



ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE

**LEADERSHIP POSITION-POWER, EFFICACY AND ITS
EFFECT ON ORGANIZATIONAL EFFECTIVENESS**

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COLLEGE OF BUSINESS AND ECONOMICS
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ACRONYMS

HERQA = Higher Education Relevance and Quality Agency

SED = Self Evaluation document

SD = Standard Deviation

MoE = Ministry of Education

ICT = Information Communication Technology

FDRE = Federal Democratic Republic of Ethiopia

TQM = Total Quality Management

HESC = Higher Education Strategic Center

NUFFIC = Education Leadership Capacity Building

GIZ = German Development Agency

HEIs = Higher Education Institutions

JHPEIGO = Organization for International Health Affiliated with Johns Hopkins University.

GLOBE = Global Learning and Observations to Benefit the Environment

ADRC = Academic Development and Resource Center

EQUIP = Educational Quality Improvement Program

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Abstract

The aim of the study was to assess leaders' position-power, its influence on effectiveness of its leaders and the organization. What happens when objectives mismatch the position-power of leaders and effectiveness of the organization? Taking into account the contemporary public issues on quality and relevance of education, the study chose Higher Education Quality and Relevance Agency as a research unit. Data was collected through semi-structured questionnaire, with open ended questions, interviews and discussions. The data analysis methods were calculating frequency of distribution in percentages of items under study, measures of central tendency-Mean, and Standard deviation. The sampling design targeted supervisors, management team members and officials from Ministry of education. The agency level position-power and resources uses have affected the organization significantly. However, the efforts made by leaders have moderated the situation of the organization to slowly but surely progress towards effectiveness. This has been underpinned by automation and occupied vacant positions. Currently the organizations position-power is raised to authority level of hierarchy. Lower position-power level and higher goals and objectives make organizations ineffective.

Key words: Agency, Authority, Position-power, Resource dependence, Organizational Effectiveness.

INTRODUCTION

1. Background of the study:

Ethiopia faces insurmountable problems that require learned citizens' involvement to curb its problems. The sources of these learned citizens are its Higher Educational Institutions. Higher Education Institutes (HEIs), as the source of the intellectual workforce, require to be managed by leaders with higher position-power, effective leadership and effective organization.

There are many factors that influence Organizational Effectiveness. Writers agree on constructs like individuals, groups and organizational structures, as major components required for effectiveness. (Robins & Judge, 2018). In addition to leader's attributes, Position-power also affects Organizational Effectiveness in a number of ways.

Leadership Position-power could be expressed in terms of the leader's ability to influence followers for a certain decision and their control over organizational resources. (Daft, 2005)

In certain nationally important government organizations like HERQA, leaders may or may not find themselves in appropriate Position-power to meet national and organizational objectives. How far distant should Position-power of leaders be from the centre of power to meet the organizational objectives? The research sees this problem in relation to leadership efficacy.

Leadership efficacy depends on a number of internal and external factors. The internal factors may include efficaciousness of the workforce and the organizational situation.

The leadership style, quality of leader-member relations, and organizational task structure are some of the factors that affect leadership efficacy. (House et.al, 2004)

Despite the leader's endeavor and their Position-power, organization members may also fail to meet the organizational objectives or desired competitiveness. Organizational Effectiveness could be evaluated from different perspectives.

The paper selects the following two perspectives for congruence with the objective of the study. According to High performance work practices perspective, an organization is effective when appropriate internal configuration of subsystem is suitable for high performance practices of the human resource potential. (Cameron & Whitten, (Eds.), 1983).

Resource Dependence model is called by different names and different writers - political economic model, power dependency model, resource dependent model etc. The resource dependence model focuses primary attention on one organization and its exchange partners. (Cameron & Whitten, (Eds.), 1983).

The paper evaluates whether the above mentioned perspectives are or are not met by the study organization the searcher intends to study for the research purpose. The intent of this research is exploring and describing the effects of Leadership Position-power and efficacy over organizational Effectiveness.

The research demonstrates and describes the current phenomena in the agency. However, in the last weeks of May, 2022, when the research was on data analysis processes, the Council of Ministers has endorsed the promotion of HERQA to Education and Training Authority level of hierarchy. It is therefore waiting for House of Representatives to be ratified. This phenomenon makes the research project a post-mortem study that witnesses the need to better empowerment of the leadership for its effectiveness.

HERQA as a government institution was an “autonomous” organ established with a legal personality to “follow up” Relevance and Quality of Higher Education. As stated on proclamation number 351/2003, it was accountable to Ministry of Education and expected “to lay down a system and issue requirements that enable higher education to produce quality and skilled manpower adequately to meet the needs of the country.”

However, proclamation number 351/2003 was replaced by an improved proclamation cited as the "Higher Education Proclamation No. 650/2009." The Higher Education Proclamation No.351/2003 was repealed by this proclamation No 650/2009. The regulations and directives issued in so far as they are consistent with the provisions of Proclamation 351/2003 remained in force until replaced by regulations and directives issued in accordance with 650/2009 Proclamation. (Proclamation, No 650/2009)

Based on the above two proclamations, HERQA was responsible for leading 57 Public HEIs and 328 accredited private HEIs. The number of HEIs, however, does not include Defense, Police and the

Intelligence agency colleges. HEI's ran *four* types of programs; Regular, Extension, summer and Distance. (https://www.herqa.edu.et/about_us#:~:text)

Its objectives include; assessing the relevance and quality of higher education, ensuring curriculums support the country's development needs, providing efficient and transparent accreditation system, and disseminating information regarding standards and programs offered by both Ethiopian and foreign HEIs. (https://www.herqa.edu.et/about_us#:~:text)

According to the director, HERQA's qualified human resource needs have remained unanswered up until 2011. Accreditation and quality audit departments were working with minimum capacity and expertise. Physical resource is scarce. It has, until this research is completed, only three vehicles to transport its supervisors in town and around regional states. (Awash, FM 97.1, <https://www.youtube.com/watch?v=K11Nbc7DlxE>). As a government agency, its finance resource comes from MoE. Universities independently make bilateral relations with donors for the projects they design bypassing HERQA.

Though no organization can be self sufficient, the need to acquire resources has something to tell about the organizational operations. If the need creates dependency on external unit, it could affect its outcomes and make the organization compromising its objectives. According to Emerson (1962), states dependency as the "obverse of power", and the importance and scarcity of the resource (s) determine the extent of organizational dependency. The more the dependence for recourses, obviously, the less the efficacy of the organization would be.

Proclamation 351/2003 indicates HERQA's income resources are government annual budget, funds and donations. Expatriates were working as senior experts at HERQA and certain provisions were offered by Netherlands' organizations. (HERQA proceeding Nov.12-13, 2008). However, according to key informants, there are partners at MoE and HESC designated as Education Leadership Capacity building (NUFFIC), GIZ's provisions for Educational Information Management System and Higher Education Staff Development projects, the British council's Teachers Demand and Supply,

Education Development Roadmap, and Higher Education Quality Assurance Malaysia, JHPEIGO from John Hopkins university etc. were involved in the physical and Human Resources provisions for the support of HEIs. (Please see annexed documents)

As mentioned earlier, the research uses HERQA as a study unit to evaluate how leaders' position-power and efficacy affect Organizational Effectiveness. HERQA is transformed to authority level in the power hierarchy as of May, 2022 by regulation No 515/2022 while this research was being conducted towards its end. According to article *four* of this regulation, the authority is independent from any sort of interference and intervention to be made by any individual or organization with regard to its decision in assuring quality of education and training. This phenomenon has forced the research work on HERQA as a post-mortem analysis that enables learning from its past to the betterment of the future. (Regulation No 515/2022,)

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1.2 Statement of the Problem:

Position-power, as the phrase implies is composed of two terms; position and power. Position is a job or paid work in a company and, Power is a broad concept that has different forms when expressed from economic, political, social and psychological perspectives.

According to Tawney R.H. (2008), power is the capacity of an individual or group of individuals to modify the conduct of others in the manner which one desires. Position-power has two forms; legitimate power and position-power. Legitimate power is derived from the job or position allocated to the person in position. Hence, even when the leader leaves the job, the legitimate power remains in position.

As a concept, Position-power is the authority granted to the leader by the position or office s/he occupies. The research discusses Position-power with respect to the distance from the centre of power. Given that a leader occupies a position higher in the organizational hierarchy, the position provides the leader an opportunity to use more power than the leader at the lower echelon. Intensity of Position-power depends on the structural position the leader occupies in the organization and the power distance from the centre to the periphery of power.

Position-power, some writers argue, that it is the weakest of the *three* elements of situational favorability for power. (Hughes, Ginnette & Curphy, 2006) The statement implies, as far as leaders are efficacious, their position power is the least factor that contribute to Organizational Effectiveness. The research tries to see the gap whether leadership position power could affect effectiveness of an organization.

1.3 statement of the problem:

Organizational Effectiveness, according to Cameron and Whitten (1983), is achieved when leaders have the capability to manage resources in the organization's subsystems effectively, produce outputs that positively affect its environment, acquires and shares resources with its environment, stores valuable knowledge for further use; satisfies the needs of its key stake holders and uses its Human resource effectively. In addition to capability, the searcher believes, Organizational Effectiveness is achieved when leaders have the necessary position power.

Leadership efficacy, according to House et.al (2004), is demonstrated by six global leader attributes or behaviors that are universally viewed as contributors to leadership effectiveness. These dimensions include; Charismatic/Value-Based Leadership, Team-Oriented Leadership, Participative Leadership, Humane-Oriented Leadership, Autonomous Leadership, and Self-Protective Leadership.

(Warren Bennis and Peter Drucker, 1995) added that leadership is about doing right things, and effective leaders are those that are doing right things and have control over all the necessary resources. Based on the above accepted theories, the research evaluates how leaders' position-power (as an independent variable) affects their efficacy (as a mediator variable) and Organizational Effectiveness (as a dependent variable).

To meet the literature review requirements of the research problem, the searcher consulted books, journals, interviews, conference proceedings, articles, and audio-visuials. With respect to leadership effectiveness and position power, prominent references books like the GLOBE, study of culture was consulted by Robert J. House, (2004). Leadership experiences by Richard L. Daft (2014), Bennis, W.G & Burt Nanus (1995) were also consulted for Leaders: the strategies of taking a change are viewed. In reference to Organizational Effectiveness, (Cameron & Whetten, (Eds.), 1983), were consulted. Journals like leadership quarterly and articles were used as supportive ideas reviewed. Leaders interviewed for their views on various social and news media are also referenced.

The purpose of this study is assessing how leadership Position-power and leaders' efficacy are related to Organizational Effectiveness. To demonstrate the above mentioned relationships attempts are made to show whether there is a gap between HERQA's objectives and government's desired goals.

Basic Research Questions: Before mentioning the research question, the searcher believes shading some light on Organizational Effectiveness, leaders' efficacy and position power is necessary.

Organizational Effectiveness requires effective use of power. According to Cameron & Whetten (1983), an organization is effective if its internal subsystems are properly configured; key stakeholders are satisfied, and properly served to meet their needs.

Leadership efficacy, similarly, requires being trustworthy, just, and honest. (Den Hartog, et.al., 1999). According to Hartog, et.al, (1999) attributes like charismatic, inspirational, and visionary leadership are also taken as attributes of efficacious leaders. According to attribution theory perspectives, charismatic/transformational leadership attributes are endorsed as quality of efficacious leadership.

Position-power spans from top to bottom of the organizational hierarchy. The top position-power is placed on the top of the pyramidal hierarchy, and the lowest position-power placed at the bottom. This common understanding of organizational hierarchy can also be seen from similar perspective in terms of centre - periphery relations. Elements of leadership efficacy remaining as they are, the searcher wants to show position-power has its role in enabling leaders' efficaciousness and finally effectiveness of the organization.

To appreciate the role of position-power on leadership efficacy, and its spillover on Organizational Effectiveness, the research poses the following specific questions.

1. What do HERQA's processes like communication, decision making, and strategy contribute to its quality and relevance upholding processes compared to standards?
2. Are functional units structured to meet national quality and relevance objectives with the necessary power?
3. Does HERQA have control over its financial and human resources to achieve its goal?
4. How much focused is the leadership on inspiring, motivating, and ensuring the safety, security and ethics of the participants?
5. What does HERQA's team orientation, participation, human, self protective and autonomous leadership lookalike?
6. How much proximal or distal is HERQA to centre of power?

1.4 Objectives of the Study

The intention of the general objective of the study is focusing on how Leadership Position-Power affects efficacy of leaders and the combined spill over on Organizational Effectiveness. In this regard efficacy of leaders serves as a mediating variable.

