



**Assessment of Leadership style Practices: In the case of Admass
University**

**A Paper Present to the School of Graduate Studies of Saint Mary's
university In Partial Fulfillment of the Requirement for Degree of
Masters of Arts in Business Administration**

By: Baye Munye Gelaw SGS/0132/2011A

Advisor: Goitom Abraham (Ass. Professor)

July, 2020

Addis Ababa

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Master of Business Administration in General management Department

Board of Examiners

The undersigned certify that they have read and hereby recommend to Saint Mary University to accept the Thesis submitted by **Baye Munye Gelaw**, Entitled “**Assessment of Leadership style Practices in Admass University**” in partial fulfillment of the requirements for the award of the Degree of Masters (MA) in General Management

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Declaration

I, the under signed declare that this Thesis is my original work and that it has not been submitted partially; or in full, by any other person for an award of a degree in any other university.

Declared by

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Endorsement

This to certify that Baye Munye Gelaw has carried out his thesis work on the topic entitled “Assessment of Leadership style Practices in the case Of Admass University” Under my guidance and supervision. Accordingly, I here assure that his work is appropriate and standard enough to be submitted for the award of Master of MBA in General management.

Name of Advisor_____

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Date_____

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TABLE OF CONTENTS

Acknowledgement	vi
List of figures	x
List of tables	xi
LIST OF ABBREVIATIONS	xii
ABSTRACT	xiii
CHAPTER ONE: INTRODUCTION	1
1.1. Background of the Study	1
1.3. Statement of the Problem	4
1.4. Research Questions	5
1.5. Objectives of the Study	5
1.5.1. General Objective	5
1.5.2. Specific Objectives	6
1.6. Significance of the Study	6
1.7. Scope of the Study	6
1.8 Limitations of the Study	7
1.9 Definition of Terms and Concepts	7
1.10. Organization of the Paper	8
CHAPTER TWO : <u>REVIEW OF RELATED LITERATURE</u>	10
2.1 Theoretical Literature Review	9
2.1.1 Concept and Definition of Leadership	9
2.1.2 Theories of Leadership	10
2.1.3 Full Range Leadership Model (FRLM)	11
2.2 Empirical Research	18
2.2.1 Studies conducted outside of Ethiopia	18
2.2.2 Studies conducted inside of Ethiopia	19
2.3. Conceptual Framework	19

CHAPTER THREE: <u>RESEARCH METHODOLOGY</u> -----	22
3.1. Research Approach	21
3.2. Research Design	21
3.3. Population, Sample Size and Sampling Techniques	22
3.3.1. Population of the Study	22
3.3.2. Sample Size	22
3.3.3. Sampling Techniques	23
3.4. Source of data and data collection	24
3.4.1 Primary Source	24
3.4.2 Secondary Source	24
3.6. Methods of Data Analysis.	25
3.7 . Ethical Consideration	25
3.8. Reliability of Instruments	26
3.9 Validity of Instruments	26
CHAPTER FOUR: <u>DATA ANALYSIS, PRESENTATION AND INTERPRETATION</u>	27
4.1. Response Rate	27
4.2 Demographic of Respondents	27
4.3 Analysis of data collection for the Descriptive Statistics	29
4.3.1: Leadership Styles	29
4.3.2 Leadership styles of the dean at each Campus/	36
4.3.2.1. The transformational leadership	36
4.3.2.2: Transactional leadership	37
4.3.2.3 Laissez –faire	38
4.3.4 Sub-leadership style-----	39
4.3.4.1: Respondents view about sub-transformational leadership styles	39
4.3.4.2: sub-transactional leadership style	41
4.3.4.3: Respondents view about Sub- laissez-faire characteristics	42
CHAPTER FIVE: <u>SUMMARY, CONCLUSION AND RECOMMENDATIONS</u>	46
5.1. Summary	46
5.2 Conclusion	47
5.3. Recommendations	48
5.4 Future suggestion-----	51

References	51
APPENDICES	55
Appendix I	57
Appendix II	60

List of figures

Figure table 2.1-----20

List of tables	20
Table 3.1 Sampling Frame	27
Table 3.2 Reliability test for Leadership styles	28
Table 4.1 Respondents Response Rate	29
Table 4.2: Demographic Profiles of the Respondents	31
Table 4.3.1a: Respondents view about Transformational Leadership Style	33
Table 4.3.1b: Respondents view about Transactional Leadership Style	35
Table 4.3.1c: Respondents view about Laissez-Faire Leadership Style	36
Table 4.3.2: Respondents view about mean and St. Deviation of the three-leadership style	37
Table 4.3. 2a: Respondents view about the sub- leadership characteristics	38
Table 4.3.2.1: Respondents view about Transformational leadership style	38
Table 4.3.2.2: Respondents view about Transactional leadership style	39
Table 4.3.2.3: Respondents view about The Laissez –faire leadership style.	40
Table 4.3.3:1 Respondents view about ANOVA results of leadership styles	40
Table 4.3.4.2: Respondents view about sub-transactional leadership characteristics	43
Table 4.3.4.3: Respondents view about sub-- laissez-faire leadership characteristics	

LIST OF ABBREVIATIONS

TFL- Transformational Leader

TSL- Transactional Leader

LF- Laissez-Faire Leader

IC- Individual Consideration

II- Idealized Influence

IS- Intellectual Stimulation

IM-Inspirational Motivation

MBE-A-Management by Exception Active

MBE-P-Management by Exception Passive

CR- Contingent Reward

AU- Admass University

ANOVA- Analysis of Variance

MLQ- Multi Linear Questions

COVID19- Coronavirus Disease 2019

ABSTRACT

The general objective of this study was identifying the current practice of leadership styles in Admass University in Addis Ababa city administration. Leadership style is the behavior exhibited by a leader during supervision of subordinates. This research was tried to identify the current practice of dominant leadership styles and sub-elements of leadership characteristics in Admass University. Both Quantitative and qualitative research approach was applied to the study. Quantitative research method examines the relationship between the independent variables. Descriptive survey design was used. The questionnaires were distributed for 201 sample employees of the study. The participants of the study were selected using simple random sampling technique. From 201 distributed questionnaires, 162 samples were returned and used for analysis. The data was analyzed using descriptive statistics (such percentage, frequency, mean, standard deviation, and ANOVA). The descriptive result indicates that transactional leadership style was the most frequently used by the leaders of AU. The study recommends that the concerned body ought to design to leadership development programs for the leaders, leaders of the university need to pay attention to communication, both formal and informal, and leaders should not stick to only one form of leadership style. They should therefore find the appropriate combinations of the leadership styles that would achieve the organizational goals together with the individual targets or objectives of the employees.

Key words: *Leadership Style, Transformational, Transactional, Laissez-faire*

CHAPTER ONE

INTRODUCTION

This Comprises, the background to the study, a statement of the research problem, the objectives of the study, research questions, the hypothesis of the study formulated, the significance of the study, the scope of the study, and finally the organization of the paper outlined.

1.1. Background of the Study

Managing in the 21st century is becoming more difficult. The challenges of leadership and management include working in an environment of constant change and the increasing complexity of organizational structures coupled with a tough economic environment and growing competition. Evidence has suggested that new technology, the knowledge economy, the rise of social media, greater transparency; rising consumer/employee demands and environmental resource concerns present a complex mix of challenges. With the right leadership, an organization can meet these challenges. Leaders can influence employee job satisfaction, commitment and efficiency (Voon, M.L., Lo, M.C., Ngui1, K.S. & Ayob, N.B., 2011). A capable leader leads follower towards desired organizational goals. Likewise, satisfied employees are likely to invest more effort in their tasks and advance organizational interests. An organization that promotes high employee motivation is also more capable of attracting and retaining skilled employees.

Leadership always plays an important role in the growth and performance of an organization. Leadership style is a special characteristic that distinguishes a leader from another and this powerful force is what pushes an employee or employees to complete a task that produces maximum results. Leadership is a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals. It is a process whereby one person exerts social influence over other members of the group, a process of influencing the activities of an individual or a group of individuals in an effort towards goal

achievement in given situations, and a relational concept involving both the influencing agent and the person being influenced (Omolayo, 2007).

Effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organizational success. A capable leader provides direction for the organization and lead followers towards achieving desired goals. In similar vein, employees with high job satisfaction are likely to exert more effort in their assigned tasks and pursue organizational interests. An organization that fosters high employee job satisfaction is also more capable of retaining and attracting employees with the skills that it needs (Mosadegh Rad & Yarmo Hammadian,2006).

A successful leader is a leader who supports traits such as innovation and creativity and be ready to draw out the maximum potential of their subordinates and keep them satisfied. Bushra, Usman & Naveed (2011), argued that the organization success is usually depend on employees' loyalty and hard work as well as the dedicated managers. Thus, at the individual level, leaders who are able to influence, motivate and direct employees will often be rewarded by loyalty and performance of their employees towards achieving organizational goals and objectives (Mosadegh & Yarmohammadian,2006).

Academic institutions are socially complex organizations with cultures that are distinctive. Consequently, heads of higher education, such as academic leaders and deans, need to be aware of and understand the fact that leadership styles and job satisfaction are significant factors in their trials to achieve the organization goals. Academic heads and leaders often lead the transformation of their university. As well as administrative leaders of the university, deans and supervisors often need to sustain an academic environment and take up the responsibility of encouraging research. They are involved in program development and must maintain excellence in teaching while encouraging active collaboration throughout the university (Land, 2003).

Therefore, having the above indicated roles in mind, satisfied employees which makes the university successful on meeting its goals and become competitor in today's competitive environment is crucial. Hence, the researcher motivated on this study basically to determine the extent to which leadership styles could influence employees' job satisfaction in Admas

University (AU) as the university is expected to play significant role in producing skillful and knowledgeable man power and contribute on the overall socio-economic development of the country.

1.2 Background of the Organization

Over the last decades we have witnessed a dramatic mushrooming of private higher education institutions in Ethiopia; both in the capital and in the regions. Previously higher education institutions were finger counted and owned by the public. However, in recent years this trend has been changed for several reasons: First and above all, after the current government adopted liberalism which was typically characterized by privatization of earlier government to wend institutions, different service sectors were freed. Thus, the education sector became one, among them. Consequently, many investors and academicians started to enroll themselves in to it. Second, since Education, arguably become one of the back bone of modernization and a power by itself at the 21st century, the societies' demand for higher education centers had increased instantly. In the contrary, the few public higher education institutions could not manage to satisfy all those needs. Thus, the above fact opened the channel to growing of a number of private higher education institutions to fulfill those unsatisfied desires as well as investment in private higher education institutions by Ethiopian entrepreneurs is continued to grow.

Admass University commenced its operation in October 1998 under the name “Admass Business Training Centre.” The Training Centre then started delivering training services in certain tailor-made, six-month, short-term programmes. By undertaking deep assessments of further training needs and making preparations in terms of the required human and material resources, the centre upgraded itself to a college status as of April 1999. After deep objective assessments of further training needs and making preparations in accordance with the requirements of the Ministry of Education, the College was upgraded to the status of a University College as of March 2007. Admas University has become a fully-fledged university as of July 2014 (Hamlie 2006 E.C.).

With the objective of expanding its quality services, the University opened ten (10) colleges/campuses/faculties so far. Eight of these campuses are found in Ethiopia among which six are in Addis Ababa while the rest two are in Bishoftu and Mekelle towns. The other two campuses

are located out of Ethiopia_ in the Capitals of Somaliland and Puntland (i.e. Hargeissa and Garowe, respectively). Apart from the regular mode, the University also has a Distance Education College with more than 50 (fifty) coordination offices throughout the country. As we observe the above the University expands its scope but the researcher was delimited on only in Addis Ababa city administration at the main office and branch campuses

1.3. Statement of the Problem

According to Bass and Riggio, (2006), among many factors that contribute to the success of the organization, leadership style employed by the leader and job satisfaction of the employees can be mentioned. The leadership styles used by leaders may influence the satisfaction level of employees in organizations. Some of the styles may lead to satisfaction while the others do not. Among the various leadership styles transactional leadership style and transformational leadership style can lead to more frequently in the organization (Bushra, 2011).

Universally, various studies have examined the relationship between leadership style and job satisfaction. The findings indicated that there is significant relationship between leadership style and employees performance (Lok&Crawford, 2001; Mosadegh Rad & Yarmohammadian, 2006). The practice of Effective leadership style enhances employees' psychological and physical wellbeing and positively affects employee performance. According to Mosadegh Rad and Yarmohammadian (2006), employee job satisfaction refers to the attitude of employees towards their jobs and the organization which employs them.

