



ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Transformational Leadership for Organizational Effectiveness in
Private Colleges of Addis Ababa City Administration

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SCHOOL OF GRADUATE STUDIES

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Private Colleges of Addis Ababa City Administration

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been dully acknowledged.

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ACRONYMS

AACA	:	Addis Ababa City Administration
HEIs	:	Higher Education Institutions
PHEIs	:	Private Higher Education Institutions
PCs	:	Private Colleges
SD	:	Standard Deviation
CCL	:	Centre for Creative Leadership

Abstract

The main purpose of the study was to examine transformational leadership for organization effectiveness in private colleges in Addis Ababa city Administration. To achieve the objectives of the study, descriptive survey method was used. From 252 instructors, 115 were selected by simple random sampling. Similarly 7 college deans were selected by available sampling technique. Totally 122 respondent were selected for the study. Nevertheless, only 90 instructors and 5 college deans totally 95 respondents participated for the final analysis of the study. The colleges selected in this study were: CPU College, Addis College, Addis Ababa Medical College, Queens College, Micro-link College, Summit College and Universal Medical College. Questionnaire containing open and closed ended items and semi structured interview were the main instruments used to collect data. Both quantitative and qualitative data were collected and analysed. The data obtained through the questionnaires were analysed using frequency, percentages, mean, standard deviation, rank order. The information acquired through open-ended questionnaires and semi structure interview were analysed to complement the quantitative data. The majority of respondents stated that the perception of the college community about transformational leadership was found moderate. Leaders describing their vision of the future in the college, values and appreciates individual work and maintaining balance in the face of catastrophe in the college were low. The study also illustrated that leaders overlooked followers personal development in the organization, poor organizational structure of the college, weak commitment of followers to participate in the leadership process, leaders' incapability of leading change and forward looking, leaders poor perception and ability about transformational leadership, were the major challenges of transformational leadership in the colleges. The results of the study also indicated that creating awareness for the college community about transformational leadership, building team spirit amongst the different functional units of the college, consider the moral and ethical aspect of followers, link performance with intrinsic motivation in the organization, involving members of the organization in decision making, were the major solutions for the challenges of transformational leadership effectiveness in the colleges. Creating awareness, ensuring mutual respect, team spirit and link performance with motivation for instructors were the major recommendations made in the study.

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitations of the study definition of key terms, and organization of the study.

1.1. Background of the Study

In the world we live in, rapid changes are taking place politically, socially, economically as well as technologically. These changes are manifested in the day-to-day activities of people and may have a negative or positive influence. This dynamics requires strong leadership more than ever. According to Hersey and Blanchard (1984), Leadership is a complex social process, rooted in aspects of values, skills, knowledge as well as ways of thinking of both leaders and followers. Thus, it is all about the continuous process of establishing and maintaining a connection between who aspire to lead and those who are willing to follow. The history of leadership encompasses through several paradigm shifts and voluminous body of knowledge. As a universal activity, leadership is fundamental for effective organizational and social functioning. As we know, we live in a rapid change within and outside the organization and may force the organization to adapt leadership style that fits the ever changing milieu.

Transformational leadership is one of the most recent approaches to conceptualizing leadership and has drawn considerable attention for researchers. According to Avolio (1994) Transformational leadership is a leadership type in which leaders possess charisma and provide intellectual stimulation, individualized consideration, and inspirational motivation to followers. Building transformational capability is believed to enable organizations manage the challenges of turbulence in the modern world. Transformational leadership involves the compelling and clear vision, mobilizing of commitment through personal identification and involvement; the institutionalization of organizational change (Bass, 1998). Education is believed to be the basic instrument and primary factor for any nation to develop. Altbach and Davis (1999) argue that we are living in a period of rapid change in higher education when we can learn much from

experience of others. Hence educational institutions as a part of supra environment they are significantly influenced by the various changes. Therefore in order to cope up and prepare citizen for the dynamic change and the world of work the need of modern and sound educational leadership is not a matter of option. Various studies have been conducted that transformational leadership can lead to substantial organizational reward.

Transformational leadership is considered as the most important notion to lead higher education on the basis on its components and their resultants to overall goal attainment of the institution. Private higher education as any organizations faces intense local competition, rapid proliferation of information and communication technology, cultural transformation and political and economic integration. These changes have enormous pressure on their leadership. Therefore, to response appropriately for the ever changing environment organizations need effective leadership style. The growing of higher education over the last decades have been observed a dramatic increasing of PHEIs in Ethiopia; both in the capital and in the regions. Previously higher education institutions were few and owned by the public. However, in recent years this trend has been changed and PHEIs were give service for the nation.

Besides the effort played by government, PHEIs play significant role to satisfy the society needs and expectation in terms of higher education. However, the provision education has been facing many problems. Among other things, researches show that inefficient leadership competency of private higher education leaders, small participation of academic staff in decision making and low reward system are the most significant aspects that hinder the institutions to attain their own goal and satisfy societal need more effectively and efficiently. Transformational leadership approach play paramount role in higher education to achieve the pre planned goals of the institution and satisfy societal expectation if it is applied and evaluated on regular and timely basis. Leith wood and Jantzi (2000) found out that transformational leadership have strong positive effects on organizational conditions included variables such as school planning and organizational culture in general and organization effectiveness in particular. Leadership is the very important component in any organization its strength, weakness, application, inclusiveness and other major features significantly determines the effectiveness of the organization.

Therefore, transformational leadership is an important factor for the effectiveness of the institutions. However, most of these institutions do not seem to give emphasis to the leadership part. This made the need for new types of organizational leadership that fit the rapid changes in the business environment and equip the organization toward effectiveness. In general, my purpose in this study is to examine transformational leadership for organizational effectiveness in private colleges in Addis Ababa city Administration.

1.2. Statement of the Problem

In any given discipline, the success of a venture can nearly always be traced directly back to the vision and will of the leadership. Therefore, having effective leadership styles for the organization to retain competent employees is crucial to its survival. Bruckner et. al (1992) states that even though there are many factors that influence the effectiveness of the organization, the type of leadership style, leadership philosophy, followers' participation amongst the major ones. James & Collins (2008) suggest that employees develop global beliefs of perceived organizational and perceived supervisor support. Due to the norm of mutual relationship, this support makes the employee feel obligated to exhibit beneficial organizational effectiveness. This mutual relationship, between leader and followers in any organization including HEIs (private or government) play paramount role to their goal attainment.

Private higher educational institutions have contributed for the provision of education in Ethiopia for the last two decades. They play their own part to overcoming the deficiency of highly educated people in Ethiopia and the preparation of citizen for the world of work. Data pertinent to PHEIs show that their number as well as their size increasing from time to time. This change in PCs poses many problems in their proper function. Amongst the crucial problems, leadership competency, follower motivation, the interaction between leaders and academic staff, most importantly lack of common understanding about the goal and objectives of the organization are some of the few. Transformational leadership is one the top list advised to private college leaders to lead the organization in to success or effectiveness. Burns (1978) stated that transformational leadership takes place when leaders interact with followers in ways that enhance their creativity and motivation in the organization.

Bass (1998) also depicted that transformational leaders manage to motivate others to achieve more than originally planned or intended; they create a supportive organizational climate where individual needs and differences are acknowledged and respected. Awan & Mahmood (2009) also illustrate that employee effectiveness reflects the quality of the leadership in the organization. Therefore, it is logical to assume that leadership behaviour would have a significant relationship with the development of organizational effectiveness. The available researches on the effects of transformational leadership suggests that it is more likely to have a direct impact on organizational processes associated with employee practices, motivation and satisfaction, which in turn linked to the quality of the service offered and the effectiveness of the organization.

Therefore, the study tried to investigate transformational leadership for organizational effectiveness in some selected private Colleges in Addis Ababa. Hence, the research attempts to answer the following questions:

1. To what extent is transformational leadership perceived in private College Educational institutions?
2. To what extent does transformational leadership influence the effectiveness of Private College Educational Institutions?
3. What are the major challenges of transformational leadership in Private College Educational Institutions?
4. What activities need to be considered in order to fit transformational leadership to Private College Educational Institutions effectiveness?

1.3. Objectives of the Study

The general objective of this study was to examine transformational leadership for organizational effectiveness in Private Colleges in Addis Ababa city Administration.

The study was targeted to achieve the following specific objectives:

- 1 To examine academic staff perception about transformational leadership in Private College Education institutions

- 2 To look into the practice of transformational leadership and its effect on organizational effectiveness in private College Education Institutions
- 3 To identify the major challenges of transformational leadership in Private College Education Institutions
- 4 To show the most possible solutions for the major challenges of transformational leadership in Private College Education Institutions

1.4. Significant of the Study

This study is assumed to be very important since it is expected to benefit the following bodies:

1. It may create awareness to leaders of private colleges about transformational leadership and organizational effectiveness.
2. The suggested solutions (Recommendations) might be used as an input for policy makers for higher education institutions.
3. It may also help as a stepping - stone for others who intend to carry out in-depth study on the problems.

1.5. Delimitation of the Study

The core focus of this study was examining transformational leadership for organizational effectiveness in private colleges in Addis Ababa city Administration. The study is delimited to the academic staff and their leaders of the private colleges in AACAA. Even though there are many factors affecting private college's educational effectiveness, in this study, the main focus is transformational leadership style and organizational effectiveness. The study also bounded to seven colleges in AACAA. The colleges are: CPU College, Addis College, Addis Ababa Medical College, and Queens' College Micro-link College, Summit College and Universal Medical College.

