



**Staff Perception toward Ethical Leadership at the Ministry of  
National Defense Training Main Department  
Joint Military Staff College of Mekelle**

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**Staff Perception toward Ethical Leadership at the Ministry of  
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This is to certify that the thesis prepared by Akale Sahile, in titled: *Staffs' Perception toward Ethical Leadership at the Ministry of National Defense Training Main Department Joint Military Staff College of Mekelle*: perceptions and practices and submitted in partial fulfilment of the requirements for the degree of Degree of Master of Arts (Educational Leadership and Management) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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## **Declaration**

I, the undersigned, declare that this thesis entitled "Staffs' Perception toward Ethical Leadership at The Ministry of National Defense Training Main Department Joint Military Staff College" is my original work, has not been presented for a degree in any other university and that all source of material used for the thesis have been duly acknowledged.

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## **Acronyms**

<b>FDRE</b>	Federal Democratic Republic of Ethiopia
<b>JMSC</b>	Joint Military Staff College
<b>MHTIs</b>	Military Higher Training Institutions
<b>MoND</b>	Ministry of National Defense
<b>MTI</b>	Military Training Institution
<b>NCO</b>	None Commissioned Officers
<b>TMD</b>	Training Main Department
<b>USA</b>	United States of America

## **ABSTRACT**

*The main objective of the study was to assess and show the direction about the practice of ethical leadership in JMSC. The research design applied in the study was a descriptive survey. Data for the study was collected from a total of 181 respondents. The instruments of data collection were questionnaire and interviews. All the data gathered through these instruments were analyzed along with the specific objectives and research questions of the study. The quantitative data were analyzed and interpreted using mean values, standard deviation, frequencies and ANOVA. The qualitative data were analyzed and interpreted across the themes. The findings provided key elements of the practices of ethical leadership expected from the college that showed the future direction. It is widely acknowledged that ethical leadership is at great importance to MHEIs leaders. In vivid way, the perception and attitude of staff towards ethical leadership in JMSC was negative and leaders were not concerned cooperatively with staff. The result of the study generally revealed that the critical need of changing the negative perception and attitudes of staff, create good communication and conducive atmosphere between ethical leadership of JMSC and staff members, maximize the accountability of leaders, and the strivings of ethical leadership to formulate equal opportunities. Eventually, the findings and recommendations of the study is used to create smooth relationship among employees and show future direction. The study advances the mutual relationship between ethical leadership of JMSC and the member staff of the college, progresses and action of honesty and willingness to perform the tasks cooperatively. This research calls for priority to be given to the encouragement and development of ethical leadership.*

**Key Words:** *Ethical Leadership, Practice.*

## CHAPTER ONE: INTRODUCTION

This chapter deals with the background of the study that shows the vivid description of the study. It also comprises the statement of the problem, with basic research questions, the significance of the study and objectives. In addition to this, it reveals an overall organization of the study.

### 1.1 Background of the Study

The interest for the integrity and ethics of governance has increased significantly during the last decades. International organizations have demonstrated a growing commitment to fight corruption, governments put it higher on their agendas, politicians and public servants show more involvement. In contrast, when integrity is at stake in public organizations, it decreases trust in government and may even lead, as in the case of Italy in the nineties, to the implosion of a country's political system (Bull and Newel, 2003; Della, Porta and Mény, 1997).

To thwart the risks of ethical failures, it is generally the managers of organizations that are expected to provide ethical leadership, safeguarding and promote moral values (Cooper, 2006) and managing the tensions that occur between economic and social performance (Gottlieb and Sanzgiri, 1996). Through their leadership, managers influence the behavior of their employees directly and shape the norms and expectations of appropriate conduct that become instilled in the organization's ethical climate (Grojean et al, 2004) and culture (Lasthuizen 2008; Treviño et al. 1999). And when integrity violations occur, it is the management of the organization that is at least partly held accountable and it is the management's leadership -or lack thereof- that is targeted as a cause for the ethical lapse. Without ethical leadership, it is said, the organization's success and even its very survival are at stake (Kanungo and Mendonca, 1996; Thomas, Schermerhorn, and Dienhart, 2004).

In recent years, much progress has been made to develop a more theoretically and empirically founded body of knowledge regarding ethical leadership (Brown and Treviño, 2006). Still, with some notable exceptions (Resick et al. 2006; Treviño, Brown, and Hartman 2003), few have studied the extent to which normative and theoretical views on ethical leadership fit the views of those most directly involved: the managers of organizations.

To be an ethical leader requires more than knowing Army's values. Leaders must be able to apply them to find moral solutions to diverse problems. Ethical reasoning occurs both as an informal

process natural to thinking and as an integral part of the formal Army problem solving model. Ethical considerations occur naturally during all steps of the formal process from identifying the problem through making and implementing the decision. The model specifically states that ethics are explicit considerations when selecting screening criteria, when conducting analysis, and during the comparison of possible solutions (Filed Manual 5-0:2).

The 1995 the Federal Democratic Republic of Ethiopia Constitution, Article 87/3 clearly defined the mission of armed forces in such a manner that “The armed forces shall protect the sovereignty of the country and carry out any responsibilities as may be assigned to them under any state of emergency declared in accordance with the Constitution”.

The establishment of FDRE Defense Force proclamation number 27/1996 article 6 number 2 affirmed “Any membership of the defense force who is in active duty shall be trained to develop his/her skill and knowledge in accordance with the individual competences and organizational interest” (Federal NegaritGazeta: 146).

In line with this, to realize the FDRE MoND Mission, the rapid technological development, the need for security and the change in way of fighting initiated the researcher to analyze military leading experience towards leading military higher training institutions.

Besides, Military leadership and military training institutions leading approaches are strongly related. In military environment, the leaders should be trained in advance to improve and update the overall educational system (Jeremy, 2005).

Specifically, in military context, leadership is one of the most effective elements of combat power. Despite the amount of literature dedicated to significant area of leadership, very little attention has been devoted to the area of Military Training Institutions (John, *et al*, 2012).

In Ethiopia, institutionalized military training centers have been established with the view of promoting professional trainings in different military fields. This implies that a lot of efforts have been made by the government in general and the Ministry of National Defense (MoND) in particular.

To this effect, MoND established many higher training and education centers, in which M/G Hyelom Areaya Military Academy, Combined Arms Academy, Command and Staff College, Joint Military Staff College are some of the institutions which deliver training at first degree and second

degree level under the Training Main Department. All are aimed at producing competent military officers in their respective fields of study.

FDRE MoND established these military higher training institutions within a decade. The rapid transformation process of those institutions brought the above training institutions which aim at producing qualified military personnel who can serve in different military fields.

After the establishment of many training institutions, there are challenges in the training systems, curriculum standards, human resources management, program relevance and appropriateness, research and outreach activities. Those problems become challenges for the organization and TMD in general and the colleges in particular,(Yimer Mekonnen,2013)

The FDRE MoND has rich experiences in leading massive and conventional forces to win ‘war’. However, these experiences may not be applicable when we directly implement to the Institution.

Though FDRE MoND many institutions, the leadership approach of these training institutions does not apply the leadership style that is peculiar to them. Whatever the plan and the motto of ethical leadership practices are familiar in the college, practically rare implementations are observed.

## **1.2.Statement of the Problem**

The basic theoretical foundations to this study are Ethical Leadership in Military Higher Training Institution. As indicated in the background, leadership by its nature is dynamic; it is dependable on which sector or organizations that the approaches have been implemented. Academic leaders are academically-inclined and concerned with “academic business”. Leadership of learning - teaching in the higher education sector is a complex and underexplored concept. It is interpreted and practiced in multiple ways depending on the level and role within the organization (Ramsden, 1998).

Besides, Military leadership and military training institutions leading approaches are strongly related. In military environment, the leaders should be trained in advance to improve and update the overall educational system (Jeremy, 2005). Specifically, in military context, leadership is one of the most effective elements of combat power. Despite, the amount of literature dedicated to significant area of leadership, very little attention has been devoted to the area of MTIs (John, *et al* .2012).

In Ethiopia, institutionalized military training centers have been established with the view of promoting professional trainings in different military fields. This implies that a lot of efforts have

been made by the government in general and the MoND in particular to maximize the capacities of top, middle and line managers. Thus why, it is used to solve a number of existed problems that continuously observed in the practice of ethical leadership. Without personnel development, it is impossible to raise about institutional development. Therefore, arranging educational program and facilitating, continues training to the military leaders could have their own share to mitigate an existed gap.

To this effect, MoND established many higher training and education centers, in which Major General Hyelom Areaya Military Academy, Combined Arms Academy, Command and Staff College, Joint Military Staff College are some of the institutions which deliver training at first degree and second degree level under the TMD. All are aimed at producing competent military officers in of their respective fields of study.

Though FDRE MoND these military higher training institutions within a decade, the rapid transformation process of those institutions brought the above training institutions which aim at producing qualified military personnel who can serve in different military fields.

The FDRE Defense Forces have rich experiences in leading massive and conventional forces to win ‘war’. However, these experiences may not be applicable when we directly implement to Military Higher Training Institution. Although, the Federal Democratic Republic of Ethiopia’s Ministry of National Defense has an immense Military Higher Training Institutions, the leadership of this training institution don’t apply the proper way of ethical leadership style.

Thus, this study will try to examine the existing practice of ethical leadership of the college and identify the challenges, limitations and forward the possible solutions.

The research attempted to address the following basic questions:

1. What is the perception of the staff toward ethical leadership at JMSC?
2. Is there significant difference in the perception of ethical leadership between Department heads, instructors and supportive staffs of the college?
3. What challenges does the college face in ethical leadership practices?

### **1.3. Objectives of the Study**

The general objective of this study is to investigate the ethical leadership practice of Joint Military Staff College.

Specific objectives of the study include:

- To assess the existing leadership practices of Joint military staff college;
- To identify the future opportunities of instructors' development in Joint military staff college;
- To investigate the perception of staff towards among the ethical leadership administrations of development opportunities;
- To explore/identify the challenges of ethical leadership faced by the college.

#### **1.4. Significances of the Study**

To the best of the researcher's knowledge so far, no study has been undertaken on this problem. Therefore, the findings of this study might help the following bodies. The beneficiaries of this study will include: FDRE MoND in general, Training Main Department, respective Colleges and future researchers in related areas and Joint Military Staff College in particular. Thus outcomes of the study might help for strategic revision. The revision might be on organizational structure of training institutions and development of ethical leadership in MHTIs at large. Besides, the findings can help to manage leadership challenges at all level of Military Higher Training Institutions and to formulate policies and strategies of ethical leadership regarding higher military training.

As the study tried to investigate the current challenges of ethical leadership at MHTIs, the outcomes of this study can help TMD in general and colleges under it in particular to identify challenges of ethical leadership in the institution and suggest how to manage these challenges. Therefore, they may use the findings for their future developments and adjustment in their leadership approaches, curriculum frameworks, and research and outreach activities.

There are limits literatures on the topic of the study. Hence, the study can serve as a springboard for other researchers who want to undertake studies in leading MHTIs. Furthermore, the study might contribute to the body of knowledge on how to lead Military Higher Training Institutions.

#### **1.5. Limitation of the Study**

Whatever an immense output was expected from this research, the study came through several constraints. Among these constraints the scarcity or shortage of time is its most hindrance. That, carrying office responsibility and simultaneously conducting the research is very difficult.

Eventually, the resistance of the respondents limiting themselves to respond only the close-end items had, created an adverse situation.

### **1.6.Scope of the Study**

This study is delimited to analyze staff perceptions and leadership ethics at Joint Military Staff College. In parallel, the study attempted to see the leadership styles which are being exercised and what should be in place. Specially, the study is delimited to the Military Higher Training Institutions in Training Main Department, which is Joint Military Staff College (JMSC) situated in Mekelle city.

### **1.7.Definition of Key Terms**

**Accountability:** the responsibility of government and its agents towards the public to achieve previously set objectives and to account for them in public. (Meyer; 1995).

**Ethics:** Concerned with the kinds of values and morals an individual or society finds desirable or appropriate. (Starratt; 2004)

**Ethical leadership:** the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision making (Brown, Treviño, and Harrison, 2005; p. 120).

**Leadership style:** Leaders' typical way of behaving group members or subordinates (Hicks and Gullet, 1981)

**Perception:** An idea, a belief or an image you have as a result of how you see or understand something (Oxford Dictionary, 1948:938)

### **1.8.Organization of the Study**

The study comprises of five chapters. Chapter one includes the background & problem statement of the study. A comprehensive review of the literature is presented and discussed in chapter two; chapter three consists of the data collection methods, procedures, instrumentation, and data analysis technique. An analysis of the results of the data collected during this study is presented in chapter four. Chapter five provides a summary, conclusions and recommendations.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

In this section, leadership theories which are related to ethical leadership in general and leadership practices in MHTIs in particular are discussed. The theories under this section have given attention for clear understanding of the research problem investigated.

#### **2.1.The Concept of Leadership**

Leadership is the process that influences the behavior and daily activities of others' effort towards the achievement of goals in a given situation. As to Hemphill (1949), leadership is the initiation of a new structure of procedure for accomplishing the organizations' goals and objectives. According to helping (1956), a successful leader contributes to group objectives and their relationship. Davis (1998) also states that leadership is the ability to persuade others to seek defined objectives enthusiastically; the human factor binds a group together and motivates it towards its goals. McGregor (1978) defined leadership as leaders and followers to act for certain goals that represent the values and motives; the wants and needs, the aspiration and expectation of both leaders and followers. According to Hersey, Blanchard and Jonson, (2006), leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation.

There are a number of ways to influence the activities of individuals. To mention some of them, leaders have to be honest for their followers, motivate and inspire their followers, strive for the benefit of the group, lead their followers with their heart and lead themselves with their mind, acquire good and expected disposition and bet the figure head or the role model of their followers. It is the system of persuading individual for the certain mission and is the factor that binds group together.

From the above definitions, we can understand that leadership is thus inseparable from the followers' needs and goals as it occurs in a group. Like other human activities, leadership is difficult to pin down. In this regard, leadership is a concept that does not have yet universally accepted definition; rather it is agreeable in working definition by scholars who work in the field. Similarly, Yukl (2006) said that the term leadership is taken from the common vocabulary and incorporated in the technical vocabulary of a scientific discipline without being precisely refined

which resulted confusion in its meaning. However, working definition may help us to have a common understanding. (Leithwood and Riehl; 2006) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence.

As the name indicates leaders lead their followers with skills. It is not much import and understanding about where we stop, but in what direction we are moving. Leaders are providing direction by giving up something in order to go up some points. Identifying direction assists the group to attain their goals.