During the preliminary assessment made at Admass University through observation and interview from Deans, Directors, Department heads and some currently working employees, different indicators related to absence of job satisfaction were observed. Such as, performance is not linked with promotion, reward and benefits, especially most administrative staffs are not satisfied by their leaders, there is poor relationship between employees and their managers regarding few of them challenge the current university's working culture. Additionally, absenteeism, lack of trust, lack of motivation, and high turnover intention from reporter newspaper were observed.

Based on the current information of the researcher and literature review, it was found that different researches were conducted on the practice of leadership styles on different organizations. Accordingly, Researchers like Hina Saleem (2014); Voon1, Lo, Ngui, and Ayob (2011); Rochelle (2012), were study on the practice of leadership styles on different industries. However, most of considers a study population from government executives and employees of banking sector. Even though the study conducted by Hina Saleem (2014) was studied at public university the data was collected only from teachers. Moreover, they were not concerned in studying how the practice of leadership styles on employees differs among various business units.

Especially in Ethiopian context, Different assessment papers were conducted on the leadership styles practices such as Almu (2009); Fikadu (2010); Temesgen (2011); Obang (2015). However, an intensive investigation reveals that there is no attempt to examine the practice of leadership styles on employees of the organization in Private University so far. There is also research gap in identifying the contribution of each leadership styles on different organizations. Therefore, this justifies the rationale for the study. Hence, in order to bridge this research gap, the study tried to assess the of leadership styles practices in AU.

1.4. Research Questions

The research attempted to answer the following specific questions:

1. What leadership style is predominantly used by the management of the Admass University?
2. What sub- leadership styles practiced in Admass University.
3. What is the perception of employees on leadership style exhibited by their immediate supervisor?

1.5. Objectives of the Study

1.5.1. General Objective

The main objective of this study was tried to examine the of leadership styles practices in AU.

1.5.2. Specific Objectives

The specific objectives of the study are:

1. To identify the dominant leadership style that was frequently used by the management of the University.
2. To examine the variation of sub- leadership styles in Admass University.
3. To identify the perception of employees on leadership styles in Admass University

1.6. Significance of the Study

Majority researches were conducted in different parts of the world in different organizations and in different Universities around the practice leadership styles and there was no research work on Admass University. This shows that there is knowledge gap concerning the leadership styles of the independent variables of practice It is not known whether the leadership styles of the leaders negatively or positively relate to employees of the Admass University. Thus, conducting this research is much important because it:

- ❖ It may Fill the knowledge gap that exists on the preferred leadership styles on the academic's staff and the relationship between leadership styles and employees so that due attention is given to it.
- ❖ It may lead to improved relationship between leaders and employees because of improved the practice of leadership style.
- ❖ It may bring stability of academic staff and supportive staff as a result of handling leadership style. they are more likely to stay long in university and this leads to stability in the university.
- ❖ It will also encourage other researchers to conduct the same research in other sectors and even in other levels of education.

1.7. Scope of the Study

The main objective of this study was examined the current practices of leadership styles in Admass university. Although Admass University was expanded in all part of the Ethiopia, to

manage it properly, this study was delimited at Admas University in Addis Ababa city administration. The participants of this study were delimited to the 201 academic staffs and their leaders in Addis Ababa city at Admass University. This study was emphasized only on permanent employees of the university consisting of Academic staff from the period 2018--2020. The contractual staffs were not involved. This is because they are not well exposed to the system and may not have full understanding of the current leadership process in the university

1.8 Limitations of the Study

Although there were other related Private Higher Institutions which can be included in the study, this study limited itself only in AU. Thus, the conclusion of the study might be related to the institution under study.

- There were various leadership styles such as autocratic/directive, democratic hierarchical and others, but to make the finding manageable, the researcher considered only the three Full Range Leadership Model (FRLM) styles and its practice.
- Another barrier I came across in the process of data collection was refusal by management of some campuses fear of the current pandemic disease (COVID 19)
- All the dispatched questionnaires were not fully returned from the respondents due to COVID 19.
- Department heads and administrative staffs weren't group of participants.

1.9 Definition of Terms and Concepts

Leadership: Leadership is defined as the ability of an individual to influence and enable others to contribute toward the effectiveness and success of the organizations of which they are members (Cojocar, 2008).

Leadership Styles: Leadership style is the style a leader takes in his or her interaction with subordinates, toward influencing attainment of organizational goals (Lin, 2003). Leadership style is the behavior exhibited by a leader during supervision of subordinates (Goitom,2015).

Transformational leadership: Transformational leadership is a people-oriented leadership style that encourages subordinates to excel beyond normal performance levels for the sake of the organization. In this process, emotional attachments occur between the leader and follower (Mester, Visser and Roodt, 2005).

Transactional leadership: Transactional leadership is a task-orientated leadership style, relating to reward-based performance initiatives (Naidu and Van De Walt, 2005).

Laissez-Faire leadership: Laissez-Faire leadership is a passive style that is reflected by high levels of avoidance, indecisiveness and indifference (McColl-Kennedy and Anderson, 2005).

1.10. Organization of the Paper

The paper was organized into five chapters. Chapter one is concerned with background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study and limitation of the study. The second chapter deals with review of related literature.

Chapter three is about research design and methodology of the study. Chapter four presents organization, analysis and interpretation of the data and chapter five deals with summary, conclusion and Recommendation.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Theoretical Literature Review

In this Section, the researchers focus on the theoretical and Conceptual framework. Theoretical review involves overview of Leadership and its definitions, concepts of Leadership Styles. Moreover, Conceptual framework of the study was presented.

2.1.1 Concept and Definition of Leadership

Establishing a definition of the term "leadership" has shown to be a challenging attempt for scholars and practitioners equally. More than a century has passed since leadership evolved into a subject of scholarly thought and different definitions have developed continuously during that period. These definitions have been determined by many factors, from world affairs and politics to the aspects of the discipline in which the subject is being studied. There is an extensive range in the definitions of leadership. Northouse (2007) stated, "Leadership is a process through which an individual influence a group of people to attain common goals". Leaders now don't rely upon their legitimate power to persuade individuals to do as they are told but they take an interest in an interaction with their subordinates or they raise and widen the interest of their subordinates (Northouse, 2007).

Leadership is the accomplishment of a goal through the direction of human associates. A leader is one who successfully directs his human associates to achieve particular outcomes. (Prentice, 2004). Being an effective leader does not only consist of leading the followers, but it also lays in the obtained knowledge of how to apply the gained experience, and how to transform the previous mistakes into the future success (Nahavandi, 2006). Leadership is built on relationship, which leads to trust, and inspiration to make change. Leadership is a means, through which employees can develop understanding, and personal feelings towards the organizational policies and practices (Tuuli, Rowlinson, Fellows & Liu, 2012).

Stone & Patterson (2005), have pointed out that leadership, and the study of this phenomenon, originated at the beginning of civilization. Workplaces, business settings, worker motivations, leaders, managers, leadership styles, and a myriad of other work-related variables have been

researched for almost two centuries. During this period, researchers also started to study the relationship between leader behavior and outcomes such as follower satisfaction level, organizational productivity, and profitability. Different definitions of leadership exist, however, one aspect that has usually been found in all definitions of leadership is that it has to do with the capability of an individual to influence the actions of other individuals, who can be portrayed as followers (Khan, Asghar, & Zaheer, 2014; Wang, Tsui, & Xin, 2011). Another set of definitions by Wang et al. (2011) conceptualized leadership from an action or behavior - the things leaders do to bring a change in a group. The finding also commented that a direct relationship exists between the performance of employees and leadership styles, while the latter depends on the level of satisfaction employees believed about their jobs. The researchers claimed that leaders, despite their position within the organizational management, could affect organizational performance positively or negatively, depending on their styles of leading. If organizations have to achieve goals, leaders must find opportunities to fulfill the goals. De Merville (2007) noted leadership is necessary for organizational success in the present and future. The purpose creates the need to understand and develop leadership competent of pushing the organization and its employees to the highest potential (Grant & Wrzesniewski, 2010).

2.1.2 Theories of Leadership

Several schools are considered in chronological order in this part.

- (i) **The Trait School:** Turner and Muller (2005) stated that this school of thought was popular before 1940's. It assumes that leaders are born, not made and that they possess certain features that are not in non-leaders.
- (ii) **The Behavioral or Style School:** As Turner and Muller (2005) mentioned, this school of thought was popular from the 1940's to the 1960's. It assumes that effective leaders can be made. Anyone can be trained to be a leader.
- (iii) **The Contingency School:** The contingency theory suggests that what makes an effective leader depends on the situation. House (1971) made mention of the Path-goal theory which is a contingency theory that identifies four leadership behaviors, namely, directive leaders, supportive leaders, participative leaders and achievement-oriented leaders.

(iv) **The Visionary or Charismatic School:** The visionary or charismatic school of thought was popular during the 1980's and 1990's (Turner & Muller, 2005). Under this school of thought, Burns (1979) mentioned the transactional and transformational leadership styles.

(v) **The Emotional Intelligence School:** Goleman, et al (2002) identified six leadership styles under the emotional intelligence school of thought: visionary, coaching, affiliative, democratic, pace-setting and commanding. This school of thought was popular in the late 1990's.

(vi) **The Competency School:** This school of thought is similar to the trait school in that the emphasis has been to identify the competencies of effective leaders. Dulewicz & Higgs (2003) suggested that three types of competence explain most managerial performance: intellectual and managerial skills and emotional competencies which can be translated into leadership styles.

Furthermore Goitom (2015) theories of leadership are classified into three categories namely trait theory, behavioral theory and situational theory.

2.1.3 Full Range Leadership Model (FRLM)

The FRLM describes a full range of influencing styles from 'non-leadership' to powerful transformational leadership behaviors. The model captures different kinds of behaviors which make a difference to outcomes for associates of the leader. In other words, the range of behaviors starts with transformational leader behaviors to transactional leader behaviors reaching to the lowest leader interaction of laissez-faire leader behaviors (MLQ, undated; Bass *et al.*, 2003).

As we can describe an ideal or "pure" transactional leadership styles and a "pure" transformational one, it is clear that organizations are likely to have cultures that are characterized by both styles of leadership. A leader may employ both styles at different times or in differing amounts at the same time. Considerable recent research provides evidence that shows transformational leadership as eliciting extra effort and performance from followers, over and above that expected in an exchange relationship with a purely transactional leader. The authors' argument is that organizations should move in the direction of more transformational qualities in their cultures while also maintaining a base of effective transactional qualities (Bass & Avolio, 1993; Bass *et al.*, 2003). Trottier *et al.* (2008) suggest

that Full Range Leadership theory of Bass is a strategic organization development intervention, designed to enhance the impact of leadership on employee commitment. Also, the same authors emphasized that as Bass's full range leadership model is an important part of the leadership research as well as it presents researchers with a theory that can be empirically tested and provides insight into the duality that leaders face in current organizational settings. Although multifactor theory is probably the most widely cited and comprehensive theory, leadership is often conceptualized within behavioral domains varying from non-leadership, or laissez-faire, to transactional leadership, which hinges on rewards and punishments, to transformational leadership, which is based upon attributed and behavioral charisma (Bass and Avolio, 1993 as cited in Temesgen, 2011).

Transformational leadership Elements

Individualized consideration (IC): develops, coaches, and teaches each follower.

Idealized influence, attributed (II-A): instills pride and builds trust.

Idealized influence, behavior (II-B): emphasizes collective sense of mission, and talks about
Values and beliefs.

Intellectual stimulation (IS): Stimulates followers to view the world from new perspectives; encourage problem solving, critical thinking, and creativity. Inspirational motivation (IM): expresses enthusiasm, optimism, and confidence.



Transactional Leadership Elements

Management by exception, active (MBE-A): Monitor follower performance and takes immediate action when deviations occur.

Contingent reward (CR): Clarifies what needs to be done and exchanges psychic and material rewards for services rendered.



Laissez-Faire leadership (LF)

Acts non-involved, displays indifference, overlooks achievements, and ignores problem

Management by exception, passive (MBE-P): Only intervenes when standards are not met.

