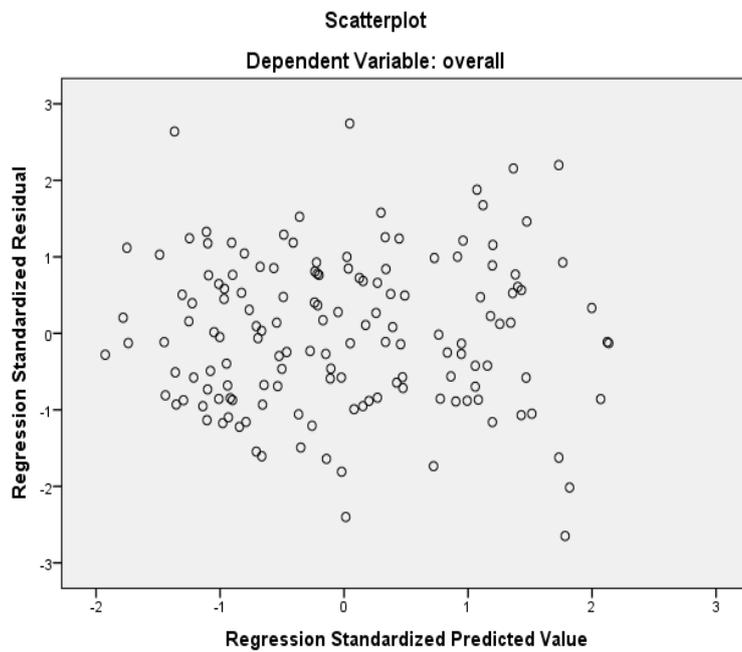


Figure 5.5 Scatterplot

In conclusion, the model seems to be accurate for the sample and generalisable to the population. Multiple regression was used, and the results include the adjusted R square (0.652), ANOVA ($p < 0.000$) and the standardised β coefficient of each component variable ($\beta = 0.920$, $p < 0.001$; $\beta = -0.062$, $p = 0.644$; $\beta = 0.131$, $p = 0.395$). One can observe that, relative to each other, the ‘transformational leadership style’ exerted the greatest influence on level of satisfaction, that the ‘transactional leadership style’ exerted a small and statistically insignificant influence on level of satisfaction, and that the ‘laissez-faire leadership style’ exerted a negative but statistically significant influence on level of satisfaction.

The initial findings from the quantitative data analysis reveal a few answers to some of the study questions.

- The satisfaction level of nursing faculty members tended to be high.
- Nursing deans practise transformational leadership behaviours most often, followed by transactional leadership behaviours, and rarely practise the laissez-faire leadership style.
- The leadership style of the nursing deans affects the level of nursing faculty satisfaction.
- The transformational and transactional leadership styles had a positive impact on the nursing faculty satisfaction level, whereas a laissez-faire leadership style had a negative impact on this level.

As is clear from the above analysis, both transformational and transactional leadership styles dominated the leadership practices of nursing deans in Oman. Both leadership styles demonstrated positive results as the tests showed a positive impact of transformational-transactional leadership styles on the level of job satisfaction of nursing faculty members. This also points to the need for both transformational and transactional leadership styles; this is very much a continuum, as already argued in Chapter Three.

The following chapter presents the qualitative data analysis.

Chapter Six: Analysis of the qualitative data

To further validate the analysis of the quantitative data from the MLQ and MSQ obtained from faculty members on the leadership styles of their deans and their own job satisfaction level, seven nursing deans were interviewed to evaluate their perceptions of leadership behaviours and effects on faculty members' satisfaction level. This chapter provides answers to some of the study questions that were analysed in the quantitative analysis such as the level of faculty members' satisfaction and the leadership styles of the deans. In addition, this chapter presents the answers to two questions about strategies to improve the level of faculty satisfaction and the readiness and preparation of nursing deans. This chapter starts by presenting the demographic data of the participating nursing deans, followed by the findings from the analysis of the interview data.

For the qualitative data, one-to-one interviews with the deans of the seven institutes were conducted and a verbatim transcription was made after completing all the interviews. Deans were advised of the audio recording prior to the interviews. After transcription, the researcher read all the transcribed notes several times and listened to the tape recordings again to accurately comprehend and connect the ideas. Coding was done manually using different colours. Data were then assembled under broader categories to condense the data. Once the categorisation was finalised, the researcher realised that new themes emerged, so a separate table was made for the new emerging topics. Then the categories were again gathered together to form themes.

6.1. The demographic data and background of the deans

A total of eight deans of basic nursing education institutes in Oman were invited to participate in the study. Of those, one dean was interviewed for the purpose of piloting the interview questions; hence this dean was not included later in the actual study. All of the invited deans agreed to participate and they signed an informed consent form. Four deans were expatriates and three were Omanis. Three deans were male and four female. Their ages ranged between 35 and 50 years; three deans were over 50 years old, one between 46 and 50, two between 41 and 45 and one between 35 and 40. Six out of the seven deans had

more than 15 years of experience in nursing education and one had between 11 and 15 years total experience. With regard to the number of years working as a dean, of the four expatriate deans, only one had previously worked as a dean for five years before coming to Oman, and had been working in Oman as a dean for about 11 years. The other three deans had not worked as deans in their own countries; they came as tutors in nursing institutes but due to their previous deans' resignations, they had been chosen due to seniority. Two had worked for more than 10 years in Oman, and one for eight years. The three Omani deans had been working as faculty members for more than ten years before they worked as deans; one had been a dean for two and half years, one for one and half years and one for one year. Of the seven deans, five had a PhD and two a Master's degree. In general, the sample is varied; it is a mixture of Omani and expatriate. It contains different age groups, qualifications, and experience. This could be positive, as it enriches and deepens this study.

Reported here are the responses to the specific questions from the transcribed data. The transcribed data were coded in different colours and relevant codes were combined into broad themes. The final emergent themes will be discussed in depth in the following paragraphs.

Role model

All deans considered role modelling as an important part of a dean's tasks. Three deans indicated that they were indeed role models; for example, in Int 2:1 one dean said *"I am very sure I am a role model to others"*. Four deans hoped to be role models and suggested that this question be asked of their faculty members. For example, one dean said *"I hope, and why? Because I am trying to inspire others to perform to their optimum level"* (Int 4:2).

There was an agreement among all deans that in order to be a good role model, a dean should have the following characteristics.

Table 6.1 Characteristics required for a dean to be a role model

Characteristics	No. of deans
Good communication	7
Listening to everybody	6
Be professional and to be a good example	4
Being there for everybody	4
Delegate authorities	4
Commitment	3
Hardworking	3
Punctuality	3
Maintain high standards and pass them to other people	3
Advocate for staff	2

From the above table, it can be seen that all the deans agreed that good communication is the most significant characteristic for a dean to be a role model; further elaboration will follow. The deans focused on the significance of effective communication; for example, with staff, staff between each other, between staff and administration and between staff and students. One dean commented that *“most of all, I try to be a role model to the staff with regards to communication, as communication is a big issue and determines whether you are successful or not”* (Int 5:2). A number of deans added that communication should be two-way; it is very important that staff communicate, respect and listen to one another, listen to others’ ideas and vice versa. The deans also mentioned that teachers’ communication with students is very important because good communication fosters good learning. One dean added that effective communication closes the gap and increases team cohesiveness among staff in the nursing institutes. On the other hand, one dean was very sure that although they acted as role models, they were aware that not all staff followed their example. In the view of some deans, work is a two-way relationship; staff should give and take and their work should not be affected by family issues.

After looking at the role model aspect of the leaders, the leadership behaviours of the full range leadership model that assess the views and practices of nursing deans transformational, transactional, and laissez-faire leadership behaviours are summarised in the following paragraphs.

6.2. Leadership behaviours

There are a number of common behaviours recognised in an effective team leader in any organization. For academic leader, those behaviours reflected on all organizational aspects starting from students and up to the management level. The following are some of the leadership behaviours that were evident key themes in this study.

1. Instil pride

All deans saw instilling pride as an important aspect of their leadership role; one dean said that *“by acting as a role model you instil pride in everyone; staff as well as students”* (Int4:3). All deans agreed that faculty members should be very proud of what they do, they should be proud to be nurses, proud to be teachers in nursing institutes and particularly about producing services for the community. One dean commented that *“faculty members are proud when they achieve certain goals”* (Int 2:3). Another dean added *“a general concept is to inspire staff to make their own decisions and not to undermine their efforts and try to support them as much as possible”* (Int 5:4). Instilling pride, in their view, will increase staff self-efficacy and encourage them to work together as one team. One dean commented that *“it is very important that when there is an opportunity to try to increase staff cohesiveness and sense of belonging to the institute so they are proud to identify themselves as faculty members of their particular nursing institute”* (Int4:4).

2. Show respect & confidence

The deans mentioned that showing respect and confidence is very important; everybody deserves to be respected and so leaders should always show respect for and confidence in staff, students and everyone in the institute. One dean said that *“when faculty members feel that they are respected by their dean and they have chance to take part in any decision,*

they will work and teach with full energy inside the institute which will affect every single activity of that faculty as well as students' learning process" (Int1:2). Most deans noted that by showing respect and confidence, everybody will be happy and everybody will have a sense of purpose despite their different backgrounds. One dean said that "*deans must respect diversity and differences among faculty members, regardless of their culture*" (Int3:3). Another dean added that "*deans should give faculty members full support and authority to do different tasks so they can work autonomously*" (Int2:4). On the other hand, there is divergence on how deans thought about the perceptions of their faculty members regarding respect; one dean mentioned that staff members respect different things in their dean: some respect him/her only because he/she is the dean and some respect their intellectual thinking, so people differ in how they interpret "respect". This dean also considered the behaviour of faculty members who do not listen and who are more argumentative, as a sign of disrespect. Interestingly, one dean argued that "*respect is earned, you can't force people to respect you, your actions can*" (Int4:3). Another dean added that "*a dean needs always to emphasize that faculty members must respect everyone around them, not only their deans and superiors*" (Int7:4). With regard to confidence, the deans agreed that they must show confidence and support faculty members. In their view, although some faculty members lack experience, with good guidance from the dean they will be confident to change. Thus the faculty members will improve themselves and be more confident.

3. Moral & ethical consequences of decisions

All deans insisted that they always consider the moral and ethical consequences as well as the question of fairness in any decision they take. They also agreed that as a decision maker, before taking any decision, they must take account of the individual situation. In institutes where there is a management team, deans commented that the management team always looked at the decision making process, always looking at the positive and negative sides in all aspects. One dean said that "*as a dean, I think about all the consequences not only ethically and morally but also form legal and social aspects*" (Int 5:4). Two deans believed that it is very difficult to content every staff member as the work environment is dominated by females and young Omani staff who have family commitments. Therefore, as the deans, in any decision they look at the best interest of the institution or the country

rather than the gratification of individual faculty members; for example, one dean said a *“dean needs to balance between staff’s personal issues and the effect on the work and other staff in the institute”* (Int 4:4). In addition, the deans stated that sometimes a decision is taken instantly and it might be harsh decision but if it will not affect their moral and ethical values they will take it. This is evident in one dean’s statement *“we make sure that we don’t hurt anyone and we will be fair to all”* (Int 7: 3). The dean, who had just completed her first year as a dean, said that in every decision, she tries to think deeply and support herself with good advice from more experienced deans.

4. Mission & purpose significance

All deans emphasized that the most important part of any organization is the mission and vision of the institute’ it should be clear to everybody, and without the mission and purpose faculty members will not be able to go in the right direction. In addition, all deans stated that the mission and vision should be inculcated in all aspects of administration and everyone should be aware of them including staff and students: by posting the mission and vision in all the different parts of the institute, talking to your staff and your students, and conducting workshops. One dean said that he may not be 100% successful but he is trying his best to instil the mission and vision in everyone. On the other hand, one dean only reported that the mission and vision of each institute was constructed by the faculty and drawn from the mission and vision of the Ministry of Health. This mission and vision should be reflected on everything in the institute but unfortunately a few faculty members took another view. Thus the dean commented *“some staff do not believe in the institute’s mission and vision. This means there is an issue with either the concept of the mission and vision or the level of commitment and professionalism”* (Int 4: 5)

5. Clear values & beliefs

All deans responded in the same way; clear values and beliefs are very important particularly for new staff. One dean said that *“clear values are essential in clarifying the reason why we are doing this and doing that particularly for those teachers who are new or coming from outside the institute”* (Int 7: 5). The deans added that every time they speak, they refer to values of commitment, professionalism, support, and collegial

partnership. These were drawn from a variety of sources: from the philosophy of the general institutes and the Ministry of Health and from the values of Islam. In their view, these are part of their profession, universal values and can be applied everywhere regardless of the different backgrounds of the faculty members. One dean stated that the faculty members' contribution to the institute is either maximised or limited by their morals and the values of each individual.

6. Involvement in decision making

Involvement in decision making was one of the issues that the deans elaborated on extensively. All deans insisted that involving their faculty members in decision making is vital to both deans and faculty members. The deans argued that decision making is not as easy as people think; for example one dean said *"It is very easy to make a decision but making the right decisions that is very difficult"* (Int 5:5). Most of the decisions inside the institutes are made based on the opinions and ideas gathered from everybody, as one dean noted *"a house rule that we set as a standard is whatever comes up as a majority that will become the decision"* (Int 2:2). All deans believed that involving staff in decision making made them feel motivated, enthusiastic, being empowered.

Some deans, based on their assessment of the current situation in their institutes, created the management team board which stands for the entire faculty and each section in the institute is represented by their coordinator or leader. Thus, some faculty members have a range of responsibilities; for example, 1st year lead, 2nd year lead, quality assurance, clinical coordinator, etc. The main purpose of the management team is to involve a range of staff in decision making instead of just the dean making decisions based on their view of what is fair for everybody. This management team has both positive and negative effects, the positive effects. For example, as one dean noted, *"it makes my life easier, the day/days that I am not around, work does not stop"* (Int 5: 6), and staff were more satisfied with being involved in decision making. However, another dean argued that the decisions that are taken by the management team can unfortunately create a communication problem as senior coordinators did not always inform junior staff about the new developments, decisions and updates. The dean said *"I met with faculty members from all the divisions*

and most of them said they don't know what is happening in the institute and that I was in a different world and they were in another" (Int 4:6).

Some deans formed several taskforces for specific assignments to establish standards, every taskforce was informed that after the task was completed they must circulate among all faculty members to gain their opinions and be involved in decision making. For example, one institute created a staff development taskforce to develop criteria for those individuals who will go for any training: national, international, credited, non-credited or within hospital premises. The dean said that *"everything went smoothly, nobody was complaining because the criteria set was done by the staff themselves; they feel they own it"* (Int 5:7). Most of the institutes' committees also created the terms of reference and plans of what to do and how to achieve it. This approach of involving staff in decision making helps the work to go smoothly. Further, involving staff enables people to exercise rights and feel decisions are fair. One dean commented that *"Sometimes time is not there to think much about it and sometimes you lose the opportunity"* (Int 5:7). However, some deans claimed that staff involvement in decision making depends upon the situation itself. If the decision needs the involvement of the faculty in activities such as the planning for the year, strategic planning, or quality assurance issues, all the deans proposed that they would involve everyone because they wanted to orient staff and make them understand the situation. In contrast, if the decision needs a dean's experience and involving staff who do not understand the situation will take longer; then deans will take decisions by themselves. Another dean stated that she always tries to involve people from the staff, administration, or any concerned person as far as she can. If all the people involved agree on one decision, then the decision is taken by majority; if not the dean takes the decision. The dean is the dominant decision maker.

After the deans talked about all the above leadership behaviours, the researcher asked about which of these behaviours they considered to be the most important.