Most writers underlined the following points to explain leadership: Be in charge or command of, organize and direct, set a process in motion, be a reason or motivate others to act for change. The last two points broaden the scope of leadership to anyone, or any collective of people, who inspires or motivates other people to act in some way towards some sort of aim or task or outcome. From the point of view the researcher leadership can be defined as a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more successful. This definition is similar to that of Northouse (2002). This shows that there is slight difference in the way leadership is exercised according to the context.

## **2.2.Change and Leadership**

Nowadays, change and leadership become the two sides of a coin. Without change the world becomes stagnant, meaning no growth and development. The change demands individuals who are competent enough to shape visions and realize the aspired change.

Leadership empowers everyone to create future life situations, act and achieve breakthroughs. Hence, having and internalizing the concepts and basic knowledge of leadership skills build the competence for leadership and the potential to make it happen.

Different terminologies are used to express the types of changes. However, despite the difference in the terms used by different authors, types of change can be categorized into four types depending on their magnitude and the time frame of the change process. These are:

- a) **Transactional change** refers to modification in and redesign of the systems, procedures, processes, tasks and activities that take place between individuals and groups both within and outside the organization. This kind of change is usually handled by setting up a project to manage its implementation. The movement causes a temporary discontinuity to the system,

but the activity carries on and at the end settles down to business as usual. It has a distinct beginning and at the end where success can be relatively measured ( Lovell , 1994:3 )

- b) **Transitional change** refers to the process of moving from one state to another of getting from here to there. Like shifting from one way to another way of doing things.
- c) **Incremental change** implies that one does not change overnight. What happens here is a step – by – step movement towards the end. It underlines the notion that good change takes time. This kind of change consists of an ongoing process of moderate but linked steps (Walton, 1999). Incremental change occurs in an evolutionary way.
- d) **Transformational change** is a type of change which results in entirely new behavior sets on the part of organizational members and those outside the organization. It is a fundamental change in purpose and strategy. This change challenges embedded behavioral norms, often is related to strategic change, and also it is referred to us second order.

### **2.3.The Meaning of Ethics**

The word ethics has its roots in the Greek word *ethos*, which means “customs,” “Conduct, “or “character.” Ethics is concerned with the kind of values and morals an individual or society finds desirable or appropriate. Furthermore, ethics is concerned with the virtuousness of individuals and their motives. Ethical theory provides a system of rules or principles that guide us in making decisions about what is right or wrong and good or bad in a particular situation. It provides a basis for understanding what it means to be a morally decent human being (Peter, 2007:342)

The notion of ethics covers a variety of meanings. In ordinary language, ethics is often utilized to label people or their actions as either good or bad. In the academic world, ethics is defined as “a division of philosophy which includes studies of the nature, origin and field of good and bad, right and wrong, justice and other concepts related to these areas” (Saarinen as cited in Thom’s, 2008:419). Within the work environment, ethics has been commonly linked to codes of conduct for an individual or a group (The Ethics Resource Center, 2009). According to Hall (2008:228), “codes of conduct are formulated by employers as conditions of employment usually such codes tell practitioners what to do rather than providing broad bases for professional decision making”. As such, ethics is prescriptive rather than descriptive. Consequently, ethics is concerned with behaviors which are perceived to be right in terms of the conformity with the rules for appropriate conduct.

Without denying the value of codes of conduct in terms of ethical guidance, the present study argues that ethics cannot be reduced to following the rules. Ethics goes beyond compliance and practice. Rather, it responds to an inner desire of doing what is right. Jacoby (2004:2) supports this point by saying that “true ethics will only be exhibited when an individual has internal motivation for their behavior”. Such motivation is that which appropriately defines ethical behavior.

If we accept that ethics comes from an internal source that distinguishes between right and wrong, then ethics has everything to do with one’s beliefs and values. This view is expressed in Starratt’s (2004:5) definition of ethics. He describes ethics as “a study of the underlying beliefs, assumptions, principles and values that support a moral way of life”. From this perspective, an ethical person is one who holds a moral value system which decides what is right and encourages moral action in everyday life. As can be seen, Starratt (2004) expands the notion of ethics towards a more inclusive concept of human life. Hence, being ethical is a way-of-being in life.

There appears to be agreement that the holistic character of ethics is what distinguishes it from morality. As Freakley and Burgh (2002:97) point out, ethics “is a much broader sphere of human activity, one that seeks an understanding of what it is to live well”. Morality, in turn, is seen as “the acting out of ethical beliefs and commitments” (Starratt, 2004:5). Morality is thus part of ethics that is concerned with behaviors and practices.

While such distinctions are useful, Haynes (1998:5) does not dwell on this differentiation. For her, “ethics and morality can be seen as two interconnecting ends of the same spectrum”. Similarly, Starratt (2004) argues that when applying the notions of morality and ethics to leadership activities both terms are synonymous. That is, moral leadership and ethical leadership mean the same thing. Following this perspective, both terms will be employed interchangeably throughout this study.

## **2.4.Ethical Leadership**

Ethical leadership is a moral activity that is grounded in the moral foundations of the leader. Fundamentally, it is “the attempt to act from the principles, beliefs, assumptions, and values in the leader’s espoused system of ethics” (Starratt, 2004:5). Considering ethical leadership as the act of leading in line with one’s beliefs and values raises the idea that ethical leadership is more than expertise, skills and competency. It is more than an ethical conduct that is applied in a particular situation. Lashaway (1996:4) suggests, ethical leadership is a “constant companion” that is, a way

of being in life and this is expressed in all that an ethical leader does (West-Burnham, 2008). Hence, ethical leadership implies the engagement of the leader as a whole.

It might be argued that ethical leadership is built on two central elements. The first one is the autonomy of the leader to operate from the strength of his or her values. Ethical leadership is based on the notion that the leader is an autonomous agent. Starratt (1994) has this to say about ethical leaders as autonomous individual ethical leaders.

*They are independent agents who act out of an intuition of what is right or appropriate in a given situation. Their autonomy is in contrast to those who act out of a mindless routine, or simply because others tell them to act that way, or who act out of a feeling of obligation to or fear of those in authority. Autonomy implies a sense of personal choice, of taking responsibility for one's actions, of claiming ownership of one's actions.*

*Assumed in the notion of autonomy is the sense that the autonomous person is an individual. An individual is a person who has a sense of him or herself as standing out from the crowd. It does not mean necessarily an opposition to all that the crowd stands for. Rather it means a willingness to oppose the crowd in certain circumstances, to walk in a direction different from the crowd if it seems called for (Starratt, 1994:p.30).*

Starratt (1994) observes that the actions of ethical leaders are deliberate and chosen and that this is the result of a certain autonomy that is shaped by a deep commitment to one's own meaning and values. Furthermore, the autonomy of ethical leaders entails a definition of one's self that provides leaders with the courage to stand up for what they believe is right.

The second element of ethical leadership is the genuine concern the leader shows for others. The ethical approach is people-oriented. This means that ethical leaders care about people and therefore relationships are at the very center of their work (Greenfield, 2004). They encourage high-quality interactions based on respect and trust, rather than agreement. In addition, ethical leaders relate to others in ways that transcend self-interest (Strike, 2007). They engage in actions that benefit others, putting aside ego and personal interests. As Bass (2002:7) describes, an ethical leader is "a leader whose effort is to be a benefit to others and avoid harming others".

However, ethical leadership is not only about working for others but also with others. Dufresne and McKenzie (2009) note that leading from an ethical perspective is about working interdependently to construct a collective good for an organization. To encourage people to work together towards the common good, ethical leadership focuses on values and vision. Ethical leaders claim their core

values, develop a vision and deliberately align their beliefs with their behavior's and actions (Dufresne & McKenzie, 2009). They motivate people to achieve the same purpose, vision and values which are for the benefit of the entire organization. Ethical leadership involves the development of shared values and goals that inspire people and improve relationships within the organization because, as Burns (1978:36) states, "leadership is a process of morality to the degree that leaders engage with followers on the basis of shared motives and values and goals".

Furthermore, ethical leaders understand and respect others' values and, in turn, seek to reconcile the potential tensions between personal values and people or organizational values (Stefkovich & Begley, 2007). In the process, they create open and reflective conversations about ethics; they create spaces where people's values can be expressed and heard. (Freeman and Stewart, 2006,5) affirm that "bringing such a conversation to life means that people must have knowledge of alternatives, must choose every day to stay with the organization and its purpose because it is important and inspires them". Moreover, by promoting discussion of ethical issues, ethical leaders facilitate the creation of an ethical culture within organizations (Dufresne & McKenzie, 2009; Zubay & Soltis, 2005).

Ethical leadership draws on principled decision making (Shapiro & Stefkovich, 2005). As ethical leaders are aware of the impact of their actions on others, they see the decision-making process as a fully ethical task and therefore are determined to do "the right thing" (Lash away, 1996:1). In doing so, ethical leaders always take into consideration the question "leading to what ends, and by what means?" (Greenfield, 2004).

Leading in an ethical manner also involves leaders acting as role models by first showing ethical conduct themselves. McGuire (1997:6) notes that "moral leadership, after all, is about exemplifying excellence". It is indeed about character, honesty, integrity, equity, trustworthiness, self-discipline, courage, fairness, generosity, passion, compassion, optimism, service, encouragement, and love (Bass & Steidlmeier, 1999; Kouzes & Posner, 1992; Starratt, 2004; Thoms, 2008). According to Hudson (1997:514), these "ethical virtues are reflected in the way we see ourselves as well as the way we see others, and are culminated in our relation to those others in the community in which we live".

Ethical leadership is inclusive of other personal qualities such as responsibility, authenticity and presence. Starratt (2004) proposes that these three virtues frame the idea of ethical leadership. The

author suggests that responsibility calls leaders to be proactive in assuming responsibility for their organizations and stakeholders, whilst authenticity calls leaders to be true to themselves and to their relationships. Presence, in turn, involves looking carefully at people and circumstances in order to assume responsibility for them. It is the link that connects the two previous traits. Thus, an ethical leader is responsible, is authentic, and is present.

Invariably, discussion on ethical leadership has shown this approach as a positive leadership style or “good leadership” (Cranston, Ehrlich & Kimber, and 2004:18). Toor and Ofori (2009:534) point out that “for good leadership, it is important that leaders are not only competent but also ethical in their everyday conduct”. In fact, ethical leadership has been seen as a positive form of leadership not only for the distinctive attributes of ethical leaders or the constant search for the highest good but also because, as research evidence has demonstrated, it has positive effects on leaders, followers and organizations (Ciulla, 1995; Toor & Ofori, 2009).

Ethical leadership has been defined in different ways, and definitions may include values, traits and behaviors. When asked to describe ethical leaders, executives identified several aspects of behavior and motives (e.g., honest, trustworthy, altruistic, fair), but they also identified aspects of behavior involving attempts to influence the ethical behavior of others (Trevino, Brown, & Hartman, 2003). Several types of influence may be used by the leader, including statements about the importance of ethics, dissemination of ethical guidelines for members of the organization, modeling ethical behavior to set a visible example for others, including ethical behavior in the assessment of performance, and criticizing or punishing unethical behavior. It is also useful to make a distinction between the ethics of an individual leader and the ethics of specific types of leadership behavior (Bass & Steidlmeier, 1999), and both types of ethics are difficult to evaluate.

#### **2.4.1. Characteristics of an Ethical Leader**

A good leader has an idea of goodness and respective goals and is willing to hold on to these goals even in difficult times. A good leader is authentic, cares strongly about certain ideas that deserve robust concern and is a person of prudence. In a study conducted on the understanding of executive ethical leadership (Trevino, Brown & Hartman, 2003), ethical leaders are thought to be receptive and open, possess traditional leadership traits such as integrity, honesty, and trustworthiness. Ethical leadership includes transactional leader behaviors such as setting ethical standards and holding followers accountable for ethical conduct.

Resick, Hanges, Dickson & Mitchelson (2006) identified six key attributes that characterized ethical leadership which includes character and integrity; ethical awareness; community/people-orientation; motivating; encouraging and empowering; and managing ethical accountability. Besides, the characteristics of ethical leadership as identified by Freeman & Stewart (2006) are: (1) the articulation and embodiment of the purpose and values of the organization by the leader (2) the leader focus on organizational success rather than on personal ego, (3) the leader find the best people and develop them, (4) he/she create a living conversation about ethics, values and the creation of value for stakeholders, (5) take a charitable understanding of others' values, (6) make tough calls while being imaginative, (7) create stakeholder support and societal legitimacy.

In a similar vein, O'Connell & Bligh (2009) identified the following nine characteristics of an ethical leader from a synthesis analysis of past researches. (1) Uses an ethical „lens“ (2) Makes ethical decisions (3) Considers the long-term implications of business decisions, (4) Considers others' well-being when making decisions and treats others fairly (5) Acts ethically or role models ethical behavior (6) Communicates the importance of ethics (7) Understands themselves and those with whom they work (8) Holds others accountable for acting ethically (9) Offers training and support for employees on how to act ethically in the workplace. Nevertheless, these unique qualities that characterized ethical leaders make them different from other leaders of corporate organizations. Ethical leader are those leaders that are sensitive to the interest of all employees without fear or favor.

According to social learning theory, for leaders to be seen as ethical leaders by their followers, they must be attractive and credible role models. Social learning theory helps to explain why and how ethical leaders influence their followers. Social learning theory (Bandura, 1977, 1986) is based on the idea that individuals learn by paying attention to and emulating the attitudes, values and behaviors of attractive and credible models.

#### **2.4.2. Models of Ethical Leadership**

According to (Kohlberg, 1969; Trevino, 1986), formal leadership research and personal passions around faith and ethics developed the Four V Model of Ethical Leadership which is a framework that aligns the internal (beliefs and values) with the external (behaviors and actions) for the purpose of advancing the common good. People who want to become leaders make a difference need to embrace an inner journey of integrity and make an outer commitment to the common good. It

begins with the inner journey of the individuals and helps to discover and claim their core values, develop a vision for how the world could be different, find their personal voice for expressing their vision and realize the wisdom ultimately leading to outer commitment of living and behaving in ways that serve the community and advance the common good. Thus, the ultimate purpose of leadership is to shape a future that is visionary, inclusive, and enables all members of society to fulfill their needs, dreams and potentials. According to (Bandura, 1986) there are four pillars of ethical leadership are –

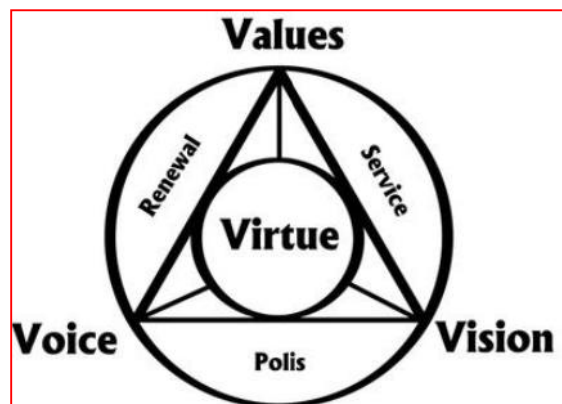
**Values:** - Ethical leadership begins with an understanding of and commitment individual core values. By first discovering the values at the core of identities, are begins the process of integrating unique values with our choice-making at all levels of personal and civic lives.

