



Effects Of Transformational Leadership Educational Program On Behaviour Of Nurse Managers Working At Tertiary Care Hospital Lahore, Pakistan

Assistant Prof. Zubada Akhtar^{1*}, Sehar Urooj², Habiba Awan³, Assoc. Prof Dr. Lim Gek Mui⁴

¹*Shalamar Nursing College Lahore, Pakistan, email; zubaidaakhtar786@yahoo.com

²Charge nurse, Service hospital jail road Lahore, Email: malikharam89@gmail.com

³Charge nurse, Service hospital jail road Lahore, Email: kzumar15@gmail.com

⁴Dean of School of Nursing MAHSA at Malaysia, Email: gmlim@mahsa.edu.my

***Corresponding Author:** - Assistant Prof. Zubada Akhtar

*Shalamar Nursing College Lahore, Pakistan, Email: zubaidaakhtar786@yahoo.com, +923324578892

ABSTRACT

Background: The job turnover increase day by day, which has an impact on patient care quality in Pakistan, poor management is one of the factors contributing to this shortage. Nurse Manager's primary responsibilities include clinical nurse satisfaction and retention. The lack of strong Transformational leadership (TFL) is a constant issue in government hospitals, resulting in the day-to-day deterioration of healthcare providers' performance.

Objective: To assess the effects of TFL educational program on behaviour of nurse managers working at tertiary care hospital.

Methodology: A quasi experimental two group study was used; with a sample size of 24 nurse managers. A Leadership Practice Inventory questionnaire was used to assess nurses' behaviour after an instructional programme was implemented. The data was evaluated using an independent t test to determine the mean difference between the two groups.

Result: This study found that in Pakistan, the majority of nurse managers (83.3%) did not receive any type of educational workshop on TFL, The reported control group mean and standard deviation (111.25+89.76) versus the intervention group (122.41+13.43), with a P equal to 0.029. The behaviour of the nurse managers varied significantly between the two groups, with a P value of 0.05.

Conclusion: TFL behavioural practices were rated higher than the control group in all aspects of the leadership performance assessment. This means that the TFL educational programme has an effect on the behaviour of Nurse Managers at a tertiary care hospital in Lahore, Pakistan.

Key word: Transformational Leader, Nurse Managers, Tertiary care hospital

Introduction: Transformational (TFL) is the key to enhancing health-systems worldwide," according to the American Organization of Nurse Executives, supports their preference as "the preferred" leadership style for nursing executives. "(1). Nursing leaders must improve their performance and alter their behavior if tertiary care hospitals are to provide high-quality nursing care (2). However, when directing and leading their staff nurses, nurse leaders exhibit leadership traits. Groups that are led by transformational leaders also benefit from increased autonomy and innovation (3). A leader who exhibits TFL behavior is inspired to work with employees to make the necessary adjustments to enhance professional nursing performance, discipline, and efficiency. (4).

According to a study report that the nurses demand will be increase 15% in 2026 due to older population's increased needs, an increase in the number of people with chronic conditions, and a greater emphasis on preventive care (5). Poor management is one of the factors that is contributing to this shortage in Pakistan's clinical setting, where job turnover continues to rise on a daily basis, which has an effect on the quality of patient care (6). The primary responsibilities of a Nurse Manager include clinical nurse satisfaction and retention. In government hospitals, a lack of strong TFL is a constant issue, resulting in the day-to-day deterioration of healthcare providers' performance. The use of TLF improves nurse performance and can help nurses change their attitudes and actions in regard to the goals that have been given to them. In the clinical setting, nurse leaders who use TFL reduce stress and improve workout results (Cahyono *et al.*, 2020).

One of the most important aspects of inspirational motivation is the transformational leader's capacity to effectively communicate the primary objectives and adjustments that followers are required to make, as well as the leader's idealized outlook for the future (7). The leader inspires those who follow them to be as creative and imaginative as possible in their search for answers and success (8).