The most important leadership behaviour for an effective institute

All of the deans said that all of the above leadership behaviours are important. However, what behaviour to use should be based on the needs assessment and current situation in

each institute. While two deans considered all as important leader behaviours, three deans said involvement in decision making is the most important to them and two deans stated that respect and confidence came above all others. In their view, respect comes from self-confidence which in turns comes from the knowledge, resources, experience and so if people respect their dean, they will listen, follow and trust his/her decisions. One dean explained that *“we dealing with the staff, with human beings. The first thing is to respect. If you lose that aspect you will lose everything”* (Int 3:6)

6.3. Leadership characteristics that deans exhibit to encourage staff

accomplish current assignments and future goals

There are certain leadership characteristics that any leader must exhibit to be able to lead his/her team and achieve his goals successfully. The followings are some of characteristics that were demonstrated by the deans of nursing education in Oman to encourage staff to accomplish the current assignments and future goals.

1. Optimism

All deans agreed that it is very important to utilize optimism to encourage faculty members to accomplish current assignments and future goals because they all have to face a range of challenges inside the structure of every institute. Yet, they differed on how optimistic they were. Some deans were optimistic that things will run better; a primary task is to clarify standards and guidelines and processes. This needs much work and commitment from people. One dean always quoted the Arabic saying *“Alkheer Gaay”* (Int 5:8) which means “good things on the way”, to make staff think positively. On the other hand, some deans were more cautious in their optimism. One dean suggested that *“There is fine line between optimism and fake optimism”* (Int 4: 6). What is interesting is that this same dean, when asked about enthusiasm, said that *“it is very important; how can a person be a dean and understand the moral and ethical parts and also having others involved in their decisions and not be enthusiastic?”*(Int 6: 6). Two deans mentioned that administration staff can be pessimistic and they needed to support them and assure them that things will work well.

2. Enthusiasm

The deans considered enthusiasm as being very influential because it is the driving force and it helps create a readiness to continue and seek to achieve whatever goals they want to achieve. Most deans agreed that for faculty members to be enthusiastic, they needed to involve them and keep them updated in order for them to be aware that their dean is there to support them. An interesting fact that one dean mentioned was that she always needs to push some teachers, because they want just to finish their work as they are not interested in doing extra work. This dean said *“the program itself is sophisticated; in this instance everybody is thinking to finish their assignments and go home. That is why we need to make them enthusiastic and develop more initiative, making them more creative, so they can improve their professional skills and also improve their personal skills”* (Int 7:8).

3. Confidence

All deans saw that building confidence in others is very important to encourage staff to accomplish current assignment and future goals. All deans shared the same stance that faculty members should be allowed to express their opinions in their own way and then accept good ideas and improve others. This is to make nursing faculty members competent and then finally confident which will ultimately help the dean develop the overall institute management team. One dean commented that *“sometimes I know that some staff are weak in some aspects and they cannot do it but I give part them of the assignments and I say, I know that you can do it, this instils some encouragement”* (Int 3:8). In addition, deans added that they trust their faculty totally and give them the necessary support to let them work independently unless help is needed. In the view of the deans, it is amazing how well they work when they have been given confidence and trust. One dean explained this by saying: *“I wanted to initiate a peer review system in this institute, so I told my faculty that I was very confident about their work and they went even further beyond it, something that is incredible and something that we are going to share to other institutes”* (Int 5:8). Three deans highlighted the need to focus not only on faculty members' confidence but also competence. This can be done by supporting faculty members who are weak in some skills and providing them with the necessary resources. One dean commented: *“I always tell my*

staff that they can do it and assure them whatever the result, the dean is always available” (Int4:8).

The above leadership characteristics for effective leader are essential to help the nursing faculty achieve their tasks and future goals. However, in order to obtain a deep understanding, the researcher looked at deans’ views regarding the strategies that should be utilized by the nursing deans to deal with any problem that can affect faculty members’ achievement of their tasks and the overall management process.

6.4.Strategies to deal with problems

There are many strategies that leaders can utilize to deal with problems in their organization. In this study three strategies were significant from the deans’ viewpoint: seek different perspectives, look at problem from different angles and suggest new ways.

1. Seek different perspective

All deans stated that when they have a problem they do not jump to conclusions. One dean said that *“I am not really a leader who makes decisions for everything by myself”* (Int 1:6). Most deans insisted that by asking staff for their opinion they gain the trust and confidence of the staff even if the opinion they give is not a good one. One dean commented that *“when a staff member gives an opinion that I am not convinced of it I say “Ok, we’ll try to do it” and I experiment”* (Int 2:8). Some deans mentioned that it depends upon the problem. If it is the first time they have had to confront this problem, and they had no experience and not much information to take the decision, then they seek opinions from people whom they trust; for example, perspectives from colleagues, friends and people from the outside. If the problem is to be dealt with effectively in the institute, the committees and task forces that have been created and the management team are the responsible bodies. Nonetheless, if the specific problem needs outside expertise or opinions, then the deans seek different perspectives, for example, from the Director General, from colleagues who are in the Institute of Health Science and Foundation Centre and other areas, including regional institutes, legal department or the Undersecretary’s

Office. It depends on the level of the problem. The bigger the problem, the greater the degree of collaboration the deans have with others to solve the it.

Some deans mentioned that they have a good relationship among themselves so they always call each other for advice and to look for solutions. Three nursing institutes started a benchmarking initiative; the three deans signed something like a memorandum to share knowledge and experience together. Two deans added that they seek the hospital's opinion for clinical evaluation from staff nurses who are working with their students. One dean said that *"we had a clinical evaluation day last semester where we want to evaluate our clinical teaching. We invited staff from the hospitals and those staff encounter the students to know how we are doing and how to improve"* (Int 5:9). Another dean mentioned that they are not working alone, they are collaborative workers and as a new dean, she has to utilize different resources and expertise around her. One dean has a particular way of looking at some problems: she said, *"I ignore some of the problems where the impact would be minor or zero, it isn't worth it to spend your time and effort and people's time and then try to solve it"* (Int 3:9).

2. Look at problem from different angles

There was a general agreement among all deans that in any work environment there are different people with different personalities, which means that they must look at any problem or issue from different perspectives. Some deans emphasized that they have to know the source of the problem and go to the root cause and not just the symptoms in order to try to find what it is exactly is causing that problem. One dean said that *"you have to know the source of the problem; you cannot say this problem is caused by this. How can you prove it, maybe that cause is not the cause it might be a symptom?"* (Int 3:9). Further, it is always good to understand how others looked at any problem; for example, students, faculty members and management staff. One dean said *"when there is an issue in my institute, the management team sits together and look at rules and regulation and sometimes they call the Rapporteur of the Nursing Counsel and if it is still unclear we contact the Director General"* (Int 4:9). However, one dean was less positive in his answer as he revealed that he was not successful in this strategy and was trying to work on it but was not happy at all. When there is a problem in his institute, he needs to satisfy the people

involved as they take things personally, rather than address it in a professional way. He said *“maybe I am not successful in this one, because when you see the problem you will look at the consequences of that problem. People just look at the negative part. You will feel you need to treat the problem just for those people involved, so you are trying to satisfy the people and do what they like in the situation”* (Int 6:9).

3. **Suggest new ways**

Most deans stated that creativity from both deans and faculty members is always there and doing things in different way is always helpful. Usually, they explore a few options for any problem before they decide on the appropriate solution. In addition, some deans also said that they encouraged their faculty members as well as students to be creative and bring up new ideas, and they were impressed by some of the good suggestions made by the students. One dean commented *“sometimes there are some projects that the faculty would like to do. Usually I gave them the full support and authority to do it and they work autonomously; they just report progress sometimes. Sometimes I see just the results, and some of the results amazed me; for example, community support services and teaching learning activity”* (Int 4:3). One dean also pointed out that nursing education ten years ago was not like it is today. There are new strategies, there are new resources, new technologies that can be utilized to solve a problem or to improve an area. In addition, from the other side, one dean who had just completed her first year as a dean, revealed that, as a new dean, she needs to develop her academic and leadership knowledge and skills to be more confident. She noted *“I need to read more and improve my leadership skills, so faculty and students will respect and be more confident in my decisions if they trust my capabilities”* (Int 7:10).

6.5. Other strategies used by deans to solve institute problems

In addition to the above mentioned strategies, deans were asked about any other strategies that they had used and which had proved to be successful. All the deans cited using different strategies depending on the scope and nature of the problem. However, the deans differed on how they liked/preferred to deal with problem. One dean mentioned that she always likes to use the *“confrontational strategy: meaning to say if there is a problem for*

example with a particular person, I do not allow it to settle for a long time, instead I will immediately address the problem by talking to that person” (Int 2:9). Conversely, another dean preferred to ignore some of the problems with minor or zero impact as she said these are not worth spending your time and effort and people's time try to solve it, “if you dig into a minor problem you magnify it” (Int 3:7). Another dean said that they made a risk management plan based on the possible pre-identified risks which could cause problems. Empowerment was one of the strategies that a dean stated as being an effective way to solve some problems. He said “the dean’s management role is to comprehensively support teachers to reach the maximum level that they can because even a little support pushes and motivates them to work more” (Int 5:8). Similarly, another dean emphasised that showing appreciation as to what faculty do regardless of a dean’s outside commitments, proved to be a successful strategy. He said that a “dean must give priority to the faculties as much as possible, going to the staff offices from time to time and if I need something I will go to them rather than them come to dean’s office as much as I can” (Int4:8). Another dean added that “affection” (friendliness and care) is a good way and had been a useful way; he considered this as one of the windows that he likes to open to look at the problems sometimes. He proposed that “working hand in hand, accepting people, smiling at people, all are commendable acts and actually affection is a successful attitude when I use it in my window” (Int 6:6).

6.6.Strategies to promote each faculty member’s individual and professional development

One of the important aspects in the full range leadership model (transformational, transactional, and laissez-faire) is individual and professional employee development. Human beings have different motivations; therefore the strategies to promote each staff member’s individual and professional development are unique. Although all deans claimed that they give 100% support for faculty development, they disagreed on the way of doing this. Deans had different views on the issue of faculty development. Four deans stressed that each faculty member is the leader of their own personal and professional development. If they do not want to develop from within, it is very difficult to push them. They should have their own clear goal from the beginning. On the other hand, two deans preferred to

use motivation regardless of the role and efforts of the faculty members. They insisted that deans need to know how to utilise people's potential. Those two deans believed that every staff member has their own capabilities; the dean should focus on capabilities of faculty members by making them more skilful in their distinctive talents. One dean had a different view, as he believed that professional and personal development is a collective participatory action; everyone is responsible and everyone is accountable to both the dean and the faculty. He said that *"we do understand that some monitoring motivation is important, some encouragement is important, but let people themselves be involved in that decision, be responsible and accountable"* (Int 6:8). He believed that monitoring can act as a motivation for some people; staff do more when they know that they will be monitored for their own development.

The deans reported that there are many faculty professional development activities; for example local and national professional development opportunities are available with equity for all. Further, deans added that staff members participate in committees outside the institute, in hospitals and regions, through monthly seminars in the institute and a journal club where each teacher presents a research or paper to all faculty members related to her subject. The deans stated that they try to support and encourage their faculty members by using different strategies; one said he meets with each staff member individually to make a plan for development derived from both the staff members' opinion and the dean's observation on the training needed. This dean said *"in my evaluation of faculties, I will identify strengths and areas of improvement, and in terms of areas of improvement I will try to bridge the gap and support them"* (Int 5: 8). Another dean said that at the beginning of the year the committee for training and development will ask teachers about their areas of interest or what area they need to improve and they plan accordingly. Similarly, one dean said that there is a staff development coordinator who is responsible for making sure that there is a fair selection of staff to go for training. In addition to all of the above, some deans have a log book to see what training the staff have done for that year. There is a system followed in all the institutes regarding attendance at any workshop or conference. If the training is arranged by the governmental bodies then faculty members need to reschedule their classes and arrange someone to fill their place in clinical, but if the faculty would like to attend non-governmental upcoming activities, then the deans will support him/her on condition that they are not on a clinical day and there is

no remuneration. Overall, all staff in nursing institutes have good opportunities to attend training activities, yet the outcomes of these activities need to be evaluated. As one dean commented: *“all staff have the opportunity to participate in many activities in Oman and outside of Oman, but unfortunately the impact of the workshops is not yet studied or evaluated”* (Int 6:9). As for personal development, some deans said that they support their staff and encourage them as this will reflect on students’ level and help the institute in improving the system as well. One dean commented *“this way the work will be easy and the faculties will improve, which means our institute will improve so our graduate level will also improve”* (Int 7: 8).

With regard to research, deans stated that workshops were conducted to support faculty members who would like to do their own research and show them how to write the Ministry of Health research proposal. Furthermore, faculty members who participate in regional and institutional research are given as much support and time as possible. If faculty members are interested in doing a project, or if they are interested in community service, the deans will support them as much as possible. One dean emphasized the dean’s role in nurturing faculty potential and skills; the dean should focus on faculty members’ capability by making them more skilful in their distinctive areas. Added to the above points, one dean stated that *“whenever there is a creative idea which I feel will not require much time from faculty member and it will be beneficial, I support and go for it provided that the new suggestion is practical and will not affect the institute flow of work”* (Int 3:9). In addition, deans claimed that faculty members who want to pursue their higher education find full support from the deans; Omani faculty members already have plan for higher studies. All the deans stated that they always write recommendation or reference letters for a faculty member who wants to pursue a Master’s or PhD. Faculty members who would like to study for their Master’s degree have a week off if they need to go for NCLEX (National Council Licensure Examination) exam as a mandatory test for acceptance for a Master’s degree in nursing. Non Omanis faculty members are also as important , one dean said *“some of expatriates faculties are doing their Master’s or PhD now, so we support them fully by giving them time for studying and data collection without affecting the work of the institute”* (Int 4: 9). In one of the institutes the dean claimed that new faculty in X Nursing Institute do not teach for the first six months; they shadow senior faculty to have more time for learning.

Only one dean talked about the cost effectiveness issue and another one mentioned the evaluation of the usefulness of the training. This dean said that *“the cost effectiveness issue needs to be taken into consideration when planning in professional development”* (Int 5: 9). The other dean said that *“unfortunately the impact of the workshops is not yet studied or evaluated”* (Int 6:9). In addition, three deans said that research activity is one of the challenges in all the institutes due to staff shortages, so time given for research activities is limited and research should have more attention and support.

Reward system for high achievements

Reward is a core concept of the full range leadership theory. When the deans were asked about the reward system that they apply in support of high achievements, they all responded that there is a reward system in their institutes. These are very similar, with only slight differences. All deans shared most of the following rewards:

Table 6.2 Rewards system

Rewards	No. of deans
Provide certificates for highly deserving faculty members	7
Small monetary incentives at the end of the year	7
The word “thank you”	7
Day off for extra hours	6
Farewell party with small gift at the end of service	5
Social gatherings	4

One repeated answer from all the deans was that the monetary reward is very limited in their institutes due to a limited budget and complex process. As one dean stated: *“monetary reward at the end of the year is very limited and goes through a long process”* (Int 2:11). So deans proposed alternative rewards; for example, one dean said that he rewards outstanding faculty members by giving them a chance to represent the dean in some areas or sends some of them to conferences. He said *“I send excellent staff to represent me in some meetings or conferences, or some of the faculty members have even*

acted as a dean, just to show that we are appreciating their work” (Int 4:9). Another dean saw rewards such as giving more choices and freedom. He said: “we are giving the staff the opportunity to participate in more activities, to go early from work or sometimes to choose their own leave dates” (Int 6:9). One dean mentioned that as a reward, the name of the faculty is displayed in a place that can be seen by all the staff, students and visitors from outside the institute; for example “we also have the monitoring screen in the entrance so whenever someone is coming they will see the names of the people that we honour as a token of thanks” (Int 5: 9). This institute also created a taskforce which nominates a faculty member of the month based on pre-set criteria. In addition, deans added that expatriate faculty members who are hard workers are involved more in decision making as a token of thanks. More interestingly, one dean believed that for hard-working junior faculty members, the reward is to reduce the pressure from the management side by reducing the requirements and workload, so they can excel in their areas.