**Vision:** -Vision is the ability to frame actions – particularly in service to others within a real picture of what ought to be.

**Voice:** -Claiming voice is the process of articulating vision to others in an authentic and convincing way that animates and motivates them to action.

**Virtue:** - Understanding that are becomes what he/she practices, fosters virtue by practicing virtuous behavior – striving to do what is right and good. In this way, he/she develop the character of virtue. In particular, virtue stands for the common good. Ethical leaders ask, “How are my values, vision and voice in keeping with the common good”

**Figure 2.1.Four V model of Ethical Leadership**



Source: - IOSR Journal of Business and Management (IOSR-JBM)

### **2.5.Ethical Leadership and Employee Job Performance**

Employees are the most important assets in organizations, which without, the goals and objectives may not be attained. Several studies have been conducted on the roles that ethical leaders can play

in achieving increase employee job performance. A study by Toor & Ofori (2009) revealed that ethical leadership may play a mediating role in the relationship between organizational culture and employee outcomes. The study shows that ethical leadership is more likely to bring about leader's effectiveness, willingness of employees to put in extra efforts, employees' job satisfaction, and an atmosphere for ethical leadership to flourish; which will ultimately leads to increased employees' job performance.

Ethical leadership is associated with positive influence on employee performance (Resick et al., 2011), intrinsic motivation (Piccolo, et al., 2010), job responses (Ruiz, Ruiz & Martinez, 2011) and willingness of employee to reports problems (Brown et al., 2005). Piccolo, et al. (2010) suggest that leaders with strong ethical commitments can have impact on "task significance" and "autonomy" of the Job Characteristic model; and the willingness of employee to put extra effort on task performance. If followers perceived top manager's good moral image, ethics may be viewed as an important issue within the organization, and this perception may be a translated into a strong appreciation of top management by employees within an organization (Ruiz, & Martinez, 2011).

In organizations where leadership is perceived to be unethical is manifested in the failure of the leader to follow rules, failing to take responsibility for unethical behaviors, and failing to avoid even the appearance of impropriety (O'Connell & Bligh, 2009). Two important variables are crucial to the issue of ethical leadership in improving employee job performance; trust and employee commitment. As evident in the assertion of some researchers (Hosmer, 1994; Jones, 1995 cited in Berrone et al., 2007) that good ethics is good for business because it generates positive externalities like trust and commitment to all stakeholders, which in turn assures long term performance of firms.

### **2.5.1. Trust**

Trust is a sacred and emotional relationship between people; the expectation of faith that individuals have on the organization and leadership (Darcy, 2010). Trust is the foundation for constructive conflict, goal commitment, personal accountability, and achieving collective goals (Lencioni, 2005 cited in Collins, 2010). Trust is a positive expectation that another will not act opportunistically (Robbins, Judge, Millet & Water-Marsh, 2008). This is the expectation of others in words, actions or decisions. According to Jones & George (1998) cited in Zhu, May & Avolio (2004) there are two types of trust; conditional and unconditional trust. Conditional trust is a situation whereby both parties are willing to transact with each other as long as each behaves

appropriately and uses a similar interpretive scheme to define situation. Whereas conditional trust is characterized by the shared values that structure the social situation and become the primary vehicle through which individuals experience trust. Theorists have also identified three types of trust in organizational relationship; deterrence based, knowledge based and identification based (Robbins, et al., 2008). Deterrence trust is based on fear of reprisal if the trust is violated. Individual act in accordance with what they say because of the consequence. Knowledge trust is based on the behavioral predictability that comes from a history of interaction. The identification based trust is on mutual understanding of each other's intentions and appreciation of the other's wants and desires.

### **2.5.2. Employees Commitment**

Commitment is simply defined as loyalty and attachment of an individual or group to the organization. Organizational commitment is defined as a state in which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization. Commitment had been used by organizations to predict desired employee behavior in the areas of performance, absenteeism and emotional attachment. Theoretically, organizational commitment has three components (Meyer & Allen, 1991): affective, continuance and normative. Affective commitment is referred to as an employee's emotional attachment to the organization.

Continuance commitment is the perceived economic value of remaining with an organization compared to leaving it. Normative commitment is an obligation to remain with an organization for moral or ethical reasons. However, studies have shown relationship between ethical leadership behavior and employee's organizational commitment. Some of these studies revealed that high levels of perceived ethical leadership behavior are associated with higher levels of employee's organizational commitment (Ponnu & Tennakoon, 2009; Upadhyay & Singh, 2010). In a related fashion, there was a positive relationship on the impact of leader's ethical behavior on the employee's level of commitment to the organization (Mize, 2000 cited in Zhu, May & Avolio, 2004). Employee commitment is also linked to improved quality of products, enhanced customer loyalty, and lower costs due to a decrease in employee turnover.

Maignan (1997) cited in Ferrell, (1999) found a positive relationship between corporate citizenship (defined as economic, legal, ethical, and discretionary activities) and employee commitment to the

firm. Employee commitment to the organization decreases, product quality drops, customers leave, and employee turnover skyrockets as ethical compliance decreases. It is expected that leaders who exhibit ethical behavior would be more likely to consider the needs and right of employees and treat them fairly.

### **2.5.3. Developing Ethical Leaders**

Leadership development is an un-ending process of self-study, education, training, and experience (Jago, 1982). Developing leaders in organization is a long-life process; and ethical leadership programmers are design to equip employee with the rudiments for effective management. Ethics does not apply to only those at the top; all individuals no matter the level in the organization should abide by ethical rule. Thus, every organization should put mechanism in place in order to develop future leaders for long term survival of businesses. The focus of leadership development should be on producing leaders in the middle who have personal ethical competence, who are good models for those around them, and who can empower others to get the work done in ways that promote harmony and maintain good relationships. This calls for leadership development specifically focused on training ethical leaders throughout the organization (Perreault, 2010).

A fundamental focal point in the literature on the development of leaders is that it can be teach and must be taught. Ethically sensitive leaders are needed in time of financial crises, global injustice, climatic change, cultural insensitivity, employee racial and sexual discrimination and the period of corporate financial irregularities. The success of any enterprise, large, medium and small depends on leadership skills and competencies which can be learned through training and practice. Ethical leadership training and development must take the form of deep personal reflection guided by materials that refine the essence of moral principles and leadership insights.

Freeman and Stewart (2006) argued that for leadership development effectiveness, the first step is to understand the need for ethical leadership; how the organization benefits its stakeholders and the organization's values. It is imperative to set aside a brief time to raise concerns about the effects of ethical leadership on key stakeholders, or on a company's values and ethics. Many companies have leadership development programs.

These programs need to be strengthened by adding the idea of "ethical leadership." It is not necessary to use the specific principles developed, but companies can make themselves better by engaging participants in a conversation about what they see as "ethical leadership." Executives can

also develop shared conversations and conceptions of how “ethical leadership” can be implemented in their particular company. Executives need to figure out how to have “challenge meetings,” routine processes where anyone in the organization can raise a challenge to whether or not the company is living its values, or its enterprise strategy approach.

Prince II, Tumlin & Connaughton (2009) identify the followings as critical elements of ethical leadership development:

- 1) Knowledge of leadership and ethics that provides a conceptual framework for understanding the practice of ethical leadership when one is engaged in leading or following others.
- 2) Opportunities to practice leadership roles in situations that require collective action where the learner has some responsibility for outcomes that matter to others.
- 3) Opportunities to study, observe and interact with leaders, especially leaders who have demonstrated moral courage
- 4) Formal and informal assessment of the efforts of those learning to lead ethically
- 5) Feedback of the results to the learner along with reflections by the learner on the experience.
- 6) Strengthening a personal ethic that embodies foundational, core values such as integrity, service to others, and loyalty.

To develop ethical leaders, ethics codes need to be clear; proper guidelines to be in place to ensure that all employees understand what are expected of them. Also, organizations need to demonstrate ethical leadership within the culture of hiring, training and development; and to promote and reward those employees who will embrace the ethical standards.

## **2.6.Ethical Practice**

Ethical practice constitutes an essential part of the framework that an ethical leader uses to relate to others and face every situation (Shapiro & Stef kovich, 2005). On the one hand, ethical practice is the responsibility of the leader to fulfill his or her professional obligations in ways that are ethical (Sockett, 1993); but on the other hand, it is also the expectation and demand of those who are led. As stated by Newman (2000.42), “inherent to the role of leadership is an expectation by those who follow and support the leader that their leader will act ethically”.

Ethical practice needs to be understood in the light of professional membership. Soltis (1986:3) observes that “the very act of becoming a professional commits one to ethical principles and

standards of that profession and to the service of its general purposes”. In most professions, the ethical principles and standards by which practitioners are expected to conduct their professional matters are set out in a code of ethics or a code of practice (Hall, 2008). As described by Hall (2008:29), a code of ethics is “both a statement of aspiration and a bottom line statement that may be used to judge behaviors”.

A code of ethics provides general guidelines for ethical practice. In this way, ethical practice is the product of acting in conformity with the aspiration and regulatory functions of a code of ethics. It requires behaviors that stem from a commitment to the ethical standards and principles that guide professional service delivery (Sherry, 2007). When discussing ethical practice in relation to the work of educational leaders, Haynes (1998) suggests educational leader’s code of ethics might look as follows:

The educational leader:

- Makes the well-being of students fundamental in all decision-making and actions.
- Fulfills professional responsibilities with honesty and integrity.
- Support the principle of due process and protects the civil and human rights of all individuals.
- Maintains professional confidentiality at all times.
- Implements the governing board of education’s policies and administrative rules and regulations and/or pursues appropriate measures to correct those laws, policies and regulations that are not consistent with sound educational goals, ensuring that where possible no person shall be disadvantaged by a change in regulations.
- Pursues appropriate measures to overcome apparent injustices and unethical practices.
- Avoids using positions for personal gain through political, social, religious, economic or other influence.
- Maintains the standards and seeks to improve effectiveness of the profession through research and continuing professional development.
- Honors’ all contracts until fulfillment, release or dissolution mutually agreed upon by all parties to contract. (Haynes, 1998:41)

Codes of conduct can be as or more specific than the one presented by Haynes(1998), or they can also be built on the basis of broader ethical principles.

These principles are:

- Autonomy: Treat people with rights that are to be honored and defended,
- Justice: Share power and prevent the abuse of power,
- Responsible care: Do well and minimize harm to others,

- Truth: Be honest with others and self. (Hall, 2008, p. 229)

Ethical practice then, demonstrates a concern for doing the right thing. As such, ethical practice is an important component of ethical leadership. If leaders are ethical, then ethical practices will be exercised within their organizations. However, ethical practice does not always lead to ethical leadership. As Flores (cited in Sergiovanni, 1992, p. 55) notes, “acting ethically and being ethical are substantially different”. Ethical leadership is about an ethical approach to living in which the motivation to be ethical is internally defined and adopted, whilst ethical practice is related more to acting in accordance to accepted principles and standards that reflect the highest expectations for members of a professional community.

## 2.7. The Role of Ethical Leadership

The point that makes leaders grate is not the legitimate power and their position, but having the sense of empowering of their subordinates. According to Whetten & Cameron, 2011, there are five dimensions of empowerment. When these dimensions are in place in the empowerment process, people feel better and perform better than normal.

1. Developing people’s self-efficacy: a sense of having capability and competence.
2. Developing peoples’ self-determination: a sense of personal choice.
3. Developing personal competence: a sense of making difference accountability.
4. Developing meaning: a sense of value and investing a lot of effort and energy.
5. Developing trust: a sense of security and acceptance.

Roles of leaders in this context refer to the responsibilities that very leader is expected to perform. Yet, they are not specific job descriptions, which is a job specification for a limited period of time in a given setting. The roles of leaders are broad leadership service opportunities that would help leaders live and serve beyond a formal job descriptions in their areas of responsibilities across the structure.



Fig 2.2. Source leader’s role as a bridge (Whetten & Cameron, 2011).

Leadership context describes all the leadership inputs and ingredients including leaders, people, other resources, organizations, and situational factors. The leader’s role refers to the responsibilities of a leader as leadership context is applied to obtain leadership result.

Leadership result refers to the deliverables of leadership such as, level of organizational performance, profitability, change and growth, the level of people satisfaction, and other relevant achievements. (Lema, 2011:111).

## 2.8.Five dimensions of leadership.

There are five key leadership behaviors through which leaders can stimulate their employees: accountability leadership, lawfulness leadership, ethical leadership, political loyal leadership and network governance leadership. This is shown in Figure 3.1.

**Table 2.1. Five Dimensions of Leadership Behavior, Including Definitions**

Five dimensions of leadership behavior	Definition: Leaders who ...	Example of a high score
<b>Accountability leadership</b>	... stimulate employees to justify and explain actions to stakeholders	A welfare director who encourages her employees to tell the press why they did not provide a welfare benefit to a certain citizen
<b>Lawfulness leadership</b>	... encourage employees to act in accordance with governmental rules and regulation	A school leader who emphasizes to his/her teachers that they should follow the exact regulations accompanying the upcoming SAT (a standardized test for students)
<b>Ethical leadership</b>	... promote employees to behave ethically	A leader making clear to employees that discrimination towards females when hiring recruits is unacceptable
<b>Political loyal leadership</b>	... stimulate employees to align their actions with the interest of politicians, even when this is costly	A director-general encouraging the civil servants of his directorate that they should implement the political decisions of the Minister, even when he and his employees see shortcomings.
<b>Network governance leadership</b>	... encourage employees to actively connect with stakeholders	A manager in a municipality stimulating her employees to go to various conferences and meetings for small and medium-sized businesses within the city, in order to make new contacts

Source: “New Directions in Public Leadership, Innovation and Change Research” Ottawa, 2014

### **2.8.1. Leadership Accountability**

Van der Wal et.al. (2008) found based on a survey of public and private sector managers that accountability was deemed the most important value for the public sector. Various important scholarly books have been devoted to accountability, including leadership and accountability (such as Kearns, 1996; Leithwood, 2001). However, Bovens (2007:449-450) warns us that accountability is an elusive concept. It is an “evocative political word” and is often used as “an icon for good governance”. It is therefore necessary to properly define the concept. He notes that the most concise description of accountability would be “the obligation to explain and justify conduct”. In the context of public leadership behavior (relationship-based), we then define accountability leadership as stimulating employees to justify and explain actions to stakeholders. For instance, do supervisors stimulate their employees to openly discuss their own actions and those of the organization with citizens? Do they emphasize that it is important that employees answer questions from clients? When employees perceive that supervisors indeed do this, these supervisors are said to score high on accountability leadership.

