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COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE
GRADUATE STUDIES

FACTORS DETERMINING LEADERSHIP EFFECTIVENESS IN
ADDIS ABABA
SELECTED TVET COLLEGES

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**FACTORS DETERMINING LEADERSHIP EFFECTIVENESS IN
ADDIS ABABA
SELECTED TVET COLLEGES**

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Declaration

I, Simret Alemayehu, hereby declare that this study entitled “**Factors determining leadership effectiveness in Addis Ababa selected TVET colleges**” is my original work and has not been presented to any other higher learning institutes and that all the materials used for the project have been properly acknowledged.

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Signature and Date

Certification

This is to certify that Simret Alemayehu has completed his project work entitled **“Factors determining leadership effectiveness in Addis Ababa selected TVET colleges”**. His project is appropriate to be submitted as a partial fulfillment of the requirements for the award of Master of Arts Degree in Business Leadership.

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Approval

This is to Certify that the thesis prepared by Simret Alemayehu by the title “**Factors determining leadership effectiveness in Addis Ababa selected TVET colleges**” submitted in partial fulfillment of the requirements for the Master of Arts in Business Leadership complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Lists of Acronyms and Abbreviations

TVET	Technical and Vocational Education and Training
MOE	Ministry of Education
EL	Leadership Effectiveness
EI	Emotional Intelligence
EMO	Extrinsic Motivation
IMO	Intrinsic Motivation
MEIS	Multifactorial Emotional Intelligence Scale
MSCEIT	Emotional Intelligence Test by Mayer Salovey Caruso
ECI	Emotional Competence Inventory
EQI	Emotion Quotient Inventory
EQ	Emotional Intelligence Quotient
EQ-MAP	Emotional Quotient Map,
SREIT	Emotional Intelligence Self-Report Test
SUEIT/Genos EI Assessment	- Emotional Swinburne Test for Intelligence
TMMS	Trait Meta Mood Scale
WEIP	Emotional Intelligence Profile
WLEIS	Wong and Lo's Emotional Intelligence Index

Abstract

The aim of this study is to determine the factors of leadership effectiveness. There are four factors indicated in this research namely emotional intelligence, motivation, empowerment and shared vision. The relationships between dependent variable (leadership effectiveness) and independent variables reveal in statistical analyses were applied to the data from the TVET college instructors through distributing survey questionnaire in person and using web-based questionnaire (google form) i.e. quantitative research method. Using explanatory analysis all independent variables positively related to the dependent variable. The most related on to the leadership effectiveness is empowerment rather emotional intelligence is the least related one. In addition, empowerment, intrinsic motivation and extrinsic motivation are significant towards the effectiveness of leadership in regression analysis. While emotional intelligence and shared vision are insignificant. Analysis was made using, IBM SPSS 27.0.1 software program.

Key words: Leadership Effectiveness, Emotional Intelligence, Motivation, Shared Vision

CHAPTER ONE

1. Introduction

The concept of leadership is the most perceived slightest agreed occurrence. (Burns, 1978) Many researchers try to define leadership in different perception. For example leadership was defined as influential process (“Persuade” Chester Barnard, 1938; “Willingly” Koontz, and O’Donnell, 1976:507, House et al., 1994:184; Yukl, 2002:7), as an act or a behavior (Bass 1990:14); as an instrument of goal achievement (Bass,1990:16), as a relationship between leader and followers (Rost, 1993), and participation (Catano, pond, & Kelloway 2001) etc. Nothouse, (2001) describe leadership as an ill-fated phenomenon and distinguishes leader as a position and leadership as a process.

In orders to measure the effectiveness, there is no one way or common way. Researchers describe leadership effectiveness as influencing individuals by satisfying them to accomplish mutual (organizational) goals (Cooper & Nirenberg, 2012).

Effective leadership plays a big part whether the organization/businesses may or may not fail since it helps to most likely overcome any challenges that can occur in any time/situation (Parbu, 2012). It can generate profit for the organization, motivating followers, enhancing follower’s performance, increasing follower’s well-being and maintaining a good reputation of the organization.

During preliminary research, the number of trainee in TVET colleges is decreasing form time to time and one of the cause is poor perception of the institution among the community that requires to build a good reputation. To do that we have to know the current practice in order to fill the gap (Sobande, E.T., 2020).

In this research, the researcher identify variables from different literature review to related the significance of the dependent variable (leadership effectiveness) and independent variables (Emotional Intelligence, Motivation, Empowerment, and Sharing strategic vision) from the perspective of instructors/trainers.

1.1. Background of the study

Many years ago Ethiopians work as potters, blacksmiths, weavers, and tanners traditionally. This makes it difficult to take the work seriously and makes it valueless. As a matter of fact this perception influences the modern technology enhancement (Simon, 2002).

Instead of finding TVET make trainees work maker through training them in both soft and hard skill with knowledge and attitude (MOE, 2005). In 1942 the first formal instruction was provided by the name ‘Ecole National Des Artes Technique’. Afterward the name changed into ‘Addis Ababa Technical School’

The importance of high qualities and strong intelligence in TVET deans for effective leadership is strongly stressed by The World Bank (2015). According to Debu Negaret Gazeta (2004), the dean's actions have an impact on the college's decisions regarding educational programs like certificates, diplomas, and advanced degrees.

Juntrasook (2014) propose four definition of leadership in the perspective of higher education institutions such TVET colleges.

One, leadership is a particular position given by choice (willingly). The selection method is in a formal way. An institution or a college must develop the insight by getting ready to put in an effort that include financially on such person and leadership enhancement must be accessible to these leaders exclusively.

The second one is defining leadership as demonstration of a proved ability and skill. Depending on institutional strategy, it focuses on individual's performance. Leader's promotion is depend on the noticeable/ evident performance.

Another leadership definition states that it is exercise. There is no clarity for its entail however, it might involve being present in discussions and meetings and worked as board member. The last definition is it's the capability to be an example within skill and profession.

The first two definition of leadership being a place or a competitiveness, focused on educational leadership's categorized nature at TVET colleges.

Effective leadership

As mentioned above effective leadership neither have common standard to measure nor common explanation to make. Although it is important to remain relevant for a long time by adapting changes of this world that come as a speed light environment. (Hao & Yazdanifard, 2015)

According to Valle (1999), van Wart (2003), Vogel & Masal (2015), and House et al. (2004), the complex environment of higher education administration makes leadership an even greater necessity for organizational efficiency. According to Etzioni (1965), leadership is a type of power based on an individual's characteristics that enables him or her to obtain followers' willing compliance in a variety of situations, or, more precisely, "to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization of which they are members" (House et al., 2004, p. 15). Effective leadership is defined as "a mysterious process [...] that touches everyone's life" in the context of higher education and university management. It comes from a latent competence that is rooted in the individual but has the power to visibly influence everyone's behavior in the social environment of a department.

Surveys and structured action research approaches that involve all employees in establishing and evaluating the criteria for the culture they would find most satisfying and productive can be used to measure how well firms generate the proper environment. excellent employee happiness and low stress along with excellent performance are crucial objectives according to Fred Fiedler (1967), a pioneer in the subject of leadership effectiveness.

Organizational effectiveness is the goal of effective leadership. However, when the organization is focused on the leader, it can occasionally become dependent rather than more capable of achieving its objectives. Since the passing of its charismatic and extremely effective CEO Roberto C. Goizueta in 1997, Coca-Cola has been experiencing difficulties. Similar to how Polaroid, the business that Edwin Land established, went through a period of decline after his death in 1991 and eventually filed for bankruptcy in 2001 (from which it has since emerged with a successful new product). Some businesses are working to institutionalize leadership in order to prevent the negative effects of becoming overly dependent on a hero leader.

At Sony, Fuji Xerox, Corning, and Continental Airlines, "key leadership tasks are institutionalized in organizational systems, practices, and cultures," claim Pasternack and

colleagues. People take the initiative to address problems and even launch new firms at all levels (Pasternack, Williams, and Anderson 2001, 71). The concept of developing leadership organizations or a leadership culture transfers accountability for effectiveness to an increasing number of people. To take businesses to a level of effectiveness not even attainable under a single "great man" or charismatic leader, the culture of leadership is necessary.

By focusing on managing the organization and achieving the goals, leadership effectiveness is intended to test the participant's perception of how effective they thought the leader may be at managing large organizations (Nana et al., 2010). The Full Range of Leadership Model, which distinguishes between passive and active leadership and contends that more active types of leadership are more effective, is one of the key models used to assess leadership effectiveness. According to this approach, leaders should have a set of behaviors that they practice with varying degrees of regularity. These actions fall along a continuum from passive to active behavior. So, according to research, active leadership is more effective (S. Michel et al., 2014).

In 1990, Bass also developed a new model, according to which highly effective leaders would exhibit both transactional and transformational leadership behaviors. Later, Avolio and Bass (2004) developed traits of transformational and transactional leadership, including: "idealized influence (behaviours), idealized influence (attributed), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by-exception (active), and management-by-exception (passive)."

