



**FACULTY AND STUDENTS' PERSPECTIVES REGARDING EFFECTIVE  
LEADERSHIP IN NURSING COLLEGES: A CASE OF KAMUZU COLLEGE OF  
NURSING AND DAEYANG COLLEGE OF NURSING IN MALAWI**

Master of Science (Nursing and Midwifery Education) Thesis

By

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**KAMUZU COLLEGE OF NURSING**

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### **Declaration**

I **Nemma Kapasule Uzeni Phiri**, hereby declare that this thesis is my original work and has not been presented for any other awards at the University of Malawi or elsewhere. All sources that I used or quoted have been duly indicated with complete references and acknowledgements.

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### **Certificate of Approval**

The undersigned certify that this thesis represents the students own work and effort and has been submitted with our approval

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## **Dedication**

I dedicate this dissertation to my late dad, Wilfred John Kapasule for imparting in me the spirit of hard work. He would have been proud of me because of my achievements. This dissertation is also dedicated to my loving husband, Austin Uzeni Phiri and my three daughters Venada, Valencia and Valindaba for their prayers, support and their patience throughout my two year study period.

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## **Abstract**

Leadership in the nursing colleges is regarded as the single most important factor in the success or failure of institutions. It is not surprising that the ways in which nursing colleges might improve performance across all their activities has increasingly been viewed in terms of leadership. This study aimed at exploring the perspectives of faculty and students regarding effective institutional leadership in nursing colleges. The objectives were to, establish faculty and students' understanding regarding institutional leadership and leadership styles; understand faculty and students' perspectives on the effect of institutional leadership on motivation of subordinates: to establish students' and faculty understanding of students learning in relation to institutional leadership. This study utilized a comparative descriptive qualitative approach. Purposive sampling technique was employed and a semi-structured questionnaire was used as an instrument to obtain data from 19 respondents through face-to-face interviews. Qualitative data was analyzed using thematic content analysis approaches. Results show that transformational leadership style is the most effective form of leadership in the nursing colleges of Malawi. In addition, the study revealed that institutional leadership has an effect on faculty and students' motivation in relation to the extent of enthusiasm towards teaching and learning respectively. Therefore people in leadership should be sensitive to the needs of both faculty and students to effectively improve students' learning outcomes. Nursing College leadership should strive to accord a free working and learning environment without fear and favor in order to keep both students and faculty motivated to learn and teach.

*Key words: Leadership, Leadership Style, Students Learning*

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## **Acronyms**

CHAM	Christian Health Association of Malawi
COM	College of Medicine
COMREC	College of Medicine Research and Ethics Committee
DCN	Daeyang College of Nursing
KCN	Kamuzu College of Nursing
MCHS	Malawi College of Health Sciences

## **Operational definitions**

**Faculty:** The teaching staff of a university or college or of its departments or divisions, viewed as a body.

**Job satisfaction:** The positive and favorable attitudes and feelings which faculty members may have about their jobs.

**Leadership:** The process of influencing others to understand and agree about what needs to be done and how to do it and the process of facilitating individual and collective efforts to accomplish shared objective.

**Leadership style:** The pattern of the principal/directors interaction or behavior that he/she exerts to guide, structure and facilitate activities and relationship in a campus/division.

**Motivation:** The result of processes, internal or external to the individual that arouses enthusiasm and persistence to pursue a certain course of action

**Effective leadership:** It is providing the vision and motivation to a team so that they work together towards the same goal, and then understanding the talents and temperaments of each individual and effectively motivating each person to contribute individually their best towards achieving the group goal.

# CHAPTER 1

## Introduction and Background

### Introduction

Over the past decade the concept of leadership has become of major importance in work involved with the development of policy and practice in educational settings (Bennett, Crawford and Cartwright, 2003). This importance pervades educational systems and organizations and has come to prominence against an increasingly pressurized and changing environment. Nursing institutions just like other organizations have not been spared from pressures that range from resource constraints to increased intake of students (Yulk, 2006). Literature suggests that effective leadership in nursing institutions is very instrumental in overcoming myriad challenges to positively influence students learning. It is therefore perhaps not surprising that the ways in which nursing colleges might improve performance across all their activities has increasingly been viewed in terms of leadership. Owings and Kaplan (2012) observed that nurse leaders need to understand how to lead effectively to improve conditions and outcomes for faculty, staff, students and the community.

Hoy and Miskel (2008) states succinctly, leadership is regarded as the single most important factor in the success or failure of institutions. In the same vein, Adegbesan, (2013) noted that even where there are good educational plans; good school programmes, adequate staff and facilities, what is more important is good leadership to coordinate all these, for the progress and success of the school. Different leadership styles used by

various institutional leaders have a bearing on how well faculty is motivated to work in order to promote students learning.

There are three main leadership styles that have been associated with faculty motivation and student learning. Bass (1985, 1998) described transformative leadership style as a form of leadership where the leader has a vision for what the organisation can be and shares it with others. The transformational leader develops, stimulates, and inspires followers to exceed their own self-interest for a higher purpose. This kind of leadership leads to achievement of institution goals because the vision is shared and everyone works towards the achievement of a common goal. The inspiration of faculty leads to increased motivation of faculty members to deliver their best to make sure that student learning takes place. Ball (2008) noted that reaching a high level of achievement for students is a result of positive interaction between the teachers and the principals. In transactional leadership, leader-follower relationship is based on a series of exchanges and implicit bargains between the leader and the followers (Bass, 1985). Transactional leaders clarify how followers needs will be met in exchange for enacting the followers' leadership. Transactional leadership style can be effective in enhancing students learning in nursing and midwifery education. Faculty members work tirelessly in fulfilling their roles in students learning so that their needs can be awarded by the leader and in so doing students' learning is achieved. Bass (1985) noted that transformational and transactional leadership styles have been associated with subordinates job satisfaction and work performance and with higher ratings of leadership effectiveness and performance.

Laissez-faire leadership style is where the leaders give complete freedom or autonomy to followers. Subordinates are left to make individual decisions on their own. Essentially leaders provide no leadership. At an educational institution this kind of leadership can be chaotic. There is no one to control both faculty and students and to check that students' learning is taking place. This leadership style can contribute to poor student performance at a nursing institution. Bass (1990) added that most studies have shown low staff satisfaction and motivation with laissez-faire leadership style. On the other hand situational leadership is also based on the premise that no one leadership style is right for every manager under all situations. With situational leadership, the leadership style is not fixed (Owings & Kaplan, 2012). Rather, leadership styles can and should change with the situation. The style is contingent upon several factors like the: situation, characteristics of followers (people), nature of work or task, type of organization and other environmental variables.

Literature suggests that, behind leadership styles, there are personality traits which include neuroticism, extraversion, agreeableness, conscientiousness and openness to experience. Farsani, Azadi, Farsani and Aroufzed (2013) defined personality traits as consistent patterns of thoughts, feeling or actions that distinguish people from one another. In their study which was aimed at evaluating the relationship between leadership styles and personality traits among woman physical education teachers, Farsani et al. (2013) found out that there is a positive correlation between overall leadership styles and personality traits. The study concluded that personality traits play an important role in influencing, persuading and mobilising others and are argued to be important for leadership styles.

The leadership styles discussed above indicates that for followers to deliver their role in work environment, they have to be motivated. Shirey (2006) argued that effective learning of the nursing students depends on how well the leadership of the institution motivates faculty members. Pore (2011) defined motivation as the result of processes, internal or external to the individual that arouses enthusiasm and persistence to pursue a certain course of action. Motivation is a reason or incentive to achieve something (goal) or also the interest in or enthusiasm to make the effort to achieve something. Herzberg's two factor theory in Owens (2001) narrates that motivation arises from motivators such as achievement, recognition, responsibility, promotion, personal and professional growth and the challenges at work itself. It means that, it is only motivated nurse educators who can teach well to enhance students learning. Institutional leadership need to stimulate people to actions to accomplish educational goals. This study therefore, seeks to understand the perspectives of Kamuzu College of Nursing (KCN) and Daeyang College of Nursing (DCN) faculty and students regarding effective leadership in nursing colleges.

## **Background**

The success of any organisation is highly rested upon the head, boss or the manager of such an enterprise like business, school or any organization (Adegbesan, 2013). The leadership impact is desirable in nursing colleges to aid easy and maximum success of students learning. It determines the goals of the nursing college and means of accomplishing them. Therefore, leadership at a nursing college has been seen as a motivator whereby one person who is the head motivates others towards the achievement of specific goals of the organisations. However, followership is the essence of leadership.

In other words, it is the willingness of people to follow is what makes a person a leader (Adegbesan, 2013).

School leaders are capable of having significant positive effects on student learning and other important outcomes. There's no such a thing as a high-performing school without a great principal (Ribelin, 2003). Their importance in driving student achievement, in attracting and retaining great talent to the school cannot be overstated. Leithwood, Louis, Anderson, and Wahlstrom (2004) reviewed both quantitative and qualitative research on school leadership and concluded that leadership is second only to classroom instruction among school-related factors in influencing student learning. Nursing institutional leadership is mainly involved in focusing on the mission and goals of the school, supporting trust and collaboration in the building, and actively supporting instruction (Supovitz, Sirinides, & May, 2010). However planned activities by the leadership cannot be successful without the support of faculty members. The success of an institutional leader depends on the atmosphere the leader creates at an institution (Siddique, Aslam, Khan & Fatima, 2011). A supportive atmosphere created by the leadership itself brings its success. In other words it is very important for institutional leaders to maintain good relations with faculty because where good leadership lacks, institutions crumble. Negative leader-employee relations reduce productivity and increase absenteeism and the turnover to the organisation can be quite high (Ribelin, 2003). Strong leadership practices are intended to affect school processes that mediate the effects of leadership on student achievement.

Nursing institutions just like any organisation requires leadership for the smooth and successful running of the organization in order to achieve its goals. Most studies indicate that there are different styles of leadership which are employed by various leaders

to run their organizations and most employees enjoy working under transformative leadership. A study done by Hamidifar (2009) discovered that most employees enjoy working under transformational leadership. The study defined transformational leaders as the ones that provide a vision and a sense of mission, inspire pride, and gain respect and trust through charisma. For the nursing colleges, leadership means guidance to be provided to both faculty and students for the success of the nursing programme. Analysis of leadership definitions shows that three particular elements commonly feature; these are goal setting and achievement, group activities and influence upon behavior of others. Shackleton (1995), for instance, proposes that leadership is the process in which an individual influences other group members (usually called sub-ordinates or followers) towards the attainment of group or organizational goals.

### **The case of Malawi**

Malawi has got a total of 16 nursing colleges public as well as privately owned. Of these, 10 are under Christian Health Association of Malawi (CHAM) and 3 Malawi Colleges of Health Sciences (MCHS) campuses which are owned by the Malawi Government. The remaining 3 include: Mzuzu University, St John of God Nursing College and Kamuzu College of Nursing (Ministry of Health, 2011). Hierarchically, all these nursing colleges are headed by a Principal except MCHS is headed by Executive Director. College Principals are the overall bosses of the nursing colleges and are assisted by other leadership positions for example: dean of faculty and dean of students. Despite Malawi having approximately 16 nursing colleges it is not clear on what leadership styles do these Principals use and how do faculty perceive those leadership styles. Studies in Malawi have

not systematically documented leadership styles in the nursing colleges and faculty motivation can co-exist to improve efficiency.

### **Kamuzu College of Nursing**

Kamuzu College of Nursing is the largest nursing college in Malawi a constituency of the University of Malawi. It was established in 1979 with its mission to deliver high quality and cost effective nursing and midwifery education and other health related programmes to students and other stake holders through teaching, research, consultancy and outreach, advance professional growth and promote the health of people of Malawi and beyond (KCN Strategic Plan, 2012-2017). It offers various undergraduate and postgraduate degree programmes to nursing students and other health professionals. These include philosophy degrees to bachelor's degrees. KCN plays a major role in the health sector in Malawi by strengthening health care systems through capacity building. For example, most highly trained nurses and midwives in the country for employment at government, private and mission hospitals graduate from there to provide the needed care to patients.