The specific objectives of the study, with respect to the case organization (HERQA) are limited to evaluating:

- 1) *Whether the leadership position-power enabled to meet desired objectives*
- 2) *Whether leaders' efficacy enabled to meet objectives the organization aspires.*
- 3) *Whether leadership style was transactional/transformational type.*
- 4) *Whether work team orientation facilitated leaders' effectiveness.*
- 5) *Identify whether the leadership style was participative, Humane, autonomous and self protective.*
- 6) *Identify the effects of processes like communication, decision making, and strategy crafting.*
- 7) *What happened to organizations that are dependent for resources?*

1.5 Operational Definition of terms

Accreditation: a systematic quality assurance process in which higher education institution programs are evaluated to determine if minimum standards are met.

Authentication: verifying and certifying the *authenticity* and *legality* of educational credentials earned from local HEI.

Autonomous leadership: degree of leadership to which a job provides the worker freedom, independence, and discretion in scheduling work and determining the procedures for carrying it out. (Robins & Judge, 2018)

Centre of power: the locus of the executive power at the republic's PM office.

Communication: it refers to the transfer and understanding of the meaning where a thought would be transmitted so the receiver understood the same mental picture the sender intended. Its functions in management, feedback, emotional sharing, persuasion, and information exchange.

Equivalence: verification of level of foreign educational credential to be valid and measured to be equated to the local credentials.

Formal power: an individual's position in an organization that can come from the ability to coerce or reward, or from formal authority. (Robins & Judge, 2018)

Higher Education Quality and Relevance Agency: an Ethiopian autonomous organ established by proclamation number 351/2003 to manage Higher Education Institutions. (FDRE Negarit Gazette No 351/2003)

Higher Education: education programs offered as undergraduate degree for four or more years and specialized degrees such as Masters and PhD programs. (MoE, educational statistics annual abstract, 2017/18)

Humane oriented: the degree to which a society rewards individuals for being altruistic, generous, and kind to others. (Robins and Judge, 2018)

Infrastructure: library, Laboratories, ICT centre, classrooms, offices, medical services, power supply, transport, safe environment. (HERQA workshop)

Legitimate power: the formal authority to control and use organizational resources based on the person's structural position in the organization. (Robins & Judge, 2018)

Leadership Efficacy: Global leader behaviors and attributes endorsed as contributing factors to effective leadership. (House et al, 2004?)

Leadership Position-power: power obtained from the position held in the power hierarchy to manage HEIs in terms of quality, relevance, accreditation, audit, equivalence, authentication, enhancement etc.

Organizational Effectiveness: To simplify and comprehend Organizational Effectiveness, three different measures or indicators of effectiveness are employed. These indicators are outcomes, structure, and processes. However, outcome is replaced by processes to evaluate Organizational Effectiveness. (Scott, 2003)

Power distance: the distance from centre of power at the National level to the periphery

Power: A's ability to influence B to do something without which B does not do (Robins & Judge, 2018)

Quality assurance: the monitoring, evaluation or review of HEIs in order to establish stakeholders' confidence. Quality assessment, quality audit, and accreditation are instruments of Quality assurance. (OECD: Higher Education Management and Policy, Vol. 22/1, 2010)

Quality audit: diagnostic evaluation of the teaching, learning and outcomes of a program or HEIs. (Quality assurance proceeding Nov. 2008, HERQA)

Quality care unit: it is a unit in an institutional system to ensure production of well-trained graduates through cycles of

Regulatory agency: government unit (HERQA) that enforces regulations

Self evaluation: critical reflections of an HEI on its services and performances.

1.6 Significance of the study

The theoretical significance of the study is signaling to do further searchers on effects of leadership position-power, its impact on leadership efficacy and processes on Organizational Effectiveness.

The study may contribute to perspectives on position-power and its effects as power distance spread out from centre to periphery. The study, the writer believes, may indicate significance of fit-Position-power to enable leaders provide requisite services with efficacy.

The structural effects of functional units, their association or dissociation from the organization, and the consequences in contrast to the objectives of the configuration is demonstrated for further development efforts on studies and perspectives.

One of the limiting factors for leadership efficacy is its control or lose-control over organizational resources. The study reaffirms what happens to organizations that are dependent for resources. This perception of resource control is viewed from dependency theory perspective.

Practical significance of the study, the searcher believes, would enable further evaluation of organizations and their position power. The writer of the thesis so far has not discovered studies conducted on HERQA's leadership Position-power, efficacy and Organizational Effectiveness. Hence, the research demonstrates how Position-power placed at proper or improper power loci could affect leadership efficacy and Organizational Effectiveness.

HERQA's experiences and practical issues encountered against objectives of the Agency could help to revisiting the relevance of HERQA's leaders' position-power, their efficacy and Organizational Effectiveness as well. The findings of the study empirically suggest the need to initiating MoE and HERQA leaders to review leadership positioning status and meet the National Higher Education Policy Objectives.

Scope of the Study: One of the most important factors that limit Organizational Effectiveness is efficaciousness of leadership. For leadership to be effective, the most important structural factor is the locus of the leaders' position-power. To demonstrate the relationship between leadership position-power, leadership efficacy and overall effectiveness of organizations, the research is narrowed to be conducted at HERQA. Through convenient Sampling Techniques, the study involved supervisory level officials of HERQA and review related literature on the independent variables and the dependent variable. The research used tools such as questioners, interviews and document analysis to produce relevant research data. The project employed explorative and descriptive methods of analysis. The data was collected by the searcher and aids. The analysis was limited to elementary statistical methods like averages, percentage, and frequency distribution. Similarly for further impact measuring techniques, the statistical tool commonly known as SPSS was employed.

1.7 Organization of the Research Report

Under *Chapter One*, the research presents concise and attractive introduction of the research and background of the study. Followed by statement of the problem, which consists of literature reviewed, the paper tries to define the problem under study. In addition to significance of the study to the beneficiaries, terms and concepts availing in the research are defined respectively. Scope of the study presents the boundary of the study and its constraints.

Chapter Two shows the relevant literature reviewed and used by the searcher. Under *Chapter Three* the research methodology, its type and design are presented. Moreover, people involved in the research are being mentioned. In addition to this, sources of the data, and instruments used to analyze the data and methods implemented to analyze the collected data are demonstrated.

Chapter Four of the research systematically presents, discusses, analyzes and interprets the data in line with standard procedures of literature review and data presentation. Tables and charts are used accompanied with necessary explanations.

Chapter Five summarizes the limitations of the study, findings of the same, and abridge the total procedure into its summary, conclusion and delivers practicable recommendation to the stated problem. With all these settings, the review of literature presents the primary and secondary data sources.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction: The chapter presents reviewed literature on organizational effectiveness, leadership efficacy and leadership position-power respectively.

This study of organizational effectiveness regards contingency theory and political economic perspectives as useful tools of investigation. The study evaluates effectiveness from organizational design and structure, decision processes, and resources control perspectives.

Leadership efficacy is measured in relation to autonomy of the organization, self protection, participation and team orientation with respect to Transformational/Transactional leadership perspectives. (GLOBE, 2004)

The study evaluates Leadership position-power from a different perspective. According to Robbins and Judge (2018), Position-power is the degree of influence a leader has over power variables such as hiring, firing, discipline, promotions, and salary increases. The study accepts all the variables mentioned above, however, the purpose of the study is directed to the position-power acquired from and related to power relationship outside of the organization's position power. Therefore, the study used the concept of 'power distance' as a distance to and from center of power (government) to the organization under study.

2.1 ORGANIZATIONAL EFFECTIVENESS

The search for theorizing organizational effectiveness has continued unabated. This is so because effectiveness of an organization is always relative. Hence, there is no as such a unified theory for this construct.

Definitional problems with regard to organizational effectiveness are mentioned by different writers. To Goodman, Atkins and Schoorman in Cameron and Whetten, (Eds.). (1983), the reasons for definitional problems of organizational effectiveness were the multiple constituencies; multiple causal determinants (independent variables) and multiple measures (dependent variables) of effectiveness were the ones which complicated the problem to clearly define organizational effectiveness with a unified framework.

As a result, the writers overviewed literature on organizational effectiveness and proposed two dominant types of inquiry in the organizational effectiveness: those studies that focus on the *measurement* of organizational effectiveness and those that consider the *causes* of organizational effectiveness. Cameron & Whitten (Eds.) (1983). Measurement of organizational effectiveness (Outcomes approach) is not attainable to this research objective. The writer believes the outcome approach leads to measurement of variables that are uncontrollable in their temporal and special distribution.

The second alternative proposed by the same writers i.e. evaluation of *causes* to measure organizational effectiveness is not also compatible to this study for this class of study focuses more on the independent variables where some focus on single antecedents and others on multiple of them. .

Setting criteria to evaluate organizational effectiveness is also a difficult job. Scott (2003), acknowledges that setting criteria to define effectiveness is not a simple task. He argues that the approaches needed to assess effectiveness and types of explanations given for effectiveness vary significantly. And factors such as type of organization examined, the perspectives employed, and whether organizations are market oriented or not are also major impediments for developing effectiveness criteria.

Other than theoretical perspectives, *time factors and level of analysis* also contribute to differences in defining criteria of organizational effectiveness. The relative longer or shorter time frame and different stages of lifecycle of organizations added difficulties in setting criteria for effectiveness.

Not only time frame and level of analysis, focus on evaluation of individual participants, work groups, departments, the organization itself, or their contribution to the broader systems affect organizational effectiveness. Another set of variation comes from participants and constituents. Scot with Dornbusch (1975) notifies when people in the control system are different from those actors, discrepancies are more likely to occur in defining the organization's effectiveness.

The other challenge comes from the view of TQM. According to Dean and Bowen (1994), the three most important values of TQM, (customer focus, continuous improvement, and teamwork) to be used as criteria for identifying an organization as effective or not.

Model Selection issues involve various views to measure organizational effectiveness. According to the *rational system model*, an organization is viewed as instrument of attaining goal and hence, its effectiveness criteria consider measures of total output, quality, productivity, and efficiency. (Cameron & Whetten, ed.1983).

The natural system model, criteria of effectiveness favors participant's satisfaction and morale, interpersonal skills of managers, the ability of leaders to motivate efforts around a common mission, and survival as indicators of organizational effectiveness. (Cameron & Whetten, (Eds.), 1983).

The Open system perspective, considers system maintaining activities through adoptability, flexibility and responsiveness to their environments as measures of their effectiveness. (Cameron & Whetten, (Eds.), 1983).

The Contingency model, however, emphasizes on perspectives of systemic integrity, goal attainment, and decision-making competence theories merged as factors for overseeing organizational effectiveness (Cameron & Whetten, (Eds.), 1983). Contingency theory emphasizes that designing decisions should be contingent on environmental conditions. The theory is guided by the hypothesis that organizations whose internal features best fit the demands of their environments achieve the best adaptation. (Scott, 2003:96)

The writer of this paper believes that the contingency model is the most preferable approach to evaluate effectiveness of organizations. This is so because, the model considers proper designs of organizations, strategy crafting capabilities, its employee reward systems, the leadership style etc, as those factors considered for setting criteria for organizational effectiveness. These criteria consider the organization's interaction to its external environment. Moreover, the harmony within the organization that involves its structures, decision making processes, outcomes, and the demands from without need internal homeostasis of the organization for survival. (Scott, 2003:96)

The other major source of differences in setting for the criteria of organizational effectiveness is the pervasiveness of Market and non market organizations. Since this study is focused to a non-market organization (HERQA), due emphasis is given to evaluate organizational effectiveness criteria set for non market organizations.

According to Donabedian, (1966); Suchman, (1967); Scott, (1977), in nonmarket organizations, there is a need to establish *standards*, selection of *indicators* and *sample* to assess organization effectiveness.

- a) The study endorses *standards* as a measure to study HERQA's effectiveness. As a result, established international standards for effectiveness in such institutions is given due consideration.
- b) Selection of *indicators* as measures of organizational effectiveness includes *outcomes*, *processes* and *structures*.

Instead of *outcomes*, however, (due to lack of control over outputs and task environments) the study considers processes, representative s and resource for evaluation of organizational effectiveness. The study considered, instead of outcomes, *resources-control* evaluation could have similar effect on indicating organizational effectiveness. House et.al. (2004), confirms *resource dependence* not only influences the organization's input and output, but affects its *beliefs*, *norms*, and *historical traditions*.

Dependency for resources creates environmental uncertainty, affects strategic imperatives of the organization and its organizational structure. (House et.al, 2004:81). Hence, the searcher intends to take into account *structures*, *processes* and *resources* to measure the organizational effectiveness at HERQA.

- c) Representative sampling was used as a design frame in the methodology.

2.1.1 Organizational Structures: organizational structure is one of important components needed to facilitate job and meet organizational goal. Organizational structure, as a variable, is used as an indicator of organizational effectiveness in the study organization. Structural indicators assess the capacity of the organization for effective performance. (Scott 2003: 367).