Another important concept of the full range theory is leader involvement and team work. Thus, the deans were asked about this concept to determine their views and practices in this area.

6.7. Monitoring the flow of work

Deans stated that monitoring the flow of work in any organization is a critical task for both improving performance as well as sustaining success. All the deans considered monitoring as an essential task of their leadership role, yet all of them agreed that the dean cannot keep an eye on everything and they do not think they would be successful. Therefore, as long as they have systems in place and delegate responsibilities, they are satisfied. One dean said *“we have an annual plan and the annual plan has targets and indicators, then we see how far we are from reaching our targets and fulfilling our activities. This is one thing. We have committees and these committees have also protocol that periodically they have to submit the reports to see their progress. There are objectives to see how far they there and there are sometimes meetings to discuss some issues” (Int 3:11).*

They added that there is a system in their institutes, so work inside the institutes runs smoothly because of the coordination that they have in their team management between the dean and the coordinators, committees and the teachers. In addition, all the deans said that there are several approaches to monitoring the work, depending on the scope of activities. All deans have built in systems to make sure that everything is going well; all the seven deans said that they have an academic semester plan, a timetable for all the courses, committees activate plans and periodical reports, they meet regularly with faculty once every month or as needed, use a log book for communication and minutes of meetings to monitor to maintain workflow in the institutes, teacher portfolios, an annual report and feedback from students. For example one dean said *“things are clear in my institute. Committees have terms of references, objectives, minutes and annual reports. This facilitates even moving that job from one person to another or moving that person from one job to another”* (Int 1:12). The use of technology also facilitates the monitoring system and improved transparency; for example, one dean mentioned that they use the intranet system, and they have several forums such as staff development forum, the chair persons forum, research committee form, management forum and many other forums. This dean mentioned that *“intranet monitoring helps us to enhance our flow of work with the number of groups that we have for each task, it is much easier to know what they achieved”* (Int 5:10). Some deans also mentioned that they have regular visits with the head of administration to meet the students once every month to listen to their concerns and visit the students’ hostel. In addition, the head of administration visits all the teachers to check if they need any stationery. Further, five deans said that whenever possible, they go around saying “Hello” and talking to faculty members and students to size up what is going on. One dean also said that there is a responsible person for each task and that person has the full authority to carry out the necessary actions, unless there is a problem and then the dean intervenes.

Dean always needs to track how work is going

All deans saw tracking work progress as a fundamental aspect of their job. However, they all opposed the word “always”. For example, one dean said that *“the word ‘always’ here is too strong and it is outside of the rule of the dean as an executive in the institution”* (Int 4:11). Another dean added *“I believe that the dean should focus on being a leader and not*

looking at other simple things. Faculty members are adults and they are our colleagues” (Int 5: 12). In addition, one dean commented that there was no need to follow all the time; faculty members and staff are adults and colleagues, so they should follow the system and policies as well as coordinators and plans to follow the system. He said *“I hated to have somebody always in my neck all the time following every single thing I did; it did not give me the freedom to be comfortable”* (Int 5:11). Three deans believed that deans ensure the smooth flow of work by creating a system, helping others and supporting them by developing their work ethics to be independent professionals. They encouraged the delegation of tasks, verbal and written reports, and discussion with the acting dean, year coordinators and course coordinators. As one dean noted *“delegation is very important as you cannot do everything. If the dean is holding everything, I don't think he will be successful. You have to trust people around you, those people really are good and I train them well”* (Int 1:10). One dean insisted that deans should not only monitor the flow of work just to detect deviations but also complement achievements. For example, one dean said *“I do monitor at times but not always; sometimes I evaluate when there is something good happening. I go there to say that it is well done”* (Int 5:12).

Problems must be handled only when they become serious

When deans were asked about what they think of this statement (problems must be handled only when they become serious), all of them answered *“not at all”*. Problems are usually handled at different levels and stages. One dean said that *“we don't wait for the problem to occur and after it occurs we will start to suffer. I feel that understand issues, challenges, prepare plans then you have to be serious in taking these plans”* (Int 6: 13). All deans argued that any problem has to be addressed because the more you ignore the problem the more it grows. One dean commented on the statement by saying *“this is problematic management”* (Int 4:16). Another added *“If the problem has become serious, then by the time you handle it, everything falls out of place”* (Int 5:13). Some deans suggested that there is a need to plan ahead and build a system; when the system is working and they see positive outcomes, the deans argued that they should encourage it, but when they see problem they should not let it grow larger since it might be too late to do anything. One dean said *“I feel that we should encourage good work and take actions to address poor work”* (Int 6: 13).

As long as everything goes well there is no need to worry and staff can make decisions

It was very interesting that all the deans answered similarly “yes and no” when asked about what they think about this statement “*As long as everything goes well there is no need to worry and staff can make decisions*”. All the deans explained in a different way that their answer was “yes” if it is a matter of day-to-day work and they do not violate rules and regulations; staff can make decisions as long as everything is running well. One dean said “*the problem with our director of administration is the language otherwise he is very good and can manage day-to-day work. I believe he has great ideas*” (Int 1:12). Further, three deans said “yes” if they have an excellent, experienced, confident staff then the dean need only have checkpoints and monitoring points to see that things are working.

On the other hand, all deans said “no” in three circumstances. One, if the staff are juniors or new and they do not have the required information and skills to make decisions on their own. For example, one dean said “*some staff do not have the experience to make decisions on their own, deans need to support them and to provide the necessary guidance*” (Int 5:13). The second condition, when things are going well in the institutes then deans need to think about improving and challenging their working environment. One dean said “*No, if everything goes well, then it means there is no room for improvement. You question yourself: this is going well so how about looking for a different way to improve? We rock the boat several times in this institution*” (Int 4:14).

All deans emphasized the significance of well-structured systems and strategies in order to improve the decision making skills of nursing faculty members. One dean said that “*a dean needs to prepare his staff very well in order to give them some flexibility in decision making*” (Int 7:17). Another dean added that “*it is important that in any organization we have to understand the values and beliefs and also to develop confidence and respect among us in order for staff to be able to make right decisions*” (Int 2:14). In the same way, one dean said that “*deans need to provide the system, provide the necessary support mechanisms, provide the resources and then tell the staff that they can decide on certain issues and the dean need to make sure that everything is in its place*” (Int 3:13). One dean pointed out that the trend in Oman is to ask people to handle tasks or new jobs without proper training and support. “*They put you as a coordinator without any guidance and*

then you need to swim by yourself and if you are not good at swimming you will drown, but I think most of the staff here are good swimmers” (Int 5:16). The same dean suggested that new leaders need support and guidance to avoid errors: *“there are some mistakes that could be avoided if there was a good preparation for those leaders before handling their new jobs or tasks”* (Int 5:16).

Experience, orientation and training for the dean position are essential factors for any organization’s success. The following section illustrates on the experience of the Omani nursing deans.

6.8. Dean’s previous orientation and training for the deanship position

When asked about their previous experience as a dean, three expatriates said that they had not worked as a dean before and one said that she had been working as a dean in her country for five years. However, one had worked as an acting dean for 21 years before coming to Oman, another had worked as acting dean for one and a half years and the fourth one had not worked as acting dean before. For Omani deans, two had been acting deans for ten years, and one for four years. Two Omani deans said that their first Master’s degree was in nursing administration and their PhD was in health administration. All deans commented that they did not have any specific preparation like courses or workshops before assuming the deanship position except for one, who said that she attended a two-week leadership course. However, she stated that this course was not specific to management but more general for anyone, such as teachers, clinical instructors and tutors on how to be a leader in your work.. One dean said *“No preparation, no courses, the only weapon I use is to read all the rules and regulations and to get familiar with the system of how things should be done. And I prepared my own plans of the things that I should learn”* (Int 2:17). Also, all of the deans stated that they did not have any mentors at the beginning of their career. However, the Director of the Directorate General of Education and Training had been a great support to all. One dean said *“he continues to call every now and then to check that everything is going well”* (Int5:16). Another dean said *“I don't remember having a mentor. But to be honest the doors of DGET are very open to us. To be honest, our Directorate General was always there, a good energetic helpful man. I have no*

barriers - if I have any issue or any doubt, I pick up the phone immediately" (Int 1: 17). However, two deans reported that as the responsibilities of the DG increases, the time to call every dean will decrease which will affect support and availability. Therefore, the need for mentors for new deans becomes a critical issue.

When asked if they had any orientation when they started as deans in their institutes, one dean said not at all, one dean said she had 10 days, another dean said her orientation was only a one-page handover of responsibilities and the institute hand book, a third dean said she had 4 days in X institute and one week with the previous dean, a fourth dean added that only a report of a few pages was handed to him. Again, the support of the Director of Directorate General of Education and Training was mentioned. For example this dean said *"I have to say that I did have support, like when I needed something I called the Director General. He is very supportive. The idea that there are people there to support you, in particular the director general, is comforting enough"* (Int 5: 17).

Two topics emerged while talking with the deans about their previous experience; the working environment and the selection of the dean. The first topic was about working environment; working in the same institute smoothed the progress of transition to the dean's role. Two deans said that they were working as a faculty members in the same institutes and they knew the institute systems, routines and staff. They said that they did not feel they were strangers because of their previous academic background and staff members' support. One dean said *"I had already taught in the Institute, I went to clinical in this institute so I'm familiar how the teachers feel, what kind of problems they face, and the workload they have. All these kind of issues are clear to me"* (Int 1:17). A second topic was the dean's selection; most deans were dissatisfied with the selection process of the deans; one dean said that *"dean selection is subjective more than objective"* (Int 5:17). Another dean added that *"it is not that the dean's position is vacant; another will come without a proper selection process with pre-set criteria for the right leader and being oriented with proper training"* (Int 3:18). Consequently, three deans stressed the need for a training and an official package for people to become dean. The deans argued that deans who are not prepared well before taking on the dean's position will have an effect the satisfaction of the staff in a sense that a person takes up a position but without having the skills needed to deal with people, to plan, and to control.

As one of this study's aims is the improvement of the job satisfaction level of faculty members, the deans were asked about how to prepare faculty members for handling a leadership role and the strategies to improve their overall level of satisfaction

6.9.Strategies to prepare faculty members for the deanship position

All deans articulated that as a dean, one of their core responsibilities is the building of the Omani staff's capabilities and preparing them to take the role of managerial positions and teaching roles. The number of Omani faculty members is growing very fast; one dean comment that *"before ten years before the percentage of Omani staff in the institutes was very little, about 10 or 20 percent, but now it is not less than 60%"* (Int 6:15). When asked about the strategies that deans are using to prepare their potential candidates for the deanship position all of them stated that they involved their selected faculty members on a daily basis in different matters, both academic and administrative. One dean mentioned that *" I involve them in day-by-day administrative activities, to be aware that these are the things that you have to do or to implement and these are things that are outside of that box that maybe you can take a risk in"* (Int 2: 18). In addition, each dean mentioned one or more of the following strategies to build the leadership capabilities of their faculty members

Table 6.3 Leadership development strategies

Development strategies	No. of deans
Attended a leadership management training course for two weeks	7
Objective-based semester rotation	5
Involvement in decision making issues as much as possible	5
Formal meetings between the selected staff members so they can reflect on the other staff; hence can all can learn more	3

In addition, five deans added that when they go on leave, there is an endorsement book or hand over to report the things that acting dean has to do. As one dean said *"this reduces*

the stress of the faculty member who is acting dean and acts as a road map” (Int 6:16). Another dean said that the preparation was underway, because what he did was rotate people to see who fits better and to see the strengths and weaknesses. Then he had a few candidates that he was able to choose from. He added “Are they 100% ready? No. Will they be 100% ready? Maybe not, no-one is perfect and they need to be ready to certain degree and the rest they can learn in time” (Int 5:18). Another dean raised the issue of challenges that are faced by faculty members when they work as acting dean. He said “those faculty members act as deans and teachers at the same time; because of faculty shortages, those faculty members are responsible for their teaching load plus administrative responsibilities” (Int 6: 18). Some deans mentioned that they started to free their acting dean from teaching responsibilities whenever possible; if it was not possible, then they tried to reduce the workload of teaching to a minimum level.

6.10. Strategies to improve the level of staff satisfaction

Improving the level of satisfaction of faculty members appeared to be a highly significant concern for all the deans. The deans tried to do their best, as some of them expressed: *“satisfying my staff is one of the main goals I try to achieve” (Int 1: 18). The deans’ responses on strategies to improve faculty level of satisfaction can be classified under two categories: the deans’ behaviours factors and external factors. The strategies that are connected to the dean include open communication and transparency, being a role model, and involving faculty in decision making. An open communication and transparency strategy was described by all of the deans as one of the best strategies to boost the staff’s level of satisfaction. One dean commented by saying “we work on all issues openly, we communicate and talk to each other with transparency” (Int 1:16). Another dean added “I really want to come up with an open dialogue system to really identify what more can we do for them to achieve a high level of satisfaction that will surely help them to improve their profession first and second, to help our students as well” (Int 2:18). In the same way, some deans saw that keeping faculty members involved with new decisions so they understand what they will do and why they will do it, will help to improve the satisfaction of staff in the institutes. Furthermore, one dean added that involving faculty in decision making and having an open communication at the same time works better in improving*

faculty members' satisfaction. He said *"the dean has to have a comprehensive approach in which he has an open dialogue with the staff, as well as collaborate and collective participatory decisions by which he involves everyone in the institute"* (Int 6:19). Two deans said that in order to increase staff satisfaction level, the dean needs to be a role model by being hardworking, committed, punctual and very supportive. One dean defended this by saying *"deans need to be role models in developing the values that we would like to develop in our graduates, such as our innovation to become innovative, to have this caring attitude as a nurse, which is definitely will improve satisfaction and quality of education"* (Int 2:20). Similarly, one dean believed that searching for solutions and alternatives together with staff is a very good strategy *"staff can be more creative and they abide by it as they feel that they own this solution"* (Int 5:12). Another dean said that she always tries to instil the collaborative concept among her staff; she always repeats: *"Today you help your colleague, another day you will need help"* (Int 1:11). More interestingly one dean said that he is trying to create *"a hierarchy of cylindrical collaboration"* (Int 5:20), that is, team work in which people in administration listen more than they talk to staff to motivate them and make them feel encouraged and supported and motivated. He explained that *"unfortunately people who are working in management positions talk too much sometimes and they think they have the absolute right to say everything to people and they cannot be wrong"* (Int 5:20). Another dean saw that *"hearing of ideas and feelings, accepting criticism from others, listening to suggestion from others, is the magic touch"* (Int 4: 20). Periodical evaluation of the institutes' overall progress is an essential element in improving staff satisfaction. One dean added that his institute created many committees and task forces and they were in the process of evaluating them; *"Areas that worked, we will try to improve and areas that didn't work well, will stop or modify them to enhance staff satisfaction"* (Int 5:19).

