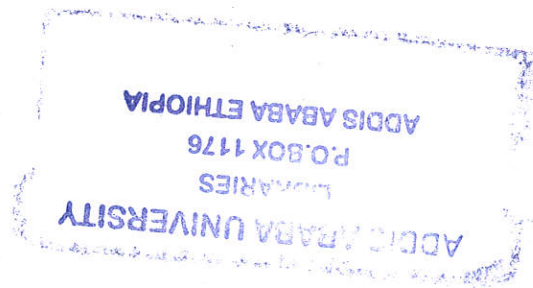


**THE EFFECTS OF EDUCATIONAL LEADERSHIP ON THE
ORGANIZATIONAL CLIMATE IN PRIVATE HIGHER
EDUCATIONAL INSTITUTIONS OF ADDIS ABABA**

BY

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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**



July 2010
Addis Ababa

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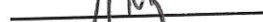
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Table of Contents

	Page
Acknowledgments	i
Table of Content	ii
Lists of Tables	v
Acronyms and Abbreviations	vi
Abstract	vii

CHAPTER ONE

1. The Problem and Its Approach.....	1
1.1. Background of the Study	1
1.2. Statement of the Problem.....	3
1.3. Objective of the Study	5
1.3.1. General Objective	5
1.3.2. Specific Objectives	5
1.4. Significance of the Study.....	6
1.5. Delimitation of the Study.....	6
1.6. Limitation of the Study	7
1.7. Definitions of Key Terms	7
1.8. Organization of the Study	8

CHAPTER TWO

2. Review of Related Literature	9
2. 1. Leadership Overview	9
2.2. The Roles of Educational Leadership	13
2.2.1. Enabling Goal Attainment.....	13
2.2.2. Promoting Values	14
2.2.3. Integrating	14

2.2.4. Energizing	15
2.2.5. Facilitating Communication	15
2.2.6. Delegating Authority and Empowerment	16
2.2.7. Planning and Evaluation	16
2.3. Transformational Leadership.....	17
2.3.1. Full- Range Theory of Transformational Leadership.....	18
2.3.1.1 Idealized Influence (Attributed)	19
2.3.1.2. Idealized Influence (Behavior)	19
2.3.1.3. Inspirational Motivation	19
2.3.1.4. Individualized Consideration.....	20
2.4. Transactional Leadership.....	20
2.4.1. Contingent Reward Involves an Exchange.....	21
2.4.2. Management-By- Exception Involves Corrective Action	21
2.4.3. Laissez-Faire (Absence of Leadership)	21
2.5. Effects of Leadership on Organizational Climate	21
2.6. Contextual Factors Affecting Organizational Climate	24
2.6.1. Leader-Member Relationship	25
2.6.2. Task Structure	25
2.6.3. Position Power	26
2.7. Higher Education.....	26
2.7.1. The Growing and Diversifying Demand for Higher Education	26
2.7.2. Private Higher Education Internationally	27
2.7.3. Private Higher Education in Ethiopia	28

CHAPTER THREE

3. Research Design and Methodology of the Study	29
3.1. Methodology of the Study	29
3.2. Data Sources	29
3.2.1. Primary Data Sources	29

3.2.2. Secondary Data Sources	30
3.3. Sampling Techniques.....	30
3.4. Instruments and Procedures of Data Gathering	31
3.4.1. Instruments of Data Gathering Tools	31
3.4.2. Pilot Test	33
3.5. Data Collection Procedures	33
3.6. Statistical Tools and Data analysis	34

CHAPTER FOUR

1. Data Presentation, Analysis and Interpretation	35
4.1. Introduction.....	35
4.2. Characteristics of Respondents.....	35
4.3. Background of the Institutions.....	40
4.4. The major Roles of Educational Leadership Affecting Organizational Climate	45
4.5. Educational Leadership Style	52
4.6. Leadership and Managerial Practices that Affect Organizational Climate	56
4.7. Contextual Factors Affecting Organizational Climate	62

CHAPTER FIVE

5. Summary, Conclusions and Recommendations	66
5.1. Summary of the Major Findings	67
5.2. Conclusions.....	72
5.3. Recommendations.....	74
Bibliography	79
Appendices	

List of Tables

	Page
Table 1. Sample Population of Respondents	31
Table 2. Frequency and Percentage Distribution of Respondents by Sex, Age Marital Status and Employment Status	36
Table 3. Frequency and Percentage Distribution of Respondents by Year of Service, Academic Qualification and Academic Rank.....	39
Table 4. Frequency and Percentage Distribution of Respondents about Their Institutions Background.....	41
Table 5. Frequency and Percentage Distribution of Respondents Concerning Strategic Plan, Predetermined Duties and Responsibilities and Meetings	43
Table 6. Frequency and Percentage Distribution of Leaders about Leadership Roles	45
Table 7. Mean Distribution of Instructors and Administrative Staff Members about the Roles of Their Leaders.....	47
Table 8. Mean Distribution of Instructors and Administrative Staff Members Regards to Leadership practices	49
Table 9. Mean Distribution of Respondents Concerning Their Leader? Knowledge and Skills	51
Table.10. Mean and Grand Mean Distribution of Leaders about Transactional and Transformational Leadership Practices.....	55
Table 11. T- Test Values and Mean Distribution of Respondents about Factors Affecting Organizational Climate	58
Table 12. Frequency and Percentage Distribution of Respondents about Contextual Factors	63
Table 13. Frequency and Percentage Distribution of Leaders about Contextual Factors Affecting Organizational Climate.....	65

Acronyms and Abbreviations

MoE-	Ministry of Education
MLQ-	Multi-Factor Leadership Questionnaire
TVET-	Technical and Vocational Education Training

Abstract

The main purpose of this study was to assess the effect of educational leadership on organizational climate in private higher institutions in Addis Ababa. To achieve this purpose, a descriptive survey method was employed to assess what the actual effects of educational leadership on the institutions climate in Addis Ababa. The sample subjects were selected from 12 University colleges and 1 University which involved 70 educational leaders and 223 instructors and administrative staff members' that makes altogether 293 respondents. The data were collected through questionnaire, observation, interview, and document analysis. Data analysis were made by using statistical tools such as percentage, mean, grand mean, standard deviation, mode and t-test to identify whether there were differences or agreements in the respondents. The study findings indicated that the private higher institutions climate was affected by lack of skilled and trained leaders, shortage of assistant, associate professors and professors who conduct researches on different aspects of the institution, unnecessary owners intervention in the professional management and leadership practices, lack of prompt decision making and participation, lack of maintenance of cohesiveness and moral of employees, inequitable reward for job performance, less practice of transformational leadership style, difficulty to integrate individual and group values with organizational values, loose leader-member relationship, high employee turnover, dissatisfaction of clients and difficulty to resist competition. Thus, the results in general indicated that the private higher institutions are seriously affected by the aforementioned problems which associated with the practice of educational leadership and their continuity, stability and survival are in question. The study recommended that the private higher institutions and leaders ought to provide timely decision making, offering equitable rewards to job performance and maintain the cohesiveness and moral of employees, out sourcing capable individuals who will be able to conduct researches and coordinating cooperative work with other Universities, practicing transformational and transactional leadership style by focusing on the former style, making leader-member relationship strong and giving and using necessary power to mobilize resource, and professional management should refrain from unnecessary owners intervention to address the problems identified in the study.

CHAPTER ONE

1. The Problem and Its Approach

This chapter consists of background of the study, statement of the problem, objectives of the study, significance of the study, limitation of the study, delimitation of the study, definition of key terms and organization of the study.

1.1. Background of the Study

During the past several decades the sheer volume of theory and research devoted to leadership testifies to its prominence in the use of scholars' collective effort to understand and improve organizational performance (Hoy & Miskel, 1991; Yukl, 2006). As the scholars explain, the requirement of leadership dates back to several decades and its demand has increased year after year for the purpose of promoting organizational excellence by creating conducive organizational climate. Kotter (1988) also supposes that increased competitive intensity has been producing the need for leadership at almost all levels in many organizations; a second set of less dramatic forces has been steadily increasing the difficulty of providing effective leadership. They are the forces of growth, diversification, globalization and technological development, which have been making organizations more and more complex.

Similarly, Day and Lord (as cited in Hoy & Miskel, 1991) contend that leadership is a key concept in understanding and improving school organizations. According to Ayalew (1991), educational institutions differ from all the rest in the range of their functions and the centrality of their relationships to other social institutions hence educational leaders are challenged to create conducive organizational environment that is good for students, staff and the community. To consolidate this point, Bash and West (1994) (in Mackinnon, 2007) noted that the objectives of educational institutions are much more difficult to define than the purpose of commercial organizations.