Khandwala's (1977) states that a conservative top management style is most effective for smaller organizations in more stable environments, while an entrepreneurial style, which includes measures of risk-taking, innovation, and proactiveness, is most effective for smaller firms in hostile environments. Which fits to the case at HERQA shall be seen in terms of structure.

This measure of effectiveness reflects factors that are under the participants' control. Organizational leaders have considerable control over types of facilities provided or standards used in the organizational activities. However, effectiveness for leaders at the top hierarchy may be seen differently from rank and file participants' perspective. This can be clearly seen if varying results are recorded when individual participants, workgroups, departments are involved in evaluating the organizational structure.

Various structural arrangements, like rules, hierarchy, and decentralization, are viewed as mechanisms determining the information-processing capacity of the system. Designing a structural arrangement appropriate for this information-processing requirement of the tasks to be performed can also be considered as a structural challenge. (Scott, 2003:97)

Robins and Judge (2018), recommend seven key elements when organizational structures are designed for effectiveness: *work specialization, departmentalization, and chain of command, span of control, centralization/decentralization, formalization, and boundary spanning.*

Structurally, HERQA has an administrative board, office director, and staff assumed to be necessary for its activities placed in a head quarter at Addis Ababa. (Proclamation No 351/2003) and HERQA's organizational structure attached at Annex 5)

However, designing strategy for Higher Education is not under its auspices. There is an autonomous Higher Education Strategy Center (HESC) that formulates vision and strategy of Higher Education. The center has its own legal personality. It is governed by administrative board, a director and staff in a separate office in Addis Ababa. (Proclamation No 351/2003)

Once again, powers and duties of this center, was revised and provided by Proclamation No 650/2009 with powers and duties to prepare national strategy for the development of higher education and institutions. (Proclamation No, 650/2009).

2.1.2 Task Processes: measures the quantity or quality of activities organizations need to ensure effectiveness. According to (Scott, 2003:366),

“Rather than requiring inferences from outcomes to performance characteristics, process measures directly assess performance values. ...all process measures evaluate efforts rather than achievements, and when the focus is on quality of performance rather than quantity, they assess conformity to a given program but not the adequacy or correctness of the programs themselves.”

Professionals and rank-and-file participants prefer process measures of effectiveness. They choose to be evaluated based on their conformity to performance standards rather than the efficacy of the programs. Searchers dedicated to the objective and scientific analysis of organizational effectiveness favor structure and process measures of effectiveness as Microquality. However, evaluation measures for processes preferred by clients and the larger public involve outcome assessment.

Decision Processes: One of the measures that need to be considered when evaluating organizational effectiveness is its decision making efficacy. An effective organization is that which optimizes processes for *getting, storing, retrieving, allocating, manipulating, interpreting, and discarding* information. (Cameron & Whetten, (Eds.), 1983, p. 67). W. Jack Duncan, Some argue however, where leaders have the necessary information, good support and morale, autocratic decision making could be appropriate decisions to make. (W. Jack Duncan, Kevin G. LaFrance, & Peter M. Ginter.2003) and (Cameron & Whetten, (Eds.),1983) believe, Effective organization are, among other things, information processing and decision-making entities evaluated against (a) rational standards (b) appropriateness of decision process; or (c) impact on systemic integrity. To measure HERQA for its effectiveness, the paper considers the seven decision making capacity measures with respect to rational standards, decision processes and its impact on HERQA’s decision making integrity.

2.1.3 Strategy: Robins and Judge (2018), argue that strategy is the source of objectives of an organization. The searcher accepts the above cited idea in such a way that it is the responsibility of executives, middle level managers and board members that their strategic leadership conducted at multiple levels determines effectiveness of the organization. (Finkelstein Sydney, Hambrick C. Donald & Cannella (Jr) A. Albert, 2009)

2.1.4 Communication processes: about the Influence of Communication Goals, R. Wijn and K. Van den Boss, In Personality and Social Psychology Bulletin 36, no. 2 (2010): 161–72, stated that communication serves five major functions within a group or organization: management, feedback, emotional sharing, persuasion, and information exchange. The direction of the communication, in this regard, could be upward, downward, or lateral. Hence effective use of this organizational tool contributes to effectiveness of the organization.

Based on Robbins & Judge (2018) suggestions, the study gives more emphasis on how choices of communication methods are persuasive enough on its participants. The barriers that slow or distort effective communication and the barriers involved that need to be recognized and reduced needed to be evaluated.

2.1.5 Resource issues: This concept has been presented by different writers as “resource dependence”, “power dependency model” and "political economy” model. (Scott 2003: 118). The paper prefers to use the former; resource dependence. And Robbins & Judge (2018) argue that dependence increases when a resource is important, scarce, and non substitutable.

For a power relationship to exist, “A” needs to have control over resources that “B” gives value. (Robins and Judge, 2018:P.238). If the leader has little or no control over resources, and resources are available exterior to the leader’s sphere of influence, as mentioned elsewhere, there is a possibility to compromise the leadership efficacy and organizational effectiveness altogether. Though no organization can be self sufficient, the need to acquire resources has something to tell about the organizational operations. If the need creates dependency on external unit, it could affect its outcomes and make the organization compromising its objectives. Scott (2003) confirmed resource dependence by mentioning Emerson (1962), and states dependency as the “obverse of power”, and the importance and scarcity of the resource (s) determine the extent of organizational dependency. The more the dependence for recourses, obviously, the less the efficacy of the organization could be. [18]

2.2 LEADERSHIP EFFICACY

The GLOBE definition of leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members. (House et.al, 2004:56) There are various perspectives and theories that define leadership efficacy quite differently.

House, et.al. (2004:516) Cited McClelland & Burnham (1976), suggested leaders are more effective when they are motivated by fulfilling the needs of the organization or the concerns of subordinates. However, the definition primarily emphasizes on the needs of organization and participants' satisfaction.

House et.al mentioned Yukl (2002) defining the construct differently; around the organization's objectives, organization of work activities, motivation of followers, facilitation of cooperative relationships and teamwork. The GLOBE finally identified *six* global leader attributes or behaviors (Charismatic/Value-Based leadership, Team-Oriented leadership, Participative leadership, Humane-Oriented leadership, Autonomous leadership, and Self-Protective leadership) that are universally viewed as contributors to leadership efficacy. (House et.al, 2004:14). The study endorsed these *six* universal attributes listed above to measure leadership efficacy.

2.3. LEADERSHIP POSITION-POWER

Leaders need one of the most important components of leadership – power to influence followers. Fiddler's contingency model provides three dimensions; leader-member relations, task structure and *position-power* as necessary components for effective leadership. (Robins & Judge, 2018). The study purposefully focuses on the position-power component of the contingency model.

2.3.1 Position-power: according to the contingency model, Position-power refers to the degree of influence a leader has over variables such as hiring, firing, discipline, promotions, and salary increases. There are also personal sources of power such as expert and referent powers the leader possesses. (Robins & Judge, 2018)

House, et.al (2004: 516) suggests people in positions of power are often accepted because of their personal power, whether it is based on expertise or referent power.

Though the above mentioned sources of power are widely acknowledged in the power relationship studies, the purpose of the study does not invite the searcher to embark on the above variables pointed out.

Though leaders expertise or referent power mentioned above have significant effect on leadership efficacy, the main focus of the study is to see the effects of legal power (GLOBE calls it Formal Power) acquired as a result of the proximity of the position-power to the centre of power in the power hierarchy.

Position-power is the weakest of the *three* elements of situational favorability for power (Hughes, Ginnette & Curphy, 2006). The study argues, the contingency model components mentioned above and the position-power dimension mentioned by Robins & Judge, (2018) need to take into account the distance of the position from centre of power as another aspect of the dimension.

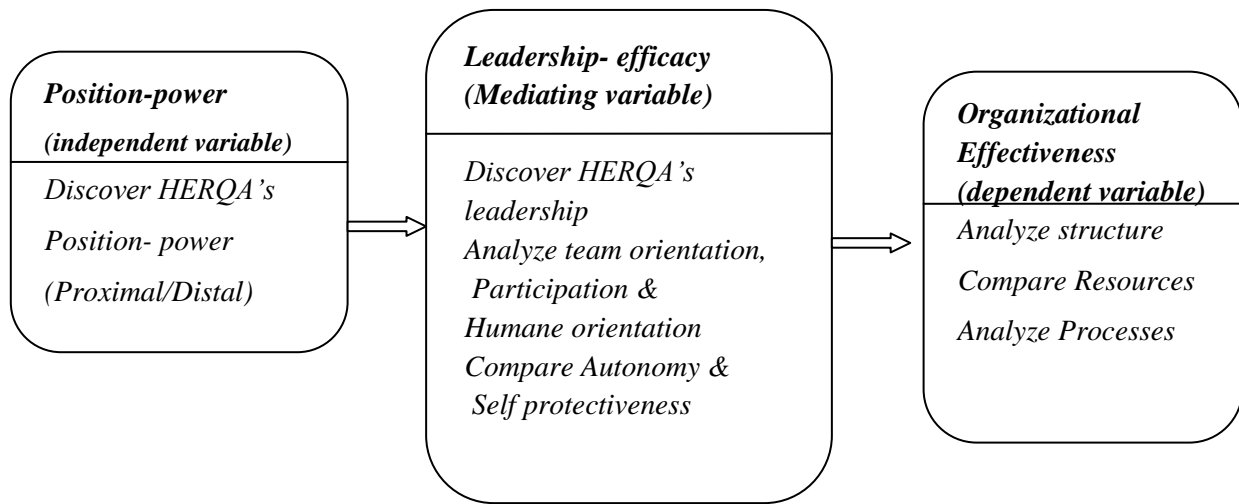
The writer believes the roll of position-power needs additional information and study on how power distance serves leadership effectiveness as contributor or inhibitor. If the leader's position-power widened from the power centre, leadership efficacy could be affected correspondingly.

2.3.2. Power distance: the term *power distance* was coined by Mulder, (1977: 90) to mean “the degrees of inequality in power between a less powerful Individual (I) and a more powerful Other (O), in which I and O belong to the same (loosely or tightly knit) social system.” Robins and Judge, (2018) Based on Mulder's definition, one can argue that Power distance is the power inequality as a result of distance from centre of power (O) to the head organization (I) under its auspices. The study considers power-distance deserves to be regarded as important variable for understanding leadership effectiveness.

The searcher’s argument and discussion on power distance emphasizes on structural (legitimate) distance between HERQA and the Ministry of Education.

2.4 Conceptual Framework

Fig. 1 the Conceptual Framework of the Study



The issues under study are structured as above to demonstrate elements of prediction on effectiveness of an organization. The issues included in the general concept of position-power, and its prediction of influence on the efficacy of leaders generalizes the idea that one affects the other. The empirical realities we experience show us that effective leadership requires the necessary position power. The blend of the two constructs is predictable to influence effectiveness of the organization.

CHAPTER III

THE RESEARCH METHODOLOGY

Since the research topic and problem that necessitate the research are identified, and objectives are outlined earlier, the chapter presents type and design of the research. It presents the sampling technique and the data sources employed. It shows the processes of data collection and construction of measuring instruments. The statistical techniques used for data analysis are also summarized.

3.1 The Research approach

There are widely spread allegations on declining quality and relevance of higher education. The study tries to evaluate why this happened and how HERQA is striving to curb the problem.

Taking this pervasive national issue into account the research evaluated the influence of position-power on leaders' effectiveness and the overall influence of those variables on HERQA's effectiveness through accepted applied research principles. The research approach involves observation, conduct interviews and use quantitative means of survey study. To demonstrate the effects of the independent variables, the searcher explores and observes Higher Education Relevance and Quality Agency (HERQA) as a study organization. All The information in the research paper is based on research instruments like questionnaires, interviews and the media outlets.

3.2 Research design the research design was, as mentioned in the earlier chapters, descriptive, and statistical averages are employed to permit the consideration of different aspects of the phenomenon in HERQA. The research problem is examined qualitatively and quantitatively, by going through documents, interviews of officials at HERQA and MoE, and standard statistical instruments. The statistical design could verify the effectiveness of the technique the research implemented.

To demonstrate the effects of the independent variables, the researcher explores, observes and describes Higher Education Relevance and Quality Agency (HERQA) as a study organization.

3.3 Target population Techniques: the study targeted total population of HERQA's supervisory level officials, its management team and the corresponding officials at MoE. Sampling frame, sample size, and the respective procedures are considered are shown as follows.

The size of total population targeted for the study comprises 64 Supervisory level officials, seven management team members and the corresponding MoE officials were 4.

Hence, out of the total currently functioning 64 supervisors, 37 (57.8 percent) of them represent the majority of respondents included in the sample.

The sampling design: The size of supervisory officials at HERQA is 64 and more than 50% of the population is represented in the sample (please Table 3.1). Out of the total *fourteen* management team members, seven (50 percent) of them were included via convenient sampling method. Four MoE officials from foreign capital, aid and grant directorate responsible for resource related task were included on purpose in the study for the specific information the study requires. The sampling size and frame is taken as representative by simple statistical means. Data is collected by the searcher.