In 2002, Kouzes and Posner added that leadership is a collection of behaviors and practices rather than a position. According to Ebrahimi Mehrabani and Azmi Mohamad (2015), these practices offer a standard by which the organization's leaders can achieve their objectives or carry out their duties. Later, Kouzes and Posner (2012) emphasized the necessity of strong interpersonal connections for effective leadership to take place and centered on leadership strategies that foster these connections (Posner, 2015). These practices were compiled under a concept known as the leadership practice inventory model (LPI) in much more recent investigations. This style addresses issues with leadership by emphasizing accountability and output (Hage and Posner, 2015).

In this study, leadership effectiveness is a dependent variable while emotional intelligence, motivation, empowerment, and shared vision is independent variable based on different literature.

Emotional Intelligence

Unlike the present focus on evaluating performance, in pervious it has been evaluated based on intellectual (IQ) and technical abilities. Nowadays, *emotional intelligence* (EI) is publicised as one of an important as cognitive abilities and IQ to measure for leadership effectiveness. (Smith, R. M., 2006). In the last decade emotional intelligence has been of important component in leadership effectiveness with in different perspective. Though Daniel Goleman (1995,1998) popularized the concept through his book, it was first introduced by Salovey and Mayer (1990), explaining as the capability of knowing the emotion of one's and other in order to use it as information for guiding one's action and perception. According to Daniel Golmen (1998) model, emotional intelligence consists of four dimensions: two intrapersonal (self-awareness, self-management) and two interpersonal (social awareness, relationship management).

Like other types of intelligence, emotional intelligence is difficult to measure (Bagshaw, 2000). Emotional intelligence is a self-reported test that relies on responses to social desirability, making it even more difficult and unreliable in some cases. However, many models for measuring EI have been developed over the years, including several major models currently available. Such as MEIS, MSCEIT, ECI, EQ-i, EIQ, EQ-MAP, SREIT, SUEIT, TMMS, WEIP, and WLEIS. (Mayer et al., 1999; Mayer et al., 2000; Goleman, 1998; Bar-On, 1997; Dulewicz and Higgs, 1999; Cooper and sawaf, 1997; Schutte et al., 1998; Palmer and Stough; Salovey et al., 1995; Jordan et al., 2002; Law et al., 2004

Previous research has shown that emotional intelligence has become increasingly popular as a potential underpinning quality of effective leadership. Because managing emotions well in leadership may influence how one manages needs of individuals, how one effectively motivates staff, and how one creates a positive work environment. As a result, it has been said that having an understanding of emotions and having EI skills are necessary for having effective leadership skills (Palmer et al., 2001).

Humphrey also demonstrated in his research that leadership is an emotional process in which leaders acknowledge followers' emotional states, make an effort to arouse followers' emotions, and then try to manage followers' emotional states appropriately. Performance and effectiveness can be significantly impacted by a leader's capacity to influence the emotional climate (Humphrey, 2002).

Furthermore, other research found that business leaders rated emotional intelligence (EI) higher than other conventional leadership qualities like financial savvy, market orientation, and planning (Deshpande et al., 2005). People have proposed that EI plays a role in a person's ability to lead others, manage stress, and work well in teams (Rosete and Ciarrochi, 2005).

Since higher EI scores are linked to more effective leadership, as was stated in Kerr's study, EI is also seen in leadership literature as a crucial factor in effective leadership. A leader may be better able to monitor how members of a work group are feeling and take appropriate action if they have a high level of emotional intelligence (EI; Kerr et al., 2006).

They were successful in demonstrating the significance of emotional control in effective leadership (Riggio and Reichard, 2008). In addition, Leary, Reilly, and Brown claimed that EI aids in enhancing performance and leadership (Leary et al., 2009). According to Schumacher and others (Schumacher, et al., 2009), leaders who exhibit strength in six or more EI competencies are thought to be more effective and achieve higher levels of performance outcomes than their peers who do not.

Additionally, the researchers Stein, Papadogiannis, Yip, and Sitarenios found a connection between emotional intelligence and effective leadership and organizational performance. They suggested that strong leaders have a variety of intelligences, which enables them to successfully handle a variety of situations. For managerial level leader performance in particular, emotional abilities are crucial (Stein et al., 2009). Goleman added that "effective leaders are alike in one crucial way; they all have a high degree of emotional intelligence" in his early studies from 1989 (Goleman 1989 in Stein et al., 2009). In a similar vein, Amagoh in 2009 listed several personal qualities that could affect leadership effectiveness, including dominance, gender roles, generalized self-efficacy, and self-monitoring.

Motivation

Many definitions of motivation have been developed over time. Motivation is defined as "the correlation of the needs, aspirations, and interests of human resources within the organization with the achievement of the objectives and the exercise of the tasks and responsibilities within the organization" by Nicolescu and Verboncu (2007). It is clear from this definition that the writers place a strong emphasis on the relationship between organizational needs and employee needs, a relationship that enables organizational goals to become employee goals.

One of the most well-known theories of motivation is Maslow's theory. According to the theory, there are five essential wants that are connected to one another in a hierarchy. Physiological needs, safety needs, membership needs, need for self-esteem, and need for self-updating are enumerated in order from the most fundamental to the most complicated demands. The moment one need is met, a "greater" need emerges.

The foundation of McClelland's theory is the idea that a person's demands reflect their personality (McClelland, 1971). It lists three needs: success, belonging, and power. People who are well aware of the requirement for workloads to be of a moderate difficulty can concentrate on their own efforts and skills rather than the team's, like to get feedback on completed tasks, and avoid routine. People who are motivated to learn are socially intelligent, pick up on social networks quickly, engage in frequent communication on them, and stay out of trouble. People who seek to exert influence over others and who see themselves as group leaders satisfy their need for power.

Valence, instrumentality, and expectancy are the three main components of Vroom's theory of expectations (Vroom, 1964). A person's anticipation of being satisfied with outcomes that they may or may not find attractive constitutes their sense of value. The chance that a direct, performative consequence leads to a less obvious result, but is generated by the employee on a personal level or requirements, is referred to as instrumentality. Expectation develops when both the probability and the valence attached to the personally generated result are high. Waiting expresses how much one believes they can get that immediate, tangible consequence. The driving factor behind the three variables.

Additionally, this theory contends that people who believe their efforts are directly rewarded favor participative leadership styles in which decisions are made after consultation with and consideration of employee input. Employees who believe that awards are not directly tied to their

level of productivity at work, on the other hand, are more content with a directed approach. Therefore, in accordance with "The Road to Goals Theory," a leader's manner can inspire followers and aid in their adjustment to the workplace (Popescu, 2013).

A leader has several options for motivating their team members in addition to the adopted style (Sudha et al., 2016). It is critical to recognize the different motivational styles that exist in order to pinpoint these techniques. The following motivational kinds are described by Deac et al (2012): intrinsic, extrinsic; positive, negative.

Intrinsic motivation (IM) is commitment in act that is integrally adequate or pleasant. It doesn't depend on the outcome but from the one's own act. Therefore, it has the same cause and effect in any situation (Legault, Lisa, 2016). Besides it can be defined as internal needs for executing a specific task. Improves a specific skill and gives desire to do right with decency. (Reena, B & Bonjour, Rosalia.. 2010)

On the contrary, extrinsic motivation (EM) is an execution of an act that depends up on the outcome. Unlike intrinsic motivation, it is naturally instrumental. They must be executed in order to attract some positive results (Legault, Lisa, 2016). Moreover, it refers to an external factor which is not connected to the job that is performing. (Reena, B & Bonjour, Rosalia.. 2010).

Empowerment

Employees empowerment and motivation increases from a clear and challenged organizational goals. Therefore, top executives must be clear about the organization's mission and objectives for being able to add value of their employees.

For leaders looking to favorably influence staff attitudes and behaviors, such as cynicism and time theft, empowerment of leadership is a promising method (Huy 2002; Oreg & Berson 2011). Leaders who empower their teams give them the ability to make decisions and share power with them. They also convey confidence in the workers' capacity to carry out their duties independently (Spreitzer 1995).

Shared Vision

G. W. Fairholm, (1998) describes Vision leadership as a leader who brings clear and complete understanding of the situation or the future with the action that is required to be successful. Also leadership defined, Robbins & Judge (2007), as influence process towards achievement of specific goals or a vision. In 2014 Wirawan as well explains leadership as process of creating, interacting a vision through influence to bring the followers into vision realization. This interaction can cause a group/team to act jointly according to the mutual goals and cooperate with them (Sarwono, 2005). Therefore, shared vision ensures relevant and pertinent knowledge and helps employee to make synergistic decisions (Hoe, 2007).

Effective leaders, in the opinion of Bell and Kozowski (2002), are those who are able to envision the desired outcome of a future situation. Quigley (1994), who holds a similar view, claims that when a leader shares his or her personal vision with the members of the organization, the difference between a true leader and a simple manager becomes clear. Additionally, a shared vision turns into a shared contract that ties the moral responsibility of the leader and followers together (Quigley, 1994).