The above argument explicitly depicts that educational leadership has substantial effect on school organizations and it is the heart and the soul of school organizations' cruciality as well as the achievement of the organization objectives. Strengthening this point, studies conducted by Hallinger and Heck (in Silins & Hurray-Hervey, 1998) offered evidence for the impact of leadership on school organizations performance and

organizational climate. As to them, best practice leadership impacts on school institution performance through its influence on employee perceptions of school organization and, ultimately, through its influence on employees' perceptions of students' attitudes, learning, and involvement.

To the above-mentioned effects, educational organizations require creative, innovative, skilled and visionary leaders who impose positive effect on the organizational climate so as to realize and accomplish the common goals. Educational leaders are very important (Hoy & Miskel, 1991) because; first, they are responsible for the effectiveness of the organization that is the full success of school organizations rests on the perceived quality leaders; second, change and upheaval make it essential for educational institutions to have an anchors and guiding purpose; third, as to warren and Bennis (in Hoy & Miskel, 1991) there are pervasive national concerns about school organizations. Educational leaders have a key role in alleviating the public concerns, and fourth, they are the first and for most key person in the organization that make the organizational climate healthy and attractive for employees, students, parents, customers and stakeholders.

Other educators, Kuei, Madu, Lin and Lu (1997) attempted to present the factors of leadership which affect organizational climate. Organizational climate is a reflection of a dynamically interacting process involving organizational conditions, employee attitudes and leadership practices. In other words, the effectiveness of educational organization is depending upon the integrating functional variables of leadership style, role, and other situational factors which have a great effect on organizational climate (Darmanin, 1985).

On the other hand, Bennett, Crawford and Cartwright (2003) attempted to show the effects of leadership on organizational climate and organizational effectiveness by making organizational climate analysis with regards to values, beliefs, norms, team working, group spirit, and so on. To support this concept, Selznick (as cited in Hoy & Miskel, 1991) argues that a major function of educational leadership is to infuse the organization with values beyond the technical requirement at hand, that is, to build up on employees need for meaning and to create institutional purpose. This implies that the educational institution leaders should be responsible for defining the mission of the organization, shaping its climate, and maintaining and protecting institutional integrity through team work. Strengthening this point, Bennett, Crawford and Cartwright (2003) suggest that to be successful at organizational climate building, educational institution

leaders need to give attention to the informal, subtle, and symbolic aspects of the school life. In line with this, Hoy and Miskel (1991); Bennett, Crawford and Cartwright (2003) and Yukl (2006) contend that leaders can help shape the climate of an organization by what they pay attention to and reward employees. Systematic attention is a powerful way of communicating values and beliefs of an organizations employee with the roles, styles and behaviors of leadership and situational factors of the organization.

Hence, in order to make the above mentioned arguments real and factual, private higher educational institutions require visionary, committed, energetic, creative and effective leaders who are able to integrate and coordinate leadership practices with organizational climate. To this end, this study attempts to assess the effects of educational leadership on the organizational climate of private higher educational institutions in Addis Ababa.

1.2. Statement of the Problem

A number of studies provide useful insights into the relationship between leadership and organizational climate to various organizational outcomes. For instance, Jung et al. (in Haakonsson, Bruton, Obel & Lauridsen, 2008) studied the direct and indirect (Via empowerment and climate) influence of leadership on innovation and creativity. The practitioners measured leadership style and role as transformative (Bass and Avolio in Haakonsson et al., 2008) and organizational climate as supportive for organizational benchmark, innovation and found that transformative leaders relation to their style and role had significant effect on an innovative and supportive-organizational climate.

Other studies regards to leadership behavior, leadership role (Darmanin, 1985) and situational variables (Meyers in Hoy & Miskel, 1991) revealed that educational leadership has a paramount effect on the organizational climate of higher education. As the studies depicted, educational leadership influences the organizational climate and effectiveness. Further consolidating this concept, Dondero (1997) suggests that organizational climate is strongly related to the amount of control over individual works and the manner in which this control is exercised in directly affected by leadership style, leadership role, and (Meyers in Hoy & Miskel, 1991) situational variables.

Among many educational leadership factors which have a great effect on organizational climate and performance, as Drucker (in Dondero, 2007) mention, are autonomy of individual workers, leadership style, organizational structure, situational factors and employees behavior. Accordingly, he states that the over all effectiveness of the

organization is based on the autonomy of the individual workers, and that workers effectiveness is linked to the freedom provided within organizational climate of the system. The autonomy of the organization lets the employees to be creative, innovative and visionary for their organizations.

As higher education is a source of innovation, creativity and a tool for transforming knowledge, skills, attitudes, values, and norms from generation to generation, higher educational institutions have to need qualified and altruistic leaders. In case of such multi-wide purpose of educational institutions, the Ethiopian government has offered accrediting for private higher education. Accordingly, the proclamation number 351/2003 of higher educational proclamation of the Federal Democratic Republic of Ethiopia stated the following higher education objectives.

Higher education shall have the objectives to produce skilled manpower in quantity and quality that will serve the country in different professions; expanding higher education services that are free from any discrimination on grounds; Lay down problem solving educational and institution system that enables to utilize potential resources of the country and undertake study and research; provide higher education and social services that core compatible with the needs and development of the country; Lay down an institutional system that ensures the accountability of the institutions; ensures those concerned bodies in administration, decision making, create and promote participatory culture; make effort to develop and disseminate the culture of respect, tolerance and living to gather among the people.

The above mentioned pervasive objectives are realized when the private higher educational institution leadership take a thorough consideration of the existing organizational climate.

However, currently private higher educational institutions face several factors that prohibit them from achieving their objectives. The major educational leadership factors which affect organizational climate are leadership style, values, leadership roles, leadership skills, organizational structure, situational variables (Meyers in Hoy & Miskel, 1991; Hughes, Ginnett & Curphy, 2006) and sevir competition among institutions due to growth, diversification, globalization and technological development (Kotter, 1988). Based on the literature review made and the studies conducted, these studies focuses on the major leadership factors such as leadership style, leadership roles, and situational variables which enable the institution to cope up with those inevitable forces that have significant effect on the organizational climate of private higher educational institutions

of Addis Ababa. Thus, the main purpose of the study is assessing the effect of educational leadership on the organizational climate in Addis Ababa private higher institutions.

Hence, in order to achieve the stated objectives, the study is aimed to answer the following basic questions.

1. What are the major roles of leadership carried out in Addis Ababa private higher education institutions? How do such leadership roles affect the organizational climate of Addis Ababa Private Higher Education Institutions?
2. Which types of leadership style (transactional or transformational leadership) has got much emphasis while leaders practice their roles?
3. To what extent do these leadership styles affect the organizational climate in Addis Ababa Private Higher Education Institutions?
4. To what extent are situational variables (leader-member relation, task structure and position power of a leader) affecting organizational climate in Addis Ababa Private Higher Education Institutions?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study is to assess the effects of educational leadership on the organizational climate of private higher educational institutions of Addis Ababa.

1.3.2. Specific Objectives

In view of the aforementioned general objective, the following are the specific objectives that aim to attain.

- To identify the roles of educational leaders in private higher educational institutions of Addis Ababa.
- To identify how educational leadership roles affect the organizational climate in Private Higher Educational Institutions
- To examine the effects of educational leadership style on the organizational climate in Private Higher Educational Institutions
- To identify leadership behaviors and see the effects on the organizational climate in Private Higher Educational Institutions
- To investigate the major situational variables of leadership and to observe their effects on the organizational climate in Private Higher Educational Institutions

1.4. Significance of the Study

The availability of accurate, timely and consistent data, both quantitative and qualitative, is essential for educational origination effectiveness and its leadership. Such data are also vital for evidence base for education policy and for the rigorous assessment of the effects of educational leadership on the organizational climate in private higher educational institutions. Disaggregated data are needed to identify areas of greatest problems of educational leadership, which have great effect on organizational climate, and come up with factual evidence for facilitating better national and local planning and evaluation. Hence, this study may have the following implications/outcomes.