1.6. Limitations of the study

Lack of current local studies related to the topic researched, refusal by management of some colleges to formally permit the distribution of the questionnaire for unconvincing reasons, fear of sensitivity of the questionnaire contents if its results present to public, instructors were the problems the researcher did not find his walks free from them. If these limitations did not occur, the study could have been more objective and comprehensive.

1.7. Definition of Terms

Leadership: - leadership defines as the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation (Hersey & Blanchard, 1984)

Transformational Leadership: - Transformational leadership refers to a leadership type in which leaders possess charisma and provide intellectual stimulation, individualized consideration, and inspirational motivation to followers (Avolio, 1994).

College: - tertiary education or higher education establishment, usually of junior status to a university (page G.T. and Thomas J.B., 1977:115).

Academic Rank: - refers to the professional status of instructors at the time of this study.

Academic Staff: - those employees that are engaged on teaching activities

1.8. Organization of the Study

This thesis is organized into five chapters. Chapter one covers, background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, and definition of key terms were included. In the second Chapter relevant review of the related literature was incorporated. The third Chapter presented researches design and methodology. The fourth Chapter dealt with presentation, analysis, and interpretation of data. The last Chapter included summary of the measure findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. INTRODUCTION

This chapter presents related literature that helps to supplement the study. The literature deals with the concept of leadership, The Emergence of Leadership Theories, the major leadership theories , Transformational Leadership Concept: Inception and Development The Qualities of Transformational Leadership , components of a higher order construct of transformational leadership , Servant and Transformational leadership Theories, Transformational leadership and Changes, , Environmental Challenges Facing Organizations, Challenges of Organizational Leaders and finally Transformational Leadership and its Organizational Effectiveness

2.2. The Concept of Leadership

Leadership can be of many facets and they differ in effectiveness in terms of consequences of their actions towards internal and external stakeholders. Since organizations today are faced with many challenges, especially with the constant changes in technology, economic, social, political and legal conditions and internal processes, flexibility is required in resource utilization and in the promotion of continuous learning (James & Collins, 2008). Therefore, there is a need for leaders in organizations to contribute not only in terms of knowledge or ideas but also in making right decisions and responding to the changes. Leadership has existed for as long as people have interacted, and it is present in all cultures no matter what their economic or social makeup. Although leadership is an age-old concept, it remains a complex term that researchers and scholars grapple with continuously. One of the main reasons is the extensive number of definitions for this term. It is commonly punned that there are nearly as many definitions of leadership as there are researchers and commentators.

As cited in Trottier *et al.*, (2008) some researchers and commentators rely on narrow definitions for ease of communication.

Leadership can be defined as a complex social process, rooted in aspects of values, skills, knowledge as well as ways of thinking of both leaders and followers. Thus, it is all about the continuous process of establishing and maintaining a connection between who aspire to lead and those who are willing to follow (Hersey & Blanchard, 1984). Furthermore, it has been the focal point of many academic research projects and of more than dozen journals in the market. Many academicians and researchers have made vital contributions in the different theories as well as practices of leadership, and after of extensive research, the subject of leadership has emerged as a legitimate discipline. However, there is still agreement about what leadership actually is. Many of scholars and researchers agreed that leadership is a combination of skills and behaviour which exhibits those skills (Bass *et al.*, 2003).

Hersey & Blanchard (1984) defines leadership as the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation. Similarly, Bass (1997) defined leadership in different terms from earlier to the recent times. The earlier definitions identified leadership as a focus of group process and movement, personality in action. The next type considered it as the art of inducing compliance. The more recent definitions conceive leadership in terms of influence relationships, power differentials, persuasion, influence on goal achievement, role differentiation, reinforcement, initiation of structure, and perceived attributions of behaviour that are consistent with what the perceivers believe leadership to be. Therefore, leadership in the organizational context is related to the person who is appointed by the organization or owner to follow up the whole or sub activities of the organization as well as the subordinates report to whom in the context of a work place relationship.

2.3. The Emergence of Leadership Theories

A review of the leadership literatures reveal an evolving series of 'schools of thought' from trait theories to transformational leadership. Whilst early theories tend to focus upon the characteristics and behaviours of successful leaders, later theories begin to consider the role of followers and the contextual nature of leadership.

Different theories on leadership emerged through the years. Hence, in order to understand clearly about the different feature of leadership through time, the major leadership theories discussed below:-

2.3.1. Trait Theory of Leadership

The scientific study of leadership began with a focus on the traits of effective leaders. The basic premise behind trait theory was that effective leaders are born, thus the name sometimes applied to early versions of this idea, the “Great Man” theory. Trait theory of leadership focused and evolved around a central idea that tried to study and isolate the personal qualities and characteristics that differentiate leaders from non leaders. It is based on the underlying assumption that leadership is inborn, which means that one is either born as a leader or as a follower. Traits such as intelligence, knowledge, dominance, initiation, achievement, responsibility, participation, self confidence, energy, emotional maturity, stress tolerance, pragmatism, result-orientation, ambition, honesty, and integrity were studied and labelled as characteristics of effective leaders (Stogdill, 1974). Leader trait researchers examined the physical, mental, and social characteristics of individuals. In general, these studies simply looked for significant associations between individual traits and measures of leadership effectiveness. Physical traits such as height, mental traits such as intelligence, and social traits such as personality attributes were all subjects of empirical research.

The major problem with the trait approach lies in the fact that almost as many traits as studies undertaken were identified. After several years of studies, it became apparent that no consistent traits could be identified. Although some traits were found in a considerable number of studies, the results were generally inconclusive (Bolden and et.al, 2003). Early trait research was largely theoretical, offering no explanations for the proposed relationship between individual characteristics and leadership. Finally, it did not consider the impact of situational variables that might moderate the relationship between leader traits and measures of leader effectiveness. As a result of the lack of consistent findings linking individual traits to leadership effectiveness, empirical studies of leader traits were largely abandoned in the 1950s.

2.3.2. Behavioural Theory of Leadership

Partially as a result of the disenchantment with the trait theory of leadership, the focus of leadership research shifted away from the leader traits to the leader behaviours. In contrast to trait theories, behavioural theories argue that leadership can be taught, and leaders can be made rather than born. In this approach, leadership was explored as a style. Instead of focusing on the individual traits that the leader should enhance, the research questions here were directed towards the nature of managerial work and a classification of the different functions, practices, roles, and behaviours of the leader. This was based on the fact that in contrast to personality, behaviour can be learned and altered through practice, which, in turn, resulted in an interest in training leaders, and investigation as to whether one kind of behaviour was more efficient than others (Bass, 1990). Rather than concentrating on what leaders are, as the trait approach urged, the behavioural approach forced looking at what leaders do.

The general question underlying this approach was: what is being done by leaders that differentiate them from non-leaders (Greenberg, 2003). According to Robbins (2003), the main difference between trait and behavioural approaches in terms of application lies in their underlying assumptions. If trait theories were valid, then leaders are born rather than made. On the other hand, if there were specific behaviours inherent to leaders, then these behaviours could be isolated, defined, and taught. Behavioural leadership studies conducted at the Ohio State University and the University of Michigan in the late 1940s and 1950s sparked a number of other studies. The two dominant behaviours identified in these and related studies were the degree of attention leaders give to employees and the task, though different terms were used to address the same concept. Empirical research has not demonstrated consistent relationship between task oriented or person-oriented leader behaviours and leader effectiveness. Furthermore, behavioural research did not consider situational influences that might moderate the relationship between leader behaviours and leader effectiveness.

2.3.3. The Contingency of Leadership

The contingency approach which is sometimes referred to as the situational approach, gained prominence in the 1960s and 1970s as a consequence of the lacking ability of earlier approaches to explain the different aspects of leader behaviour. According to situational theory, organizational or work group context affects the extent to which leader traits and behaviours will be effective. Effective leader should adjust his/her style in a manner consistent with critical aspects of the organizational context, such as the nature of the task, and attributes of employees carrying out the work (Buchanan and Huczynski, 1997). Contingency approach to leadership emerged in response to the question about the best way to lead, and dealt with the interaction between the leader's traits and behaviours on the one hand, and the situation in which the leader exists on the other. The basic assumption of this approach is that the effects of one variable on leadership are contingent on other variables. This concept was a major insight at the time, because it opened the door for the possibility that leadership could be different in every situation (Pierce and Newstrom, 1995).

Social psychologists searched possible situational variables that affect leadership roles, skills, behaviour, and followers' performance and satisfaction. Numerous situational variables were identified, but no theory pulled it all together (Luthans, 2002). This led to the emergence of different situation based leadership models such as Fiedler's contingency model, Hersey and Blanchard's situational theory, leader- member exchange theory of George Grean, the path-goal theory of Robert House leader-participation model, decision making model of Vroom and Yetton (Bryman, 1996).

2.3.4. Charismatic Leadership Model

While there are differences among the different leadership theories, all share the view that outstanding leaders have the ability to make a substantial emotional impact on their subordinates (Yukl, 2001). Charismatic leaders go beyond a simple performance reward transaction by elevating their subordinates' self image and self confidence, by arousing subordinates' emotional attachment to the leader. They create strong employee commitment to the organization's goals by connecting them intellectually and emotionally to employees' personal goals.