Figure 2.1: Bernard Bass's Revised Full Range I Leadership Mode

2.1.3.1. Transformational Leadership

Transformational Leadership Style is a leadership style that motivates followers by appealing to higher ideals and moral values. It is inspirational, challenging, charismatic, stimulating and always developing the capability of the employees. As a result, employees are willingly work towards their full potential inspired by transformational leader (Bass, 1985)

Transformational leaders are defined as leaders, who positively envision the future scenarios for the organizations, engage primarily in improving employees' self-confidence by helping them to realize their potential, communicate an achievable mission and vision of the organizations to employees, and participate with employees to identify their needs and working out collaboratively to satisfy their needs (Peterson, Walumbwa, Byron, & Myrowitz, 2009).

Many studies have proved that transformational leadership is the most preferred style by the employees of an organization. Transformational leadership is such an engaging and inspiring relationship between leader and subordinates that enables subordinates to seriously examine the current assumptions and inspire them to think across new directions (Krishnan, 2012) and causes subordinates to give their appreciation, loyalty, obedience and trust to their leaders and to assigned tasks without any questioning (Yukl, 2006).

According to Hall et al. (2002), Transformational leadership is a process of influencing in which leaders change their associates' awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way.

Transformational leaders are proactive: they seek to optimize individual, group and organizational development and innovation, not just achieve performance "at expectations". They convince their associates to strive for higher levels of potential as well as higher levels of moral and ethical standards.

Transformational leaders show confidence and respect in their subordinates and have the ability to influence their subordinate's behavior in such a way that results in more work fulfillment and positive organizational outcomes (Givens, 2008). They help their subordinates to be productive, innovative and creative and adaptable to the various environmental conditions within organization (Furkan, Kara, Tascan, & Avsalli, 2010) and try to prevent the chances of work-related problems.

Hoy and Miskel (2008) declared that transformational leaders must be proactively improving subordinates' awareness on the significance of inspirational group interests, and leaders are always anticipated to guide employees to achieve maximum results. Leadership styles determine the job satisfaction of an employee (Al-Ababneh, 2013). Cumming et al. (2010) recommended that the organizations where leaders do not take the responsibility of the feelings of their followers, they will see fewer efforts of their followers in their jobs.

Most of the research on transformational leadership has focused on identifying distinct characteristics of transformational leadership rather than examining the method or communications between leaders and their employees'. According to Abdalla (2010), the specific elements of transformational leadership classified by Avolio and Bass (2002) are as follows:

1. **Idealized influence:** applies to the leaders who are honored and respected by their subordinates. The leaders can achieve this influence by placing the requirements of the subordinates first over the leader's needs. In this aspect, the leader should consider the value of subordinates and show morality. Leaders who follow transformational leadership style, inspire, appreciate and respect the subordinates and drive them towards achieving higher performance in their jobs.

2. **Inspirational Motivation:** is achieved by implementing a vision that is encouraging, motivating, and future-oriented. The transformational leaders apply goals that motivate and increase confidence in the subordinates to perform their jobs at higher levels.

3. **Intellectual stimulation:** is where the leaders give their subordinates opportunities to deviate themselves from the conventional ways of doing things, in order to do things more enthusiastically. This helps the leaders to motivate the subordinates in approaching the problems in a different way where they can be involved in their work more actively.

4. **Individualized consideration:** allows the leaders' train and guide their subordinate to develop their potentiality and performance at work. Employees' who have a lower confidence level and problem-solving skills receive assistance from the leaders' in the form of training, as transformational leaders focus on individual needs for success and growth of their subordinates

5. Individual identification is essential in the transformational leadership because such influence would result in subordinates' acknowledgment of the leader's charisma. Charisma is a crucial component of the transformational leadership style. However, charisma by itself is not sufficient to consider for the transformational process (Bass, 1985). The capability of a project leader to build leadership in the subordinates is very crucial in the construction industry. It is significant because the project team members may have to act in the role of a project manager at times of crisis. Besides, a transformation leader encourages followers by driving them towards a common goal (Parry, 2004).

According to Bass et al. (2003), transformational leaders will focus on developing their followers by tapping them of their potentials, inspiring them, promoting collaboration, motivating them, and by reinforcing positive behaviors. The employees often develop a high level of trust and confidence in such a leader. The employees are proud to identify themselves with the leader and develop a strong sense of loyalty to them. Similarly, Bass (1997) argues that transformational leaders are pertinent especially during turbulent times when rapid changes and globalization takes place.

2.1.3.2. Transactional Leadership

Transactional leadership is conceptualized as the exchange relationship between leaders and their followers. Transactional leadership referred as to one that focuses on the changes that

happen between leaders and their followers. Similarly, managers who offer raises to employees who exceed their goals are displaying transactional leadership. The exchange aspect of transactional.

Leadership is prevalent and can be perceived at many levels throughout all types of organizations. This leadership style focuses on meeting the targets of the given job. The fundamental concept of transactional leadership is that the understanding of the relationship between effort and reward, the receptivity to exhibit the issues, the use of incentive, reward, punishment, the motivation of goal setting and rewarding of performance, and the use of power to subject followers to complete the tasks (Burns,1978).

According to Bass (1985) transactional leader doesn't involve regularly with the workers unless a mistake or deviation occurs. He maintained that transactional leaders want the same procedures in the company to be followed flawlessly every time the job is done. Additionally, transactional leaders don't motivate their employees or help them in a career growth.

Bass and Avolio (1995) proposed that transactional leadership consists of three dimensions, namely contingent rewards, management by exception (active) and management by exception (passive). Contingent reward refers to leaders clarifying the work that must be achieved and use rewards in exchange for good performance. Management by exception (passive) refers to leaders intervening only when problem arise whereas management by exception (active) refers to leaders actively monitoring the work of followers and make sure that standards are met (Antonakis et al., 2003).

According to Ismail, Mohamad, Mohamed, Rafiuddin, & Zen (2010); Bass & Avolio's (1991, 1993) transactional leadership theory is developed based on two primary factors:

1. Contingent reward approach - where rewards are given in exchange for meeting the objectives or the capability of followers to complete tasks based on their leaders' wish.

2. Management-by-exception -Active the leaders interfere when employees make errors by ascertaining visible mechanisms to implement proper rules. A leader using the management by exception style takes an aggressive and selfish interest in job and monitoring of tasks. The

leader involves him or her consistently in the work process looking for deviations from standard protocol, intervening before employees making errors (Bass & Avolio, 1990).

2.1.3.3. Laissez-Faire leadership

Both the transformational and transactional leaders are described as leaders who actively intervene and try to prevent problems, although they use different approaches. When researching these two active forms of leadership, one finds that they are often contrasted with the third style of leadership, called laissez-faire leadership (Bass, 1990 as cited in Temesgen (2011). James & Collins (2008) describe the laissez-faire leader as an extreme passive leader who is reluctant to influence subordinates' considerable freedom, to the point of handing over his/her responsibilities. In a sense, this extremely passive type of leadership indicates the absence of leadership. Laissez-faire leadership style has a negative impact on followers and associates- opposite to what is intended by the leader - manager. There are many behaviors that represent laissez-faire leadership as a “do nothing” or “hands-off” approach. Such behaviors include staying away from employees, shirking supervisory duties, and being “inactive, rather than reactive or proactive” Temesgen (2011).

Researchers have consistently reported that laissez-faire leadership is the least satisfying and least effective style of leadership. That is because these leadership behaviors are accompanied by little sense of accomplishment, little clarity, little sense of group unity, and followers do not hold as much respect for their supervisors (Trottier et al., 2008; Lok & Crawford, 1999). It is probably for these reasons that many researchers choose to exclude laissez-faire leadership from their research involving only transformational and transactional leadership.

Furthermore Hamidifar (2009) laissez-faire leadership style is an inactive kind of leadership where the exchange between the leader and the follower is absent. In this kind of leadership style the necessary decisions are avoided. Others describe such leadership style as absence of leadership. In this kind of leadership style, the responsibility is totally left for the followers. Managers avoid giving feedback. The satisfaction of the followers is given less attention. Researches show that this leadership style is the most ineffective and inactive kind of leadership style (Bass & Riggio, 2006; Hamidifar, 2009; Northouse, 2013, Long & Thean, (2011).

2.2 Empirical Research

2.2.1 Studies conducted outside of Ethiopia

According to Chen and Chen (2008), previous studies on leadership have identified different types of leadership styles which leaders adopt in managing organizations (e.g., Davis, 2003; Spears & Lawrence, 2003; House, Hanges, Javidan, Dorfman, & Gupta, 2004; Hirtz, Murray, & Riordam, 2007). Among the more prominent leadership styles are Burns' (1978) transactional and transformational leadership styles. Transformational leader's emphasis followers' intrinsic motivation and personal development. They seek to align followers' aspirations and needs with desired organizational outcomes. In so doing, transformational leaders are able to foster followers' commitment to the organizations and inspire them to exceed their expected performance (Sivanathan & Fekken, 2002; Miia, Nichole, Karlos, Jaakko, & Ali, 2006; Bass & Riggio, 2006; Bass, 1985, 1998). With regard to today's complex organizations and dynamic business environment, transformational leaders are often seen as ideal agents of change who could lead followers in times of uncertainties and high risk-taking. In contrast, transactional leaders gain legitimacy through the use of rewards, praises and promises that would satisfy followers' immediate needs (Northouse, 2010). They engage followers by offering rewards in exchange for the achievement of desired goals (Burns, 1978). Although transformational leadership is generally regarded as more desirable than Transactional, Locke, Kirkpatrick, Wheeler, Schneider, Niles, Goldstein, Welsh, & Chah, (1999) pointed out that such contention is misleading. They argued that all leadership is in fact transactional, even though such transactions are not confined to only short-term rewards. An effective leader must appeal to the self-interest of followers and use a mixture of short-term and long-term rewards in order to lead followers towards achieving organizational goals

According (Jing, & Every, 2008) found there is no one best way of thinking about leadership, rather that different kinds of leadership reflect social and historical roots, depending on the context. According to Voon, et al, (2011) the influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia, the result showed that transformational leadership style has a positive relationship with job satisfaction whereas transactional leadership style has a negative relationship with job satisfaction in government organization.

Further empirical studies such as the study carried out by Hmidifar (2010) also conducted similar study by using questionnaire; the result showed that there is significance positive influence of

transformational leadership factor on employee behavior. Transformational leadership behavior was found significantly affecting predicting variable and, in some cases, transactional leadership behavior. Transactional leadership style provides high satisfaction and organizational identification as compared to transformational leadership style (Riaz, & Haider, 2010).

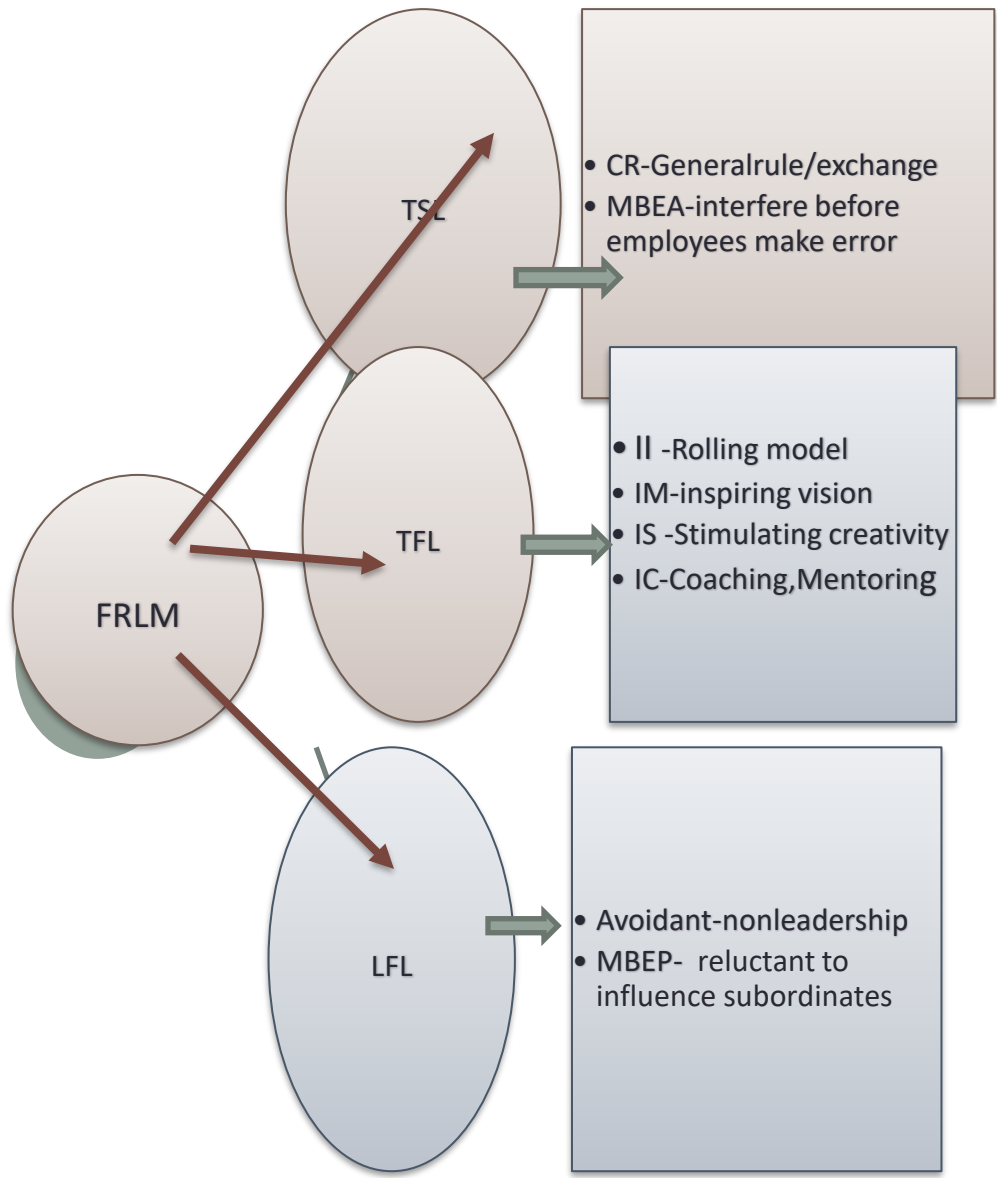
2.2.2 Studies conducted inside of Ethiopia