A different perspective on this argument, however, contends that a unified vision inside a company reduces the diversity that exists between departments and functional groupings and also maximizes the efforts of its employees in a single direction (Lynn and Akgun, 2001). Some crucial components that contribute to the achievement of a leader's vision are highlighted by shared vision, according to other experts like Senge (1990). He also identifies four (4) factors that make shared vision a crucial component in bolstering the team and organization:

To start, the "From Everyone, for everyone" part refers to the process by which executives in an organization pinpoint the market niche of a company before imposing a vision on it. The next step is ownership, which entails fostering a sense of ownership among all employees so they can demonstrate the strength of a common vision. We then have a brand that embodies a compelling shared goal that permeates the business and draws the greatest personnel from outside. Finally, there is growth that enables the business to aggressively pursue and accomplish its objectives. The principle of growth encourages creative thinking, calculated risk-taking, acceptance of novel concepts, and ongoing improvement. (Senge, 1990).

1.2. Statement of Problem

Positioning leadership effectiveness in higher education possibly will peruse the opening of chances and proceed sagacious action to lead the institutions (Sirat et. al., 2012).

On the flip side, many has said that for organizational excellence leadership play essential roles (Hallinger, 2014; Middlehurst, 2012; Wooldridge, 2011). Moreover, others proposed that leaders of TVET along with the process of leadership are the pursuer towards the successfulness of the institute Brennan (2014). Specifically leaders are accountable for the imprinting management (Wooldridge, 2011), formation of institutional direction (Sirat et. al., 2012), research initiative and following them on the track of educational undertakings (Spendlove, 2007), bring the transformations (Normore, 2009).

The parents and even the society reflect that TVETs are for students with less grade academically. Students that join TVET struggles to get into higher education or it may be impossible. It is essential to make TVET less dead-end. (Union, A., 2007)

In Ethiopia also this kind of perception occurs throughout the years. The researcher observed that students/trainees decreases even before COVID 19. After the pandemic occurs in the country, some departments are without students or has very low trainees.

In the opinion of general public, the awareness of students concerning TVET is affected by several features such as; understanding what TVET college's providing, the marketing and positioning of the specific college's, and the reputation and image of them. (Tshepo Tlapana and Zinzani Myeki, 2020).

1.3. Research Question

- 1) Is emotional intelligence is significant for leadership effectiveness in Addis Ababa TVET colleges in the perspective of trainers?
- 2) What is the significance of employee intrinsic motivation on leadership effectiveness in Addis Ababa TVET colleges in the perspective of instructors?
- 3) What is the significance of employee extrinsic motivation on leadership effectiveness in Addis Ababa TVET colleges in the perspective of instructors?
- 4) Is empowerment related to motivation in the level of college instructors?
- 5) What is the effect of empowering on leadership effectiveness in Addis Ababa TVET colleges in the perspective of instructors?
- 6) Does sharing strategic vision have effect on leadership effectiveness in Addis Ababa TVET colleges in the perspective of trainers?

1.4 Research Objective

1.4.1. General objective

- This study aims to investigate leadership effectiveness in Addis Ababa TVET Colleges

1.4.2. Specific objective

- To study the significance of emotional intelligence on leadership effectiveness in the selected Addis Ababa TVET colleges
- To study the effect intrinsic motivation on leadership effectiveness
- To study the effect extrinsic motivation on leadership effectiveness
- To investigate if there is a positive relation among empowerment and motivation
- To examine the effect of empowerment on leadership effectiveness
- To study the effect of sharing strategic vision on leadership effectiveness

1.5. Significance of the research

The findings of this study redound to the benefit of higher education such as TVET colleges considering leadership effectiveness plays an important role in any organization. In recent years the perception of TVET among the society is negative. The researcher believes that effective leadership can promote and build a positive image. The key individuals to play this part are instructors with direct contact with the trainees.

This study provides an insight on what leadership effectiveness is affected with in the perspective of trainers/instructors.

Gathering the findings deans and department heads use to improve and enhance the effectiveness with the way they lead. Additionally, it can develop relationship between leaders and followers.

For instructors, collect the data and put an emphasis on how to go forward towards organizational outcome.

1.6. Scope of the study

Leadership effectiveness related to various concepts such as what kind of style is currently exercised and soon. This research focus on four factors that influence leadership effectiveness in Addis Ababa TVET colleges based on selective literatures. These are Emotional Intelligence (Smith, R. M., 2006), Motivation (Mihrez and Thoyib, 2015), Empowerment (Tekleab et al., 2008) and Shared vision (Mimi Mohaffyza Mohamad and Norasyikin Omar,2014)

The researcher target population are instructors/trainers in selective Addis Ababa TVET colleges to collect their perspective of factors affecting leadership effectiveness.

1.7. Limitation

Factors that determine leadership effectiveness are wide that makes it unable to cover it all and it does not cover the external factors such as environment, demographics, employee characteristics and soon.

The study's target group is instructors only. The factors that affects Leadership effectiveness will be assessed in instructor perspective, which means deans, department heads and other relative working positions are not included. Therefore, there is a chance to be biased while responding to the question.

Acceptable error of sampling can occur since the researcher uses simple random sampling among probability sampling. It has difficulty to generalize the result for whole population since it doesn't represent them accurately.

The research uses a closed end questionnaire that limits the respondent to express his perspective in-depth like interview.

Most of the instructor especially from departments with no trainees were on a project that makes difficult to get response from them

1.8. Organization of the study

In general, the work will be divided into three chapters. The first chapter will cover introduction, background of the study, purpose of investigation, research questions, and statement of the problem, research questions, and objective of the research, significance of the research, scope of the study, limitation of the paper, definition of terms and organization of work. Chapter two will run an overview of relevant topics of research and an empirical review that provides a conceptual framework for the research. Finally, the last chapter will be research methodology, including description of the study area, research approach, research design, data types and data sources, population of the study, sampling procedure (sample size, sampling technique), data gathering instruments/variables and measures, data analysis technique, reliability and validity and ethical consideration.

1.9. Definition of terms

Leadership: - is a connection when others influenced by one person in order to work jointly enthusiastically on their responsibilities to reach the desire of the leader.

Leadership Effectiveness: - "the leader's ability to effectively influence followers and other organizational stakeholders to reach the goals of the organization" (Yukl, 2005)

Emotional Intelligence: - is the capacity to identify, understand, exhibit, control, assess, and communicate using emotions with others effectively and productively.

Motivation: - an impact to act in a certain way that involves the energy, direction and the put up with manner (sustainability)

Empowerment: - an authority and accountability in making decision delegated from leaders to followers

Shared Vision: - of employee's awareness to the strategic objectives and future aspirations of an organization or institute

CHAPTER TWO

2. Literature Review

2.1. Empirical review

2.1.1. Emotional Intelligence

Different researches revealed that EI relations to leadership effectiveness such as emotional intelligence were related with the effectiveness of leadership as the analysis of regression and correlation indicates. (Rosete, D., & Ciarrochi, J. 2005)

Primarily studies tested and advanced on western part of the world rather than non-westerns about emotional intelligence with theories of leadership. Thus it has its own limitation concerning the area (Chen, Bian and Hou, 2015). Even though the previous studies shows it has a relation with leadership the culture difference has its own implication on certain languages and conduct. (Chen, et al., 2015).

Using meta-analysis, discovered that self-awareness has low impact on leadership function. (Day, Schleicher, Unckless, and Hiller, 2002). They suggest that constant preoccupation with his or her behavior may distract a leader from communicating the organization's vision and strategy effectively or, as Mayer (2004) suggests, may negatively affect his or her self-esteem.

A study demonstrate an empirical proof that shows a positive impact of a leader's emotional intelligence(EI) on organizational behaviors, thereby confirming that EI is an enabler of organizational work commitment, job satisfaction, task-oriented behavior, collaboration, however does not influence by EI. (Motlhanke, S. D., & Naong, M. N.,2021). While in other study employee's morale has a significance relationship with emotional intelligence which is conducted on TVET. (Motlhanke, S. D.,2020).

In Malaysia, a study conducted in 240 vocational teachers randomly results that each element i.e. social and self-awareness with the management of relationship by managing one's self reflects appropriate fit and meet all the criteria validation (Mohamad Zaid Bin Mustafa, MohdNorazmi Bin Nordin, Abdul Rasid Bin Abdul Razzaq, Badaruddin bin Ibrahim., 2020).

H1: Emotional Intelligence is significant for leadership effectiveness

2.1.2. Employee motivation

African organizations that practice autocratic leadership styles, mechanistic design of organization and authoritarian rules as practiced in African organizations where top managements are the decision maker while others just follow orders to accomplish different tasks that has been decided. Thus organizational environment suppresses employee innovativeness, hold back their motivation, and it has negative impact of performance, growth & effectiveness (Constant.D. et al, 2001).