In addition, the deans mentioned some external factors that affect the level of faculty members' satisfaction; for example, job description, resources, faculty shortage, training opportunities, more spaces and faculty promotion. All the deans highlighted the issue of job description, as evidenced by one dean stating that *"there is no standardised job description for each nursing faculty position, all faculty members are doing the same jobs"* (6:16). One dean said *"faculty members are disappointed as there is no difference between tutor and clinical teacher role"* (Int 2:18). Another dean added *"all institutes made their*

own job description for their faculty members different positions, yet staff are doing similar jobs” (Int 5:18). So, a clear and proper job description according to the staff post was one of the deans’ main recommendations to increase staff’s level of satisfaction. Two deans said that they were trying to find enough resources and have realistic expectations to improve their staff satisfaction level.

Shortages in the faculty of nursing was one of the issues highlighted by three deans: one dean said, *“increasing the number of staff can reduce the load of teaching and provide faculty members with more time for other activities as many of them participate in committees, and the requirements of most committees need a lot of time”* (Int 6:19). Professional development is worth investment, so three deans thought that more training activities for staff should be provided. One dean argued that *“in order to improve the quality of education, more growth and development opportunities should be given for our staff”* (Int 2:19). Three deans mentioned the space problem; in every office there are three or four staff in the same office, and if more spaces provided for the staff they will feel more comfortable. Lastly, two deans said that staff should have their promotions as soon as they meet all the criteria as this give staff the motivation to do more.

6.11. Faculty members’ level of staff satisfaction

Again, the level of faculty satisfaction is a crucial component in in this study. As three deans mentioned, staff satisfaction will help to improve the nursing profession and will help to improve the quality of education. One dean said that *“faculty satisfaction will be reflected in the learning-teaching process; satisfied teachers produce efficient graduates by nurturing a productive innovative nursing graduate with a caring attitude”* (Int 5:20). Another dean said that *“when faculty members are satisfied, they are full of energy in the institute; this reflects in both their work and their students”* (Int 1:8). When asked about the level of faculty members’ satisfaction, only three deans conducted a small informal satisfaction evaluation. One dean rated her faculty members’ satisfaction as very strongly satisfied based on the survey that had been conducted in March 2013: *“all staff strongly agreed that there is high participation of faculty in terms of decision making, governance and management, that faculty members are well informed of what is happening in the*

institute, but staff were not satisfied with the job description as it was not well written meaning everybody has the same job descriptions, whether you are a clinical teacher, assistant tutor or tutor” (Int 2: 17). Another dean also carried out an informal satisfaction questionnaire. He said “staff members were generally satisfied except for the workload issue” (Int 6:19). The third dean conducted a survey in 2012 and the satisfaction level was ‘Ok’. Out of the seven deans, three estimated the satisfaction level of the staff to be high. The other four deans, although they know that there is a degree of satisfaction among staff could not specify the degree of satisfaction. One dean said “yes, I sense that faculty and staff members are highly satisfied and why? Because of enthusiasm and work commitment level; faculty members feel that they are one family and they come to work daily, even sometimes when they are sick” (Int 1:17). Whereas, another dean commented that “I do not know if there is a high level or what, but since there is stability in the institute, faculty members are not moving, not asking for transfer, not bringing complaints then maybe they are satisfied” (Int 3:17).

6.12. Emerging themes

During the interviews, deans talked about other important issues. Two themes emerged: challenges faced by the deans and faculty issues. During the interview, all the deans brought these issues up again and again when they were asked about different interview questions. As mentioned before, the interview was planned for 30 minutes but most of the interviews lasted for more than one hour. The researcher highlighted any sentence related to these two themes in different colours to determine the number of deans who talked about the same issues. Then the data were entered in a table to check the frequency and nature of topics. After that, the data were combined and categorised under the above two themes. Regarding the first theme, “the challenges faced by the deans”, all the deans were extremely animated and talked about it. The second theme, “faculty issues”, was highlighted by five out of the seven deans. Both themes are considered to be the core aspects for this study and are important to mention. These issues will be addressed briefly to shed light on important aspects that have great effects on nursing education in Oman.

6.13. Challenges faced by the deans

Interviews were extensive as the deans were ranging over a very wide range of topics. All deans articulated their concerns that they are in a transitional period which led to many changes and stress for both deans and faculty members. This transition increased workload and disappointment to all as things kept on changing all the time without agreement on a fixed stable plan, which meant that work is changing again and again. Deans felt they were under pressure from both upper and lower level as they were in the middle. Another issue was the issue of coherence in change; deans and faculty members were frustrated with the extra work and unclear plans. Quality assurance plans along with the growing demands of the higher authorities created much stress and tension for deans: *“we had been asked to be ready for quality assurance auditing since three years, until now things kept changing and we do not have clear plans”* (Int 4: 8). Another dean said that *“The quality assurance concept is very good to improve nursing education, but there should be clear pathway to have good results”* (Int 4:12). In addition, the deans reflected personally on increasing demands and how they felt. Two of the deans expressed their fears that the role of the dean is expanded, and this created a gap between the faculty and the dean. One dean said that *“because of the other commitments, having an assistant dean created barriers between me and my faculty”* (Int 4: 9). Another dean stated that *“I am working toward success but there are many barriers that need to be acknowledged like some staff mentality, resources, too many commitments that need time to overcome”* (Int 3:15). Three deans were very disappointed as they had no control over faculty members who choose to go for higher studies; the plan for higher study is based on seniority only, which must be amended as this is not a good enough reason. One dean said *“there is a problem with planning for higher education, there should be criteria for higher studies, not only the seniority”* (Int 4: 6). With regard to new deans, they said that they were chosen subjectively (based on superiors’ intuitive beliefs) and there was no proper orientation and training. One dean said *“it is assumed that you have the ability or management and leadership then you are capable as per their assessment”* (Int 5: 17). Two of the new deans said that they need tailored management package training and succession planning to be more assertive in dealing with managerial matters as they have lots of duties and they need to make sure before taking

any decision. One dean said *“I feel I need to be more confident than now. I feel suddenly that I have lots of responsibilities as a new dean”* (Int 7:18).

6.14. Faculty member issues

The deans highlighted some issues concerning faculty members. The first issue was that some senior faculty members were resistant to changes and new innovations as they felt more comfortable doing the same task in the same way. One dean said that *“senior faculty are acting as barriers with their irresponsible actions and create a big gap between dean and junior faculty as they refused new suggestions”* (Int 4:7). He added, that *“senior faculty do not follow the proper way in dealing with work issues, although their work load is very little still they give some of their teaching classes to junior teachers”* (Int 4:7). The nursing education in Oman has three days’ theory and two days’ clinical per week. One institute initiated the block system in which the students have theory sessions until they finish the whole medical topic for a number of consecutive weeks and then continue with clinical training. However, when a survey was done to assess the impact of the change of the new system people tended to be dissatisfied of this change. However, all other deans saw that senior faculty members were hardworking employees and they were under too much pressure. One dean mentioned that *“senior faculty members are overloaded with many responsibilities, and it is unfair to add more”* (Int 2:15). Another dean commented *“I think Omani seniors are working a lot and I am very proud to have such teachers”* (Int 1:8). Two deans also claimed that proper training and support should be provided for faculty members who are given new responsibilities as some failed not because they were not good but because they did not have enough skills and knowledge. One dean stated that *“some faculty members worked as coordinators for the first time so some of the decisions are not up to the standards. I bring them here and discussed with them, why you took this decision, did you think about this issue, and they said no we did not, so deans need to support them”* (Int 4:24). One added that potential faculty candidates who are considered to be second line leaders need to be looked after by implementing appropriate secession plan. He said *“what I do is rotate people to see who fits better and to see their strengths and weaknesses. I have a few candidates that I may be able to choose one from. Are they 100% ready? No. Will they be 100% ready? Maybe not, no-one is perfect. They need to be*

ready to certain degree and the rest they can learn in time” (Int 5:27). Two deans also added education-service collaboration is an important aspect in nursing education and for better student training; faculty members and health care agency personnel should communicate and combine efforts to ensure effective and objective based student training.

This chapter presented the qualitative data from the interviews with the nursing deans to determine their leadership behaviour and practices. This chapter also examined the views of the deans about the level of faculty members’ satisfaction and how it could be improved. In addition, this chapter illustrated the experience, selection process, orientation, training and development of nursing deans’ practices in Oman. Two emerging themes were highlighted in brief. Now this material will be drawn together with the quantitative data analysis in the discussion chapter.

Chapter Seven: Discussion of findings

Upon completion of the quantitative and qualitative data analyses, the researcher integrated the results of both in this chapter to fully understand and answer the study questions using a systematic approach. The discussion chapter aims to explain the meaning of the results, provide answers and interpretations to the study questions, and specify the implications of the study findings. This chapter will start with a brief overview of the study, followed by a summary of the main findings. Then, the main findings from each strand with regard to the research questions are summarised. Throughout this discussion, the findings of this study of the leadership and management of the nursing deans in Oman are related to the wider literature.

Introduction and overview of the study

This study set out mainly to explore the impact of nursing deans' leadership styles on nursing faculty members' satisfaction. The study further investigated five specific research questions that focused on the following:

- The level of satisfaction of nursing faculty members in Oman
- The leadership style most often used by nursing deans in Oman
- The relationship between deans' leadership style and faculty members' satisfaction level
- Strategies that can improve the job satisfaction of faculty members
- Readiness and preparation of the deans for the role of deanship

As already explained in the methodology chapter, in order to increase the credibility and validity of the results, mixed methods (quantitative-qualitative) were used to gather data from different sources and so there was triangulation of the findings. Both quantitative and qualitative data collections were conducted simultaneously and utilised to answer the study questions as illustrated in the following table.

Table 7.1 Methods used to answer study questions

Question	Method(s) used
The level of satisfaction of nursing faculty members	Quantitative-Qualitative methods
The relationship between deans' leadership style and faculty members' satisfaction level	Quantitative method
The leadership styles used most often by nursing deans in Oman	Quantitative-Qualitative methods
Strategies that can improve the job satisfaction of faculty members	Qualitative method
Preparation for the role of dean	Qualitative method

7.1. Summary of the findings

The salient findings in this study revealed that from the views of the faculty members, the deans of nursing institutes in Oman did not have one consistent leadership style but moved across transformational and transactional leadership. A transformational leadership style was used most frequently, with the use of various behaviours associated with the style rated as being practised “fairly often”. In contrast, there was a lower average score for behaviours associated with transactional leadership, rated as being practised “sometimes”. However, laissez- faire behaviours were evident “only once in a while”. The satisfaction level of most faculty members was high. There was a strong relationship between the leadership style of a dean and their faculty members' level of satisfaction. In addition, open communication and transparency were seen as being among the best strategies recommended by nursing deans to improve the satisfaction level of nursing faculty members. The final area explored the preparation for deanship and the challenges this presented.

The findings of this chapter are organized by the following analytic categories:

1. The level of satisfaction of nursing faculty members. (Research question 1)
2. The leadership style used most often by nursing deans in Oman. (Research question 2)
3. The relationship between deans' leadership style and faculty members' satisfaction level. (Research question 3)
4. Strategies to improve faculty members' job satisfaction level. (Research question 4)
5. The preparation of nursing deans in Oman for the deanship role. (Research question 5)

The level of satisfaction of nursing faculty (Research question 1)

In spite of extensive research on the subject for more than 70 years, the relationship between a happy worker and productivity still requires further investigation (Zelenski et al. 2008). The belief that satisfied employees will accomplish their work more effectively is supported by many theories of performance, remuneration, job design and leadership (Shipton et al. 2006). Job satisfaction is one of the main indicators of happiness (Cropanzano et al. 2001; Zelenski et al. 2008). The happy-productive worker thesis has attracted the attention of the leaders of many organizations. This thesis claims that when the happiness of the employee increases, the level of job-related performance increases in comparison to the performance of unhappy employees (Cropanzano et al. 2001). Knowing which factors have a positive effect on satisfaction level can provide nursing deans with the drive to move forward to sustain and improve the level of satisfaction. Further, knowing which facts affect satisfaction level negatively can help in planning appropriate intervention. Further, according to Larson (2014), when the level of staff satisfaction increases, the level of turnover and absenteeism will decrease, and the level of individual and team performance will increase.

This study focuses on evaluating the effect on satisfaction of various intrinsic and extrinsic factors such as satisfaction with the type of work, with working conditions, working time, job security and earnings on overall job satisfaction. The combination of all intrinsic and extrinsic factors of job satisfaction will generate the overall level of job satisfaction.

Scholars' views on the effects of intrinsic and extrinsic satisfaction are not necessarily consistent over time or context. According to Siddique et al. (2011), faculty members in higher education prefer intrinsic motivation to extrinsic motivation. Similarly, Gormley (2003) argues that faculty members in nursing education are more affected by intrinsic than by extrinsic factors. However, some studies conducted in the Arab countries on various working professionals have shown that extrinsic job factors had a stronger relationship with job satisfaction than did intrinsic factors (Abdulla et al. 2011; Ismail and El Nakkache 2014). On the other hand, Ahmed et al.'s (2010) study on intrinsic and extrinsic factors gave the opposite result; that is, a significant relationship exists between intrinsic factors and employee job satisfaction, while they found no significant relationship between extrinsic factors and employee job satisfaction.

The results of this present study showed that while all intrinsic and extrinsic factors were scored highly by most of faculty members, the presence of intrinsic motivating factors such as sense of achievement followed by the opportunity of carrying out different activities had the most positive impact on intrinsic job satisfaction. The lack for opportunity for promotion and advancement had the most negative impact on extrinsic job satisfaction. This could be due to the traditional approach to promotion in Oman, where seniority is the sole factor influencing career advancement. Thus some faculty members might feel frustrated that hard-working and lazy employees alike are promoted, with their efforts having no bearing on the promotion. These findings are similar to the results of a recent study by Goetz et al. (2012) which aimed to assess the level of job satisfaction of dentists and the factors associated with it. The results showed that both intrinsic and extrinsic factors are essential but that the presence of intrinsic motivating factors such as the opportunity to use abilities have the most positive impact on job satisfaction.

The qualitative data from this study of nursing education in Oman supported the results from the quantitative analyses. In general, all deans stated that their faculty members were satisfied: three estimated the satisfaction level of the staff to be high. The other four deans stated that they felt there was a degree of satisfaction among staff but they could not specify whether they were just "satisfied" or "highly satisfied". The satisfaction of faculty members would potentially be reflected in the learning-teaching process, as satisfied teachers are more likely to support the development of productive, innovative nursing

graduates with a caring attitude. All the deans however reported a number of issues related to staff dissatisfaction in nursing education in Oman. These issues concerned job descriptions; workload; the complexity of the monetary rewards; limited resources, and; the shortage of faculty staff.

Additionally, from a review of the faculty members' demographic data, several key findings relating to the personal characteristics of the nursing faculty and their satisfaction level can be identified. There was a significant relationship between the degree of overall satisfaction and age; as the faculty members grow older, their satisfaction level increase. This could be due to the fact that young faculty members are new to nursing institutes and they do not know the nursing education system or the institutes policies and regulations. This finding is similar to that of Wilson et al (2008) who also found that senior nurses were more satisfied with pay, professional opportunities and recognition.

The literature on the relationship between gender and job satisfaction is inconsistent. Some studies found males to be more satisfied than females (Aydin et al. 2012; Sharma & Sehrawat 2014). Other studies such as Akhtar, Hashmi, & Naqvi (2010), Ahmed et al. (2010), Driessen & Rossem (2013), Sari (2004), and Zou (2015) found that women tend to be more satisfied than men. Seraj et al. (2014) found no significant impact of gender on job satisfaction. In this study of nursing deans in Oman a significant relationship was found between overall satisfaction and gender, with males tending to be more satisfied than females. Donohue & Heywood (2004) argue that these gender inconsistencies in job satisfaction could be due to unique experiences with technological changes, social and organizational trends. Furthermore, Aydin et al. (2012) argue that these inconsistencies could be due to the fact that men and women view things differently; women are attracted to task autonomy and feedback, while men are more concerned about salary, promotion, style of supervision and working conditions.