A review of KCN leadership hierarchy shows that the Principal is the head of the institution and is seconded by the Vice Principal. The College Principals are the overall administrators of the institution responsible for resource mobilisation (Pindani, 2014). The academic dean is responsible for the implementation of the curriculum at the college and all faculty members report to this leadership position. The dean of postgraduate studies also forms part of the college leadership and is responsible for all academic activities of post graduate students. The dean of students looks into the well being of students at the college. The major role of faculty at KCN is to work as educators who take part in classroom and

clinical teaching of students including evaluation of students learning. The leadership of KCN is at multiple levels. This structural setup is recommended elsewhere. For example Rogers (2005) recommended that leadership at many levels is effective for achievement of goals for educational institutions. It means that when leadership is shared, the responsibility for leading the nursing institution to achieve effective learning of students has also been shared, which is more likely to improve the working and learning experiences of both faculty and students respectively.

### **Daeyang College of Nursing**

Daeyang College of Nursing is a private and Christian institution established in January 2010. Its mission is to be a premier teaching college, with a Christian perspective integrated into programme to promote clinical reasoning and produce competent nurses who impact their world and transform health care through the uniqueness of Christ-inspired nursing practice. In the clinical setting, DCN strives to provide a necessary component for developing an excellent clinical practitioner who should provide comprehensive, compassionate and culturally sensitive nursing/midwifery during the provision of care to individuals, families, groups, and communities in a global and dynamic society. Currently DCN is offering Bachelor of Science in Nursing and Midwifery. Therefore, DCN is contributing to strengthen the workforce of registered nurses and midwives in the country to ensure that Malawi people receive quality nursing care.

A review of DCN organogram reveals that the college is headed by the Principal, who is the final decision maker and overseer of all college activities (Kamela, 2014). The academic dean rank second in leadership and is responsible for monitoring the

implementation of the curriculum. All lectures report to this leadership position. The senior lecturer at the college also forms part of the college leadership and works hand in hand with the academic dean in monitoring the implementation of the curriculum. The leadership structure of the college is similar to that of KCN, meaning that leadership responsibilities are shared, so are the effort to achieve effective learning of students and conducive work environment for faculty.

To run such institutions, there is need for effective leadership that motivates faculty and is supported by the faculty to achieve effective learning of the students. If the relationship between college leadership and faculty is not healthy, that might affect the teaching and learning processes of students. Therefore, it is very important to explore the leadership style in selected nursing colleges to understand how that affects students learning and faculty motivation to work.

### **Problem statement**

Often times, faculty have expressed dissatisfaction with the leadership styles and practices of principals and other faculty in leadership positions in the nursing institutions. It is argued that they do not get the support they deserve from the college leadership to enhance their teaching role for effective learning of students. This has led to lesser commitment to teaching by the faculty and disrupted learning of students.

Elsewhere, studies have shown that workers who are dissatisfied and demotivated do not deliver best services in their institution. Chen (2004) in his study noted that dissatisfied workers are likely to be absent from work and present low employee performance. Chen added that, job turnover has also been cited as a result of job

dissatisfaction and both absenteeism and work turnover are costly to organization productivity. The findings of the study explain the problems that can arise with students learning when the institutional leadership dissatisfies and demotivates faculty. The absenteeism of faculty means that learning opportunities for nurse students have been lost which can result into inadequate learning experiences, hence the production of incompetent graduates and high turnover of workers. These occurrences can be confusing to students because they are always having new faces teaching them and hence learning can be affected. These behaviours have been mostly observed at DCN, whilst KCN seems to have stable faculty.

In Malawi no studies have systematically been conducted to establish the perspectives of faculty and students regarding leadership in the nursing colleges. Therefore, this study takes advantage of the current situation to explore faculty and students' perspectives regarding effective institutional leadership in the nursing colleges at KCN and DCN.

### **Broad objective**

The main objective of this study is to explore faculty and students' perspectives regarding effective leadership in the nursing colleges of Malawi.

### **Specific objectives**

1. To establish faculty and students' understanding regarding institutional leadership and leadership styles

2. To understand faculty and students' perspectives on the effect of institutional leadership on motivation of subordinates
3. To establish students' and faculty understanding of students learning in relation to institutional leadership.

### **Justification of the study**

Most studies conducted in Malawi have not looked into leadership styles in the nursing colleges and how they affect students learning. Yet, literature has shown that leadership is key to improving faculty motivation and students learning processes. This study will explore the link that exists between students learning and institutional leadership. It will reveal the perceptions of faculty and students towards the leadership styles that are used in nursing colleges and provide room for change if need be.

Findings of this study will contribute to the body of knowledge on institutional leadership to colleges of nursing and inform policy and practice.

## **CHAPTER 2**

### **Literature Review**

#### **Introduction**

Burns and Groove (2009) narrated that literature review provides a researcher with relevant information about known or unknown facts about the topic of study. This chapter presents a traditional review of studies done on the influence of institutional leadership on students learning. The researcher has reviewed articles published in English from 2004 to 2013 from HINARI and Pub-Med electronic databases using the following search terms: institutional leadership AND students learning, institutional leadership AND faculty motivation, leadership styles AND subordinate motivation, leadership AND learning. This was a traditional review of studies done in other countries. The search did not yield any results from Malawi. The search helped the researcher to have a comprehensive background for understanding already known facts about institutional leadership and students learning hence avoiding unnecessary replication. The review included only articles that were specific and relevant to the study 'Faculty and student' perspectives regarding effective leadership in the nursing colleges of Malawi.' In addition, manual searching and sourcing of relevant secondary references extended the search. The literature review has been presented under the following concepts, leadership and leadership styles, leadership styles and subordinate motivation, leadership and students learning.

### **Leadership and leadership styles**

A review of literature shows that leadership means different things to different people. The most recognised definition is that of Burn (1978) who defined leadership as actions of the leader which influence the actions of his or her followers. Northouse (2007) described leadership as a process whereby an individual influences a group of individuals to achieve a common goal. Robbins and Coulter (2005) defined leadership as the process of influencing a group towards the achievement of goals and a leader as someone who can influence others and who have managerial authority. This study adopts the working definition of leadership by Yulk (2006) who define leadership as the process of influencing others to understand and agree about what needs to be done and how to do it and the process of facilitating individual and collective efforts to accomplish shared objective. It is very important for this study to establish the meaning of leadership to Malawian faculty and students.

### **Leadership styles and subordinate motivation**

Chen (2004) conducted a study in Taiwan where he used a sample of 264 faculty members. The aim of this study was to examine the nursing faculty perceptions of nursing deans and directors leadership styles and how well the perceptions relate to faculty job satisfaction levels. The most significant result is that the nursing deans and directors tend to display transformational leadership more frequently than transactional and laissez faire in their work place. Faculty reported moderate levels of satisfaction. The study reveals that leadership styles were used interchangeably and some of the leadership styles produce job dissatisfaction to faculty which can have an effect on students learning. Rizi, Azadi, Farsad

and Roufzad (2013) conducted a study in Iran and the purpose was to examine the relationship between leadership styles and job satisfaction among physical education organization employees. The team noted that among determinants of job satisfaction, leadership is viewed as an important predictor and plays an important role. The study found out that employees are more satisfied with transactional and transformative leadership styles as compared to laissez/avoidant leadership style.

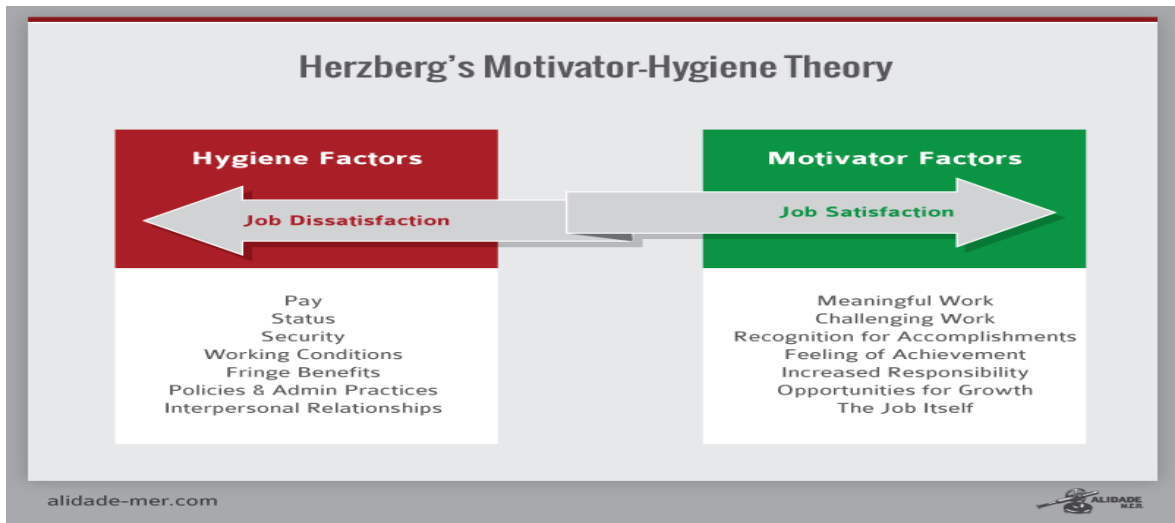
Chu and Kuo (2012) conducted a study to investigate the impacts of leadership style and institutional climate on faculty psychological contract. A sample of 200 faculty was recruited to respond to the questionnaire. The findings reveal that high consideration/high initiating leadership approach was found to be the best leadership approach for creating relational psychological contract. Faculty tends to be most relational and satisfied with transactional and transformational leadership as opposed to laissez faire. Sekeran (2004) noted that laissez faire is the leadership style that leads to the lowest productivity among group members. It means interaction between faculty and leaders of nursing institution is very important because it keeps psychological contract of faculty live, in turn, it will maintain the motivation of faculty which is vital for effective learning of students.

Badla and Nawaz (2010), conducted a study in Pakistan to determine the leadership style of regular faculty members employed by public as well as private sector in higher education institutions and universities. Using a sample of 7500 participants the study revealed that teamwork is important in higher education institutions rather than the leadership style. When employees work in teams they share different values and interest. However the study outlined transactional leadership as more motivating in public sector

employees as it motivates subordinates by exchanging rewards for services rendered. The study recommended that leaders must also agree to the opinion of the follower when they come with sound logic and reasoning. Another recent study in Pakistan by Amin, Shah and Tatlah (2013) with a sample of 287 faculty members was done with the aim of exploring the interplay between leadership styles and faculty job satisfaction. It was a cross sectional survey and analytical in nature. The findings of the study were different from the findings of the study discussed above. The study found out that transformational leadership style in relation to transactional and laissez faire leadership styles has a strong positive and statistical significant effect on faculty intrinsic, extrinsic and overall job satisfaction. The two results indicate that institutions within a country might have different leadership styles and subordinates also prefer different leadership styles. It means findings of a specific study cannot be generalized as preference of leadership styles by a country but rather an institution.

Herzberg's two factor theory shows that satisfaction and dissatisfaction at work mostly nearly always arose from different factors and are not simply opposing reactions to the same factors. The most important part of this theory of motivation is that the main motivating factors are not in the environment but in the intrinsic value and satisfaction gained from the job itself. What satisfies and motivates workers is the meaning attached to the job, the challenges faced at a work environment, opportunities for growth and recognition for accomplishment. Figure 1 shows the diagram of the Herzberg's theory.

**Figure 1. Herzberg's Motivator-Hygiene Theory**



Grosso (2005) argued that if leaders utilize transformational leadership style, it might encourage an atmosphere of harmony and efficiency to achieve the collective aim or vision and might offer faculty members an authority to develop and contribute different plans. A study was conducted in a health setting/hospital in Canada by Doran, McCutchen, Evans, MacMillan, Hall et al. (2004). The study used a sample of 717 participants to examine the extent to which managers span of control influences nurse, patient and unit outcome and to investigate which particular leadership style contributes to optimum nurse, patient and unit outcomes under differing spans of control. Findings demonstrated that transformational and transactional leadership styles increase nurse's job satisfaction whilst laissez-faire decrease nurses job satisfaction. The study further revealed that wide span of control decreases the positive effects of transactional and transformational leadership styles on nurses' job satisfaction and wide span of control decreases patient satisfaction. An understanding in nursing and midwifery education can be generated from the findings of this study, that faculty members are more likely to have job satisfaction when span of

leadership for nursing colleges is narrow probably because each faculty member will have time to interact with the leaders. It is this interaction that will create job satisfaction in the faculty members and the motivation to teach and students learning will be effective.