### **2.8.2. Leadership Lawfulness.**

Lawfulness, acting in accordance with rules, is a key public administration value. Lane (1994:144) notes that public administration is in its core about rule of law. Related to this, Van der.Wal et al. (2008) found that lawfulness was the second most important public sector value. In the context of relation-based leadership, lawfulness concerns facilitating employees to act in accordance with governmental rules and regulation. This is in line with the work of Terry (2003:77), who notes that administrative leaders should be conservators, where one important task of leaders is that they prevent or reduce violations of laws. Hence, leaders should stimulate their followers to follow governmental rules and regulations, and prevent them from rule-breaking.

### **2.8.3. Ethical Leadership**

The concept of ethical leadership is related to lawfulness leadership. However, one key difference is that it also concerns stimulating normatively appropriate behaviors which are not necessarily laid down in regulations. Ethical leadership can be broadly defined as demonstrating normatively appropriate conduct through personal actions and relationships, and promoting such conduct to employees (Brown & Trevino, 2006). Van der Wal et al. (2008) note that incorruptibility (very

much related to ethics) is the third most important value for the public sector. Related to this, Kernaghan (2003) argues that ethical values are key for public organizations.

In a recent article in *The Leadership Quarterly*, Kalshoven et al. (2011) notes that ethical leadership consists of various dimensions, such as having a people orientation (respecting employees), power sharing and ethical guidance. In the context of relation-based ethical leadership, we build upon the 'ethical guidance' dimension of Kalshoven et al., as this emphasizes the how leaders stimulate their employees to follow ethical codes of conduct. Ethical guidance (here: ethical leadership) is defined as communicating about ethics to employees, explaining ethical rules, and promoting ethical behavior (Kalshoven et al., 2011:53-54). An example of ethical leadership would be to openly discuss during a work meeting an incident of alcohol and drug abuse which happened during a party organized by the organization, and show why this is inappropriate. Another example of ethical leadership is leaders emphasizing to employees that discrimination towards females during hiring or promotion processes is unacceptable (Kaptein et al., 2005).

#### **2.8.4. Leadership Political Loyalty**

The relationship between politicians and civil servants can be characterized as a principal-agent relationship (Gailmard & Patty, 2013). Civil servants (the agents) are performing actions for politicians (the principals), who cannot fully control these civil servants. How can politicians then make sure that civil servants develop and implement policies which have desirable policy outcomes? This among else depends on the degree to which these civil servants are loyal towards their political principals (Hart & Wille, 2002; Putnam, 1973). Kleinig (2007) argues that loyalty is shown when people continue to show commitment to others, even if such commitment is costly.

Related to this, Hajdin (2005:261) notes that when loyalty is *aligned* with other criteria, loyalty is redundant: "If loyalty were always in harmony with other considerations, we would not have the concept [of] loyalty". In the case of civil servants and politicians, loyalty then exists when civil servants continue to show commitment towards politicians, even when this means that they have to make sacrifices. For instance, they might follow the directions of politicians even when it conflicts with their own ideals or interest, when it will result in personal risks for the civil servants, or when it will negatively affect their own department. When relating this to relation-based leadership behaviors, political loyal leadership can be described as supervisors stimulating employees to align their actions with the interest of politicians, even when this is costly for them. For instance, a

supervisor might encourage employees to implement political decisions properly, even when he/she and the employees see shortcomings of these decisions.

### **2.8.5. Leadership Network Governance**

As opposed to the first four dimensions, network governance leadership is less aligned with the historical characteristics of public administration, such as loyalty to politicians and being accountable to various groups of stakeholders. However, developments such as budget austerity, the economic and fiscal crisis and reduced legitimacy of governmental intervention have stimulated civil servants to work together with other stakeholders to tackle the problems of contemporary society (Sorensen & Torfing, 2011; Ansell & Gash, 2008; & Denhardt, 2011).

We will examine to what extent leaders stimulate their employees to develop networks and increasingly engage in existing networks (see also Hannah & Lester, 2009). In the context of relation-based leadership behavior, network governance leadership is then defined as encouraging employees to actively connect with stakeholders (outside their own department). A supervisor would score high on network governance leadership when he/she encourages encouraged employees to spend time connecting to other stakeholders, to stimulate them to spend a lot of time maintaining contacts and to encourage employees to introduce their colleagues to their own contacts.

## **2.9. Employee Perceptions of Ethical Leadership**

As this research will deal to a high degree with perceptions and reactions to change, it is especially important to elaborate on the nature and implications of perceptions on decisions. Although research on perceptions is rich and comprehensive, the intent of this literature review is not to present an exhaustive list of extant definitions of perception. Instead, my intent is to establish two key points. First, perception, as a psychological construct, is associated with other constructs such as attitude or emotion. Despite the differences among these constructs, most, if not all, of them seem to share common properties that shall be seen later. Second, perceptions influence the ways in which humans understand the world around them and how they make decisions. With deeper insights into how people understand the world, we can better comprehend the ways in which humans make decisions and why they behave in certain ways.

Perception can be defined as a “complex process by which people select, organize, and interpret sensory stimulation into a meaningful and coherent picture of the world” (Berelson and Steiner,

1964: 88). In the same vein, perception is “about receiving, selecting, acquiring, transforming and organizing the information supplied by our senses” (Barber and Legge, 1976: 7). The research on perceptions can be traced back to Bartlett’s (1932) influential works on the constructive nature of cognition, which argues that schematic thinking dominates human perception in ways that human generic beliefs about the world influence and shape information processes. Several researchers (e.g., Allport, 1954) have extended Bartlett’s (1932) work and have advanced our understanding of perception, attitude, judgment, and several other concepts.

The preceding discussion has suggested that from a psychological perspective, individuals’ perceptions have a directive influence upon their decision-making and the outcome of their decisions; thus, it is not surprising that organization theorists are now interested in relationships between perceptions and various aspects of organizations. For example, a work by Anderson and Paine (1975) has posited the influences of the perception of uncertainty in the environment on the perception of the need for change in a firm’s strategies.

The research on the roles and effects of perceptions on people’s decisions and behaviors is yet to be completed, and the search for a better understanding of various perceptions on employees’ behaviors such as turnover or commitment in the field of human resource management continues its momentum. However, empirical research has begun to show that in organizational settings, certain perceptions such as the perception of uncertainty are associated with people’s behaviors. An empirical study by Ashford and colleagues (1989), for example, has shown evidence for a positive relationship between perceived job insecurity and intention to quit. Another empirical study by Eisenberger, Fasolo and Davis-LeMastro (1990) has demonstrated that employees’ perceived organizational support is related to various attitudes and behaviors. In a more recent study, Gopinath and Becker (2000) found that perceived procedural justice concerning the divestment activities of the firm is positively related to post-divestment commitment to the firm.

Thus far, I have dealt with a holistic review of perceptions. However, the discussion of the general concept of perceptions would be incomplete without mentioning two other related concepts – recognition and action. The concept of recognition deals with the ability to discriminate among familiar classes of objects, and it is related to the concept of categorization. Thus, at an abstract level, recognition is one’s ability to place objects in a category. To understand the relationship between recognition and categorization, it is necessary to consider how humans make sense of

reality in a complex world. Perhaps the key answer to this question is the assertion in psychology that in an attempt to make sense of a complex world, humans often construct and use categorical representations to simplify and streamline the perception process (Fiske and Taylor, 1984, 1991; Gilbert and Hixon, 1991). In psychology, the term “categorization” is typically regarded as a process in which people group together objects and/or things (Zentall, Galizio, and Critchfield, 2002). Within psychology literature, there are several theories of categorization, for example, exemplar models (Brooks, 1978) and decision bound theory (Ashby and Gott, 1988).

The other relevant concept in connection with perception is “action.” Action refers to one’s activities such as moving the body in response to the perceptual process. As pointed out by Argyris (1999), humans possess certain kinds of mental programs on how to act effectively in different types of interaction; and there are two theories of action that humans hold. The first one is normally expressed in the form of stated beliefs and values. The second one is actually used and can thus only be inferred from observing their behaviors. Up to now, most people studied have a theory-in-use, which is called Model I (Argyris, 1999). Model I theory-in-use requires defensive reasoning (Argyris, 1999). In his view, individuals tend to keep their premises and inferences tacit for fear that they may lose control, and the use of defensive reasoning prevents questioning the defensive reasoning. The consequences of the model of the theory-in-use strategies are that defensiveness, misunderstanding, and self-fulfilling and self-sealing processes are more likely (Argyris, 1999).

If perceptions are derived from or based on incomplete information and limited observation, perceptual biases will occur, and thus affect a person’s decisions and actions. But what is the point of getting to know the concept of perception? Here, it is the contention that several perceptions of change are acting as determinants of employees’ reactions to change. That is, humans usually try to make sense of what has happened, what is happening, and what will happen. A number of researchers have noted a link between the perceptual process and the interpretation of information; they have argued that the interpretation of information is based on the perceptual process (e.g., Anderson and Pained, 1975). Further, during organizational change processes, employees create their own perspectives and interpretations of what is going to happen, what others are thinking, and how they themselves are perceived. Additionally, if there is a lack of information about the change, then evidence of employees’ own perspectives and interpretation of the change is more likely to be observed (Coghlan, 1993).

## **Summary**

Leaders and leadership influence the relational context of their practice. Thus, ethical leaders have the opportunity to act transformative to influence a local context. More significantly than through instrumental change, ethical leaders have been shown to influence and shape educational contexts from a moral imperative that is grounded in a critical and humanistic concern that affirms the others that are integral to their practice. Intuitively responding to real human needs, ethical leaders find a way of being that is for the common good. This research calls for priority to be given to the development of ethical leadership.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This chapter focuses on the research methods employed and other related sub-topics. It gives short description of the study area, sampling methods, type and source of data presentation and analysis.

#### **3.1. Description of the Study Area and its Programs**

JMSC was established in the year 2008 in Mekelle having its own organizational structure and objectives. Its objective focuses on producing qualified CS (Combat support) officers at tactical level who can manage units and sub units during peace and war. The college has four faculties namely Logistics, Military Intelligence, Communication and Information and Combat Engineering. Each of the Faculties runs its own programs. Logistics Faculty offers: Ordnance Management, Transport Management, Supply Management and Petroleum Oil Lubricant programs. Intelligence Faculty Secret Agent, Intelligence Management, Counter Intelligence and Intelligence Analysis programs. Communication Faculty, on the other hand, is organized in to Cryptography, Telecom Engineering, Information Technology, and Information Management. The Combat Engineering has Fortification Construction and Camouflage, Road and Bridge construction, Engineering of Obstacle and Demolition and Water Supply Resource Engineering. Regarding the management of the college, it has the management committee which consists of Commandant, Education and Training Dean, Training and curriculum development as well as Administration and General Services Vice commandant to support the running programs.

#### **3.2. The Research Design and Approach**

The primary objective of this research was to assess the practice of ethical leadership in the FDRE MoND Training Main Department Joint Military staff College of Mekelle town. To achieve this objective, the researcher used descriptive survey research. Now days, there are three major approaches; of research design quantitative, qualitative and mixed (Creswell 1994, 2003) and Creswell, the choice of one from the others depends on three major factors; the research problem, personal experiences of the researcher and the audience.

This is the appropriate approach when the research tends to base knowledge, claims on pragmatic ground, consequence-oriented, problem centered and so forth (Creswell, 2003). As the purpose of this study, that was assessed the practice of ethical leadership in the JMSC.

The research methodology selected was descriptive survey method because it enabled to conduct broad size study which involves relatively large no of respondents. Therefore, to disclose the major cause for ethical leadership practice by describing the current actual condition of JMSC the descriptive research method has been chosen as relevant and appropriate.

According to Seiliger and Shohamy (1997), descriptive study is helpful when a researcher wants to look into a phenomenon or a process in its natural contexts in order to get its overall picture instead of taking one or some of its aspects and manipulating it in a simulated or an artificial setting. Thus, descriptive study is favorable to understand how the practices of ethical leadership of the college.

Both qualitative and quantitative approaches are employed in the study to collect data. Qualitative methods used to provide a detailed description of the data to explore and discover inherent facts, while the quantitative approach is for quantifying data generated in terms of mean rating and one way ANOVA to show the difference that clearly observed among groups.

### **3.3. Type of Data and Source of Data**

Both primary and secondary data types have been used. The primary sources, participants in this study were the academic and administrative staff of the colleges. For primary data collection tools the researcher used techniques like: questionnaire for ordinary employees and in depth interview for key information from key persons like the colleges' management bodies and department heads. Besides, to validate and supplement the gathered primary data, secondary data collected through revision of documents and review of related literature other available reports. Secondary data obtained from recent publications, curricula of the programs, relevant books, and documents of the colleges.

### **3.4. Sampling Techniques**

Since the study was limited to assess staffs' perception and ethical leadership in Joint Military Staff College, the population of this study was the current management, department head and non-management military academic staff members of Joint Military Staff College. Therefore, total

population of this study was academic members who are Army members currently working within the organization, which are 181 military staff as April, 2015.

### 3.5. Sample Size

To collect relevant and entailed information the student researcher was used available sampling method and purposive sampling from the total population. Besides the researcher believed that direct relation which the issue under study and can provide relevant information the sampling size includes 181 faculty commandant, department heads, academic units, instructors and supportive staffs at Mekelle JMSC.

**Table 3.1. Population Sampling Size**

No.	Position	Total Population	Sample Size	%	Sampling Techniques
1	Faculty Commandant	03	03	100	Available
2	Department Heads and Academic Units	35	35	100	Available
3	Instructors	97	97	100	Available
4	Supportive Staffs	46	46	100	Available
<b>Total</b>		<b>181</b>	<b>181</b>	<b>100%</b>	

*(Source, JMSC personnel department data April 2015)*

As it is depicted in the above table, the sample size covers 3[100%] of Faculty Commandant, 35 [100%] of Department Heads and Academic Units, 97[100%] of Instructors and 46 [100%] of Supportive Staffs’.