The leader's coaching and mentoring approach to recognizing each follower's needs is referred to as individual consideration. This quality is possessed by a transformational leader, who pays individual attention to each team member and takes into account individual differences (9). In many hospital settings, TFL has become the dominant leadership style for nursing competence and effectiveness. (10). Behavior as a method by which nurses promote the

development, implementation, assessment, and evaluation of innovative ideas. In the healthcare industry, innovation refers to new ways of doing things that result in noticeable performance improvements (11, 12).

In Pakistan, the primary issue of transformative leadership performance and its consequences have received little attention. One of the reasons for failing to meet required standards is a lack of qualified nurse managers. There are a number of issues and concerns plaguing public hospitals. TFL is necessary because there is a persistent concern about the decline in the performance of healthcare professionals. Sadly, in open clinics, there is critical lacking of extraordinary pioneers, bringing about everyday deteriorating of attendant's presentation and unfortunate patient results. Additionally, in order to achieve meaningful and positive outcomes, TFL among nurse managers is a topic of critical importance and urgency at this time.

Research Hypothesis

- H0: There is no effect of TFL educational program on behaviour of Nurse Managers working at tertiary care hospital Lahore, Pakistan
- Ha: There is an effect of TFL educational program on behaviour of Nurse Managers working at tertiary care hospital Lahore, Pakistan

Material and Methods: A non-randomized intervention design was used, featuring one intervention group and one control group. This study took place at two tertiary care hospitals in Lahore, Pakistan: Mayo Hospital (public) and Shalamar Hospital (private). Participants, consisting of both male and female nurse managers aged between 30 and 45 with five years of clinical working experience, were selected through a purposive sampling strategy. However, individuals with managerial experience in developed countries (e.g., the United States of America, Canada, the United Kingdom, Germany, Japan, Italy, and France) were excluded.

Initially, data were collected using the Leadership Practice Inventory through questionnaires for pre-assessment. Following the pre-data collection, no educational program was provided to the control group, while the intervention group received an educational program in the form of a half-day workshop. The workshop included presentations and case scenarios on Transformational Leadership (TFL), derived from relevant literature and textbooks. After completing the second phase, post-data were collected from study participants after a two-week interval. Data were analyzed using the Statistical Package for Social Sciences (SPSS) version 25 software, displayed in the form of a frequency distribution table and percentage. The statistical significance for the intervention group was determined using the paired t-test with a significance level set at $P < 0.05$.

Results:

Table 1: The demographic variables of the Nurses Manager

Demographic Variables		Frequency (n)	Percent (%)
Your Age in Year	30-35 Year	24	100.0
What is your Gender	Male	2	8.3
	Female	22	91.7
Working Department	ICU or CCU	11	45.8
	Medical	3	12.5
	Surgical	5	20.8
	Ophthalmology	1	4.2
	Emergency	2	8.3
	Any Other	2	8.3
Your Educational Status	General Nursing	15	62.5
	BSN or Post RN	9	37.5
Marital Status	Single	14	58.3
	Married	10	41.7
Receive any training Workshop over leadership	Yes	4	16.7
	No	20	83.3

Analyzed by frequency n and percentage %

This study found that most of the study participants were female 97.1%, worked in an intensive care unit 20.8%, diploma holder and married 58.3%. This result further showed that majority of the participants, or 83.3%, did not attend any kind of leadership training workshop before to this study.

Table No 2: Behaviors of the nurses Manager before transformational education program

	n	%	x	S.D
Poor Behaviour	21	87.5	113.91	11.14
Good Behaviour	3	12.5		

Analyzed by frequency *n* and percentage % mean(*x*) and Standard Deviation (*S.D*)

Table no 2 showed that the majority of the participants, approximately 21 out of 24, had poor behaviour on the basis of the inducing questionnaire prior to the interventional programme and just 3 participants received good scores on the likert scale, indicating that they had good behaviour. The mean (*x*) 113.91 with a standard deviation 11.14 indicated that most of the Nurses score below 120 which indicated a poor behaviour of nurse's manager.