### **Leadership and students learning**

Leithwood and Jantzi (2008) conducted a study with the aim of improving the understanding of the nature, causes and consequence of school leader efficacy, including indirect influences on student learning. The quantitative study used a sample of 96 principals and 2764 teachers to respond to the questionnaire. The study found out that, there is a strong relationship between self efficacy and the decisions that a leader makes to promote learning. It also observed that effective school leadership is not one person thing but it is influenced by other factors, such as district leadership. The study concluded that a leader with strong efficacy will effectively promote students learning. Bandura (1997) defined self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. He argued that one's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges. To expand on the findings of the study, Leithwood, Patten and Jantzi (2010) conducted another study with the aim of testing a conception of how school leadership can influence students learning. The results indicated that school leadership flows along four paths and each path is populated by multiple variables and by improving the condition or status of selected variables on the Paths will result in improved student learning. Variables on the **Rational Path** are rooted in the knowledge and skills of school staff members about curriculum, teaching, and learning. The Emotions Path includes the feelings, dispositions, or affective states of staff members,

both individually and collectively, about school-related matters. Variables on the **Organizational Path** include features of schools that frame the relationships and interactions among organizational members including, for example, structures, cultures, policies, and standard operating procedures. Collectively, these variables encompass teachers' working conditions, which in turn have a powerful influence on teachers' emotions. Family path has variables that affect student learning but the school cannot have control over it e.g. family income, family education.

Robinson, Hohepa and Lloyd (2009) in their study looked at characteristics that an institutional leader need to display and that can improve learning. The study found out that, leaders who take part in planning, coordinating and evaluating teaching and the curriculum, their students performed better because the leader was directly involved in coordinating the curriculum across year levels, worked with teachers to plan, and ensure that student progress is monitored and results are used to improve teaching programs. The study concluded that in institutions where the leadership is involved in the implementation of the curriculum, welfare of both the teacher and students, the students perform highly. Transformational leaders achieve high in their institution because they are directly involved with the activities of the institution.

Hightower, Delgado, Lloyd, Wittenstein, Sellers and Swanson (2011) noted that student learning can improve when quality teaching is supported. The study described quality teachers as life-long learners in their subject areas, teach with commitment, and are reflective upon their teaching practice. To improve student learning by supporting quality, the study concludes teachers need to have good qualifications, continuous professional development and performance appraisal. Sebastian and Allensworth, (2012) in their study

wanted to examine the influence of principal leadership in high schools on classroom instruction and student achievement. The study found out that principal leadership is a key mechanism in improving schools. Establishing a safe, college-focused climate may be the most important leadership function for promoting achievement school wide. The leader need to use various paths such as structuring effective professional development programmes, involving parents and the community in students school and maintaining a good climate in the school which include a safe environment for both teachers and students which increase the motivation and learning respectively.

Generally, a review of literature shows that most studies have been done on how school leadership influences students learning but have not been specific to nursing colleges hence there is need to conduct a study to feel the knowledge gap. Indeed a review of literature in this discipline shows that in Malawi, there is no literature on how institutional leadership influence students learning and faculty motivation in the nursing colleges. This study will attempt to establish the Malawian perspective regarding effective leadership in the nursing colleges.

## **CHAPTER 3**

### **Methodology**

#### **Introduction**

This section explains the methodology, for this study. It has the following components: research design, setting where the study took place, study population, sampling, sample size, data collection procedure, data management, and data analysis.

#### **Research design**

The study utilized a comparative descriptive qualitative research design which is defined by Burns and Grove (2005) as a systematic, interactive approach used to describe life experiences and give them meaning. The comparative descriptive design aims at examining patterns of differences and similarities about the phenomena without generating any changes. Qualitative methods were appropriate for this inquiry because it permitted full exploration of the phenomenon under study since it has never been fully established in Malawi. Moreover unlike surveys, a qualitative design provides the flexibility to revise the interview guide in response to issues as they arise over the course of the interview process. The study utilized a comparative qualitative design to obtain views from faculty and students on whether leadership can or cannot influence learning outcomes.

#### **Study Setting**

This study was conducted at Kamuzu College of Nursing and Daeyang College of Nursing in Lilongwe City. KCN was selected to represent a public college of nursing while

DCN represents a private nursing college's views. KCN is the largest nursing college in the country and provides a number of nursing education programmes ranging from Bachelors to philosophical degree level courses. DCN is a private college under CHAM in proximity with KCN but has a strong commercial entity in its conduct of business. DCN receives a subsidy from Malawi Government to compliment in the running of the college activities and the college meets the resource shortfalls by charging its services (Kamela, 2014). KCN and DCN provided a social context in which the phenomenon occurs and influenced the meaning that Faculty and Students attach to the phenomenon (Munhall, 2012). Faculty and students from these colleges share a history on vast experiences on how leadership does or does not influence students learning.

### **Study population**

Study population refers to entire aggregation of cases in which a researcher is interested (Polit & Beck, 2010). Study population was purposively selected. These included Faculty in leadership and general position at Kamuzu College of Nursing and Daeyang College of Nursing. Third and fourth year students at KCN and DCN were also selected. More experienced students in understanding institutional leadership, were selected at both KCN and DCN to triangulate faculty and students views. These contrasting study populations were deemed scientifically sound to provide insights on institutional leadership and leadership styles.

### **Sample size**

Sample is a subset of a population which is selected to participate in a study (Polit & Beck, 2010). Up to 19 respondents were selected; ten (10) from DCN and nine (9) from

KCN and views were obtained to saturation (Burns & Groove, 2005). The sample composed of six (6) third and fourth year student respondents, eight (8) faculty and five (5) faculty in leadership positions at DCN and KCN. Macnee and McCabe (2008) argues that qualitative sampling strategies are fluid and flexible and are intentionally and thoughtfully revised as data analysis suggest new avenues to explore all aspects that need additional focus.

### **Inclusion criteria**

Only respondents that met the following criteria were sampled

- Full time faculty (not in leadership position)
- Full time faculty in leadership position e.g. Principals and Deans
- Generic third and fourth year students at KCN
- Generic third year students at DCN

### **Exclusion criteria**

The following study populations were excluded

- Part-time lecturers
- Non-generic students
- Support staff

### **Sampling**

Leedy and Ormrod (2010) described sampling as a process of selecting a portion of the population to represent the entire population. This study used purposive sampling

technique to recruit respondents. This technique was chosen because the researcher was seeking to access faculty and students who were judged to have adequate experience and insights in how leadership influences students learning and faculty motivation. Faculty in leadership position, those that were once in leadership position and mere faculty that could freely express themselves were sampled from both KCN and DCN. For students at KCN, those in third and fourth year of study at the college and some holding students' leadership position were sampled whilst for DCN third year students and some holding leadership position were also sampled. Purposive sampling proved to be economical because it saved time and was less costly to the researcher in finding respondents. In this study, faculty and students who met the eligibility criteria had a chance to participate in the study and were a representative sample.

### **Study population recruitment process**

The researcher approached and established rapport with the academic Deans for KCN and DCN. The Deans were oriented on the study's inclusion and exclusion criteria for selection of respondents. The researcher reviewed employment positions of the faculty members and those that could freely express themselves and met the criteria were selected. With assistance from the college academic Deans, the researcher also reviewed the study year of students. Those holding leadership positions i.e. student's union leaders who met the criteria were selected. Faculty and students who met the inclusion criteria were provided with information about the study, which included the risks and benefits of the study. Consent was then sought from individual faculty and student for their participation in the study. Faculty and students who were willing to participate signed a consent form

and were taken in a private room for interview to be asked questions which were specifically on the interview guide.

### **Data collection**

Data collection requires a formal guideline that the researcher develops to give direction to the collection of data in a standard way (Polit & Beck, 2010). Prior to data collection, in depth interview guides were developed based on the objectives of the study and literature review. The interview guides were reviewed and refined with the help from experts in nursing and midwifery education research to validate the tool so that it is effective for data collection. Each respondent was assigned a code number to separate interview data of each participant during data collection and data analysis. The researcher utilized private rooms provided by each college to ensure confidentiality. Data was collected through in depth face-to-face interview. Creswell (2009) noted that researcher as key instrument; qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants. Polit and Beck (2010) describes an in-depth interview as unstructured interview that help the researcher to obtain as much detail as possible from the people with rich information.

The researcher made sure that the interview did not disturb the routine teaching and learning process of students at the colleges by making prior arrangements with faculty and students by asking them to create time for the interview during lunch or after they have finished teaching or learning. Data were collected in a free environment and respondents were free to clarify their opinion. The questions on the interview guides were open ended to allow participants to freely express their views on the topic in their own words. The

researcher probed for more information wherever necessary. Data collection was stopped after attaining data saturation. Macnee and McCabe (2008) alluded to that saturation is when information shared by the participants becomes redundant and no new information is being added. The interviews approximately lasted for 30 to 45 minutes

### **Pretesting of the interview guide**

Pretesting of the interview guides for faculty was done at Malawi College of Health Sciences (MCHS), Lilongwe campus. Four faculty members were interviewed by the researcher in pre-testing the guide. The interview guide for students was also pretested at MCHS. Four students were interviewed by the researcher in pretesting the students' interview guide. Pretesting of data collection tools was important to the study because it led to review, rephrasing and removal of some questions.

MCHS was chosen for pretesting because it has permanent faculty and students who are under the leadership of the Executive Director, synonymous administrative arrangement like that at KCN and DCN. Pre-testing was done to validate interview the guides.

### **Data management**

Data was collected using audio digital recorder. The audio digital recorder and data files were kept in a lockable drawer at KCN, in a place identified by the researcher and the supervisor. Data will be kept for a period of five year. After five years, data files will be destroyed completely through incineration and data in audio files will be deleted by the researcher.

## **Data analysis**

The purpose of data analysis was to organize, provide structure to and elicit meaning from the data collected (Polit & Beck, 2010). Data analysis was done concurrently with data collection to identify gaps in the collected data and to provide guidance in the subsequent interview sessions, (Holloway & Wheeler, 2010). Data was collected through face to face interview and was analyzed using thematic content analysis as described by Creswell (2009). The interviews were recorded on a digital audio recorder and were transcribed within 48 hours of data collection to ensure accuracy of data and to avoid overlap of information. During analysis, data was transcribed verbatim. Transcribed data was read line by line and all expressions of repeating voices across the respondents and relevant to the phenomenon were marked and highlighted. The highlighted areas were marked with distinct meaningful analytical units (codes). As recommended by Polit and Beck (2012), the meaningful manageable units (codes) that could be reviewed and retrieved for easy analysis of data were grouped according to their similarities and differences.

The grouping and regrouping of similar and dissimilar meaningful units by the researcher gave rise to categories (Burns & Groove, 2009). These categories enabled the researcher to identify the meaning underlined in these categories to come up with themes and sub-themes which were presented as results in this study. The themes were matched with illustrations and multiple perceptions from individual respondents. Finally the data was interpreted regarding lessons learnt from the study and their importance to the researcher and the reader.

## **Trustworthiness of data**

Trustworthiness refers to the quality, the authenticity and the truthfulness of findings in qualitative research and relates to the degree of confidence readers have in the results (Schmidt & Brown, 2012). It involves various dimensions which includes; credibility, transferability, confirmability and dependability (Polit & Beck, 2012).

### **Credibility**

To ensure credibility, the study was conducted in a real life setting and natural environment of the participants. The interview guide was pretested and revised accordingly to detect and eliminate inconsistencies, obscurities and vagueness so that it could be clearly understood by participants without ambiguity. An appropriate sample consisting of participants who best represented and had knowledge of the research topic was purposively selected (Polit & Beck, 2012). This ensured efficient and effective saturation of categories with optimal quality data. The researcher used open ended questions during in depth interviews to allow participants to freely express their views on the topic in their own words and probed for more information wherever necessary. The researcher had adequate engagement with participants to check perspectives and enhance discovery of hidden facts. This ensured credibility of data.

### **Confirmability**

Confirmability is synonymous with objectivity and ensures lack of researcher's bias (Polit & Beck, 2010). This was achieved by recording all the words spoken by participants and the researcher in order to distinguish the participants' data from the interviewer's view.

Literal statements and quotations of participants were included in the data. The researcher acted as an active listener and facilitator to allow participants to give detailed information of their views.

### **Dependability**

Dependability refers to stability of data over time and over conditions. This means that findings can be repeated if the inquiry were replicated with the same participants in the same context (Polit & Beck, 2010). In order to guarantee dependability, data was digitally recorded objectively and comprehensively and transcribed in the participants own language. Data was accurately recorded and maintained in the form of detailed notes as well as electronic recordings. These records were developed during rather than after the data gathering session. Primary data was included in the final report to allow the reader to see exactly the basis upon which the researcher's conclusions will be made (Polit & Beck, 2012). Professional colleagues experienced in qualitative research and study supervisors were included in this process to ensure that information is reported accurately and completely.