### 3.6. Data Collection Instruments

The first tasks of the research information gathering began with the discussion of the overall research plan with the colleges’ Academic and Administrative Staff. Questionnaires and Interviews were used in the study .Different sets of questions were set to collect data from college staffs to help answer the research questions. The questionnaire was asked by using the attitude of likert scale to gather the data for the quantitative aspect of the study. The information was put, together and analyzed for a connection between the variables in the study. There is a space for the subject to give open ended responses. To get primary information a questionnaires were administered in English language and included both closed ended and open ended questionnaires.

Since the research methods that the researcher used were qualitative and quantitative approaches, the validity and the reliability of instruments were tested and checked in different ways. For instance, interview assessed individuals' words that was included under qualitative methods to check the multiple realities of the research. Open-ended and closed-ended questionnaires were showed the quantitative methods to distinguish the percentage, the differences and an existed gaps numerically. Then, both questionnaires and interviews were valid and reliable in the study.

For in-depth interview, key informants provided valuable information, at the JMSC (i.e. management bodies at different levels), and from other departments and individuals who have special connection with the research issue under consideration. Secondary data were collected from books and internet.

### **3.7. Methods of Data Analysis**

After all necessary data collected; it was categorized, coded and summarised using tables. Those data that were collected through closed-ended questionnaires, open-ended questioner were analyzed by using descriptive statistics frequency and percentage and SPSS package (version 20). Both qualitative and quantitative approaches were used in this study. Finally, the study enhanced the validity of the outcome by triangulating different data sources of information and examining evidence from the sources to determine the accuracy of the finding.

For example, the qualitative approach with interview examined individual words, investigated documents and the researcher observed some practical activities to check different data sources. In addition to this, quantitative approach with open-ended close-ended questionnaires checked the variation of mean differences that were given by different respondents. These points were totally maximized the validity of the result of the study triangulating different data sources.

### **3.8.Ethical Considerations**

As Punch (2000) asserts, "all social research involves consent, access and associated ethical issues, since it is based on data from people about people". Interviews of participants met the general protocols and procedures for interviewing and oral history (Douglas, Roberts & Thompson (1988)). The proposed study was ensured informed consent there obtained from participants. They were told full information about the research including the reasons they have been chosen to participate. Participants' privacy, confidentiality and anonymity has also been guaranteed.

## CHAPTER FOUR

### DATA PRESENTATION ANALYSIS AND INTERPRETATION

In this chapter, both the quantitative and qualitative data were presented and discussed. As stated in the research methodology, both approaches have been analyzed independently. The findings of both approaches were, also triangulated to generate conclusion from them and forward recommendations.

#### 4.1. Response Rate

The quantitative and qualitative data for this study were collected from members of the college who are instructors, section heads, department heads, faculty commandants, supportive staffs and college management committees in JMISC. Questionnaires were distributed to 181 sample respondents and all the distributed papers were returned with valid responses. The interview on the other hand was voluntarily conducted with 16 top management, department heads and instructors of the college.

#### 4.1. Demographic Factors

**Table 4.1: Respondents Sex and Age**

Item		No of Respondents	Percent
Sex	Male	168	92.82
	Female	13	7.18
<b>Total</b>		<b>181</b>	<b>100</b>
Age	20-25	13	7.18
	26-30	81	44.75
	31-40	63	34.81
	>41	24	13.26
<b>Total</b>		<b>181</b>	<b>100</b>

According to the data drawn from the self-administered questionnaire, participants of this study were males and females. Table 4.1 shows that the majority of participants were males with one hundred sixty eight (92.82 percent) and thirteen (7.18 percent) were females. The age of the majority of the instructors was between 26 and 30 which eighty one (44.75 percent) among the total number of respondents. This revealed that the college has young instructors and with less experience.

Therefore, this can be taken as an opportunity for the college. On the other hand, it implies that the college has got a shortage of expertise which is equally derived from vast experience.

**Table 4.2: Respondents Military Ranks and Educational Background**

Items		No of respondents	Percentage
1. Military Rank	Higher officer	29	16.03
	Line officer	104	57.46
	NCO	42	23.20
	Civil	6	3.31
<b>Total</b>		<b>181</b>	<b>100</b>
2. Educational background	Certificate	10	5.52
	Diploma	17	9.48
	First degree	133	73.48
	Second degree	14	7.73
	Terminal degree	0	0
	Others	7	3.87
<b>Total</b>		<b>181</b>	<b>100</b>

Table 4.2. Item 1 shows that most of the participants were higher officers, line officers, NCO and civil employees. This leads to understand the targeted samples are instructors who can better describe about the ethical leadership practice in MHEIs. On the other hand, it implies that the respondents were at the lower level of leadership and they may focus on tactical situation of leadership other than the strategic one. From this data one can understand that even if the college is a military staff college, it lacks sufficient number of higher officers whose experience in military context can yield a lot.

According to the data in the table 4.2, (Item 2) the vast majority of the respondents were instructors bachelor degree holders. This indicates that the college has not equipped itself with well qualified instructors that are a few numbers of master degree lecturers and no PhD degree holders.

This can be seen as a challenge for the college. Moreover, the technical assistants who participated in this study were not at the required level of qualifications. Form this one can learn that the college has limitations which can even contaminate the level of educational quality destined to be achieved.

**Table 4.3. Respondents Current Position and Work Experiences**

Items		Number of respondents	Percentage	
	Faculty commandant	3	1.66	
	Department heads	25	13.81	
	Academic/section heads	10	5.53	
	Instructors	97	53.59	
	Support staffs	46	25.41	
<b>Total</b>		<b>181</b>	<b>100</b>	
1. General work experience	Military Experience	1-5	6	3.43
		6-10	32	18.29
		11-15	40	22.86
		16-20	15	8.57
		>21	82	46.85
	<b>Total</b>		<b>175</b>	<b>100</b>
	Experience in MHEIs	1-5	100	55.25
		6-10	74	40.88
		11-15	5	2.77
		16-20	1	0.55
		>21	1	0.55
<b>Total</b>		<b>181</b>	<b>100</b>	

Table 4.3. Shows that most participants of this study had general work experiences especially in military experience respondents >21 years. This can be seen as an opportunity for the college for the reason that the staff members have adequate experience of leading military units which can be applied in MHEIs. Coming to work experience in MHEIs, the majority of them have work experience that range from 1-5. From these findings, one can infer that the instructors do not have much experience in MHEIs. This could be seen as challenge for the college.

The following different rates of mean value show that the variation of scales. Different group of respondents rated different likert scales and resulted in different mean values. In addition this different likert scales and caused different results of mean values. The scales of mean value these listed below are used to disclose the ideas or responses of all groups of respondents in all tables. Whatever this is the standard scale, this there is no international convention to limit the scale, this one is applicable for this study.

*0-1.49 very low, 1.50-2.49 low, 2.50-3.49 average, 3.50-4.49 high and 4.50-5.00 very high.*

**Table 4.4. F-Test (ANOVA) of Leadership Accountability among 3 Groups of College Staff with significant mean difference**

No	Questions	01			02			03			Summary of ANOVA	
		Department Heads & Academic Unit			Instructor			Supportive Staffs			F	Sig.
		N	Mean	Std. Dev.	N	Mean	Std.	N	Mean	Std.		
1.	Solve the problem of command chain.	23	2.3043	.76484	96	2.3125	.68537	46	2.2391	.56509	10.407	.000
2.	Has the role of personal (employees) development.	23	2.5217	.99405	96	1.8229	.72540	46	1.7826	.62939	9.119	.000
3.	Intensify the hierarchical problem.	23	2.4783	.73048	96	1.9271	.84908	46	1.6304	.74113	8.513	.000
4.	Minimize the number of manpower i.e. in using a few numbers of employees accomplishing an immense deed.	23	2.4348	1.16096	96	1.8646	.78967	46	1.6957	.66230	6.426	.002
5.	Facilitates educational program and continuous training.	23	2.6522	1.02730	96	2.1354	.92475	46	2.0217	.88164	3.757	.025
6.	Satisfies subordinates in its directives and instructions.	23	2.1304	.69442	96	2.5417	.76663	46	2.3696	.71051	3.109	.047

As the presented data in the above table 4.4; shows the ANOVA result indicated statistically significant mean differences in six items among the three groups of respondents with less than  $P < 0.05$  levels since the  $P < 0.05$  revealed significant difference.

As it is shown on item one; department heads and academic units, instructors and supportive staff respectively replied with 2.30, 2.31 and 2.23 about the leadership activities solve the problem of command chain. The nature and the quality of military staff relies on the hierarchy of command chain conversely, what is observed in this college is the violated from of command chain.

To the second item department heads and academic units with 2.52 instructors 1.82 and supportive staff with 1.78 depicted the leadership accountability of the college has the role of personnel (employees) development. This means, the development of individuals contribute to the development of instruction- keeping the fertility of employees mind will bring an individual return and social return.

The third item of this table; department heads & academic units, instructors and supportive staffs revealed with 2.47, 1.92 and with 1.63 respectively ensured that as the hierarchical problems were aggravated. In such cases, it is impossible to have good communication among top officials or management staff. Without an expected agreement among managers, it is difficult to transmit and receive instructions, directives and command.

This table rose about minimizing the number of manpower in the college. Then department heads & academic units, instructors and supportive staffs replied with 1.16, 1.86 and 1.69 respectively. Using a few number of employees and performing a huge tasks is the means of increasing outputs and reducing the cost. From this perspective, one of the main goals of organization is limiting the number of manpower and increase productivity. This college also should revise its goal accordingly.

Department heads & academic units, instructors and supportive staffs consecutively with 2.65, 2.13 and 1.02 replied that how much the leadership accountability concerned in facilitating educational program and preparing continues training. This shows personal development is also an organizational development facilitating educational program and arranging continuous training for all employees are the way in which promoting and changing the low standards of the institution to the higher one.

In the item five of this table; department heads & academic units, instructors and supportive staffs respectively replied with 2.08, 2.37 and 2.34 mean values as the leaders of the college ensure the mission and objectives of the college in having good communication and implementing proper evaluation. Creating good communication and evaluating employees based up on their performance are tools that ensure the mission and objectives of institutions. Conversely, without communication and evaluating works in relation to personal contact, friendliness, proximity, blood relationship demotivates well performers. This intern creates hindrances to success the mission.

The last item of this table showed that; Department heads with and academic units with 2.13, instructors with 2.54 and supportive staffs with 2.36 conformed that as leaders in their instruction and directives. It is difficult to instruct others without instructing self. In addition to this, clear instruction and directives increase responsibilities. In other hand uncertain instruction and directives weaken responsibilities.

To summarize an overall concept of table 4.4 respondents (department heads and academic units, instructors and supportive staffs) didn't get positive attitude and perception towards the leadership accountability of the college. The reason behind this issue were the leadership staff doesn't encourage employees, hasn't significant role to maximize the capacities of employees, couldn't arrange educational program, satisfy subordinates by their own directives and command.

**Table 4.5. F-Test (ANOVA) of Leadership Accountability among 3 Groups of College Staff**

No	Questions	01			02			03			Summary of ANOVA	
		Department Heads & Academic Unit			Instructor			Supportive Staffs				
		N	Mean	Std. Dev.	N	Mean	Std.	N	Mean	Std.	F	Sig.
1.	The Leadership Accountability encourages the employees.	23	2.1304	.75705	96	2.3125	.74428	46	2.3478	.76645	.689	.503
2.	It has the role in maximizing the capacities of employees.	23	2.8261	.71682	96	2.0521	.93324	46	1.8043	.85945	2.351	.099
3.	Has contribution of instructional development.	23	1.9130	.79275	96	1.8542	.82052	46	1.5870	.54062	.194	.824
4.	Increases productivity.	23	2.3478	.77511	96	2.1354	.82869	46	2.0000	.84327	1.372	.257
5.	Inspires the sense of working hard and belongings.	23	2.3043	.82212	96	2.1667	.73509	46	2.2826	.62050	.598	.551
6.	Maximizes effectiveness and efficiencies.	23	2.0435	.82453	96	2.0417	.83246	46	1.9130	.75502	.420	.658
7.	Provides incentives for employees.	23	2.1304	.75705	96	2.3125	.74428	46	2.3478	.76645	.689	.503
8.	Develops the sense of transparency.	23	1.8696	.75705	96	1.9167	.84189	46	1.7609	.63892	.622	.538
9.	Ensures the mission and objectives of the college in having good communication and implementing proper evaluation.	23	2.0870	.79275	96	2.3750	.79802	46	2.3478	.76645	1.259	.287
10	Creates smooth relationship and command chain of top-down hierarchy.	23	2.0870	.51461	96	2.1563	.93277	46	1.9783	.85607	.659	.519

For the examination of the data showed in the above table statistically with no significant difference of mean values.

In the first item of table 4.4: department heads and academic unit, instructors and supportive staffs consecutively replied with 2.13, 2.31 and 2.34 mean value about the leadership accountability encourages the employees. The respondents showed the progressive absence of encouragement in the college. Whatever all respondents expressed the scarcity of encouragement, the idea become stronger and strongest from department heads and academic units to supportive staff. Based on this point the lack of encouragement leads employees as the will become earless and this results in obstructing an overall plan of the college.

As indicated in item two of this table; department heads and academic unit, instructors and supportive staffs conformed that the role of leadership accountability in maximizing the capacities of employees with 2.82, 2.05 and 1.80 respectively. Among the respondents, academic units more revealed the absence of leadership in maximizing the capacities of employees. But, empowering employees is empowering the institution and the nation. So, the college should investigate such an immense wrongs to take corrective measure in the future.

In their response of item three; department heads and academic units, with 1.91, instructors with 1.85 and supportive staffs with 1.58 confirmed that the leadership system has contribution of instructional development. The enhancement of the college, the competencies and competent of employees rely on instructional quality. Based up on this view revising instructional materials are mandatory.

As dies shown on item four; concerning leadership accountability of the college in increasing productivity, department heads and academic units, instructors and supportive staffs consecutively forwarded their views with 2.34, 2.13 and 2.00 mean values. As it is observed from this response, the department heads & academic units tried to hide the fact whereas the remains respondents explained clearly. Whatever the case, the leadership accountability of this institution did not contribute significant outputs to maximize productivity. The deliberate similar action this kind leads the college to be incompetent and incompetency.