3.3. Source of data

Primary source: Since the amount of data collected is limited, the searcher partly collected data through *observation* method. This has compensated verbal responses failed to be collected due to personal reasons. The *individual interview* and group discussion method is the other primary source employed during gathering data from officials. In addition, the study has used of *questionnaires* to collect reliable and dependable data as primary data source.

Secondary sources: publications, unpublished documents, journals, magazines, audiovisuals and conference reports are used for the sake of reliability of data. The study provided necessary attention for suitability of the sources and adequacy of data.

Data collection procedures: The data collected are checked for accuracy, utility and completeness. The information is classified into different categories. The contemporary statistical tools, Microsoft Excel and SPSS application, are used to provide support for storing, sorting and analyzing the data. The tables denote the recordings of the classified material in accurate statistical terms via SPSS.

Table 3.1 Total Respondents population at HERQA & MoE

	<i>Total population</i>		<i>Sample population</i>			
<i>No</i>	<i>Management Team</i>	<i>Supervisory Level officials</i>	<i>Management Team</i>		<i>Supervisory Level officials</i>	
	<i>N</i>	<i>N</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
<i>1</i>	7	64	7		37	57.8
	<i>Total Population at MoE</i>		<i>Sample population</i>			
<i>2</i>	<i>N</i>				<i>n</i>	<i>%</i>
	7		4		4	57

3.4 Data collection instruments: the instruments used for data collection were partly obtained from semi-structured survey questions. The questionnaires are made up of three component parts. Part one contained the demographic characteristics of the respondents. Part two contained semi-structured questions based on the conceptual framework depicted on chapter two of the paper. The third part of the survey questions gave the chance to respondents to express their views about resource use of the agency.

Semi-structured questionnaires were distributed, and Participants responded to questions anonymously with assurance that their responses won't be disclosed to anybody. Semi-structured Questionnaires were carefully planned, constructed, and distributed procedurally. Certain information is collected from observations at work places. Similarly semi-structured Interview questions were adopted for HERQA's management team and corresponding officials at MoE. The searcher has conducted discussion management team member individually. MoE officials were interviewed in group at a conference room.

3.5 Sample and sampling techniques: the organization is responsible for Higher Education in Ethiopia and its qualities and relevance. These responsibilities are accomplished by teams whose members total 64 supervisory officials.

There are 14 management team members out of which *seven* of them were specifically targeted for study on purpose. Four MoE officials were selected on convenience basis.

3.4. Data analysis methods

From the inception of the data collection to analysis of the data and its findings, the study used Microsoft Office Excel and Statistical Package for Social Sciences (SPSS) applications for computation and analysis of data. Moreover, World Wide Web browsing techniques was employed in the internet using personal and laptop computers.

Three variables involved in the analysis are Leadership position-power (the independent variable) and Leadership efficacy (mediating variable). Organizational Effectiveness is the dependent variable. The data analysis method employed calculating frequency of distribution in percentages of items under study, measures of central tendency -Mean, and Standard deviation. The variables and categorization of data is summarized in tables as follows.

The paper narrated the combined effects of HERQA's position power and leaders' efficacy on its effectiveness from processes perspective. The variables and categorization of data is summarized in tables and annexed in the appendages.

3.5. Validity and reliability:

The above average (58.81 percent) representation and coverage of the population can signify the content validity of the work. After completion of data collection through questionnaires, interview, and observation, the available information collected was carefully encoded into Microsoft office excel to simplify the task of encoding which later on was merged to SPSS application. SPSS as a measurement tool was preferred to its precision and time saving attributes commonly accepted by searchers. The content validity was representative (68.75 percent) of the population which was 64. The questionnaire is obtained from survey monkey website.

To make the finding reliable, due emphasis was given to data precision and accuracy with an aide. The statistical values given by the participants for an item was measured by mean values (mean & mean of means). The degree of variation an item received was measured with standard deviation for the reliability of results.

The criteria employed contained relevant information to make the judgment of the searcher bias free as much as possible. Data clearing process has been accomplished successfully.

3.6. Research Ethics: The research maintained ethical standards, the questionnaire and interviews protected participants' anonymity, the consent confirmed respondents' freedom to decline, and assured confidentiality during distribution of the questionnaires. With all efforts waged to data collection, relevant research information is believed to have been collected. The data analysis of the research follows in the next chapter.

CHAPTER IV

PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

Introduction

The unit interprets, discusses, and analyzes the data in line with contents of literature review and the research methods. The data is collected from former HERQA's supervisory level officials, management team members and specific MoE officials. Table 4.1 summarizes the mean rate values and mean category. Under table 4.2 data related to Organizational Effectiveness is analyzed. Table 4.3 shows data regarding leadership efficacy and table 4.4 mentions the data collected with respect to leadership position-power.

The data gathered through Key informant conversational interview, and certain observations are described qualitatively. The searcher believes data collected in words is important in order to answer for certain basic research questions the quantitative method did not satisfy. For the sake of similar purpose, data obtained from open-ended questions were unsuccessful and this hurdle is described in limitations of the study. The data collected quantitatively is explained accompanied by the respective tables.

The research used five point Likert scale, both open and close ended questionnaires as a rating tool, by assigning 1= strongly disagree, 2= Disagree, 3= neither, 4= agree and 5= strongly agree rating values. For the purpose of analysis, the above 5 responses were grouped and labeled into mean categories of five.

Table 4.1 Category of rating scales into mean values.

<i>No</i>	<i>Response values</i>	<i>Mean Category</i>	<i>Mean rate value</i>	<i>Mean rate values words</i>
1	Strongly disagree	<i>1 - 1.49</i>	1	<i>least</i>
2	Disagree	<i>1.5 - 2.49</i>	2	<i>Below average</i>
3	Neither	<i>2.5 - 3.49</i>	3	<i>Slightly above average</i>
4	Agree	<i>3.5 - 4.49</i>	4	<i>Significantly above average</i>
5	Strongly agree	<i>4.5 - 5.00</i>	5	<i>significant</i>

4.1 DEMOGRAPHIC CHARACTERISTICS

Demography: (Supervisors) The total number of supervisors and management team members were 64. The number of supervisory level officials was 57, and 37 (64percent) of them have responded promptly. The management team members were seven and only five (71.42percent) of them have responded. MoE key informants were included in the study and four of the officials have responded to the interview conducted. Semi-structured Questionnaires extracted from survey monkey website, schedules and interviews were prepared for these three informant groups.

The number of female supervisor participants was only five (13.5percent) and males were 32 (86.5percent). Supervisors ≤ 40 years of age constitute 28 (75.7percent) of the respondents. Of all the respondents, ≥ 41 years old were only nine (24.3percent). The academic status of all the participant supervisors was 33 (89.2) percent MA/MSc and four (10.8percent) BA/BSc holders.

Teaching experience of all the respondents tells us that 19 (51.4percent) of them have never taught in HEIs while the remaining 18 (48.6percent) have experienced teaching in the same.

Out of the 19 that did not taught at HEI's, 13 (72.2 percent) of respondents have 6-10 years of experience and *four* of them (10.8percent) have below five years of teaching experience at HEIs. This implies out of the newly (three years ago) employed supervisors, 19 (51.4percent) of them knew HEIs while they were learners in their respective HEIs compounds. Until their meager experience develops through further training and capacity building personal and organizational efforts, their contribution could be lower than those educators. The supervisory position they are working on requires excelling experience in teaching at HEIs.

Demography: (Management team) Management team members respondents service years in the former HERQA is significant. One of the managers (20 percent) has less or equal to five years experience. The other two (40 percent) have less or equal to ten years of experience and the remaining two (40 percent) have less or equal to 15 years of experience. Four of them are males and one is female. Their academic status is MA/MSc except one who is a PhD.

Management team members teaching experience at HEI's tells us that, one (20 percent) of five respondent management team members has ≤ 10 years of teaching experiences at HEI's. Except one (20 percent) who has ≥ 15 years of similar experience at HEIs, the remaining *three* (60 Percent) of them have no HEIs teaching experience at all.

Table 4.2 Supervisors' service years at the agency

No. of Years	Frequency	Percent
0	1	2.7
1-3	20	54.1
4-6	6	16.2
7-9	4	10.8
10-12	3	8.1
13-15	3	8.1
Total	37	100.0

The table 4.2 above demonstrates that well above average of the respondent supervisors have 1-3 years of work experience. Supervisors with 10 years & above experience are limited to 6 (16.2 percent) of the respondent.

4.2 Organizational Effectiveness (*internal processes perspective*)

The data below is obtained from supervisory level officials currently working on the new ETA. Instead of outputs and stakeholder's satisfaction, the study considers effectiveness of the organization by analyzing its internal processes. The internal processes considered by the study are communication, decision making, strategy and resources management. The research tried to answer the following question. (Cameron &Whitten, (Eds.), 1983)

The research tried to evaluate how far the study organization was efficient in using communication means to manage quality and relevance of Education in HEIs. The research question items were prepared to supervisors see internal processes like communication, decision making, and strategy contribute to HERQA's quality and relevance upholding processes as necessary. (Cameron &Whitten, (Eds.), 1983) Since communication requires major functions such as management, feedback, sharing emotions, persuasion, and information exchange, to be effectively implemented, the case in HERQA has been evaluated for its effective use of these communication tools. (Cameron &Whitten, (Eds), 1983)

The issue in HERQA was observed by the searcher that it has recently been underpinned by modern communication technology Higher Education Management Information System (HEMIS) with its HEI customers.

The question how leaders and followers involve in compatible communication was answered in that significant mean rate of (3.03) was affirmed by minimal (1.25) SD. The verbal and non-verbal messages were communicated by mean rate 3.95 followed by (1.19) SD. However, to safe guard education quality of HEIs the communication transaction was observed at mean rate of (3.00) and (1.10) SD. Moreover, the Physical work environment, the respondent supervisors were working at, & the organizational culture was not rated as conducive for effective communication, hence, its mean value was (2.84) and the SD was (0.96) which shows narrow deviation between the mean rate and the SD.

HEIs Publication and the dissemination of the same were evaluated as in its mean value of (3.06) and the corresponding SD was (1.06 SD). In addition to this, assessed Students' feedback on performance and capability of HEIs and the feedback from clients' satisfaction on standards were at a mean of (2.78 and 2.49) respectively.

Similarly the SD on both cases showed (1.18 and 0.87) mean value respectively to confirm that some drawbacks are apparent in the process. Analogous to the situation in the above communication issues, transfer of HEIs institutional self evaluation documents (SED) to HERQA were lagging behind to mean value of (2.86) and tied to value of (0.95) SD. In a nut shell, the Mean of the Means for the 20 items of the questions was (3.07) which indicate that communication processes in HERQA requires more effort to meet its effective communication processes. The effectiveness attributes of HERQA in terms of communication process is presented as under on (Table 4.3.a).

4.4. a Communication (*supervisors' perspective*)

Table 4.3 Mean and SD on communication as an internal process May 2022

<i>Communication Items for supervisors</i>		<i>N</i>	<i>Mean</i>	<i>SD</i>
1. Leaders & followers involved compatible communication attributes		36	3.03	1.25
2. Leaders & followers succeeded in achieving organizational goals		37	3.16	1.26
3. Verbal and nonverbal messages were effectively communicated.		37	3.59	1.19
4. HRQA provided necessary discussion forum on quality and relevance.		37	2.95	1.29
5. Communications transaction facilitated safeguarding education quality of HEIs.		36	3.00	1.10
6. Physical env't. & org culture was conducive for effective communication.		37	2.84	0.96
7. Institutional quality audit & self assessment documents checked for focus areas.		37	2.97	1.04
8. Evaluated HEIs infrastructure to identify quality.		37	3.54	0.96
9. Assessed Students' feedback on performance and capability.		37	2.78	1.18
10. Improved stakeholders' feedback from clients' evaluation.		35	2.71	0.96
11. Evaluated outreach & community services offered by HEIs.		36	3.31	1.01
12. Evaluated HEIs publication dissemination.		35	3.06	1.06
13. Evaluated feedback from clients' satisfaction on standards.		37	2.49	0.87
14. Developed self evaluation procedures by looking into quality.		37	3.32	0.97
15. Implemented indicators for assessing quality of HEIs.		37	3.65	0.72
16. conducted thematic evaluation of fields of study at HEIs		35	3.09	1.04
17. Transferred good practices to the HEIs and MoE.		36	2.58	0.84
18. Confident those HEIs provided relevant and quality higher education.		37	2.38	0.98
19. HEIs institutional self evaluation documents to HERQA.		37	2.86	0.95
20. HERQA deserved more authority than it had before		37	4.14	1.03
<i>Min =1, Max = 5</i>		<i>Mean sum</i>	62	
		<i>Mean of means (Sum/20)</i>	3.10	

4.2.b Decision making (*supervisors' perspective*)

Decisions in different organizations can be passed with different styles that could either be autocratic, persuasive, consultative or participative. (Judge & Robin, 2018) ineffective organizations pass decisions selectively to succeed in meeting their objectives. How decisions are made by HERQA in its internal processes? The following effort has been made by the searcher to evaluate the decision making processes in the organization.

