

ST.MARY'S UNIVERSITY COLLEGE

**FACULTY OF BUSINESS
DEPARTMENT OF MANAGEMENT**

**AN ASSESSMENT OF LEADERSHIP
PRACTICES IN THE CASE OF OPEN &
DISTANCE LEARNING OF ST.MARY'S
UNIVERSITY COLLEGE**

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The success of any business organization depends on the efficiency and ability of its leadership. Leadership should exist in any organization in every situation. If some one tries to influence the behavior of another individual or a group, we say there is leadership in an organization. The effort of subordinates (followers), are to be channeled in the right direction. As leaders, they are not only the responsible for directing their followers but also responsible for the attainment of goals of the organization. In business and industrial organizations, managers play the role of leader and acquire leadership of subordinates, employees and workers working under them and are instrumental in guiding their efforts towards the achievement of organizational goals. Managers work under the framework of rules and regulations and employees can be controlled automatically. However, they still need a leader who inspires guides and directs them in their work. This is not done by rules and regulations. They are passive guides. Leaders activate the people. Leaders make them work. Leadership influences behavior of the people. Leadership has the ability to attract others and causes them to follow. It is a role individuals play in a group at a given time and acquires dominance and the follower accepts his directives and control. Leadership provides direction and vision for future (Singh; 2003:325).

If Leaders are able to exercise the above activities in their group of employees, they will be able to lead effectively.

St. Mary's University College is one of the biggest private higher education institution that provide service in our country In March 2000. St.Mary's University College opened its distance education division with business and law fields as its focus. A year after its establishment, it widened its training program and includes varies fields of studies in teacher education. The distance education division trains student both at undergraduate (10+1,10+2)

certificate, diploma, BA degree, post graduates level (MA) degree. The post-graduate program is given in partnership with Indira Gandhi National Open University (IGNOU). This higher education institution has 200 coordination center through out the world, which are responsible for registration of student, distribution of learning material, organization and coordination of tutorial and examination session in the region. The centers are also responsible of the regions.

The purpose of the study is therefore to asses to what extent these leadership activities are exercised by the leadership of St.Mary's university college of open and Distance Learning and identify the core problems that require immediate solution.

1.2 Statement of the Problem

Effective leaders can create comfortable situations in the working environment and can enhance the performance of employees in their work by initiating the workers by different mechanisms. As a result of this, the organization builds a good image in the eyes of customers. If the leaders know different behaviors/styles of leadership, they will be able to manage or lead their followers effectively and the organization can be more profitable and attractive. Unless they adopt the qualities and behaviors of leadership, their followers will not accomplish the work that they want to be accomplished and this significantly affects the organization's performance and good image.

In St'Mary's university college Open & Distance learning, not only one kind and type of staffs are employed but a human resource with variety of skills, knowledge and competencies are acquired. They differ in quality, determination and their attitude towards the organization culture. And the leaders have a great responsibility to create conducive working environment between those different employees to build the good image of the organization and achieve the goal of the organization.

However, as a result of poor management, significant problems are observed among employees of St'Mary's university college open & distance learning. Those are employees do not seem to be satisfied with their work, they do not have the initiative to work without supervision and perform their work at the right time. The turnover rate and absenteeism in

the organization is also increasing from time to time. To this end, the researcher is motivated to assess this through research. This research is, therefore, trying to seek answer to the basic research questions indicated below.

1.3 Basic Research Questions

This research tries to answer the following basic questions:

1. To what extent do the leaders at different levels try to use different leadership styles to deal with different situations?
2. What are the major factors that influence the leadership role of the management in the organization?
3. How is that the leaders influence their employees to achieve the organization's goals and objectives?
4. How often absenteeism and turnover are related with leadership problems?

1.4 Objectives of the Study

General Objective

The general objective of the study is to examine the leadership practice of St.Mary's University College of Open and Distance Learning and identify the major leadership gaps and suggest possible solutions so as the college can take the required corrective measures and improve the situation.

Specific Objectives

Specifically, the objectives of the study can be stated as follows;

- To examine what mechanisms the leaders mostly use to influence their employees.
- To identify the major factors that influences the leadership role of the management in the organization.
- To investigate the perception of employees towards the leadership skill or quality of their superiors.
- To determine the rate of turnover and frequency of absenteeism in the organization related to leadership problems and
- To suggest corrective measures to improve the weaknesses observed.

1.5 Significance of the Study

The significance of the study is that, it will enable the organization to realize its leadership strengths and weaknesses and take corrective measures. The researcher believe that study is expected to give some basic idea that help serve as a stepping stone for those who are interested to carry out in-depth study in the area. It may also help the existing body to know and realize their gaps and take corrective action.

1.6 Delimitation of the study

The College of open and Distance Learning head office is found in Addis Ababa at Lideta Sub City near Ethiopian Oil Company. St.Mary's University College Open & Distance Learning has many branches in the country / in Ethiopia/. The study was delimit to an assessment of leadership practices in the case of St.Mary's University College Open & Distance Learning Head office.

1.7 Research Design and Methodology

1.7.1 Research Design

The research method used is Descriptive method followed by qualitative & quantitative approach. The data were tabulated and analyzed using frequency count and percentage. Finally, the findings of the study where summarized and conclusions and recommendations were drawn the findings.