The relationship between number of years of experience and job satisfaction was also found to be statistically significant in this study. As experience increases, the level of satisfaction recorded also increases. Experience is one of the best predictors of job satisfaction (Seraj et al. 2014) and therefore staff retention (Li & Lambert 2008). There are a number of possible reasons: experienced staff are more confident, they are more

flexible with experience, and they are more aware of how the institute works. In addition, this study's results showed a statistically significant difference between clinical teachers and other faculty members such as senior clinical teachers and assistant tutors in terms of overall satisfaction level. Clinical teachers are the least satisfied and this may be due to being new to nursing education in comparison to other faculty members, to which this difference could be attributed. In addition, the promotion of clinical teachers usually takes more time than that of other posts, which could be another reason for this lower satisfaction level.

Overall, the analysis of the quantitative and qualitative data from both deans and faculty members indicated that most of faculty members' intrinsic, extrinsic and overall satisfaction tended more toward satisfaction on the satisfaction continuum scale. Both deans and faculty members reported their dissatisfaction with the promotion process. Although the satisfaction level of faculty members with promotion process was low, the overall satisfaction level was raised by other extrinsic and intrinsic factors. Skalli et al. (2008) and Siddique et al. (2011) indicate some of the ways in which the work of individuals and indeed of groups values are very strong in building job satisfaction and this, aligned with an intrinsic enjoyment of the work, has a much greater effect than simply the level of pay. Intrinsic motivation rather than satisfaction with extrinsic factors has attracted the attention of many organizations seeking to satisfy their staff in order to achieve the organization's goals (Ismail & El Nakkache 2014). Thus, based on this study's results, nursing leaders and higher authorities need to pay more attention to promotion and career advancement issues. In addition, there is a need to consider the needs of women faculty members and younger or newer faculty members and to think of ways of supporting these groups.

The leadership style often used by nursing deans in Oman (Research question 2)

Effective leadership is considered as universal remedy for many global problems (Tourish 2014). Leadership can develop organizations by adjusting the climate, maintaining resources, as well as initiating new systems and roles to accelerate change (Cummings & McLennan 2005). The decisions and strategies of leaders are significant factors in controlling the fate of their organizations (Kaiser et al. 2008). However, Tourish (2014)

contested this concept, emphasized the significance of effective followership as well as effective leadership. Indeed, transformational leadership is a style of leadership where the perspective of followership is of importance. Transformational leaders have a charisma that enables them to lead both their followers and other teams in the organization to attain higher levels of performance (Wang et al. 2011) even in difficult times. Currently, transformational leadership can act as the engine for maintaining a creative and change-oriented environment to achieve the best possible organizational performance (García-Morales et al. 2012).

To identify the leadership style that is often used by nursing deans in Oman, the researcher looked at both nursing deans' and faculty member' responses. The qualitative results from the interview with the deans will be discussed first, followed by the quantitative data from the faculty members. The following section analyses behaviours and characteristics of each leadership style of the full range leadership theory factors (Avolio & Bass 2004). Transformational leadership four major elements: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, which are discussed below:

1. Idealized influence (idealized attributes and idealized behaviours): the deans in Oman tried to act as role models for others and had a strong sense of purpose, mission, vision, values, and trust and considered the moral and ethical consequences of decisions. This is important because health leaders, educators and students must be aware of and follow the rules of ethics rules and code of behaviour (Maupin & Warren 2012).
2. Inspirational motivation: the deans tended to inspire those around them; they are enthusiastic, optimistic and show confidence in themselves and respect for others.
3. Intellectual stimulation: the deans showed the ability to stimulate and challenge followers to think outside the box, to look at problems from different angles, to be creative and to initiate change.
4. Individual consideration: the deans believed that faculty members are different and so are their personal and professional needs and behaviours; hence they like to act as mentors and coaches.

Chapter Seven

These findings are consistent with Northouse's (2010) description of this charismatic quality of the transformational leader. This also goes supports Sundi's (2013) explanation that transformational leadership outcomes are best accomplished by employing charisma, inspirational leadership, individual attention, idealism and intellectual stimulation. The results also support Conrad et al. (2010) who found that successful deans of nursing schools should communicate vision, create team, and support new faculty leaders.

Transactional leadership consists of three major elements: contingent reward and management by exception (active/passive).

1. Contingent reward: the deans made it very clear to all faculty members that you get what you work for. Faculty members knew what to expect from their deans in instances of both achievement and failure.
2. Active management by exception: the deans considered monitoring as an essential role of their leadership and that tracking the work in their institutes was necessary to avoid future problems.
3. Passive management by exception: all the deans disagreed that problems need to be handled when they become bigger; they thought that problems were usually handled at different levels and stages.

The results are similar to what Bass (1985) proposes under each factor of transactional factors. In addition, deans tend to practice contingent reward more than management by exception (active/ passive). Bass (1985) correlates contingent reward with effectiveness and satisfaction outcomes more than managing-by-exception.

The last leadership style is the passive Avoidant leadership, which consists of one major element: the *laissez faire*.

1. *Laissez-faire*: the deans showed no non-leadership behaviour as the leader did not intervene at all.

In this study, the deans showed the *laissez-faire* leadership behaviours once in a while, such as when they were asked, if everything is going well and there is no need to worry,

staff could make decisions, all the deans answered similarly “yes and no”. The deans explained that their answer would be “yes” if it was a matter of day-to-day work and staff could make a decision, and everything was running well and they did not violate rules and regulations. However, the answer would be “no”, in that if everything is going well then it means there is no room for improvement. Ronald (2011) rationalised that when the employee reaches the level where he/she can take decisions, then they can be given the freedom to work independently without any supervision.

Synthesizing the above three styles, it is clear that nursing deans in Oman tend more toward the transformational leadership style followed by the transactional style. In addition, deans were not in favour of the laissez-faire style. Deans engaged in transformational leadership behaviours fairly often, in transactional leadership behaviours sometimes, and in laissez-faire behaviours once in a while. This study results supports other scholars such as Hasan et al. (2014) who found that academic deans will utilise transformational leadership often to fulfil their duties in higher education institutions. The availability of a transformational leader is very significant, as in order to make the curricula of the nursing schools stronger, a transformational leader is needed to initiate and drive new approaches in the teaching and learning processes (Conrad et al. 2010).

To verify the results of the qualitative interviews, the researcher also looked at the Multi-factor Leadership questionnaire for nursing faculty from the same institutes. To strengthen the results, the researcher followed the above qualitative analysis scheme; the researcher looked at each leadership behaviour for each leadership style to obtain more accurate results. For the four transformational factors, most of faculty members' responses leaned toward “fairly often” and “frequently if not always” options except for the Intellectual Stimulation factor, for which most of faculty members chose “sometimes”. This could mean that nursing deans need to pay more attention to this factor. For the transactional behaviours, most of faculty members believed that their deans were practicing both behaviours “sometimes”. This indicates that most of the faculty members positively believed that their deans practiced transformational leadership style most often and the transactional leadership style less frequently. For the laissez-faire behaviours, most faculty members believed that their deans do not adopt a laissez-faire style of leadership as the number who chose the “not at all” option was overwhelmingly high. This indicates that

most of the faculty members positively believed that their deans practiced the transformational leadership style, followed by the transactional leadership style. This result matches previous research claiming that the most effective leaders use both transformational and transactional leadership (Bass & Riggio 2006; Yukl & Mahsud 2010; Menon 2014; Siddique et al. 2011). Very good leaders are those who apply more than one leadership style as is necessary to address specific circumstances and context (Goleman 2000).

In conclusion, the results of the quantitative and qualitative data analyses are consistent. The results of this study show that preferred leadership style of nursing deans in Oman is more transformational than transactional or laissez-faire. Nursing deans were involved in transformational leadership behaviours fairly often, in transactional leadership behaviours sometimes, and in laissez-faire behaviours once in a while.

The relationship between deans' leadership style and faculty members' satisfaction level (Research question 3)

The need to look at the relationship between leadership and job satisfaction is based on various assumptions in the literature. The belief that satisfied employees will accomplish their work more effectively is supported by many leadership theories (Shipton et al. 2006). In addition, organizational politics influence the normal processes of organizations like rewards, decision-making and promotions outcomes (Dhar 2009). Saleem (2015) argues that leadership is one of the main factors that influence the organizational politics, which ultimately affect the level of satisfaction of employees about their work. Similarly, organizational success in achieving its goals and objectives depends on several factors, but the main pillars are job satisfaction and leadership style for any organization effectiveness and success (Elshout et al. 2013; Rizi et al. 2013; Voon et al. 2011) The type of leadership style can influence employee job satisfaction, commitment and efficiency (Chen & Silverthorne 2005 & Voon et al. 2011). Previous studies argues that it is significant to look at leadership styles impact on job satisfaction as it affects an organization's success (Munir et al. 2012; Arzi & Farahbod 2014; Elshout et al. 2013). It is widely known among scholars that the two main types of leadership in organizations that can affect employee's job satisfaction are the transformational and the transactional styles (Chen & Silverthorne

2005; Ward 2002; Belias & Koustelios 2014), in particular in academic settings (Belias & Koustelios 2014; Santie 2014; Hamidifar 2010; Rizi et al. 2013). Therefore, it is important to look at the full range theory styles of leadership and their effect on job satisfaction.

Quantitative data were used to determine the existence of any relationship between nursing deans' leadership style and faculty members' level of satisfaction. The 147 questionnaire responses were compiled and correlation and multiple regression analyses were conducted to measure the degree of association between the variables. When examining the relationship between the different leadership styles and job satisfaction, the results of the study indicated that transformational and transactional leadership styles increased the level of faculty members' satisfaction while the laissez-faire leadership style decreased the level of faculty satisfaction. The transformational leadership style had the strongest positive and statistically significant effect on the level of satisfaction. The transactional leadership style had a positive but not statistically significant effect on the level of faculty members' satisfaction. The laissez-faire leadership style had a negative but statistically significant effect on the level of satisfaction. The results of this study agree with those of existing literature that faculty job satisfaction is associated with the perceived leadership style of the leader (Bajpai & Srivastava 2004; Andrews et al. 2012; Cummings et al, 2010; Munir et al. 2012, Sageer et al. 2012; Darvish & Shirazi 2013; Siddique et al. 2011; Menon 2014; Rizi et al. 2013; Riaz & Hiader 2010; Yang 2014; Elshout et al. 2013).

Strategies to improve faculty members' job satisfaction level (Research question 4)

Job satisfaction is a key focus for senior leaders in organizations. However, job satisfaction is a complex multidimensional concept in which business environment, government policies and personality are the main steering influences (Chimanikire et al. 2007). Leaders who have a good understanding of job satisfaction factors can better guide their employees to perform in an effort to achieve the most desirable results (Malik 2011). Awareness of the reasons that promote or prevent employees' satisfaction enables leaders to come up with a comprehensive plan that support areas of strength and work on areas for improvement to enhance organizational performance (Bunton et al. 2012). Faculty members' satisfaction has many advantages, such as an effective day-to-day academic process which enhances educational quality and the reputation of the organisation (Chen

2011; Akhtar et al. 2010). In addition, identifying and working on the main components of nursing faculty job satisfaction may help solve the faculty shortage problem (Lane et al. 2010). Despite these considerations, there has been little research on the effects of job satisfaction on individual nurse teachers (Gui et al. 2009; Foroughi et al. 2008).

In the wider literature, an extensive range of factors that may influence followers' job satisfaction level has been found. Ali (2010) states that leaders should focus on pay, promotion process, and enhancing performance management while reinforcing positive behaviours to solve the problem of employer turnover. Adequate financial reimbursement and equitable promotion systems and good administration are also considered among the key factors in ensuring job satisfaction (Chen 2011). Grant (2010) argues that employees are happier when they have a clear job design. Castillo & Cano (2004) recommend that leaders of departments should prepare exclusive innovative plans based on individual assessment for each member to promote professional development. Autonomy and continuous feedback also contribute to a great extent to employee satisfaction and creativity (Robbins 1991). Furthermore, team work is another variable that needs to be fostered and encouraged in any organization to increase employees' satisfaction and performance (Islam & Siengthai 2009). Chimanikire et al. (2007) argue that a leader is obliged to produce a working environment that fosters teamwork.

When looking at the higher education job satisfaction measures specifically, despite all of the earlier mentioned challenges, all educational organizations strive to satisfy their employees through several approaches to hold retain high performers in the faculty. According to Sonmezer & Eryaman (2008) and Foroughi et al (2008), the main factors that influence academic employees' job satisfaction are pay, social status, professional development, ability utilization, the leader-employee relationship, opportunity for innovation, and security. In addition to these factors, medical faculty members' job satisfaction is affected by the new faculty generation expectations, increasing diversity, increasing research demands, increasing workload, limited resources, experienced faculty aging and retirement (Bunton et al. 2012). Further, Chung et al. (2010) propose that mentoring is a powerful approach for faculty career advancement, which can consequently improve faculty members' satisfaction and therefore their intention to stay. Furthermore,

Bunton et al. (2012) argue that leaders need to maintain an open-door policy to foster faculty members' input and innovation as well as prevent faculty members' burnout.

With regard to this study of the leadership of the nursing deans in Oman, the qualitative data (interviews with the deans) were used to answer this question. The perceptions of the deans on the approaches that enhance faculty satisfaction were similar to those identified in the above literature. Strategies to improve faculty members' satisfaction level were classified into two categories: the deans' behaviour-related strategies, and external factors. The identification of the most significant strategies was made by looking at the ratings given specifically by the deans and also by looking at the number of deans who noted a specific strategy. The deans' behaviours-related strategies include open communication and transparency, being a role model, and involving faculty in decision making. With regard to the deans' behaviour strategies, an open communication and transparency strategy was described by all the deans as the best strategy to improve faculty members' level of satisfaction. This result is consistent the findings of other scholars (Sageer et al. 2012). An open-door policy and transparency can develop trust between leader and employees, and thus could build an empowered team who trust and support each other and their leader (Sageer et al. 2012; Larson 2014).

In the same way, most deans saw that keeping faculty involved with new decisions, so they understand what they will do and why they will do it, will help to improve the satisfaction of staff in the institutes. Cummings et al (2010) argue that in order to attain the maximum results from any task; leaders should not only focus on the achievement of the task but also on familiarizing the staff with the task in general. Good communication and staff involvement are very important aspects in any leadership role; employees need to be adequately informed about their duties, organization, and strategies (Alsayed et al. 2012). Some of the deans said that in order to increase staff satisfaction level, the dean needs to be a role model by being hardworking, committed, punctual and very supportive. These results confirm previous research demonstrating that a working environment of open communication and transparency, involvement of staff in decision making and valuing their contribution to their institution are all important factors for faculty members' satisfaction (Kumari 2011; Bunton et al. 2012; Dizgah et al. 2012).

In addition, the deans' views supported the above literature in terms of the external factors that affect the level of faculty satisfaction; for example, job description, resources, faculty shortage, training opportunities, spacious offices and faculty promotion. All the deans highlighted the issue of job description, so a clear and proper job description according to the staff post was one of the deans' main recommendations to increase staff members' level of satisfaction. A clear job description for any position positively affects employees' satisfaction level (Akhtar et al. 2010). Three deans said that they were trying to ensure sufficient resources combined with realistic expectations in order to improve the satisfaction level of the staff. Shortage of staff in faculties of nursing was one of the issues highlighted by three deans, as this has resulted in current faculty members being loaded with many tasks at the same time. Professional development is worthwhile investment and three deans thought that more training activities for staff should be provided. Again, this result is consistent with other scholars' recommendations (Sageer et al 2012). Lastly, two deans said that staff should receive their promotions as soon as they met all the criteria as this would motivate staff to achieve more.