1. It may shed light on mitigating the effects of educational leadership on the organization climate in Addis Ababa private higher educational institutions..
2. Since there is no research work on the same problem, the study may give a glimpse for those who may develop interests to make-further study on similar or related topics.
3. It may highlight the policy and program implications for recruitment, career development and the salary scale improvement of employees in higher institutions.
4. It may recommend the implementation and interventions of educational leadership on the organizational climate in private higher educational institutions.

1.5. Delimitation of the Study

The study is delimited to the effects of educational leadership on the organizational climate in private higher educational institutions of Addis Ababa. The motive behind dealing with such kind of educational problem is that due to its originality, over increasing of private higher education year after year, savior internal and external competition, and others factors mentioned above. Thus, these rationales make the selection of the problem topic justifiable. There are 74 private higher educational institutions in Addis Ababa City government (ECBP; 2006), of which 1 University, 12 are University Colleges while the remaining 61 are colleges. Conducting a research in all the above mentioned private higher educational institutions of Addis Ababa is not a simple task. Thus, the study is delimited to 1 University and 4 University colleges because, their organizational structure, establishment ages, scope and depth have a great contribution for acquiring relevant and sufficient information.

1.6. Limitations of the Study

The major challenge the researcher faced was the resistance from respondents in all sample institutions. All respondents were busy in mountains of task hence they were bored of such visitors like me. Due to this reason, the distributed questionnaires were not filling and returned. Moreover, some of the responses were not appropriate and they were awful. Additionally, almost all sample institution employees were not willing and cooperating to offer necessary documents and correct information because of fear of job insecurity, and lack of confidence. In case of these problems, the number of gathered questionnaires was limited especially, on the leaders' part and ample time was spent out of the budgeted time to collect the data.

1.7. Definition of Key Terms

The following definitions are operational for this study

Leadership: is about articulating visions, embodying values, and creating the environment within things can be accomplished (Richards & Engle in Yukl, 2006).

Leadership style: the behavior pattern a person exhibits when trying to influence the activities of others (Hersey & Johnson, 1996).

Role: is a set of related activities performed in fulfilling a function (Darmanin, 1985).

Transformational leadership: is radically changing followers ways of thinking so that they unit in carrying out a common purpose, raise their aspirations, and do more than they had originally intended (Wright & Noe, 1996).

Transactional leadership: is inspiring commitment to achieve objectives in exchange for something of value; the transactional leaders appeals to followers' personal interests as much as to broader ideas (Wright & Noe, 1996).

Organizational Climate: defined as "a relatively enduring quality of the internal environment of an organization that (1) is experienced by its member; (2) influence their behaviors; and (3) can be described in terms of the values of a particular set of characteristics of the organization (Dailey, 1988).

1.8. Organization of the Study

This study is divided into five major chapters. The first chapter deals with the problem and its approach. The review of related literature is presented in chapter two. Chapter three focuses on the methodology of the study. The fourth chapter in its turn focuses on the presentation and analysis of the data. Chapter five addresses itself to summary of the major findings, conclusion and recommendations.

CHAPTER TWO

2. Review of Related Literature

This chapter deals with major components of review of related literature related with leadership over view, the roles of educational leadership, transformational leadership style (idealized influence, inspirational motivation, individual consideration), transactional leadership (contingent rewards to followers, management-by- exception active and passive), organizational climate, contextual factors (leader member relationship, task structure and position power) and higher education (the growing and diversifying demand for higher education, higher education internationally and private higher education in Ethiopia).

2.1. Leadership Overview

For many years the most common approach to the study of leadership concentrated on leadership traits per se, suggested that there were certain traits that were essential for effective leadership (Hersey & Blanchard, 1982). Similarly, many other early leadership studies focused on personality characteristics as determinant of effective leadership (Bhal & Ansari, 2000; Bryman, 1986 as cited in Andualem, 2008). These studies suggested that leaders are born, not made. To consolidate this point, Taylor's scientific management, Fayol's Administrative management and Weber's Bureaucratic organization were used the concept of personal characteristics from about 1910 until 1949. The leadership strategies implied in the assumptions behind the classic theory places primary emphasis on productivity and efficient task performance through dividing tasks into specialized roles, devising detailed rules and procedures, and establishing an authority hierarchy with elaborate controls (Darmanin, 1985; Hersey & Blanchard, 1982).

In the mid 1930s through the 1950s looked human relations infiltrate the worlds of leadership. The human relation theorists argued that in addition to finding the best technological methods to improve out put, it was beneficial to look into human affairs (Hersery & Blanchard 1982; Andualem, 2008; Darmanin, 1985). In other wards, human and interpersonal factors were introduced in to management theories as a leaders sought to boost employee satisfaction, growth and development, dedication and performance. Behavioral theorists began to emerge World War II as a trait study failed to explain leaders' effectiveness. The studies evaluated

behavior rather than characteristics of leaders (Hughes, Ginnett & Curphy, 2006). As to these educators explanation, leadership behavior can be observed whereas personality traits, values, or intelligence must be inferred from behavior and that many people are less defensive about, and feel in more control of specific behaviors than they do about their personalities. The main concept of this theory was based on the belief that the most effective way to get results in an organization was to work with people rather than through them (Darmannin, 1985; Hersey & Blanchard, 1982).

The 1950s and 1960s recognized an effective to combine classic management and human relation. Classic management assumes that the average person dislikes work and will avoid it whenever possible (Randolph & Blackburn, 1989; Hersey & Blanchard, 1982; Darmannin, 1985). During this era researchers also studied how followers perceived leaders. Leadership traits were influenced by various situations and each called for different responses and actions. Situational theories or contingency theories, followed trait and behavioral studies. The emphasis of situational theory involved analyzing the situation in which leadership behavior occurred (Darmannin, 1985). Research depicted that leadership is and has always been the principal approach to convince and motivate employees to do what managers have planned for them in advance (Kotter, 1988). Employees are not always willing to do what is good for the organization. Leadership by its influence component facilitates the implementation of knowledge activities in an organization.

Leadership is about setting directions, motivating, and aspiring employees. In other words, leadership is constantly realizing that performance will improve when people improve that is leadership is mostly about people (Dietel, 1996). Leadership is that part of the management where one can bring employees into the picture. For them to start working the organizations vision must be shared and understood. Once they understand how their job contributes the organization visional leadership will inspire, motivate them for action and over and above this makes the organizations climate positive and healthy for every body. According to Feidler (as cited in Darmannin, 1985) leadership is contingent on the personal characteristics of the leader and on certain situational factors. New models began to simplify as a researchers sought to identify characteristics of collective leaders. Bass and his associates (Bass, 1985; Bass & Avoilo, 1990; Bass & Waldman, 1987 as cited in Silins & Murray-Harvey, 1999) put forward a two factor theory using construct of transformational and transactional leadership.

Research made by Yukl (1999), Hunt (1999), and Conger and Hunt (as cited in Huhges, Ginnett & Curphy, 2006), over the past 25 years has explored cross-cultural, gender, succession, leader, follower situational and performance issues in transformational and transactional leadership. Accordingly, Dietel (1996) noted that transformational leadership transform organizations through personal charisma combined with a long-range strategic vision that is enthusiastically shared by followers. Transformational leadership has been ascribed with effecting change by influencing values, attitudes and behaviors of others. By expressing the personal standards, transformational leaders are both unit followers and change their goals and beliefs in a ways that produce higher levels of performance than previously thought possible.

In sharp contrast, transactional leadership is described as engaging followers in exchanging relationship that focused on their basic needs and applied rewards and sanctions to achieve productivity and efficient management (Bass in Silins & Murray-Harvey, 1999). Though, one tries to make clear distinction among characteristics of particular leadership styles most leaders combined different styles at different degrees in different situations.

In order to get people going, leaders must motivate them and show them what is in it for them. People work because they want to satisfy their needs (Dessler, 2001). Most important for leaders is to recognize that different individuals are motivated by different things, and that they should use different approaches like pay, incentives, rewards, recognition, awards, as well as job redesign, empowering employees, positive reinforcement, etc, offering individual what he/she desires.

If leaders want people to accomplish a task, they clearly have to tell them what their job consists of and what is expected of them (Sechrmorhor, 2002). Communication is there fore vital. The message that has been sent in many cases can be distorted due to several barriers of communication. But there are different ways to improve communication from active listening, clarifying ideas, to change culture and structure, etc.... Due to the increasing importance of team work in a company's success, leaders should have the skills to facilitate and manage teamwork. They should provide an environment that facilitate and promotes teamwork. In order to support team work, leadership has to change and become more participative, even transformational, supporting employees' involvement, idea-sharing, and leading a team to wads a higher purpose.