1.7.2 Population and Sampling Technique

The population of the study includes management staff and employees of St.Mary's University college of open & distance education. The researcher used stratified random sampling technique to select the sample respondents. Thus, the respondents were categorized by departments and 78 respondents randomly selected from the total number of 259 employees. Thus, 30% of the total population of the study was taken as sample. Moreover, management staffs were selected using purposive sampling for the administration of focused interview, from the total number of workers holding management position.

1.7.3 Sources of Data

The student researcher used two sources of data. Thus, Primary and secondary data sources were used. The reason why the researcher intends to use primary source of data was to obtain up to date and first hand information from the sample respondents. Secondary data is also essential to support information obtain from the primary source and to get information which can not be obtain from this source. These secondary sources include available research undertakings, documents and other published and unpublished materials.

1.7.4 Methods of Data Collection

The Primary data were collected both through interview and questionnaire. Interview conducted with the manager of the institution, different heads of departments and questionnaire distributed among sampled population elements of the institution.

Secondary data gathered from varieties of documents, such as annual meetings, minutes and reports.

1.7.5 Method of Data Analysis

After the relevant data is properly gathered, it analyzed by using different statistical techniques such as descriptive static and tally system and presented using tables and percentages.

1.8 Limitation of the Study

Research work requires availability of sufficient time, money and other resources. Particularly time is the major resources affecting the research work. In addition, the unwillingness of the concerned representative to give adequate information limited this research not to have investigation as expected.

1.9 Organization of Study

The research paper where consists of four chapters. The first chapter starts with introduction Part and includes background of the study, Statement of the problem, objective of the study, methodology of the study, scope, significance of the study, organization of the study. The

second chapter elaborates the reviewed literatures and views of different writers about the study. The third chapter deals with data presentation, analysis and interpretation. The final chapter deals with summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

2.1 The definition of Leadership

There is no clear definition regarding exactly what leadership is and how the term should be defined. There are almost many definitions of leadership. Some of these are the following:

Good leaders are made not born. If you have the desire and will power, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience (Jago, 1982).

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. This definition is similar to Northouse's (2007, p3) defined that states leadership is a process whereby an individual influences a group of individuals to achieve a common goal.

According to Mcshane and Glinow (2000:434), leadership is the process of influencing people and providing an environment for them to achieve team or organizational objectives. Effective leaders help groups of people define their goals and find way to achieve them. They use power and persuasion to ensure that followers have the motivation and role to achieve specified goals. Leaders also arrange the worker environment such as allocation of resources and altering communication patterns. So that employees can achieve corporate objectives more easily.

Tannenbaum, Weschler and Massarik define leadership as interpersonal influence exerted in a situation and directed through the communication system to wards the attainment of specific goals; overall, as various literatures reveal, leadership is used in behavioral science with three major meanings these are the characteristic of position, the feature of an

individual and a category of behavior and its relation oriented involving the influencing agent and the individuals influenced.

Robbins defined leadership as the ability to influence a group toward the achievement of goals. The source of this influence may be formal as exemplified by the possession of managerial rank in an organization. However, neither all leaders are managers nor all managers are leaders. The mere provision of certain rights does not ensure that managers will be able to lead effectively. It is observed that in non-sanctioned leadership, the ability to influence which arises outside the formal structure of the organization may be as significant, or even more significant, than formal influence. Thus, leaders can emerge from within a group or may be formally appointed.

Thus, leadership is a process of influencing and shaping the potential behavior of people in the system.

2.2 Characteristics of Leadership

According to Jago, as quoted in (Singh 2003:493), a leader has inherent qualities and traits which assist him in playing a directing role and wielding commanding influence over others. Some of these traits are: energy, drive, appearance, present ability, sense of cooperativeness, enthusiasm, personality, height and weight, initiative, judgment, self-confidence, sociability, tact and diplomacy, moral courage and integrity, will power and flexibility, emotional stability, and knowledge of human relation.

The leadership behavior is directly related to individual and group work activity, loyalty of the group, absences for mover and employee morale. These are some of the indicators which to some degree reflect the effectiveness of leadership behavior.

2.3 Personal Characteristics of Leaders

Some behavioral characteristics may be common to most of the successful and effective leaders. As revealed by Singh (2003:494), some of these include the following:

- **Ability to inspire others:** This ability may be due to an “internal Charisma” which is an inborn trait and may not be a learnable factor.
- **Problem Solving Skills:** An effective leader has developed the patience and ability to look at the problem from various angles and identify the cause of the problem and tries to solve the problem from its roots rather than the symptoms of the problem.
- **Emotional maturity:** Emotional stability and maturity is a major ingredient for effective leadership. It pertains to good adjustment to life, calm, cool and calculated reaction to undesirable situations and obstacles and normal acceptance of success as well as failure.
- **Ability to understand human behavior:** A leader must understand the need, desires and behaviors of their subordinates and show respect for such desire.
- **Verbal assertiveness:** A leader must be an effective order and must be confident of his view and opinion.
- **Willingness to take risk:** They must accept and seek new challenges.
- **Dedication to Organizational goals:** A leader must demonstrate his dedication and commitment to the organization mission, goals and objectives by hard work and self-sacrifices.

Skill on the art of compromise: Settling differences is a vital part of leadership and genuine differences must be solved by compromise and consensus.