As the perception of leadership effectiveness differs in different (Den Hartog, House, Hanges, Ruiz-Quintanilla, & Dorfman, 1999), opinions about the meaning of motivating also differs (Iyengar & Lepper, 1999; Puplampu, 2013)

A study on the behavior of leadership and motivation conducted in Egypt, Ghana, Kenya, Uganda, and Nigeria. Humor, honesty, vision, goal-orientation, and commitment determines the effectiveness of leadership. Extrinsic motivation has also significance in perspective of Africa (Senaji, T. A., Metwally, E., Sejaaka, S., Puampu, B. B., Michaud, J., & Adedoyin-Rasaq, H., 2014).

Intrinsic motivation is often based on culturally derived notions of how interdependent or independent one is on other people within one's sphere of context. A good example of this is the (Hale and Fields, 2007) study of perceptions of leader effectiveness in which they found fewer expressions of servant leadership experiences in Ghana than in the US, while the notion of leaders' vision had a stronger relationship with perceptions of effectiveness in Ghana than in the US. These points are important as they highlight the notion that one cannot assume that previous findings on effective leadership and motivation in Western settings will hold true in the African perspective.

H2a: extrinsic motivation has significance in leadership effectiveness

H2b: Intrinsic motivation has significance in leadership effectiveness

2.1.3. Employee Empowerment

Previous study indicate that there is a relation among leadership empowerment and effectiveness. It implies that self-awareness related to the effectiveness and satisfaction of leaders and employees respectively. There is dissimilarity when thus also indicates it relates to self-leadership of employees (empowering) rather than effectiveness. (Tekleab et al., 2008)

A study conducted to examine the relation of leadership style (transactional and transformational) with empowerment and job satisfaction that shows positive relation respectively. Morrison, R. S., Jones, L., & Fuller, B. (1997)

On the other hand employee empowerment motivation concerning the giving task has positive relation with directness between them as indicated by the piloted researchers (Reena, 2009; John, 2005; Amin, 2010; Constant, 2001).

On Pakistan Bank, gathering data from workers that shows elevating their motivation through empowerment and recognition have significant effect on the effectiveness of the organization (Manzoor Q. A., 2012).

Using leaders empowerment questionnaire a study implying that the dimensions of empowerment (authority delegation, accountability, shared information, development of skill, and making own decision) are positively related to commitment, satisfaction and psychological empowerment (Konzak, et al., 2000).

H3a: Employee empowerment and motivation are positively related

H3b: Employee empowerment is significance for leadership effectiveness

2.1.4. Sharing Strategic Vision

Effective leaders needed in TVET institution for successful institutional mission. A study conducted in Malaysia (Mimi Mohaffyza Mohamad and Norasyikin Omar, 2014) that shows communicating effectively, gratitude for worker's ability, systematically making decision and negotiation, responsibility and motivation can elevate the institutional level of TVET in Malaysia.

Gather data from 158 nurse, Mahidol University findings indicates the relatedness of shared leadership with the process of learning and it describes performance (Somboonpakorn, A., & Kantabutra, S., 2014)

The benefits in developing along with nurturing a vision that can be shared for consistency in an organization's improvement can be various though it needs significant practical effort. It also implies the organizational structure and organizational culture are main burrier in sharing a vision (Fischer, 2015)

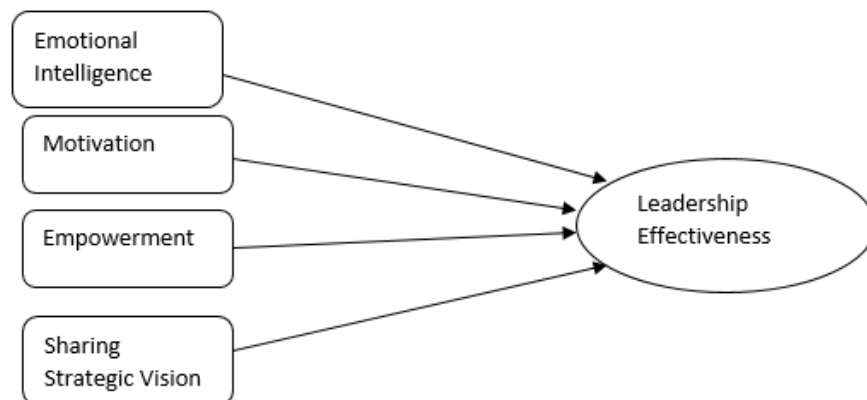
Another study (Syed Adil Mahmood, Saad Wasim Siddiqui, Muhammad Junaid, 2014) identifies the factors that affects shared vision in organizational culture implies that people perceive learning and training, communication and system connection as important variables in developing shared vision, whereas teamwork has an insignificant relationship with shared vision.

H4: Shared vision is significance for leadership effectiveness

2.2. Conceptual review

A model that indicates a joint way to focus on the problem is called conceptual framework (Liehr & Smith, 1999). On the other hand, it appears graphically to show the focal point of the research (the dependent variable with independent variables) with their relations (Leshem S. & Trafford V., 2007).

The researcher drives conceptual framework from Rosete, D., & Ciarrochi, J. (2005); Mihrez and Thoyib (2015); Tekleab et al., 2008 and Mimi Mohaffyza Mohamad and Norasyikin Omar (2014)



Source: Based on literature reviewed mainly adapted from (Rosete, 2005; Tekleab, 2008; Mihrez, 2015; Norasyikin, 2014)

Figure 1 conceptual framework

CHAPTER THREE

3. Methodology

The methodology section of the study will be covered in this chapter. Starting from the study area description other sections including the research approach, research design, population and sample, data source and types, data collection procedures, reliability and validation, ethical consideration and data analysis will be described.

The research on "Factors determining leadership effectiveness in Addis Ababa selected TVET colleges" identifies the possible determinants by assessing the relatedness and significance of the independent (Emotional Intelligence, Motivation, Empowerment, and Shared Vision) with dependent (leadership effectiveness) variables.

3.1. Research Approach

According to Cresswell, (2012), there are three research methods namely qualitative, quantitative and mixed. Most researchers argued that the best method to use for a study depends on the purpose of the research, researcher data and the accompanying research questions. The study deployed quantitative research method using closed end questionnaire through Likert's scale.

3.2. Research design

A research design is a processes for gathering data with evaluating, understanding and presenting the findings (Creswell & Plano Clark, 2007). Exploratory, descriptive plus explanatory are research design forms as described by (Robson, 2002). If the study utilizes description it is probably to be a pioneer to explanation. It is called descripto-explanatory. (Saunders M., 2015)

This study deployed both descriptive and explanatory design because it focuses in determining the factor that affects leadership effectiveness proceeding to clarify the results with justification.

3.3. Data type and data sources

In this study both primary and secondary sources is used as a source of data. The primary data is collected from the College instructors distributing survey questionnaire in person and/or by using web-based questionnaire. If employees are not available at the study conducting area, web-based questionnaires are a suitable way to gather data. The questionnaire is comprise two sections. The first section is focused on the general information of the participants followed by associated questions with research objective in the second section. The questionnaire is designed in the form of a Likert scale where respondents will indicate their views on a scale of 1 (strongly disagree) to 5 (strongly agree). Data composed from written materials like scholar journals, organizational reports, and manuals, from books, articles and the internet is known as secondary data.

In order to gather the needed data regarding the study, standardized questionnaire prepared by adopted the work of Mustafa, M., (2020); Altindis, S. (2011).; Konczak, L. J., (2000); and (Syed Adil Mahmood, Saad Wasim Siddiqui, Muhammad Junaid, 2014) (Syed Adil Mahmood, Saad Wasim Siddiqui, Muhammad Junaid, 2014)

3.4. Population of the study

The target residents is a specific group of people/objects According to Kothari, C.R (2004), it is said to be a specified group of people or objects for which questions can be asked or observed made to develop required data structures and information.

For this research, the targeted individuals are instructors/trainers, of the selected Addis Ababa TVET colleges who are directly involved in leadership effectiveness and building reputation for the institution.

3.5. Sampling procedure

3.5.1. Sampling Technique

According to the information obtained from TVET agency, there are six TVET colleges in Addis Ababa under the ownership of the government. From these, two colleges were selected using purposive sampling techniques. This is because; more than the administrative employees are

trainers and they are directly linked in to promoting and enhancing the institution image. The study delimited to one cluster only that consist of Arada Manufacturing college main campus, Aware campus and Entoto Polytechnic College.

3.5.2. Sampling Size

Below the table shows the ranges of population of the study. The researcher has three choices (low, medium, and high) based on the category that falls into. The target population of this study is 540 instructors, since the population of the study fall in the fifth category, the sample size of this study is 125 instructors. See the table 3.1 below

Table 1 sample size determination

Population	Sample size		
	Low	Medium	High
51-90	5	13	20
91-150	8	20	32
151-280	13	32	50
281-500	20	50	80
501-1,200	32	80	125
1,201-3,200	50	125	200
3,201-10,000	80	200	315
10,001-35,000	125	315	500
35,001-150,000	200	500	800

Source: J. Carvalho “Archival application of mathematical sampling techniques” Records management Quarterly (1984) as sited on OSPO 2005.