Leadership is influencing other to work willingly towards achieving objectives, to implement the organization plans. It means crystallizing a direction for employees and makes them want to follow the leaders in achieving the leader's goals (Dessler, 2001). It is the process of inspiring other to work hard to accomplish important tasks. It builds the commitment and enthusiasm needed for people to apply their talents to help accomplish plans (Schermerhor, 2002). These two definitions include basic thoughts about leadership that are shared by several authors (Owen, 2002). After a literature review on the concepts associated with management and leadership, it becomes clear that leadership consist of four basic counter parts: staffing, leadership style; motivation, and communication because of its importance and connection to leadership, some authors add teamwork as a fifth counterpart. Through these leadership tools, leaders influence the behavior of followers towards the achievement of objectives and employees, in turn, are willing to follow the leader.

However, why are employees willing to follow leaders? In the literature, three answers are given: (1) because leaders have power, (2) because leaders have knowledge, or (3) because of their personal charisma. These are 3 sources of authority that lead to different leadership styles. Leadership style can be defined as a recurring pattern of behaviors exhibited by a leader (Schermerhor, 2002). The most commonly known leadership styles in theory and practice are (Dessler, 2002): employee-oriented versus job oriented; participative, self management and autocratic; close, general and laissez-faire; transformational versus transactional; situational models and contingency approaches. They represent a combination of leaders' characteristics and behaviors. Most recently other types of leadership have been recognized like charismatic, heroic, intellectual, ideological, empowerment and the like (Politis, 2001).

Increased competitive intensity has been producing the need for leadership at almost all levels in many organizations; a second set of less dramatic forces has been steadily increasing the difficulty of providing effective leadership. They are the forces of growth, diversification, globalization, and technological development, which have been making the organization more and more complex (Kotter, 1988). Hence, in order to overcome these forces, organizations, especially, post secondary and tertiary educational organization call for leaders who are more adaptive and flexible, as well as who impose positive effect on organizational climate (Grojean, Resick, Dickson & Smith, 2004; Anduaem, 2008). Adaptive leaders also known as transformational leaders (Bass, 1985)-work with followers to enhance organizational

performance by creating healthy and conducive organizational climate (Silins & Murray-Harvery, 1999). Such types of leaders are required for educational organizations which are the roots of the competition and the solutions of the forces.

Educational leaders, however, are challenged to create an environment that is good for students, faculty, staff and community at large because, educational institutions differ from all the rest in the range of their sanctions and the centrality of their relationships to the other social institutions (Ayalew, 1991). If individual organizations want to influence organizations performance, thereby shaping the organizational climate that they must have dynamic, visionary, and altruistic leaders who can successfully implement change and coordinate the diverse functions that make up educational leadership. Effective leaders are vitally important to higher education as they define an institution and its practices (Fairholm, 1998).

2.2. The Roles of Educational Leadership

Educational leaders have many interrelated roles within their institution and outside their institutions. For the purpose of this study, the major roles which have a great impact on organizational climate are discussed below.

2.2.1. Enabling Goal Attainment

The fundamental role of any leader in general is to enable the members to attain the established goals. Every group or organization starts by clarifying and owning its proper goals, and committed itself to their achievement (Darmannin, 1985). The statement of these goals becomes criteria on which decisions are based. The ultimate test of an effective leader is therefore the degree to which the organization is achieving its objective. Moreover, it is a sign of good leadership to have the ability to shape and state objectives that inspire and motivate members to strive towards them (Gandz, 2005). Darmannin (1985) consolidated that by trusting in the members's capacity for creativity, the leader would allow them autonomy in the manner they choose to attain these goals.

Thus, the leader stimulates creativity in confiding to each member a task to accomplish in which she or he is free to choose and invent original ways and means to promote the ultimate goals of the organization. In this manner, the individual freedom and creativity of the

members would be channeled towards a collaborative effort in order to achieve their common purpose. This does not suppress structures, norms and roles, but rather transforms them in stimulating institution and innovative action.

Additionally, Yukl (2004) states that by coordinating the activities of the members that the leader gives the organization a sense of direction and orientation. Sense of direction or goal orientation goes hand in hand with foresight. The leader leads the members forward towards a "vision," enabling them to see the large picture beyond the daily contingencies, being consistently aware of the purpose of the organization (Shane & Holt, 1954; Darmannin, 1985; Dinham, Cairney, Craigie & Wilson, 1995).

2.2.2. Promoting Values

Values are relatively stable beliefs that certain modes of behavior (instrumental values) or end-states (terminal value) are desirable (Meglino & Ravlin, 1998; Rokeach, 1973 in Grojean et al., 2004). Underlying an organization's goals is a choice of a specific set of values ranked in order of importance. Once an organization has decided on for a set of prioritized values, the ensuing processes are conditioned and even determined by them, directly or indirectly (Daver, 1993). These critical values become the principle criteria for planning, evaluation, decision making, acceptance of new members, types of training, selection of leaders and choice of leadership styles (Dandro, 1997).

2.2.3. Integrating

A major function of a leader is to integrated and focuses the variety of the members' talents and resources, harnessing them in the service of the ultimate goal of the organization (Hughes, Ginnette & Curphy, 2006). Darmannin (1985) states that by helping members to internalize the goals and values of their institution such that these become part of their own value system and conversely, they experience their own needs and values reflected in the goals of the institution. By designing and promoting a system such that the individual' growth is enhanced. By creating an environment in which members may satisfy their own particular objectives, while at the same time contributing responsibly to the attainment of the organization's goals. Moreover, by facilitating the activities of the members in a way that simultaneously promotes the over all aim of the institution, and by developing an effective system of members' participation in leadership functions (Daver, 1993).

2.2.4. Energizing

Under this title, the role of inspiring, motivating, encouraging innovating, etc...are included. A leader inspires the members through trust and confidence in their abilities, through a realistic vision, through hope and optimism in the midst of fear, discouragement and criticism, and through good example or modeling (Yukl, 2004; Darmannin, 2985). Grojean et al. (2004) also state that members are motivated when their expectations are fulfilling, when they see meaning and purpose in achieving objectives, when they are challenged and given feedback about their performance. The leader thus exercises the role of energizer by promoting the atmosphere just described. In this manner, the members feel supported by the leader in their endeavors, and their contact with the person fills them with energy and enthusiasm (Darmannin, 1985; Dinham et al., 1995).

Besides energizing, the leader's role can also be seen as that of "synergizing." By putting together the available energies, talents and resources, a synergetic effect is produced that exceeds the sum of the individual elements (Kotter, 1988). This implies that by grouping the numbers of persons to work together, the benefit for the individuals and the effectiveness of the task beyond the anticipating results. To put differently, by integrating the individual needs with organization goals, new energy is produced and new ideas are generated that satisfy the person's needs and accomplished the common objective maximally.

The leaders' roe of energizing is not restricted to the preservation and maintenance of the members and the institution. It involves becoming an agent of change. (Organ & Hammer, 1982; Hughes, Ginnette & Curphy, 2006). That is leaders act on the environment, not the environment act on them. Similarly, Dandro (1997) express that at the high level of development, the roles of leaders becomes that of a creative innovator. Furthermore, effecting necessary changes, besides ingeniously putting together the elements that are already there ("spatial creativity"), he or she creates what is absent, creates new ideas, visions, dreams, anticipates future goals ("temporal creativity").

2.2.5. Facilitating Communication

A leader has to promote an effective system of communication both within and out side the organization, while realizing that channels of communicating spread out in various directions-up wards, down wards, laterals and outwards(Darmannin, 1985). This indicates that the tasks

of leaders are to open up these channels among the members in order to facilitate an exchange of communication, removing any blocks or distortions in communicating. Interpersonal communication breeds openness, sincerity, trust and mutual understanding. In line with this, members expect their leaders to treat them as a person with needs and feelings rather than as tasks they have to perform. They want to experience worth for which they are more than for what they do.

2.2.6. Delegating Authority and Empowerment

This role consists in entrusting certain leadership functions to other subordinates. It obviously involves the risk that the subordinates will make mistakes, do things differently or even worse than the leader would, for it implies delegating the right to be different and wrong (Darmannin, 1985; Daver, 1993; Organ & Hammer, 1982). However, its long-term effects in increasing initiative, trust and responsible action are highly-prized payoffs.

The act of delegating should define not only the nature of the task delegating the norms for expected performance but also the procedure for accountability.