2.4 Factors that affect Leadership Effectiveness

According to Allio (1999:42), the factors that affect the leadership effectiveness include the following:

- a. **Arrogance:-** The most important contributor to leadership failure is pride and arrogance. Leaders invariably fail when they step over the line between passionate commitment to a great and obsessive monomania or excessive ambition. Autocracy, false heroism, and excessive egotism all contribute to failure.
- b. **Loss of Focus:-** Complacency and failure to keep an eye on the ball are cardinal sins in a world in which competitors show no mercy and the pace of change is rapid. But even leaders who stick to their knitting can lose if they do not adapt to new challenges.

- c. **Lack of Character, Integrity, Ethics and value:-** Providing moral leadership is just as important as providing strategic leadership. Counterfeit leaders those who have assumed positions of authority with out understanding what leaders do, how they must behave, and how they must relate to their followers or abundant. Some people lull followers in to euphoria, seduce them in to blindly following like lemming over the cliff. In many cases, ironically, the followers must share the blame far the failure of their leaders. Simply watching as the organization deteriorates, abdicating personal responsibility for decisions these are the symptoms of a conspiracy between leader and follower.

2.5 Characteristics of Effective Leadership

An effective leader is crucial to any successful business. There are many factors that contribute to effective leadership, among these five of them are addressed in this part:-

The first characteristic of effective leadership is empathy, an understanding and identification with another person's feelings, situation and goals. Showing such empathy even in difficult situations will win you kudos with the staff. In the event of a conflict, a good leader will be able to empathize with both sides, while being able to negotiate an amicable solution. Your staff will work much better with you when you show some empathy.

Secondly, an effective leader shows a tenacious determination and resolve, never wavering in spite of obstacles. Together with a positive attitude, this can turn around an almost impossible situation, thus enabling others to see the brighter picture and carry on with the task at hand, keeping the end result in mind.

Thirdly, one must be able to detach them selves from the situation and analyze it from a distance. The effective leader is calm and composed in the face of turmoil and uncertainty. This stability like a rock gives a certain sense of character and offers some peace of mind to others who may be mindlessly caught up in that turmoil.

Fourthly, a leader must have excellent communication skills. Leader must be comfortable running meetings and making presentations. His presentation skills have to be excellent, and be able to convey accurately the essence of the subject at hand and be able to address any ambiguities before they come up. Such communication skills will have to be learned along the way to being a good leader or manager.

Lastly, an effective leader has to be resourceful enough to find the resources that are needed. Not every leader will have an intimate knowledge of the subject, but leader will be able to turn to the people in the know and gather any necessary resources as required.

2.6 Style of Leadership

Leadership style is the way in which the function of leadership is carried out, the way in which the manager typically behaves towards members of the group.

There are many dimensions to leadership and many possible ways of describing leadership style, such as dictatorial, unitary, bureaucratic, benevolent, charismatic, consultative participative and abdicator (Mullins, 1996:259).

The authoritarian (or autocratic) style: is where the focus of power is with the manager, and all interactions with in the group move towards the manager. The manager alone exercises decision, and authority for determining policy, procedures for achieving goals, work tasks and relationships, control of rewards or punishment.

The democratic style: is where the focus of power is more with the group as a whole and there is greater interaction with in the group. The leadership functions are shared with members of the group and the manager is more part of in a team. The group members have a greater say in decision making, determination of policy, implementation of systems procedures.

A genuine laissez – faire style: is where the manager observes that members of the group are working well on their own. The manager consciously makes a decision to pass the focus of power to members, to allow them freedom of action and not to interface, but is readily available if help is needed. There is often confusion over this style of leadership behavior. The word genuine is emphasized because this is to be contrasted with the

manager who could not care, who deliberately keeps away from the trouble spots and does not want to get involved.

The manager just lets members of the group get on with the work in hand. Members are left to face decisions which rightly belong with the manager. This is more a non style leadership or it could perhaps be labeled as abdication.

The six styles of leadership are on a continuum. The basis of the continuum is the amount of freedom that the leader allows to others in making decisions. These six styles are divided into three style categories: directive, interactive, and nondirective (Table i).

Table: i) The Leadership Styles and Categories

Category	Style	Definition
Directive	Autocratic	Declares what is to be done without explanation.
	Benevolent Autocratic	Declares what is to be done with an explanation.
Interactive	Consultative	Gets opinions before deciding on the plan presented.
	Participative	Formulates alternatives with group, then decides.
Nondirective	Consensus	All in group have equal voice in making decisions.
	Laissez-Faire	Leaves it up to group to decide what to do.

In the directive style category, the leader states what will be done. When using the autocratic style, the leader gives no explanation when giving an order. While using the benevolent autocratic style, the leader gives a rationale with the order.

In the interactive styles category, the leader asks for the opinions of subordinates before deciding. In the consultative style the leader asks for opinions on a tentative plan

of action and then decides. In the participative style, the leader asks for group input in formulating plans and then the leader decides.

In the nondirective styles group, the leader lets the subordinates decide what will be done with or without any influence from the leader. In the consensus style, the group decides what to do with the leader participating along with other members of the group. In the laissez-faire style, the leader presents the problem to the group and then leaves it up to them to decide what should be done.

2.7 Theory of Leadership

Interest in leadership increased during the early part of the twentieth century. Early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and skill levels. While many different leadership theories have emerged, most can be classified as one of eight major types that are listed below:-

1. "Great Man" Theories:

Great man theories assume that the capacity for leadership is inherent – that great leaders are born not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality.

2. Trait Theories:

Similar in some ways to "Great Man" theories, trait theories assume that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders. If particular traits are key features of leadership, then how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership.