3.6. Data gathering instruments

To conduct this study, the researcher uses primary and secondary data mutually as a source. Collecting data from respondents (primary) that are related to leadership effectiveness through questionnaires. Perceptions of the respondents was collected by using closed ended questionnaires from the college trainers. Secondary data sources was drawn from relevant studies, organizational databases, and topic-related journal articles to provide a comprehensive overview of the topic.

3.7. Data analysis techniques

Checking whether the questionnaires are completed is the first thing the researcher done. After making sure there is no blank space, the researcher provided the data to analyze it in Statistical Package for Social Sciences (SPSS) for data analysis. Inferential statistical analysis with descriptive were used. Analyzed the data relating to the study's objective with inferential statistical technique is to analyze the data related to the research objectives. In this case Pearson's correlation used for linear correlation for a dependent and independent variables. The relationship between those variables showed by multiple regressions (since the study have more than two independent variable).

3.8. Reliability and validity

The reliability of a scale indicates how free it is from random error. Two frequently used indicators of a scale's reliability are test-retest reliability (also referred to as 'temporal stability') and internal consistency. The researcher will use internal consistency which can be measured in many ways but the most common used is Cronbach's alpha to make sure the reliability the research questionnaire by means of SPSS. It provides a clue about the correlation's average of the items that make up the scale. In values between 0 and 1, the higher indicating greater reliability. According to Hair (1992) an alpha of 0.70 or greater is deemed acceptable.

Construct validity is testing in terms of theoretically derived hypotheses concerning the nature of the underlying construct. It is discovered by examining the relation among constructs/variables.

Depending on the title of the paper the study adopt the instrument from different literature to measure the intendent variables through relating the question with the objectives.

Table 2 Cronbach's Alpha Values

Factors	N	Cronbach's alpha α
Leadership Effectiveness	102	.769
Emotional Intelligence	102	.813
Motivation	102	.766
Empowerment	102	.845
Sharing strategic vision	102	.739

3.9. Ethical consideration

Before deploying the questionnaire, an official letter from the department of BIAS in the university of Addis Ababa commerce school was castoff to get the consent of the respondents to collect the necessary data. Respondents will be guaranteed that the information they provide will not be used against them, their identities will not be disclosed, and that the information obtained will not be shared with third parties or used for purposes other than research. Also, respondents will be informed that they have the right to decline to respond or to fill the questionnaire.

CHAPTER FOUR

4. RESULT AND DISCUSSION

4.1. INTRODUCTION

Chapter four involves data deals analysis, presentation and interpretation from collected questionnaires. It includes data's response rate, study's reliability and validity, missing test, respondent's demographic background, and the descriptive analysis.

In this research, the researcher tried to determine the factors that affect leadership effectiveness on TVET colleges through selecting three campus as a sample. A total of 125 questionnaires were distributed to instructors and 102 (80%) questionnaires were received to be analyzed.

4.2. RESPONSE RATE

In this research a total 125 self-administered questionnaires were distributed to instructors of each selected campus and from these 102 complete and usable questionnaires were returned back. This makes the response rate 80% which is assumed to be suitable for further analysis.

Table 3 Response rate

Total questionnaire distributed	Total questionnaire received	Total questionnaire not received	Percentage of questionnaires returned
125	102	23	80%

A statistical analysis was conducted by using IBM SPSS Version 27. To fulfill the research objectives data classification and organization in order to validate it to another analysis such as The procedures of data descriptive statistical analysis (Mean, Standard deviation), correlation, multi-co linearity test and multi-regression.

4.3. DEMOGRAPHIC BACKGROUND

Descriptive statistics using frequencies is used to analyze the demographic characteristics of the respondents and the result of the analysis is described in detail is as follows.

The respondents shows their background information. Respondent's detail are given in the tables below.

Table 4 Gender of Respondents

Gender of the respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Males	67	65.7	65.7	65.7
	Female	35	34.3	34.3	100.0
	Total	102	100.0	100.0	

Source: Data compiled from survey response

The sex composition of sample respondents as to the finding of the study shows above in the table 4.1 is 67 (65.7%) of male respondents, and 35 (34.3%) female respondents. This indicates that male respondents dominate over the female respondents.

Table 5 Age

Age of the Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	From 25 to 30 years	58	56.9	56.9	56.9

From 31 to 35 years	31	30.4	30.4	87.3
From 36 to 40 years	10	9.8	9.8	97.1
Above 41 years	3	2.9	2.9	100.0
Total	102	100.0	100.0	

Source: Data compiled from survey response

The above table shows that the majority of the respondents was found to be in the range of 25-30 (56.9%) followed by 31-35 and 20-25 (30.4%). Other 10 (9.8%) respondents are in between 36-40 group of age, and 3 (2.9%) of the 102 were found to be above 41. This shows that most instructors on TVET are energetic that can have innovative ideas that can increase the effectiveness and improvise the image of TVET colleges.

Table 6 Educational level of the Respondents

Educational Level of the Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BA/BSc Degree	66	64.7	64.7	64.7
	MA/MBA/MSc	36	35.3	35.3	100.0
	Total	102	100.0	100.0	

Source: Data compiled from survey response

Most respondents as shown on the above table are first degree holders (64.7%) followed by those possessing Master’s Degree (35.3%). This indicates the majority instructors in campus are bachelor degree holders and have enough knowledge about their work.

Table 7 Table of Respondent’s Experience

Experience of the Respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2-5 years	50	49.0	49.0	49.0
5-10 years	41	40.2	40.2	89.2
Above 10 years	11	10.8	10.8	100.0
Total	102	100.0	100.0	

Source: Data compiled from survey response

This shows working experience between 2-5 years is 50% and 5-10 years (41%). Above 10 years are 11 (10.8%). This indicates that instructors have new energy to give for the institute that can be guided by their seniors to make suitable working environment.

4.4. DESCRIPTIVE ANALYSIS OF THE FACTORS DETERMINING LEADERSHIP EFFECTIVENESS

4.4.1. Leadership Effectiveness

As we can see below in the table the range of the mean value and standard deviation on measuring leadership effectiveness is 2.98-3.59 and .732-.937.

Our department head/dean is influential in getting outside constituencies to support our team's effort has 2.99 mean value with .751 standard deviation. While, our department/dean exerts pressure on itself to improve performance and our department/dean is given the resources it needs to get the job done have the same mean value of 2.98 but different SD (.933 &.912 respectively).

Our department head/dean is open to new ideas and information from staff members, we have an established method for monitoring individual performance and providing feedback, the department head/dean provides me the necessary autonomy to achieve results and our department head/dean is willing to resolve issues associated with inadequate member performance mean value of 3.12, 3.20, 3.26, & 3.27 in order (SD of .859, .732, .911 and .810).

Achieving our department goal is a higher priority than any individual objective (mean=3.33, SD= .937); we trust each other sufficiently to accurately share information, perceptions, and feedback mean=3.36, SD= .854; there is a clearly defined need or a purpose to be served that justifies the existence of our department (mean=3.48, SD= .780); staff members possess the essential skills and abilities to accomplish the department's objectives (mean=3.59, SD= .788)

Table 8 Leadership Effectiveness from instructor's perspective
Descriptive Statistics

	N	Mean	Std. Deviation
There is an evidently clear necessity (determination) for the survival department.	102	3.48	.780

We have a well-known technique for observing personal achievement to give comments	102	3.20	.732
Followers have the basic skills and attitudes to achieve department's objectives.	102	3.59	.788
Achieving our department's objective is prior from other goals.	102	3.33	.937
There is sharing information opinions, and response by trusting each other adequately.	102	3.36	.854
Our department/dean applies burden on self to advance the result.	102	2.98	.933
Our department/dean is specified the assets it requires for the job to be accomplished.	102	2.98	.912
The department head/dean provides me the necessary autonomy to achieve results.	102	3.26	.911
Our department head/dean is willing to give resolution for concerns related with insufficient member performance.	102	3.27	.810
Our department head/dean is open to new ideas and information from staff members.	102	3.12	.859
Our department head/dean is influential in getting outside constituencies to support our team's effort.	102	2.99	.751
Valid N (listwise)	102		

Source: Own survey

4.4.2. Emotional Intelligence

The table below shows that the mean of I am a responsible, a trustworthy person, happy with the success of others and always ready to take on the challenge are 4.22 (SD .607), 4.25 (SD .670), 4.44(SD .573) and 4.04 (SD .770).