### **Transferability**

Transferability refers to the extent to which qualitative findings can be transferred to other settings or group (Polit & Beck, 2010). Transferability was ensured by using different data sources i.e. males, females. Information was triangulated by examining evidence from different sources. Triangulation refers to the use of multiple and different sources of data to provide corroborating evidence (Creswell, 2013). In this study data was collected from different sources i.e. faculty and students. Triangulation of the data sources

in this study provided collaborating evidence of data from the various respondents which shed more light on the phenomenon under study. Multiple sources also provided verification and validity while complementing similar data and more comprehensive data was obtained. Themes were established based on bringing together several sources of data or perspectives from participants.

### **Ethical consideration**

To ensure ethical considerations in the study included, a consent form was developed (see Appendix B). This included information for example; on voluntary participation and the right to withdrawal at any point with no consequences. The study ensured privacy and confidentiality by using respondents' identifiers not names. A quiet room with minimal distracters was used to ensure privacy and concentration of the participants. A written consent was obtained after the participants have understood their role and have accepted to participate in the study. Institutional ethical issues were also ensured by obtaining study approval from the College of Medicine Research Ethics Committee (COMREC), permission to conduct the study at Kamuzu College of Nursing and Daeyang College of Nursing.

## CHAPTER 4

### Results

#### Introduction

This chapter presents findings from a qualitative, comparative descriptive study which explored the perspectives of faculty and students regarding effective institutional leadership in the nursing colleges at KCN and DCN. The researcher conducted in depth interviews to 19 respondents using an interview guide. Respondents were students and faculty at DCN and KCN who met the inclusion criteria. Results will be presented based on the objectives of the study, which are to; (a) establish faculty and student' understanding regarding institutional leadership and leadership styles, (b) understand faculty and student' perspectives on the effect of institutional leadership on motivation of subordinates, (c) establish student' and faculty understanding of students learning in relation to institutional leadership. Themes that emerged in the study were (a) faculty and students' knowledge of leadership (b) motivation (c) students learning. Table 1 shows demographic characteristics of the study respondents

**Table 1: Demographic Characteristics of Respondents**

<b>Category</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Age range</b>
Students	6	4	2	21-25
Faculty	13	3	10	30-55
<b>Total</b>	<b>19</b>	<b>7</b>	<b>12</b>	

A total of 19 respondents were interviewed. Of these, 9 were from KCN and 10 from DCN.

The following section presents theme and subthemes that were developed from the objective: to establish faculty and student' understanding regarding institutional leadership and leadership styles.

### **Faculty and students knowledge of leadership in learning institutions**

Subthemes that emerged from this theme were; meaning of leadership, leadership styles and practices, leadership styles preference, qualities of effective leadership, discharge of leadership duties, getting feedback, relationship between leadership and availability of institutional resources

#### **Meaning of Leadership**

A majority of Faculty understood institutional leadership as leading others towards the achievement of organizational goals and vision. One Faculty from KCN said that: “Leading others is to promote organizational goals, giving direction, inspiring, motivating and empowering subordinates (Respondent # 012).”

Further, respondents narrated that institutional leadership involves making decisions, organizing and collaborating with colleagues to achieve organizational goals. The understanding of institutional leadership was no different from DCN faculty. Although there were similarities in understanding of institutional leadership between the two institutions, one Faculty from DCN viewed it in terms of:

Someone directing an organization to achieve intended goals, mission and vision of the institution making sure that the vision or mission of an institution are adhered to always (Respondent # 024).

When students were asked about their understanding of institutional leadership, a majority understood leadership as a skill to influence, direct and motivate others. However one KCN student reported that institutional leadership included; “leadership involves being exemplary to others” (Respondent # 032). Further, another student from DCN said that: “Leadership means someone ruling, controlling, governing and making decisions at an institution. It means more authority over an institution (Respondent # 034).”

Generally, there was no difference in the understanding of institutional leadership between students and KCN and DCN. It is however, noteworthy that a majority of students at DCN understood institutional leadership as an individual who has authority ‘to rule others’ while those at KCN saw it more of an individual who can provide ‘guidance and direction’.

### **Leadership styles and Practices**

The majority of the faculty observed that colleges use situational leadership styles because the responses of those in leadership vary depending on the issue at hand. One Faculty from KCN said this: “Mostly we are using situational leadership style, where it depends on what goal we want to achieve or what type of people we want to lead (Respondent # 021).”

KCN respondents also noted that the college also uses transformative leadership style because the current leadership shares the vision and the mission of the college with the subordinates and asks everyone to work towards achievement of that vision. Further, respondents noted that

the college itself has transformed, in that there is a lot of infrastructure and a lot of programmes have been introduced. One KCN Faculty said that: “The present principal normally shares with you what she thinks. She tells you what is behind the mountain before you see it (Respondent # 011).”

Another respondent said that:

We have a lot of programmes that are being introduced and it’s based on the vision that the leader had and she shared it with the rest of the subordinates as implementers (Respondent # 013).

However, one KCN Faculty respondent had a unique observation that the college uses personalities to lead rather than leadership styles:

The people who are put in positions, it doesn’t necessarily mean that they are the best, but either they are in good books with the head of the institution or the head of the institution feels comfortable to work with some personalities, not necessarily because they know the work but because the head can dictate to them how things should be done. Some personalities again, they are isolated and put off, they don’t want even to hear about them because they don’t want to be seen to be failing. They want everyone to say yes to whatever they suggest (Respondent # 012)

Contrary to KCN faculty observation on college use of situational leadership style, respondents from DCN viewed that the college uses transactional leadership style. One DCN Faculty said that: “Much of the leadership here is transactional where all faculty members are told to work hard and it’s associated with promotions (Respondent # 018).”

Surprisingly another faculty respondent from DCN argued that the college uses dictatorial leadership style, where by one person decides what needs to be done and the rest are mandated to follow. “There is some sort of dictatorial leadership, where members do not participate in decision making and they are not asked for a contribution (Respondent # 025).”

The Faculty respondents reveals that situational leadership style is used in both nursing colleges but differ on some. For example, respondents revealed that additionally KCN uses transformational leadership style with an element of *personality* involved whilst DCN uses transactional leadership style with some traits of dictatorial leadership style.

When students were asked on the leadership styles used by the two nursing colleges, a majority noted that the colleges uses transactional leadership style because students are rewarded depending on their performance. One DCN student said that:

We have been challenged by management that if we pass to a certain extent, we will be given an award of scholarship or go for an exchange visit

(Respondent # 035)

Another KCN student respondent said that: “We have seen students going abroad for exchange visits because of hard working spirit (Respondent # 031).”

In addition, DCN student respondents also noted that the college uses situational leadership style because there is no protocol that is followed. One DCN Student said that: “Things just change again and again and it has been difficult for us to understand what we are supposed to follow because of these changes (Respondent # 036).”

## **Preferred leadership styles**

There was no difference in leadership preference between KCN and DCN Faculty respondents. Most respondents' preferred to be under transformational leadership style because everyone is included in decision making and everyone shares the same vision and mission which brings growth at an institution and unity amongst the subordinates. One KCN faculty said that: "I think transformative is better because at least you can see grants coming, students receiving scholarships and buses being bought (Respondent # 011)."

One DCN Faculty expressed this,

Transformative leadership style will best suit most of the institutions because people work together as colleagues and as partners of that institution  
(Respondent # 015)

Other respondents suggested situational leadership style to be good because nursing is dynamic and people will always have different views. One DCN Faculty said this:

Situational leadership style is also good because we are human beings, some people need to be pushed around to achieve institutional goals at specific period of time (Respondent # 024).

Another respondent suggested that, for those nearing retirement and to check level of maturity, laize faire leadership style would be the ideal leadership style. One KCN Faculty said this: "If somebody is towards retirement, I would use laize faire to check if indeed they are professionals and they have professional responsibility (Respondent # 012)."

The preference of leadership styles amongst DCN and KCN respondents were not different. The respondents narrated that they would prefer to be under transformational leadership style because it keeps everyone focused at an institution because the vision and mission is known by all. One DCN Student said that:

In an institution where we have a leader, it's very important that I should know what needs to be done and where we are going. It provides direction and prevents surprises (Respondent # 035)

The student respondents also suggested transactional leadership style as good leadership style because it challenges students to achieve high as they learn and it rewards the hard working students which is a source of motivation. One DCN Student said that:

Transactional leadership style is of more benefit because as students we tend to compete so that we are rewarded for the hard working spirit and in the end, a lot of students do better (Respondent # 036).

### **Qualities of effective leadership**

The deemed qualities of effective leadership were not different amongst KCN and DCN Faculty respondents. Respondents narrated that; a leader should be knowledgeable of all college activities and the leadership of an institution itself. A leader should have the institutional vision at heart and plans on how to implement and monitor the fulfillment of the vision. The respondents further narrated that a leader has to be kind, sensitive to the needs of the people, motivate subordinates and impartial. One KCN Faculty said that:

A leader should be a role model to everyone, should be kind and impartial. We should not be seeing other people to be very favored and others very hated. A leader should be focused (Respondent # 021).

It was surprising to note that Faculty respondents had a lot to say on this. The respondents further described an effective leader as the one who is able to trust subordinates, delegate some leadership duties, socialize with subordinates and not induce fear, support subordinates and honest. One DCN Faculty said that: “I mean that there should be transparency and fairness in the leadership. The way college positions are filled in this college is not clear (Respondent # 018).”

When asked if these qualities are seen on the leadership of the institutions, most faculty respondents said that very few qualities are displayed by the institutional leadership. One DCN Faculty narrated this,

I don't see any of these qualities in the leadership of this college, for example lack of compassion. You find that you have a personal issue and when you consult the leadership, they don't care and they will even tell you it's none of their business (Respondent # 016)

Other faculty respondents also noted that, a leader has to be strong, should be able to stand by their ideas when they think it is right and should not open the door too wide. One KCN Faculty said that: “A leader should be strong enough to stand by his/her idea when they think it is right and should not just be persuaded (Respondent # 014).”

## **Discharge of leadership duties**

The discharge of leadership duties was found to be similar in both colleges. Majority of faculty respondents noted that, leadership duties were discharged through delegation to those with right qualifications and experience, monitoring college activities and attending to the needs of both students and lecturers. One KCN Faculty said that: “If students are complaining a lot, I go to meet the specific teacher, and if the problems are severe, I replace that teacher (Respondent # 021).”

The respondents further explained that university rules and regulations and college policies are followed during the discharge of the leadership duties. One DCN Faculty said that: “First and fore most, there are policies that are supposed to be followed, so we try to follow the policies (Respondent # 025).” Further, faculty in leadership positions added that they take part in students teaching and coordinate various courses

## **Getting feedback**

A majority of Faculty respondent noted that there was no formal way of giving feedback to the Principal and Academic Deans and the situation is the same for DCN and KCN. Mostly, institutional leadership receives informal feedback from faculty and rarely from students. One KCN Faculty said that:

Am sure students fear that if I tell the Dean that you are not doing well, they may make you fail examinations, which is not the case. But for faculty yes, they always come if they see something wrong and explain their problems and we always have meetings (Respondent # 021)

Another DCN Faculty said this,

Faculty can come and tell you that the way you executed a certain function was not appropriate or was not well done whilst for students we normally get feedback through the students union (Respondent # 024)

When students were asked if they would be free to give feedback to the institutional leadership, majority of the students from both institutions expressed fear of the institutional leadership. One DCN Student narrated that:

So far I haven't been free to approach the leadership with concerns that may hinder learning. The leadership style itself is so terrifying that you can't go directly to them and say what you think. I wouldn't even be comfortable to tell them my personal issues (Respondent # 036).

Very unique for KCN students, it was surprising to note that students from this college are very scared of the college leadership. Student respondents expressed that giving negative feedback to the Principal and the Dean is a bad omen and it even risks their future because one is labeled as troublesome. One KCN Student said that: "They can even make you write supplementary exams even if you don't fail just because you voiced out your concerns (Respondent # 033)."

Another KCN Student said this: "Yes they make you fail and I have very good examples of students who are home because they criticized the administration and the faculty (Respondent # 032)."

## **Relationship between institutional leadership style and availability of institutional resources**

Faculty respondents from both DCN and KCN noted that there is a relationship between institutional leadership style outcome and resources but the application different. KCN faculty respondents argued that availability of institutional resources appear likely to influence the leadership style. They cited an example that an institutional leader might decide to discharge leadership duties through delegation because there is adequate human resource with the right qualification which may not be possible when there is shortage of human resource.