Table 3: Post intervention Behavior of Nurse Managers working at tertiary care hospital Lahore between groups

Participants Group	N	X	S.D	t	P-value
Control	12	111.25	9.76	2.329	.029
Intervention	12	122.41	13.43		

Analyzed by independent *t* test with a significance <0.05

This finding demonstrated that there is a difference in the effects of a TFL educational programme on the behaviour of Nurse Managers between the control and intervention groups. The reported control group mean (*x*) and standard deviation (*S.D*) 111.25+9.76 were less than the intervention group mean and standard deviation 122.41+13.43, with a significance of *p* equal to 0.029, as shown in table 5, there was a significant difference in the behaviour of nurses managers between two groups with a $P < 0.05$.

Discussion: The results of this study indicate that the majority of participants fell within the age range of 30 to 35. Among them, 97.1% were female, with a significant portion (58.3%) being married. In terms of workplace distribution, 45.7% worked in the intensive care unit, and 62.5% held a post RN degree. These findings align with a previous study by Ullah and Khan (2020), where 31.1% of respondents were male, and those between 26 and 31 years old constituted a significant proportion. The analysis of qualifications reveals that 33.5% of the population held a diploma. (13). Nevertheless, Mushtaq and colleagues' (2022) investigation revealed that half of the research participants fell within the age range of 46 to 60. The educational outcomes mirrored our study, indicating that 85% of nurse managers possessed a diploma, and a significant majority (83%) were married (14).

This study additionally reveals that the predominant behavior among participants, specifically 21 out of 24, was assessed as poor, while only three participants achieved high scores on the Likert scale, indicating commendable behavior. This observation is substantiated by the research conducted by Olu Abiodun and Abiodun (2017), which noted that the perception of a leader's ability to convince followers of their vision received the lowest mean score (3.50+0.73) (15). Bowman's (2022) study findings indicate that while four out of the six categories demonstrated improvement from the pre-test to the post-test, the sole statistically significant change observed between the pre-intervention and post-intervention surveys was an enhancement in nurses' attitudes toward patients in the behavioral health field (16). As per Carrara and Fernandes, the contemporary and evidence-supported approach to addressing negative attitudes involves elevating mental health literacy through in-person or online training. These results align with prior research indicating that educational interventions have a positive impact on attitudes toward patients in the behavioral health field (17). Similar to the research conducted by Abd Elrhaman and Abd Allah, it was observed that educational interventions played a role in enhancing both the knowledge levels and behaviors of nurse managers (18).

The findings of the study suggest differences in the influence of a TFL educational program on the behavior of Nurse Managers in both the control and intervention groups. In the control group, the mean (*x*) and standard deviation (*S.D*) were 111.25+9.76, which were less than those in the intervention group (122.41+13.43), and this distinction was statistically significant ($p = 0.029$). Furthermore, there was a significant divergence in behavioral intention scores between pre- and post-tests in the intervention group ($P < 0.05$), as indicated by the study (19). This discourse is closely linked to changes in behavior, as confirmed by other researchers as well (20). Furthermore, according to Silverplast (2022), an augmentation in intention typically corresponds with a shift in behavior (21).

Conclusion

The study revealed that the majority of nurses in this study were females in the late young age range of 30 to 35 years. They were employed in a critical care area, held a general nursing diploma, and were single. Furthermore, the study indicated a significant effect of the transformational educational program on the behavior of the nurses' managers with a

p-value of less than 0.05. This study offers evidence supporting the efficacy, design, and evaluation of transformational educational interventions for nurse managers working in a tertiary care hospital in Lahore, Pakistan.

- 1) _____ leader is one who is focused on developing a long term vision
- 2) for the company and who uses a charismatic personality to communicate his or her vision
- 3) to the employees.
- 4) a. transactional
- 5) b. transformational
- 6) c. rational
- 7) d. commit

A(n) _____ leader is one who is focused on developing a long term vision for the company and who uses a charismatic personality to communicate his or her vision to the employees.

- a. transactional
- b. transformational
- c. rational
- d. committed

A(n) _____ leader is one who is focused on developing a long term vision for the company and who uses a charismatic personality to communicate his or her vision to the employees.