There was limited empirical evidence on the subject from Ethiopia itself. We see that new ways are emerging everywhere around the world. At the same time, the world is crying out for leadership. The outcome of the research will be evidence for the value of investing in leadership development in public higher education institutions in Ethiop.in Ethiopian context, Different assessment papers were conducted on the leadership styles practices.

According to Alemu (2009) The findings suggested that transformational leadership was influenced by four Public/Government universities of the leaders. Further empirical studies such as the study carried out Fikadu (2010) The result indicated that department chairs in the college have shown all Range of leadership styles-transformational, transactional and laissez faire leadership styles were practiced. Similarly, Temesgen (2011) also stated the findings of the study revealed that transformational leadership style was implemented properly while transactional leadership style was in some case. A laissez-faire leadership style was not practiced in the Public University. Bekele, &Darshan (2011) also assessed only the transformational leadership style rather than combined others. The above empirical study was focused only Governmental or public universities. Therefore, an intensive investigation reveals that there is no attempt to examine the leadership styles practice in Private University so far.

2.3. Conceptual Framework

For the purpose of this study conceptual framework was developed based on literature and findings from different studies. It was mainly based on adopting and modifying Bass and Riggio's (2006) and others' writings that leadership style influences job satisfaction. The model shows that three leadership styles are related to each sub-leadership style. The three styles are transformational, transactional and laissez-faire. It is assumed that each of these styles relates to their sub-leadership style. In this model, leadership styles are regarded as independent variables and job satisfaction is taken as dependent variable. See figure table2.1



Source: Researcher own-2020

CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter was organized into different sub sections, starting from research approach, research design, population, sample size and sampling techniques, data sources and types, data collection procedures, and method of data analysis. Additionally, Ethical consideration, and Reliability and Validity of Instruments were presented in the chapter.

3.1. Research Approach

According to Creswell (2009), there are three approaches available for researchers to design their research methodology. These are Quantitative, Qualitative, and Mixed methods research approaches. However, for the purpose of this study quantitative research method was employed. Because, quantitative method is a research method dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It was used to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomenon (Creswell, 2009).

In addition to triangulate the information, Dean or Managing director of the university was chosen to interview the current leadership styles practices. Thus, based on this the study was used mixed approach.

3.2. Research Design

There are three types of research design; exploratory, descriptive, and explanatory research design. However, for the purpose of this study, the descriptive survey design was employed. The rationality for choice of descriptive research design is concerned with narration of facts and characteristics of the given target population and the descriptive studies will be using in order to describe and interpret the trend of events that exists. (Creswell, 2003).

Thus, in order to collect data using quantitative method and to answer the basic question of the study descriptive research design was considered as an appropriate design.

3.3. Population, Sample Size and Sampling Techniques

3.3.1. Population of the Study

According to Saunders, et.al (2009), population is a full set of cases from which a sample is taken. It is any complete group under investigation that shares some common set of characteristics. Thus, the target population for the study was all permanent employees of Admass University. The university involves six Campuses. Megenagna, Mekanisa,, Olompia, Kaliti,,Misrak and Meskel flower .The university comprises of a total of 405 Academic staffs working in the department of Computer Science, Tourism and Hotel Management, and Business and Economics Colleges, and Agriculture, Medicine and Health and Social and Natural science(july2019 report).

3.3.2. Sample Size

Within a quantitative survey design, determining sample size and dealing with nonresponsive bias is essential. According to (Holton & Burnett, 1997), one of the real advantages of quantitative methods is their ability to use smaller groups of people to make inferences about larger groups that will be prohibitively expensive to study. Standard textbook authors and researchers offer tested methods that allow studies to take full advantage of statistical measurements, which in turn give researchers the upper hand in determining the correct sample size. Sample size is one of the four inter-related features of a study design that can influence the detection of significant differences, relationships or interactions Peers, (1996).

Before proceeding with sample size calculations, assuming continuous data. The researcher was determining if a categorical variable will play a primary role in data analysis. If so, the categorical sample size formulas were used. Since the data used is categorical data the following sampling formula has been employed given $p=.50$ $t=1.65$ and margin error of 95% (Yemane, 1967).

$$n = \frac{N}{1 + N(e)^2}$$

Where

n=sample size

N=population size

e=margin error (0.05)

Accordingly

$$n = \frac{405}{1+405(0.05)^2} = n=201$$

Table 3.1 Sampling Frame

Campus category	Total Population	Sample taken
Olompia	85	44
Megenagna	91	51
Mekanisa	89	50
Kaliti	59	31
Misrak	38	12
Meskel flower	33	13
Total	405	201

3.3.3. Sampling Techniques

The sampling technique in this study was stratified random sampling. Stratified random sampling is a modification of random sampling in which we divided the population into two or more relevant and significant strata based on one or a number of attributes (Saunders, et.al, 2009). Thus, this technique was chosen because the population of the study consists of six Campuses of academic staffs working at different departments. This technique was done first, by identifying each of the campus staffs within the study population as a stratum and then samples were divided for each stratum through adopting proportional allocation as shown in Table 3. 1. Finally, a simple random sample was taken from employees' list of each stratum

using lottery method. Simple random sampling technique offers equal opportunity for individuals in each stratum of the population to be sampled. The essence of using this technique is primarily to avoid research bias. Generally, from the population under study 201 sample employees was drawn. As summarized in Table 3.1, the sample consisted of participants of this study surveyed from 201 academic staff 162 (80%) of questionnaires were successfully completed and returned whereas 39(20%) of questionnaires were no returned.

3.4. Source of data and data collection

3.4.1 Primary Source

Primary data is the data which is collected afresh and for the first time and thus happen to be original in character (Kothari, 2004). He also suggests particularly in surveys and descriptive researches, Primary data were collected in a number of ways, such as questionnaires, observations and other methods. However, the study was employed structured questionnaire which is the most appropriate to the research questions and objectives, because it can provide an efficient way of collecting responses from a large population of prior to quantitative analysis.

3.4.2 Secondary Source

Besides to primary source the researcher was used secondary data. Secondary data of this study was compiled from many sources like Strategic plan of the university, library books, and journals/ articles. This data is used to get better insight on the research topic, to establish the viable platform for the theoretical framework constituting the bases of this research, and to design the sample frame and questionnaire for retrieving the primary data. Another advantage of using secondary data is its comparability character. The researcher used it to validate and compare the data get through questionnaire to existing literature and articles.

3.4.3 Data collection tools/instruments

The main source of data collection is from primary source. The researcher used adapted Multifactor leadership questionnaire (MLQ) for the independent variable. This questionnaire use after the content validity ratio (CVR) analysis of subject matter expertise and pilot testing

was conducted. The Multifactor leadership questionnaire (MLQ used to assess the factors of transformational, transactional and laissez-faire leadership (Schriesheim, Joshua ,and Scandura2009).Studies confirmed that MLQ has excellent validity and reliability (Lievens, Geit and Coetsier 1997) .In addition to the use of questionnaire, to triangulate the data this study also collected qualitative data from the interview with dean. But due to COVID 19 from six deans only one dean was interviewed.

3.5. Data Collection Procedures

To get well Information about the problem, related literature was reviewed. Before the questionnaires were dispatched, orientation was given for those who were needed support to fully understand the questionnaires. Then, the tools for data collection were decided to be standardized ones. Once the tools were decided on, they were duplicated. Then, the questionnaires were dispatched. Once they were rated, the questionnaires were collected, coded and scored. The quantitative data was collected, tabulated and analyzed. Lastly, the major findings, conclusion and recommendation were presented.

3.6. Methods of Data Analysis.

Once variables were measured with numeric indicators, quantitative analysis methods were employed. After careful Collection and coding of data and the entry of those data into the software statistical package for social science (SPSS) version 25. Descriptive research design was appropriate method of data analysis. In addition, data was analyzed by using percentage, frequency, arithmetic mean, and standard deviation and ANOVA.

3.7. Ethical Consideration

The participants of the study were fully informed that the study was only for academic purpose and that they would not need to write their names. Their participation is fully based on their will and there is no deception. Anything against the will and dignity of the respondents was avoided throughout the study. More over all ethical issues were considered in the whole process of the research

The study was taken in to account all ethical considerations in doing the research work. Confidentiality, right to privacy, research participants was informed of all aspects of the research task and participants were assured of safety from physical or psychological harm.

3.8. Reliability of Instruments

The reliability of the instrument will be verified by the Cronbach 'salpha. The Cronbach's alpha is a technique that helps to determine the reliability of a survey instrument and the internal consistency of .Accordingly, over all Cronbach's alpha result of reliability of the leadership styles (transformational leadership style = 0.954 with 12 questionnaire, Transactional leadership styles = 0.846 with 7 questionnaire, laissez fair leadership style = 0.533 with 7questionnaire) and with 26 questionnaire used in this study help of SPSS program as shown in Table 3.2. Therefore, since the alpha of the questionnaire is higher than 0.80, the result signifies that the instruments (questionnaire) used in this study were considered as reliable.

Table 3.2 Reliability test for Leadership styles

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.917	.931	30

Source: Survey result, SPSS output, 2020

3.9 Validity of Instruments

Validity explains how well the collected data covers the actual area of investigation (Ghauri and Gronhaug,2005). Validity basically means ‘‘measure what is intended to be measured (Field, 2005). To ensure the validity of the study, data was collected from reliable sources from respondents. The study was tested the validity of the study by taking 10% of its sample size. The validity was approved by professionals.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

This study assessed the practice of leadership style in Adamas University. As stated on the methodology part of this study, questionnaire along with secondary data from the organizations record was used. The data was analyzed using chart, percentage, mean values, and ANOVA based on the SPSS 25 (Statistical Package for the social Science) software.

4.1. Response Rate

The essence of determining the response rate is to enquire whether it is sufficient enough to generalize the results to the target population (Mungai, 2015). Generally, 201 questionnaires were distributed to sample respondents of the study. Response rates are calculated by dividing the number of usable responses returned by the total number of eligible in the sample. Mitchell (2007), suggests that the survey response rate should be calculated as the number of returned questionnaires divided by the total sample that were sent the survey initially.

Therefore, out of the distributed questionnaires, 162 questionnaires were returned and 39(19.40%) distributed questionnaires were not returned. Thus, as shown in bellow Table 4.1, the researcher attained a total response rate of 80.60% which is believed to be enough for such kind of study.

Table 4.1 Respondents Response Rate

Sample Size	Expected Response	Actual Response	Percentage
201	201	162	80.60

Source: Survey result, SPSS output, 2020

4.2 Demographic of Respondents

Demographic /Background /of Respondents includes sex, age, Educational Qualification and year of experience.