Regarding item five; department heads and academic units, instructors and supportive staffs revealed with 2.30, 2.16 and 2.28 respectively about the role of leadership of the college in inspiring the sense of working hard and belongings. Leaders should touch the heart before they ask for a hand; this means

they should inspire subordinates by using different mechanisms to increase the sense of working hard and belongings. A belonging implies accomplishing the common or group goals. But, clearly, the leadership staff of the college should revise its activities on this issue.

As indicated on item six; about the way of maximizing effectiveness and efficiencies, department heads and academic units, instructors and supportive staffs conformed to 2.04, 2.04 and 1.91 respectively. Among respondents, supportive staffs explicitly showed the happen situation about this deeds. In any organization effectiveness and efficiencies are the cause for the enhancement of the organization. Therefore, the college has to add its own self endeavor to maximize effectiveness and efficiencies.

In the seven item of this table; department heads and academic units with 2.13, instructors with 2.31, and supportive staffs with 2.34 confirmed that the scarcity of incentive. Without proper incentives, it is impossible to motivate employees for better performance. As the principle of the world that relies on “give and take” in order to obtain the maximum product and surplus output either in type or kind incentive is the pertinent element for all employees.

To the eight item of this table; department heads & academic units with 1.86, instructors with 1.91 and supportive staffs with 1.76 ensured as leaders of the college develop the sense of transparency. Transparency is rather than creating good communication, it develops trust. On the other hand trust energizes employees as they accomplish their tasks with confidence. Then the college should revise the practices of its transparency among top, middle and line managers, personnel’s ... and subordinates. Transparency is the give which bring change in any organization.

In the item ninth of this table; department heads & academic units, instructors and supportive staffs respectively replied with 2.08, 2.37 and 2.34 mean values as the leaders of the college ensure the mission and objectives of the college in having good communication and implementing proper evaluation. Creating good communication and evaluating employees based up on their performance are tools that ensure the mission and objectives of institutions. Conversely, without communication and evaluating works in relation to personal contact, friendliness, proximity, blood relationship demotivates well performers. This intern creates hindrances to success the mission.

In the last item of this table; department heads & academic units, instructors and supportive staffs respectively with 2.08, 2.15 and 1.97 replied as leaders create smooth relationship and command chain

of top-down hierarchy. In fact, in military staff, the command chain of top-down hierarchy is highly respected. But, in the college since employees or professionals are the blend of military and civilian workers, there is no such rigid rules that respect the hierarchical position. Whatever the case, create smooth relationship and respecting the command chain will transform the college.

Department heads and academic units rated item with low mean values, while items two were with average mean values. Instructors rated item one up to ten with low mean values. Supportive staffs confirmed that all items of the table with low mean values.

According to (Sarji, 1995)... accountability is therefore an ethical virtue, since ethics concern principles and rules that govern the moral value of people's behavior. Improving ethics is crucial to enhancing accountability and vice-versa. As such when we talk about "accountability" in the public service, we cannot but consider the question of bureaucratic responsibility.

To summarize an overall concept of table 4.5 respondents (department heads and academic units, instructors and supportive staffs) didn't get positive attitude and perception towards the leadership accountability of the college. The reason behind this issue were the leadership staff doesn't encourage employees, hasn't significant role to maximize the capacities of employees, couldn't arrange educational program, satisfy subordinates by their own directives and command.

**Table 4.6. F- Test (ANOVA) of Respondents Perception toward Ethical Leadership with significant mean difference.**

No	Questions	01			02			03			Summary of ANOVA	
		Department Heads & Academic Unit			Instructor			Supportive Staffs				
		N	Mean	Std. Dev.	N	Mean	Std.	N	Mean	Std.	F	Sig.
1.	Clarifies integrity, guidelines, rules and regulations to the employees.	23	3.0435	.63806	96	2.8750	.92053	46	2.4565	.93587	4.573	.012
2.	Strives to ensure and follow codes of integrity.	23	2.1739	.83406	96	1.8542	.82052	46	1.5870	.54062	4.810	.009
3.	Stimulates panel discussion.	23	2.4783	.66535	96	2.3125	.68537	46	2.2391	.56509	1.035	.357
4.	Develops transparency.	23	2.5217	.99405	96	1.8229	.72540	46	1.7826	.62939	9.119	.000
5.	Discusses the issues of the functional principles of super action.	23	2.6087	.72232	96	1.9271	.84908	46	1.6304	.74113	11.381	.000

As data presented in table 4.6; shows, the ANOVA result indicated statistically significant mean differences in five items among the three groups of respondents with  $p < 0.05$  level.

As indicated on item one department heads and academic units with 3.04, instructor with 2.87 and supportive staffs with 2.45 mean value replayed as ethical leadership practice clarifies integrity, guidelines, rules and regulations to employees. Understanding guidelines, rules and regulations inspire employees to the point of effectiveness with efficiency. Integrity itself facilitates communication and must. So the ethical leadership of the college should improve to clarify a number of information's and notices.

Regarding item two; department heads and academic units, instructors and supportive staffs consecutively ensured with 2.17, 1.85 and 1.58 mean values as the ethical leadership strives to ensure and follow codes of integrity. In military staff, the absence of integrity causes great destruction. Then, to develop the concept of code of integrity, leaders should do a lot and schedule time for it.

The third item of this table rose about transparency, department heads and academic units with 2.52 instructors with 1.82 and supportive staffs with 1.78 conformed the practice of the college is transparency. This is used to avoid unexpected arguments and conflicting views.

To the four items; department heads and academic units, instructors and supportive staffs with 2.60, 1.92 and 1.63 respond the practice of discussion about the issues of functional principals of super action. Developing a sense of super action in military staff enhances the courage of performing different tasks and helps to keep command chain. It is also used to change self-image and avoid interiority complex.

In the last item of this table; department heads and academic units, instructors and supportive staff consecutively forwarded their views with 2.43, 1.86 and 1.69 as open discussion about ethical codes of conduct. Among the principle of super action, ethics and code of conducts are the foundation for the remains principles. Making significant factor to upload the college.

**Table 4.7. F-Test (ANOVA) of Ethical Leadership among 3 Groups of College Staff**

No	Questions	01			02			03			Summary of ANOVA	
		Department Heads & Academic Unit			Instructor			Supportive Staffs			F	Sig.
		N	Mean	Std. Dev.	N	Mean	Std.	N	Mean	Std.		
1.	It reveals ethical code of conduct.	23	2.7826	.59974	96	2.8333	.76319	46	2.8478	.78789	.060	.942
2.	Behaves and follows the guidelines, values and principles of integrity.	23	2.3478	.77511	96	2.1354	.82869	46	2.0000	.84327	1.372	.257
3.	Attains an expected outcome of ethical leadership practices.	23	2.3043	.82212	96	2.1667	.73509	46	2.2826	.62050	.598	.551
4.	Manage challenges and problems of ethical leadership practices.	23	2.0435	.82453	96	2.0417	.83246	46	1.9130	.75502	.420	.658
5.	Implements open discussion about ethical codes of conduct.	23	2.4348	1.16096	96	1.8646	.78967	46	1.6957	.66230	6.426	.002
6.	Fulfill the mission and goals of the college.	23	2.3478	.83168	96	2.3854	.75908	46	2.3478	.82239	.046	.955
7.	Investigates the current situations of the college timely.	23	2.0000	.79772	96	1.9688	.81374	46	2.0217	.77428	.071	.931
8	Molds the opinion of instructors and trainees rather than following the familiar one.	23	1.6087	.58303	96	1.6458	.63211	46	1.5652	.58318	.273	.762
9	Diverts the feelings of the employees and trainees to positive thinking.	23	2.1304	.81488	96	1.9271	.82392	46	2.1739	.79734	1.652	.195
8.	Maximizes the passion and interests of the employees.	23	1.8696	.75705	96	1.6667	.69079	46	1.7609	.73590	.850	.429
9.	Develops team-sprit among the leaders of the college.	23	2.0000	.67420	96	2.1250	.68441	46	2.0870	.66084	.324	.724
10.	Designs and reforms the ethical leadership style of the college.	23	1.8696	.69442	96	1.7813	.72842	46	1.8043	.68701	.144	.866

11.	Solves ethical leadership problems of the college automatically.	23	1.8696	.69442	96	1.7083	.66359	46	1.8043	.71863	.666	.515
12.	Has institutional development program.	23	1.6522	.64728	96	1.6458	.69554	46	1.5870	.65238	.131	.877
13.	Increases the number of skilled manpower.	23	2.3043	.70290	96	2.2604	.74332	46	2.2391	.73590	.060	.942
14.	Improves an overall activity of the college.	23	2.0000	.73855	96	2.1979	.81589	46	1.9783	.85607	1.361	.259
15.	Maximizes and becomes role model of integrity for employees and trainees.	23	2.2174	.85048	96	2.2604	1.02849	46	2.1304	.71829	.305	.738
16.	Shapes and gives proper motivation to employees.	23	2.2609	.75181	96	2.0313	.68753	46	2.0652	.67994	1.018	.364
17.	Becomes role model for other unit organization.	23	2.2174	.67126	96	2.0833	.72062	46	2.1522	.75916	.375	.688
18.	Becomes role model for other colleges.	23	1.9565	.63806	96	2.0208	.75365	46	1.8478	.69817	.890	.413
19.	It provides benefit for military leaders.	23	2.3478	.77511	96	2.1563	.85012	46	2.2174	.78636	.517	.597
20.	It provides benefits for the state.	23	2.3478	.98205	96	2.1146	.80616	46	2.1739	.99564	.645	.526
21.	It provides benefits for communities.	23	2.3913	1.19617	96	2.2813	1.07315	46	2.1304	.88465	.555	.575
22.	It provides benefits for trainees/ students	23	2.0435	.70571	96	2.0104	.80125	46	1.9348	.77179	.200	.819
23.	Shapes and gives proper motivation to employees.	23	2.2609	.75181	96	2.0313	.68753	46	2.0652	.67994	1.018	.364
24.	Becomes role model for other unit organization.	23	2.2174	.67126	96	2.0833	.72062	46	2.1522	.75916	.375	.688

As data presented in table 4.7 above shows, the ANOVA result indicated statistically no significant mean differences in twenty four items among the three groups of respondents.

To formulate the next findings the rating scales of department heads and academic units mean values indicated in item one up to twenty-four showed that low mean values.

Generally, when we see the respondents' view, it shows a strong response go from the high positioned /authorized/ individuals to the supportive staff. In rare case the authorized persons tried to flatter the responses. But instructors and supportive staffs explicitly revealed the realities.

According to Piccolo (2010) “..... Ethical standards, ethical leaders may be more likely to find ways to promote employee well-being and quality of work life. Rather than solely focusing on bottom-line outcomes, extant research suggests that ethical leaders affect the task design of jobs in a way that allows employees to experience autonomy and task significance in their work as a result of experiencing more meaningfulness in their jobs, employees of ethical leaders exhibit higher levels of effort, which then contributes to higher levels of task performance and organizational citizenship behaviors. Thus, when leaders expand their thinking beyond a sole focus on bottom-line outcomes by attempting to improve employee well-being, they may inadvertently realize higher bottom-line returns because employees are more engaged and ultimately productive.”

According to Field Manual 6-22, “.... found that ethical leadership can spread through an organization all the way to the front lines. Front-line workers behaved more ethically and cooperatively when their immediate supervisors ranked high in ethical leadership. Even more interesting, ethical leadership in top management and leader teams predicted ethical and cooperative behavior of front-line employees and lower-level supervisors. This indicates that high (or low) ethical leadership from leaders at the very highest levels influenced leaders at lower levels, who in turn influenced the ethical behavior of everyone else.”

Concerning ethics leaders' disposition is not compatible with mission and the goal of the college, doesn't run on timely (un appropriate schedule), take the familiar opinion rather than molding them, insignificant role in designing and reforming the ethical leadership style of the college, maximize the passion and interests of employees, bring employees' feeling to positive, and couldn't investigate the current situation of the college as well as develop team-sprit among leaders of the college.

Most respondents are low mean values. Based on this idea leaders should revise their own ethics and investigate again the structure of institution.

In addition this an ethical leadership staff has the deficiencies of solving ethical leadership problems, in becoming model, providing benefit for the state and communities, increasing the number of skilled manpower, becoming role model for other institutions, etc.

**Table 4.8. F-Test (ANOVA) of Respondents Perception toward Leadership Network among 3 Groups of College Staff**

No	Item	Position									Summary of ANOVA	
		Department Heads & Academic Unit			Instructor			Support Staff				
		N	Mean	Std. De	N	Mean	Std. D	N	Mean	Std. De	F	Sig.
1.	The college supports employees to introduce others to contact its network.	23	3.3913	1.07615	96	2.4167	.94776	46	2.2174	.86700	12.663	.000
2.	Creates a good linkage among different organization.	23	3.4783	1.03877	96	2.5625	.91551	46	2.5435	.72131	10.756	.000
3.	Develops the sense of advertising its network.	23	2.7826	.90235	96	2.2500	.83351	46	2.1739	.79734	4.554	.012
4.	Has a good and well organized networking system.	23	3.1304	.69442	96	2.3750	.79802	46	2.1522	.69817	13.147	.000
5.	The network of the college plays the vital role for progressive of the college.	23	2.7826	.85048	96	2.3021	.72721	46	2.2609	.61227	4.762	.010
6.	Allocates time for subordinates and trainers as they create multiple contacts with other staffs and organizations.	23	2.5217	.89796	96	2.0104	.83973	46	1.7391	.68101	7.207	.001

As data presented in table four-six shown above, the ANOVA result indicated statically significant mean differences for in six of the items among the three groups of respondents which showed that  $p < 0.05$  level. While the remaining six items from the total items of twelve, statistically there were no significant differences in the mean rating of three groups of respondents.

For the examination of the data showed in the above table an observed statically significance difference mean values.

The first item of table four-six; revealed about the college supports employees to introduce to others to contact its college. On the bases of this idea respondents replied with 3.39, 2.41 and 2.21 respectively. As mentioned in the above items having relationship with many institutions help the college to investigate its sociability.

As indicated on item two; respondents showed their outlook with 3.47, 2.56 and 2.54 consecutively about the purpose of leadership network creates a good linkage among different organization. Linkage is not a simple contact; it is the right follows information and confidential relationship. In military staff it should be selective rather than inclusive.