Whilst DCN respondents understood that teaching and learning resources that may be available at an institution depends on the type of leadership that is there. One DCN Faculty said that:

If a leader is passionate about fulfilling the vision of an institution and is in pursuit of a particular goal, then definitely the leader will release the resources, because S/he owns the goal and is part and parcel of it (Respondent # 025).

The following section presents theme and subthemes developed from the objective: to understand faculty and students perspectives on the effect of institutional leadership on motivation of subordinates

### **Motivation**

Subthemes that emerged from this theme include, existing work relationships, factors that motivate subordinates, factors that demotivate subordinates, relationship between

institutional leadership and faculty motivation status and faculty expectations from institutional leadership.

### **Existing work relationships**

The majority of KCN Faculty respondents described the working relationship between faculty and faculty in leadership positions as good. Respondents noted that some personalities holding the leadership positions are very friendly which makes faculty to be very free to approach them at any time. One KCN Faculty said that:

There is a very big shift in terms of their interaction with members of staff. The present Dean of faculty for instance is very open minded, very accommodating, willing to learn as well which I think is a very good element for someone in leadership. It's a good team that's why people keep on choosing them and if I were to rate them from 1 to 10 I would give them 7.5 (Respondent # 011)

However other participants commented that the interaction between faculty and those in leadership was not good and as a college they was a lot to improve on. Whilst for DCN Faculty respondents described the relationship as poor because it is superior to junior type of relationship. One DCN Faculty said that:

Some members in the management team is much more of superior to junior, i.e., whatever a senior says, it has to be done and a junior has no say to voice out His/her opinion. There is some dictatorship (Respondent # 017)

Some respondents noted that the poor relationships and tension between senior and junior faculty has negatively affected junior faculty productivity and enthusiasm. Similarly, one DCN Faculty said that:

What members have resorted to do is to hibernate. They just come to perform their core duties and off they go without putting in much effort. Some lectures who were known to be hard working are no longer such because the speed and the tempo has reduced. This is evidenced during faculty meetings where people are supposed to bang heads, contribute and critique each other, but there it's like an assembly where people just come to receive information (Respondent # 025).

Respondents noted that there was good work relationship and interaction amongst faculty that do not hold any leadership position in both institutions. One DCN Faculty said that:

Faculty members relate very well because we stand and sail in the same boat. We are a people whom after top managers have come and dictated to us what we have to do, we just sit as a team and share the work that has been dictated and maybe we would complain to each other (Respondent # 017).

When students were asked to describe the existing relationships amongst faculty and faculty in leadership positions, respondents from both institutions describe the relationship as poor and marred with fear which has created a gap amongst faculty and those in leadership. The respondents further said that, actually they haven't seen any interaction between faculty

members and those in leadership throughout their stay at the colleges. One KCN Student said that:

There is fear in the faculty members which makes the interaction with those in leadership to be poor. This fear makes the faculty members not to implement their duties very well which is bad when it comes to humanity (Respondent #032).

Surprisingly, all student respondents observed that there was interaction amongst junior faculty and described it as very good. One KCN Student said that:

Faculty members do interact very well, they do seem happy to live amongst each other. They share offices and we find them chatting when we visit them which is a sign of happiness (Respondent # 032).

However, one student respondent observed that even though the interaction amongst faculty members was good but it is centered on business. This is what one DCN Student said: “The interaction is not influential because they just interact when it comes to business or when there is faculty meeting (Respondent # 036).”

### **Factors that motivate subordinates**

Faculty respondents from both DCN and KCN identified similar factors that would motivate them. The respondents narrated that they are motivated when they are assisted to go to school for further education, when they are provided with teaching resources and an environment where they can teach freely and the progress they observe in students as they learn. One KCN Faculty explained this:

What motivates me mainly is when I teach students both in class and clinical area, and being able to see these students finish their programme and graduate. The ability to provide the necessary resources and a conducive environment for teaching students as well as my own personal growth and development by the leadership of this college also motivates me (Participant # 013)

Another DCN Faculty said that: “What motivate me as an individual are things like recognition and professional growth (Participant # 015).” Surprisingly, it was communicated clearly by KCN faculty that they are more motivated than demotivated whilst DCN faculty indicated that they were more demotivated than motivated.

The KCN student’s perspective revealed that majority of the respondents, noted that faculty members seem motivated and provides students with motivational talks regarding the nursing profession and they seem happy. One KCN Student explained that:

Faculty seems willing to teach, they always come to class in time, they provide learning materials to us and they even share presentations through their emails (Respondent # 032).

On their part, KCN students expressed that some things that happen at the institution also demotivate students and makes them to backslide. One respondent noted that female students are more favored than male students, which is a source of worry in the male students. One KCN male Student said that:

I hope you understand that it has been a tradition that nursing is a female profession. Male students have problems with the college leadership because they hold the feeling that female students are the ones that are supposed to

benefit a lot in terms of rewards. A male and a female student can do the same mistake but you will find that the female student is always favored (Participant # 031).

All DCN student respondents failed to commit on the motivation of faculty members. They described the mood of faculty as unstable because they would seem happy at one point and after some time they would look unhappy. The respondents further noted that lectures don't stay long at the institution because they were not motivated. One DCN Student said that: "Most lectures here don't stay long. They can't work here for some years; hence they go to work at other institutions (Respondent # 034)."

The DCN student respondents further said that, there were situations where they could tell that the top most leaders has shouted at the teachers and the teachers would transfer the anger to the students and it negatively affected their learning. One DCN Student said this, "In clinical placements, teachers shouted at us in front of the patients because they were angry (Respondent # 036)."

### **Factors that demotivate subordinates**

The cause of demotivation was similar amongst faculty members from the two institutions. Most faculty respondents explained that the delay and lack of equal opportunity to go for further training is a demotivator to them. One KCN Faculty said that:

I haven't gone for further studies for a long time, so it acts as a demotivator to some extent because I feel that it's high time I was on the list of going to school. May be am not pushing myself very much to go to school so I shouldn't blame anyone for that but for some people it's just something that

lands on a silver plate whilst for you, you have to do so many things  
(Respondent # 011)

Another DCN Faculty said that:

I am government seconded therefore I can't get everything that other people are getting. If I say school, they can't put me on their programme, they say am government seconded I don't belong to them but when it comes to work, am in their plan. If they are asked, how many lectures do you have, am on their list but if it is going to school, am not on their plan (Respondent # 015)

Lack of attention to the problems or challenges that faculty face and lack of recognition to faculty achievements was also found to cause demotivation in the faculty members. One KCN Faculty respondent said that:

If somebody feels that they are not liked, the leader does not recognize my contributions, does not like me as a person, does not care of my needs and home issues, then one feels is not helped enough and you are not motivated to work to your best capability (Respondent # 014).

Further, lack of teaching resources was also identified as a cause of demotivation in the faculty members because it negatively affects implementation of the teaching role. One KCN Faculty said that:

Availability of teaching resources is one way of motivating faculty also.

Sometimes you can plan to teach students on some things and you fail to teach

because teaching resources are not available, then that's a demotivator  
(Respondent # 014)

Specific to DCN, Faculty respondents expressed that the lack of clear salary structure policies, favoritism and dishonesty in selection of people into leadership positions is a demotivator to faculty members. One DCN Faculty narrated this:

There is an issue of salary and that goes hand in hand with favoritism. There is no salary structure, the principal just decides that this one should be receiving this. I would be motivated if I were to receive money according to my qualification because I feel am being underpaid (Respondent # 016)

Dictatorial tendencies were identified as another cause of demotivation amongst DCN Faculty because views from subordinates are not taken into account but they just have to follow what they have been told by the college leaders and this has made most faculty members to feel that they are not part of the institution. One Faculty narrated that:

I would rate faculty motivation at 20% because we feel we are not part of the team but we are here to take orders. We feel we are not growing up professionally to contribute to the development of the institution because there is always somebody who dictates things on you (Respondent # 017)

High staff turnover was also noted to be a demotivator to DCN faculty because there is always too much work to be done since people just leave jobs at the college creating shortage of staff and the hard work is not rewarded. Another respondent noted that the demotivated status of faculty affects the way they teach and interact with students. This is what one DCN Faculty said:

I would love to see justice happening because my demotivated status affects the way I teach students. When am stressed and I go to teach students in the clinical area, I will have a negative attitude towards the students and I end up shouting at them and later I will realize that it is my problems affecting students (Respondent # 016).

### **Relationship between institutional leadership and faculty motivation status**

Majority of the faculty respondents from both DCN and KCN noted that, there was a relationship between faculty motivational status and institutional leadership arguing that leadership influences the organizational culture, so whether people are motivated or not it depends on leadership. One KCN Faculty said that:

When the leadership in not friendly and relaxed, then people develops this kind of fear and hatred towards their leaders and even their work and actually they are not intrinsically motivated to work (Respondent # 014).

The respondents added that motivation of subordinates is actually part and parcel of institutional leadership because for leadership to be there it means there are followers who implement on the ground and if they are not motivated then there cannot be productivity at an institution. One DCN Faculty said that:

Yes, I would attribute the demotivation of faculty to leadership of the college. So many things that happen here demotivate people. If something goes wrong somewhere, you see the top leader going to the people she favors to find information when the chain of command doesn't say so (Respondent # 016).

Student respondents from both institutions noted that there was relationship between institutional leadership and motivation of faculty arguing that the mood of their teachers when teaching them is dependent on how they are being treated by those in leadership positions.

One KCN student said that:

I think faculty members are motivated because of the leadership they are under because most of the times one is motivated when your superiors are doing good to you (Respondent # 031)

### **Faculty expectations from institutional leadership**

Expectations of faculty from the institutional leadership were similar. The faculty respondents communicated that those in leadership should show recognition of the work that faculty does and to provide feedback in such a way that, it gives credit where it is due and corrections where necessary and takes into account views of faculty when making decisions.

One DCN Faculty said that:

I need a leader who can say this you have done very well and on this one you didn't do well, you will need to do like this next time, not a leader who just sits and does not give feedback on how you perform (Respondent # 015)

The faculty respondents also expect those in leadership to create a free working environment and accept the maturity of the faculty members. One KCN Faculty said that:

I expect leadership to acknowledge and treat you like an adult. Accepting that you can make your own goals but not following you each and every step (Respondent # 014)

Another DCN Faculty said that:

Leadership should create a free atmosphere to work rather than being afraid that somebody will just dictate a thing to me or I will be shouted at if I ask or argue with those in leadership. I want that free democratic environment where we can also contribute to the growth of the institution (Respondent # 017)

When asked whether faculty in leadership should take part in students teaching, most faculty respondents said that they understand that those in leadership hold very busy offices and their work is too involving, so they don't mind their partial absence in students teaching but when they have time they have to participate in teaching because it's the core business of the college and they would understand better challenges that faculty members face. One KCN Faculty said that:

I am okay with the partial absence of those in leadership position in classroom and clinical teaching because I understand that their role is not only teaching but running of the institution (Respondent # 013)

Another DCN Faculty said that:

Leadership has to take part in teaching because it will give them the right experience than just hearing reports, and in that way, they would appreciate challenges that faculty members meet (Respondent # 018).

The faculty respondents further explained that they expect those in leadership to be role models in hard work, take challenging tasks and to provide adequate teaching and learning resources.

The following section presents theme and subthemes developed from the objective: to establish students and faculty understanding of students learning in relation to institutional leadership

### **Students learning**

Subthemes that emerged from this theme include, roles of faculty in enhancing students learning, roles of leadership in enhancing students learning, relationship between institutional leadership and students learning.