Table 4.2: Demographic Profiles of the Respondents

Demographic Variables		Frequency	Percent
Gender	Male	140	83.8
	Female	22	16.2
	Total	162	100.0
Age	22-30	15	9.3
	31-39	58	35.8
	40-48	67	41.4
	above 48	22	13.6
	Total	162	100.0
Education Level	74	45.7	44.4
	Masters	84	51.9
	Doctor	1	.6
	Ass.prof. and above	5	3.1
	Total	162	100
experience	1-10	74	45.7
	11-21	69	42.6
	22-32	5	3.1
	above 33	14	8.6
	Total	162	100

Source: Survey result, SPSS output, 2020

The data was shows that 140 (83.8%) were male and 22 (13.2%) were female. For the data collection process did not disclose their status: sexual category, so most of the respondents were male in the process of data collection.

Regarding age of the respondents Table 4.2 shows that 22-30 15 (9.3%), 31-39 age 58 (35.8%), 40-48 age 67(41.4%) and above 48 age 22(13.6) respondents responded by category. Therefore, the largest percentage of respondents belongs to 40-48 67(41.4%) age category which indicates that most of employees are adult age. The lowest percentage of respondents belongs to above 48 (13.6%) year age category.

Concerning educational level (44.4%) of respondents has First degree, 51.9 % of respondents have Master Degree and .6 % of respondents have doctorate degree. The largest percentage of

respondents has Master Degree. The lowest percentage of respondents have doctorate degree 0.6%. Thus, it is possible to infer that the majority of Admass University employees were educated since 44.4 % degree, 51.9% masters, 0.6 % doctorate degree and 3.1% Assistant professor and above).

Regarding experience of the respondents, 45.7% were with 1-10 years of experience, 42.6% are with 11-21 years, 3.1% have 22-32 years of experience and 8.6 % of the respondents have above 33 years of experience. It is clear to understand from this data the highest respondents of the study had 1-10 working experience that is 45.7%. This indicates that, these respondents might have measured by existing leadership styles several times and considered as they had gained greater insight into the system since they have worked in the organizations for a quite periods of time.

4.3 Analysis of data collection for the Descriptive Statistics

4.3.1: Leadership Styles

In this study, three leadership styles were observed: transformational (TFL), transactional (TSL), and Laissez-faire (LFL) leadership. Initially, descriptive statistics were obtained and analyzed to understand the average score of the three leadership practices of employees which were evaluated by one hundred sixty-two respondents. The three leadership styles were adapted from the leadership questionnaire called the Multifactor Leadership Questionnaire (MLQ) of Bass and Avolio (1995). Therefore, frequency, percentage, means and standard deviation of each independent variable was presented in the following table.

Table 4.3.1a: Respondents view about Transformational Leadership Style

N	A. Transformational Leadership Style	1		2		3		4		5		mean	Std. deviation
		No	%	No	%	No	%	No	%	No	%		
1	I) Idealized Influence (II)												
	My superior instills pride in me	143	88.3	18	11.1	-	-	-	-	1	.6	1.7	.899
2	My manager Deliberates /consider/moral and ethical values	36	22.2	23	14.2	25	15.4	77	47.5	1	.6	2.9	1.23
3	My manager listens to team members point of views before taking decisions.	4	2.5	12	7.4	38	23.5	78	48.1	30	18.5	1.1	.51

4	My manager Gets me to rethink never-questioned ideas	-	-	14	8.6	32	19.8	65	40.1	51	31.5	3.9	.69
Individual Consideration													
5	My manager spends time to teach and coach his assistants	36	22.2	23	14.2	25	15.4	77	47.5	1	.6	1.1	.438
6	My manager Outlooks me as having different needs, abilities	12	7.4	15	9.3	61	37.7	45	27.8	29	17.9	3.7	.932
7	My manager Pay attention to my concerns	47	29	9	5.6	12	7.4	64	39.5	30	18.5	3.3	1.11
II) Inspiration Motivation (IM)													
8	My manager Inspires me to accomplish	94	58.0	17	10.5	8	4.9	35	21.6	8	4.9	3.1	1.53
9	My manager Rises my motivation	2	1.2	5	3.1	82	50.6	42	25.9	31	19.1	2.0	1.39
IV) Intellectual Stimulation													
10	My manager gives me with insightful suggestions on what I can do to improve.	142	87.7	16	9.9	1	.6	3	1.9	-	-	3.5	.87
11	My manager Encourages me to think more creatively	12	7.4	11	6.8	51	31.5	84	51.9	4	2.5	3.2	.99
12	My manager Arranges challenging standards	3	1.9	5	3.1	11	6.8	122	75.3	21	13	3.3	.92

Source: Survey result, SPSS output, 2020

In terms of pride on employees, the respondents said that 143(88.3%) strongly disagree, 18(11.1%) disagree, and 1(.6.0%) strongly agree. the majority participants 143(88.3%) with mean (M= 1.7) responded show that the organizations leaders were not proud with their employee

moral and ethical values the participants 36(22.2%), 23(14.2%), 25(15.4%), 77(47.5%) and 1(.6%) strongly disagree, disagree, no opinion, agree and strongly agree responded respectively. As shown the above most respondents 77(47.5%) with mean score of (M=2.9) moral and ethical values were agreed.

listens to team members point of views before taking decisions, as we have seen from the above table the respondents said that 4(2.5) ,12(7.4%), 38(23.5%), 78(48.1%) and 30(18.5%) strongly disagree, disagree, no opinion, agree and strongly agree responded respectively. From the above table 78(48.1%) with mean score (M=1.1) The leaders were listening their employees before took decision.

Gets me to rethink never-questioned ideas, the respondents that 14 (8.6%), 32(19.8%),

65(40.1%) and 51(31.5%), disagree, no opinion, agree and strongly agree responded respectively. From the above table most respondents 65(40.1%) with mean score(M=3.9) the leaders were accepted/agreed the ideas of their employees.

spends time to teach and coach his assistants, the respondents were responded that 36 (22.2%), 23(14.2%), 25(15.4%) and 77(47.5%), and 1(.6), strongly disagree, disagree, no opinion, agree and strongly agree responded respectively. as it was stated that most respondents 77(47.5%) with mean score (M=1.1) the leaders were spent their time by teaching and Coaching their followers.

Outlooks me as having different needs, abilities, in line with these participants respond that 12 (7.4%), 15(9.3%), 61(37.7%) and 45(27.8%), and 29(14.9), strongly disagree, disagree, no opinion, agree and strongly agree responded respectively. from the above point of view most respondents 61(37.7%), with mean (M=3.7) have neutral or no opinion. Leaders of the university did not know the need and abilities of the employees. This shows as there was poor communication between the organization leaders and the employees.

Pay attention to my concerns, the respondents were responded that 47 (29%), 9(5.6%), 12(7.4%) , 64(39.5%), and 30(18.5), strongly disagree, disagree, no opinion, agree and strongly agree responded respectively.so most of the respondents 64(39.5.5%),with mean score(M=3.3) were agreed that they have got attentions by their supervisors.

Inspires me to accomplish, the respondents were responded that 94 (58%), 17(10.5%), 8(4.9%) ,35(21.6%), and 8(4.9%), strongly disagree, disagree, no opinion, agree and strongly agree responded respectively. As it stated in the above table most respondents most of the respondents 94(58. 0%), with mean score(M=3.1) were strongly disagreed. that means leaders of the university were not inspired their employees to accomplish their work.

Rises my motivation, the respondents were responded that 2 (1.2%), 5(3.1%), 82(50.6%),42(25.9%), and 31(19.1), strongly disagree, disagree, no opinion, agree and strongly agree responded respectively. from the above point of view most respondents 82(50.6%), with mean (M=2.0) have neutral or no opinion. Leaders of the university were not assessed the need and abilities of the employees. This shows that there was a smooth formal and informal communication between the organization leaders and the employees.

In line with insightful suggestions, the respondents were responded that 142 (87.7%),16(9.9%), 1(.6%), and 3(1.9%),, strongly disagree, disagree, no opinion, and agree responded respectively. From the above table most of the respondents 142(87.70%), with mean score (M=3.5) were strongly disagreed that the university leaders weren't offered critical comments to the employees.

Encourages me to think more creatively, the respondents were responded that 12 (7.4%), 11(6.8%), 51(31.5%) , 84(51.9%),and4 (2.5), strongly disagree, disagree, no opinion, agree and strongly agree responded respectively.so most of the respondents 84(51.9%),with mean score(M=3.2) were agreed that the organization leaders were encouraged creativities for their employees.

Arranges challenging standards, the respondents were responded that 3(1.9%), 5(3.1%),

11(6.8%) ,122(75.3%), and21(13), strongly disagree, disagree, no opinion, agree and strongly agree responded respectively. As it observed from the above most of the respondents 122(75.3%), with mean score(M=3.3) were agreed that leaders were provided challenging standards for their employees.

Table 4.3.1b: Respondents view about Transactional Leadership Style

	B. Transactional Leadership Style	1		2		3		4		5		mean	Std. deviation
		No	%	No	%	No	%	No	%	No	%		
	Contingent Reward (CR)												
1	Makes clear expectation	5	3.1	8	4.9	7	4.3	11	6.8	131	80.9	3.9	.92
2	My manager appreciates for the quality of my efforts.	6	3.7	7	4.3	10	6.2	131	80.9	8	4.9	4.5	1.00
3	My manager is particular regarding who is responsible for leading performance targets.	46	28.4	37	22.8	2	1.2	77	47.5	-	-	2.6	1.3
4	My manager Tells me standards to carry out work	65	40.1	41	25.3	25	15.4	13	8	18	11.1	3.8	1,0
5	Works out agreements with me	28	17.3	41	25.3	16	9.9	18	11.1	59	36.4	2.2	1.3
	Management by Exception Active (MBEA)												
6	Monitors my performance and keeps track of mistake	20	12.3	61	37.7	4	2.5	57	35.2	20	12.3	3.2	1.5
7	My manager Will take action before problems are chronic	9	5.6	14	8.6	3	1.9	97	59.9	39	24.1	3.7	.75

Source: Survey result, SPSS output, 2020

Makes clear expectation, the respondents were responded that 5(3.1%), 8(4.9%), 7(4.3%) ,11(6.8%), and131(80.9), strongly disagree, disagree, no opinion, agree and strongly agree responded respectively. As it observed from the above table most of the respondents 131(80.9%), with mean score(M=3.9) were strongly agreed that leaders were provided clear rules and policies of the organizations for their employees.

Appreciates for the quality of my efforts, the respondents were responded that 6(3.7%), 7(4.3%), 10(6.2%) ,131(80.9%), and8(4.9), strongly disagree, disagree, no opinion, agree and strongly agree responded respectively. As it shown from the above table most of the respondents 131(80.9%), with mean score(M=4.5) were agreed that leaders were Appreciated the efforts of their employees.

Responsible for leading performance targets, the respondents were responded that 46(28.4%), 37(22.8%), 2(1.2%) ,77(47.5%), and8(4.9), strongly disagree, disagree, no opinion, and agree responded respectively. As it stated in the above table most of the respondents 77(47.5%), with mean score(M=2.6) were agreed that leaders were took Responsible for leading performance targets for their employees.

Tells me standards to carry out work, the respondents were responded that 65 (40.1%), 41(25.3), 25(15.4%), 13(8%) and 18(11.1), strongly disagree, disagree, no opinion, agree and strongly agree responded respectively. From the above table most of the respondents 65 (40.1%), with mean score (M=3.8) were strongly disagreed that the leaders weren't told standards which was related to carry out work to the employees.

Works out agreements with me, the respondents were responded that 28(17.3%), 41(25.3%), 16(9.9%) ,18(11.1%), and 59(36.4), strongly disagree, disagree, no opinion, agree and strongly agree responded respectively. As it observed from the above table most of the respondents 59(36.4), with mean score(M=2.2) were strongly agreed that There was work out agreement between leaders and employees.

Monitors my performance and keeps track of mistake, the respondents were responded that 20 (12.3%), 61(37.7), 4(2.5%), 57(35.2%) and 20(12.3), strongly disagree, disagree, no opinion, agree and strongly agree responded respectively. From the above table most of the respondents 61 (37.7%), with mean score (M=3.2) were disagreed that the leaders were monitored the performance of the employees and protected from mistake.