On the other hand I'm sensitive to my own needs has mean of 3.80 with SD .821, I love the work I do 3.99 SD .764, I always make decisions according to my instincts and I can adapt to everyone have the same mean value of 3.89 (SD .579 & .889 respectively). I have no problem interacting

with individuals I don't know 3.73 SD .946, I've always maintained an existing relationship and I can admit my weaknesses have the same mean value of 3.59 (SD 1.075 & .837 respectively) I was thinking of ways to improve my relationship with those who didn't have a good relationship with me 3.91 mean value with SD .810. Finally, the lowest mean value is that I'm always calm when I'm in a difficult situation which is 3.39 and SD .760

Table 9 Emotional Intelligence from instructor perspective

Descriptive Statistics			
	N	Mean	Std. Deviation
I'm sensitive to my own needs.	102	3.80	.821
I am a responsible person	102	4.22	.607
I'm a trustworthy person.	102	4.25	.670
I am happy with the success of others.	102	4.44	.573
I love the work I do.	102	3.99	.764
I'm always calm when I'm in a difficult situation.	102	3.39	.760
I can admit my weaknesses.	102	3.59	.837
I'm always ready to take on the challenge.	102	4.04	.770
I always make decisions according to my instincts.	102	3.89	.579
I have no problem interacting with individuals I don't know.	102	3.73	.946
I can adapt to everyone.	102	3.89	.889
I've always maintained an existing relationship.	102	3.59	1.075
I was thinking of ways to improve my relationship with those who didn't have a good relationship with me.	102	3.91	.810
Valid N (listwise)	102		

Source: Own survey

4.4.3. MOTIVATION

Table 10 Motivation from instructor perspective

Descriptive Statistics			
	N	Mean	Std. Deviation
It is suitable physical conditions in the environment of work	102	2.93	1.083
Workshop tool and equipment are sufficient	102	2.69	.901
My superior help me to solve disagreement with my colleague	102	3.35	.740
I get extra pay for high performance	102	2.38	1.169
My colleagues are always with me in solving personal and familial problems	102	2.98	.867
I believe that I'll be retiring from this college	102	3.16	.952
I think that it is enough fees that I get from my work	102	2.40	1.101
I have responsibilities related to work	102	4.11	.702
My colleagues appreciate me for what I did for my work	102	3.39	.834
I believe that I have full authority to do my job	102	3.57	1.000
I believe that work which I've done is a respectable job	102	3.81	.817
I see myself as an important employee of the college	102	3.64	.973
Valid N (listwise)	102		

Source: Own survey

The extrinsic motivation mean value ranges in 2.40-3.35 and the standard deviation value ranges in .867- 1.169. The intrinsic motivation mean value ranges in 3.57-4.11 and the standard deviation value ranges in .702-1.000.

4.4.4. EMPOWERMENT

I am held accountable for performance and results, my leader holds me accountable for the work I am assigned, and my leader gives power to me with equal level of accountability that I am positioned, has mean value of 3.64, 3.44, & 3.25. My leader ensures that continuous learning and skill development are priorities in our department and my lead focuses on corrective action has the same mean value (3.19). My leader delegates me the power that require me to decide and increase the process of the job with advanced procedure (3.17), my leader provides me with frequent opportunities to develop new skills, and my leader shares information that I need to ensure high quality results has 3.17, 3.13, & 3.12 mean values. Leader’s help on deciding follower’s own solution for the problem and relies on the decision that can affect the work have 2.97 & 2.90 mean value respectively.

Table 11 Employee Empowerment from instructor perspective

Descriptive Statistics			
	N	Mean	Std. Deviation
My leader delegates the power that require me to decide and increase the process of the job with advanced procedure	102	3.17	.880
My leader gives power to me with equal level of accountability that I am positioned.	102	3.25	.801
My leader holds me accountable for the work I am assigned.	102	3.44	.815
I am held accountable for performance and results.	102	3.64	.728
Making My leader tries to help me arrive at my own solutions when problems arise, rather than telling me what he/she would do.	102	2.97	.980
My leader relies on me to make my own decisions about issues that affect how work gets done.	102	2.90	1.095

My leader shares information that I need to ensure high quality results.	102	3.12	1.018
My leader provides me with frequent opportunities to develop new skills skills.	102	3.13	.951
My manager ensures that continuous learning and skill development are priorities in our department.	102	3.19	.741
I am encouraged to try out new ideas even if there is a chance they may not succeed.	102	3.34	.850
My manager focuses on corrective action	102	3.19	.853
Valid N (listwise)	102		

Source: Own survey

4.4.5. SHARED VISION ANALYSIS

The table below indicates one of the aspects of factor that determines leadership effectiveness which is known as sharing vision. The respondent perception on employees sharing information and checking team satisfaction regularly have mean of 3.63 and the clarity of objectives and goals has mean of 3.64. Workers collaborate rather than compete, the department is influential at higher level, and people know what they are doing have respectively 3.25, 3.22, & 3.15 mean values. The last two which have the lowest mean value are; we get feedback on whether we have achieved our goals or not ability and not politics determines whether someone is leader, have 3.06 and 2.87 mean value each.

Table 12 Sharing strategic vision from instructor perspective

	N	Mean	Std. Deviation
Employee shares their knowledge and skills.	102	3.63	.783
Employee collaborate rather than compete with each other on this team	102	3.25	.906
We regularly evaluate our team satisfaction with our work	102	3.63	.867
People know how to get things done in this team.	102	3.15	.883

This department's overall goals and objectives are clear.	102	3.64	.854
We get feedback on whether we have achieved our goals or not	102	3.06	.921
Ability not politics determines whether someone is leader	102	2.87	1.123
This department has a lot of influence at higher levels of the organization	102	3.22	.981
Valid N (listwise)	102		

Source: Own survey

4.4.6. Summary of descriptive statistics

According to Field, A., 2013, the mean value (3.9027) indicates respondent's agreement on the questions of emotional intelligence. Which means the emotional intelligence of the respondents is good. The mean value of sharing vision is 3.3039 while leadership effectiveness, motivation and empowerment has 3.2335, 3.2112, and 3.3039 value respectively.

Table 13 Descriptive statistics Summary

	N	Mean	Std. Deviation
Leadership Effectiveness	102	3.2335	.46452
Emotional Intelligence	102	3.9027	.43862
Motivation	102	3.2010	.49632
Empowerment	102	3.2112	.55750
Sharing Vision	102	3.3039	.54713
Valid N (list wise)	102		

4.5. Correlation Analysis

For accomplishment of specific objectives of this paper i.e. to investigate if positive relations occurs among the effectiveness and emotional intelligence in the selected Addis Ababa TVET colleges, to study the effect employee motivation on leadership effectiveness, to study the effect of empowerment on effectiveness, and to examine effect of sharing strategic vision on leadership effectiveness correlation analysis was carried out.

Evans (1996) proposed that if the value of r falls between 0.00-0.19 it is very weak relation, 0.20-0.39 the relation is weak, 0.40-0.59 indicates moderate relation, 0.60-0.79 has strong relation while 0.80-1.0 is very strong relation

The final result of the correlation analysis between two variables is a correlation coefficient with values ranging from -1 (negative relationship) to +1 (positive relationship) and 0 that show no relationship between the variables (Field, A., 2013)

This research used product-moment correlation (Pearson) coefficient which is use for measuring among two quantitative variables (independent and dependent) of their linear strength and direction. It can be analyzed by SPSS that depends on two assumption i.e. since it is also named as the linear correlation coefficient the relationship among the variables must be linear (approximately). On the other hand, it should be distributed normally (approximately)

➤ *Linearity test*

Field, A., defines linearity as it describes the dependent variable as a linear function of the predictor variables which means that the outcome variable for each increment of the predictor (independent variables) lies along a straight line (Field, A., 2013). This can be tested in SPSS using scatter chart. In the Appendix B, it can be seen that the dots follows (fits) the line with linear relation. It can be said that there is linear relationship for particular independent variable with the dependent and can allow this research to use Pearson correlation.

➤ *Normally Distribution test*

Skewness and kurtosis test checks the normally distribution test. Kurtosis is distribution's property that refers to the widths of the tails that comes from normal distribution through decreasing the number at the poles. While, skewness is a symmetrical (equivalent to the left and right of midpoint) (Mardia, K.V., 1970).

Furthermore, Hair (2010) focused on the criteria of checking the skewness's and kurtosis's values i.e. if the value of these tests is zero, it can be said normally distributed. But if the value is non-zero it indicates that there is deviations and it only acceptable within ± 2.58 . From the table below Skewness (-.027 to .496) and Kurtosis value (-.479 to 1.180) found to be within the allowable range and it is approximately normally distributed.