Charismatic leaders are believed to perform some specific behaviour such as articulation of future vision, building credibility and commitment to the vision, creating emotional challenges and encouragement for followers. Charismatic leaders communicate idealized goal and vision they want the organization to accomplish. Such vision projects a set of values and beliefs that resonate with followers. It invites and persuades followers to move beyond their self interest and to focus on the broader and more meaningful organizational interest. Charismatic leaders are also credible because they convince their subordinates of their own strong motivation, enthusiasm and commitment. Their actions and decisions are consistent with and support the advocated vision (House, 1993). Charismatic leaders model how to show the appropriate behaviours that are important to accomplish the vision and they engage in behaviours that are innovative, and often unconventional (Bass, 1985).

2.3.5. Transactional Leadership model

Transactional leadership is based on bureaucratic authority, focuses on task completion, and relies on rewards and punishments (Tracey and Hinkin, 1998). Transactional leadership is hypothesized to occur when there is a simple exchange of one thing for another. According to Burns (1978), transactional leadership occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued things. In this relationship the leader and the led exchange needs and services in order to accomplish independent objectives.

Transactional leaders are considered to be those who focus on the motivation of followers through rewards or discipline, clarifying for their followers the kinds of rewards that should be expected for various behaviours. They actively monitor deviance from standards, mistakes, and errors, or they may passively wait for followers to do something wrong (Bass, 1985).

Transactional leaders address the current needs of subordinates by focusing attention on exchanges (reward for performance, mutual support and bilateral exchanges). Bass (1985) describes a transactional leader as one who prefers a leader-member exchange relationship, whereby the leader fulfils the needs of the followers in exchange for their performance in meeting basic expectations. This means that a transactional leader has a preference for risk avoidance and is able to build confidence in them to achieve subordinates to allow goals. Therefore, transactional leadership ensures that employees perform according to expectations.

Exhibiting transactional leadership meant that followers agreed with or complied with the leader in exchange for praise, rewards, and resources or the avoidance of the leader in exchange for praise, rewards, and resources or the avoidance of disciplinary action. Rewards and recognition were provided based on followers' successful accomplishment of their roles and assignments (Podsakoff, et.al, 1982). Transactional contingent reward leadership clarifies expectations and offers recognition when goals are achieved. Bass (1985) argued that transactional contingent reward leadership builds the foundation for relationships between leaders and followers in terms of specifying expectations, clarifying responsibilities, negotiating contracts, and providing recognition and rewards for achieving expected performance. The leader specifies the standards for compliance, as well as what constitutes ineffective performance, and may punish followers for being out of compliance with those standards. This style of leadership implies closely monitoring for any unfavourable deviation from expected behaviours and taking corrective action as quickly as possible when they occur.

2.3.6. Transformational Leadership model

While transactional leadership attempts to attain a certain level of performance through contingent reward, transformational leadership attempts performance beyond the target through mutual stimulation and elevation (Burns, 1978). Transformational leadership was first introduced by Burns (1978) who described it as the process through which leaders effect a radical change in the behaviour of followers. Transformational leaders increase the confidence of individuals or groups, arouse awareness and interest in the group or organization, and attempt to move the concerns of subordinates to achievement and growth rather than existence (Bass, 1985). They also seek new ways of working, new opportunities, and prefer effectiveness to efficiency (Lowe et al., 1996). Therefore transformational leaders guide their subordinates towards performance beyond established standards and goals – emphasizing employee empowerment rather than dependence. Transformational leadership behaviours go beyond transactional leadership and motivate followers to identify with the leader's vision and sacrifice their self-interest (Bass, 1985).

Bass' (1985) conceptualization of transformational leadership includes charisma or idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Descriptive research by Tichy and Devanna (1990) shows that transformational leaders engage in a process, which includes a sequence of phases: recognizing the need for change, creating a new vision, and then institutionalizing the change. A review of the literature on change oriented leadership, which also includes charismatic and visionary leadership (House, 1993), indicates that the majority of the approaches share the common perspective that by articulating a vision, fostering the acceptance of group goals, and providing individualized support, effective leaders change the basic values, beliefs, and attitudes of followers so that they are willing to perform beyond the minimum levels specified by the organization'.

2.4. Transformational Leadership Concept: Inception and Development

The concept of transformational leadership has altered our notions and understanding of leadership and its effects on individuals, teams and organizations. Transformational leadership was first introduced by Burns (1978) who described it as the process through which leaders effect a radical change in the behaviour of followers. Transformational leaders increase the confidence of individuals or groups, arouse awareness and interest in the group or organization, and attempt to move the concerns of subordinates achievement and growth rather than existence (Bass, 1985). Indeed, research into transformational leadership shows that this leadership style converts followers into leaders and results in motivational and moral evaluation of both followers and leaders (Burns, 1978).

While in the past, leadership models and researches focused upon leader characteristics and behaviours , such approaches have been displaced by a more dynamic view of social change where leaders are not expected to know every answer and bear full responsibility for problem-solving (Heifetz, 1998). Such views modify our perceptions of modern leaders from authoritarian decision-makers to instrumental facilitators. The appeal of transformational leadership lies in the ability of the leader to inspire follower to transcend their interest and work towards the benefit of all (Nadler and Tushman, 1990).

Therefore, I believed that transformational leadership in the organization should focus on followers awakening, motivating and growth so that they will be able to benefit themselves and the organization. Moreover, Bass (1990) suggests that transformational leadership is closer to the prototype of leadership that people have in mind when they describe their ideal leader. He identified four characteristics of the transformational leader: "Inspirational Motivation", where leaders enthuse followers, build confidence and empower them to face difficult challenges; "Intellectual Stimulation", which encourages challenging of norms and assumptions as well as divergent thinking and development of innovative strategies; "Individual Consideration" which identifies and caters for the development needs of followers through coaching, mentoring and growth opportunities and "Idealised Influence", which encompasses the ethical and moral standing of leaders and engenders both trust and loyalty between leaders and followers.

Transformational leadership is a process of influencing in which leaders change their associates' awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way. Transformational leaders are proactive: they seek to optimize individual, group and organizational development and innovation, not just achieve performance "at expectations". They convince their associates to strive for higher levels of potential as well as higher levels of moral and ethical standards. Transformational leadership does not replace transactional leadership, but augments it in achieving the goals of the group (Bass, 1997).

In a transformational style, there is generally a sense of purpose and a feeling of family. Leaders and followers share mutual interests and a sense of shared fates and interdependence. They go beyond their self-interests or expected rewards for the good of the team and the good of the organization. The inclusion of transformational assumptions, norms, and values does not preclude individuals pursuing their own goals and rewards. Superiors serve as mentors, coaches, role models, and leaders, socializing members into the culture, not necessarily because they are expected to do so but because they feel a personal obligation to help new members assimilate into the culture.

There is a rich set of norms which cover a wide range of behaviours, norms that will adapt to and change with external changes in the organization's environment (Bass and Avolio, 1994). According to Bass *et al.* (2003), transformational leaders will focus on developing their followers by tapping them of their potentials, inspiring them, promoting collaboration, motivating them, and by reinforcing positive behaviours. The employees often develop a high level of trust and confidence in such a leader. The employees are proud to identify themselves with the leader and develop a strong sense of loyalty to them. Similarly, Bass (1997) argues that transformational leaders are pertinent especially during turbulent times when rapid changes and globalization takes place. Transformational leadership fosters capacity development and brings higher levels of personal commitment amongst 'followers' to organizational objectives. According to Bass & Avolio (1994) transformational leadership occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir employees to look beyond their own self-interest for the good of the group. Therefore, I believed that together, heightened capacity and commitment are held to lead to additional effort and greater productivity for the organization.

According to Bass (1997), the goal of transformational leadership is to 'transform' people and organizations in a literal sense – to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behaviour congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building.

In general, Transformational leadership is a process of influencing in which leaders change their associates' awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way.

2.5. The Qualities of Transformational Leadership

The optimal profile is characterized by the presence of certain qualities of transformational leadership. They are the leaders' qualities contained in appropriate transformational abilities of leaders and in certain attributes which are assumptions for the use of leaders' skills and for successful performance of leader jobs. The components of transformational leadership have been identified in a variety of ways, including through the use of factor analyses, observations, interviews, and descriptions of a follower's ideal leader.

The four components of what Avolio et.al (1991) referred to as a higher order construct of transformational leadership are the following:-

2.5.1. Idealized Influence

Idealized influence is the charismatic element of transformational leadership in which leaders become role models who are admired, respected, and emulated by followers (Avolio and Bass, 2002). The development of a shared vision is an integral component of the idealized, transformational leader's role (Jung and Avolio, 2000). It helps others to look at the futuristic state, while inspiring acceptance through the alignment of personal values and interest to the collective interests of the group's purposes (Avolio and Bass, 2002).