The third item of table 4.8; respondents replied with 2.78, 2.25 and 2.17 mean values respectively as leadership of the college develops the sense of advertising its network. The prime target of advertising the military network is to show what it has done to gate social acceptance form mass societies.

As can be seen on item four; respondent's ensured with 3.13, 2.37 and 2.15 mean value as college is network has well organized networking system. Improving the quality of network is the sign of advertising the institution and developing transparency.

In their respondents of item five; respondents showed with 2.78, 2.30 and 2.26 respectively about the network of the college plays the vital role for progressive of the college. This shows network is one of the sources of emanating the financial resource. For example obtaining sponsorship, donators.

The last item of table 4.8; respondents confirmed with 2.52, 2.01 and 1.73 mean values as item is allocated for subordinates and trainees as they create multiple contacts with other staffs and organization. Only for the benefit of the college wisely some subordinates and trainees have the chance of creating more contact and others do not have similar opportunities.

To conclude this table, the significant analysis of variance had depicted the difference among respondents because of the controversial ideas of the three groups of respondents. Whatever the respondents replied with different mean values, they should poor networking system internal and externally with low and very low mean values. An existed significant difference happen do to one group of respondents had average and high mean values, and others with average and low mean values.

**Table 4.9. F-Test (ANOVA) of Leadership Network among 3 Groups of College Staff**

No	Items	01			02			03			Summary of ANOVA	
		Department Heads & Academic Unit			Instructor			Supportive Staffs				
		N	Mean	Std. Dev.	N	Mean	Std.	N	Mean	Std.	F	Sig.
1.	Maintain many contacts with other organizations.	23	2.3913	1.1961	96	2.2813	1.07315	46	2.1304	.8846	.555	.575
2.	Invests employees in substantial energy in the development of new contact.	23	2.0435	.7057	96	2.0104	.80125	46	1.9348	.7717	.200	.819
3.	Instigates employees regularly working together with people.	23	2.2609	1.0538	96	2.2188	.88500	46	2.1087	.9713	.285	.753
4.	Induces employees working in team spirit.	23	2.4783	.9472	96	2.1042	.74663	46	2.1957	.8849	1.958	.144
5.	Motivates employees to develop many contacts with people outside of the department.	23	2.4783	.9472	96	2.1250	.75742	46	2.2174	.8670	1.750	.177
6.	The college spends a lot of time on maintaining its contact.	23	2.7826	.9980	96	2.5208	.89418	46	2.5652	.6880	.865	.423

As indicated in table 4.9 the presented data showed on item one to five, with low mean values and only item six with average mean value.

Like the responses of instructors', Supportive staffs rated that item one to five, with low mean values and only item six indicate an average mean value. Three groups of respondents were not rated with very low, high and very high mean values in table 4.9.

According to Hannah & Lester, (2009). Leadership network governance leadership is then defined as encouraging employees to actively connect with stakeholders (outside their own department). A supervisor would score high on network governance leadership when he/she encourages encouraged employees to spend time connecting to other stakeholders, to stimulate them to spend a lot of time maintaining contacts and to encourage employees to introduce their colleagues to their own contacts.

To wind up the condensed idea of this table the leadership network of this college incapable of making proper contact with other organization, invests employees in substantial energy in the development of new contact, instigate employees regularly working with people, develop time-sprit, and create good linkage among different organizations, hindered good working desire.

The summarized ANOVA result indicates as respondents depicted without much conflicting ideas. They showed an extreme weakness of the college's leadership network. In such case it is impossible to get new ideas that emanate from different groups of societies with many experiences. The result was low mean values has been seen as no significant differences.

**Table 4.10. F-Test (ANOVA) Response Rate on Leadership Lawfulness of among 3 Groups of College Staff**

No	Item	01			02			Summary Of ANOVA	
		Faculty Commandant & Department Heads			Academic Unit & Instructor			F	Sig .
		N	Mean	S.D	N	Mean	S.D		
1.	Following the law	10	1.9000	.73786	6	2.1667	1.32916	6.000	.010
2.	Obey for the rule, regulation & procedure	10	2.0000	.81650	6	2.3333	1.21106	.706	.567
3.	Carry out government policies properly	10	1.9000	.99443	6	2.6667	.51640	2.537	.106
4.	The sense of ensuring to follow up the rules, regulations & procedures	10	1.6000	.84327	6	2.3333	.81650	.828	.504
5.	Being becoming the role model for the rest of colleges in following rules	10	1.6000	1.17379	6	2.3333	1.03280	1.071	.398
6.	Correctives are given to law breakers	10	1.7000	1.15950	6	2.0000	.63246	1.801	.201
7.	The practices of rule violating activities	10	1.6000	1.07497	6	2.1667	1.16905	.818	.509

As the presented data shows in the above table four-seven; the ANOVA result indicated statistically significant mean differences in one of seven items between the two groups of respondents with  $p < 0.05$  levels. While the remaining six items statistically with no significant differences in mean ratings of between two groups of respondents.

Four the examination of the data showed in the above table on observed significant difference of mean value was on item one, however, item two to seven rated with no significant differences of mean values.

The mean ratings showed by faculty commandants and department heads in item one, and two to seven were with low mean values, whereas only item two with average mean value.

As the presented data confirmed; academic units and instructors rated with low mean values items one, two, four, five, six and seven whereas item two with average mean value.

Two groups of respondents were not rated with very low, high and very high mean values in table four- seven.

According to Terry (2003:77), who notes that administrative leaders should be conservators, where one important task of leaders is that they prevent or reduce violations of laws? Hence, leaders should stimulate their followers to follow governmental rules and regulations, and prevent them from rule-breaking.

In summarizing table four-seven; respondents confirmed with more similar ideas about the practices of leadership in the college diverted in some way from the line of law.

On this table the leadership style impeded from following law, obey for the regulation, rule and procedures, and the practices of rule violating activities. In addition to this, there is less sense of ensuring to follow up the rules, regulations and procedures didn't carry out government policies, correctives were not given to law breakers and couldn't become the role model for the subordinates.

**Table 4.11. F-Test (ANOVA) of Response Rate on Leadership Political Loyalty among 3 Groups of College Staff**

No	Items	01			02			Summary of	
		Faculty Commandant & Department Heads			Academic Unit & Instructor			ANOVA	
		N	Mean	Std. D	N	Mean	Std. D	F	Sig.
1.	Encourage employees as they implement political decisions Properly.	10	2.1000	.73786	6	3.0000	.89443	5.335	.037
2.	Instigate employees as they support political decision	10	2.1000	.73786	6	2.6667	1.03280	.347	.565
3.	The college encourages leaders not to jeopardize the relationship with political heads at risk	10	2.4000	.69921	6	2.1667	.75277	.395	.540
4.	Induce to implement political responsibilities.	10	2.1000	.87560	6	2.1667	.75277	.651	.433
5.	Encourages defending political choices.	9	2.0000	.70711	6	2.3333	.81650	.347	.565

As the presented data in table four-eight above shows, that the ANOVA result indicated statically significant mean differences in item one of the items between the two groups of respondents with  $P < 0.05$  level. Whereas, remaining four items statically with no significant difference of mean values rating between two respondents.

For the examination of the data in the above item showed statistically significant difference mean value observed on the first item of the table while items two to five rated with no significant differences of mean values.

As can be seen on the table; faculty commandants and department heads confirmed with low mean values all items.

Academic units and instructors were rated items three, four and five with low mean values, while item one and two with average mean values.

Two groups of respondents were not rated with very low, high and very high mean values in table four- eight.

According to Kleinig (2007) “.....this among else depends on the degree to which these employees are loyal towards their political principals argues that loyalty is shown when people continue to show commitment to others, even if such commitment is costly.”

The leadership’s political loyalty of the college encourages defending political choices. This is used to build fixed and stable firm stand with the employees. In order to reveal table four-eight; precisely (in short) about the insignificant practices of the college’s leadership political loyalty. When it assessed thoroughly, it seemed people living under the same sky with different horizon. The leadership of the college didn’t encourage employees as they implement political decisions properly, instigate subordinates as they support political deeds, induce to implement political responsibilities and encourage defending political choices. The direction and the graphic ideas of the respondents indicated weakness.

**Table 4.12. F-Test (ANOVA) of Perception of staffs' towards Ethical Leadership among 3 Groups of College Staff**

No	Items	01			02			Summary of ANOVA	
		Faculty Commandant & Department Heads			Academic Unit & Instructor			F	Sig.
		N	Mean	Std. D	N	Mean	Std. De.		
1.	Most instructors have the same perceptions.	10	2.4000	.51640	6	2.0000	.63246	1.909	.189
2.	Most instructors have different perceptions.	10	2.1000	.87560	6	2.0000	.00000	.076	.787
3.	The perceptions of instructors towards ethical leadership are positive.	10	2.6000	.69921	6	2.5000	.54772	.089	.770
4.	The perceptions of instructors towards ethical leadership of the college are negative.	10	2.7000	3.02030	6	2.5000	.83666	.025	.878
5.	Instructors' perception contributes its own progressive factor.	10	2.3000	.67495	6	2.1667	.75277	.135	.719
6.	Perception of instructors plays destructive role.	10	2.0000	.81650	6	2.0000	.00000	.000	1.000
7.	There are no significant factors due to the variation of instructors' perception.	10	2.4000	.84327	6	2.1667	.40825	.395	.540
8.	Instructors' perception ways on the students' attitude.	10	2.4000	.84327	6	2.5000	.54772	.066	.800
9.	College employees are inspired by instructors' perception.	10	2.5000	.84984	6	2.5000	.83666	.000	1.000
10.	Management staff covers and molds instructors' perception	10	2.3000	.48305	6	2.6667	1.03280	.950	.346

As the presented data in the above table four-nine shows, the ANOVA result indicated, statistically significant mean differences were not observed between two groups of respondents.

Faculty commandants and department heads rated that item five, six, seven, eight and ten with low mean values, while item, three, four and nine, with average mean values.

Academic units and instructors rated with low mean values whereas, item three, four, eight, nine and ten with average mean values.

Two groups of respondents were not rated with very low, high and very high mean values in table four- nine.

The research on perceptions can be traced back to Bartlett's (1932) influential works on the constructive nature of cognition, which argues that schematic thinking dominates human perception in ways that human generic beliefs about the world influence and shape information processes. Several researchers (e.g., Allport, 1954) have extended Bartlett's (1932) work and have advanced our understanding of perception, attitude, judgment, and several other concepts.

In summarizing table four-nine; the perception of staff was negative towards ethical leadership of the college. Points that convince others are most instructors didn't get the unity of mind, the perception of instructors towards leadership was negative, opinion of instructors couldn't bring charge, there were significant impact that obstruct progressive due to variations of instructors' interest, desire and idea.

The management staff hadn't power to divert instructors' perception, instructors got the ability of changing the ideas of the remains subordinates exceed than leaders and leader show careless incidents in many things.

### **Analysis and Interpretations of Interview Items**

For the qualitative data, interview has been employed. Key informants were participated throughout the interview session. The participants were faculty commandants, department heads, academic units and instructors.

On the first item of an interview; sixteen respondents were participated. There were controversial ideas were forwarded from these sixteen respondents about an expression of ethical leadership of

the college. It is vivid that, the level of understanding of the respondents varied from individuals. Therefore, some of them didn't get potential to express their opinion.

For instance respondents COD.2 said that No answer. Others tried to explain in a detail. Although the realities lay in one direction, some respondents flattered the item.

On item two; similar to item one there were sixteen respondents that expressed about the common challenges of ethical leadership in JMSC, with conflicting ideas, they contributed an input and overcome the persistent challenges. Because respondents sorted out a number of challenges like that of lack of motivation, limitation of skilled manpower, problem of management, scarcity of resources (material, financial and human), rigidity of rules, in other case flexibility of rules and regulations, lack of the principals of supper action (honesty, transparency, obey for the rule, fairness.) lack of communication.

As indicated on item three; among sixteen respondents four of them ensured and convinced the researcher as there was no transparency of leadership in the college. In contrary to this, eight respondents replied as leaders in the college had transparency. The remains four respondents didn't replay the clear response. They were in the middle ground, in doubt, and were not sure. They begin insuring the phrase "I am not sure... means undecided respondents.

As far as item four concerned about fair administration in the college, seven respondents explained in detail about the absence of fair administration in the college. But, six respondents replied as there was fair administration. The remains three respondents did not decide to bring their clear idea.

Those who said no fair administration in the college, the rule, regulation and procedures of the college, biased, partialities, privilege for some not for all etc.

As could be seen on item five about how much the college equipped with competent and competency of manpower except two respondents, fourteen of them replied as the college hadn't the right competent and competency manpower. Without visitation, the respondents enumerated leaders, managers, instructor and academic units in addition to this they advised to fill this wide gap, the college should arrange educational program, plan personnel and organizational development, and prepare continues training.

On item six; regarding the practices of equal access and equal opportunities of assigning or positioning employees in the college raised. All respondents (sixteen) of them replied as there was no equal access and opportunities. To support their response with evidence they said there were a number of opportunities for military staff and no room for civilians. In addition to this there was

clear discrimination that practiced by rank, sex and friendliness. To wind up, one respondent stated that as every things were up to the hands of few leaders (ranked military staff) and completely not participatory.

Eventually, the response showed that, academically skill hadn't significant role except military service. Respondents noted this issue as a big assignment for the college and should seek especial attention and revision.

As indicated on item seven, how much the corrective measures had implemented to improve mismanagement of ethical leadership? The respondents conformed that there were correctives measures but, they were not timely, proportional with an existed wrongs and a little bit biased some respondents for warded their opinion as there was no corrective measures and few of them advise as it was an assignment or the college.

The last item of this interview seeks personal suggestion to solve the existed and problems that were mentioned in items one to, seven. Then, respondents suggested in different ways by raising different issues. For example as the college should practice the rule and regulation, create good communication, follow the moral camps, train employees, arrange educational program, understanding environment, assigns well skilled leaders.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS & RECOMMENDATIONS

This chapter begins with a brief summary of the findings. Subsequently, it provides a discussion regarding the contributions of the study to our understandings of ethical leadership. Finally, the limitations of the research are addressed and areas for further exploration are offered.

#### 5.1. Summary

The ultimate objectives of the study were assessed instructors' perception towards ethical leadership at the MoND Training Main Department of JMSC, investigate the common practices of its ethical leadership, the leadership network of the college, its political loyalty, low fullness and to show the possible direction for the future. To this effect special emphasis was given to get answers to the following stem questions:

What is the perception of the staff toward ethical leadership at JMSC? Is their significance difference in the perception of ethical leadership between Department heads, Instructors and supportive staffs of the college? And what challenges does the college face in ethical leadership practices?