In conclusion, the findings from the literature indicate that job satisfaction can have a great impact on retaining qualified workers (Foroughi et al. 2008). Approaches that improve the satisfaction of nursing faculty members are similar to those for employees in the higher education sector. Faculty member satisfaction, according to the deans, can be enhanced through job security, good salary, open communication, involvement in decision making, fair promotion, professional development and good management.

The readiness of the nursing deans in Oman for the deanship role (Research question 5)

Nursing education colleges are under pressure from both the higher education and health care sectors (Starck et al. 1999). The need for excellence in nursing education is not disputed and is regarded as critical. Therefore, nursing deans are currently required, more than ever, to equip themselves with the necessary skills to be able to face the challenges and changes in nursing education. Because of the unique nature of the position of the nursing deans, they are required to adopt several roles at the same time: nurse, educator, and administrator/manager (Lamborn 1991). This complexity of the nursing dean's role in

the 21st century (Wilkes et al. 2013) requires higher authorities to conduct formal education training for the deanship role (Lamborn 1991).

The qualitative data (interviews with deans) were used to answer this question about the readiness of the nursing deans in Oman for the deanship role. Nursing education in Oman lacks a rigorous dean selection process, training and preparation, thorough orientation and mentoring. Although the deans varied in terms of nationality, experience and age, most were selected on the basis of a position vacancy and their seniority. Most of the deans were dissatisfied with the selection process. Some deans observed that they were chosen subjectively. One dean commented “I think because someone is well-known and good in teaching, authorities assume he is good in administration” (Int 5:12). This is a widespread issue in certain parts of the world. Sarchami et al. (2012) mentioned that deans from Middle Eastern countries are selected based on their popularity and on being widely known to the faculty.

The dean selection practice in Oman must change. As one dean said, “new deans should be selected by a committee of expert people with certain selection criteria” (Int 3:19). This suggestion is consistent with other scholars’ recommendations for choosing new deans (Sarchami et al. 2012; Harvey et al. 2013). One of the main reasons for selecting available senior faculty is the dearth of qualified candidates in Oman. This widespread problem is due to lack of preparation and the requirement of new deans to adapt to the demands of the new position (Land 2003). All of these facts highlight the need for a better selection process, details of which are given in the recommendations section.

Further, most deans remarked that they had not attended any leadership specific training activities in preparation for the deanship position. Deans of academic organizations require prior preparation in interpersonal, governance, and commercial skills preparation (Redman 2001). One dean attended a two-week course which is conducted periodically for all senior faculty members to address daily management matters. Two deans added that a deanship position demands certain skills and if deans are ill prepared before taking up the dean’s position, this will affect the satisfaction of the staff. In general, half of all nursing deans did not have any form of official training in carrying out all the responsibilities of a dean (Lamborn 1991). For an effective deanship, a new dean should first attend formal

leadership training and then be assigned a mentor (Lamborn 1991). Two deans argued that in order to have effective leadership skills to enable them to face the current changes, they need tailored management package training and succession planning. Tourish (2014) argues that to have the maximum influence, leadership training should be targeted to the specific needs of the organization. This could be achieved partially through succession planning and training in organizations (Ballinger et al. 2009).

Another important finding relates to support during the early stages of becoming a dean are orientation and mentoring. All of the deans stated that they had not had any formal orientation or mentoring at the beginning of their deanship career. Many times, new nursing leaders are appointed to an organization with the belief that their previous experience and short orientation are sufficient (Conley et al. 2007). Leaders, no matter which level they are at, need support from colleagues and others (French 2004). Well-structured orientation offers the new leader a long and enduring first impression about their organization's basic standards (Conley et al. 2007). Mentoring has also been shown to be one of the most effective strategies to support and develop new nursing deans (Wilkes et al. 2013). Mentoring is a very important factor in encouraging potential candidates to take on a leadership role, as well as being an important development tool (Lamb 2003; Dezure et al. 2014). A powerful strategy to prepare any faculty for academic leadership is shadowing effective leaders (Raines & Alberg 2003; Scott et al. 2008). The advantages to both the mentor and the mentee are numerous (Metcalf 2010).

7.2.Challenges faced by the deans

All the deans spent a considerable amount of time on personal reflection, particularly with increasing responsibilities and demands from faculty members and higher authorities. The deans were able to recount their roles and current demands and highlighted the way in which they were experiencing stress, as well as expressing their misgivings about a range of topics that are outside the scope of this study. All the deans highlighted their concerns, noting that they are in a transitional period which creates many changes and considerable stress for both deans and faculty members. This transition with new management structures, policy and initiatives being introduced but not consistently followed through due to

uncontrolled external factors, increased workload and disappointment for all. This raises the issue of the lack of overall coherence in any approach to change management in nursing education, which has a negative impact on both the deans and the faculty members.

Deans expressed their concerns that fragmentation and rapid changes will affect their relationships with their staff and faculty and could lead to the failure of change. Deans felt they were under pressure from both upper and lower level as they were in the middle. Faculty members' frustration with the extra work and unclear plans along with higher authorities' demands created a lot of stress and tension for deans. Deans also talked about the overall changes in nursing education policies, plans, and new demands in Oman to expand the role of the deans as having an impact on deans as individuals. Finally, some faculty members were resistant to changes and new innovations as they felt more comfortable doing the same tasks in the same way, particularly senior faculty members.

There is a problem with sustaining change in Oman to succeed. As Lunenburg (2010) pointed out, we need to become aware of the whole process of effective change before and during the time of change. Fullan (2002) states that the sustainability of any change process depends on four key elements: strengthening the social and moral working environment, having top-performing leaders, having leaders at all levels, and enhancing teaching profession. Larson (2014) holds that consistency and clear policies and rules make employees feel empowered and supported. The failure of change in higher education has economic, strategic, social and psychological consequences (Scott et al. 2008). To avoid this, leaders need support, high potential teams and a conducive working environment (Francisco et al. 2005). Nursing deans' emotional well-being and level of stress have a direct influence on their employees' stress and health (Cummings et al. 2008).

In summary, this chapter provided answers to the study questions. The leadership styles of the deans moved across transformational and transactional leadership. The transformational leadership style was used "fairly often" followed by the transactional leadership style "sometimes". However, laissez-faire behaviours were evident "only once in a while". In addition, the satisfaction level of most faculty members was high. There was a strong relationship between the leadership style of a dean and their faculty members' level of satisfaction. In addition to other strategies, open communication and transparency

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were seen as among the best strategies that nursing deans could adopt to improve the satisfaction level of nursing faculty members. Finally, the study emphasised the need for greater attention to the selection process, preparation, orientation, support, training and development of nursing deans.

Based on these results, the following chapter will further discuss and interpret these findings, provide implications of these findings with respect to the study questions, and indicate areas of further research.

Chapter Eight: Conclusion

This chapter presents the significance of the study to the overall body of knowledge. Assan (2009) argues that a conclusion chapter aims to make a connection from the previous chapters, integrates different issues, identifies the possible implications, highlights the study limitations, and provides recommendations for future research. This chapter presents a brief outline of the thesis and a summary of the main findings to build on a critical argument with further insights. Furthermore, conclusions drawn from the study and their implications for theory, practice and policy are discussed. Finally, in this chapter, the limitations of the study, followed by suggestions for future research, are provided.

8.1. Recap of the Study

This study set out mainly to explore the impact of nursing deans' leadership styles on faculty members' level of satisfaction in Oman. The study has also sought to gauge the level of satisfaction of nursing faculty members, the leadership style used often by nursing deans in Oman, strategies to improve faculty members' job satisfaction level and the nursing deans' readiness for the deanship role. The investigation used a mixed methods (quantitative-qualitative) approach. Interviews of the deans and two questionnaires for faculty members were used: the Multifactor Leadership Questionnaire (Avolio & Bass 2004) and the Minnesota Satisfaction Questionnaire (Weiss 1967). As mentioned earlier, both quantitative and qualitative approaches were used to address the first two research questions regarding the level of faculty members' satisfaction and the leadership styles (transformational, transactional and laissez-faire) exercised by the deans of nursing institutes under study. The quantitative part was used to explore the relationship between these leadership styles and the faculty members' job satisfaction, while the qualitative part focused on the last two research questions, strategies to improve faculty members' job satisfaction level and the preparation of the nursing deans in Oman for the deanship role.

8.2. Summary of the key findings

1. The level of satisfaction of nursing faculty members (Research question 1)

The first major finding of this research is that majority of faculty members in this study indicated that they were satisfied with their job and their deans' leadership styles. Furthermore, respect of the dean towards faculty members obtained the highest percentage (63%), which indicates good leader-follower relationships. Promotion and salary had the lowest satisfaction rate, with just 8% of faculty members satisfied.

2. The leadership style used most often by nursing deans in Oman (Research question 2)

Both deans and faculty members agreed that the most common leadership style among nursing deans is the transformational style, followed by the transactional one. Although transformational leadership is used most frequently, the deans are able to adapt their approaches and use other styles from the full range of leadership theory.

3. The relationship between deans' leadership style and faculty members' satisfaction level (Research question 3)

The results of this study agreed with existing literature that faculty members' job satisfaction is associated with the perceived leadership style of the leader. The results of the study indicated that transformational and transactional leadership styles increased the level of faculty members' satisfaction while the passive/avoidant leadership style decreased their level of satisfaction.

4. Strategies to improve faculty members' job satisfaction level. (Research question 4)

The deans were able to identify many approaches also identified in the literature to boost staff satisfaction; however, open communication and transparency were described by all the deans as the best strategy to improve faculty members' level of satisfaction. Moreover, involving faculty members in decision making was the second most important strategy to improve faculty members' satisfaction level

5. The preparation of nursing deans in Oman for the deanship role (Research question 5)

The data indicated that deans of nursing education in Oman lack formal preparation, orientation, and mentoring. In addition, there is no official selection process for new dean positions in Oman; in general, available senior faculty members will occupy the position.

8.3. Contribution of the study

This study adds to the body of knowledge on the two key concepts in general and in higher education specifically: leadership and job satisfaction. Studies examining both leadership and job satisfaction in the nursing education are limited. Although nursing deans' leadership is a crucial aspect for the development of nursing education, there is a scarcity of studies in this area. In addition, there is a gap between the educational preparation of the deans and the complex practice settings, leading to nursing deans often being unqualified to provide effective forefront leadership. This study enriches the knowledge on nursing deans' leadership preparation. Patterson & Krouse (2015) argue that leaders' preparation for the deanship role is an under-researched topic.

In addition, this study highlights the importance of considering cross-cultural issues when adopting an appropriate leadership model. In addition to the arguments discussed in sections 3.3 and 3.4, there are other reasons supporting the use of transformational leadership model in nursing education in Oman. The workforce in governmental nursing education organizations in Oman is mixed, with nearly 50% being Omanis and the remainder expatriates from different cultures. 99% of those Omani faculty members obtained their Bachelor's and higher degrees from Western countries. Some of the expatriates hold managerial positions; thus, there are not only Omanis with a tradition of high power distance, there is also a huge Western influence. In addition, nursing education in Oman follows the American curriculum, which might be a good medium for adopting transformational leadership theory.

Further, the Middle Eastern literature regarding aspects related to nursing deans in general and leadership development specifically is in short supply, particularly for Oman. There is limited research on the topic of leadership in the Sultanate of Oman (Common 2011).

Oman is illustrative of a rapidly expanding educational system, specifically in nursing education. As mentioned earlier, many things are happening in the nursing education in Oman such as the quality assurance process, the accreditation process, the restructuring and merging of nursing institutes to form a nursing college, and the upgrading of nursing diploma to Bachelor's program. This study provides basic data on the leadership style often used in nursing education and the level of satisfaction of nursing faculty members in Oman for the first time. This could be a starting point to assess the current leadership practices and make future leadership plans. In addition, the study highlighted the areas that deans need to work on more in order to increase their faculty members' satisfaction level and therefore, performance.

8.4.Limitations of the Study

This study looked at the impact of leadership styles of nursing deans on the level of satisfaction of nursing faculty members in Oman. The results were very positive; however, this study might be affected by the following limitations.

- The present study sample of basic nursing deans and faculty members was selected from only those governmental institutes that are working under the Ministry of Health for the purpose of this study, as explained in the methodology chapter. The specific populations of nursing faculty members and deans are most easily accessed by convenience sampling.
- More importantly, as mentioned earlier, the issue of nursing deans' leadership style and nursing faculty job satisfaction levels is sensitive to both nursing deans and faculty members in nursing education in Oman. Some faculty members were hesitant to participate as they were afraid that the results would affect their relationship with their deans and consequently, their appraisal. To encourage faculty members to participate, the researcher explained and emphasised very clearly that the results would be generalised to all institutes and no specific institute name or result would be mentioned. Hence, this study did not analyse the data by

institution but across the whole sample, which could give more specific details about leadership styles and job satisfaction level.

- Another methodological limitation is the use of cross-sectional design wherein data were collected at a single point in time. Longitudinal research over a period of time could provide a more reliable and comprehensive view of job satisfaction and leadership styles.

8.5. Implications for practice and policy

Findings from this study have theoretical and practical implications with regard to leadership and educational organizations. These implications are leadership styles, job satisfaction, preparation, recruitment and support for the deans. Oman requires a leadership style that has a clear vision and values and increases consciousness of collective interest among the organization's members to accomplish their main objectives. The result should encourage nursing deans to maintain and foster a positive work environment and empower their employees. Similarly, deans need to assess their leadership skills and find how to use them to further nurture employees' potential. Bass (1990) suggests that transformational leadership should be fostered at all levels in order to be efficient in turbulent times. Regular training activities of transformational and transactional leadership styles will be useful in strengthening the leadership abilities of nursing deans.

Faculty members' satisfaction is crucial to creating the collaborative culture that has allowed us to thrive in recent years, helping to achieve a leadership role in academic settings (Pomeroy 2009). There are many approaches to boosting staff satisfaction; however, open communication and transparency strategy was described by all the deans as the best strategy to improve faculty members' level of satisfaction. This means that communication skills need to be one of the main competences in any leadership training activity. As nursing education in Oman is going through many new initiatives, communication is very important to be able to survive and to accomplish the intended transformation. Furthermore, McClellan (2011) considered communication as a political tool, which, if used in the right way, could achieve the organization goals.

In Oman, as Booth (1994) argues, there is the understanding that a good nurse or faculty member would be a good leader, which could be the explanation for the inadequate planning and preparation of new deans. Deans of nursing education in Oman lack formal preparation, orientation, and mentoring. These three factors have a great impact on the quality of nursing education. The quality of education depends largely on good leadership, which requires radical changes in the current practices and the initiation of benchmarking initiatives. Insufficient preparation of deans, with the increasing current global demands for quality in education, could either have a negative effect on the teaching learning process or result in the dean leaving the position. This draws attention to the need of a systematic training and learning programs of transformational and transactional leadership styles that address both global and Omani cultural needs. Literature on leadership programs has shown that leaders who attend such programmes enhance their leadership abilities (Cummings et al. 2008; Curtis et al. 2011). These programmes could benefit both new and existing deans and could be arranged either inside Oman or abroad. The information gained from these programmes would help new deans to realise their potential and acquire new skills, as well as updating existing deans' information and knowledge (Curtis et al. 2011). Then, authorities need to develop a well-structured orientation program that is theoretically and contextually based and contains the main requirements for new deans, enabling them to engage in the new role of new leaders. This orientation program can smooth the introduction to the organization and support the new deans' success. In addition to these programs, new Omani deans could be enrolled in a mentoring program available through the Association of American Colleges of Nursing, which places new deans in contact with experienced ones in the same area. These mentors could be reached either by phone or email (Boylston & Peters 2004). There should be a task force with certain criteria to ensure proper selection process. Dean selection in Oman should be based on a thorough evaluation of certain knowledge and skills by qualified research committee members and not on individual preferences.