2.5.2. Inspirational Motivation

Transformational leaders inspire and motivate others by "providing meaning and challenge to their followers' work (Avolio and Bass, 2002). The spirit of the team is "aroused" while "enthusiasm and optimism are displayed" (Bass, 1998). The transformational leader builds relationship with followers through interactive communication, which forms a cultural bond between the two participants and leads to shifting of values by both parties toward common goal ground. The leader inspires followers to see the attractive future state, while communicating expectations and demonstrating a commitment to goals and a shared vision. Idealized influence and inspirational motivation are usually combined to form charismatic –inspirational leadership (Bass, 1998). Transformational leader articulates the vision in a clear and appealing manner, expresses how to attain the vision, acts confidently and optimistically, express confidence in the followers, emphasizes values with symbolic actions, leads by example, and empowers followers to achieve the vision.

2.5.3. Intellectual Stimulation

Transformational leaders stimulate their followers' to be innovative and create by questioning assumptions, reframing problems, and approaching old situations in new ways (Avolio and Bass, 2002). Followers' mistakes are not publicly criticized and creativity is openly encouraged. Transformational leaders solicit their followers' ideas and creative solutions to problems, there by including followers in problem solving. The intellectually stimulating leader encourages followers to try new approaches but emphasizes rationality (Bass, 1990)

2.5.4. Individualized consideration

The transformational leader disburses personal attention to followers based on the individual followers' needs for achievement and growth (Avolio and Bass, 2002). To do this, the leader acts as a mentor or coach, developing followers in a supportive climate to higher levels of potential (Bass, 1998). The considerate leader recognizes and demonstrate acceptance of the followers' individual differences in terms needs and desires. By doing this, the transformational leader fosters two –way communication through effective listening. The leader develops followers by delegating tasks and then unobtrusively monitoring those tasks-checking to see if additional support or direction is needed .In general, I understand that the net effect of individualized consideration and other transformational leadership behaviours is empower followers and increase organizational effectiveness..

2.6. Servant and Transformational leadership Theories

Robert K. Greenleaf (1904-1990) is credited for initiating the servant leadership concept among modern organizational theorists (Spears, 1996). The focus of servant leadership is on others such as subordinates, customers and community rather than upon self and on understanding of the role of the leader as a servant (Greenleaf 1977). Self-interest should not motivate servant leadership; rather, it should ascend to a higher level of motivation (Pollard, 1996). The servant leader's primary objective is to serve and meet the needs of others, which optimally should be the prime motivation for leadership (Russell and Stone, 2002). Servant leaders develop people helping them to strive and flourish. They provide vision, gain credibility and trust from followers, and influence others.

Russell and Stone (2002) established a practical model for servant leadership and identified functional and accompanying attributes of servants. The attributes identified by Russell and Stone provide a reasonable basis for comparing servant leadership with transformational leadership. Transformational and servant leadership models have similarities. Both leadership frame works incorporate influence, vision, trust, respect, credibility, risk-sharing or delegation, and integrity. Both models emphasize the importance of appreciating and valuing people, listening, mentoring or teaching, and empowering followers.

In fact, the theories are probably most similar in their emphasis upon individualized consideration and appreciation of followers. Nevertheless, transformational leadership and servant leadership do have points of variation. There is much greater emphasis upon service to followers in the servant leadership paradigm. Furthermore, while both transformational leaders and servant leaders are influential, servant leaders gain influence from servant-hood itself (Russell and Stone, 2002). In so doing, they allow extraordinary freedom for followers to exercise their own abilities. They also place a much higher degree of trust in their followers than would be the case in any leadership style that required the leader to be somewhat directive.

2.7. Transformational Leadership and Change

The pace of change confronting organizations of all forms from all dimensions has aggravated the need for more adaptive, flexible leadership. Adaptive leaders work more effectively in rapidly changing environments by helping to make sense of the challenges confronted by both leaders and followers and then appropriately responding to those challenges. Adaptive leaders work with their followers to generate creative solutions for complex problems, while also developing them to handle a broader range of leadership responsibilities (Bennis, 2001). Transformational, charismatic, and visionary leaders can successfully change the status quo in their organizations by displaying the appropriate behaviours at the appropriate stage in the transformation process. When there is a realization that the old ways no longer work, such leaders may undertake the task of developing an appealing vision of the future that can provide both a strategic and motivational focus, a clear statement of the purpose of the organization and a source of inspiration and commitment.

A transformational leader would be a good facilitator of the transformation process by promoting the creation of a culture that encourages team-decision making and behavioural control (Avolio and Bass and 1994). The leader's individualized consideration would also play a role in neutralizing the inevitable resistance that is bound to accompany the transformational process. Furthermore, the leader must work at getting large numbers of people in the organization involved in the transformation process. Throughout the process, the leader should set high performance expectations and reward behaviours that are directed toward fulfilment of the vision. It is also important that the leader models the behaviours that are required to institutionalize the change and sets the standards for the rest of the organization to emulate.

As Kotter (1995) argues, change sticks only when it becomes the way we do things around here, when it seeps into the bloodstream of the corporate body. The transformational leader can play a critical role in communicating how the changes have led to better performance and ensuring that the next generation of top management personifies the new approach. The successful management of change requires transformational leaders display appropriate behaviours and accomplish certain tasks. Tichy and Devanna (1990) argued that transformational leaders bring about change through a three-stage process.-Recognizing the need for change; creating a new vision and institutionalizing change. Transformational change is regarded as a frame-breaking process which results in radical changes to the organization/society.

2.8. Environmental Challenges Facing Organizations

Organizational behaviour can be a product of the forces outside of an organization as it is a product of the organization itself (Dietz et al., 2003). This has led to the inclusion of environmental antecedents in the study of organizational behaviour (Pfeffer and Salancik, 1978). The construct of volatility of the external environment is used to characterize an ever-changing and uncertain external environment. The volatility of the external environment influences how organizations restructure themselves to cope with changes or to anticipate them. Fulmer et.al (2000) noted that globalization, deregulation, e-commerce, and rapid technological change are forcing companies to reevaluate the way they operate. This is particularly important in today's competitive environment where external constituencies pressure companies for financial performance and social responsibility. Bennis and O'Toole (2000) have identified hyper-competition, Internet era volatility, turbulence and mergers as influential environmental factors pressurizing executives. Increased international competition and technological change have served to break stable bureaucracies replacing them with more ad hoc arrangements such as contracting and alliances (Pearce et al., 2000). Changes in societies, markets, and technology around the world are forcing companies to clarify their values, develop new strategies, and learn new ways of operation (Heifetz and Laurie, 1998).

The changing expectations of shareholders, customers and the general public are additional sources of influence on organizational behaviour from the environment. Such changes call for new models in organizational structures, management practices, and leadership. Volatility and complexity may make the environment less predictable and may influence the type of leadership emerging within the organization. In general, in a volatile environment, new leadership styles that enable intangibles to be developed and dynamic capabilities to be practiced are clearly critical. Therefore, the internal and external environment influences the organizations leadership in general and transformational leadership in particular and organizations cannot initiate such strategic re-alignment without the presence of leadership.

2.9. Challenges of Organizational Leadership

Organizations are increasingly being required to face complex challenges stemming from globalization, global competition, technological change, cultural diversity, economic and political integration, changing nature of work and societal expectations. To express the exponential rate of change in today's world, Enriquez (2000) said while generations before us had decades to prepare for shift in thought, technological advances and cultural transformations, today we are lucky to be given 24 hours". Complex challenges defy existing solutions, resources, approaches, theories, work methods; they question fundamental assumptions and models. By their nature, complex challenges require new knowledge, resources, and perspectives found outside current organizational capacity. As such, these challenges create new demands for leadership. The huge research work and the development of various leadership theories and models is a reaction to these unprecedented challenges on organizational leadership from all dimensions. Thus, leadership, like all other aspects of organizations, has experienced fundamental transformation in order to react, to learn, and to approach work in innovative ways to combat complex challenges. According to a research by Centre for Creative Leadership (CCL), future leadership skills will place increased emphasis on building relationships collaboration, and change management. Leadership moves from more traditional, individual leadership approaches to more innovative and collaborative

Chris (2005) identified three major complications that demand the transformation of organizational leadership: technological change, globalization and leading at distance.

2.4. Transformational Leadership and Organizational Effectiveness

Transformational leadership is associated with characteristics such as high performance, group cohesion, and higher level of employee satisfaction, efficient communication, creativity and innovation. While some of the studies are conducted in different organizational cultural settings, commanding considerable support, others need further study. Research findings have consistently highlighted the positive influence of transformational leadership on organizational outcomes. For example transformational leadership was found to result in lower employee turnover, increased organizational citizenship behaviour (Pand lead to organizational commitment (Podsakoff et al, 1996).

Achieving higher levels of individual performance is widely researched in the transformational leadership literature (Avolio , 2002; Bass, 1990) and the findings indicate that transformational leadership has promoted performance beyond expectations. Hater and Bass (1988) conducted comprehensive studies relating transformational leadership to objective performance criteria and found that transformational leaders had outperformed transactional leaders. Cooke (2000) studied the effects of transformational leadership on motivation and productivity. The study revealed a significant positive relationship between the two variables. Therefore, as we can see from the above ideas there is a positive relationship between transformational leadership and organizational effectiveness.

Keller's (1995) revealed that transformational leadership, initiating structure, and consideration for people were each significantly associated with higher project quality. House and Shamir (1993) pointed out that transformational leaders selectively aroused the motives of followers, something which yielded: enhancement of the intrinsic values of goal accomplishment; follower intrinsic satisfaction from participation in leader's mission; increase in the commitment to the leaders' vision; and additional engagement by the follower.