3. Contingency Theories:

Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to these theories, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation.

The contingency perspective of leadership is based on the idea that the most appropriate leadership style depends on the situation. Most leadership theories assume that effective leaders must be both insightful and flexible. They must be able to adapt their behaviors and styles to the immediate situation. This is not easy to do; however, Leaders typically have preferred style. It takes considerable effort to learn when and how to alter one's style to match the situation. As noted earlier, leaders must have a high emotional intelligence, particularly as self monitoring personality so they can diagnose the circumstances and match their behaviors accordingly (Hane and Glinow; 2000:435).

According to Mullins (1996:265), despite the limitations of the situational approach, situational factors are important considering the characteristics of leadership. More recent studies focus on the interaction between the variables involved in a leadership situation and patterns of leadership behavior and provide another general approach to the study of leadership, i.e. contingency theory. Contingency theories are based on the belief that there is no single style of leadership appropriate to all situations.

4. Situational Theories:

Situational theories propose that leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of decision-making.

According to Mullins (1996:264) the situational approach concentrates on the importance of the situation in the study of leadership. A variety of people with differing personalities and from different back grounds have emerged as effective leaders in different situations. The person who becomes the leader of the work group is thought to be the person who

knows best what to do and is seen by the group as the most suitable leader in the particular situation.

The continuum of leadership behaviors draws attention to forces in the situations as one of the main forces influencing the nature of managerial behavior. The situational approach emphasizes the situation as the dominant feature in considering the characteristics of effective leadership.

There are, however limitations to the situational approach. There are people who possess the appropriate knowledge and skills and appear to be the most suitable leaders in a given situation, but who do not emerge as effective leaders. Another limitation, it is not usually practicable to allow the situation continually to determine who should act as the leader.

5. Behavioral Theories:

Behavioral theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviorism, these leadership theories focuses on the actions of leaders not on mental qualities or internal states. According to these theories, people can learn to become leaders through teaching and observation.

6. Participative Theories:

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others.

7. Management Theories:

Management theories, also known as transactional theories, focus on the role of supervision, organization and group performance. These theories base leadership as a system of rewards and punishments. Managerial theories are often used in business; when

employees are successful, they are rewarded; when they fail, they are reprimanded or punished. Learn more about theories of transactional leadership.

8. Relationship Theories:

Relationship theories, also known as transformational theories, focus upon the connections formed between leaders and followers. Transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. Leaders with this style often have high ethical and moral standards.

CHAPTER THREE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This study tries to reveal the leadership practice in St. Mary's University College of Open and Distance Learning. To come up with the required results, the researcher has used questionnaire and interview as data collection tools and distributed to the sample respondents. The questionnaires were distributed to 78 selected respondents from this distributed questionnaire 62 were filled and returned.

In this part of the study, the data collected through questionnaire and interview are tabulated, analyzed and interpreted. This chapter has three parts. The first part presents that characteristic of the respondents. The second part presents detailed analysis and discussion of data collected through the distribution of questionnaire. The third and last part of the chapter discusses the information obtained through the administration of interview and from the documents as well.

3.1 Characteristics of the Respondents

Table 1: Respondents according to Sex, Age, and Educational Qualification

Item No.	Item	Respondents			
		Male		Female	
		No.	%	No.	%
1.	Sex				
	a. Male	20	32.26		
	b. Female			42	67.74
	Total	20	32.26	42	67.74
2	Age				
	a. Below 20	-	-	-	-
	b. 20 – 30	8	12.91	27	43.55
	c. 31 – 40	12	19.35	15	24.19
	d. 41 – 50				
	e. Above 50				
	Total	20	32.26	42	67.74
3	Educational qualification				
	a. 12 th complete	-	-	-	-
	b. Certificate	4	6.45	2	3.23
	c. Diploma	10	16.13	28	45.16
	d. Degree	6	9.68	12	19.35
	e. MA and Above	-	-	-	-
	Total	20	32.26	42	67.74

(Source: Primary data)

As shown in item 1 of table 1 above, out of the 62 employee respondents, 20 (32.26%) of them are Male and the rest 42 (67.74) are females. This clearly indicates that the number of female employees in St. Mary's University College of Open and Distance Learning is

grater than that of their male counterparts. According to the respondents, in most successful service delivering organization female employees are preferable than males. As a result of this, St. Mary’s University College of Open and Distance Learning prefer to employ females.

Regarding the age range of the sample respondents, 35 (56.46) are between 20-30 and 27 (43.54%) of the employees are between the age of 31 -40. This may indicate in one hand that majority of the employees are junior and less experienced. In the other hand, this age range is the acceptable effective worker age range which is likely to increase the efficiency of the college.

As far as educational qualification of the respondents is concerned, as shown in item 3 of the table 6 (9.68%) of the respondents are certificate holders. while, 38 (61.29%) of the respondents are diploma graduates. The rest 18 (29.03) of them are Degree holders. The data indicated that 90.32% of the respondents are Diploma/BA holders. This may enable the organization to undertake its work easily by familiarizing them with the advanced technology. Thus, the college to be equipped with educated work force and educated work force is likely to be more productive and creative and be able to easily adapt to new technology.