Table 14 normally distribution test

Descriptive Statistics					
	N	Skewness		Kurtosis	
		Statistic	Std. Error	Statistic	Std. Error
Leadership effectiveness	102	.433	.239	.282	.474
Emotional Intelligence	102	-.027	.239	-.479	.474
Motivation	102	.825	.239	1.003	.474
Empowerment	102	.496	.239	.241	.474
Sharing Vision	102	.417	.239	1.180	.474
Valid N (list wise)	102				

Table 15 correlations

		Correlations					
		EL	EI	EMO	IMO	EM	SV
EL	Pearson Correlation	1	.338**	.497**	.524**	.681**	.455**
	Sig. (2-tailed)		.001	.000	.000	.000	.000
	N	102	102	102	102	102	102
EI	Pearson Correlation	.338**	1	.202*	.343**	.281**	.199*
	Sig. (2-tailed)	.001		.042	.000	.004	.045
	N	102	102	102	102	102	102

EMO	Pearson Correlation	.497**	.202*	1	.553**	.673**	.529**
	Sig. (2-tailed)	.000	.042		.000	.000	.000
	N	102	102	102	102	102	102
IMO	Pearson Correlation	.524**	.343**	.553**	1	.553**	.477**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	102	102	102	102	102	102
EM	Pearson Correlation	.681**	.281**	.673**	.553**	1	.475**
	Sig. (2-tailed)	.000	.004	.000	.000		.000
	N	102	102	102	102	102	102
SV	Pearson Correlation	.455**	.199*	.529**	.477**	.475**	1
	Sig. (2-tailed)	.000	.045	.000	.000	.000	
	N	102	102	102	102	102	102

Source: SPSS Regression analysis output, 2023

Where EL (Leadership Effectiveness), EMO (Extrinsic Motivation), and IMO (Intrinsic Motivation)

The above table indicate that emotional intelligence (0.338), motivation (.574), empowerment (.681), sharing vision (4.55) has a positive relationship with leadership effectiveness.

On the other hand, empowerment and motivation are positively related with .705 Pearson correlation.

It also indicates that both intrinsic and extrinsic motivation have positive effect with .524 and .497 Pearson correlation respectively. It implies that intrinsic motivation is more related with leadership effectiveness than extrinsic motivation.

4.6. Regression Analysis

The analysis of regression cast-off to understand in what way emotional intelligence, motivation, empowerment and sharing vision explains leadership effectiveness. As a result, the purpose of this analysis is to make predictions about the dependent variable (leadership effectiveness) depend on its covariance with all affected independent variables. (Field, A., 2013) This study uses multiple regressions since it has more than two independent variables.

According to (Berry, 1993) some assumptions must be true to get in to decision about draw the population depending on the regression analysis applied on the sample. The assumptions consist of

- *Variable types*: predictor variables must be quantitative or categorical (two categories), and outcome should be quantitative (measured at the interval level), continuous, and unbounded (no constraint on the variability of the outcome).
- *Non-zero variance*: The predictor variables must display some value difference (nonzero variances). It is shown in the descriptive statistic above that there is nonzero variance.
- *Independence*: the assumption is independent variable are the result. That is, each of them comes from separate entity.

4.6.1. Multi-collinearity test

Another assumption of (Berry, 1993) is there is no perfect Multi-collinearity. There is no perfect linear relatedness among two or other predictors. Consequently, the predictors must not be too strongly correlated. To discover multi-collinearity of the predictors VIF (Variance Inflation Factor) used more often. (Daoud, J.I., 2017) If the score of VIF is more than 10 there is a multi-collinearity problem.

Table 16 Collinearity Statistics

	Collinearity Statistics	
	Tolerance	VIF
Emotional Intelligence	.902	1.108
Extrinsic Motivation	.695	1.440
Intrinsic Motivation	.695	1.440
Empowerment	.490	2.040
Shared Vision	.661	1.513

Source: SPSS Regression analysis output, 2023

Emotional Intelligence has tolerance of .902 and VIF of 1.18 value. Motivation has tolerance of .423 and VIF of 2.363 values, Empowerment has a tolerance of .490 and VIF of 2.040 value, and Sharing Vision has tolerance of 0.661 and VIF of 1.513 value. From this collinearity statistics all the variables are multi collinear.

The VIF value between 1- 5 is acceptable. As can be seen from the table above, VIF value ranges from 1.18 to 2.363 whereas the tolerance value ranges from 0.423 to 0.902. The Tolerance and VIF values indicate no serious multi-collinearity problems (Miles, J., 2014).

Durbin-Watson measure must be between 1.5 and 2.5 (Garson, 2012). As shown in model summary table 4.15 below, the Durbin-Watson value is 1.552.

➤ *Linearity*: an assumption of the model relationship is a linear. (Appendix B)

4.6.2. Multiple regression analysis

It was piloted to measure factors that affect leadership effectiveness that is, emotional intelligence, motivation (extrinsic and intrinsic), empowerment and sharing vision. The R Square shows change of the factors that have on leadership effectiveness. But, in order make sure that this variance is properly measured, the Adjusted R Squared will be seen.

4.6.2.1. Regression Model

As seen on the table below it shows for expressing the relation of two categorical variables. Dependent variable, Leadership Effectiveness and the independent variables were the emotional intelligence, motivation, empowerment and sharing vision.

Table 17 Model Summary

Model Summary ^b						Source:
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	
1	.714 ^a	.510	.490	.33174	1.552	SPS

a. Predictors: (Constant), SV, EI, EM, MO

b. Dependent Variable: EL (Leadership Effectiveness)

ression analysis output, 2023

The above model summary has Adjusted R Square value of 0.51. This shows that independent variables describe 51% of the disparity in Leadership Effectiveness in the aspect of four independent variables.

4.6.2.2. ANOVA

Table 18 ANOVA table

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.119	4	2.780	25.258	.000 ^b
	Residual	10.675	97	.110		
	Total	21.794	101			

a. Dependent Variable: EL

b. Predictors: (Constant), SV, EI, EM, MO

Source: SPSS Regression analysis output, 2023

The ANOVA analysis is done on the leadership effectiveness shows that the F value is 25.258 and thus the model is statistically significant in predicting how the influence of independent variables taking place in the effectiveness of leadership in case of the three TVET campuses since its p value is less than 5% ($P < 0.05$).

4.6.2.3. Result of multiple regression analysis

Table 19 Result of multiple regression analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.631	.335		1.882	.063
	EI	.148	.079	.140	1.873	.064
	EMO	.245	.080	.299	3.049	.003
	IMO	.302	.083	.358	3.645	.000
	EM	.425	.085	.510	5.027	.000
	SV	.109	.074	.128	1.462	.147

a. Dependent Variable: Leadership Effectiveness

Source: SPSS Regression analysis output, 2023

4.7. Hypothesis Testing and Discussion

4.7.1. Emotional Intelligence

H1: Emotional Intelligence is significant for leadership effectiveness

Different researches revealed that emotional intelligence relate to leadership effectiveness (Rosete, D., & Ciarrochi, J. 2005). Even though the previous studies shows it has a relation with leadership the culture difference has its own implication on certain languages and conduct. (Chen, et al., 2015).

Regardless of others research the above table on the regression analysis on leadership effectiveness shows that emotional intelligence has positive effect on leadership effectiveness (.148). These shows that when emotional intelligence is increased by a single unit, leadership effectiveness increases by 14.8%. But it has a significant level of .064 which is higher than the standard error or 5% ($P < .05$). This shows that it is insignificant. This means that emotional intelligence does have little effect on leadership effectiveness on the level of college instructors. (Day, Schleicher, Unckless, and Hiller, 2002), using meta-analysis, discovered that self-awareness has low impact on leadership function.

4.7.2. Motivation

H2a: extrinsic motivation has significance in leadership effectiveness

H2b: Intrinsic motivation has significance in leadership effectiveness

A study on the behavior of leadership and motivation conducted in Ghana, Egypt, Kenya, Nigeria and Uganda. Humor, honesty, vision, goal-orientation, and commitment determines the effectiveness of leadership. Extrinsic motivation has also significance in perspective of Africa (Senaji, T. A., Metwally, E., Sejaaka, S., Puampu, B. B., Michaud, J., & Adedoyin-Rasaq, H., 2014).

Extrinsic and intrinsic motivation have positive effect on leadership effectiveness (.245 & .302 respectively). These indicates that when motivation of extrinsic as well as intrinsic increases by a unit, leadership effectiveness increases by 24.5% & 30.2% respectively. They have significant level of .003 & .000 respectively which is lesser than the standard error 5% ($P < 0.05$). This implies that they both have significant effect on leadership effectiveness on the level of college instructors.

4.7.3. Empowerment

H3a: Employee empowerment and motivation are positively related

H3b: Employee empowerment is significance for leadership effectiveness

Previous study indicate that there is a relation among leadership empowerment and effectiveness. It implies that self-awareness related to the effectiveness and satisfaction of leaders and employees respectively. There is dissimilarity when thus also indicates it relates to self-leadership of employees (empowering) rather than effectiveness. (Tekleab et al., 2008)

The environment of organization overpowers employee's innovation influencing effectiveness and performance by setting back things that motivate and empower them. (Constant D et al, 2001).

Employee empowerment and motivation are positively related with the two types of motivation that is extrinsic and intrinsic with .497 & .524 Pearson correlations respectively

Empowerment with beta value of .425 that indicates a positive relation with leadership effectiveness has significant effect on the dependent variable since the p value is less than 0.05 i.e. .000.