HERQA needed to have selected rational means and processes to pass decisions feasible to work on education quality. The supervisors responded for this item with mean value of (3.05) and (1.177) SD to show the proximity of variations between the two values. Not only selection of rational ways to pass decisions but also selection of important problems and working on the best possible solutions needed to be evaluated. The mean score for this item was given as (2.59) with minimal SD value of (1.013). Moreover, not only selecting the feasible alternatives, the impacts on HERQA's effectiveness is worth questioning. Supervisors responded to that item to mean value (3.00) and the corresponding SD result as (0.986). Decision procedures need to be modified as the need arises. In this regard, HERQA's supervisors evaluated their organization on procedure modifications attributes at a mean rate of (3.43) that is supported by SD of (1.042). Table 4.4 below demonstrates that the overall Mean of means obtained from items on decision making processes is presented at a value of (3.02).

Table 4.4 b. The Mean and SD of Decision-making processes (supervisors perspective) May 2022

<i>Decision making items</i>	Mean	SD
<i>1. Decide on selecting rational process for feasible course of action on quality.</i>	3.05	1.177
<i>2. Identified data from quality care units and analyzed through proper process.</i>	2.76	1.038
<i>3. Studied possible problems to identify best alternative solutions.</i>	2.59	1.013
<i>4. Alternatives on quality and relevance considered units' advice for effectiveness</i>	2.89	0.936
<i>5. Selected feasible alternatives for decisions and its impacts on its effectiveness.</i>	3.00	0.986
<i>6. Used communication skills for implementation of its units' decisions.</i>	3.41	1.013
<i>7. Involved in procedures modification to implement quality assurance policy timely.</i>	3.43	1.042
Min=1 Max=5	Mean Sum	21.14
N=37	Mean of means(sum/7)	3.02

4.2.c Strategic Planning (*supervisors' perspective*)

Table. 4.5 The Mean and SD of items on strategic planning

	<i>Strategy planning items</i>	<i>Mean</i>	<i>SD</i>
2	<i>Failure to design strategy did not make it a proactive organization.</i>	3.20	1.609
3	<i>Failure to design strategy did not help to set up a sense of direction.</i>	2.90	1.410
4	<i>Failure to design its strategy decreased operational efficiency</i>	3.35	1.631
5	<i>Failure to design its strategy increased stakeholders' trust</i>	2.60	1.465
6	<i>Aligning staff and operations, as it should have done so.</i>	2.55	1.234
	<i>Min=1 Max=5</i>	<i>Mean</i>	<i>14.6</i>
	<i>N=26</i>	<i>Mean of mean (sum/5)</i>	<i>2.92</i>

4.2. d. Resource management (*supervisors' perspective*)

Resource management issue is an important variable for evaluation of Organizational Effectiveness. This is so because there are conditions where some organizations could be ineffective even though they own necessary resources required. Others could be effective even though they lack required resources. This case has been considered by the research to identify whether HERQA was dependent for resources. The following open ended questions were prepared for supervisors to comment on with free response from the respondent supervisors. Out of 37 supervisor respondents those answered were 26 (70.27 percent) and 11 (29.72 percent) did not answer for all the items. The questionnaire items and the respondents' answers follow as under.

The effects of Higher Education Strategy Centre and Pedagogic Resource Centre on the effectiveness of HERQA was analyzed, it shows that Seven (26.92 percent) have argued HESC has no contribution, connection, formal link, no related activity, not in place, detached etc., with HERQA. Eight (30.76 percent) of them answered HESC was occupied with designing and disseminating curricula for the purpose of harmonizing and evaluation of HEIs. Eight (30.76 percent) did not comment on this particular issue and three (11.53 percent) were included in “others” category. The issue related to Pedagogical Resource center was ignored by most of the respondents and only two commented HERQA didn't use the opportunity.

The role played by the Academic Development and Resource Centre (ADRC) for HERQA's effectiveness was analyzed. Out of 26 respondents, who answered the second item were only 14 (53.84 percent). Six (42.85 percent) of them answered did not know, it didn't involve, provide no support, negligible support etc to HERQA. Eight (57% percent) answered, it was used to provide professional advice, skills, knowledge, methods, gave scholarship, study work load, indicate research gap in HEIs etc. that was important to HERQA.

When the Educational Quality Improvement Program's (EQUIP) role in contributing to HERQA's effectiveness was considered for analysis, it shows out of the 26 respondents 19 (73.07 percent) in favor of EQUIP about its contribution to HEIs and HERQA. The respondents answered it provides accreditation standards, checklist, define quality in terms of processes and output, enhances quality, follows international and National guidelines. Seven (26.92 percent) escaped responding to the item.

The contributions of Funding for Educational Quality Improvement program was analyzed and Out of the 26 respondents, 15 (57.7 percent) of them answered this item. Seven (46.67 percent) mentioned the importance of sufficient financial budgeting as important resource and *five* (33.33percent) answered no foreign funding was available for HERQA. The remaining *three* (20 percent) were others. It is noteworthy that public HEIs independence to form bilateral relations with partners bypasses HERQA's supervision.

4.2.2 Organizational Effectiveness (*Management team's perspective*)

Since organizational structures are meant for grouping workers along types of works they are assigned for and unless properly structured, association or dissociation of groups to job types could be inappropriate in structuring organizations. To evaluate whether important departments were detached or attached to and from HERQA, the following open-ended questions were prepared for the management team to write their views.

Table 4.6. The mean and SD in terms of its structure (*management team*)

	2.2.a. Organizational structure items	Mean	SD
1	<i>Activities were subdivided into special jobs</i>	3.75	0.957
2	<i>Jobs were up to standards</i>	3.50	1.000
3	<i>Jobs were grouped together to coordinate common tasks.</i>	3.75	1.258
4	<i>MoE had strategic planning department outside of HERQA</i>	3.50	0.577
5	<i>Top managers make decisions & lower-level managers carry out directives.</i>	4.25	0.957
6	<i>There was continuous line of authority for individuals & groups to report from to top to bottom.</i>	3.50	1.291
7	<i>Number of subordinates a work team leader can direct was manageable.</i>	3.75	0.957
8	<i>Decision making was decentralized to work teams closest to the task.</i>	3.50	1.291
N=8		Mean sum	29.50
		Mean of means/8	3.9

HERQA as a legal entity was not used to design its strategy independently. Number of management team members who answered *Yes* was 2(40%) and the remaining did not comment. Those who commented on HERQA’s inability to design its strategy responses are shown below (Table 4.6).

Table 4.7 The mean and SD in terms of strategic planning (*Management team perspective*)

	2.2.b. Strategic planning	Mean	SD
	<i>1. Failure to design strategy did not make it a proactive organization</i>	3.75	0.957
	<i>2. Failure to design strategy did not help to set up a sense of direction.</i>	3.50	1.000
	<i>3. Failure to design strategy decreased operational efficiency</i>	3.75	1.258
	<i>4 Failure to design strategy helped to increase stakeholders trust.</i>	3.50	0.577
	<i>5. It was not aligning staff and operations as it should have been so.</i>	4.25	0.957
N=5		Mean Sum	18.75
		Mean of means (sum/5)	3.75

2.2.c Resource management (management team members' perspective).

The item included in management team's questionnaire was about resource uses in the organization. Out of the five respondents, only one (14.28 percent) responded for the *first* and *third* questionnaire items. The influence of responses was insignificant for the resource management issues mentioned on the questionnaire. The searcher however has observed that there are human, physical and financial resources shortages for HERQA.

4.2.3 Resources for HERQA (*Qualitative data from MoE officials*).

Qualitative measurements: These key informants from MoE are selected from planning and finance directorates responsible for planning and capital, aid, and loan directorates on purpose. They were five in number two from each directorate. All are males, while two were between 30-40 years age group, the remaining two were between 41-50 years age group.

These key informants qualitative response to the items is presented as follows. To know whether there are legal international entities providing fund to MoE through its system or ministry of finance, unanimously responded it happened through Ministry of Finance and as the need arises through MoE accounts. The data that indicates receivables from partner organizations is attached in annex 5. The annex is obtained from key informant from finance department at MoE.

For the question 'has MoE implemented an externally funded project for HERQA in the past three years,' the respondents unanimously answered no. international partners do not provide HERQA support for projects. Instead Public HEIs make bilateral relations with foreign universities and funding agencies for their programs and projects. Those partners include GIZ, British council and Higher Education Quality and relevance –Malaysia.

Respondents agreed statutory reporting requirements of the funding entities were accordingly reported to donors. However, the trend towards donations is declining. Some of the funding entity requirements were agreed between parties at university level and funding agency. HEIs have their responsibility to search for funds and bilateral reporting requirements.

With regard to the disbursement methods, participants mentioned so far the ministry had no inconveniences. However, the past three years, the trend shows declining donation from partners.

To know who was responsible for preparation, approval and oversight /monitoring of budgets for HERQA, they affirmed there is no donation particularly prepared to HERQA. However, public HEIs, which are under the auspices of HERQA, deal with their partners without involvement of the same. (Annexes 5&6)

4.3 LEADERSHIP EFFICACY (*Supervisors' Perspective*)

When HERQA's leadership was analyzed for inspiring, motivating, and ensuring the safety, security, and ethics of the participants, the following results were obtained as summarized in the table below (Table 4.8). A leader influences his followers to help them achieve organizational goals thereby allowing them to be effective. To learn from supervisors' view of their leaders' planning effectiveness, the 37 supervisor respondents were asked whether leaders were using executive power to planning effectively. The resulting mean obtained was (3.05) that correspond to insignificant variation of (0.970) SD. Risk-taking attributes of their leaders to make the organization effective was given mean value of (3.27) varied with value of (1.122) SD. The item that mentions the powerlessness of their leaders that led them to lack of performance scored mean value of (3.57) corresponding to (1.015) SD. Table 4.7 below demonstrates that their leaders' attributes scored mean of the means (3.17).

Table 4.8 Leadership effectiveness attributes (*supervisors' perspective*)

<i>Items of leadership effectiveness attributes</i>		Mean	SD
1. leadership planning impaired by lower executive power		3.05	0.970
2. Leaders committed to make enthusiastic place to work.		3.19	1.076
3. Leaders attributed risk-taking to meet national objectives.		3.27	1.122
4. Leadership powerlessness compromised employees' ethics.		3.08	1.010
5. Leaders play intuitive role in supervising public HEIs.		2.86	1.032
6. Lack of executive power led to lack of performance orientation.		3.57	1.015
Min =1, Max = 5	Mean sum	19.03	
Valid N= 37	Mean of the means (Sum/6)	3.17	

To see whether HERQA's team orientation, participation, humane, self protective and autonomous leadership lookalike, the questions were analyzed as under. To answer such questions, the following five items were prepared for supervisors.

Respondents scored mean value of (3.65) with minimum variation to the point of (0.889) SD on the item which states there was enabling team structures in HERQA. With mean value of (3.62) and (0.794) SD they responded their teams were effective bargainers in performing their duties. Added to it they agreed team formation were orderly set to be competent with mean value of (3.68) and (1.002) SD. In general, the mean of the means was scored as 3.56 that may indicate the relationship between the work groups as symbiotic.

Table 4.9 Work team orientation (supervisors' perspective)

Work team orientation Items		Mean	SD
1 Agency level position facilitated collaborative work team orientation		3.51	0.901
2 The work team structures enabled to work as integrated team		3.65	0.889
3 The teams were effective bargainers in performing duties		3.62	0.794
4 The past three years, task relationship in teams was excellent		3.35	1.184
5 Team formations were orderly set to be competent.		3.68	1.002
Min =1, Max = 5 Valid N = 37	Mean sum	17.81	
	Mean of the means (Sum/5)	3.56	

To see whether leaders were non delegators, patient, sympathetic, individualistic, pass non participative decisions, class conscious, let intergroup competition, face external intervention, respondents were asked related questions. Participation of followers for their input in HERQA decision making activities could increase their effort for its success. Taking this into account, the item included decision making issues and their participation. Their responses to participation in decision making were limited to mean value of (3.03) and the SD was (1.123).

The item humane orientation aspect of the leadership was included into the items to evaluate the leaders' generosity and calmness. The supervisor respondents took this attribute of the leaders to score the mean of (3.14) with variation of (1.11) SD. To evaluate supervisors' view of their leaders' as autonomous and free of intervention from stakeholders, the item was recorded with mean value of (2.59) and (1.279) SD.