- a. transactional
- b. transformational
- c. rational
- d. co

References

1. Wu X, Hayter M, Lee AJ, Yuan Y, Li S, Bi Y, et al. Positive spiritual climate supports transformational leadership as means to reduce nursing burnout and intent to leave. *Journal of nursing management*. 2020;28(4):804-13.
2. Harb B, Sidani D. Transformational leadership for organizational change in the Lebanese public sector. *Problems and Perspectives in Management*. 2019;17(2):205-16.
3. Boamah SA, Spence Laschinger HK, Wong C, Clarke S. Effect of transformational leadership on job satisfaction and patient safety outcomes. *Nurs Outlook*. 2018;66(2):180-9.
4. Mushtaq K, Hussain M, Perveen K, Afzal M, Khan S, Gilani SA. Impact of Transformational Leadership Intervention on Head Nurses Working in Government Hospital. *Pakistan Journal of Medical and Health Sciences*. 2021;15:2417-21.
5. Warshawsky NE. Promote nurse manager job satisfaction and retention. *Am Nurse Today*. 2018;13(8):33-4.
6. Khan N, Jackson D, Stayt L, Walthall H. Factors influencing nurses' intentions to leave adult critical care settings. *Nurs Crit Care*. 2019;24(1):24-32.
7. Jamali A, Bhutto A, Khaskhely M, Sethar W. Impact of leadership styles on faculty performance: Moderating role of organizational culture in higher education. *Management Science Letters*. 2022;12(1):1-20.
8. Amor AM, Vázquez JPA, Faiña JA. Transformational leadership and work engagement: Exploring the mediating role of structural empowerment. *European Management Journal*. 2020;38(1):169-78.
9. Aboramadan M, Dahleez KA. Leadership styles and employees' work outcomes in nonprofit organizations: the role of work engagement. *Journal of Management Development*. 2020;39(7/8):869-93.
10. Hoogeboom MA, Wilderom CP. Advancing the transformational–transactional model of effective leadership: Integrating two classic leadership models with a video-based method. *Journal of Leadership Studies*. 2019;13(2):23-46.
11. Lappalainen M, Härkänen M, Kvist T. The relationship between nurse manager's transformational leadership style and medication safety. *Scandinavian journal of caring sciences*. 2020;34(2):357-69.
12. Baker K. Commentary: Does thriving and trust in the leader explain the link between transformational leadership and innovative work behaviour? A cross-sectional survey. *Journal of Research in Nursing*. 2020;25(1):52-3.
13. Ullah Z, Khan MZ. The impact of transactional and transformational leadership on job related outcomes in the nursing profession. *Sarhad Journal of Management Sciences*. 2020;6(1):143-60.
14. Mushtaq K, Hussain M, Perveen K. Impact of transformational leadership intervention of head nurses among front-line solders (staff nurses) working in government hospital. *Journal of the Pakistan Medical Association*. 2022;72.
15. Olu-Abiodun O, Abiodun O. Perception of transformational leadership behaviour among general hospital nurses in Ogun State, Nigeria. *International Journal of Africa Nursing Sciences*. 2017;6:22-7.
16. Bowman CC. The Effect of an Educational Intervention on Attitudes Toward Behavioral Health Patients Among Medical Floor Nurses: A Pilot Study. 2022.
17. Carrara BS, Fernandes RHH, Bobbili SJ, Ventura CAA. Health care providers and people with mental illness: An integrative review on anti-stigma interventions. *International Journal of Social Psychiatry*. 2021;67(7):840-53.

18. Abd-Elrhaman ESA, Abd-Allah NA. Transformational Leadership Educational Program for Head Nurses and its Effect on Nurses' Job Performance. *American Journal of Nursing*. 2018;7(4):127-36.
19. Rostami F. Effect of Educational Intervention on Nurses' Attitude, Intention and Behaviour Towards Family-Centered Care in Pediatric Wards in Iran: A Randomized Control Trial Utilizing Prospect Theory. *Advanced Emergency Medicine*. 2019;8.
20. Ravis A, Sheeran P. Descriptive norms as an additional predictor in the theory of planned behavior: A meta-analysis. *Planned Behavior*. 2017:43-62.
21. Silverplats J, Strömsöe A, Äng B, Södersved Källested M-L. Attitudes towards cardiopulmonary resuscitation situations and associations with potential influencing factors—A survey among in-hospital healthcare professionals. *PLoS One*. 2022;17(7):e0271686.