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In general, transformational leadership is important for the organization effectiveness in different ways for example for maintaining a collaborative culture in which staff talk, observe, critique and plan together, staff set goals together and solve problems together, fostering development, individuals motivation is enhanced when they adopt internalized goals for professional growth, and establishing organizational mission that they are committed to facilitates this. improving group problem solving: transformational leadership helps workers work smarter not harder; seeks different interpretations and avoids narrow perspective by being open minded. Therefore, the overall effects of transformational leadership are typically positive and significant, although those effects are much stronger for subordinate perceptions of effectiveness than for objective measures of effectiveness.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with research design, sources of data, sample and sampling techniques, instruments of data collection, procedures of data collection, and data analysis.

3.1. Research Method

The descriptive survey method was employed with the assumption that it could help to collect vast information from large number of respondents. Descriptive survey method also helps to interpret what is there currently. Anderson, (1990) stated that descriptive research method would help to show the current conditions of something as it is.

3.2. Sources of Data

In order to generate relevant data for this study, both primary and secondary data sources were considered. Primary data were collected from private College instructors and deans. The secondary data of this study were compiled from many sources like books, and journals/ articles. These sources were used to get better insight on the research topic and basic questions.

3.3. Sample and Sampling Techniques

Seven private colleges were selected (CPU College, Addis Ababa Medical College, Micro-link College, Queens College, Summit College, Addis College and Universal Medical College) and From 252 instructors, 115 instructors were selected as respondents by simple random sampling technique. This technique was used because it gives equal and independent chance for all participants in the defined population. While they were all, 7 college deans, were selected by available sampling technique. This technique was used because the number of deans was too small. Accordingly, 115 questionnaires were distributed and 90 were filled and returned. Similarly from seven, college deans, interviews were scheduled and conducted with 5 deans. Totally, 95 respondents were the part of final analysis of this study.

Table 3.1: Colleges, sample size and response rate

No	Name of College	Sample size		Responses	
		Instructors	Deans	Instructors	Deans
1	CPU College	20	1	15	1
2	Addis Ababa Medical College	18	1	15	1
3	Micro-link College	18	1	13	-
4	Queens College	18	1	14	-
5	Summit College	7	1	6	1
6	Addis College	18	1	15	1
7	Universal Medical College	16	1	12	1
Total		115	7	90	5

3.4. Instruments and Procedures of Data Collection

3.4.1. Instruments of Data Collection

Two types of instruments were used in the process of data gathering. Questionnaire containing in open and closed ended item was used to collect data from instructors while semi-structured interview was used to collect data from college deans.

3.4.2. Procedures of Data Collection

To examine transformational leadership and organizational effectiveness clearly in private colleges in AACB, first, questionnaire was prepared and then pilot test was conducted in other private colleges in Addis Ababa which are not the part of the final sample of the study .the pilot test were conducted for 10 participants 1 dean. Similarly, the items were refined, structured and corrected based on the suggestion given by the participants Third, administration of the instruments was carried out and consequently, semi structured interview scheduled and conducted to college deans. Those respondents who were involved in the pilot test were not included in the final administration of the questionnaires.

3.5. Methods of Data Analysis

A range of statistical techniques were employed on the basis of the nature of the data collected. Accordingly, the data collected from the respondents were analyzed quantitatively and qualitatively. In analyzing the quantitative data, respondents were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as it helps to determine the relative standing of the respondents. Moreover, mean scores, standard deviations, and rank order were used for analyzing the questionnaires with five point Likert scales to investigate transformational leadership for organizational effectiveness in private colleges in AACCA. The scale was interpreted as 5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree, and 1= Strongly Disagree. For the purpose of easy analysis and interpretation, the mean values of each item and dimension were interpreted. The mean values from 1.00-2.49 were represented as low, from 2.50-3.49 as moderate, from 3.50-4.49 as high, and from 4.50-5.00 as very high implementations of the items to analyze the data acquired through an interview, first summary sheets were prepared and the responses were analyzed. To this end, analysis and interpretations were made on the data obtained through questionnaires, and interview

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis, interpretation, and discussion of the data collected from questionnaire and semi structured interview. The data is discussed in two parts: the background of respondents and respondents' response with respect to research questions raised.

4.1. Characteristics of Respondents

Based on the sampling techniques described in chapter three, seven colleges were included in the study. A total of 115 questionnaires were distributed to instructors. However, 25 of them didn't return it. And this reduces the sample size of instructors' to 90. As a result, the analysis was on the basis of information obtained from the returned questionnaires (75%) of instructors' responses. Interview held with 5 college deans were used as supplementary for the analysis.

Table 1: Characteristics of Respondents by Age, Sex, Academic rank and work experience

No	Item		Instructors		College deans	
			No	%	No	%
1	Age	a. Under 20	1	1.1	—	—
		b. 21-30	35	38.9	—	—
		c. 31-40	39	43.3	3	60
		d. 41-50	13	14.4	—	-
		e. ≥ 51	2	2.2	2	40
		Total	90	100	5	100
2	Sex	a) Male	75	83.3	5	100
		b) Female	15	16.7	-	-
		Total	90	100	5	100

3	Qualification	a) Diploma/ TTI	8	8.9	0	0
		b) B.A/ B.Sc	32	35.6	0	0
		c) M.A/ M.Sc	50	55.5	5	100
		Total	100	100	5	100
4	Academic Rank	a) Graduate Assistant	13	14.4	0	0
		b) Assistant Lecturer	16	17.8	0	0
		c) Lecturer	61	67.8	5	100
		Total	90	100	5	100
5	work experience	a) ≤ 5	29	32.2	–	–
		b) 6-10 years	33	36.7	–	–
		c) 11-15 years	21	23.3	3	–
		d) 16-20 years	3	3.3	1	–
		e) Above 20 years	4	4.4	1	100
		Total	90	100	5	100

As it is shown in Table 1, item 1 most of the instructors 39 (43.3) and 35 (38.9) were at the age group of 31-40 and 21-30 years old respectively. It is also indicated that 13 (14.4. %), 2 (2.2%) and 1 (1.1%) of the instructors were range from 31-40 years, greater than 51 and under 20 respectively. This indicates that majority of instructors 74 (82%) were at the age range of 21-40. Regarding college deans 2 (40%) and 3 (60%) of the respondents were at the age group of ≥ 51 and 31-40 years old respectively.

Concerning the sex distribution, 75 (83.3%) and of the instructors and 5 (100%) college deans were male respectively. However, 15(16.7 %) of the instructors were female. Therefore, as clearly indicates in the table the majority of the respondents in the colleges were males.

As it is shown in Table 1, item 3, 50 (55.5%), 32 (35.6%), and 8 (8.9 %) of the instructors possess M.A/M.Sc, BA/ B.Sc and Diploma/TTI respectively. This implies that majority of instructors in the sample private colleges have MA/M.Sc and BA/B.Sc qualification. Besides all 5 (100%) of college deans have MA/M.Sc .While 8 (8.9%) instructors possessed diploma. As the data clearly shows, there is no single instructor or college dean has PhD/MD.

In this same Table, item 4 shows the academic rank of instructors. Accordingly, 61(67.8%), 16 (17.8. %) and 13 (14.4%) of the instructors are, lecturers, assistant lecturers and graduate assistant respectively. On the other hand, 5 (100 %) and of college deans are lecturers. This implies that all college deans in the sample were not beyond lecturer academic rank. And this is a clear indication that private colleges in the sample area lack the experience and benefits may acquire from high order academic college deans.

As it is indicated in Table 1, item 4, 33 (36.7 %), 29 (32.3 %) , 21 and (23.3%) of the respondents served for 6-10 years, ≤ 5 years, and 11-23 years respectively. while 4 (4.4 %) and 3(3.3%) of instructors served for 16-20 and above 20 years respectively. Similarly, 3 (3.3 %) and 1(1.1%) and 1(1.1%) college deans served above 11-15 years and 16-20 and above 20 years respectively. The data shows that majority of the instructors have less than 10 years of work experience. Therefore, from this one can easily conclude that the age 43.3. % (31-40 years) academic rank (67%) lecturer and work experience 36.7 % (6-10 Years) are clearly shows that the respondents are in the right time produce more in terms of achieving their respective colleges

Table 2: Instructors' Perception about Transformational Leadership

No	Item	Instructors	
		Mean	SD
1	The extent to which transformational leadership style exhibited in your college	2.67	1.04
2	To what extent leaders in the college are forward looking/sense of direction	2.90	1.142
3	The extent to which leaders in your college described their vision of the future	1.94	0.75
4	Leaders values and appreciates individual work in the college	1.70	0.72
5	leaders don't lose balance in the face of catastrophe	2.39	1.11
6	The degree to which leaders have care and concern for individuals' problems	2.68	1.15
7	The extent to which leaders have sense of self-determination/self confidence	2.82	1.09
8	To what extent leaders supports new ideas in the college	2.39	1.27
9	The degree to which leaders spent their time in motivating staff	2.76	1.17

NB * the mean values from 1.00-2.49 low, from 2.50-3.49 as moderate, from 3.50-4.49 as high, and from 4.50-5.00 as very high

As indicated Table 2 item 1, the mean score of the respondents was 2.67. This entails that the perception of transformational leadership in the college was moderate. For item 2 in the same Table, the mean score of respondents was 2.90. This indicates that most of the leaders exhibited forward looking/sense of direction /in their college activities moderately.