Take action before problems are chronic, the respondents were responded that 9(5.6%), 14(8.6%), 3(1.9%) ,97(59.9%), and 39(24.1), strongly disagree, disagree, no opinion, and agree responded respectively. As it stated in the above table most of the respondents 97(59.9%), with mean score(M=3.7) were agreed that leaders were took action before problems were chronic for their employees.

Table 4.3.1c: Respondents view about Laissez-Faire Leadership Style

	C. Laissez-Faire leadership Style	1		2		3		4		5		mean	Std. deviation
		No	%	No	%	No	%	No	%	No	%		
1	My boss allows me to make decisions	125	77.2	15	9.3	2	1.2	20	12.3	-	-	1.48	1.01
2	My boss set priorities and occasionally delegate certain tasks to me	50	30.9	30	18.5	17	10.5	65	40.1	-	-	2.59	1.29
3	My boss, fully trusts, and has confidence on me	40	24.7	50	30.9	9	5.6	63	38.9	-	-	2.58	1.23
4	I take ownership on activities assigned to me by my leader	122	75.3	20	12.3	10	6.2	1	.6	9	5.6	1.48	1.04
	II)Management by Exception Passive (MBEP)												
5	My manager doesn't interfere with the activity until problems become severe.	57	35.2	72	44.4	13	8	20	12.3	-	-	1.97	.96

6	My boss is able to analyze the situation and determine what needs to be done and how to do it	64	39.5	27	16.7	9	5.6	20	12.3	42	25.9	2.68	1.68
7	Whatever decision a group makes within the limits set by regulations and policies, the leader agreeing on the decision	51	31.5	57	35.2	15	9.3	33	20.4	6	3.7	2.29	1.21

Source: Survey result, SPSS output, 2020

Allows me to make decisions, the respondents were responded that 125 (77.2%), 15(9.3), 2(1.2%), and 20(12.3%) strongly disagree, disagree, no opinion, and agree responded respectively. From the above table most of the respondents 125 (77.2%), with mean score (M=1.48) were strongly disagreed that the leaders weren't Allowed to make decisions to their employees.

Set priorities and occasionally delegate certain tasks, the respondents were responded that 50(30.9%), 30(18.5%), 17(10.5%), and 65(40.1%), strongly disagree, disagree, no opinion, and agree responded respectively. As it stated in the above table most of the respondents 65(40.1%), with mean score (M=2.59) were agreed that leaders were Set priorities and occasionally delegated certain tasks for their employees.

Fully trusts, and has confidence on m, the respondents were responded that 40(24.7%), 50(30.9%), 9(5.6%), and 63(38.9%), strongly disagree, disagree, no opinion, and agree responded respectively. As it shown in the above table most of the respondents 63(38.9%), with mean score (M=2.58) were agreed that leaders were Fully trusted, and had enough confidence for their employees.

Take ownership on activities, the respondents were responded that 122 (75.3%), 20(12.3), 10(6.2%), 1(.6%) and 9(5.6) strongly disagree, disagree, no opinion, and agree and strongly agree responded respectively. From the above table most of the respondents 122 (75.3%), with mean score (M=1.48) were strongly disagreed that the leaders weren't Allowed to make decisions to their employees.

Doesn't interfere with the activity until problems become severe. the respondents were responded that 57(35.2%), 72(44.4), 13(8%), and 20(12.3%) strongly disagree, disagree, no opinion, and agree responded respectively. From the above table most of the respondents 72(44.4), with mean score (M=1.97) were disagreed that the leaders were interfered with the activity until problems became severe to their employees.

Able to analyze the situation and determine what needs to be done and how to do it, the respondents were r esponded that 64 (39.5%), 27(16.7), 9(5.6%), 20(12.3%) and 42(25.9) strongly disagree, disagree, n o opinion, and agree and strongly agree responded respectively. From the above table most of the re spondents 64 (39.5%), with mean score (M=2.68) were strongly disagreed that the leaders able to ana lyzed the situation and determine what needs to be done and how to do it to their employees

The leader agreeing on the decision, the respondents were responded that 51 (31.5%), 57(35.2), 15(9.3%), 33(20.4%) and 6(3.7), strongly disagree, disagree, no opinion, agree and strongly agree responded respectively. From the above table most of the respondents 57(35.2), with mean score (M=2.29) were disagreed that leaders were agreed on the decision of the group.

Table 4.3.2: Respondents view about mean and St. Deviation of the three-leadership style

Leadership style	N	Mean	St. Deviation
TFL	162	2.75	1.13
TSL	162	3.42	1.12
LFL	162	2.17	1.21

Source: Survey result, SPSS output, 2020

TFL=Transformational leaderships=Transactional leadership and LFL=Laissez-faire-leadership

The leadership styles were evaluated based on a 5-point Likert scale of MLQ (from strongly agree to strongly disagree). Descriptive statistics revealed in general that the leadership practice among the three leadership styles did not vary much. As presented in table 4.2.1a, among the three leadership styles, transactional leadership however had the highest score ($M = 3.42$). This implies that the staff members of the university perceived that the way their deans led them was more transactional. The transformational leadership was also perceived ($M = 2.75$) and the laissez-faire leadership ($M = 2.17$) scored lower than the previous two leadership styles. From the above result, it can be concluded that transactional leadership style is relatively dominant style that frequently used by the leaders of AU. The result of mean can determine the effectiveness of the leaders through portraying the mean score along with standard deviation. As a result, it can be concluded that the leaders of AU were not effective leaders as such, because the mean score of transformational leadership style was below average. Bass and Riggo (2006) reveal that transformational leadership style is the most effective than the others. Such leaders pay great attention to the need and interest of those whom they lead and strive to support their followers.

Table 4.3. 2a: Respondents view about The sub-leadership characteristics

Leadership style		N	Mean	St. Deviation
TFL	II	162	2.4	.832
	IC	162	2.7	.827
	IM	162	2.55	1.46
	IS	162	3.33	1.41
TSL	CR	162	3.4	1.10
	MBEA	162	3.45	1.13
LFL	Avoidant	162	2.03	1.14
	MBEP	162	2.31	1.28

Source: Survey result, SPSS output, 2020

Note: (II) = Idealized Influence, IC= Individual Consideration, IM= Inspirational Motivation; IS= Intellectual Stimulation;

CR= Contingent Rewards; MBEA= Management-by-exception Active

LF=Laissez-faire/Avoidant, MBEP= Management-by-exception Passive

Transformational leadership consists of four important components: idealized influence individual consideration, inspirational motivation, and intellectual stimulation. Among the four behaviors of transformational leadership, three leadership behaviors such as individual consideration (M=2.7), inspirational motivation (M=2.55), and Intellectual stimulation (M=3.33) were highly perceived at Admass University. Idealized influence (M 2.4) seemed to be perceived a bit low compared to those threes.

Transactional leadership is the combination of two vital characteristics: contingent rewards and active management-by-exception. Descriptive statistics revealed that the leaders at the Admass University scored a bit higher than the average with the behaviors like contingent rewards (M=3.4), but quite high with active-management-by-exception (M=3.45). Laissez-faire leadership (non-leadership) is comprised of two characteristics, which scored below the average. Passive management-by-exception scored quite low with the mean score of (M 2.31), and even Avoidant lower with behaviors (M= 2.03).

4.3.2 Leadership styles of the dean at each Campus/

4.3.2.1. The transformational leadership

The purpose of this study was to examine the variation of the three leadership styles practices of the six Campus of AU. This section compares the leadership and sub-leadership mean scores between campus. To keep high confidentiality, this study uses artificial names, using capital English alphabetical characters instead of the real names of the educational campus chosen for this study. As such, all reports, interpretations, and discussion on the subject matter was involved only those artificial names given to each campus. The mean scores of all leadership styles of deans were compared with the analysis of ANOVA since there were six Campuses of Admass university

Table 4.3.2.1: Respondents view about Transformational leadership style

Campus of AU	N	Mean	St. Deviation	
A	43	16.28	0.44	
B	37	2.69	0.28	
C	35	3.19	0.21	
D	22	3.31	0.18	
E	12	4.13	0.16	
F	13	4.36	1.51	

Source: Survey result, SPSS output, 2020

The ANOVA results indicated that the deans were perceived quite high and above the average with transformational leadership behaviors at three campuses of AU such as Campus A ($M= 16.28$), Campus E ($M= 4.13$), and Campus F ($M= 4.36$), Campus C($M=3.19$ and Campus D($M=3.31$) were perceived slightly moderate than average score with transformational leadership. while the other one dean Campus of AU was perceived a bit lower than average score with transformational leadership behaviors at Campus B ($M=2.69$) and. as we observed from the above table, Among the six deans, the dean of Campus A ($M=16.28$) was perceived higher than average score with transformational leadership.

4.3.2.2: Transactional leadership

Table 4.3.2.2: Respondents view about Transactional leadership style

Campus of AU	N	Mean	St. Deviation	
A	43	2.10	0.77	
B	37	3.72	0.49	
C	35	4.03	0.25	
D	22	3.78	0.73	
E	12	3.41	0.31	
F	13	3.67	0.26	

Source: Survey result, SPSS output, 2020

Transactional leadership also seemed to be emerging in the context of leadership at present Campus of AU. Transactional leadership received high scores at Campus B ($M= 3.72$), Campus C ($M=4.03$), Campus D($M=3.78$), Campus E($M=3.41$) and Campus F ($M=3.67$). This implied that the deans at the five Campuses had slightly more behaviors of transactional leadership than the rest one Campus A($M=2.10$) of the AU, and led the people under their supervision using contingent rewards, kept track of those under supervision for mistakes, and corrected the mistakes as soon as possible which are characteristics of active management-by-exception.

4.3.2.3 Laissez –faire

Even though this leadership behavior is not often seen as shown in previous studies and even in this study, non-leadership gained some scores at Campus of B ($M= 2.82$), which a bit higher if compared to those within the group such as Campus C ($M= 2.33$), Campus F($M=2.25$), Campus A ($M= 1.85$), and Non-leadership gained very low scores at Campuses D($M=1.61$) and at Campus E ($M=1.62$) respectively. Also see the following table.

Table 4.3.2.3: Respondents view about The Laissez –faire leadership style.

	Campus of AU	N	Mean	St. Deviation	
	A	43	1.85	0.76	
	B	37	2.82	0.29	
	C	35	2.33	1.44	
	D	22	1.61	0.72	
	E	12	1.62	0.59	
	F	13	2.25	0.48	

Source: Survey result, SPSS output, 2020

4.3.3: ANOVA Result

ANOVA has been used to test the overall fit of the model which provides an F test between the predictors and dependent variable (Field, 2009). When F is significant, it indicates that the model as a whole (that is, all predictors combined) predicts significantly more variability in the dependent variable.

In summary, it was found that leadership practices of the deans vary from campus to campus. However, the ANOVA proves that the three leadership practices at all Campuses of the AU. As evidenced in table 4.3.3 below, transformational leadership at $F(4,157) = 18.37, p=0.00$ which is $P <.01$; and transactional leadership at $F = 5.26, p <.001$ are frequently practiced. As expected, the dean at each Campus of AU practices more than one leadership style. Laissez-faire leadership at $F = 6.22, p <.001$, is also practiced by deans at AU. The following table presents variation in leadership practices.