4.7.4. Sharing Vision

H4: Shared vision is significance for leadership effectiveness

A study (Syed Adil Mahmood, Saad Wasim Siddiqui, Muhammad Junaid, 2014) identifies the factors that affects shared vision in organizational culture implies that people perceive learning and training, communication and system connection as important variables in developing shared vision, whereas teamwork has an insignificant relationship with shared vision.

Sharing vision has positive effect on leadership effectiveness (.109). These indicates that when motivation increases by a unit, leadership effectiveness increases by 10.9% and has a significant level of .147 which is much higher than the standard error 5% ($P < 0.05$). This implies that it is insignificant meaning sharing vision doesn't have much effect on leadership effectiveness on the level of college instructors.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

Chapter five covers summary conclusion and recommendation based on the result of data analysis.

Determining the factors of leadership effectiveness on Addis Ababa selected TVET colleges is the main purpose of the research. The study deploy four independent variables based on different literature. Thus emotional intelligence, motivation (intrinsic and extrinsic), empowerment and shared vision as independent variable while leadership effectiveness as dependent variable.

The research tried to address the following questions:

1. Is there a relationship between emotional intelligence and leadership effectiveness in Addis Ababa TVET colleges?
2. What is the significance of employee motivation on leadership effectiveness?
3. What is the effect of empowering on leadership effectiveness?
4. Does sharing strategic vision have effect on leadership effectiveness?

5.1. SUMMARY OF THE FINDINGS

The study proposed to determine the factors of the effectiveness of leadership on the selected TVET colleges (Entoto Poly technic college, Arada Manufacturing college main campus and Aware campus). The factors that determine leadership effectiveness are emotional intelligence, extrinsic & intrinsic motivation, employee empowerment, and shared vision.

The major respondents were male and the majority of respondent's ages falls into 25-30 with 2-5 years' experience. The respondent of education level falls into only two category that is degree and masters where degree holders are more than the master.

The aim of this paper was to evaluate the influence of EI on leadership effectiveness of TVET colleges in the perspectives of instructor. The descriptive analysis reveals that while leadership effectiveness mean value falls in to 2.98-3.59 the independent variables mean values where emotional intelligence (4.44-3.39), Extrinsic motivation (2.38-3.16), Intrinsic motivation (3.39-4.11), Empowerment (2.90-3.64) and shared vision (2.87-3.64).

The regression analyses reveals that emotional intelligence (P value is .064 that is less than .05) and shared vision (P value is .147 that is less than .05) are statistically insignificant. While the extrinsic (p value is .003) and intrinsic motivation (p value is .000), empowerment (p value is .000) are statically significant.

The following are the findings:-

- The four factors (emotional intelligence, motivation (extrinsic and intrinsic), empowerment, and shared vision) has a positive relation with leadership effectiveness.
- It has been found that the selected variables from different literature are 51% of the factors that determine leadership effectiveness.
- Employee empowerment relates with the leadership effectiveness the most by .681 then intrinsic and extrinsic motivation relates .524 and .497 in order.
- Shared vision and emotional intelligence relates with .455 and .338 value of Pearson correlation.
- Empowerment have positive relation with motivation intrinsically as well as extrinsically. Generally, the relation between empowerment and motivation is positive.
- Empowerment is the most significant for leadership effectiveness with p value .000 which is less than .05.
- Both extrinsic and intrinsic motivation are significant for leadership effectiveness with p value .003 and .000.
- It can be conclude that empowerment and motivation has value on TVET instructor's level.

5.2. CONCLUSION

The study provides a strong positive relatedness and significance has been disclosed by empowerment, extrinsic and intrinsic motivation with leadership effectiveness. Among the four factors that determine leadership effectiveness the variable called empowerment is the most correlated variable with the dependent variable of the study.

Based on the result of the analysis it can be conclude that TVET trainers has an increased emotional intelligence but cannot determine the effectiveness of leadership. However, the motivation both intrinsic and extrinsic, empowerment are significance with the dependent variable. They influence effectiveness of leadership which empower and motivate instructors to

provide positive image. Therefore, in the perception of instructors being effective depends upon thus three variable

5.3. RECOMMENDATION

Depending into the closings based on the output of the analysis, the following recommendation are made to TVET colleges in Addis Ababa. So that the public will understand the value of TVET through the building image of the college by instructor. The findings declare that only two independent variables determine leadership effectiveness on TVET colleges in instructor's perspective. Among of those variables extrinsic motivation have the least range of mean values. In related to the independent variable the most significant one is empowerment. Leadership effectiveness also relates to intrinsic motivation than extrinsic. Therefore, focusing on the empowerment and intrinsic motivation since the significant of both is high related to the effectiveness following by extrinsic motivation.

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APPENDIX

APPENDIX A: QUESTIONNAIRE

SECTION 1: Demographic Characteristics

This section is aimed to obtain information related to your background. (Please tick (√) to provide your answer.

1. Gender

- a. Male
- b. Female

2. Age

- a. From 20 to 30 years
- b. From 31 to 40 years
- c. From 41 to 50 years
- d. Above 51 years

3. Educational level

- a. College Diploma
- b. BA/BSc Degree
- c. MA/MBA/MSc
- d. PhD and above

4. Year of experience (work experience)

- a. Less than 2 years
- b. 2 - 5 Years
- c. 5 - 10 years
- d. Above 10 years

Section II Leadership Effectiveness

Please show the extent of your agreement by ticking (√) on the following statements concerning leadership effectiveness in your college.

Use the scale of: **1** = Strongly disagree, **2** = Disagree, **3** = Neutral, **4** = Agree, **5** = Strongly agree

LEADERSHIP EFFECTIVENESS

		1	2	3	4	5
LE1	There is a clearly defined need or a purpose to be served that justifies the existence of our department.					
LE2	We have an established method for monitoring individual performance and providing feedback.					
LE3	Staff members possess the essential skills and abilities to accomplish the department's objectives.					
LE4	Achieving our department goal is a higher priority than any individual objective.					
LE5	We trust each other sufficiently to accurately share information, perceptions, and feedback.					
LE6	Our department/dean exerts pressure on itself to improve performance.					
LE7	Our department/dean is given the resources it needs to get the job done.					
LE8	The department head/dean provides me the necessary autonomy to achieve results.					
LE9	Our department head/dean is willing to resolve issues associated with inadequate member performance.					
LE10	Our department head/dean is open to new ideas and information from staff members.					

LE11	Our department head/dean is influential in getting outside constituencies to support our team's effort.					
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Emotional Intelligence

		1	2	3	4	5
1	I'm sensitive to my own needs.					
2	I am a responsible person					
3	I'm a trustworthy person.					
4	I am happy with the success of others.					
5	I love the work I do.					
6	I'm always calm when I'm in a difficult situation.					
7	I can admit my weaknesses.					
8	I'm always ready to take on the challenge.					
9	I always make decisions according to my instincts.					
10	I have no problem communicating with people I don't know.					
11	I can adapt to everyone.					
12	I was thinking of ways to improve my relationship with those who didn't have a good relationship with me.					
13	I especially encourage open discussion when doing group					

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Motivation

		1	2	3	4	5
EMO1	It is suitable physical conditions in the environment of work					
EMO2	Workshop tool and equipment are sufficient					
EMO3	My superior help me to solve disagreement with my colleague					
EMO4	I get extra pay for high performance					
EMO5	My colleagues are always with me in solving personal and familial problems					
EMO6	I believe that I'll be retiring from this college					
EMO7	I think that it is enough fees that I get from my work					
IMO1	I have responsibilities related to work					
IMO2	My colleagues appreciate me for what I did for my work					
IMO3	I believe that I have full authority to do my job					
IMO4	I believe that work which I've done is a respectable job					
IMO5	I see myself as an important employee of the college					

Employee Empowerment

		1	2	3	4	5
1	My leader gives me the authority I need to make decisions that improve work processes and procedures					
2	My leader delegates authority to me that is equal to the level of responsibility that I am assigned.					
3	My leader holds me accountable for the work I am assigned.					
4	I am held accountable for performance and results.					
5	Making My manager tries to help me arrive at my own solutions when problems arise, rather than telling me what he/she would do.					
6	My manager relies on me to make my own decisions about issues that affect how work gets done.					
7	My manager shares information that I need to ensure high quality results.					
8	My manager provides me with frequent opportunities to develop new skills.					
9	My manager ensures that continuous learning and skill development are priorities in our department.					
10	I am encouraged to try out new ideas even if there is a chance they may not succeed.					
11	My manager focuses on corrective action					

Shared Vision

	In my department	1	2	3	4	5
1	Employee share their knowledge and skills.					
2	People collaborate rather than compete with each other on this team					
3	We regularly evaluate our team satisfaction with our work.					
4	People know how to get things done in this department.					
5	Everyone is highly skilled, and confident in their abilities.					
6	This department's overall goals and objectives are clear.					
7	When we have department meetings we always have a clear agenda.					
8	We get feedback on whether we have achieved our goals or not.					
9	Ability not politics determines whether someone is leader.					
10	I think this department has a lot of influence at higher levels of the organization.					

APPENDIX B: Linearity