Delegation of authority not just encourages co-responsibility, promotes team spirit and creates trust among members of the organizations; it also proves beneficial for the leader (Mackinnon, 2007). By liberating themselves of the less crucial issues, leaders can utilize their precious time and send their limited energy on other more important matters like long-term planning, motivating personnel, anticipating crisis, creating new ideas, ongoing formation, etc.... Unfortunately, as to Organ and Hamner (1982) many leaders tend to do dedicate their whole time and energy on routine and programmed tasks. They work on specific problems with specific deadlines, usually under pressure, and by responding continuously to these unending pressing problems they are appropriate to neglect the more important though unprogrammed tasks.

2.2.7. Planning and Evaluation

This is clearly related to the leaders' primary role discussed so far concerning goal setting. Planning consists in the working out of strategies aimed at accomplishing the stated objectives. Evaluation insures the control of the same objectives (Organ and Hamner, 1982; Darmannin, 1985). It is the leaders' responsibility to ensure that serious planning does take place for the group or organization. Planning aims at both effectiveness and efficiency. On the

other hand, evaluation guarantees that the organization is operating effectively and efficiently. The content of such evaluation includes a study of one's goals, an examination of the means employed to achieve such goals, a clarification and reformulation if necessary of one's values and priorities, an assessment of personal and resources, and suggested remedies for the future.

2.3. Transformational Leadership

Transformational leadership has the subject of systematic inquiry in non school organizations for several decades. The idea of transformational leadership was first developed by James McGregor Burns in 1978 and later extended by Barnard Bass as well as others (Yukl, 2004; Hughes, Ginnett & Curphy, 2006). Burns (1978) conducted a comprehensive study of leadership and categorized leaders as either transactional or transformational. Neither Burns nor Bass studied higher educational institutions but rather based their work on political, army officers and or business executives. However, Leithwood (1994) and his colleagues cited in Marks and Printy (2003) have described and assessed the effectiveness of transformational leadership in school organizations.

Transformational leadership, which is an expansion of transactional leadership, does not place major emphasis on exchange or rewards within the system. Instead transformational leadership creates meaning for followers, challenges them to disregard self-interests and encourages pursuit of institutional goals, interests of the group and moves followers gradually from concerns for exchange to concerns for achievement and growth (Singh & Bhandarker, 1990; Bass & Avolio, 1994). Transformational leadership appeals to the moral values of followers in an attempt to raise their consciousness about ethical issues and to mobilize their energy and resource to reform institutions (Yukl, 2004). With transformational leadership, the followers feel trust, admiration, loyalty and respect towards the leader and they are motivated to do more than they originally expected to do (Silins & Murray-Harvey 1999) and Bennis, Warren and Anus as cited in Dietel (1992) state that transformational leaders transforms themselves as change agent and their followers as a leader because of their ability to translate their dream for the organization in to a vision shared by followers.

Hughes, Ginnetee and Curphy (2006) explain that transformational leaders possess good visioning, rhetorical, and impression leadership skill, and they use these skills to develop strong emotional bonds with followers. This implies that such leaders have ability to

communicate the vision to followers and engage them in pursuit of an objective. Dondor (1997) contends that transformational leaders create learning opportunities for followers and empowers them to solve problems as a means of fostering leadership skills.

Singh and Bhandarker (1990) point out that transformational leadership create meaning for their followers and demonstrate the capability to frame their ideas and experience in away that generate a viable basis for human action. Furthermore, transformational leaders' emphases on vision, mission, ideas, views, risk and change (Yukl, 2004; Grojean et al., 2004). Grojean et al. (2004) also stress that transformational leadership goes beyond the attempt of some leaders to satisfy the current needs of followers by focusing on exchanges through contingent reward behavior. Rather, transformational leaders achieve the organizational and followers' goals essentially by (a) mobilizing meaning, articulating and defining what have previously remained implicit or unsaid; (b) by consolidating, confronting and/or changing the prevailing beliefs and wisdom (Singh & Bhandarker; 1990).

Transformational leaders give great care for their followers and understand the impacts of their actions on the group and the organization. It is leaders requires the development of followers to achieve performance objectives (Bass, 1985, as cited in Grojean et al., 2004), and attempts to use intrinsic motivation to inspire others to go beyond personal interests and work toward a higher collective purpose (Grojean et al., 2004).

2.3.1. Full- Range Theory of Transformational Leadership

The most recent model of transformational leadership is the Full-Range Theory. This theory has the ability to explain leadership and its multidimensional nature and to empirically measure behaviors that can be used to predict leadership out comes (Antonakis & House, 2002 as cited in Andualem, 2008). The full-Range Model has been deemed more successful in determining effective leadership because it is an integrative theory that (1) has been widely accepted in leadership literatures ,(2) is supported by empirical research, and (3) is an integrative. Bass (1985) included transformational leadership in his full-range leadership model. Expanding Burn's leadership theory, Bass renewed emphases on "high impact leadership" (Avolio, 2004).

Bass and Avolio (1994) developed the Front Range Leadership Theory (FRLT) that evolved from Bass, transactional- transformational theory (Antonkis & House, 2002). The FRLT consists of nine factors that are grouped in to three leadership styles; (a) transformational; (b) transactional, and (c) Laissez-faire leadership. Transformational leadership encourages superior results from followers by using a full range model of leadership, which is composed on one or more of the following components or behaviors (Antonkis & House, 2002). Transformational leadership includes the following four factors.

2.3.1.1 Idealized Influence (Attributed)

It is also referred to as attributed charisma (Grojean et al., 2004) describes followers perceptions of the leader's power, confidence and inspirational ideals. This emotional aspect of leadership is credited which shifting follower self-interest to a global perspective that places the welfare of the organization first.

2.3.1.2. Idealized Influence (Behavior)

It also referred to as behavioral charisma, includes leader behaviors that reveal the leader's value and beliefs, ethical and moral values, and vision. To consolidate the impacts of the leaders behavior, Grojean et al. (2004) explain that the behaviors of leaders is a powerful communication mechanism that conveys the expectations, values and assumptions of the culture and climate to rest of the organization. Hence, leaders are role models of appropriate behavior and their actions have a strong influence over the ethical conduct of followers, as well as its climate. Power is used only when necessary and never for personal gain.

2.3.1.3. Inspirational Motivation

Inspirational motivation involves the use of symbols and emotional appeals to engender awareness and understanding of the leader's vision and collective objectives (Bass Avolio, 1993 as cited in Grojena et al., 2004). It encourages followers to question assumptions, invites creative solutions to problems, and challenges the status quo (Yukl, 2004). Leaders encourage creative and innovative thinking and reform problems in order to gain new perspectives. Furthermore, the leader does not publicly criticize followers' mistakes rather as Bass and Avolio (1993) in Grojean et al., (2004) treat each follower differently, and in a manner that is equitable and satisfying to the follower.

2.3.1.4. Individualized Consideration

This dimension involves recognizing each follower's strength and need, and providing assignments and encouragement to aid individual development. In other words, leaders who act as mentor and pay attention to individual needs for growth and achievement. The leader encourages followers to strive for higher levels of attainment by pursuing challenges. This leader listens, delegate tasks as a means of developing followers and offer direction and support as needed.

2.4. Transactional Leadership

Caldwell and Spinks (1992) as cited in Bash and Barnham (1994) transactional leadership refers to the 'contract' made between leader and follower that is from the followers an agreement to work toward the achievement of organizational goals; from the leader an agreement to ensure good working conditions or in some other ways satisfy the needs of followers. Similarly, Silins and Hurray-Harvey (1999) contend that transactional leadership was described as engaging followers in an exchange relationship that focused on their basic needs and applied rewards and sanctions to achieve productivity and efficient management. In other words, transactional leadership is structured and concerned with maintaining efficiency and supports the use of power to influence followers to complete transactions.

Transactional leadership at times called bartering (Bash & Barhamn, 1994), and it is based on an exchange of services for various kinds of rewards that the leader controls, at least in part. To put differently, transactional leadership requires agreement between the leader and the follower on the need to attain a specific goals. To facilitate goal achievement, objectives are developed, and the followers understand what is necessary to receive the reward or punishment (Hughes, Gennitte & Curphy, 2006). Therefore, transactional leadership involves either positive or negative exchanges, deciding on the followers' performance (Bass & Avolio, 1994). Once the exchange is completed, there is no further need to interact unless another process of contingent reward is incorporated. As Silins and Murray-Harvey (1999) explicitly state transactional leadership may enable an organizational to operate effectively and efficiently, however, alone it could not develop in followers the level of trust, loyalty, and enthusiasm generated by transformational leadership.