Regarding item 3 in Table 2, the respondents asked to rate the degree in which leaders in the college described their vision of the future. Consequently the mean score of the respondents was 1.94. This shows that the majority of leaders in their respective college describing their vision of the future were low. Hence, from the result, one can easily infer that without communicating the vision of the college, it is too difficult to organize the group effort and ultimately attain the goal of the organization.

With regard to item 4, and 5 and in the same table, the mean scores of the respondents were 1.70, and 2.39 respectively. These results indicate that Leaders values and appreciates individual work in the college and maintaining balance in the face of catastrophe was low. Therefore, one can understand that without understanding and appreciating the good work of instructors and bestowed appropriate recognition, the vision, mission and values of the college cannot be attained as expected.

For item 6, 7, and 9 in the same Table, the mean scores of the respondents were 2.68, 2.82 and 2.76 respectively. This implies that in the college, leaders will to care and concern for individuals' work as well as his personal problems, their own sense of self confidence and leaders spent time to motivate staff rated by most of the respondents moderately. However, the mean score of item 8 of table 4 shows 2.39. This indicates that the extent to which leaders supported new ideas in the college was low. Therefore, if the leaders can not appreciate and accept new ideas the creativity or innovation of new things in the colleges might be in questioned.

Table 3: Instructors' Responses about Transformational Leadership Practices

No	Item	Instructors	
		Mean	SD
1	Leaders of the college treat instructors as valuable members of the organization	2.99	1.17
2	Leaders of the college emphasize the importance of having a collective sense of mission	2.34	0.91
3	Leaders of the college provide encouragement in exchange for efforts	2.88	0.92
4	Leaders discuss about their most important values and beliefs with instructors	2.41	1.12
5	leaders strengthen people by giving power away in the college	2.36	0.916
6	Leaders encourage personal development of group members in the college	2.42	1.09
7	Leaders show model of persistence and perseverance and maintains focus and constancy of purpose in the college.	2.97	1.07
8	Leaders take time needed to explain thinking and sets example by behaving consistently with vision	2.93	1.015
9	Leaders in the college publicize people's successes	2.44	0.94
10	Leaders go beyond self-interest for the good of the group and the college	2.97	1.07

It can be seen from Table 3 item 1, the mean score of the respondents was 2.99. This implies leaders of the college treat instructors as valuable members of the organization moderately. However, in the same table item 2, the mean scores of respondents were 2.34. This indicates that the degree in which leaders of the college emphasize the importance of having a collective sense of mission in the college was low. However, in the same table item 3, the mean score of the respondents was 2.88

Regarding item 4, 5 and 6 in Table 5, the mean scores of the respondents were 2.41, 2.36 and 2.42 respectively. The results show that leaders discuss about their most important values and beliefs with instructors, strengthen people by giving power away in the college and encourage personal development of group members in the college were low. Therefore, it can be demonstrated that if leaders fail to understand the empathy and sympathy of their followers and failed to unleash the potential of the instructors, the overall activities of the college could be futile exercise. For item 7 in the same Table, the mean score of respondents was 2.97. This indicates that leaders showing model of persistence and perseverance and maintains focus and constancy of purpose in the college moderately.

Similarly, as shown in item 8, table 5, the mean score of the respondents was 2.93 this implies that leaders takes time needed to explain thinking and sets example by behaving consistently with vision in the college in moderate manner. With regard to item 9 in the same table, the mean score of respondents was 2.44. This shows that leaders effort to publicize people's successes in the college were low. However, as per item 10 of table 5, the mean score of the respondents was 2.97. This implies that leaders in their respective college go beyond self-interest for the good of the group and the college moderately. Hence, the above information clearly indicated that leaders of the respective college overlooked to recognize and aspires the instructors when they accomplished the tasks successfully.

**Table 6: Responses about Transformational Leadership and
Organizational Effectiveness**

No	Item	Instructors		
		No	Mean	SD
1	The extent to which leaders discuss in specific terms who is responsible for achieving performance targets in the organization	90	3.13	0.96
2	To what extent leaders foster collaboration amongst members of the organization for the common goals	90	3.09	1.01
3	The degree to which leaders explain why she/ he is doing what she/ he is doing and stands up for his her beliefs taking risks	90	3.11	1.10
4	To what extent leaders express satisfaction when staff met expectations in your college.	90	2.47	1.083
5	To what extent leaders consider moral and ethical consequences of decisions in the organization goal attainment	90	2.48	1.35
6	The degree to which leader's focuses irregularities/ mistakes in your college.	90	3.69	1.23
7	To what extent leaders inspire enthusiastically how needs to be accomplished in your college	90	2.42	1.08
8	The degree to which leaders seek optional perspectives when solving problems in the college	90	3.16	1.00

It can be seen from Table 6, item 1, the mean score of the respondents was 3.13. This indicates that the degree in which leaders discussed in specific terms who is responsible for achieving performance targets in the organization was moderate. In item 2 and 3 in the same table, the mean scores of the respondents were 3.09 and 3.11 respectively. this indicates that leaders fostering collaboration amongst members of the organization for the common goals and explains why she/ he is doing what she/ he is doing and stands up for his/ her beliefs taking risks in the college were moderate. However, for item 4 and 5 in the same Table, the mean scores of the respondents were 2.47 and 2.48 respectively. The mean scores of the respondents clearly depict that leaders' articulation of satisfaction when staff met expectations and express confidence that goals will be achieved in the organization and consideration of the moral and ethical consequences of decisions in the organization goals attainment were low. With regard to item 6, in Table 6 the mean score of the respondents was 3.69. This shows that leaders in the college focuses, mistakes made in their college was high. This indicates that, despite leaders failed to expresses satisfaction when staff met expectations, they were vigorously alert to focuses, mistakes in the college made by instructors.

It can be seen from item 7 of Table 6, the mean score of the respondents was 2.42. This indicates leaders inspire enthusiastically how needs to be accomplished in the organization was low. However, for item 8 in the same Table, the mean score of the respondents was 3.16. The mean scores of the respondents clearly portray that leaders seek optional perspectives when solving problems in the organization moderately. The data clearly depicted that leaders gave little emphasis about organizational goal attainment. However, their responses to the problems they experience in the organization were moderate. Therefore, from this point of view, it is possible to conclude that even though they ignored the successful attainment of organizational goal attainment, they were moderately alert to responses the problems that have been occurred during the process of task accomplishment in the organization.

Table7: Major challenges of Transformational Leadership Practice

ITEMS	R	R	R	R	R	R	R	Rank Order
	1	2	3	4	5	6	7	
leaders overlooked followers personal development in the organization	50	15	10	7	4	2	2	1
Poor organizational structure of the college	40	15	12	10	5	4	4	2
Weak commitment of followers to participate in the leadership process	35	20	8	17	3	5	2	3
Leaders' incapability of leading change and forward looking	30	20	10	10	6	11	3	4
Leaders poor perception and ability about transformational leadership	25	12	10	10	26	5	2	5
Leaders act in way that ruin the respect and motivation of followers	20	10	12	30	10	0	8	6
Followers' resistance to change and shortsightedness	15	6	5	11	20	20	13	7
Leaders avoid getting involved when important issues in the organization arise	10	6	5	11	20	25	13	8
Leaders wait for things to go wrong before taking action	8	6	5	12	20	20	20	9
Leaders' tendency to use the word "I" instead of "We"	7	6	5	10	25	20	17	10

As the data in Table 7 shows, respondents were asked to rank the major challenges transformational leadership practice in the college. Consequently, leaders overlooked followers personal development in the organization was ranked 1st by 50 respondents. Poor organizational structure of the college was ranked by 40 respondents as the 2nd challenge for transformational leadership practices in the colleges. Besides, Weak commitment of followers to participate in the leadership process 3rd; Leaders' incapability of leading change and forward looking 4th; Leaders poor perception and ability about transformational leadership 5th; Leaders act in way that ruin the respect and motivation of followers 6th; Followers' resistance to change and short-sightedness 7th; Leaders avoid getting involved when important issues in the organization arise 8th; Leaders wait for things to go wrong before taking action 9th and leaders' tendency to use the word "I" instead of "We 10th were ranked by the respondents regarding major challenges of transformational leadership practices in the colleges. In addition to rank order, the data obtained from open-ended questions and interviews shows that lack of commitment, and encouragement and motivation absence of strategic plan, poor leadership ability, shortage of professional development, ambiguous roles, prevalence of conflict, resistance to change were the major challenge that deter practice of transformational leadership in the colleges.

**Table 8: Measures to be considered for Transformational
Leadership effectiveness in the College**

No	Item	Instructors		
		No	Mean	SD
1	Aware the college community about transformational leadership	90	4.36	0.839
2	Builds team spirit amongst the different functional units of the college	90	4.62	0.610
3	Consider the moral and ethical aspect of follower in the college	90	4.12	0.74
4	Link performance with intrinsic motivation in the organization	90	3.13	1.18
5	Involve members of the organization in decision making	90	4.54	0.78
6	Create opportunities for professional dialogue or discussions among instructors	90	4.41	0.76
7	Frame the organization's goals in terms of staff responsibilities for meeting them	90	4.47	0.78
8	Stress the meaning of having a collective sense of mission in the organization	90	4.52	0.64

It can be seen from Table 8 item 1, the mean score of the respondents was 4.36. This shows that the majority of the respondents stated that crating awareness to the college community about transformational leadership play high roles for organizational effectiveness. As stated in item 2 of the same table, the mean score of the respondents was 4.62. This implies, building team spirit amongst the different functional units of the college contribute very highly for organizational effectiveness.