How much Self-protective are the leaders of HERQA was evaluated and among others their non-participative decision making attributes were recorded with mean value of (3.24) and variation of (1.116) SD and their class consciousness rated with mean value of (3.36) with (0.990) SD value. Supervisor respondents have considered Leaders' evasive attributes make decisions delayed by mean value record of (3.19) and SD value of (0.967). The table below (Table 4.10) summarizes the data obtained on leadership efficacy issues.

Table 4.10 Leadership efficacy (supervisors' perspective)

<i>Participative, Humane, autonomous, self protective leadership Items</i>	Mean	SD
<i>Participation</i>		
1. Decisions made by leaders involve follower's participation	3.03	1.213
2. Leadership at HERQA was non delegator to followers.	2.86	1.032
Mean Sum	5.89	
Mean of the means (Sum/2)	2.95	
<i>Humane oriented</i>		
1. Leadership was leading participants patiently (calmly).	3.14	1.11
2. Sympathetic leadership made me stay in the job.	3.00	1.20
Mean Sum	6.14	
Mean of means (sum/2)	3.07	
<i>Autonomous</i>		
1. Leadership was individualistic than team oriented.	3.14	1.134
2. Leadership was free of intervention from stakeholders.	2.59	1.279
3. Leadership was structurally destined to self reliant qualities.	2.97	1.118
Mean Sum	8.70	
Mean of means (Sum/3)	2.90	
<i>Self protectiveness</i>		
1. Leadership intermittently passed non-participative decisions	3.24	1.116
2. Leaders demonstrate class conscious attributes.	3.36	0.990
3. Leaders induce intergroup competition between teams.	2.97	1.013
4. Leaders' evasive attributes make decisions delayed.	3.19	0.967
5. Formal procedures were violated to meet deadlines.	3.19	0.938
Min =1, Max = 5	Mean sum	15.96
Valid N = 37	Mean of means (Sum/5)	3.19

4.4 LEADERSHIP POSITION-POWER (*supervisors' perspective*)

Leadership position-power can be seen from higher, middle or lower position perspectives. How much proximal or distal is HERQA to centre of power? The study needed to see the extent of executive power of HERQA's leaders' from their position-power and leaders' task competence perspective. Respondents were asked how position-power affected HERQA's competence.

Supervisors responded to the item that seeks to know whether the agency had the necessary power to execute its objectives. They responded with mean value of (2.95) and variation value of (1.268) SD. Moreover, the mean value of those who believe the organization was working in enabling hierarchy was (2.73) and the variation was (1.146) SD. The item about the empowerment of the Agency's director was evaluated with mean value of (2.38) and (1.277) SD. However, respondent supervisors believe in that their monitoring of HEIs is significant with (3.08) mean value and variation of (1.064) SD. Significant number of respondents with Mean value of (4.27) and SD value of (0.962) believe that HERQA needs more empowerment. The table 4.11 below demonstrates that the mean of means for the group data was (3.11)

Table 4.11 Leadership - position-power (*supervisors' perspective*)

<i>Position-power items for supervisors</i>	Mean	Std. Deviation
<i>1. Agency had necessary legitimate power</i>	2.95	1.268
<i>2. Agency level Organization was enabling hierarchy</i>	2.73	1.146
<i>3. Director empowered to execute national objectives</i>	2.38	1.277
<i>4. Director empowered to execute agency's objectives</i>	3.24	1.065
<i>5. Agency's monitoring HEIs was significant</i>	3.08	1.064
<i>6. agency needs more empowerment for national objectives</i>	4.27	0.962
Min =1, Max = 5	Mean sum	18.65
Valid N= 37	Mean of the means (Sum/6)	3.11

Table 4 .12 Leaders position-power (management team 's perspective)

<i>2.1. leadership position-power items</i>	Mean	SD
<i>1.The agency had the necessary legitimate power</i>	4.00	0.557
<i>2. Agency level organization was an enabling structural hierarchy</i>	3.80	0.816
<i>3. In full control of the nation's Higher Education Institutions</i>	3.20	1.258
<i>4. The director was empowered to execute national objectives.</i>	4.00	0.500
<i>5. Impact on monitoring HEI's was significant.</i>	3.20	1.708
<i>6. Had in mind the organization needs more empowerment.</i>	4.20	1.000
N=5	Mean Sum	22.40
	Mean of Means (sum/6)	3.73

The management team respondents believe they were not in full control of the nations' higher education. The data shows mean value of (3.20) with insignificant variance of (1.258) SD. Similarly their impact on monitoring HEIs shows mean value of (3.20) with insignificant variance of (1.708) SD. It can clearly be seen that in both cases, their position-power has not created enabling capacity to this main task of HERQA. In addition, the mean of means value (3.73) did not show clear effectiveness of the organization.

4.5 discussion of the data analysis. The aim of the study is limited to seeing the effect of lower level of position-power of leaders compared to the national objective officially set for such leaders. Moreover, the study was aimed at identifying whether this could be moderated by efficacious leaders at different level of hierarchy at HERQA. Whether these leaders have influenced the effectiveness of HERQA was selected for this purpose of study.

One of the most important departments of HERQA, accreditation and quality assurance department was vacant until it was filled with 40 Novice employees in 2018. This department was functioning by assigning 24 Quality audit department officials until 2018. (<https://www.youtube.com/watch?v=k9x3vYLccJY>)

The leadership team, is composed of heads of departments, out which (60 percent) of the respondents were lacking no teaching experiences at HEIs. The material resources are not sufficient and the physical resources such as offices and the building are observed inconvenient.

The summation of these deficiencies and low level organization of the agency had significantly affected the effectiveness of the organization.

HERQA's use of Higher Education Management Information System (HEMIS), however premature it is, has significantly facilitated work at the organization and customer level. However, HERQA's HEMIS and website is new and in due developing processes. The website contains limited information about the agency. Hence, the need to discuss formally with key informants from the respective higher positions provides relevant information. According to the searchers' Interview with a key informant senior HERQA's official in May, 2022, the agency was used to manage 328 private and 57 public HEI's of the Nation.

To evaluate the degree of influence of the two constructs, position-power and leaders' efficacy, the searcher used combined mean and combined standard deviation.

Let \bar{X}_1 = Mean of Supervisors, $n_1 = 37$

Let \bar{X}_2 = Mean of managers, $n_2 = 5$

$$\text{Combined mean } \bar{X} = \frac{n_2 \bar{X}_1 + n_1 \bar{X}_2}{n_1 + n_2}$$

$$\bar{X} = \frac{3.1+3.8}{42} = \bar{X} = 3.2$$

**Combined Standard Deviation = let SD_1 = SD of supervisors $n_1= 37$
let SD_2 = SD of managers = 5**

$$\begin{aligned} SD &= \sqrt{\frac{n_2 (S_1)^2 + n_1 (S_2)^2}{n_1 + n_2}} \\ &= \sqrt{\frac{5(1.18) + 37 (0.766)}{42}} \\ &= \sqrt{0.815} \\ &= 0.4075 \end{aligned}$$

The combined mean shows slightly above average value of effectiveness of the organization. The narrow gap between the combined standard deviation and combined mean shows similar results of effectiveness. The details are stated in the following chapter.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary and conclusion arrived at after conducting the study. It also provides the recommendation to be followed not to repeat similar mistakes in managing HEIs.

Summary and major findings: General objective of the study focuses on showing how Leadership Position-Power affects efficacy of leaders and the combined spill over on Organizational Effectiveness. In this regard efficacy of leaders has served as a mediating variable.

Specific objectives of the study were three and destined to identify whether the leadership position-power bestowed by the proclamation has enabled HERQA to meet the desired national objectives of producing quality and skilled manpower. The study was conducted to identify whether leaders' position power and efficacy have enabled the government to meet national objectives of production of quality and skilled manpower and whether HERQA was an effective organization in meeting objectives of the same. The parameters taken into account by the searcher to carry out the study and find appropriate answers were;

- i) What does the Organizational Effectiveness assessment of HERQA indicate to fulfill the national objective it shoulders?
- ii) What are the major factors that affect HERQAs' Organizational Effectiveness?
- iii) What are the major efforts made by HERQA to improve its Organizational Effectiveness?

HERQA is an organization that does not formulate Higher Education strategy. Rather, formulating long term or short term strategy, reform and conducting research are the powers and duties of Higher Education Strategy Centre (HESC).

This implies objectives of HERQA need to be derived from the strategy formulated by HESC. Therefore, HERQA's structure should follow the strategy from HESC. If HESC's management significantly changes its strategy or its values, HERQA's structure must also change to accommodate the strategy. This could make HERQA not only far from center of power, but dependent for number of factors that could influence its effectiveness.

Recently however (in 2022), when HERQA was elevated to an Authority status, the searcher has observed HESC's expertise were dissolved and assigned to various departments in MoE without producing a single strategic document for HERQA.

A year ago, HERQA has implemented Higher Education Management Information System (HEMIS) to minimize personal contacts and facilitate processes via communication technology. For instance, HERQA objectives of Higher Education look much more than the duties and responsibilities of the same. Moreover, its position-power, according to proclamation No 351/2003, does not stipulate full control over accreditation permit; status determination of HEIs, standard and competence of HEIs. The effect of HERQA's executive status can be indicated by the following. Center for World Universities Ranking (CWUR) has made a global list of 2000 universities in 2022/2023. The best university of the nation, Addis Ababa university, is ranked 1093rd in the list with 69.7 score points. Its research rank is 1093. (<https://CWUR.Org.1022-23>). This implies, where there is no control, there is no management.

The internal processes effectiveness was taken as a substitute to measure HERQA's Organizational Effectiveness. (Scott, 2003:366). Communication and related processes have resulted Mean of the means (3.07) slightly above the average value. Decision making was slightly above average (3.02) value. In terms of structure of the organization, the management team agreed with mean value of (3.9) the organization has no structural problem in it. However, strategy planning was given an average value of (2.92) which signifies an important weakness in sense of direction of the organization. Supervisors gave above average (3.17) value to their leaders attributes. The work team experience of supervisors implied well above average value of (3.56), participation, and autonomy of leaders was given below average values and leaders' humaneness, and protectiveness were given average values.

Supervisors do not consider HERQA had the necessary position-power (3.1) and managers' understanding of their position-power was, opposed to supervisors, well above average value of (3.95). The management team member's evaluation their position power negates their proposal for more power and organizational capacity.

Conclusions: The bases for the conclusion are derived from key research findings discussed earlier. The conclusion, as a result, summarizes the aims and the research questions of the study as follows.

- HERQA was an organization that has been established in 2003 at an agency level. Currently its position-power is elevated to Authority level of Hierarchy. The study learned that HERQA has established communication channel; HEMIS in 2021. And its vacant places were filled with novice employees three years ago now. These inputs have moderately improved its ineffectiveness.
- MoE had established Higher Education Strategy Center. Many of the study participants do not know what the Center has contributed to development of Higher Education strategy analogous to HERQA's sense of direction.
- The research found that Higher Education Strategy Center did not work with HERQA for strategic direction and towards the nation's higher education objectives.
- Dependence on scarce resources did not enable HERQA to be effective as they need to be.
- The leadership effectiveness attributes on team spirit need to be more inspiring, motivating, and ensuring the safety and ethics of the participants. The leaders need to develop more team orientation, participation, humane than self protective and autonomous attributes.
- HERQA needs to be more independent to manage public HEI's and its national objectives. It needs to be non-accountable to MoE.
- As a postmortem study, the lesson learned from HERQA's drawbacks is an important area of future study to further develop the new and overtaking Education and Training Authority (ETA). This as a result could help not to repeat similar mistakes on Higher Education leadership.

Recommendations

- The internal processes effectiveness was taken as a substitute to measure HERQA's Organizational Effectiveness. (Scott, 2003:366). This process needs to be given more attention and the new ETA shall give due attention to it.
- HERQA has implemented Higher Education Management Information System (HEMIS) to minimize personal contacts and facilitate processes via communication technology. This process needs to gradually develop and resolve unwanted personal contacts with Managers and Supervisors.

- HERQA'S decision making capability in line with its position-power, did not show full control over accreditation permit; status determination of HEIs, standard and competence of HEIs. As indicated in the survey result, decision making processes needed more work.
- Structurally, results have shown the organization has no significant problem in it. However, HERQA's leadership position-power was structurally far from center of power. Its executive capacity was limited to agency level with limited resources. This phenomenon requires better position-power and control over resources.
- However, strategy planning was given an average value of (2.92) which signifies an important weakness in the sense of direction of the organization. Formulating long term or short term strategy, reform and conducting research were the powers and duties of Higher Education Strategy Centre (HESC). This has made HERQA not only far from center of power, but dependent on number of factors that affected its effectiveness. Recently, however, when HERQA was elevated to an Authority status, these expertises need to integrate to further strengthen ETA.
- The work team experience of supervisors is encouraging. Leaders' attributes according to supervisors, was appreciable and needs to move forward with improvements. However, participation and autonomy of leaders was given below average values and leaders' humaneness, and protectiveness need improvement.
- Functional units need considerable effort of Educators and Professionals with necessary and motivating incentives.
- For future research, if the above mentioned issues have any contributions to the effectiveness of the organization, the results could, the searcher believes, initiate policy makers review the case at former HERQA. Moreover, researchers could further develop approaches and perspectives on leadership position-power and efficacy of ETA from organizational Effectiveness perspectives.