3.2 Analysis of the findings

Table 2: Respondents’ Views on the Relationship they have with their Leaders

Item No.	Item	Alternatives	Frequency of responses	
			No.	%
4	Is there healthy relationship between the leaders and staff workers at different levels of the Open & Distance Learning?	a. Strongly Agree	-	-
		b. Agree	26	41.93
		c. Disagree	30	48.39
		d. Strongly Disagree	-	-
		e. undecided	6	9.68
		Total	62	100

As can be seen in table 2 above, 30 (48.39%) of the respondents pointed out that the relationship between leaders and staff members at different levels of the organization hierarchy is not that much healthy. But, 26(41.93%) of the respondents confirmed that there is healthy relationship. The remaining 6(9.68%) of the respondents were not able to decide. Therefore, according to the majority of the respondents relationship between leaders and workers is loose. This is likely to create inconveniences among employees and affect their willingness to comply with the rules and regulations of the college. They may loose self initiation to work towards the achievement of the college's goals and objectives.

Table 3: Competency of Supervisors to properly lead Departments/units

Item No.	Item	Alternatives	Frequency of responses	
			No.	%
5	To what extent is your immediate supervisor competent enough to properly lead the department or the unit?	a. To a very great extent	12	19.35
		b. To a great extent	35	56.46
		c. To some extent	12	19.35
		d. To less extent	-	-
		e. undecided	3	4.84
		Total	62	100

(Source: Primary data)

The data in table 3 above show that the majority of the respondents i.e. 35 (56.46%) are to a great extent satisfied with the leadership competency of their immediate supervisors. Moreover, 12 (19.35%) of the respondents are satisfied to some extent. The rest of the respondents i.e. 3(4.84%) abstain from giving any comment. This may indicate if the college has competent leaders at the supervisory level it may increase the quality of management in the college.

Table 4: Views of Respondents on how leaders treat their staff members?

Item No.	Item	Alternatives	Frequency of responses	
			No.	%
6	To what extent are the leaders at different levels of St. Mary's University College of Open and Distance Learning are fair in giving equal treatment to their staff members?	a. To a very great extent	13	20.97
		b. To a great extent	13	20.97
		c. To some extent	34	54.84
		d. To less extent	-	-
		e. undecided	2	3.22
		Total	62	100

(Source: Primary data)

As shown in table 4 above, 34(54.84%) of the respondents confirmed that to some extent that leaders at different levels of the open & distance learning treat their followers equally. On the other hand, 26(41.94%) of the respondents revealed that the leaders at different levels of the open & distance learning treat their staff members. equally. The rest are not able to decide or comment.

Table 5: Frequency of Leaders Communication with their staff members

Item No.	Item	Alternatives	Frequency of responses	
			No.	%
7	How often do leaders at different levels of the College of Open and Distance Learning communicate with employees?	a. Very often	8	12.90
		b. Often	10	16.13
		c. Some times	40	64.52
		d. Undecided	-	-
		e. Not at all	4	6.45
		Total	62	100

(Source: Primary data)

As can be seen from table 5 above, 40(64.52) of the respondents confirmed that the communication between employees and their immediate supervisors is low. The rest 8(12.90%), 10 (16.13%) and 4(6.45%) said that the frequency of communication is very often, often and not at all, respectively. Therefore, we can infer from the data that there is considerable communication gap between employees and supervisors. Thus, this is likely to result in slow flow of information and misunderstanding within the working forces of the college.

Table 6: Participation of Employees in Meetings

Item No	Item	Alternatives	Frequency of responses	
			No.	%
8	To what extent do you participate in meeting organized by the College of Open and Distance Learning?	a. To a very great extent	14	22.58
		b. To a great extent	6	9.68
		c. To some extent	22	35.48
		d. To less extent	10	16.13
		e. undecided	10	16.13
		Total	62	100

(Source: primary data)

Table 6 tries to assess the participation of employees in meetings organized by the college. Accordingly, 22 (35.48%) and 10(16.13%) of the respondents said that they do participate to some extent and to less extent respectively. The remaining 14(22.58%) and 6 (9.68%) on the other hand said that, they participate to a very great extent and to a great extent, respectively. But 10(16.13%) of the respondents chose to remain abstain. From the findings, we can say that most of the time they do not participate in meeting. As a result of this, they may not have awareness about actions that take place in the College of Open and Distance Learning

Table 7: Involvements of Employees in Decision Making Activities

Item No.	Item	Alternatives	Frequency of responses	
			No.	%
9	To what extent are you involved in decision making activities?	a. To a very great extent	2	3.23
		b. To a great extent	3	4.84
		c. To some extent	25	40.32
		d. To less extent	28	45.16
		e. undecided	4	6.45
		Total	62	100

(Source: primary data)

The data on table 7 above shows that, about 25 (40.32%) of the respondents felt that it is to some extent that they participate in decision making. Moreover, 28 (45.16%) of the respondents said that their participation is to less extent. However, 2(3.23%) and 3 (4.84%) of the respondents said that they do participate to a very great extent and to a great extent respectively. On the other hand 4(6.45) remained undecided. From the data, It can conclude that the management of the College of Open and Distance Learning doesn't sufficiently give chance to employees to involve in decision making activities as confirmed by respondents. This may indicate that the management of the college doesn't fully apply participative leadership style. This may result in high employee turnover, less motivation and low productivity of employees.