With regard to item 3, in Table 8 the mean score of the respondents was 4.12. This shows that consider the moral and ethical aspect of follower in the college solve the challenges of transformational leadership highly. Similarly, as clearly indicated in item 4 of the same Table, the mean score of the respondents was 3.13. This implies that link performance with intrinsic motivation in the organization plays moderately to address the challenges of transformational leadership effectiveness in the college. Regarding item 5 in Table 8, the mean score of the respondents was 4.54. The mean scores of the respondents clearly depict that involving members of the organization in decision making play very high roles to deter the challenges of transformational leadership effectiveness in the organization.

In the same Table in item 6 and 7 the mean scores of the respondents were 4.41 and 4.47 respectively. This shows that creating opportunities for professional dialogue or discussions among instructors and framing the organization's goals in terms of staff responsibilities for meeting them highly contribute to address the challenges of transformational leadership. Similarly, in item 8 of the same table, the mean score of respondents was 4.52. This implies that stressing the meaning of having a collective sense of mission in the organization play very high role to address the critical challenges of transformational leadership for organizational effectiveness.

In the same way, the responses obtained from open-ended question and interviews depicted that improving organizational structure, provision leadership courses, appreciating and encouraging new ideas, designing reward scheme, ensuring strong commitment, were the possible solutions to address the challenges of transformational leadership effectiveness in the colleges. Consequently responses obtained from closed and open ended items and interviews were positively aligned to each other, when it comes to address the problems of transformational leadership for organizational effectiveness. All in all it is also possible to conclude that both instructors and college deans relatively perceived the problems of transformational leadership as well as the remedies used to address them.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter deals with the summary, conclusions, and recommendations made depending on the findings.

5.1. Summary

The main purpose of the study was to examine transformational leadership for organizational effectiveness in private college in Addis Ababa city Administration.

To achieve this purpose the following research questions were raised:

1. To what extent is transformational leadership perceived in private College Educational institutions?
2. To what extent does transformational leadership influence the effectiveness of Private College Educational Institutions?
3. What are the major challenges of transformational leadership in Private College Educational Institutions?
4. What activities need to be considered in order to gear transformational leadership to Private College Educational Institutions effectiveness?

The study was conducted in private colleges found in Addis Ababa city administration. The population is composed of 252 instructors and 7 deans. As result, 115 instructors were selected from the population by simple random sampling technique. While, 7 college deans were selected by using available sampling technique .From 115 questionnaires distributed 90 were returned and from 7 interviews scheduled, 5 were conducted. Therefore, the final analysis of the study was based on 95 respondents' responses. In terms of research design, descriptive survey method was employed.

Questionnaires constructed in terms of closed and open- ended and interviews were employed to collect the data from the sample. Before conducting the actual study, pilot test was conducted to instructors who were not the part of the final analysis of the study. Interviews were conducted mainly to search important information on the study from the college deans to strengthen the data. In this study, private college instructors and deans, books, journal/ articles were the main sources of data. In the analyses of the quantitative data, percentages, frequencies, mean scores, standard deviations, and rank correlation were used. The average mean scores ranging from 1.00-2.49 represent low, 2.50-3.49, 3.50-4.49 and 4.50-5.00 represent moderate, high and very high respectively. In the analyses of the qualitative data, descriptive statements were used. As a result, the major findings of the study are discussed here under.

Based on the study the following findings were obtained:

1. Concerning leaders' demonstration of transformational leadership in the college, the mean score of the respondents was 2.67. This indicates that leaders in their respective college exhibited transformational leadership moderately.
2. Regarding leaders describing their vision of the future in the college, the mean score of the respondents was 1.94. This implies that leaders' communicating the vision of the organization with their followers was low.
3. With regard to leaders values and appreciates individual work in the college and maintaining balance in the face of catastrophe, the mean scores of the respondents were 1.70, and 2.39 respectively. These results indicate that leaders values and appreciate individual work in the college upholding balance in the time catastrophe were low.
4. Concerning leaders caring and concerning for individual's work as well as his personal problems, sense of self- determination/self confidence and leaders spent time to motivate staff were rated by most of the respondents moderate.
5. According to the majority of the respondents, leaders discussing about their most important values and beliefs with instructors, strengthen people by giving power away in the college (Mean score= 2.41) and encourage personal development of group members in the college (Mean score=2.36) were low.

6. It was found that leaders showing model of persistence and perseverance and maintains focus and constancy of purpose in the college (Mean score= 2.97) was moderate. Similarly, leaders takes time needed to explain thinking and sets example by behaving consistently with vision in the college moderately.
7. With respect to leaders discussing in specific terms who is responsible for achieving performance targets in the organization (Mean score= 3.13) and leaders fostering collaboration amongst members of the organization for the common goals and explains why she/ he is doing what she/ he is doing and stands up for his/ her beliefs taking risks (Mean score=3.09) were moderate. However, leaders inspire enthusiastically how needs to be accomplished in the college (Mean score =2.42) was low.
8. It was found that leaders overlooked followers personal development in the organization, poor organizational structure of the college, weak commitment of followers to participate in the leadership process, leaders' incapability of leading change and forward looking, leaders poor perception and ability about transformational leadership, leaders act in way that ruins the respect and motivation of subordinates, followers' resistance to change and short-sightedness were the major challenges for transformational practice in the colleges. Moreover, the data obtained from open-ended questions and interviews shows that lack of commitment, and encouragement and motivation absence of strategic plan, poor leadership ability, shortage of professional development, ambiguous roles, prevalence of conflict, resistance to change were the major challenge that deter practice of transformational leadership in the colleges.
9. Majority of the respondents revealed that crating awareness to the college community about transformational leadership, building team spirit amongst the different functional units of the college, consider the moral and ethical aspect of followers, involving members of the organization in decision making play very high roles to deter the challenges of transformational leadership effectiveness in the organization. And also creating opportunities for professional dialogue or discussions among instructors and framing the organization's goals in terms of staff responsibilities, and stressing the meaning of having a collective sense of mission in the organization play very high role to address the critical challenges of transformational leadership for organizational effectiveness in the colleges.

10. Similarly, the responses obtained from open-ended question and interviews depicted that improving organizational structure, provision leadership training, appreciating and encouraging new ideas, designing reward scheme, ensuring strong commitment were the possible solutions to address the challenges of transformational leadership effectiveness in the colleges.

5.2. Conclusions

Based on the major findings, the following conclusions were drawn:

- 1 The majority of the respondents' stated that leaders of the college demonstrated transformational leadership style moderately. Hence, failure to perceiving the comprehensiveness of transformational leadership style in the college may be hinder the overall goals attainment of the colleges.
- 2 As it is indicated by the majority of the respondents, leaders describing their vision of the future in the college, values and appreciates individual work and maintaining balance in the face of catastrophe were low. Therefore, without communicating the vision of the college to subordinates, providing appropriate values and reward for the task accomplished and firm stand and decisiveness during the time of crisis, the effectiveness of the colleges cannot be attained.
- 3 With regard to leaders caring and concerning for individual's work as well as his personal problems, sense of self- determination/self confidence and spent time to motivate staff were moderate. From this, one can easily conclude that the human aspects of the instructors in the college did not address as expected.
- 4 As it is indicated by majority of the respondents, leaders discussing about their most important values and beliefs with instructors, strengthen people by giving power away in and encourage personal development of group members in the college were low. Therefore, without addressing these issues of the college, it is very challenging to attain the goal/s of the colleges.
- 5 With respect to leaders discussing in specific terms who is responsible for achieving performance targets in the organization and leaders fostering collaboration amongst members of the organization for the common goals and explains why she/ he is doing what she/ he is doing and stands up for his/ her beliefs taking risks moderately. This shows that average considerations have given to organizational performance, staff collaboration goal/s clarification and risk taking measures.

- 6 Regarding the major challenges of transformational leadership effectiveness, leaders overlooked followers personal development in the organization, poor organizational structure of the college, weak commitment of followers to participate in the leadership process, leaders' incapability of leading change and forward looking, leaders poor perception and ability about transformational leadership, leaders act in way that ruins the respect and motivation of subordinates, followers' resistance to change and short-sightedness, lack of commitment, and encouragement and motivation absence of strategic plan, poor leadership ability, shortage of professional development, ambiguous roles, prevalence of conflict, resistance to change were the major challenges that deter practice of transformational leadership in the colleges. This clearly indicates that the practice of transformational leadership in private colleges of Addis Ababa experiences multivariate challenges.
- 7 With respect to the measure should be taken to avert the challenges, creating awareness to the college community about transformational leadership, building team spirit amongst the different functional units of the college consider the moral and ethical aspect of followers, link performance with intrinsic motivation in the organization, involving members of the organization in decision making, creating opportunities for professional dialogue or discussions among instructors and framing the organization's goals in terms of staff responsibilities, and stressing the meaning of having a collective sense of mission in the organization were the remedies helps to address the challenges of transformational leadership effectiveness in the colleges.