2.4.1. Contingent Reward Involves an Exchange

This method of leadership clarifies the roles of followers and expected outcomes from them and states the perceived rewards that will be effected for desired outcomes. In other words, the leaders reward followers upon successful completion of tasks or assignments.

2.4.2. Management-By- Exception Involves Corrective Action

Management-by-exception (active) is a corrective or negative transaction and occurs when the followers deviate from the norm. The leader actively controls and monitors followers performance and takes corrective action when a mistake occurs. When a leader monitors and controls performance and behavior corrective action as needed, active management is being utilized. However, if the leader waits until a mistake occurs and then corrects, passive management is being utilized.

2.4.3. Laissez-Faire (Absence of Leadership)

By becoming highly sensitive to the interpersonal dimension, however, laissez-faire leaders may confuse their identity and the leader-follower role becomes ambiguous (Darmannin, 1985). In their non-directive style, they do a lot of sharing and discussions but little or no decision making. Antonakis and House (2002) attempt to explain the behavior of such types of leaders. They stated that laissez-faire leaders avoid making decisions are the most ineffective and inefficient as well as they are making encouragement and motivation.

To sum up, transactional leadership has also been referred to as scientific leadership, which assumes the leader has control over available rewards. Followers, who are in pursuit of the rewards, allow leaders to exert control and influence (Bottery, 2001). Burns (1978) supposes that such types of working relationship are not permanent, as the followers and leaders are not jointly seeking a common goal. Although transactional leadership dominated research in the 1960s, Sergiovanni (1992) pin point that it may no longer be viewed as the preferred leadership style because it limits human potential.

2.5. Effects of Leadership on Organizational Climate

Many scholars have drawn sharp lines of demarcation between the constructs of organizational climate and culture and the factors of leadership on these components. Accordingly, Richard, Percy and David (1999); Dailey (1988) and Lisa (2010) differentiated

between these two constructs on the bases of climate being the descriptive beliefs and perceptions individuals hold of the organization, whereas culture is the shared values, beliefs and expectations that develop from social interactions within the organization. To clarify further, the boundaries between organizational climate and culture can appear to be artificial, arbitrary, and even largely unnecessary. Additionally, Grojean et al. (2004) add that both constructs are similar; climate may be viewed as how things are while culture refers to why things are as they are.

In relation to this concept, Tagiuri's systematic model (as cited in Lisa, 2010), presents an interesting means for integrating these two constructs; he offered culture as one of four components of organizational climate, along with ecology, milieu, and organization or structure. He attempted to give definition for each components of organizational climate: (1) organizational culture refers to assumptions, values, norms, beliefs, ways of thinking, behavior patterns, and artifacts (2) within the sub-component of ecology, the writer includes buildings and facilitates, technology and pedagogical interventions (3) milieu refers to variables related to race, ethnicity, socio-economic levels, and gender of organizational members and participants, their motivation and skills, and the organization's leadership, and (4) The organization or structure construct includes communication and decision making patterns within the organization, the organizational hierarchy and formal structures, and the level of bureaucratization. According to this study, the central focus to be discussed is climate hence details of it are explained bellow.

✓ Accordingly, organizational climate implies employee perception of relatively stable organizational characteristics and processes. Organizational climate is related to organizational performance, employee work attitude, and organizational survival (Dailey, 1988). Similarly, most researches defined organizational climate as "a relative enduring quality of the internal environment of an organization that: (1) is experienced by its members,(2) influence their behavior; and (3) can be described in terms of the values of a particular set of characteristics of the organization" (Dailey, 1988).

According to Schneider (1995, 1983) as cited in Grojean et al. (2004), organizational climate refers to perceptions of organizational practices and procedures that are shared among members and which provides an indication of the institutionalized normative systems that

guides behavior. To this end leadership has a paramount effect on the integration of all climate components which brings to organizational effectiveness. To consolidate this point Wimbush and Shepard (as cited in Grojena et al. (2004) contend that leaders through out all stages of the organization's life cycle and all organizational levels continuously shape the organizations climate by providing meaning to policies and practices through the manner in which they enact the organization goals and the strategies.

Moreover, leaders have responsibility for instituting standards of ethical conduct and moral values that guide the behavior of followers (Grojean et al., 2004). The actions of direct leaders provide an immediate indicator of appropriate behavior. This implies that leader, not only directly influence the behavior of members, which lead to influence the perceptions of members which lead to norms and expectations appropriate conduct that become ingrained in the organization's climate

In other words, the behavior of the leader is a powerful communication mechanism that conveys the expectations, values and assumptions of the climate to the rest of the organization. As to Grojenan et al. (2004) leaders are role models of appropriate behavior and their actions have a strong influence over the ethical conduct of followers, as well as its climate. Leaders are responsible for facilitating and creating conducive working environment in which a worker works is closely linked to the organizational climate of the organization (Dandero, 1997). This implies that healthy organizational climate lets to the worker to be creative, innovative and energetic on their tasks.

Additionally, Dandero (1997) states that organizational climate is strongly related the amount of control over individual workers and the manner in which this control is exercised directly affected by leadership style. To put differently, leadership may affect organizational climate either negatively or positively or both. Regards to this concept, Dandero (1997) pin points that negatively affecting the organizational climate is increased centralization and bureaucratization which reduces the empowerment central to organizational reform. On the other hand, a climate that affects the organization in a positive manner provides an environment in which members enjoy extremely high sprit.

In other words, Kuei et al. (1997) reports that the perceived organizational climate (either negative or positive) due to leadership influence arouses motivation, inspiration, morale, coursing emergent behavior, which results in various consequences for the organization such as: satisfaction, productively or performance and retention or turn over. This means that organizational climate is a reflection of dynamically interacting processes involving in organizational conditions, internal employees and leadership practices (Kuci et al., 1997). Hence, leaders of an organization should have to find out and take into consideration the dimensions of organizational climate; such as structure, responsibility, reward, risk, warmth and support, standards, conflict identity, communication within the organization and outside the organization to maintain the effectiveness of their organizational outputs.

2.6. Contextual Factors Affecting Organizational Climate

Organizations are affecting by many various factors within and outside the organization. Specially, school organizations are more affected than other business organizations because school organizations are more open system than others and they are the home of the community (Aylew, 1991). Similarly, according to Glatter in Storey (2004) notes that educational leaders are expected to foster simultaneously high reliability organizations, social institutions, and creative learning communities. Additionally, educational leaders listening at all levels respect and value every individual's contribution in order to promote good institutional excellence (Fawcett & Dawn in Mackinnon, 2007). For the purpose of this study, the factors which affect the climate of private higher educational institutions related to leadership is delimited to leader member relationship, takes structure, and position power of the leader. These factors were identified by situational leadership model. The situational leadership model has evaluated over time. Its essential elements first appeared in 1969 by Hersey and Blanchard with roots in the Ohio state studies in which the two broad categories of leaders' behaviors initiating structure and consideration were initially identified (Hughes, Ginnetee, & Curphy, 2006).

Many scholars proposed that organizational productivity and performances are the integration result of organizational climate, leadership and other situational factors. Accordingly studies conducted by Hakonsson et al. (2007) depict that the roles of leadership, leadership style and situational variables of leadership in leading climate have paramount effect on organizational outcomes such as productivity, innovation and creativity. Similarly, Scott and Bruce (as cited

in Haakonston et al., 2007) found out that a positive and significant association between situational variables (task structure, leader member relation and position power) and organizational climate for innovation, which in turn related positively to innovative behaviors among employees.

2.6.1. Leader-Member Relationship

It is the most powerful elements in determining over all situation favorability. It involves the extent to which relationship between the leader and followers are generally cooperative and friendly or antagonistic and difficult (Hughes, Ginnetee & Curphy, 2006). Other scholars state that leader member relationship refers to the degree of confidence, trust, and respect the followers have in their leader (Invancevich & Matteson , 1999; Steers, Ungson & Mowday, 1985) and or the opposite of the aforementioned statements (Archer & Rashid, 1983).

Grean, Dansereau and their colleagues (1975) as cited in Invancevich & Matteson (1999) attempted to identify the effects of leader member relationship on organizational climate and its outcomes in their leader-member exchange model of leadership. Moreover, Scott and Bruce (as cited in Coglisier and Schriesheim, 2000) found that the leader member relationship had positive relationship with the organization's support for innovation and creativity. Similar to Kozlowski and Doherty's (as cited in Coliser & Schriesheim, 2000) finds out a positive relationship between leader member relationship and other climate dimensions (work structure, job understanding, responsibility, leaders work emphasis, team work, inter group cooperation, and management awareness and concern).