Further, nursing education authorities need to make sure that new deans are well equipped with the necessary leadership skills in order to meet the pressures of the job and ensure development. Due to the increased demands from internal and external forces on nursing deans, it is very important that higher authorities provide the necessary support and training for current and new deans. As Muna & Mansour (2009) recommend, to achieve a

work-life balance for leaders, training workshops and periodical seminars that address issues such as work-life balance strategies, coaching and counselling should be initiated. Finally, the results of this study must be disseminated to all nursing deans and faculty members through diverse strategies such as publication, conferences, and in-services education to understand and spread the awareness of the existing current situation. This could motivate both the deans and the faculty members to work as a team in order to have a healthy working environment.

8.6. Recommendation for policies

Over the last three decades, nurse education has developed rapidly together with world economic expansion. Many countries have experienced considerable reform in their nurse education systems (Spitzer & Perrenoud 2006). Appropriate and effective human resources distribution is needed as some of the nursing institutes suffer from a shortage of nursing faculty members and therefore have a high workload. Promotion process policies need to be revised and applied as soon as possible. A policy that regulates increases in pay, allowances and reimbursements both on periodic basis as well as on special occasions provides transparency that keeps the nursing faculty members motivated. Furthermore, a new dean appointment policy based on standardised criteria that regulates eligibility criteria for electing candidates is very significant for the improvement of the nursing education status in Oman. In addition, unified clear job descriptions of all academic nursing posts is mandatory for all nursing institutes working under the umbrella of Ministry of Health in Oman to maintain the overall success and effectiveness of nursing faculty members.

8.7. Recommendations for future research

- The research of leadership styles and job satisfaction in nursing education is fairly new and has not been investigated previously in Oman. More studies in leadership styles of nursing deans and faculty members' job satisfaction are needed to further understand how the two concepts relate to each other and their effect on the quality of nursing education in Oman.

- It is also recommended that the effects of leadership training programs on deans' leadership behaviours in Oman to be studied. The efficiency of such leadership training activities needs to be studied with a link to several perspectives such as deans' leadership behaviours overtime, staff satisfaction, and organizational effectiveness.
- As this study sample comprised only the Ministry of Health basic nursing institutes, further studies could be carried out on a larger sample that includes both governmental and private nursing institutions as well as other higher education institutions. Further, the inclusion of post-basic institutes and other health care science institutes could give a comprehensive view and might help to provide a clearer picture of the leadership styles and the relationship between these leadership styles and the faculty members' job satisfaction.
- Moreover, the main concept behind leadership behaviour and faculty members' satisfaction is that it will improve the faculty members' performance and produce a competent graduate which will finally enhance the nursing profession. This concept needs to be further explored and thoroughly studied to help in providing a clearer picture and improving planning activities to strengthen leadership practices.
- This study employed a quantitative approach to understand faculty members' perceptions of their deans' leadership style. A qualitative approach is recommended for future studies to obtain a deeper understanding and a clearer picture of the link between nursing faculty members' perceptions of leadership styles and job satisfaction level.

8.8. Where next for leadership and educational organizations?

A considerable body of literature supports the claim that transformational leadership theory is one of the most actively studied areas of leadership in the last two decades. In brief, transformational leadership focuses mainly on the leader-follower relationship, instilling pride, communicating and inspiring a clear vision, collective interest, and inspiring innovation and change (Bass 1985). Transactional leadership focuses on the leader-follower exchange relationship (Bass 1985). Although transformational leadership is the dominant perspective in leadership research and has made important contributions, have

we really reached the stage where we can confirm that this is a fixed fact in the current educational challenges and build on it?

In an educational context, the most recent thinking has focused on imbuing leadership with an educational focus. That is, a leadership that is more about helping staff to understand and own their vision, purposes and values, supporting staff in terms of their development. In an educational organization, leadership is imbued with a particular educational focus which has been given different names. In the American literature it is called instructional leadership (Murphy 2005), while in Australia and New Zealand it is called pedagogical leadership (Robinson et al. 2008), and in the UK it is known as leadership for learning (MacBeath & Dempster 2009).

Furthermore, the concept of distributed leadership has become popular in recent years; it focuses on collective rather than individual achievement (Bolden et al. 2009; Gronn 2003; Harris 2008; Hallinger 2011). Distributed leadership has been proven to work well for organizational development and in times of change (Bolden et al. 2009; Harris 2008). In higher education, everyone makes a significant contribution to organizational success, including parents, students and the local community as well as academics, administrative/professional staff, members of the university council and government policy makers (Bolden et al. 2009). Furthermore, Camburn et al. (2003) emphasize the importance of leaders to any successful change in educational organization but further suggest focusing on staff development to encourage instructional leadership.

Worldwide, there are many forms of leadership; however, the appropriate type of leadership that can be adopted in the Omani educational organizations in the context of change needs to be examined carefully. Although Oman is a high power distance culture, it has a diverse multicultural population. Oman is not a very different culture as people from outside the country may think. It is not a monocultural country. Islam is the main religion but it is the Omani Islamic culture where people from different backgrounds live together and have a huge influence on life and society in Oman. Omani nursing education organizations have a top-down management system for the time being because of the high power distance that exists in the Omani culture. The overall objectives and policies are decided on externally by higher authorities but the nursing deans have the freedom to

decide the process of implementation in order to achieve these objectives within their organizations. There is a nursing council where the deans meet regularly and discuss the best way to achieve those pre-set objectives. As explained earlier, nursing education organizations in Oman have a diverse multicultural environment, follow a Western curriculum and are going through rapid developments. All of these facts, together with the cultural issues discussed in sections 3.3 and 3.4 make it clear that Oman and more specifically, nursing education in Oman, are going through changes that require a transformational leader with charismatic characteristics and strong vision (Al-Twajiri & Al-Muhaiza 1996; Neal et al. 2005; Albulushi & Hussain 2008 & Mujtaba et al. 2009). Nursing education in Oman needs leaders who are able to make employees exceed their limits, have a strong and clear vision, and able to motivate and satisfy staff to achieve the required objectives regardless of the on-going changes within the given timeframe.

8.9. Conclusion

Leadership and job satisfaction complement each other. Job satisfaction is the hidden mechanism behind productive employees and leadership is the main engine cultivating this productivity to ensure organizational success. Both deans and faculty members should be supported and satisfied in order to fulfil their maximum potential and strive toward optimal goal achievement. I like the term “dean honeymoon” (Pressler & Kenner 2008), as the “honeymoon” phase offers a new dean a protected period of time, depending on several factors, to become familiar with the rules and the culture and to assess the current situation. I suggest that new Omani deans should be offered this “honeymoon” phase to reduce their stress, build their self-confidence and give them some freedom to be more creative.

In summary, the research on transformational leadership provides a good starting point; however, we need to think of the next step. It is clear that nursing institutes’ deans need to adopt transformational-transactional leadership styles to face continual challenges, satisfy nursing faculty and boost organizational productivity. This demands serious planned actions for both nursing deans and their faculty members that can best be achieved through periodical coaching, succession planning, counselling, mentoring, and training. Transformational leadership works well in nursing education organizations for the time

being in Oman due to the “high power distance” culture; faculty members are familiar and supportive of the deans’ making plans and giving orders. Nursing deans have a range of responsibilities and are under pressure from higher authorities and faculty members. By using transformational leadership in nursing education in Oman, the nursing deans are trying to achieve the required objectives and maintain a high job satisfaction level in the faculty. Here, faculty members own the purposes, take on these roles and seek to achieve these objectives.

On the other hand, underpinning this study is how nursing education in Oman can face growing challenges such as quality assurance and accreditation, as well as upgrading the current programs to improve nursing education and therefore the nursing profession. As Gosling et al. (2009) state, there is no single effective style of leadership or fixed direction for development in higher education. Robinson (2008) suggests that leaders of organizations must use more than one type of leadership style to foster collaborative working relationships and therefore promote organizational success. We need to think of other leadership models to deal with the future challenges. The best way is to adopt transformational leadership while working on the two main concepts: building capacity and empowering staff so that the institutes become more effective and have more scope for decisions. In this way, distributed leadership can complement transformational leadership in the future.

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Appendices

- University of Glasgow ethical approval
- Ministry of Health (Oman) ethical approval
- Minnesota Satisfaction Questionnaire permission
- Multi-factors Leadership Questionnaire permission
- Plain Language statement for faculty
- Faculty questionnaire (Minnesota Satisfaction Questionnaire + Multi-factors Leadership Questionnaire)
- Plain Language statement for deans
- Informed consent
- Deans interview questions

Consent Form

The impact of deans' leadership styles on staff job satisfaction in nursing education institutions in the Sultanate of Oman.

I, (name in full) _____ agree to volunteer to participate in the doctoral study research project being conducted by (Fatema H. Al-Maqbali) between (01/09/2013-01/09/2014). I understand that as a dean of a nursing institute in Oman, I have been chosen to participate in this study. This study is focusing on gathering information about the impact of the leadership styles of deans on one aspect of organizational effectiveness, "staff satisfaction", in the nursing institutes in Oman. The main purpose of this study is to identify the impact of dean's different leadership styles on the job satisfaction of nursing faculty in Sultanate of Oman.

I understand my responses to the interview will be studied and excerpts from this interview may be quoted in a doctoral dissertation and in future papers, articles or books written by the researcher. I understand my responses will be collated with other interview responses and analyzed. I grant authorization for the use of my interview answers with the full understanding that my anonymity and confidentiality will be preserved at all times. I understand that my full name or other identifying information will never be disclosed or referenced in any way in any written or verbal context. I understand content of the interview copies will be secured in a locked cabinet in the privacy of the researcher's home office.

I understand my participation is voluntary, and that I may withdraw my permission to participate in this study without explanation, at any point, without any loss or penalty to myself. I understand the researcher may contact me again if necessary, for further

clarification. If I do not respond to the request for clarification, the researcher may assume I have no further comments to add. By signing this form, I acknowledge that I understand the nature of the study, the potential risks to me as a participant and the means by which my identity will be kept confidential.

If I have future questions, research-related concerns, or wish to have a copy of the results I, the participant, may contact (Fatema H. Al-Maqbali) at 99897141 or (fatma.almuqbali@gmail.com).

Respondent's Signature

Date

Researcher's Signature

Date

Sultanate of Oman
Ministry of Health
Directorate General of Planning



سلطنة عمان
وزارة الصحة
الديريّة العامّة للتخطيط

Ref. : MH/DGP/R&S/PROPOSAL_APPROVED/24/2013 الرقم :

Date : 11/9/2013 التاريخ :

..... المرفق :

Mrs. Fatma Hamood Al-Maqbali

Study Title: "The impact of deans' leadership styles on staff job satisfaction in nursing education institutions in the Sultanate of Oman ".

After compliments

We are pleased to inform you that your research proposal "The impact of deans' leadership styles on staff job satisfaction in nursing education institutions in the Sultanate of Oman " has been approved by Research and Ethical Review and Approve Committee, Ministry of Health.

Regards,

Dr. Ahmed Al Qasmi
Director General of Planning,
Chairman, Research and Ethical Review and Approve Committee
Ministry of Health, Sultanate of Oman.



Cc
Day file

Ethics Committee for Non Clinical Research Involving Human Subjects

NOTIFICATION OF ETHICS APPLICATION OUTCOME – UG and PGT Applications

Application Type: New

Application Number: EA CSS/SOE/2012/202

(select as appropriate)

Applicant's Name: Fatema Hamood Ali Al-Maqbali
impact of deans' leadership styles on staff job satisfaction in nursing education institutions in the Sultanate of Oman

Project Title: The impact of deans' leadership styles on staff job satisfaction in nursing education institutions in the Sultanate of Oman

Date Application Reviewed: 13/06/13

APPLICATION OUTCOME

(A) Fully Approved

(select from drop down as appropriate)

Start Date of Approval: 15/09/13

End Date of Approval: 15/05/15

If the applicant has been given approval subject to amendments this means they can proceed with their data collection with effect from the date of approval, however they should note the following applies to their application:

- | | |
|---|--------------------------|
| Approved Subject to Amendments without the need to submit amendments to the Supervisor | <input type="checkbox"/> |
| Approved Subject to Amendments made to the satisfaction of the applicant's Supervisor | <input type="checkbox"/> |
| Approved Subject to Amendments made to the satisfaction of the School Ethics Forum (SEF) | <input type="checkbox"/> |

The College Ethics Committee expects the applicant to act responsibly in addressing the recommended amendments.

(B) Application is Not Approved at this Time

Select Option

(select from drop down as appropriate)

Please note the comments in the section below and provide further information where requested.

If you have been asked to resubmit your application in full then please send this to your local School Ethics Forum admin support staff.

Some resubmissions only need to be submitted to an applicant's supervisor. This will apply to essential items that an applicant must address prior to ethical approval being granted, however as the associated research ethics risks are considered to be low, consequently the applicant's response need only be reviewed and cleared by the applicant's supervisor before the research can properly begin. If any application is processed under this outcome the Supervisor will need to inform the School ethics admin support staff that the application has been re-submitted (and include the final outcome).

The following section is only for completion for applications that required amendments to go to SEF

(C) **Select Option**

(select as appropriate)

This section only applies to applicants whose original application was approved but required amendments.

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Department of Psychology
College of Liberal Arts

N218 Elliott Hall
75 East River Road
Minneapolis, MN 55455
Office: 612-625-2818
Fax: 612-626-2079
www.psych.umn.edu

September 12 2013

Fatema Hamood Al-Maqbali
P.O.Box 488
P.C. 321
Al-Tareef, Sohar,
OMAN

Dear Fatema Hamood Al-Maqbali:

We are pleased to grant you permission to use the Minnesota Satisfaction Questionnaire 140 MSQ modified Short form as you requested for your research. We acknowledge receipt payment for Royalty fees for 140 MSQ Short form surveys.

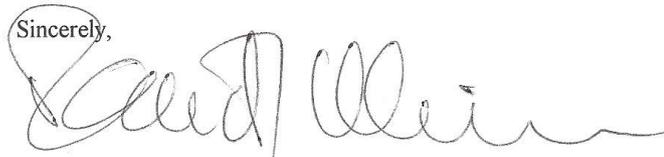
Please note that each copy that you make must include the following copyright statement:

Copyright 1977, Vocational Psychology Research
University of Minnesota. Reproduced by permission.

We would appreciate receiving a copy of any publications that result from your use of the MSQ Short form. We attempt to maintain an archive and bibliography of research related to Vocational Psychology Research instruments, and we would value your contribution to our collection.

If you have any questions, or if we can be of any additional assistance, please do not hesitate to contact us.

Sincerely,



Dr. David J. Weiss, Director
Vocational Psychology Research

Driven to DiscoverSM

Multi-Factors Questionnaire Receipt

The following order was placed with Mind Garden, Inc. Your order contains at least one PDF product (**MLQR3 Manual**). Please follow the instructions below to login to your account on our Transform system and access your PDFs.

How to login to your Transform account

Transform is a web-based survey, assessment, and document-storage system by Mind Garden, Inc. You will need to establish your identity (login) in Transform (if you haven't already done so). For this process, your User ID will be your email address; you will set your own password. To begin the login process, click on the link below. You may need to copy and paste this URL into your web browser if clicking on the URL does not work.