5.3 Recommendations

Based on the findings and the conclusions drawn, the following recommendations were forwarded

- 1 As per the result of the study, the majority of respondents stated that the perception of the college community about transformational leadership was found moderate. Therefore, it is recommended that college deans should provide appropriate training for academic staff and facilitate experience sharing scheme.
- 2 The study illustrated that in-ability of leaders describing their vision of the future, values and appreciates individual work and maintaining balance in the face of disaster, ignoring individual's work as well as personal problems, absence motivation, encouragement and personal development of group members in the colleges were the prevailing cases in most colleges. Hence, with the presence these factors, the influence in which transformational leadership exerts for organizational effectiveness in the college was minimal. Therefore, college deans should aware these factors and act according to benefit the most out of transformational leadership.
- 3 Leaders overlooked followers personal development in the organization, poor organizational structure of the college, weak commitment of followers to participate in the leadership process, leaders' incapability of leading change and forward looking, leaders poor perception and ability about transformational leadership, leaders act in way that ruins the respect and motivation of subordinates, followers' resistance to change and short-sightedness were the major challenges of transformational leadership in the college. Therefore, the leadership of the college should understand the pitfalls and design a mechanism/s that addresses the aforementioned challenges.

- 4 The study illustrated that, creating awareness to the college community about transformational leadership, building team spirit amongst the different functional units of the college consider the moral and ethical aspect of followers, link performance with intrinsic motivation in the organization, involving members of the organization in decision making, creating opportunities for professional dialogue or discussions among instructors and framing the organization's goals in terms of staff responsibilities, and stressing the meaning of having a collective sense of mission in the organization were the major solutions Therefore, the college leadership should understand and apply them accordingly to avert the challenges of transformational leadership effectiveness in the colleges.

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Addis Ababa University
School Of Graduate Studies
Department of Educational Planning and Management
Questionnaire to be filled by Instructors

The purpose of this study is to investigate transformational leadership for the organization effectiveness in Private Colleges in Addis Ababa city Administration. By doing so, the results of study may be contributed to give insight about the transformational leadership and organizational effectiveness in private colleges found in Addis Ababa. Whatever information you give me is strictly confidential and will be used for academic purpose only. I would like to thank you in advance for your indispensable cooperation.

NB: **Please do not write your names in any part of the questionnaire.**

Part One: Background Information

Direction: Please write an “X” mark on the space provided against the items

1. Sex:

Male_____

Female_____

2. Age:

Under 20_____

21-30_____

31-40_____

41-50 _____

≥51_____

3. Qualification:

Diploma/TTI_____

B.A/ B.Sc _____

M.A / M.Sc_____

PhD/ _____

4. **Academic rank:**

Graduate Assistant _____ Associate Professor _____

Assistant-lecturer _____ Professor _____

Lecturer _____ Assistant Professor _____

5. Years of service _____

6. Your department: _____

Part two: Items related to transformational leadership perception in the College.

Direction

POINT OUT YOUR RESPONSE FOR THE FOLLOWING ITEMS BY CIRCLING
THE NUMBERS.

KEY: (1 = **Very Low** 2 = **Low** 3 = **Medium** 4 = **High** 5 = **Very High**)

1	The extent to which transformational leadership styles exhibited in your college.	1	2	3	4	5
2	To what extent leaders in your college are forward looking/sense of direction	1	2	3	4	5
3	The extent to which leaders in your college describes their vision of the future	1	2	3	4	5
4	leaders values and appreciates individual work in the college	1	2	3	4	5
5	leaders don't lose balance in the face of catastrophe	1	2	3	4	5
6	The degree to which leaders have care and concern for individuals' problems	1	2	3	4	5
7	The extent to which leaders have sense of self- determination/self confidence	1	2	3	4	5
8	To what extent leaders supports new ideas in the college	1	2	3	4	5
9	The degree to which leaders spent their time in motivating staff	1	2	3	4	5

Part Three: Items related to Transformational Leadership Practice in the college.

Direction

POINT OUT YOUR RESPONSE FOR THE FOLLOWING ITEMS BY CIRCLING THE NUMBERS.

KEY: 1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly Agree

1	Leaders of the college treat instructors as valuable members of the organization	1	2	3	4	5
2	Leaders of the college emphasize the importance of having a collective sense of mission	1	2	3	4	5
3	Leaders of the college provide encouragement in exchange for efforts	1	2	3	4	5
4	Leaders discuss about their most important values and beliefs with instructors	1	2	3	4	5
5	leaders strengthen people by giving power away in the college	1	2	3	4	5
6	Leaders encourage personal development of group members in the college	1	2	3	4	5
7	Leaders show model of persistence and perseverance and maintains focus and constancy of purpose in the college.	1	2	3	4	5
8	Leaders take time needed to explain thinking and sets example by behaving consistently with vision	1	2	3	4	5
9	Leaders in the college publicize people's successes	1	2	3	4	5
10	Leaders go beyond self-interest for the good of the group and the college	1	2	3	4	5

Part Four: Items related to Transformational Leadership Practice and Organizational Effectiveness

Direction

Please indicate to what extent transformational leadership practice has an effect in organizational effectiveness by circling the numbers in the column. There are five alternatives and their value is indicated as follows:

1 = Very low 2 = Low 3 = Medium 4 = High 5 = Very High

1	The extent to which Leaders discuss in specific terms who is responsible for achieving performance targets in the organization.	1	2	3	4	5
2	To what extent leaders foster collaboration amongst members of the organization for the common goals	1	2	3	4	5
3	The degree to which leaders explain why she/ he is doing what she/ he is doing and stands up for his/ her beliefs taking risks	1	2	3	4	5
4	To what extent leaders express satisfaction when the staff met expectations in your college.	1	2	3	4	5
5	To what extent leaders consider moral and ethical consequences of decisions in the organization goal attainment	1	2	3	4	5
6	The degree to which leaders focus on irregularities/ mistakes, in your college	1	2	3	4	5
7	To what extent leaders inspire enthusiastically how needs to be accomplished in your college.	1	2	3	4	5
8	The degree to which leaders seek optional perspectives when solving problems in the college.	1	2	3	4	5

Part Five: Items related to the major challenges of transformational leadership practice in the college.

Direction

These are the major challenges of transformational leadership practice and you are required to give rank orders by assigning number 1 for the challenge that most affect and number 2 for the next...and so on.

1. Leaders wait for things to go wrong before taking action.....
2. Leaders' poor perception and ability about transformational leadership.....
3. Weak commitment of followers to participate in the leadership process.....
4. Poor organizational structure of the college.....
5. Leaders act in ways that ruin the respect and motivation of followers.....
6. Leaders overlooked followers personal development in the organization.....
7. Leaders avoid getting involved when important issues in the organization arise.....
8. Leaders' incapability of leading change and forward looking.....
9. Followers' resistance to change and short-sightedness
10. Leaders' tendency to use the word "I" instead of "We"

11. Please mention other major challenges (if any) that are not specified above:

1. _____
2. _____
3. _____
4. _____
5. _____

12. Please mention major solutions to the problems specified above.

1. _____
2. _____
3. _____
4. _____
5. _____

Part six: Items related to measures need to be considered in order to gear**Transformational leadership for effectiveness in the college****Direction**

Please indicate to what extent measures need to be considered in order to gear transformational leadership for organizational effectiveness in the college by circling the number in the column.

There are five alternatives and their value is indicated as follows:

1 = Very low 2 = Low 3 = Medium 4 = High 5 = Very High

1	Aware the college community about transformational leadership	1	2	3	4	5
2	Build team spirit amongst the different functional units of the college	1	2	3	4	5
3	Consider the moral and ethical aspect of follower in the college	1	2	3	4	5
4	Link performance with intrinsic motivation in the organization	1	2	3	4	5
5	Involve members of the organization in decision making	1	2	3	4	5
6	Create opportunities for professional dialogue or discussions among instructors	1	2	3	4	5
7	Frame the organization's goals in terms of staff responsibilities for meeting them	1	2	3	4	5
8	Stress the meaning of having a collective sense of mission in the organization	1	2	3	4	5

9. Please mention other measures need to be considered in order to gear transformational leadership for organizational effectiveness in the college (if any) that are not specified above:

1. _____
2. _____
3. _____
4. _____

Thank you for your time and cooperation

Addis Ababa University
School Of Graduate Studies
Department of Educational Planning and Management
Interview guide for College Deans

The purpose of this study is to investigate transformational leadership for the organization effectiveness in Private Colleges in Addis Ababa city Administration. By doing so, the results of study may be contributed to give insight about the transformational leadership and organizational effectiveness in private colleges found in Addis Ababa. Whatever information you give me is strictly confidential and will be used for academic purpose only. I would like to thank you in advance for your indispensable cooperation

1. What does transformational leadership mean for you?
2. Do you think that instructors in the colleges have clear understanding about transformational leadership?
3. How do you describe transformational leadership practice in the college?
4. Do you think that transformational leadership style helps for organizational effectiveness? If yes, how? If not, why?
5. Do you think that instructors in the college able and committed to participate in decision making and ready to take responsibility?
6. Can you mention the major challenges detected during leadership practice in the college?
7. Can you list possible measures that should be taken for effective practices of transformational leadership in the college?

Thank you for your time and cooperation