2.6.2 Task Structure

It is the second important elements in determining over all situations favorability. Steers, Ungson and Mowday (1985) state that the task structure implies that the extent to which the tasks, goals and role assignments are specified clearly hence every one knows exactly what he or she is supposed to do, or how they are to do it, when and in what sequence it is to be done, what decision options they have (high structure) or are these factors unclear, ambiguous, unspecifiable (low structure) (Invancevich & Matteson, 1999)?

In other words, the more predictable the nature of the task situation, the more appropriate will be tight control, explicit expectations, formal standardized procedures and courteousness as leadership choice (Fiedler in Cohen et al., 1988). If the nature of the tasks seems like this, the

climate of the organization will be healthy and there will be a team spirit among members which leads to an excellent organizational productivity and performance. On the other hand, the less predictable the nature of the tasks situations, the more appropriate will be shared control, less explicit expectation, informal procedures, and risk taking (Morse & Lorsch; Hersey & Blanchard in Cohen et al., 1988). If the task has such types of features, the workers become less innovative, creative and unsatisfied. This also directly affects the organizational climate negatively. As it is stated so far, negatively affecting the organizational climate is increased centralization and bureaucratization which reduces the empowerment central to organizational reform (Dandero, 1997).

2.6.3. Position Power

It refers to the power that the organization confers on the leader for the purpose of getting the job done. In other words, it is the degree to which the position itself enables the leader to get subordinates to comply with directives. Furthermore, Steers, Ungson and Mowday (1985) pin point that position power refers to the extent to which power is distributed between the leader and the group. It is generally believed that the more rewards and punishments leaders have at their disposal, the more in fluency they possess. However, position power is the weakest of the three elements of situational favorability (Hughes, Ginnette & Curphy, 2006).

2.7. Higher Education

This part of the chapter consists of issues related to higher education such as the growing and diversifying demand for higher education, international and national perspective of higher education.

2.7.1. The Growing and Diversifying Demand for Higher Education

Globalization has affected many areas of society and will continue to shape the future of education and content delivery indefinitely. The impact of globalization has led to exceedingly higher enrollments for many universities and colleges. It has become increasingly apparent that individuals need to constitutently learn new skills in order to remain employed and competitive in knowledge and digital economy (Lisa, 2010). Those individuals who can not or will not learn new skills will have more difficulty finding employment and remaining competitive.

In case of the aforementioned problems and needs of individual globally, the growing demand for higher education has become increasing year after year all over the world. From a global perspective, the growing demand for higher education can roughly be distinguished into two main trends. On the one hand, the rapidly growing need for the widening of initial access to higher education, on the other hand, there is the increasing need for more diversified and flexible types of higher education, including life long learning, corporate training, etc in countries that are changing from past industrial into knowledge economies.

2.7.2 Private Higher Education Internationally

The growing of private higher education world wide and the new forms it has adopted to carryout that expansion, has confronted scholarship with the challenge of reconsidering the theme of private provision and the diversification of higher education. The literature on private higher education internationally depicts that private higher education brings diversity, especially when compare the public tertiary education sector, along the dimension of finance, control, mission, and scope function. In general, private institutions rely on a narrower range of financial sources than public. Their governance is more hierarchical, less internally democratic, responsive to a tighter array of constituencies, and free from governmental action typically oriented to particular interests, niches and clients or tasks.

However, scholars in the field of higher education proposed that higher education is as sources of new events and facts their administration is responsible for creating conducive working environment. Their leaders must constantly be aware of how to adjust, evaluate, and assess the validity of programs, contents, and emerging technologies to remain competitive and viable in this new society (Lisa, 2010), with increasing changes happening throughout the world, higher education leaders need to be aware of these mutable circumstance and influence their challenges and universities to be able to adapt and transform accordingly. Higher education will need to service more individuals and educate them based on the skills necessary for employment and success.

Innovation, vision, contribution, flexibility to change and life long learning agendas are necessary attributes of an emerging leader in higher private educational institutions' environment. In other words, formidable leaders have the ability to develop, change, adapt and reinvent their own skills and abilities but more importantly, good leaders need to have the ability to direct and affect these initiatives in others so that a progressive high education

learning agenda follows successfully. Highly effective private higher institution leaders are constantly reviewing market trends and initiating new agendas within his/her realm of influence. Motivation, creativity, symbolic, structural, and human and the ability to operate within resources frameworks are skills that are paramount to the success of his/her objectives (Bolman & Deal, as cited Dandro, 1997).

2.7.3. Private Higher Education in Ethiopia

Private tertiary institutions in Ethiopia are relatively new phenomenon; virtually all of them have been established within the past ten years. Ethiopia is currently engaged in a highly ambitious effort to re-align its higher education system in more direct support of national strategy for economic growth and poverty reduction (Teshome, 2003). An aggressive expansion policy designed to raise the country's insignificant tertiary enrollment ratio to more respectable is producing results. Private provision of tertiary education has been permitted by government as a key component of this expansion strategy. There are over 70 accredited private higher institutions in Ethiopia. In 2003/04 private institutions host 24% of all tertiary students. The private institutions in Ethiopia offer short term training TVET, Degree and Masters Degree program. Those private institutions provide educational programs often not available in public institution, provided access to growing numbers of students who might otherwise not be admitted to tertiary education, enable a significant expansion of tertiary enrolments at very little additional cost to government, provide clients-oriented instruction focused on the shifting needs of the job market, and attracts a high production of women students (Teshome, 2003).

As evidenced in the above figure private providers are making a substantial contribution to both the nation's expansion targets for higher education and the government's goals of economic growth induced by human resource development. In line with the provision of education, the private higher institutions have played a significant role in research and development to introduce new ideas to the nation

CHAPTER THREE

3. Research Design and Methodology

The purpose of this chapter is to provide an overview of the basic research design and methodology used to carry out this study. The overview includes the basic research design, data sources, sampling techniques, the construction of the measuring instruments, the process of data collection, piloting the research questionnaires, and statistical techniques used to analyze the data.

3.1. Methodology of the Study

This study focuses on assessing the effects of educational leadership on the organizational climate in private higher educational institutions of Addis Ababa. Hence, descriptive survey method was employed with the assumption that it helps to gather a large variety of data related to the problem under study and it deals with the current existences of the problem. Consolidating this assumption (Seyoum & Ayalew, 1989) expressed that the descriptive survey method of research is more appropriate to gather several kinds of data of such a broad size.

3.2. Data Sources

In this study, primary and secondary data sources were used in order to get factual information in terms of figures or just statement of facts.

3.2.1. Primary Data Sources

Primary data sources were members of the management like the Presidents, Deans, Vice Deans, Department Heads, instructors and administrative staff members of Addis Ababa City Administration private higher educational institutions. The reason behind for selecting these as sources of data was to get first hand information about the problem; since the respondents have a direct relation and experience about it.

3.2.2. Secondary Data Sources

Secondary sources of data are very crucial for strengthening the information obtained from primary sources. Hence, data sources such as written duties and responsibilities of the management group, labor contracts, rules and procedures of the institutions regards to ceremony and ritual meetings, various proclamations about private higher educational institutions and the like were used as a data sources

3.3. Sampling Techniques

According to the Ethiopian Engineering Capacity Building Program Blue pages (2006) and the Addis Ababa City Administration Education Bureau Annual Educational Statistics Abstract (2007/08), the total number of private higher educational institutions were 74, of which 1 University, and 12 were University Colleges; while the remaining 60 were Colleges. Sample institutions, therefore, were selected from University and University Colleges according to their respective preparation and background. Thus, all University Colleges were given equal chance to be represented in the sample. For the purpose of this study, 4(33.3 percent) University Colleges and 1(100 percent) University were selected using simple random sampling techniques and availability sampling respectively. This enables to give each institution equal chance of being selected in the sample. Simple random sampling gives each unit of the population equal opportunity of being selected (Seyoum & Ayalew, 1989).

Accordingly, the University Colleges, which were included in sample, were City University College, Alpha University College, Admas University College and Royal University College. These University Colleges were selected by lottery method sampling techniques. That is after jotting down the names of all institutions; they were given code numbers and wrote their codes on a piece of paper. Then, by folding each piece of paper, putting them in to a curved can and draws them until all the samples drawn out.