Table 8: Degree of Employees' Interest toward their Job

Item No.	Item	Alternatives	Frequency of responses	
			No.	%
10	How much is the degree of interest you have towards your job?	a. Very high	30	48.39
		b. High	20	32.26
		c. Neutral	12	19.35
		d. Low	-	-
		e. Very low	-	-
	Total	62	100	

(Source: primary data)

As indicated in table 8 above, 30(48.39%) of the respondents stated that the degree of interest they have towards their job is very high, 20(32.26%) of them also said high and the remaining 12(19.35%) remained neutral.

From the above information, it is possible to say that majority of the employees have highly interest in their jobs. This may imply that almost all of employees are assigned to the positions they hold based on their interest and ability.

Table 9. Respondent's views on the extent to which leaders initiate their staff members?

Item No.	Item	Alternatives	Frequency of responses	
			No.	%
11	To what extent do leaders at different levels of the college initiate their staff members?	a. To a very great extent	10	16.13
		b. To a great extent	10	16.13
		c. To some extent	24	38.71
		d. To less extent	10	16.13
		e. undecided	8	12.90
	Total	62	100	

(Source: primary data)

As shown in table 9 above, 24(38.71%) of the respondents confirmed that it is to some extent that leaders at different levels of the college initiate their staff members. Moreover, 10(16.13%) of the respondents said that it is to less extent that they initiate their followers. However, 10(16.13%) of the respondents said that they initiate to a very great extent and to a great extent, respectively. The rest are not able to decide.

From the data, it is clearly observed that most of the leaders do not initiate their staff workers. As a result of this, employees may not be motivated to accomplish their work efficiently and effectively and this will certainly affect the way of achieving the objectives of the college.

Table 10: The Degree of Leaders Ability to understand their Staff member interest.

Item No.	Item	Alternatives	Frequency of responses	
			No.	%
12	What is the degree of leaders' ability to understand their staff member's interest?	a. Very high	12	19.35
		b. High	8	12.90
		c. Neutral	20	32.26
		d. Low	22	35.48
		e. Very low	-	-
		Total	62	100

(Source: primary data)

Table 10 tries to indicate the degree of the leader's ability to understand their staff member's interest. Accordingly, about 22 (35.48%) of the respondents said that the ability of the leaders to understand their staff members interest is low and 20 (32.26%) of the respondents remained neutral. The remaining 12 (19.35%) and 8(12.90%) said that, it is very high and high respectively. This shows that there is less communication between leaders and employees and there is a gap between them. If employees feel that their leaders don't understand them, they may not be motivated and leave their job and the college in the meantime.

Table 11: Views of respondents on the behaviors demonstrated by the immediate supervisor

Item No.	Item	Alternatives	Frequency of responses	
			No.	%
13	Is your immediate Supervisor is tolerant?	a. Strongly Agree	10	16.13
		b. Agree	20	32.26
		c. Disagree	28	45.16
		d. Strongly Disagree	-	-
		e. undecided	4	6.45
		Total	62	100
14	Is your immediate supervisor is fit enough to the position he/she holds?	a. Strongly Agree	50	80.65
		b. Agree	10	16.13
		c. Disagree	2	3.22
		d. Strongly Disagree	-	-
		e. undecided	-	-
		Total	62	100
15	Does your immediate supervisor have the ability to accept and seek new challenge?	a. Strongly Agree	4	6.45
		b. Agree	18	29.03
		c. Disagree	30	48.39
		d. Strongly Disagree	-	-
		e. undecided	10	16.13
		Total	62	100
16	Does your immediate supervisor demonstrate his dedication and commitment to the college mission, goals and objectives by hard work?	a. Strongly Agree	30	48.39
		b. Agree		
		c. Disagree	26	41.94
		d. Strongly Disagree	-	-
		e. undecided	6	9.67
		Total	62	100

(Source: primary data)

As shown in item 1 of table 11 above, 28(45.16%) of the respondents disagree with the statement is your immediate supervisor is tolerant? On the other hand 20(32.26%) of the respondents agree with the statement. However, 4(6.45%) of the respondents remained abstain.

From the information obtained, we understand that though majority of the leaders seems to be tolerant, there are considerable numbers of leaders who lack tolerance. This may result in conflict between leaders and staff members affect the productivity and stability of the college.

In item 2 of the same table, 2(3.22%) of the respondents do not agree or disagree with the statement “Is your immediate supervisor fit enough to the position he/she holds”. The remaining 10(16.13%) however agree with the statement. From the response we can say that the majority of the leaders are not assigned based on their competency and this may hamper the management system of the college.

When we proceed to item 3 of table 11 above 30(48.39%) of the respondents disagree with the statement “Does your immediate supervisor has the ability to accept and seek new challenges however, 18(29.03%) of the respondents agree with the statement and 10(16.13%) of respondents remained abstain. The remaining 4(6.45%) of the respondents strongly agree with the statement. From the data we can conclude that the leaders lack the ability in seeking and accepting new challenges. This may result delay in decision-making when new challenges happen.

The last item of table 11 shows that 30 (48.39%) of the respondents strongly agree with the statement. But, 26 (41.94%) of the respondents disagree with the statement. The remaining 6(9.67%) of the respondents choose to remain abstain. From the data we can conclude that the leaders at different levels of the organization are committed to their responsibility. This may help the college achieve the proposed goal efficiently and effectively.