Login: <http://www.mindgarden.com/login/227563/222311>

Email: fatma.almuqbali@gmail.com

Sales Receipt for Order 26164

Placed on Tuesday, April 30, 2013 at 11:35 am (PDT, UTC-7)

Ship To:

FATEMA AL-MAQBALI

fatma.almuqbali@gmail.com

00447447898049

St.Andrew Building, 11 Eldon street

Glasgow Glasgow G3 6NH

GB (United Kingdom)

Bill To:

FATEMA AL-MAQBALI

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00447447898049

St.Andrew Building, 11 Eldon street

Glasgow Glasgow G3 6NH

GB (United Kingdom)

Plain Language Statement

1. Study title and Researcher Details

The impact of deans' leadership styles on staff job satisfaction in nursing education institutions in the Sultanate of Oman.

This research is being conducted by Fatema Hamood Al-Maqbali, Dean of North Batinah Nursing Institute and a PhD student at Glasgow University. It is being conducted under the supervision of Professor Tony Townsend, Chair of Public Service, Educational Leadership and Educational Management at the University of Glasgow.

2. Invitation paragraph

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Thank you for reading this.

3. What is the purpose of the study?

The main purposes of this study are to:

- (1) To establish the leadership styles being used by deans of the nursing education institutions in Oman,
- (2) To consider the perceptions of both deans and staff as to the effectiveness of the dean's leadership,

(3) To identify the impact of leadership styles on the job satisfaction of staff in Sultanate of Oman Nursing Education Institutions as measured by professional development and responding to a job satisfaction questionnaire.

4. Why have I been chosen?

As a member of teaching faculty in an Oman nursing institute, you have been chosen to participate in this study. All nursing faculty members who are working under the Ministry of Health Nursing Institutes will be invited to participate in this study.

5. Do I have to take part?

It is up to you to decide whether or not to take part. If you decide to take part you are still free to withdraw at any time and without giving a reason. There will be no penalties for not taking part, or for withdrawing even if you do agree to take part. The choice is completely yours.

6. What will happen to me if I take part?

The researcher will visit your institute to explain the study significance and purpose, the methodology, and to answer any other queries you have. Then if you agree to participate, the researcher will discuss a time to meet or some other way that suits you to complete a questionnaire that will take from 30-40 minutes to complete.

7. Will my taking part in this study be kept confidential?

All information, which is collected about you during the course of the research will be kept strictly confidential. All the information about your participation in this study will be confidential, there are no codes used in any of the questionnaire papers. You do not have to put your name on the questionnaire.

8. What will happen to the results of the research study?

A summary of the results will be sent to all institutes and they may be distributed to staff. The results of the current study may help organizational leaders and faculties to develop strategies that will help them within their institutions to determine weaknesses and strengths and to develop appropriate strategies to overcome any deficiencies.

9. Who is organizing and funding the research? (If relevant)

Not applicable

10. Who has reviewed the study?

- University of Glasgow: College of Social Sciences Research Ethics committee (Scotland)
- Ministry of Health research ethical committee (Oman)

11. Contact for Further Information

* If you need further information please contact:

Fatma Al-Maqbali

Dean, North Batinah Nursing Institute

Ministry of Health, Oman

Office: 00968-26840592

Fax: 00968-26841811

Thank you for considering taking part in the study or taking time to read this sheet.

If participants have any concerns regarding the conduct of the research project that they can contact the College of Social Sciences Ethics Officer by contacting Dr Valentina Bold, College of Social Sciences Ethics Officer, Valentina.Bold@glasgow.ac.uk

Nursing Institutes Staff Satisfaction Questionnaire

The purpose of the current study is to identify the impact of deans' leadership styles on staff job satisfaction in the Sultanate of Oman Nursing Education Institutions. This questionnaire contains statements that will enable you to identify your current level of work satisfaction in general and your understanding of, and satisfaction with, your dean's leadership style in particular. Please express your opinion by indicating the option that best represents your perspective.

Note: All responses to this questionnaire will be confidential and no individual will be named or could be identified in any way.

Section One: Demographic information

Instructions: Please provide a response for each of the following questions *by ticking* the appropriate box:

Institute Code: _____

1. Age

25-30

31-40

41-50

+ 51

2. Gender

Male

Female

3. Total years of teaching

Less than a year

1-4

5-10

11-15

+ 15

4. Teaching in the **current** institute

Less than a year

1-4

5-10

11-15

+ 15

5. Academic ranking

Clinical teacher

Senior clinical teacher

Assistant tutor

Tutor

Other specify _____

6. Years of working with your current dean

Less than one year

1-3

4-6

7-10

+10

7. Qualifications

Diploma

Bachelor's

Master's

PhD

Section 2: Job Satisfaction

Please respond to each statement by *checking* the box that best suits your response.

- 1) Very Satisfied
- 2) Satisfied
- 3) "N" (Neither Satisfied nor Dissatisfied)
- 4) Dissatisfied
- 5) Very Dissatisfied

	<u>Item</u>	1	2	3	4	5
		Very Satisfied	Satisfied	Neither	Dissatisfied	Very Dissatisfied
1.	My dean provides me with the chance to carry out different institute activities from time to time.					
2.	My dean provides me with a chance to get recognition from others.					
3.	I like my job because of the dean's competence in making good decisions.					
4.	My dean treats me with respect.					
5.	My dean does not make me do things that go against my will and/or conscience.					
6.	My dean encourages me to participate in decisions that affect me.					
7.	The general and physical structure of the institute is maintained.					
8.	Teaching faculty get along with each other well.					
9.	My teaching job contributes to my feeling of accomplishment.					
10.	My dean provides me with an opportunity for continuous professional development.					
11.	There is a chance in my institute to work independently.					

12.	My dean encourages me to use my own style and methods of teaching in the classroom.					
13.	There is a good chance for promotion in my institute.					
14.	The way policies and regulations are carried out facilitate work in the institute.					
15.	My dean praises good work.					
16.	The institute environment is conducive to collegiality cooperation and support.					
17.	My salary is appropriate for my teaching load and other required tasks.					
18.	I like the way my dean handles staff issues.					
19.	There is always the chance to utilize my expertise and knowledge in helping others in what they do.					
20.	I feel a sense of pride and joy in doing my job.					

Section 3: Your Dean's Leadership

Please *check* the box that best reflects your opinion for the following statements

- 1) Not at all
- 2) Once in a while
- 3) Sometimes
- 4) Fairly often
- 5) Frequently, if not always

Statement		0	1	2	3	4
		Not at all	Once in a while	Sometimes	Fairly often	Frequently. If not always
1.	My dean provides me with assistance in exchange for my efforts.					
2.	My dean re-examines critical assumptions to question whether they are appropriate.					
3.	My dean fails to intervene until problems become serious.					
4.	My dean focuses attention on irregularities, mistakes, exceptions, and deviations from standards.					
5.	My dean avoids getting involved when important issues arise.					
6.	My dean talks about his/her most important values and beliefs.					
7.	My dean is absent when needed.					
8.	My dean seeks differing perspectives when solving problems.					

9.	My dean talks optimistically about the future of the institute.					
10.	My dean instills pride in me for being a faculty member associated with him/her.					
11.	My dean discusses in specific terms those who are responsible for achieving performance targets.					
12.	My dean waits for things to go wrong before taking action.					
13.	My dean talks enthusiastically about what needs to be accomplished.					
14.	My dean specifies the importance of having a strong sense of purpose.					
15.	My dean spends time teaching and coaching.					
16.	My dean makes clear what one can expect to receive when performance goals are achieved.					
17.	My dean shows that he/she is a firm believer in "If it is not broken, don't fix it".					
18.	My dean goes beyond self-interest for the good of the group.					
19.	My dean treats me as an individual rather than just as a member of a group.					
20.	My dean demonstrates that problems must become chronic before taking action.					
21.	My dean acts in ways that build my respect.					
22.	My dean concentrates his/her full					

	attention on dealing with mistakes, complaints, and failures.					
23.	My dean considers the moral and ethical consequences of decisions.					
24.	My dean keeps track of all mistakes.					
25.	My dean displays a sense of power and confidence.					
26.	My dean articulates a compelling vision of the future.					
27.	My dean directs my attention toward any failure to meet standards.					
28.	My dean avoids making decisions.					
29.	My dean considers me as having different needs, abilities, and aspirations from others.					
30.	My dean gets me to look at problems from many different angles.					
31.	My dean helps me to develop my strengths.					
32.	My dean suggests new ways of looking at how to complete assignments.					
33.	My dean delays responding to urgent questions.					
34.	My dean emphasizes the importance of having a collective sense of mission.					
35.	My dean expresses satisfaction when I meet expectations.					

36.	My dean expresses confidence that goals will be achieved.					
37.	My dean is effective in meeting my teaching job-related needs.					
38.	My dean uses methods of leadership that are satisfying.					
39.	My dean gets me to do more than I expected to do.					
40.	My dean is effective in representing me to a higher authority.					
41.	My dean works with me in a satisfactory way.					
42.	My dean heightens my desire to succeed.					
43.	My dean is effective in meeting organizational requirements.					
44.	My dean increases my willingness to try harder.					
45.	My dean leads a group that is effective.					

Thank you for completing this questionnaire. Your answers will be collated with other staff members from around the country.

Plain Language Statement (Dean)

1. Study title and Researcher Details

The impact of deans' leadership styles on staff job satisfaction in nursing education institutions in the Sultanate of Oman.

This research is being conducted by Fatema Hamood Al-Maqbali, Dean of North Batinah Nursing Institute and a PhD student at Glasgow University. It is being conducted under the supervision of Professor Tony Townsend, Chair of Public Service, Educational Leadership and Educational Management at the University of Glasgow.

2. Invitation paragraph

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Thank you for reading this.

3. What is the purpose of the study?

The main purposes of this study are to:

- (1) To establish the leadership styles being used by deans of the nursing education institutions in Oman,
- (2) To consider the perceptions of both deans and staff as to the effectiveness of the dean's leadership,

(3) To identify the impact of leadership styles on the job satisfaction of staff in Sultanate of Oman Nursing Education Institutions as measured by professional development and responding to a job satisfaction questionnaire.

4. Why have I been chosen?

As a dean of one of the basic nursing institute in Oman, you have been chosen to participate in this study. All deans of basic nursing institutes who are working under the Ministry of Health Nursing Institutes will be invited to participate in this study.

5. Do I have to take part?

It is up to you to decide whether or not to take part. If you decide to take part you are still free to withdraw at any time and without giving a reason. There will be no penalties for not taking part, or for withdrawing even if you do agree to take part. The choice is completely yours.

6. What will happen to me if I take part?

The researcher will visit your institute to explain the study significance and purpose, the methodology, and to answer any other queries you have. Then if you agree to participate, the researcher will discuss a time to meet or some other way that suits you to complete an interview that will take from 30-40 minutes to complete.

7. Will my taking part in this study be kept confidential?

All information, which is collected about you during the course of the research, will be kept strictly confidential. All the information about your participation in this study will be confidential, there are no codes used in any of the interviews.

8. What will happen to the results of the research study?

A summary of the results will be sent to all institutes and they may be distributed to staff. The results of the current study may help organizational leaders and faculties to develop strategies that will help them within their institutions to determine weaknesses and strengths and to develop appropriate strategies to overcome any deficiencies.

9. Who is organizing and funding the research? (If relevant)

Not applicable

10. Who has reviewed the study?

- University of Glasgow: College of Social Sciences Research Ethics committee (Scotland)
- Ministry of Health research ethical committee (Oman)

11. Contact for Further Information

* If you need further information please contact:

Fatma Al-Maqbali

Dean, North Batinah Nursing Institute

Ministry of Health, Oman

Office: 00968-26840592

Fax: 00968-26841811

Thank you for considering taking part in the study or taking time to read this sheet.

If participants have any concerns regarding the conduct of the research project that they can contact the College of Social Sciences Ethics Officer by contacting Dr Valentina Bold, College of Social Sciences Ethics Officer, Valentina.Bold@glasgow.ac.uk

Consent Form

The impact of deans' leadership styles on staff job satisfaction in nursing education institutions in the Sultanate of Oman.

I, (name in full) _____ agree to volunteer to participate in the doctoral study research project being conducted by (Fatema H. Al-Maqbali) between (01/09/2013-01/09/2014). I understand that as a dean of a nursing institute in Oman, I have been chosen to participate in this study. This study is focusing on gathering information about the impact of the leadership styles of deans on one aspect of organizational effectiveness, "staff satisfaction", in the nursing institutes in Oman. The main purpose of this study is to identify the impact of dean's different leadership styles on the job satisfaction of nursing faculty in Sultanate of Oman.

I understand my responses to the interview will be studied and excerpts from this interview may be quoted in a doctoral dissertation and in future papers, articles or books written by the researcher. I understand my responses will be collated with other interview responses and analyzed. I grant authorization for the use of my interview answers with the full understanding that my anonymity and confidentiality will be preserved at all times. I understand that my full name or other identifying information will never be disclosed or referenced in any way in any written or verbal context. I understand content of the interview copies will be secured in a locked cabinet in the privacy of the researcher's home office.

I understand my participation is voluntary, and that I may withdraw my permission to participate in this study without explanation, at any point, without any loss or penalty to myself. I understand the researcher may contact me again if necessary, for further clarification. If I do not respond to the request for clarification, the researcher may assume I have no further comments to add. By signing this form, I acknowledge that I understand the nature of the study, the potential risks to me as a participant and the means by which my identity will be kept confidential.

If I have future questions, research-related concerns, or wish to have a copy of the results I, the participant, may contact (Fatema H. Al-Maqbali) at 99897141 or (fatma.almuqbali@gmail.com).

Respondent's Signature

Date

Researcher's Signature

Date

Dean's interview questions

The following questions will be used as a guide for the interview with deans of Nursing Institutes in Oman. Follow up questions may be used from time to time to clarify the response, but these will be the questions used to focus the data collection.

1. Do you consider yourself as a role model in your institute? Why? Could you explain further?
2. What you think about each of the following behaviours and do you apply in your institute?
 - A. Instil pride.
 - B. Show respect & confidence.
 - C. Moral & ethical consequences of decisions.
 - D. Mission & purpose significance.
 - E. Clear values & beliefs.
 - F. Decision making involvement

Among these behaviours which do you consider most important for an effective institute?
How successful do you believe you have been?

3. Which of the following leadership characteristics' do you exhibit to encourage your staff to accomplish current assignment and future goals?

A. Optimism

B. Enthusiasm

C. Confidence

4. What strategies have you utilize to deal with any problem in your institute?

A. Seek different perspective

B. Look at problem from different angles

C. Suggest new ways

What are some strategies that you have used to do this? How successful do you believe you have been?

5. Human beings are unique and have different motivations, what are some strategies that you have applied in your institute to promote each staff member's individual and professional development?

6. What form of reward system do you apply in support of high achievements of your staff?

Could you specify?

7. How do you monitor/ maintain the flow of work in your institute?

8. What you think about the following statements:

A. The Dean always needs to track how work is going to monitor any deviation from standards and to avoid any future problems.

B. Problems must be handled only when they become serious.

C. As long as everything goes well there is no need to worry and staff can make decisions regarding important work issues by themselves.

9. What type of previous orientation and training you had in preparation for the deanship position:

A. None

B. Acting dean for ____ years

C. Workshops (____)

D. Monitoring

E. Courses (____)

F. Orientation for _____

8. Overall, would you say that there is a high level of staff satisfaction in this institute?
Why do you think this is so?

9. If you felt that there was a need to improve the level of staff satisfaction in your institute, what strategies would you consider being important in doing this?