Table 4.3.3: Respondents view about ANOVA results of leadership styles

Leadership style	sum of square	df	Mean of square	F	sig
TFL Between group	57.166	4	11.39	18.37	0.00
Within groups	107.99	157			
Total	165.156	161	0.684		
TSL Between group	24.876	4	6.15	5.26	
Within groups	212.901	157	1.38		
LFL Between group	36.784	4	9.196	6.22	
Within groups	232.136	157	1.479		

Source: Survey result, SPSS output, 2020

Note: *** the mean difference is significant at $p <.001$

TFL = Transformational Leadership

TSL = Transactional Leadership

LFL = Laissez-faire leadership

4.3.4: The sub-leadership characteristics at each campus of AU

4.3.4.1: Respondents view about sub-transformational leadership styles

Campuses of AU	Sub-transformational			
	II	IC	IM	IS
A Mean	2.08	1.42	1.89	2.16
	N	43	43	43
	Std. deviation	0.45	0.39	0.26
B Mean	2.93	2.83	2.00	2.72
	N	37	37	37
	Std. deviation			

		0.35	0.55	0.00	0.12
C	Mean	3.05	3.87	2.72	3.00
	N	35	35	35	35
	Std. deviation	0.16	0.26	0.56	2.66
D	Mean	3.55	4.13	4.04	3.00
	N	22	22	22	22
	Std. deviation	0.11	0.82	0.42	0.00
E	Mean	4.06	4.66	4.50	3.44
	N	12	12	12	12
	Std. deviation	0.23	0.00	0.00	0.32
F	Mean	4.25	4.66	4.81	3.92
	N	13	13	13	13
	Std. deviation	0.00	0.00	0.25	0.48

Source: Survey result, SPSS output, 2020

Transformational leadership has four leadership characteristics such as idealized influence (II), inspirational motivation (IM), intellectual stimulation (IS), and individual consideration (IC). As table 4.3.4.1 presents, idealized influence was perceived quite high in the leadership practice of the dean at Campus F with a mean score of 4.25, at the Campus of E with a mean score of 4.06, and at the Campus of D with a mean score of 3.55. The idealized influence was not that low in the leadership practice of the dean at the Campus of C in which the mean score was 3.05, but This leadership behavior seemed to be quite low with the dean at the Campus of B in which the mean score was 2.93. Idealized influence also scored high in the leadership of the dean at the Campus of E and Campus of F. This leadership behavior was scored a little bit higher above the average with the dean at the Campus of B and Campus of C, but it was quite low at the Campus of A in which the mean score was 2.08. Individual consideration was scored remarkably high with the dean at the Campus of C, D, E, and F not that high with the dean at the Campus of B. However, individual consideration was quite low at the Campus of A in which the mean score was 1.42.

The results also revealed that the dean at the Campus of F had more behavior Of inspirational motivation (IM) with mean score of 4.81 and at the Campus of E with the mean score of 4.50. The

inspirational motivation was also perceived a bit high with the dean at the Campus of C, in which the mean score was 2.72 and Campus of D in which the mean score was 4.04. The dean at Campus of A in which the mean score 1.89 was perceived quite low with the behavior of inspirational motivation. (See table 4.4.1). whereas intellectual stimulation did receive a high score at the Campus of C, Campus D, Campus E, and Campus F. However, this leadership behavior gained a little bit a high score at the Campus of B in which the mean score was 2.72, and Campus of A in which the mean score 2.16 was perceived quite low with the behavior of intellectual stimulation.

4.3.4.2: sub-transactional leadership style

Transactional leadership has two important characteristics: contingent rewards (CR) and active management-by-exception (AMBE). It was revealed by descriptive statistics the former behaviors got a high score at the Campus of C, at the Campus of B, at the campus of D, at the Campus of E and at the campus of F. However, it was proved that the dean did not exhibit behaviors of contingent rewards at the Campus of B. On the other hand, the deans at the Campus D, C, B, E and F who scored high in the contingent rewards, was also scored similarly high in the behaviors of active management-by-exception. Active management-by-exception was often practiced by the dean at the Campus of C, but this behavior was also sometimes practiced by the dean the Campus of B, and Campus of E. The mean scores of active management-by-exceptions were quite low at the Campus of A. The following table briefly presents the sub-characteristics of transactional leadership at each faculty.

Table 4.3.4.2: Respondents view about sub-transactional leadership characteristics

	sub-transactional	Campuses of AU					
		A	B	C	D	E	F
CR	Mean	1.53	3.68	4.01	3.64	3.30	3.73
	N	43	37	35	22	12	13
	Std. deviation	0.91	0.52	0.17	0.61	0.43	1.37
MBEA	Mean	2.13	3.8	4.11	4.13	3.50	3.50
	N	43	37	35	22	12	13
	Std. deviation	0.71	0.41	0.21	1.01	0.00	0.00

Source: Survey result, SPSS output, 2020

4.3.4.3: Respondents view about Sub- laissez-faire characteristics

Laissez-faire leadership is sometimes called passive or non-leadership or Avoidant. This leadership consists of two important behaviors which are known as passive management-by-exception (MBEP) and Avoidant. Although these behaviors were rarely seen in the leadership of the deans at the Campuses of Admass University, it did happen. As proved in table 4.4.3, among the six Campuses of Admass University, the mean score of passive management-by-exception was quite high at the Campus of B while the deans at other five Campuses of Admass University were perceived significantly low. Avoidant seemed to be sometimes practiced by the dean at the Campus of B, but it was perceived very low for the dean at the Campus of D, and E. Avoidant leadership was a bit low at the Campus of C, but quite low at the Campus of A and Campus of F. **See below Table 4.3.4.3:**

Table 4.3.4.3: Respondents view about sub-- laissez-faire leadership characteristics

	sub-laissez-faire	Campuses of AU					
		A	B	C	D	E	F
	Avoidant Mean	2.27	3.02	2.37	1.39	1.66	2.34
	N	43	37	35	22	12	13
	Std. deviation	0.67	0.28	1.31	0.62	0.77	0.48
	MBAP Mean	1.61	2.55	2.28	1.89	1.55	2.12
	N	43	37	35	22	12	13
	Std. deviation	0.52	0.29	1.42	0.86	0.35	0.19

Source: Survey result, SPSS output, 2020

Interviews response from deans

To triangulate the information, Dean or Managing director of the university was chosen to interview on the current leadership styles practices. Questions which are related to leadership

style were organized. Unfortunately, due to current global issue (COVID) 19 from six campus deans only two campuses dean was interviewed. It was as follow.

What may be the expected outcomes of any proposed plan? With regards to questions about these behaviors, two among six deans (33.33%) who were interviewed similarly stated,

“... As a regular basis, we have to motivate our faculty; we make sure that they know, they share vision and mission. This is a regular thing we have to do. We are working for the same vision and mission, right! We understand each other, right! A lot of discussion we make with them if not all because we have a regular meeting at the end of the month...”

When asked how they deal with the issues concerning teaching or teaching members, one dean claimed,

“...We have staff meeting. There are certain important issues that concern lecturers, the faculty, and yeah mainly if those, issues concern them, we will rise before we reach the final decision, so they have voices, they get to share their reaction, share their perspectives, and we reach conclusion and agreement altogether...”

Another frequently-practiced leadership behavior of the deans is individual consideration. When individual consideration is implemented, the deans spend time teaching or discussing with teaching faculty members about new teaching techniques to improve their teaching performance; treat them as professionals rather than just staff of the faculty; consider teaching campus members as having different unique needs, abilities, and desire from others; and send teaching campus members to attend either professional workshop(s) or conference held by their institutions. With regards to question about individual consideration, both shared common answers as one of them mentioned in the interview,

“There are chances for professional development, ok, because we believe in, continuous development in individuals. We don’t think that a particular lecturer can always be effective if he or she doesn’t upgrade him/herself in terms of attending more training courses...right! seminars, workshops, things like this, so we arrange professional development workshop. That’s minimal. Those staff development workshops are mainly, led by speakers or professors from outsides, so we have, visiting professors from abroad...”

Even though it scored quite low compared to the previous three behaviors, intellectual

stimulation ($M= 2.72$) was also practiced by deans. In the context of faculty deans, intellectual stimulation appears when deans re-examine critical comments about the campus, seek different perspectives when solving problems which happen to teaching members or the whole faculty, and suggest teaching members new ways of how to complete the duties assigned by the management board. When asked about intellectual stimulation, two deans provided certain information which might reflect the behavior of intellectual consideration,

“...We are no expert. It’s even better if we can get involvement from lecturers. We, the management team, thought of the subjects, syllabuses, course-books, but we have to consult lecturers...many lecturers, and they suggest course-book, they give feedback on the subjects we were supposed to offer, it was products of management working with lecturers. So, they have a lot of voices”

Transactional leadership consists of two sub-characteristics. The first sub-characteristic is contingent reward, in which promises of rewards in exchange for good job performance are general rule, and satisfaction was expressed by deans if job performance of teaching faculty members meets expectations. However, when question turned to this behavior, both deans’ campus members confessed that there were just incentives or certificate of admiration for good job performance. As they said it was carried out once a year. Those good job performance was selected by their unit/department heads and approved by shilimat committee. The name of good performer was posted at the notice board. deans mentioned that they were not financially independent as they reasoned that, *“...If we want to reward our lecturers, we have to consult accountants, our leaders, rectors of the university.”* When asked what those gifts or incentives were, two of them similarly answered,

*“...for example, mostly It’s financial assistance/Birr/ for lecturers once a year.
“...There are several people who have been absent frequently...peopled who run out of steam. They’ve been teaching for a while. They don’t feel the same enthusiasm. They lose motivation. So what is the solution? We usually take a soft approach. We don’t really fire. We make sure they maintain high professionalism. If they are absent, they have to inform the management...”*

In brief, it can be concluded that leadership behaviors like those transformational and transactional leadership styles were often practiced by deans at campus of AU. Deans and teaching faculty members are closely working for the same vision and mission. Teaching faculty

members can make their voices in terms of suggestions or complaints toward teaching issues. They are given chances for professional development, for participation, and for discussion. However, both deans and teaching faculty members mostly have power in decision-making on certain things: teaching issues, curriculum design, syllabuses, and course-books except finance. Additionally, no Laisses -faire leadership was found through interviews with both deans and teaching campus members.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter provides the summary of major findings, conclusions and forwarded recommendations based on the result of the present study. Furthermore, it also includes limitations and directions for further studies on the subject matter.

5.1. Summary and Conclusion

Overall, this study was aimed at examining the current practice of leadership styles in Admass University as a study setting. Specifically, the study was intended to identify the dominant leadership style that frequently used by the leaders of the University, to identify the perception of staff members and to assess the relationship between the three leadership styles (transformational, transactional and laissez faire) and to assess the variation sub-leadership styles of the university.

The study adopted descriptive survey design to examine the relationship between the variables.

The data was collected from primary data using close ended questionnaire. From population of the study, 201 sample employees were selected using simple random sampling through lottery technique. In all 162 (80.60%) were correctly rated and returned then analyzed. Based on the data analyzed using SPSS the following findings were summarized:

➤The results on respondents' demographic variables indicate that majority (n= 140, 83.8%) were males and the remaining 22 (16.2%) were females which shows males dominated. The results on ages showed that majority (n= 67, 41.4%) were between age the largest percentage of respondents belongs to 40-48 67(41.4%) age category. This means that most of the staffs were adult. Regarding educational background majority (n= 84, 51.9%) of the respondents had Master Degree which indicate most of the employees of the University have enough level of education. The highest 74 (45.7%) of the respondents had served 1 to 10 years which assumed as good work experience.

➤The result of descriptive statistics with respect to the dominant leadership styles indicates that transactional leadership style was most frequently used by the leaders and

relatively dominant style because it had mean ($M = 3.42$ and $SD = 1.13$), followed by transformational Leadership style was ($M = 2.75$ and $SD = 1.12$), and for Laissez fair leadership style and ($M = 2.17$ and $SD = 1.21$). From sub elements of transactional leadership style Contingent Reward was dominated by 80.9% with mean 3.4. Thus, it can be concluded that the leaders of Admass University were not effective in leadership. Because the mean score of transformational leadership style was below average as transformational leadership style is the most effective style than other.

➤The survey result depicts that, there is a statistically positive and significant relationship between dimensions of each Leadership style. Transformational leadership at $F(4,157) = 18.37$, $p=0.00$ which is $P < .001$; and transactional leadership at $F = 5.26$, $p < .001$ are frequently practice. Laissez-faire leadership at $F = 6.29$, $p < .001$, was also practiced by deans at AU. Even though, transactional leadership style has relatively higher frequently practice, both transformational and Laissez-Faire leadership styles were also practiced to some extent. from the above result it can be concluded that each leadership styles were practiced with deans in the studied university.

5.2 Conclusion

Based on the research findings the researcher was concluded as follow: -

➤First planned to determine the disparity in the leadership practices of the deans at the Admass University, which is found in Addis Ababa city Administration by mainly observing three leadership styles (transformational, transactional, and laissez-faire leaderships) believed to adapt from the Western context and believed to have existed in Admass University. Hence, these three leadership styles are the cornerstones in the procedural development of the present study.