### **Roles of institutional leadership in enhancing students learning**

The understanding of leadership roles in enhancing students learning was similar for KCN and DCN faculty respondents. Respondents noted that those in leadership need to understand the learning process of students to provide adequate teaching and learning resources such as books, infrastructure and lectures. Respondents noted that institutional leaders need to monitor students learning, offer supportive supervision and provide feedback. One KCN Faculty said that:

If I were a leader myself, I would go to class myself and check how the learning process is happening. However, none of the leaders here come to my class and see how I teach. If they were to give feedback, I don't think if it would be good or genuine feedback, it will be very biased feedback because they can't tell how I teach when they have never been in my class and checked my notes (Respondent # 012)

Respondents further argued that it is the role of institutional leaders to create an organizational culture that is free of authoritative leadership, fear and punishment to the lectures because the same treatment goes to students and it can affect their learning. In addition, faculty respondents noted that leadership needs to motivate faculty by rewarding achievements. One KCN Faculty said that:

If the culture of an organization is relaxed, students, teachers and leadership interact in a friendly environment. Students learn freely, ask questions freely and can consult a lecturer at any point. Students' learning is deep because their lectures are role models and inspire them. The learning is intrinsic (Respondent #014)

Another DCN Faculty explained that:

Students here receive awards for hard work, if they could extend that reward to faculty it would be a motivator to faculty to deliver the best to students. But most of the times, college leadership concentrates on students, why did you not do this to students, why did you not interview students and so on (Respondent # 017)

Students had a similar understanding on the roles of institutional leadership in enhancing students learning. The respondents noted that leadership has to provide adequate learning and teaching resources. Leadership also has to make decisions that will favor students learning and keep them focused on their training. One KCN Student said that:

When leadership makes decisions that are contrary to the needs of students, student's attention and thoughts divert from books to the decisions that are

being made and hence it affects their classroom performance (Respondent # 032)

Another DCN Student said that:

when leadership just changes things, everything about you changes, psychologically your mood, working styles change because you are like what kind of people are these, they are just pushing us into this and that (Respondent # 035)

The student respondents expressed that institutional leadership need to provide for academic and social needs of students and treat all students as equals, no biases regardless of student's background and social stand. Furthermore, the respondents noted that leadership needs to motivate both lecturers and students so that the colleges return the skilled and experienced lecturers in the field of teaching. One DCN Student said that:

Leadership needs to employ skilled and experienced lecturers in the field of teaching because sometimes leadership has given students lecturers who were not experienced and could not deliver information (Respondent # 036)

### **Relationship between institutional leadership and students learning**

Faculty respondents from both DCN and KCN noted that there was a relationship between institutional leadership and students learning arguing that for students learning to be successful, it depends on the interest and input of institutional leadership on students learning and motivation of faculty. The altitude of the leader towards students and faculty, the

willingness of a leader to solve problems and understand concerns raised by both students and faculty members is what can improve students' learning. One KCN Faculty said that:

If leadership is not good, students cannot do well because the leadership doesn't care about students learning and teaching and does not show interest to resolve problems as a result students will suffer (Respondent # 021).

Another KCN Faculty narrated that:

Motivation of faculty is very important in achieving students learning because when faculty is motivated, it is happy, vibrant and ready to teach students both in class and in clinical placements (Respondent # 014)

Faculty respondents also noted that some leadership styles are too weak to deliver best results because everyone does anything whilst controlling leadership styles assist students to behave well and be disciplined. Well behaved students tend to learn better and concentrate on their studies. One DCN Faculty said that:

Laize faire leadership style where everyone can do what they want can lead to lack of commitment by most lectures in both clinical and classroom teaching as a result students cannot learn whilst transformative leadership style where people work towards achievement of one goal, lectures will be motivated to teach and support students in classroom and clinical placement (Respondent # 013).

All student respondents narrated that, there was a relationship between leadership and students learning. Leadership that does not run the institution properly like dismissal of

lectures and bad attitude towards learners reduces the performance of students and replacing such leadership can improve students' learning.

### **Roles of faculty in enhancing students learning**

Majority of the faculty respondents from both KCN and DCN had similar understanding regarding their role in students learning. Direct student teaching both in classroom and clinical placements was identified as a major role for the faculty members. Assessing students learning, provision of counseling and role modeling were also identified as faculty roles in students learning. One KCN Faculty explained that: "I motivate students to learn through my personal conduct, the way I interact with them and I treat them as humans (Respondent # 014)"

When asked whether they are able to fulfill these roles, the faculty respondents said that sometimes they fail to do what they planned about students learning because resources like transport are not available to take them to the clinical area to supervise students and also because of interference from those in leadership position. One respondent narrated that:

I fail to fulfill these roles sometimes because of the upper leadership, who just come with plans and dictate to you what you should do which makes you divert from your original plan (Respondent # 014).

However, one faculty noted that, they perform too many roles regarding students learning which are not on their Job description and are not rewarded. One DCN Faculty narrated that:

I am a clinical facilitator but most of the times I am involved in classroom teaching which is too much for me. I teach same hours like lecturers which demotivates me sometimes (Respondent # 016)

Students perceived the role of faculty in their learning differently. KCN students noted that faculty need to supervise them in clinical placements all the time and not only come for assessment, show interest in the needs of students and not to threaten students in clinical placements, deliver education in a standard way by not linking student's behavior to academics because it can jeopardize somebody's future. One KCN Student said that: "It is not good to attack student academically because they criticized faculty (Respondent # 032)."

It is very surprising to note that there is a strong belief in KCN students that faculty can make students fail if they express a contrary view to faculty. Findings for DCN student's respondents were also surprising. All faculty members were asked to play a role of a parent to the students by providing guidance, showing kindness and expressing human love similar to what they would show to their children or relations. One DCN student expressed that:

I expect faculty to treat me like my parents. If I am wrong, they should tell me in a manner that I should understand and pick what was wrong. They should treat me like their brother or their child and I should be able to learn with all kind of love (Respondent # 035).

## **CHAPTER 5**

### **Discussion**

#### **Introduction**

This chapter summarises and integrates the findings of this study and reflects on their implications for understanding processes by which institutional leadership is, or is not, the basis for improved learning outcomes. It presents the meaning of results and the implication it may have in improving policy and practice. This chapter therefore presents the discussion of findings based on the study objectives which are to; (a) establish faculty and student' understanding regarding institutional leadership and leadership styles, (b) understand faculty and student' perspectives on the effect of institutional leadership on motivation of subordinates, (c) establish student' and faculty understanding of students learning in relation to institutional leadership. The implication of the study to practice and how it relates to published information will also be discussed with recommendations and further areas of study included.

#### **Preferred leadership styles**

The study found out that faculty from both KCN and DCN prefer practicing transformational leadership style because it is inclusive in decision making, i.e., shares the same mission and vision which brings institutional growth and unity amongst subordinates. Transformational leadership style is well understood as a leadership style that involves every member of an organization in decision making (Grosso, 2005). In learning institutions,

transformational leadership brings ownership of the decisions that are made and understanding of faculty on the importance of fulfilling their teaching roles to promote students learning. Involving teachers in making decisions instills ownership of students learning. As regards students from both institutions, the study found that they prefer practicing transformational and transactional leadership styles. Transactional leadership style is well understood with provision of rewards. It can be argued that the use of transactional leadership style which rewards students on higher achievement through scholarship, exchange visit, students are more likely to work hard to maintain the achievements. Students work hard to attain high scores in order to be rewarded. A reward strengthens the hard working behavior in students and in return, students' learning is enhanced. The study findings are not different from Azadi, Farsad and Roufzad (2013) and Chu and Kuo (2012) who found that among the determinants of job satisfaction, a leader is viewed as an important predictor. Employees are more satisfied with transformational and transactional leadership styles.

### **Qualities of effective leadership**

The study revealed that, for faculty members, qualities of effective institutional leaders include being focused in meeting institutional goals, provide adequate teaching and learning resources. For faculty to be able to perform their teaching role effectively, it is imperative for college Principals to provide resources to enhance students learning. Quality learning can be achieved in many ways. One way is by providing adequate teaching and learning resources. Further the study found out faculty described an effective leader as impartial, kind, motivating, role model, honest, hard working and approachable by subordinates. The findings do not differ with Farah (2013) who established that an effective Principal is aware of internal and external school environment, respond to the need of school population, participates in

school activities and encourages team work and consults with school population and accepts good ideas from people. The study discovered that most of these qualities were absent in the leadership of both colleges, which can negatively affect learning outcomes. Hardman (2011) noted that a teacher-focused leader can create a trusting work culture by enhancing the school's capacity to meet the needs of their students.

### **Discharge of leadership duties**

The study established that there were similarities in the discharge of leadership duties by both college Principals and Academic Deans from DCN and KCN. The college leaders follow a leadership behavior that demands them delegate duties to those with right qualifications and experience. Delegation is a leadership tool or style that has been promoted to improve trust and work relationships amongst academic staff. Delegation improves job satisfaction of faculty because they feel important, trusted with leadership responsibilities which can improve the self esteem of faculty and work performance which in turn can improve students' learning. Morake, Monobe and Mbulawa (2012) in their study established that delegation gives subordinates the freedom to direct their own activities which indicates the trust and confidence that supervisors have on subordinates. Further the study found that delegation motivates subordinates by providing them with opportunities and challenges. Ritesh (2014) in his study recommended that managers must delegate their power to employees to challenge them to responsibility and decision making. The researcher added that delegation is acceptable practice to successful leaders and for the organizational growth, improvement and productivity.

Further, one positive key finding is that the college leaders use established rules and regulations to run the learning institutions. It is very important for academic leaders to follow

rules and regulations when leading education institutions to maintain order, discipline and prevent biases that can negatively affect subordinate. Institutional policy, rules and regulations bring order and discipline in the running of the institutions and discipline is highly associated with high student achievement. This assertion was established by Stanley (2014) who found that school rule and regulation play significant roles in enhancing students' academic performance and when rule and regulation is emphasized, it in a long run prescribes the standard of behavior expected of students and teachers. The study further established that the college leaders such as, Principals, academic Deans are also involved in students teaching and coordinate some courses. Generally, it is a good practice for College leaders to be seen to take part in students teaching because they act as role models to other faculty to follow suit in teaching students. This act also encourages both teachers and students to work hard in fulfilling individual roles regarding students learning because both faculty and students know the college leadership is interested and involved in students learning. This can result in high academic achievement by students. Robinson, Hohepa and Lloyd (2009) found out that institutional leaders who took part in planning, coordinating, evaluating teaching and implementation of the curriculum, their students performed highly because the leader was directly involved in students learning.

### **Getting feedback**

The study revealed that there was no formal way of giving feedback to institutional leadership regarding institutional matters that would improve student learning outcomes, however faculty from both institutions were more likely to give informal feedback to the college Principals and academic Deans. In higher education institutions, feedback is very important because it strengthens behavior that enhances students learning and outlines weak

areas that need improvement that may hinder students learning. The study revealed that students from both institutions were afraid of the college Principals and faculty. The student respondents described the leadership as fearful and do not accommodate students professional space and those who attempt to argue were reported candidates likely to fail examinations or be expelled from the training institutions. It can be argued that students do not take part in decision making regarding matters that affect their learning because of fear. The study findings are consistent with Mkhize (2005) who found that participation of learners in decision making about matters that can affect their learning was very limited and that Principals do not have good relationships with learners. In an education institution, it is very important for learners to have a free environment where they can approach faculty and share concerns that may hinder their learning. Gentilucci and Muto (2007) established that Principals who were approachable motivated the students to work harder and face challenges, and achieve high performances. If students are constantly learning in fear, it can be argued that they are more likely to be affected psychologically and hence compromise their educational achievement. Sebastian and Allensworth (2012) found that principal leadership is a key mechanism in improving schools. The researcher added that, maintaining a good climate in the school, which include a safe environment for both teachers and students increase motivation and learning respectively. Fear on its own is so disturbing for students learning. Institutional leaders just like any human are bound to error by making decisions that do not favor students learning and hence it remains important for them to get feedback from subordinates to improve practice and make decisions that enhance students learning. Randall (2012) found that, to stimulate and encourage positive change in the school community, there must be opportunities for the academic staff and students to voice their views within an

effective communication process. Lack of feedback to college Principals may hinder positive students learning outcomes.

### **Existing work relationships**

The study revealed that faculty from both DCN and KCN prefer a good working relationship between them and those in leadership. If this relationship is not good it is a source of job dissatisfaction and demotivation which can negatively affect students learning. Good working relationships bring unity amongst workers and benefit the organization through working towards a common purpose which is the achievement of organizational goals. Gyimah (2013) noted that, it has never happened in any organization that a leader single-handedly achieves any extraordinary performance alone without the support and involvement of others. It can be argued that, even for nursing institutions, it is very important for Principals to maintain good working relationship with faculty to promote students learning. This interaction may allow sharing of challenges and provision of solutions to the challenges aimed at improving students learning. Levin and Fullan (2008) argued that everyone can be a leader, therefore leadership involves collaborative relationships that lead to collective action. Cole, Schaninger and Harris (2007) found that when employees develop effective workplace relationship, a reciprocal understanding develops that benefits both the employees and the organization.