Table 12. Respondent's views on the Monitoring Practices of Leaders

Item No.	Item	Alternatives	Frequency of responses	
			No.	%
17	To what extent do leaders at different levels of the college closely monitor schedules to ensure the timely completion of tasks?	a. To a very great extent		
		b. To a great extent	18	29.03
		c. To some extent	28	45.16
		d. To less extent	8	12.90
		e. undecided	8	12.90
		Total	62	100

(Source: primary data)

As shown in table 12 above, 28 (45.16%) of the respondents said that it is some extent that leaders monitor schedules. However, 18 (29.03%) of the respondents affirmed that leaders at different levels in the college do monitor schedules properly. On the other hand, 8(12.90%) of the respondents felt that it is less extent that leaders monitor scheduled activities. Moreover, the same percentage of respondents 8(12.90%) remained silent. Thus, from the data we can say that the leaders at different levels of the college do not properly monitor the schedules. As a result of this, it may create carelessness in the side of employees and it may affect the plan of the college negatively.

Table 13. Capability of Leaders to resolve conflict between employees and the management

Item No.	Item	Alternatives	Frequency of responses	
			No.	%
18	To what extent are the leaders capable to resolve conflict between employees and the management when it arises?	a. To a very great extent		
		b. To a great extent	30	48.39
		c. To some extent	24	45.16
		d. To less extent	8	12.90
		e. undecided		
		Total	62	100

(Source: primary data)

As shown in table 13 majority of the respondents that is 30 (48.39%) are satisfied with the capability of their leaders to solve conflicts that arise between employees and managements. However, 24 (45.16%) of the respondents said that, they are to some extent capable to resolve conflicts that arise between the employees and the managements. The remaining 8 (12.90%) of the respondents said that they are to less extent capable to resolve conflicts.

From the above findings, the majority of the responses imply that the leaders have the capacity in resolving conflicts. As a result of this, the working environment of the college can be peaceful and comfortable to employee's activity and build good relationship between employees and management. However, this finding is not reliable because it contradicts with the findings obtained from table 3,4 and 5.

The findings obtained from the interview show that, the college uses democratic leadership style for the success of the college. There is a smooth relationship between leaders and staff members unlike employee's responses.

In the college the leaders initiate employees to the successful achievements of their objectives by a means of creating team spirit between employees, giving the right reward for their performance, giving recognition, giving different benefits and so on. However,

from the responses of employees one can understand most of the leaders do not initiate their staff members.

The responses of the management regarding the mechanisms leaders use to influence employees indicate that the mechanisms leaders use to influence employees are by delegating responsibility by making the approach friendly, etc.

According to the leader's responses, they believe that they are competent enough for the position that they hold. The employees have also confirmed this. Moreover, we can understand from the responses that leaders have the ability to accept and seek new challenges.

As depicted by the leaders regarding the rate of turnover and absenteeism, they said it is high. Beside to this, the causes have been also indicated by the leaders. The causes are in conducive working environment, poor job assignment, and managerial problem; lose of control, and etc

Finally the leaders suggest the possible solution to minimize employees turnover and absenteeism are as follows: by making the environment conducive, invite the employees in decision making, improving college structure, assigning the right person at the right position, developing the skill of employees and leaders, and etc.

As the findings obtained from the interview, the college uses democratic leadership style. According to the leaders' responses, they believe that they are competent in performing their job. They also said that absenteeism and turnover is high, these two sentences contradict each other. This problem may be arises because although the leaders replied that they are competent they might not implement the strategies efficiently and this might cause the stated problem.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the main findings of the study and presents conclusions and gives recommendations for the identified problems based on the conclusions.

Summary of findings

The study tried to assess and analyze the leadership practice in St. Mary's University College of Open and Distance Learning. It was intended to suggest possible solution to the problems. According to the data obtained, the study has come with the following findings:-

- The study shows 47 (75.81%) of the respondents replied that leaders are competent enough to properly lead the department or work unit under their supervision.
- According to the majority of the respondents 30 (48.39%) the relationship between leaders and staff members seems to be loose.
- The finding shows that 54.84% of the respondents confirmed that leaders do not give equal treatment to their staff members.
- As the result indicates that 64.52% of respondents assures the communication gap between employees and the supervisors.
- As revealed by majority of the respondents, i.e 85.48% of the employees' participation in decision making and meetings organized by the college is low.
- The study shows that almost all (100%) employees have interest towards their job.
- The finding show that 54.84% the employees confirm that leaders are not actively involved in initiating their staff members
- According to the respondents, 35.8% of the degree of leaders' ability to understand their staff member's interest is low.
- As revealed by majority of the respondents the leaders are tolerant, but there are considerable numbers of leaders who lack tolerance as well.

Conclusions

On the basis of the findings stated above, the following conclusions can be drawn.

- Though the responses of the management staff do not coincide with the responses of the employees, majority of the respondents stated that there is no close relationship between employees and leaders. These show that there is communication gap between employees and leaders. Thus, absence of different interactions between employees and leaders may decrease the performance of employees and the college as well.
- According to the findings, leaders give unfair treatment for their staff members. As a result of this, employees' cooperation with their supervisors may be hampered and this may affect the profitability, reputation and competence of the college.
- According to the majority of the respondents, there is considerable communication gap between employees and leaders. Thus, this may result in slow flow of information and misunderstanding within the working force of the college. Therefore, it may pull back the promotion of the college.
- The findings show that, employees in the college are highly interested towards their job. This indicates that, the commitment of the employees is high. It can be concluded that if treated properly, such employees will be an asset to the college.
- As the findings indicate, the degree of leaders' ability to understand their staff member's interest is low. Thus, the attention given to employees by the leaders is not appreciated. This is likely to force employees quit their job or lose interest towards the college through time.
- The study shows that, the majority of the leaders are tolerant, though there are also considerable numbers of leaders who lack tolerance. This may result in conflict between leaders and staff members and affect the productivity of the college.