As an indicated data on table 4.5; showed the three groups of respondents repaid with significant difference of mean values about their perception toward leadership accountability. Furthermore, on table 4.4; three groups of respondents reveled the accountabilities of leaders with the low mean values except department heads and academic unites on item two of average mean value.

The study disclosed significance difference in perception of ethical leadership between department heads, instructors and supportive staffs. As it come be observed on table 4.4, 4.5, 4.6 and 4.7 the three groups of respondents unveiled the significance difference.

This research divulged an excited changes the college faced in its ethical leadership practices. The presented data of table 4.7, 4.8 and 4.9 depicted the change in lawfulness and loyalty. The three groups of respondents replied with significance difference and low mean values.

In addition to this, this research paper raised the detail points on the concept of leadership, change and leadership, the meaning of ethics, in relation to ethical leadership, the characteristics of an

ethical leadership, models of ethical leadership, developing ethical leaders, ethical practices, educational leaders as ethical leaders, the role of ethical leadership, dimension of leadership and perceptions of ethical leadership.

A total of 79 close ended items and 8 open ended item were distributed to a total of one hundred eighty one respondents (faculty commandant, department heads, academic units, instructors and supportive staffs), out of this, one hundred eighty one (100%) questionnaires from faculty commandant, (100%) questionnaires from department heads, (100%) questionnaires from academic units, (100%) questionnaires from instructors and (100%) questionnaires from supportive staff were returned. Based on the analysis and interpretation of the data the following findings were obtained:

The perception and attitude of instructors towards the ethical leadership of JMSC was not smooth. Leaders of the college had very little concern to work cooperatively with instructors and civilian employees. That is:

1. Leaders were not willing to accept comments and constructive criticism.
2. Instructors and civilian employees were deprived of the opportunity to participate in administrative work.
3. Leaders did not take the advantages of solving problems and didn't design college's vision after thorough discussion.
4. Leaders communicated with instructors most of the time through meeting and notice board.
5. Leaders had little accountability.
6. From the perspective of leader, they didn't respect for the rules and laws.
7. Relatively leaders of JMSC had less political loyalty
8. Although, JMSC should widen its network, leaders of the college couldn't improve the network.

Leaders' perception and attitude towards instructor and supportive staffs can be stated as:

1. Instructors and supportive staffs laced opportunities of solving problems through discussion and consensus.
2. Instructors and supportive staffs were not willing to work cooperatively with leaders on educational activities.
3. Leaders perceived that all positions should be given for military staff.

## 5.2. Conclusion

Of the many factors that affect the effectiveness of ethical leadership in JMSC: lack of positive attitude, absence of cooperativeness, unfriendly approach among leaders, managers, commandants, department heads, academic units, instructors and supportive staffs. This intern has a negative impact up on students' /trainees/. However the result of the study confirmed that there was no healthy relationship and mutual understanding among the employees of the college, in explored its problem and assessed the research findings as well as tried to provide points of pragmatic.

But the study /this research/ depicted that ethical leadership regardless of hierarchical level or institutional setting was closely linked to the exhibition of authoritative powers towards subordinates and there for bears the risk of potential misuse. It tried to show the direction how leaders can be thoughtful, caring subordinates, and be responsible. From the perspectives of leadership impact, this study stated how ethical leadership develops trust and institutional justice. Thus why, these adhere (affix) the relationship of ethical leadership with institutional outcomes.

When leaders couldn't implement the principle of "walk your talk", between leaders and subordinates: barrier of communication, misunderstanding, disagreement and unproductively will easily exist.

As the finding asserted ethical leadership couldn't entertain group involvement in decision making process and couldn't enhance the acceptance of the final decision. It also couldn't serve as a forum for representing group interest and facilitates coordination of college plans and activities. However, the finding confirmed that subordinates didn't participate in the planning activities and solving institutional problems. These could hinder the effective communication in the college. Moreover, it made subordinates not to be committed and willing to take responsibility.

As the finding asserted less accountability of leadership, had low political loyalty, not fully obedience for the law, poor networked system and had wrong perception towards instructors and supportive staffs. In relation to this, there were a number of issues such as personal problems, work related problems, and institutional (environmental) problems that dealt with employees which had been undermined by leaders. This could be one of the potential factors to reduce productivity.

### **5.3. Recommendation**

The following recommendations are forwarded based on the findings conclusions drawn. Accordingly leaders should not only attempt to lead, but also understand the perception and attitude of the employees.

The finding disclosed as the leaders had little accountability, didn't fully respect for the laws and the rules, had less political loyalty and couldn't improve the network internally and externally. In addition to this, the chance and the position that were given to military staff excluded civilian employees. Some activities were related to boss activities rather than leaders action. As the fact that, ethical leadership evokes love, says we, depends on good will, shows what is wrong, shows how to do, and commands respect. Conversely, the boss evokes fear, says, I, depends on authority, shows who is wrong, shows how it is done and demands respect. Such gaps couldn't instigate employees as they strive for common goals. Thus, it is suggested that they need to involve in planning institutional activities and solving institutional problems to come up with satisfactory results.

Ethical leadership promotes as leadership depend on good will rather than depending on authority. Whatever, it is the military higher training institution good will and character have pivotal role in leading authority and power are shadow, but character is a tree, character is the foundation of truly success. In order to get the right success, leaders should rely on good will and character.

Effective leadership is a function of empowering others, creates effective communication, strives for the benefit of the groups, and can't put him /herself about others except caring the responsibilities. Many operations have failed because of unclear instruction, misunderstood the interest of others, in adequate communication in order to college leaders and employees are effective.

As the findings asserted, there is no health relationship and mutual understanding among leaders, academic units, and department heads and supporting staffs' which would in turn, aggravate the lack of confidence, trust and reduce productivity. Therefore, in order to solve this problem and create health relationship and mutual understanding, leaders should provide compute message and information.

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# APPENDIX

**Appendix A**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT**

**Introduction**

This Questionnaire is prepared for the study entitled “**Staffs’ Perception toward Ethical Leadership at the Ministry of National Defense Training Main Department Joint Military Staff College.**” This is for the partial fulfillment of MA in Educational Leadership and Management.

In order to make the research outcomes complete, reliable and fruitful, your genuine and accurate response to each item has contribution. Therefore, you are kindly requested to respond to each item will at most honestly and accurately.

All the responses you provide will be strictly confidential and shall only be used for the purpose of academics.

Dear respondents! Please note that:

- ❖ You do not need to write your name on the questionnaire
- ❖ You need to respond all of the item
- ❖ You should not conduct other respondents to fill it
- ❖ Put a tick mark ( ) inside the box provided next to each alternative or write your comments whenever necessary.
- ❖ You can put a tick mark ( ) more than one alternative.

**Thank you in advance for your cooperation!**

# PART I

## 1. Biographic Data

### 1.1. Sex

Male  Female

### 1.2. Age

20-25  26-30  31-40  >40

### 1.3. Military Rank

- Higher officer
- Line officer
- NCO
- Civil

### 1.4. Educational Background

- Certificate
- Diploma
- First degree
- Second degree
- Terminal degree
- Other (please specify) -----

### 1.6. Position

College's Commandants  Department's Head  Instructors   
Faculty's Commandants  Academic Unit/ Section's head  Other Staff Members

### 1.7. Work Experiences

#### Military Experience

1-5  6-10  11-15  16-20  >21

#### Experience in MHTIs

1-5  5-10  11-15  >16

**Part II**  
**Close ended Questionnaire**  
**For**

**Department Heads, Instructors and Supportive staffs**

**Instructions**

The following Questions/ Items/are prepared to ask about ethical leadership practices in your college. You will rate the ethical leadership practices in the college where you are working on a scale from 1-5 based on the degree to which you are agreed. The questions are divided into six categories so that you can determine various aspects of instructors' perception toward ethical leadership.

<b>Value</b>	<b>Rates</b>
<b>1</b>	<b>Strongly Disagree</b>
<b>2</b>	<b>Disagree</b>
<b>3</b>	<b>Undecided</b>
<b>4</b>	<b>Agree</b>
<b>5</b>	<b>Strongly Agree</b>

Place a checkmark (✓) in the column in which you think appropriate

<b>A. Questions related to leadership accountability</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
A1. The Leadership Accountability encourages the employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2. It has the role in maximizing the capacities of employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3. Has contribution of instructional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A4. Solve the problem of command chain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A5. Has the role of personal (employees) development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A6. Intensify the hierarchical problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A7. Increases productivity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A8. Inspires the sense of working hard and belongings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A9. Maximizes effectiveness and efficiencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A10. Minimize the number of manpower i.e. in using a few numbers of employees accomplishing an immense deed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A11. Provides incentives for employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A12. Facilitates educational program and continuous training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A13. Develops the sense of transparency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A14. Ensures the mission and objectives of the college in having good communication and implementing proper evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A15. Satisfies subordinates in its directives and instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A16. Creates smooth relationship and command chain of top-down hierarchy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>B. Questions related to ethical leadership</b>					
B1.It reveals ethical code of conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2.Clarifies integrity, guidelines, rules and regulations to the employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3.Strives to ensure and follow codes of integrity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B4.Stimulates panel discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B5.Develops transparency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B6. Discusses the issues of the functional principles of super action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B7. Behaves and follows the guidelines, values and principles of integrity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B8. Attains an expected outcome of ethical leadership practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B9. Manage challenges and problems of ethical leadership practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B10. Implements open discussion about ethical codes of conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11. Fulfill the mission and goals of the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B12. Investigates the current situations of the college timely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13. Moulds the opinion of instructors and trainees rather than following the familiar one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14. Diverts the feelings of the employees and trainees to positive thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15. Maximizes the passion and interests of the employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16. Develops team-sprit among the leaders of the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17. Designs and reforms the ethical leadership style of the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18. Solves ethical leadership problems of the college automatically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19. Has institutional development program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20. Increases the number of skilled manpower.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21. Improves an overall activity of the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22. Maximizes and becomes role model of integrity for employees and trainees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23. Shapes and gives proper motivation to employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B24. Becomes role model for other unit organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B25. Becomes role model for other colleges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B26. It provides benefit for military leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B27. It provides benefits for the state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B28. It provides benefits for communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B29. It provides benefits for trainees/ students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>C. Questions related to leadership network</b>					
C1. Maintain many contacts with other organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2. Invests employees in substantial energy in the development of new contact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3. Instigates employees regularly working together with people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4. Induces employees working in team sprit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C5. Motivates employees to develop many contacts with people outside of the department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C6. The college spends a lot of time on maintaining its contact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C7. The college supports employees to introduce others to contact its network.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8. Creates a good linkage among different organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C9. Develops the sense of advertising its network.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10. Has a good and well organized net working system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11. The net work of the college plays the vital role for progressive of the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12. Allocates time for subordinates and trainers as they create multiple contacts with other staffs and organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Thank you!!**

**Appendix B**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT**

**Introduction**

This Questionnaire is prepared for the study entitled **“Staffs’ Perception toward Ethical Leadership at the Ministry of National Defense Training Main Department Joint Military Staff College.”** This is for the partial fulfillment of MA in Educational Leadership and Management.

In order to make the research outcomes complete, reliable and fruitful, your genuine and accurate response to each item has contribution. Therefore, you are kindly requested to respond to each item will at most honestly and accurately.

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- ❖ You need to respond all of the item
- ❖ You should not conduct other respondents to fill it
- ❖ Put a tick mark ( ) inside the box provided next to each alternative or write your comments whenever necessary.
- ❖ You can put a tick mark ( ) more than one alternative.

**Thank you in advance for your cooperation!**

# PART I

## 1. Biographic Data

### 1.1. Sex

Male  Female

### 1.2. Age

20-25  26-30  31-40  >40

### 1.3. Military Rank

Higher officer

Line officer

NCO

Civil

### 1.4. Educational Background

Certificate

Diploma

First degree

Second degree

Terminal degree

Other (please specify) -----

### 1.6. Position

College's Commandants  Department's Head  Instructors   
Faculty's Commandants  Academic Unit/ Section's head  Other Staff Members

### 1.7. Work Experiences

#### Military Experience

1-5  6-10  11-15  16-20  >21

#### Experience in MHTIs

1-5  5-10  11-15  >16

**Part II**  
**Close ended Questionnaire and Interviews**  
**For**

**Faculty Commandant, Department Heads and Instructors**

**Instructions**

The following Questions/ Items/are prepared to ask about ethical leadership practices in your college. You will rate the ethical leadership practices in the college where you are working on a scale from 0-4 based on the degree to which you are agreed. The questions are divided into three categories so that you can determine various aspects of instructors' perception toward ethical leadership.

Rate	None	Low	Average	High	Extremely high
Value	0	1	2	3	4

<b>A. Questions related to Leadership's political loyalty</b>					
1. Encourage employees as they implement political decisions properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Instigate employees as they support political decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The college encourages leaders not to jeopardize the relationship with political heads at risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Induce to implement political responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Encourages defending political choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B. Questions related to Leadership's Lawfulness</b>					
1. Following the law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Obey for the rule, regulation & procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Carry out government policies properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The sense of ensuring to follow up the rules, regulations & procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Being becoming the role model for the rest of colleges in following rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Correctives are given to law breakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The practices of rule violating activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Rate</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Unsure</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Value</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>B. Questions related to perceptions of instructors towards ethical leadership.</b>	1	2	3	4	5
1. Most instructors have the same perceptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Most instructors have different perceptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The perceptions of instructors towards ethical leadership are positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The perceptions of instructors towards ethical leadership of the college are negative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Instructors' perception contributes its own progressive factor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Perception of instructors plays a destructive role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. There are no significant factors due to the variation of instructors' perception.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Instructors' perception varies the students' attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. College employees are inspired by instructors' perception.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Management staff carves and moulds instructors' perception.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Part III**

#### **Interview Questions**

The following open ended questions are designed to collect relevant information from top management of the college. Here you're free to replay whatever you think relevant to the questions below.

1. What does the expression about “ethical leadership practice” of the college?
2. What are the common challenges of ethical leadership of JMSC?
3. Do leaders in the college have transparency? Explain in detailed how they have got transparency or haven't got.
4. Is there fair administrative in the college?
5. Is the college equipped with an expected competent and competency manpower?
6. How much the practices of equal access and equal opportunities of assigning /positioning/ employees in the college implemented?
7. How much the corrective measures have implemented to improve the mismanagement of ethical leadership?
8. What do you suggest to solve the above problems?

**Thank you!!**