Further the study revealed that faculty members were more comfortable among themselves and the interaction was good in both nursing colleges. The findings are consistent with Gillies (2012) who found that professionals in school organizations live in a world of

relationships that consistently demand helping and supporting one another for varying reasons or problems. This positive work relationship is very important for students learning because as the implementers of curriculum, faculty needs to be in constant interaction, sharing current information and fulfilling teaching roles which benefits students. According to Green and Sherony (2002), a quality relationship among leaders and members relentlessly influences the co-worker exchange relationship within an organization. As the leader develops a positive relationship with the subordinates, it also influences the subordinate-subordinate relationship or other co-workers' attitude towards work. The concept of team, in Adairs action-centred leadership model (1960s-1970s) stipulates that a leader has to coordinate and foster team work by i.e., encouraging team spirit, ensuring effective communication within the group and develop the group. The findings of the study are consistent with the team concept of the model that the school population needs to function as a unit and healthy working relationships have to be established, maintained and supported by the college leadership to effectively enhance students learning.

### **Factors that motivate subordinates**

The study found that, for faculty members both from KCN and DCN, being given a chance to go for further training, availability of adequate teaching and learning resources, a free environment for work, recognition of achievements by those in leadership and equal treatment for everyone with no favoritism is a source of motivation for work i.e., by reporting for classes on time which is important for students learning. These findings are similar to Laurie (2007) who found out that, for a lot of people, the feeling of being recognized and valued appears more important than money in motivating them to keep on in a particular job. The findings of the study are consistent with the concept of individual in the Adairs action-

centred leadership model (1960s-1970s). The concept of individual stipulates that despite the subordinates making up a team, they have different personalities, motivators and skills. The leader has to praise individuals, give status, use individual abilities and develop the individual. The concept of the individual argues that subordinates are motivated by different things and a leader has to review the individual needs and attend to personal problems to keep subordinates motivated. On factors that motivate faculty, the findings of the study are consistent with Herzberg's two factor theory (1959). This theory of motivation displayed that the main motivating factors are not in the environment but in the intrinsic value and satisfaction gained from the job itself. It follows therefore that to motivate an individual, i.e., faculty, a job itself must be challenging, have scope for enrichment and be of interest to the job holder.

Motivators lead to satisfaction because of the need for growth and a sense of self-achievement. The need to have motivated subordinates cannot be over emphasized because they are the implementers of the leaders planned activities to fulfill the institutional vision. Therefore, an introduction of an enhanced appraisal system, equal opportunity for training and rewards in Nursing Colleges, for example, KCN and DCN would go a long way to motivate faculty who in turn will improve students' learning outcomes. Moreover motivated teachers take responsibility for the success of students and for the mission of the school. Ramlall, (2008) noted that managers need to motivate employees to perform well in the firm since the organizations success is dependent upon them.

### **Factors that demotivate subordinates**

The study revealed that the major cause of demotivation for both KCN and DCN faculty members was the delay and lack of equal opportunity to go for further training. Nursing is science which is dynamic and it is important for lectures to continuously learn so

that students are taught current information based on evidence. Hightower, Delgado, Lloyd et al (2011) found that student learning can improve when quality teaching is supported by encouraging teachers to have good qualification, continuous professional development and performance approval. The study also reveal that lack of attention by the institutional leaders to the challenges that faculty members face and lack of recognition to faculty achievements was also found to cause demotivation in the faculty members. The findings are consistent with Herzberg's two factors theory (1959) as discussed by Sachau (2007) which states that lack of recognition on achievement and poor administrative practices are a source of demotivation and dissatisfaction respectively for subordinates. Demotivated and dissatisfied faculty tend to put less effort on their teaching role i.e. preparing for lessons, clinical supervision of students which can negatively affect academic performance of students. Further, findings reveal that lack of teaching resources was also a cause of demotivation in the faculty members because it negatively affects implementation of the teaching role. For faculty to perform their teaching role with enthusiasm, there is need to have adequate resources to enhance implementation of the curriculum otherwise it becomes disappointing for faculty to fail to implement their planned work on students learning because of lack or inadequate resources.

Specific to DCN, respondents emphasized that the lack of clear salary structure policies, favoritism and dishonesty in selection of people into leadership positions. In Herzberg's two factor theory, factors such as organizational policy, interpersonal relations, administration, fringe benefits were identified as hygiene factors/dissatisfies because they can be avoided by use of hygienic methods and are not directly a part of the job itself. Hardman (2011) noted that leaders build teacher capacity by involving teachers in school improvement

decisions. The study revealed that these demotivating factors have led to high staff turnover for the institution which continuously creates shortage and workload for remaining faculty members which is not rewarded and deemed as another source of demotivation. The findings of this study are similar to Fattash (2013) who found that inadequate pay, lack of opportunity for further training, lack of scholarships, lack of rewards on teacher achievements and unfair promotion regulation were the demotivating factors in teachers.

Dictatorial tendencies which do not give an ear to contributions from faculty was found to be source of demotivation to DCN faculty. Betts (2000) found that dictatorial leadership style uses the philosophy of fear and subordinates tend to obey out of fear not respect. Literature has shown that dictatorial leadership style is associated with low or poor organizational performance because of the unwillingness of the subordinates to follow. Consequently it can be argued that education institutions that use dictatorship are more likely to have poor student performance because the school population is not encouraged and willing to work in such environment. Obama (2015) established that schools that embrace more democratic and participatory leadership styles that encourage group work and team spirit performed significantly better than those that used more autocratic leadership styles that were largely dictatorial.

For students, the study revealed that unequal treatment amongst male and female students and the linking of student's behavior to academic achievement is a demotivator for KCN students whilst unequal treatment of students depending on their background and social stand and bad mood of lectures is source of demotivation for DCN students. These findings defer from Kikuchi and Sakai (2009) who found out that students demotivation is due to

course books, inadequate school facilities, test scores, non communicative methods and teacher's incompetence.

### **Relationship between institutional leadership and faculty motivation status**

The study found out that there is a relationship between institutional leadership and motivation of faculty. Leadership influences the whole culture of an organization and whether subordinates are free, relaxed, afraid, motivated, all depends on leadership. Further the study found out that leadership style that a leader chooses to use, decisions that a leader makes and relations with subordinates can either motivate or demotivate faculty members. The study by Shrestha (2012) confirms that not all leadership styles satisfy subordinates. The researcher found that transformational leadership style significantly contributes to leader and work unit and gives more satisfaction to the subordinates. It can be argued that only satisfied faculty members are motivated to work and strive to perform their teaching roles to benefit students.

### **Expectations of faculty from institutional leadership**

The study revealed that faculty from both KCN and DCN expect a lot from institutional leaders to effectively perform their teaching roles to enhance students learning. These expectations include recognition of work, provision of feedback and supportive supervision. It can be argued that faculty expects instructional leadership to support them as they perform their roles regarding students learning. Similarly, Hoy and Smith (2007) reported that teachers expect school leaders to be open, participatory and effective. Blase and Blase (2000) expressed instructional leadership in specific behaviours such as making suggestions, giving feedback, modelling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise for

effective teaching O'Donnell and White (2005) found that principals who helped teachers identify their own weaknesses related to the learning environment increased their students' achievement. Role modeling and provision of adequate teaching and learning resources was identified as an expectation for faculty from institutional leaders. The findings of this study are consistent with the concept of task of Adairs action-centered leadership model (1960s-1970s). The concept of task stipulates that a leader has to direct the job by defining the task, making the plan, allocating work and resources, controlling quality and rate of work and monitoring performance. Even for nursing institutions to yield positive result, school leaders need to be seen to take part and lead in the tasks of the nursing colleges which mainly involve students learning. When leaders take a leading role in performing tasks, it can be argued that there is a high probability of achieving the institutional goals because the leader pause as a role model and other subordinates follow in performing the task.

The study findings also reveal that most faculty members understand the responsibilities of institutional leaders and how busy their offices are however complete absence from students teaching which is the core business of the nursing colleges, does not please many faculty. Faculty would appreciate if those in leadership could teach for few hours in a week to be seen to take part in students learning, a sign of hard work and role modeling which would encourage many faculty members to work hard. Stewart (2006) found out that administrative issues often distract the leader from creating a system to lead others in areas of curriculum. It can be argued that, when College Principals take part in students learning, it is a gesture that portrays that those in leadership care about students learning which would motivate both students and faculty. Louis and Wahlstrom (2008), noted that school leaders

model positive behavior with their frequency of classroom visits, campus visibility, relevant evaluations and opportunities for leadership

### **Relationship between institutional leadership and students learning**

The study found out that majority of the faculty respondents from both DCN and KCN noted that there was a relationship between institutional leadership and students learning arguing that for students learning to be successful, it depends on the interest and input of institutional leadership on students learning and motivation of faculty. The altitude of the leader towards students and faculty, the willingness of a leader to solve problems and understand concerns raised by both students and faculty members is what can improve students' learning. Baker (2013) noted that student achievement rises when an effective principal is at a schools helm.

### **Conclusion**

The importance of institutional leadership on a training institution cannot be overemphasized. Leadership has the ability to make sure that students get the best training throughout the years of study in college. This can be achieved by making sure that both faculty and students are motivated by various initiatives that leadership can put in place. The ability to enhance students learning solely depends on decisions and interactions that those in leadership make with both students and faculty members. It is important for leadership also to be seen to take a leading role in students learning like, taking part in students teaching. The working environment of an institution as defined and set by the institutional leadership has the ability to promote learning by creating a free environment for the school population that

promotes free interaction that enhances students learning or an unfriendly environment that scares the school population.

In this study, results show that transformational leadership style is the most effective form of leadership in the nursing colleges of Malawi. In addition, the study revealed that institutional leadership has an effect on faculty and students' motivation in relation to the extent of enthusiasm towards teaching and learning respectively.

### **Recommendations**

- College Principals and academic Deans should consider discharging their leadership duties through transformational and transactional leadership styles which have been found to be the most preferred leadership styles by both students and faculty. This can be done through orientation of the College leadership team on leadership styles and there is no cost attached to it.
- College Principals should aim at motivating both students and faculty in the nursing colleges. This can be achieved by having a salary structure, promotion and continuous training of faculty and timely response to the needs of both faculty and students. This can be done through consultation with other institutions, faculty, students and stake holders. There is some cost attached to it and it is an ongoing process.
- College Principals and the leadership team should improve on provision of feedback to faculty and receiving feedback from faculty to improve on areas that may pause as a source of demotivation to faculty. This can be done by the institution devising ways on how to provide and receive feedback. There is no cost attached to this recommendation.

- Institutional leaders should strive to meet expectations of the school population. This can be achieved by performing assistance supervision, provision of teaching and learning resources, taking part in students learning, showing no favoritism, avoid linking student's behavior to academic achievement. This is an ongoing recommendation.
- It is recommended that college Principals should take onto account meaningful and good suggestions from teachers and should be encouraged to become effective partners in the decision making concerning running of the nursing institutions. This can be achieved if college Principals opens up to take contributions from others and by creating a free environment for effective workplace interaction. This is an ongoing recommendation and there in no cost attached to it.

### **Limitations of the study**

The study was conducted at two nursing colleges to obtain comparative views on institutional leadership and leadership styles due to time and financial constraints. However, multiple sites for data collection could have been ideal to enrich the research findings. Nonetheless, according to Pindani (2014) KCN is the biggest nursing and midwifery training institution in the country with a total of 68 fulltime faculty members and a total of over 900 students while DCN provided a private owned nursing college perspective. The study used one method of research. This limited the methods of data collection that should have been ideal to provide adequate data triangulation for the study; however different sources for data collection were achieved.

### **Areas for further Research**

Although the research areas listed below were not part of the study objectives, they have been identified as key future researchable areas to complement findings of this study. These include:

- Relationship between personality traits of college principals and leadership styles
- Relationship between job satisfaction and age, years of experience of faculty
- Impact of leadership styles on faculty motivation and students performance

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## Appendices

### Appendix I: Interview guide for faculty

#### Faculty and students perspectives regarding effective institutional leadership in the nursing colleges: A case of KCN and DCN in Malawi

Name of facility..... code.....sex.....

Age..... Date of interview.....

#### Leadership styles

1.1 What is your understanding of the word leadership? Please explain more on that

Literature has shown that there are different styles of leadership. The main ones include:

Transformative leadership style: as a form of leadership where the leader has a vision for what the organization can be and shares it with others. The transformational leader develops, stimulates, and inspires followers to exceed their own self-interest for a higher purpose.

Transactional leadership style: as a form of leadership where leader-follower relationship is based on a series of exchanges and implicit bargains between the leader and the followers. Transactional leaders clarify how followers needs, will be met in exchange for enacting the followers' leadership

Laissez-faire leadership style is where the leaders give complete freedom or autonomy to followers. Subordinates are left to make individual decisions on their own.