➤Second, the study departs to investigate the practice of each sub leadership style in each campus of staff members. This study has generally shown that the leadership practices of the deans varied greatly from campus to campus. The deans do not practice only one leadership styles but in flexibility of others. The shifts in time have shaped the leadership behaviors of

those who are in the leading or managing position such as deans at the campuses of AU in this current study. One of the most significant findings to emerge from this study is that the transactional leadership, which is known as the approach in which the leaders contract exchange of rewards for efforts, promise rewards for good performance, and recognize accomplishments of the employees, and take corrective actions, also significantly emerged in the leadership practices of the deans. However, the findings of the leadership styles like transformational and transactional ones could only be seen at some campuses AU such as Campuses of A, C, D, E, and F while the other one campus B of AU, the deans seemed not to adapt these two leadership styles very often.

➤ Another important finding is that the deans at two campuses of AU such as campus of A and E seemed to bear laissez-faire leadership behaviors (passive management-by-exception and laissez-faire) in their daily leadership practices. In brief, leadership styles at institutional practices as this study has proved vary from campus to campus.

➤ It can be concluded from this finding that teaching had high satisfaction and commitment for their organizational goal with those deans who adapts more idealized influence, individual consideration, intellectual stimulation and active management-by-exception. However, the staff members had quite low with those deans who practiced more passive management-by-exception leadership behaviors. They felt that they did not meet their expectation they had prior to starting their job and felt that they had less chances for professional development.

5.3. Recommendations

Based on the findings of this study the following recommendations are forwarded:

➤ The result shows that transactional leadership style was frequently used by the leaders of AU. Therefore, since transformational leadership was not frequently used by the leaders. so

the concerned body ought to design to leadership development programs for higher Education leaders through short term trainings, meetings and workshops in order to enhance their capacity by focusing on acquisition of knowledge and skills. This would lead to increased competence. The leaders of the university need to pay great attention to employees' need. They need to emphasize psychological rewards such as recognition, appreciation, praise and others whenever subordinates do good jobs.

➤According to the finding, teaching staffs were not gratified with communication within the University leaders. Therefore, leaders of the university need to listen or take note to communication, both formal and informal, by keeping the employees' up-to-date with the available information through frequent meetings and by disseminating information through notices, letters and posters. The results of decisions need to be disseminated to the subordinates.

Moreover, directors, deans, team leaders and department heads ought to listen attentively whenever speaking to the employees.

➤The result shows that each leadership style aspect was practiced to the university. This advocates that increasing the effectiveness of those aspects will lead to higher employees' commitment. Therefore, it is recommended that leaders of AU should offer more consideration in improving the effectiveness of using each leadership style.

➤The study shows that each aspects of leadership style have implemented by deans on Academic staffs. Since various dimensions of sub-leadership styles, which in turn affect job performance, leaders should not stick to only one form of leadership style. A combination of the various leadership styles will bring more satisfaction or enhance employee's performance. They should therefore find the appropriate combinations of the leadership styles that would achieve the organizational goals in cooperation with the individual objectives of the staff members.

5.4 Limitation and Direction for Further Study

- In this study only descriptive design was employed. In future research, it would be interesting to assess causal relationships and consider alternative modes of enquires such as employing the longitudinal design to determine if the findings tested are likely to be sustained.
- Further research should also involve a nationwide survey covering samples from the whole population of the higher education institutions in Ethiopia.
- Future Comparisons studies can also be made between the private and public higher education institutions.
- The Participant of this study was only the Academic staffs. In future research others like Department heads and administrative employees would be involved.
- The findings of this study may not be generalized to the whole education industry or to other types of organizations in the country. Generalization of the present findings should, therefore, be examined in future research in private higher education institutions and other organizations with balanced gender, and more heterogeneous samples.
- Taken as a whole, the suggestions for future research offer additional opportunities to further investigate the amount of variance that the three leadership styles explain in all leaders.

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APPENDICES

ST. MARY'S UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF BUSINESS ADMINISTRATION

Masters of MBA in General Management

I am graduating class MBA student of 2020 at St. Mary's University. This questionnaire is designed to help you describe your leadership style as you perceive it. Please answer items below by circling a number from 1 to 5 that best reflects your perception. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals. If you are unsure or do not know the answer, leave the answer blank. Whatever information you give me is strictly confidential and could be used for academic purpose only. I would like to thank you in advance for your indispensable cooperation.

Appendix I: Background Information

This section of the questionnaire refers to general information about the respondents. The Information will allow me to compare groups of respondents. Once again, your cooperation is appreciated.

1. Sex Female Male

2. Age 22 – 30 31 – 39 40 – 48 48 and Above

3. Your education level

Degree Masters Doctor Assi &Above

4. How many total years of experience do you have?

1-10yrs 11-21yrs 22-32yrs 33 and Above

Appendix II- Leadership Styles Assessment

Key: SD = 1, Strongly Disagree, D = 2, Disagree, N = 3, Neutral A = 4, Agree, SA= 5, Strongly Agree

N	A. Transformational Leadership Style	1	2	3	4	5
	I) Idealized Influence (II)					
1	My superior instills pride in me					
2	My manager Deliberates moral and ethical values					
3	My manager listens to team members point of views before taking decisions.					
4	My manager Gets me to rethink never-questioned ideas					
	II) Individual Consideration (IC)					
5	My manager spends time to teach and coach his assistants					
6	My manager Pay attention to my concerns					
7	My manager Outlooks me as having different needs, abilities					
	III) Inspiration Motivation (IM)					
8	My manager Inspires me to accomplish					
9	My manager Rises my motivation					
	IV) Intellectual Stimulation	1	2	3	4	5
10	My manager gives me with insightful suggestions on what I can do to improve.					
11	My manager Encourages me to think more creatively					
12	My manager Arranges challenging standards					

	B. Transactional Leadership Style	1	2	3	4	5
	I) Contingent Reward (CR)					
1	My boss makes clear expectation					
2	My manager appreciates for the quality of my efforts.					
3	My manager is particular regarding who is responsible for leading performance targets.					

4	My manager Tells me standards to carry out work					
5	My manager Works out agreements with me					
	II) Management by Exception Active(MBEA)					
6	My manager Monitors my performance and keeps track of mistakes					
7	My manager Will take action before problems are chronic					
	C. Laissez-Faire leadership Style					
	D)Avoidant/Non-leadership	1	2	3	4	5
1	My boss allows me to make decisions					
2	My boss set priorities and occasionally delegate certain tasks to me					
3	My boss, fully trusts, and has confidence on me					
4	I take ownership on activities assigned to me by my leader					
	II)Management By Exception Passive (MBEP)	1	2	3	4	5
5	My manager doesn't interfere with the activity until problems become severe.					
6	My boss is able to analyze the situation and determine what needs to be done and how to do it					
7	Whatever decision a group makes within the limits set by regulations and policies, the leader agreeing on the decision					

Appendix III- Guiding Interview Structure with Deans

Leadership Behaviors

I) Transformational leadership

A) Idealized Influence (I I)

1. How do you encourage your teaching staff to actively work with you?
.....
2. How much extra time do you spend working with your teaching staff?
.....
3. How can you make your teaching staff respect you?
.....

4. How can you make your teaching staff trust in your leading?
.....
.....

B) Inspirational Motivation (IM)

9. How do you maintain the individual spirit of your teaching staff?
.....
10. How do you maintain the team spirit with your teaching staff?
.....

C) Intellectual Stimulation (IS)

1. What do you have to do when there are some critical comments/
Suggestions about your faculty?
.....
2. How do you suggest your teaching to do when dealing with issues in
Their teaching works?
.....
.....

D) Individual Consideration (IC)

1. How often do you spend time introducing new teaching techniques to
Your teaching staffs?
.....
2. How do you treat your teaching staff?
.....
3. How much do you care about the needs, abilities, or desire of your
teaching staff?
.....
.....

II. Transactional Leadership

A) Contingent Reward (CR)

1. What do you when you need help from your teaching staff?
.....
2. What do you do to make your teaching staff successful in them
teaching performance? (Is responsibility clearly divided?)
.....
3. What do you do if any of teaching staff perform very well?
.....
.....

B) Management-by-Exception: Active (MBEA)

1. How do you deal with the irregularities of your teaching staff?
.....
.....
2.. What should you do if any teaching staff have any mistakes in them
Teaching performance?
.....

III. Laissez-faire (LF)

A) Management-by-Exception: Passive (MBEP)

1. How do you deal with any serious problems happening to your teaching staff or the whole faculty?
.....

2. When do you usually take action to deal with problems happening to your teaching staff/faculty?
.....

B) Non-leadership (Avoidant Behavior)

1. How often do you get involved when problems happen to teaching staff or the faculty as whole?
.....

2.. How often are you absent when your teaching staff need to discuss with you about some important issues of their teaching?
.....

3. How much are you involved in decision making about teaching programs? (Do you sometimes avoid making any decisions?) Why?
.....

Appendix IV

My manager appreciates for the quality of my efforts.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	3.7	3.7	3.7
	disagree	7	4.3	4.3	8.0
	neutral	10	6.2	6.2	14.2
	agree	131	80.9	80.9	95.1
	strongly agree	8	4.9	4.9	100.0
	Total	162	100.0	100.0	

My manager Will take action before problems are chronic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	9	5.6	5.6	5.6
	disagree	14	8.6	8.6	14.2
	neutral	3	1.9	1.9	16.0
	agree	97	59.9	59.9	75.9
	strongly agree	39	24.1	24.1	100.0
	Total	162	100.0	100.0	

My manager Tells me standards to carry out work

		Frequency	Percent	Valid Percent	Cumulative Percent
--	--	-----------	---------	---------------	--------------------

Valid	strongly disagree	65	40.1	40.1	40.1
	disagree	41	25.3	25.3	65.4
	neutral	25	15.4	15.4	80.9
	agree	13	8.0	8.0	88.9
	strongly agree	18	11.1	11.1	100.0
	Total	162	100.0	100.0	

My manager Works out agreements with me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	28	17.3	17.3	17.3
	disagree	41	25.3	25.3	42.6
	neutral	16	9.9	9.9	52.5
	agree	18	11.1	11.1	63.6
	strongly agree	59	36.4	36.4	100.0
	Total	162	100.0	100.0	

My manager Monitors my performance and keeps track of mistake

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	20	12.3	12.3	12.3
	disagree	61	37.7	37.7	50.0
	neutral	4	2.5	2.5	52.5
	agree	57	35.2	35.2	87.7
	strongly agree	20	12.3	12.3	100.0
	Total	162	100.0	100.0	

My manager is particular regarding who is responsible for leading performance targets.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	46	28.4	28.4	28.4
	disagree	37	22.8	22.8	51.2
	neutral	2	1.2	1.2	52.5
	agree	77	47.5	47.5	100.0
	Total	162	100.0	100.0	

My boss allows me to make decisions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	125	77.2	77.2	77.2
	disagree	15	9.3	9.3	86.4
	neutral	2	1.2	1.2	87.7
	agree	20	12.3	12.3	100.0
	Total	162	100.0	100.0	

My boss allows me to make decisions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	51	31.5	31.5	31.5
	disagree	57	35.2	35.2	66.7
	neutral	15	9.3	9.3	75.9

agree	33	20.4	20.4	96.3
strongly agree	6	3.7	3.7	100.0
Total	162	100.0	100.0	

My boss is able to analyze the situation and determine what needs to be done and how to do it

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	64	39.5	39.5	39.5
	disagree	27	16.7	16.7	56.2
	neutral	9	5.6	5.6	61.7
	agree	20	12.3	12.3	74.1
	strongly agree	42	25.9	25.9	100.0
	Total	162	100.0	100.0	

My boss set priorities and occasionally delegate certain tasks to me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	50	30.9	30.9	30.9
	disagree	30	18.5	18.5	49.4
	neutral	17	10.5	10.5	59.9
	agree	65	40.1	40.1	100.0
	Total	162	100.0	100.0	

My boss, fully trusts, and has confidence on me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	40	24.7	24.7	24.7
	disagree	50	30.9	30.9	55.6
	neutral	9	5.6	5.6	61.1
	agree	63	38.9	38.9	100.0
	Total	162	100.0	100.0	

I take ownership on activities assigned to me by my leader

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	122	75.3	75.3	75.3
	disagree	20	12.3	12.3	87.7
	neutral	10	6.2	6.2	93.8
	agree	1	.6	.6	94.4
	strongly agree	9	5.6	5.6	100.0
	Total	162	100.0	100.0	

My manager doesn't interfere with the activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	57	35.2	35.2	35.2
	disagree	72	44.4	44.4	79.6
	neutral	13	8.0	8.0	87.7
	agree	20	12.3	12.3	100.0
	Total	162	100.0	100.0	