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ANNEXES

Annex 1

Table 3.2 the variables and categorization for data analysis

<i>No</i>	<i>Variables</i>	<i>Category</i>
Part I	Demographic data	
1	<i>Was Working for</i>	<i>HERQA=1 MoE =2</i>
2	<i>Gender</i>	<i>Male= 1 Female =2</i>
3	<i>Age</i>	
4	<i>Academic status</i>	<i>BA= 1 MA=2 PhD=3</i>
5	<i>Number of service year at HERQA</i>	
6	<i>Teaching experience at HEIs</i>	
	Independent variable	
Part II	2.1 Leadership Position-power	
	<ul style="list-style-type: none"> 1) <i>Necessary legitimate power</i> 2) <i>Enabling agency level organization</i> 3) <i>Full control of HEIs</i> 4) <i>National objective Execution</i> 5) <i>Significant control over quality & relevance</i> 6) <i>Belief HERQA Needs empowerment</i> 	<i>Strongly disagree=1</i> <i>Disagree =2</i> <i>Neither = 3</i> <i>Agree =4</i> <i>Strongly agree =5</i>
	Mediating variable	
	2.2 Leadership efficacy	
1	Transformational/transactional leadership <ul style="list-style-type: none"> 1) <i>Lower executive power to plan</i> 2) <i>Leaders commitment to make HERQA enthusiastic</i> 3) <i>Risk taking to meet national objective</i> 4) <i>Leaders powerlessness contributed to compromise ethics</i> 5) <i>Intuitive role to supervising government HEIs</i> 6) <i>Leaders lack of power leads to lack of excelling performance orientation</i> 	<i>Strongly disagree=1</i> <i>Disagree =2</i> <i>Neither = 3</i> <i>Agree =4</i> <i>Strongly agree =5</i>

The tabulation idea of variables was taken from Samuel Hailu's thesis, (AAU 2013).

No	Variable	
	Mediating variable (leadership efficacy continued)	Category
	2. Work team orientation 1) Agency level power facilitated team collaboration 2) Team structure enabled integrated team 3) Effective bargainers in performing duties 4) Excellent team relationship 5) Orderly set team formation	Strongly disagree=1 Disagree =2 Neither = 3 Agree =4 Strongly agree =5
	3. Participation 1) decision involves follower participation 2) non delegator to followers	Strongly disagree=1 Disagree =2 Neither = 3 Agree =4 Strongly agree =5
	4. Humane orientation 1) calm participant leadership 2) compassionate leadership made me stay in the job	
	5. Autonomous leadership 1) More individualistic than team 2) free of unconstructive intervention from stakeholders 3) leadership was structurally self reliant	
	6. self protective leadership 1) Intermittently pass non-participative decisions 2) Leaders demonstrate class conscious attributes 3) Induced intergroup competition between work teams 4) Evasive attributes make decisions delayed 5) Formal procedures were violated to meet deadlines.	
	Dependent variable	
2.3	Organizational Effectiveness	
	2.3.1 communication	
	1) Compatible communication attributes 2) Succeeded in achieving organizational goals 3) Messages were effectively communicated 4) Necessary forum for discussion on quality and relevance	

No	Variables	
	<i>dependent variable (contd.)</i>	<i>Category</i>
	5) <i>Communication transaction facilitated safeguarding quality</i> 6) <i>Environment and organizational culture were conducive for communication</i> 7) <i>Quality audit and self assessment documents are checked</i> 8) <i>Evaluated infrastructure available to identify quality</i> 9) <i>Assessed feedback on performance of institutions and capacity</i> 10) <i>Improve stakeholders' feedback</i> 11) <i>Evaluates outreaches and community services of HEIs</i> 12) <i>Evaluate HEIs publication dissemination</i> 13) <i>HEIs were up to standards</i> 14) <i>developed self evaluation procedures for quality education</i> 15) <i>implemented indicators for assessing quality of HEIs</i> 16) <i>conducted thematic evaluations of fields of study</i> 17) <i>regularly transfer good practices to HEIs</i> 18) <i>confident HEIs provide quality and relevant education</i> 19) <i>HEIs send self evaluation documents to HERQA</i> 20) <i>Deserved more authority than before</i>	<i>Strongly disagree=1</i> <i>Disagree =2</i> <i>Neither = 3</i> <i>Agree =4</i> <i>Strongly agree =5</i>
	2.3.1.2 decision making	
	1) <i>Select more feasible alternative for quality from alternatives</i> 2) <i>Data from quality care units are analyzed</i> 3) <i>Studied possible problems and identify alternative solutions</i> 4) <i>Consideration of unit's advice for Organizational Effectiveness</i> 5) <i>Select the best feasible alternatives for decisions</i> 6) <i>Communication skills for implementation of units decisions</i> 7) <i>Modification of procedures to implement quality assurance policy</i>	<i>Strongly disagree=1</i> <i>Disagree =2</i> <i>Neither = 3</i> <i>Agree =4</i> <i>Strongly agree =5</i>

<i>No</i>	<i>Variables</i>	
	<i>dependent variable (contd.)</i>	<i>Category</i>
	<i>2.3.1.3. strategy</i>	
	<i>1) Strategy is designed independently</i>	<i>Yes =1 No=2</i>
	<i>2) Failure to design strategy did not make HERQA a proactive organization</i>	<i>Strongly disagree=1 Disagree =2</i>
	<i>3) Failure to design strategy did not help to set up sense of strategy</i>	<i>Neither = 3</i>
	<i>4) Failure to design strategy decreased operational efficiency</i>	<i>Agree =4</i>
	<i>5) Failure to design strategy increased stakeholders trust</i>	<i>Strongly agree =5</i>
	<i>6) Aligning staff and operations</i>	

Annex 2

Addis Ababa University
School of Graduate Studies
School of Commerce
Department of Business Leadership

Questionnaire and schedule to be filled by former HERQA’s Supervisory level Staff

The purpose of the questionnaire is assessing the former HERQA’s Leadership position-power, its effect on leaders’ efficacy and the overall consequences on the effectiveness of the Agency. *Hence, this postmortem study is intended to evaluate whether the former HERQA had the necessary power to implement its national objectives effectively.* The information you provide, it is hoped, could enable us to learn from the past and contribute to improve the future management of Ethiopian Higher Education.

The study is destined for academic purposes only. Your voluntary response is kept confidential and guaranteed. The research project needs your reliable information and appreciates your genuine cooperation in advance. Please do not write your name!

Thank you for your invaluable time.

PART I: Demographic Characteristics

The following questions are about personal information. Please make a tick mark (✓) in the boxes or give short answers wherever necessary.

1. You were working for the Agency Ministry of Education
2. Gender Male Female
3. Age below 30 30-40 41- 51 52& above
4. Academic status BA MA PhD
5. Number of service years at the agency _____
6. Have you been teaching in Higher Education Institutions? YES NO
7. If your answer is yes, number of years you served was
1-5 6-10 11-15 16 & above

2. Questions for supervisory level officials of the former HERQA.

Response values 1=*strongly Disagree* 2=*Disagree* 3=*neither Agree nor Disagree*
4=*Agree* 5=*strongly Agree*

No		1	2	3	4	5
	(I) Leadership Position-power (the director)					
1	<i>The agency had the necessary legitimate power.</i>					
2	<i>Agency level Organization of HHERQA was an enabling structural hierarchy.</i>					
3	<i>HERQA was in full control of the nation's Higher Education Institutions</i>					
4	<i>The agency director was empowered to execute the agency's national objectives effectively.</i>					
5	<i>The agency's impact on monitoring quality and relevance of Higher Education was significant.</i>					
6	<i>I had in mind the organization needs to be empowered more to effect its national objectives.</i>					
	(II) Leadership Efficacy					
	a. Transformational/Transactional leadership					
1	<i>HERQA's leadership anticipation of planning ahead for the effectiveness of the agency was impaired by its lower executive power.</i>					
2	<i>Leaders were committed to make the organization more enthusiastic place to work.</i>					
3	<i>To meet the national objectives of HERQA, leaders attributed risk-taking activities.</i>					
4	<i>HERQA's leadership powerlessness has contributed to compromising employees' organizational ethics.</i>					
5	<i>HERQA's leaders had an intuitive role in supervising government Higher Education Institutions.</i>					
6	<i>Lack of higher executive power led HERQA's leaders to lack excelling performance orientation.</i>					
	b. Work Team orientation					
1	<i>Former HERQA's position at an agency level facilitated collaborative orientation of work teams.</i>					
2	<i>The agency's work teams were structured to enable us to work as integrated team.</i>					
3	<i>The work teams were effective bargainers in performing their duties.</i>					
4	<i>In the past three years, the task relationship between work teams was excellent.</i>					
5	<i>Work team formations at HERQA were orderly set to be competent.</i>					

Response values 1=*strongly disagree* 2=*disagree* 3=*neither agree nor disagree*
4=*agree* 5=*strongly agree*

No		1	2	3	4	5
	c. Participation					
1	<i>Decisions made by leaders involve follower's participation</i>					
2	<i>Leadership at HERQA was non delegator to followers.</i>					
	d. Humane oriented					
1	<i>While leading participants, HERQA's leadership was patient (calm).</i>					
2	<i>HERQA's compassionate (sympathetic) leadership made me stay in the job.</i>					
	e. Autonomous leadership					
1	<i>The leadership was more individualistic than team oriented.</i>					
2	<i>HERQA's organizational leadership was free of unconstructive intervention from stakeholders.</i>					
3	<i>The agency's leadership was structurally destined to self reliant qualities.</i>					
	f. Self protective leadership					
1	<i>However important the issues were, the leadership intermittently passed non-participative decisions.</i>					
2	<i>Leaders were used to demonstrate class conscious attributes.</i>					
3	<i>Leaders sometimes induced intergroup competition between work teams.</i>					
4	<i>Sometimes, leaders' evasive attributes make decisions delayed.</i>					
5	<i>Sometimes formal procedures were violated to meet deadlines.</i>					
	a. Internal Processes					
	a. Communication:					
1	<i>In the past three years, the leaders and followers were involved in compatible communication attributes.</i>					
2	<i>Leaders and followers have succeeded in achieving the organizational goals.</i>					

Response values 1=strongly disagree 2= disagree 3= neither agree nor disagree
4= agree 5= strongly agree

NO		1	2	3	4	5
	Internal Processes (contd.)					
3	<i>Verbal and nonverbal messages were effectively communicated.</i>					
4	<i>HERQA was used to provide the necessary forum for discussion on quality and relevance.</i>					
5	<i>The transaction of communications facilitated safeguarding the quality of education in Higher Education Institutions.</i>					
6	<i>The physical environment and organizational culture were conducive for effective communication.</i>					
7	<i>Institutional quality audit and self assessment documents are regularly checked for HERQ's quality focus areas.</i>					
8	<i>HERQA evaluated infrastructures available at an HEI to identify quality.</i>					
9	<i>To assure quality, HERQA assessed Students' feedback on their performance and institutions capability.</i>					
10	<i>Improved stakeholders' feedback obtained from clients' like MoE QA-evaluation.</i>					
11	<i>HERQA Evaluated outreach and community services offered by HEIs.</i>					
12	<i>Regularly, HERQA was used to evaluate HEIs publication dissemination.</i>					
13	<i>It has evaluated feedback from satisfaction of clients that HEIs were up to African standards.</i>					
14	<i>HERQA has developed self evaluation procedures for looking into various aspects of quality in education.</i>					
15	<i>HERQA implemented indicators for assessing the quality of HEIs.</i>					
16	<i>It was used to conduct thematic evaluation of fields of study at HEIs</i>					
17	<i>Regularly transferred good practices to the HEIs and MoE.</i>					
18	<i>HERQA was confident that HEIs provided relevant and quality higher education.</i>					
19	<i>HEIs regularly send institutional self evaluation documents to HERQA.</i>					
20	<i>HERQA deserved more authority than it had before</i>					

Response values 1=*strongly disagree* 2= *disagree* 3= *neither agree nor disagree*
 4= *agree* 5= *strongly agree*

<i>a. Decision making:</i>		11	2	3	4	55
1	<i>HERQA was able to decide by working on the rational process of selecting the most feasible course of action for quality education from available alternatives.</i>					
2	<i>Identified from accumulated data from quality care units, problems are analyzed through proper process.</i>					
3	<i>HERQA studied all possible problems and identified best alternative solutions.</i>					
4	<i>All alternatives on quality and relevance of education were considered by studying its units' advice for the effectiveness of organization.</i>					
5	<i>HERQA used to select the best feasible alternative for decisions and its impacts on its effectiveness.</i>					
6	<i>HERQA used communication skills for the successful implementation of its units' decisions.</i>					
7	<i>HERQA was used to involve in the modification of procedures to implement quality assurance policy timely.</i>					
<i>b. Strategy:</i>						
1	<i>HERQA as a legal entity was not used to design its strategy independently.</i>	Yes				No
<i>If your answer is Yes, please answer the following questions.</i>						
2	<i>Failure to design its strategy did not make HERQA a proactive (taking initiative) organization.</i>					
3	<i>Failure to design its strategy did not help HERQA to set up a sense of direction.</i>					
4	<i>Failure to design its strategy decreased HERQA's operational efficiency</i>					
5	<i>Failure to design its strategy helped HERQA to increase stakeholders' trust and effectiveness.</i>					
6	<i>HERQA was aligning staff and operations, as it should have done so.</i>					

C. Resource management

1. Please comment on the effects of Higher Education Strategy Centre and Pedagogic Resource Centre on the effectiveness of HERQA _____

2. Please comment on the role played by the Academic Development and Resource Centre for HERQA's effectiveness. _____

3. Please discuss the Educational Quality Improvement Program's role in contributing to HERQA's effectiveness.

4. Please discuss the contributions of Funding for Educational Quality Improvement program. _____

THANK YOU!