Recommendations

The following recommendations are forwarded hoping that they may contribute to a better and improved leadership practice in the Open and Distance Learning of St. Mary's University College.

- To have healthy work environment & to be successful the open & distance learning leaders should improve the relationship between them and their staff members through clear communication, free discussion, by making the approach friendly.
- In order to protect the profitability of the college and cooperation between employees and leaders, the open & distance learning leaders should create conducive environment for employees in decision making give fair and equal treatment to their staff members.
- To overcome the problem that arise as a result of less communication between employees and leaders of open & distance learning, the leaders should have sufficient communication with their staff members to aware the decision & strategies taken by the college.
- The college should improve the participation of employees on meeting and decision making activities by following the participatory leadership style. This creates belongingness & awareness.
- If there is leadership problem in the organization, the employees' productivity will be under risk even if they are interested towards their job. Therefore, the open & distance learning leaders should motivate the employees through different ways like promotion, training, recognition, reward.
- The open & distance learning leaders should improve the ability of understanding their staff members' interest, in order to minimize the employees' turnover and create positive thinking in the mind of employees.
- The majority of the open & distance learning leaders are tolerant but some leaders do lack tolerance. Hence, the college should prepare a training program for leaders to resolve the gap.

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ST.MARY’S UNIVERSITY COLLEGE
FACULTY OF BUSINESS
DEPARTMENT OF MANAGEMNT
QUESTIONNAIRE

The Purpose of this questionnaire is designed specifically for academic consumption and in partial fulfillment of BA degree in management studied at St. Mary’s University College. Therefore, I kindly request you to understand the questionnaire in this way and feel free to answer questions listed below.

General Instruction

- No need of writing your name
- Give your genuine answer
- Make a ✓ (tick mark) for alternative answer

I do appreciate the time and attention you give to reply these questions

Part I Personal data

1. Sex a) male b) Female
2. Age a) Below 20 b) 20 – 30 c) 31-40 d) 41 -50
e) Above 50
3. Educational qualification.
a) 10th complete or 12th complete as b) Certificate
c) Diploma d) Degree e) MA and Above

Part II General Questions

1. Is there healthy relationship between the leaders and staff workers at different levels of the university college?

- a) Strongly agree b) Agree c) Disagree
d) Strongly disagree e) Undecided

2. To what extent is your immediate supervisor competent enough to properly lead the department or the unit?

- a) To a very great extent b) To a great extent
c) To some extent d) To less extent e) Undecided

3. To what extent are the leaders at different levels of the university college are fair in giving equal treatment to their staff members?

- a) To a very great extent b) To a great extent
c) To some extent d) To less extent e) Undecided

4. How often do leaders at different levels of the College of Open and Distance Learning communicate with employees?

- a) Very often b) often c) some times d) undecided
e) Not at all

5. To what extent do you participate in meeting organized by the College of Open and Distance Learning?

- a) To a very great extent b) To a great extent
c) To some extent d) To less extent e) Undecided

6. To what extent are you involved in decision making activities?

- a) To a very great extent b) To a great extent
c) To some extent d) To less extent e) Undecided

7. How much is the degree of interest you have towards your job?

- a) Very high b) High C) Low
d) Very low e) Neutral

8. To what extent do leaders at different levels of the university college initiate their staff members?

- a) To a very great extent b) To a great extent
c) To some extent d) To less extent e) Undecided

9. What is the degree of leaders' ability to understand their staff members' interest?

- a) Very high b) High c) Very low d) Low
e) Neutral

10. Is your immediate Supervisor is tolerant?

- a) Strongly agree b) Agree c) Disagree
d) Strongly disagree e) Undecided

11. Is your immediate supervisor fit enough to the position he/she holds?

- a) Strongly agree b) Agree c) Disagree
d) Strongly disagree e) Undecided

12. Does your immediate supervisor have the ability to accept and seek new challenges?

- a) Strongly agree b) Agree c) Disagree
d) Strongly disagree e) Undecided

13. Does your immediate supervisor demonstrate his dedication and commitment to the college mission, goals and objectives by hard work?

- a) Strongly agree b) Agree c) Disagree
d) Strongly disagree e) Undecided

14. To what extent do leaders at different levels of the college closely monitor schedules to ensure the timely completion of tasks?

- a) To a very great extent b) To a great extent
c) To some extent d) To less extent e) Undecided

15. To what extent are the leaders capable to resolve conflict between employees and the management when it arises?

- a) To a very great extent b) To a great extent
c) To some extent d) To less extent e) Undecided

16. If you have any suggestion about leadership problem in your work place, please state

Structured interview checklist conducted with management staff

1. What type of leadership style is better for the success of the university college?
2. Do you think is there smooth relationship between you and employees?
3. How do you initiate your employees to achieve their objective successfully?
4. What mechanism you use to influence employees?
5. Do you think “I am competent enough the position that I hold”?
6. Would you have the ability to accept and seek new challenges?
7. How do you evaluate employees’ turnover and absenteeism rate?
8. What are the causes that increase employees’ turnover and absenteeism?
9. What do you think about the mechanisms to minimize employees’ turnover and absenteeism?