Essentially leaders provided no leadership

In situational, the leadership style is not fixed, rather, leadership styles can and should change with the situation. That is the style is contingent upon several factors like the: situation, characteristics of followers (people), nature of work or task, type of organization and other environmental variables.

1.2 What do you think is/are the leadership style/styles practiced at this college? Why do you think so? Please explain more

1.3 Do you have preferences on the leadership styles? Why do you say so?

1.4 What is your understanding of leadership role in enhancing the learning outcomes of students? Why do you say so? Please explain more on that

1.5 In your opinion, what are qualities of effective leadership? Tell me more about this. Do you have examples?

### **Motivation of faculty**

1.6 What can you say about leadership style and motivation of faculty? Do you think there is a relationship between leadership styles and motivation of faculty? Please say more on that

1.7 As a faculty member yourself, are you motivated? What motivates you?

1.8 As a faculty member, what do you expect from institutional leadership? Explain

1.9 What can you say about institutional leadership and motivation to teach

### **Students learning**

1.10 What is your role in the institution regarding student learning process? what else can you add on that

1.11 Do you think institutional leadership style has an impact on students learning? Please explain

**Appendix II: Interview guide for faculty in leadership positions (The Dean and Principal)**

**Faculty and students perspectives regarding effective institutional leadership in the nursing colleges: A case of KCN and DCN in Malawi**

**Name of facility..... code.....sex .....**

**Age..... Date of interview.....**

**Leadership styles**

2.1 What is your understanding of the word leadership? Please explain more on that

Literature has shown that there are different styles of leadership. The main ones include:

Transformative leadership style: as a form of leadership where the leader has a vision for what the organization can be and shares it with others. The transformational leader develops, stimulates, and inspires followers to exceed their own self-interest for a higher purpose.

Transactional leadership style: as a form of leadership where leader-follower relationship is based on a series of exchanges and implicit bargains between the leader and the followers. Transactional leaders clarify how followers needs, will be met in exchange for enacting the followers' leadership

Laissez-faire leadership style is where the leaders give complete freedom or autonomy to followers. Subordinates are left to make individual decisions on their own.

Essentially leaders provided no leadership

In situational, the leadership style is not fixed, rather, leadership styles can and should change with the situation. That is the style is contingent upon several factors like the: situation, characteristics of followers (people), nature of work or task, type of organization and other environmental variables.

2.2 What do you think is/are the leadership style/styles practiced at this college? Why do you think so? Please explain more

2.3 Do you have preferences on the leadership styles? Why do you say so?

2.4 What do you regard as good leadership qualities? Please explain more on that

2.5 How do you discharge your leadership duties effectively to enhance student learning? Say more on that

2.6 How do you get feedback from faculty and students on your leadership style?

2.7 Do you think there is a relationship between leadership styles and availability of institutional resources? If yes how? If no why?

### **Motivation of faculty**

2.8 How has the working relationship been between the college leadership and faculty regarding the way the college leadership discharge its duties/ leadership style? What do you think it should be?

2.10 What can you comment on college leadership and motivation of faculty? Do you think faculty is motivated by the college leadership? How do you tell that faculty is motivated?

2.11 What can you say about the way leadership discharge its duties/leadership style(s) and how it impacts on the performance of students?

**Students learning**

2.12 What leadership roles do you perform to support student learning process?

2.13 Do you think there is a relationship between the performance of students and the leadership of the college? Explain more on that

2.14 Do you think there can be changes in student's performance following change of leadership at this college? Why do you say so? Please shade more light on that

**Appendix III: Interview guide for students**

**Faculty and students perspectives regarding effective institutional leadership in the nursing colleges: A case of KCN and DCN in Malawi**

**Name of facility..... code..... Age.....**

**Sex..... Date of interview.....**

**Leadership style**

3.1 What is your understanding of the word leadership? Please explain more on that

Literature has shown that there are different styles of leadership. The main ones include:

Transformative leadership style: as a form of leadership where the leader has a vision for what the organization can be and shares it with others. The transformational leader develops, stimulates, and inspires followers to exceed their own self-interest for a higher purpose.

Transactional leadership style: as a form of leadership where leader-follower relationship is based on a series of exchanges and implicit bargains between the leader and the followers. Transactional leaders clarify how followers needs, will be met in exchange for enacting the followers' leadership

Laissez-faire leadership style is where the leaders give complete freedom or autonomy to followers. Subordinates are left to make individual decisions on their own.

Essentially leaders provided no leadership

In situational, the leadership style is not fixed, rather, leadership styles can and should change with the situation. That is the style is contingent upon several factors like the:

situation, characteristics of followers (people), nature of work or task, type of organization and other environmental variables.

3.2 What do you think is/are the leadership style/styles practiced at this college? Why do you think so? Please explain more

3.3 Do you have preferences on the leadership styles? Why do you say so?

3.4 Do you think college leadership can enhance your learning process as students?

Probe: If yes, how? If no, why? Please explain more

### **Student learning**

3.5 For the past 3 or 4 years you have been at this college, what can you say about motivation of faculty? Does faculty seem willing to teach and perform their duties? If yes how? If no, can you attribute the lack of motivation to college leadership?

3.6 What can be your general comment on the relationship between faculty themselves and faculty in leadership positions e.g. Principal, Academic Dean

3.7 For the past 3 or 4 years you have been at this college, do you think college leadership has a role in improving learning processes and outcomes? If yes how? If no why?

3.8 Do you think college leadership can affect your learning outcomes? Explain more on that one.

3.9 You as a student at this college, are you free to approach the college leadership to express concerns that may hinder your learning? Is the college leadership available to hear your concerns?

3.10 What do you expect from the faculty during your learning process?

3.11 What do you expect from college leadership during your learning process?

## **Appendix IV: Participant's information sheet**

### **Faculty and students perspectives regarding effective institutional leadership in the nursing colleges: A case of Kamuzu College of Nursing and Daeyang College of Nursing in Malawi**

*Please read the information below and sign the form on the next page if you are taking part in this study*

My name is Nemma Uzeni Phiri, a Masters student in Nursing and Midwifery education at Kamuzu College of Nursing (University of Malawi). As part of requirements, am conducting a study on Malawian faculty and students perspectives regarding effective institutional leadership in the nursing colleges: A case of Kamuzu College of Nursing and Daeyang College of Nursing in Malawi. The study will be conducted at Kamuzu College of Nursing and Daeyang College of Nursing. You are therefore being invited to take part in a research study. The study has been approved by College of Medicine Research and Ethics Committee. Before you decide to participate in the study, it is important to understand why the research is being conducted and what will involve. Please ask if there is anything that is not clear or if you would like more information. Participation is voluntary.

#### **What is the purpose of the study?**

The purpose of this study is to establish the perspectives of faculty and students regarding effective leadership in nursing colleges of Malawi. The study findings may assist nurse leaders to use leadership styles that motivate both faculty and students for better performance of students.

**Do I have to take part?**

Participation in this study is voluntary. You are free to take part or not or to withdraw at any time you feel like without giving reasons. Your refusal to take part will not affect your stay at the college in any way. If you agree to take part, you will be asked to sign a consent form. Information about you will be confidential and no one will be able to associate you with the responses. No names will be used instead codes will be used. The interview recordings will be destroyed at the end of the study.

**How will privacy and confidentiality be maintained?**

The interview will be conducted in quite room to make sure there are no disturbances. The scripts will not have names of respondents instead codes will be used. The tapes and scripts where data will be written will be stored in a lockable drawer to make sure that data is accessed by the principal investigator only. At the end of study, recorded interviews and scripts will be destroyed.

**What do I expect as a participant?**

You will be asked questions regarding leadership at this college. Your own understanding regarding leadership, what leadership style motivates you and the impact of the college leadership on student's performance. Your responses will be recorded on the interview sheet and will be recorded on the tape recorder to make sure information is not missed. You will be required to answer the questions truthfully and it will take approximately 1 hour.

**What are the possible risks for taking part?**

There are no known risks associated with this study.

**What are the possible benefits?**

There are no immediate benefits to you. Findings of the study will help to improve leadership in the nursing colleges which in turn would improve the performance of training nurses.

**If something goes wrong what will happen?**

In case of complaints concerning how you have been treated during the course of the study, please contact Nemma Uzeni Phiri cell number 0994222555 and Dr David Chilongozi cell number 0994702731/0888912213

**Contacts for further information**

If you need further information or you are worried about any aspect of the study, please contact The Chairperson, College of Medicine Research Ethics Committee

Private Bag 360, Blantyre, Malawi. Telephone number, 0111871911.

**Appendix V: Consent form**

Make sure you have read the above information before signing below if you are taking part in the study

1. I have read (or have had another person read to me) the attached information sheet for this study and have understood the purpose of the study
2. I agree to voluntarily participate in the study and provide answers to the best of my knowledge. I understand that am free to withdraw from the study at any time and this will not influence anything
3. I know that I will not have any injury or harm during the research process.
4. I understand that the information I give will be kept confidentially and that it will only be accessible by the researcher or those people directly concerned with the study
5. I understand that I will not benefit financially
6. I know how to contact the researcher if I need to

I voluntarily agree to take part

Participants

signature.....Date.....

Name of

interviewer.....Signature.....Date.....

**Appendix VI: Certificate of Approval from COMREC**



## Appendix VII: Letter of approval from KCN

The Principle *Principal*

Kamuzu College of Nursing

Private Bag 1

**Lilongwe**

Dear Sir/ Madam



### **PERMISSION TO CARRY OUT A RESEARCH STUDY**

I write to seek permission to carry out a pre-test and research study at Kamuzu College of Nursing, Lilongwe campus. I am a student currently studying Master of Science Degree in Nursing and Midwifery Education at the above institution. In partial fulfillment for the degree, I am supposed to carry out a research study related to Nursing and Midwifery Education on a topic of my choice. The title of the research project is "The Influence of Institutional Leadership on Students Learning: The Faculty Perspective".

I look forward to your favorable response.

Yours Sincerely,

**Nemma Uzeni-Phiri (Mrs.)**

*Permission granted.*

*A. Malata*

*12/8/14*

## Appendix VIII: Letter of approval from DCN



DAEYANG COLLEGE OF NURSING AND MIDWIFERY

P.O. Box 30330 Lilongwe 3

Tel : 01 711 361

17<sup>th</sup> December, 2014

Nemma Uzeni Phiri,  
Kamuzu College of Nursing,  
Private Bag 1,  
Lilongwe.

Dear Mrs Nemma Uzeni Phiri,

### PERMISSION TO CARRY OUT RESEARCH STUDY

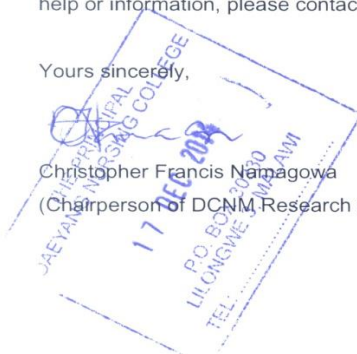
The above subject refers.

On behalf of the Research and Ethics Committee of Daeyang College of Nursing and Midwifery, I write to inform you that permission has been granted for you to use DCNM as part of the sample for your thesis entitled "*The Influence of Institutional Leadership on Students learning*".

I wish you all the best as you embark on the academic journey of research and should you require any help or information, please contact the undersigned.

Yours sincerely,

  
Christopher Francis Namagowa  
(Chairperson of DCNM Research and Ethics Committee)



## Appendix IX: Letter of approval from MCHS



# Malawi College of Health Sciences

## Lilongwe Campus

Tel: (265) 01 756 908/752 208  
Fax: (265) 01 753 144/01750709  
Email: registrar@mchs.mw

P.O. Box 30368  
Lilongwe 3  
www.mchs.mw

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**Ref. No. ACD/MCHS/LC/2**

**18<sup>th</sup> September, 2014**

Nemma Uzeni-Phiri  
Kamuzu College of Nursing  
P/B 1  
Lilongwe

Dear Mrs Phiri,

**PERMISSION TO CARRY OUT RESEARCH**

Please refer to your letter of 10<sup>th</sup> September, 2014 in connection with the above subject.

I am pleased to inform you that, your request to carry out a "*Pretesting of Research Instrument at Malawi College of Health Sciences – Lilongwe Campus*" has been approved. You can therefore, proceed with arrangements to carry out the study.

You are also requested to inform the Campus Director's office in advance on the dates you wish to conduct your study.

D.J. Simango  
**CAMPUS DIRECTOR**