Annex 3

Addis Ababa University
School of Graduate Studies
School of Commerce

Department of Business Leadership

Questionnaire to be filled by HERQA's Management Team

The purpose of the questionnaire is assessing the former HERQA's Leadership position-power, its effect on leaders' efficacy and the overall consequences on the effectiveness of the Agency. *Hence, this postmortem study is intended to evaluate whether the former HERQA had the necessary power to implement its national objectives effectively.* The information you provide enables us to learn from the past and contribute to improve the future. This study is destined for academic purposes only. Your voluntary response is kept confidential and guaranteed.

The research project appreciates your reliable information and genuine cooperation in advance. Please do not write your name!

Thank you for your invaluable time.

PART I: Demographic Characteristics

The following questions are personal information about you. Please make a tick mark (✓) in the boxes or give short answers wherever necessary.

1. Number of years served in the former HERQA?

1-5 6-10 11-15 16& above

3. Gender Male Female

4. Age below 30 30-40 41- 51 52&above

5. Academic status BA MA PhD

6. Have you been teaching in Higher Education Institutions? YES NO

2. Questions for Leadership at former HERQA.

Response values 1=*strongly disagree* 2=*disagree* 3=*neither agree nor disagree*
4=*agree* 5=*strongly agree*

No		1	2	3	4	5
	<i>(I) Leadership Position-power</i>					
1	The agency had the necessary legitimate power.					
2	Agency level organization of HERQA was an enabling structural hierarchy (position).					
3	HERQA was in full control of the nation's Higher Education Institutions					
4	The agency director was empowered to execute the agency's national objectives.					
5	The agency's impact on monitoring of Higher Education was significant.					
6	I had in mind that the organization needs to be empowered more to meet its national objective.					
	<i>(II) Organizational Effectiveness</i>					
	<i>a. Organizational Structure</i>					
1	<i>Activities at HERQA was properly subdivided into special jobs</i>					
2	Jobs within the agency were up to standards					
3	Jobs at HERQA were grouped together to coordinate common tasks as work teams.					
4	Ministry of Education has strategic planning department outside of HERQA					
5	Top managers at HERQA make all the decisions and lower-level managers carry out these directives.					
6	There was continuous line of authority for individuals & groups to report from to top to bottom.					
7	The number of subordinates a work team leader can effectively direct was manageable.					
8	Decision making is decentralized to the work teams closest to the task.					

Response values 1=*strongly disagree* 2=*disagree* 3=*neither agree nor disagree*
4=*agree* 5=*strongly agree*

No		1	2	3	4	5
	<i>b. Strategy planning</i>					
1	<i>HERQA as a legal entity was not used to design its strategy independently.</i>	YES				NO
	If your answer is YES, please answer the following questions.	1	2	3	4	5
2	Failure to design its strategy did not make HERQA a proactive (taking initiative) organization.					
3	Failure to design its strategy did not help HERQA to set up a sense of direction.					
4	Failure to design its strategy decreased HERQA’s operational efficiency					
5	Failure to design its strategy helped HERQA to increase stakeholders trust and effectiveness.					
6	HERQA was not aligning staff and operations, as it should have been so.					

c. Resources management

1. Please comment on the role played by the Academic Development and Resource Centre for HERQA’s effectiveness. _____

2. Please discuss the Educational Quality Improvement Program’s role in contributing to HERQA’s effectiveness. _____

3. Please comment on the contributions of Funding for Educational Quality Improvement program.

THANK YOU!

Annex 4

Addis Ababa University
School of Graduate Studies
School of commerce
Department of Business Leadership
Structured interview Questions for MoE Officials

The purpose of the questionnaire is assessing the former HERQA's Leadership position-power, its effect on leaders' efficacy and the overall consequences on the effectiveness of the Agency. Hence, this postmortem study is intended to evaluate whether the former HERQA had the power to control over resources and implement its national objectives effectively. The information you provide enables us to learn from the past and contribute to improve the future. This study is destined to academic purpose only. Your voluntary response is kept confidential and guaranteed.

The research project appreciates your reliable information and genuine cooperation in advance. Please do not write your name!

Structured interview questions on resources management

1. Were there legal international entities providing fund to MoE through Ministry of finance or MoE itself? (Please specify)
2. Has MoE implemented an externally funded project for HERQA in the past three years?
YES _____ NO _____

If YES, please mention some of the projects.

3. Please discuss the statutory reporting requirements of the funding entity.
4. Some of the funding entity requirements included.
5. Were the disbursement methods convenient for MoE? YES NO
6. If your answer is No, please discuss
7. Who was responsible for preparation, approval and oversight/monitoring of budgets for HERQA?
8. Have you experienced that government counterpart funding was not made available adequately or on a timely basis in HERQA's prior projects?
9. What was the extent of over or under budgeting over the last 3 years? Is there a consistent trend either way?

Thank you for your invaluable time!

Annex 5

ቅጽ 7

የሳይንስና ከፍተኛ ትምህርት ሚኒስቴር የ2013 ዓ.ም ዓመታዊ በልማት አጋሮች ድጋፍ እየተተገበሩ ያሉ ፕሮግራሞችና ፕሮጀክቶች አፈጻጸም ማጠቃለያ (በሚሊዮን ብር)

ተ.ራ.ቁ.	የፕሮግራም/የፕሮጀክት ስም	ዕርዳታ/ብድር የሰጠው አካል	ስምምነት የተደረገበት የገንዘብ ዓይነት USD, Euro, Yen....	ስምምነት የሚቆይበት ዘመን	ጠቅላላ በስምምነት የሚገኝ ገንዘብ መጠን	በ2013 በጀት ዓመት ለፕሮግራም/ለፕሮጀክት የፈሰሰ. (Expenditure in budget year 2013 E.C	እስከ 2013 መጨረሻ ድረስ ለፕሮግራም/ፕሮጀክት የፈሰሰ (Expenditure to date)
1	East Africa Skills for Regional Transformation and Regional Integration Project (EASTRIP-Ethiopia)	የዓለም ባንክ	USD	June 2019 to December 2024	150,000,000.00	1,202,717.00	1,202,717.00
2	ESHI-TVET Sustainable Development Program (ESHI-TSDP)	KFW እና Norway	Euro	August 2020 ጀምሮ የሚቀጥል	59,500,000.00	641,736.00	641,736.00
3	Strengthening the Capacity of the National Research and Research Ethics and the National Regulatory Authority for Clinical Trials in Ethiopia (SteRN)	European Union	Euro	June 2018 to May 2021	299,800.00	78,975.47	

ተ.ረ.ቁ.	የፕሮግራም/የፕሮጀክት ስም	ዕርዳታ/ብድር የሰጠው አካል	ስምምነት የተደረገበት የገንዘብ ዓይነት USD, Euro, Yen....	ስምምነት የሚቆይበት ዘመን	ጠቅላላ በስምምነት የሚገኝ ገንዘብ መጠን	በ2013 በጀት ዓመት ለፕሮግራም/ለፕሮጀክት የፈሰሰ. (Expenditure in budget year 2013 E.C	እስከ 2013 መጨረሻ ድረስ ለፕሮግራም/ፕሮጀክት የፈሰሰ (Expenditure to date)
4	KOICA (Capacity Development of Trainers and Leaders in Ethiopia)	Korean Gov.	USD	Feb 2021 to Jan 2027	8,400,000.00 USD	በሂደት ላይ ያለ
5	Sustainable Training and Education Programme (STEP II) GIZ	GIZ	Euro	June 2018 to March 2022	26,900,000.00	2,181,734.31	13,025,239.00
6	Qualifications and Employment Perspectives for Refugees and Host Communities in Ethiopia Programme (QEP), GIZ	GIZ	Euro	December 2017 to July 2023	16,500,000.00	1,800,000.00	7,130,000.00
7	Capacity Development for Health Professionals and Biomedical Technicians (CaNBMET) GIZ	GIZ	Euro	March 2018 to December 2021	7,130,000.00		

ተራ ቁ.	የፕሮግራም/የፕሮጀክት ስም	ዕርዳታ/ብድር የሰጠው አካል	ስምምነት የተደረገበት የገንዘብ ዓይነት USD, Euro, Yen....	ስምምነት የሚቆይበት ዘመን	ጠቅላላ በስምምነት የሚገኝ ገንዘብ መጠን	በ2013 በጀት ዓመት ለፕሮግራም/ለፕሮጀክት የፈሰሰ. (Expenditure in budget year 2013 E.C	እስከ 2013 መጨረሻ ድረስ ለፕሮግራም/ፕሮጀክት የፈሰሰ (Expenditure to date)
8	Sport for Development in Africa (S4DA) GIZ	GIZ	Euro	June 2019 to June 2022	1,271,500.00	267,880.99	644,000.00
9	Better Education for Africa Rise (BEAR II)	Korean Gov through UNESCO	USD	October 2018 to December 2021	1,565,912.00	235,721.35	235,721.35
10	Livelihoods Improvement for Women and Youth (LI-WAY) Program (save the children)	UNICEF	BIRR	July 2020 to July 2022	5,520,000.00	976,061.22	976,061.22
11	Improvement on Skills Development & Job Creation under TVET Program in Ethiopia (Ethio-Italian)	Italy	Euro	July 2020 to June 2022	10,500,000.00	344,000.00	344,000.00
12	German Financial Cooperation with Ethiopia HE & TVET Financial Cooperation Program KFW Phase 3	KFW	Euro	11 June 2013 to December 2022	30,000,000.00	4,352,248.20	26,515,720.00

Annex 7

Partners' support pumped in to the education center via MoE accounts at a glance.

Ministry of Education Project Account Balance

No.	Account Name	Bank	Account Category	Currency
1	MoE - German Development Bank	NBE		EUR
2	MoE - Femal Student in Need of Special Support	NBE		USD
3	Capacity Building	NBE		EUR
4	Result Based Aid in Education	NBE		USD
5	MoE-General Education Quality(PMR)	NBE		USD
6	Accelerated program for training	NBE		GBP

No.	Account Name	Bank	Account Category	Currency
1	MOE-General Education Quality Improvement Program	NBE	"A"	Birr
2	MOE-Ethiopia Education Result Based Financing Project	NBE	"A"	Birr
3	MOE-General Education Quality Improvement Program For Equity P4R	NBE	"A"	Birr
4	MOE-GEQIP-E Investment Project Financing	NBE	"A"	Birr
5	Min Of educ UNICEF Cash Ass.	NBE	"A"	Birr
6	Accelerated Programme For Training 1500	NBE	"A"	Birr
7	MOE-Italian Contribution To ESDP	NBE	"A"	Birr
8	Emergency Aids Fund Capacity Building And Project	NBE	"A"	Birr
9	MOE-Educational Projects Assistance	NBE	"A"	Birr
10	Ministry Of Education/SIDA/	NBE	"A"	Birr
11	READ-institutional Improvement Project	NBE	"A"	Birr
12	Ministry Of Education WASH II Program Preparation	NBE	"A"	Birr
13	Ministry Of Education IPF	NBE	"A"	Birr
14	MOE-Result Based Aid In Education	NBE	"A"	Birr
15	MOE-National Wash Program -Phase II	NBE	"A"	Birr
16	MOE-UNESCO Education Projects Assistance	NBE	"A"	Birr
17	MOE-Ethiopian Digital Foundation Project	NBE	"A"	Birr