Participants were educational leaders such as Presidents, Vice Presidents, Deans, Vice Deans and Department Heads, and Instructors and other staff members such as secretaries, cleaners, guards, librarians, registrars, accountants, and record clerks employed by private higher educational institutions within Addis Ababa. However, individuals who had less than six months of service in their current institution were not included. Because, items which incorporated in the questionnaires required detail information about the institutions' practices and experiences, and those participants did

not properly completed the questionnaire during the pilot test. Thus, sample respondents were selected by their experiences, job title and their job functions.

From the sampled University and University Colleges, 223 instructors and administrative staff members were randomly (lottery method) selected and included in the sample. In addition to this, from the sample institutions based on an availability sampling all educational leaders (70) were selected, except those who were of less than six months of service, in the study. Here, availability sampling is used for the reason that their number is limited. For the sake of understanding, the total population and sample population are presented in Table 1.

Table 1. Sample Population of Respondents

No	Name of Institutions	Total Population		Sample Population			
		Leaders	Instructors and other staff members	Leaders		Instructors and other staff members	
				N	%	N	%
1	Unity university *	20	282	20	100	85	30.14
2	Alpha University College *	18	224	18	100	67	29.91
3	City University College	9	46	9	100	13	28.26
4	Adams University College *	15	142	15	100	43	30.28
5	Royal University College	8	49	8	100	15	30.61
	Total	70	743	70	100	223	30.01

Sources: * Adapted from the Institutions' Human Resource Department

Adapted from Education Statistics Annual Abstract 2007/08 G.C

3.4. Instruments and Procedures of Data Gathering

3.4.1. Instruments of Data Gathering Tools

Four data gathering tools, namely the research questionnaire, Informal conversational interview, observation guide, and document analysis were employed in order to gather the necessary data for the study. The purpose of informal conversational interview was to increase the salience and relevant of questions; interviews are built on and emerge from observations; the interview can be matched to individuals and circumstances (Best & Kahn, 1999). Two sets of questionnaires were prepared in Amharic and English for collecting data. One set of questionnaire was employed for collecting data from those private higher educational institutions, Presidents, Deans, Vice Deans, and Department Heads; the other one was for the instructors and other administrative staff members (secretaries, cleaners, guards, librarians, registrars, accountants, and record clerks) of the

sample institutions. In order to collect a better and relevant data, the questionnaires were composed of both close and open-ended items. The close ended items contain multiple choices and Likert method of summated ratings – a statement was made and the respondents indicated their degrees of agreement or disagreement on a five point scale that were relevant to various issues and addresses in the research functions. Where as, the open ended questionnaires provided the respondents a freedom to express his/her feeling about the research problem and as a result the researcher may get helpful fresh ideas.

Additionally, relevant documents and reports of MoE, the Addis Ababa City administration TVET Agency and the private higher educational institutions were analyzed to get reliable data. Moreover, using the non-participatory observation, the existing situations of the educational leaders, instructors, other administrative staff members and the institution environment were documented in order to supplement the questionnaires by cross checking the reliability of the answers that provided by the questionnaires. In relation with this, informal discussion was held with some employees so as to get their inherent feelings and views on their organizational leadership.

Finally, the Multifactor Leadership Questionnaire (MLQ) form 5X-short (Revised), developed by Bass and Avolio (1994), and a modified version of Litwin and Strnger (1968) Organizational Climate Scale Instrument were designed to measure transactional and transformational leadership styles and organizational climate variables respectively. The MLQ and Organizational Climate Scale Instrument have been investigated and shown to have excellent internal consistency, reliability, and construct validity (Bass & Avolio, 1993; Litwin and Strnger (1968) in Madu et al., 1997). Accordingly, the computed reliability for MLQ and Organizational Climate Scale Instrument were .74 to .94 and .64 to .87 respectively, In both cases, the items are individually measured on 5-point, Likert-type, ordinal scale (0= not at all to 4= frequently for MLQ , and 1= very low to 5= very high for organizational climate scale instrument). The MLQ items relate to nine latent constructs of leadership: idealize influence (attributed), idealize influence (behavior), inspirational motivation, intellectual stimulation, individual consideration, contingent reward, management-by-exception (active), management-by-exception (passive) and laissez-faire leadership.

Regarding the Organizational Climate Scale Instrument, items related to organizational climate variables which are suited for this study were identified and modified: level of bureaucracy, responsibility, reward, risk, worth and support, conflict, identity, standards, expectation and other variables. The MLQ 5X and Organizational Climate Scale Instrument have been researched, validated and used in many research programs, dissertations and thesis (Bass & Avolio, 2004; Madu et al., 1997). These instruments have been widely used and validated hence it is not necessary to pilot-test them.

3.4.2. Pilot Test

After construction and pre-review, the instruments of the data collection were tested in two randomly selected private University Colleges' Presidents, Deans, Vice Deans, Department Heads, instructors and other administrative staff members to test the questionnaires before they administered in to the final participants of the body. The pilot test was carried out on the private higher educational institutions which were not included in the final sample population. The pre-test was done with the objectives of checking whether or not the items contain in the instruments, could enable the researcher to gather relevant information. Bass and Avoilo (2004) reported that reliability for the total items and each leadership factor scale ranges from .74 to .94. Hence, the MLQ items and organizational climate variables are not need of testing reliability test.

Participants of the pre-test were first informed about the objectives of the pilot study and how to fill, evaluate and give feedback on the relevance of the contents, jargon words, length items, types of questions, layout and other factors of the questionnaire. Participants were given two weeks to review the questionnaire and offer feedback. Based on their feedback, the instruments were improved before they were administered into the main participants of the study. Thus, some relevant items were added, vague and jargon words were simplified, undefined terms were defined, others (unnecessary) were removed; some length items shortened; item response were decrease and unclear ideas rephrased. Hence, the operational definition for those technical terms were given and incorporated in the final questionnaire.

3.5. Data Collection Procedures

A total of 293 questionnaires were distributed to target groups by the researcher himself. Out of 293 respondents, 70 were for educational leaders and the rest 223 were for instructors and other staff members. However, only 56(80%) and 208(93.3%)

questionnaires were properly completed and returned from leaders and instructors and other staff members respectively. The remaining 14(20.0%) and 15(6.7%) questionnaires were not returned and properly completed. Respondents were given enough time (a month) to filled and completed. The completed questionnaires were collected by the researcher himself through walk in each respondents offices and through telephone callings.

3.6. Statistical Tools and Data analysis

To assess the existing effects of educational leadership on the organizational climate in private higher educational institutions, appropriate descriptive statistics such as percentage, mean, grand mean, mode, standard deviation and t-test were employed. Percentage and frequency were used to determine the proportion of current educational leaders, instructors and other staff members regards to educational status, sex, age, background of the institution. Similarly, contextual factors that affect the institutions climate and some aspects of leadership roles were measured by percentage and frequency.

Moreover, comparison of mean difference between the responses of two independent sample groups on the organizational climate scale factors was made using mean scores, mode and standard deviation values. T-test was used to with significant level of 0.05 ($p=0.05$) to determine whether the results of mean differences between the views of leaders and that of the employees were the outcomes of those characteristic or not. The sample groups were leaders and employees of the private higher institutions. The statistics t-test was used to determine whether two means are significantly different at a selected probability level or not. Similarly, mean, mode and standard deviation were employed to identify to what extent the private higher institution leaders practice their roles.

Finally, in order to identify the types of leadership styles whether transactional or transformational leadership has got much emphasis while leaders practicing their roles mean, grand mean, mode and standard deviation were applied. Grand mean was used to express the total values of transactional and transformational leadership styles.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter deals with the presentation, analysis and interpretation of the data obtained from educational leaders, instructors, and other staff members of private higher education institutions of Addis Ababa through questionnaires, informal conversational interviews, document analysis and observation. The data gathered through informal conversational interview, document analysis and observation were qualitatively described in words in order to give answers for the basic research questions. For the sake of similar purpose, data obtained from open-ended questionnaires were quantitatively and qualitatively described.

The total population of this study was 813. Out of this, 70 (100 percent) leaders and 223 (30.01 percent) instructors and other staff members were selected using available and simple random sampling methods respectively. Based on the functions and educational backgrounds of respondents, two types of questionnaires were prepared using English and Amharic. Hence, based on the responses obtained from the sample respondents, the analysis and interpretation of the data are presented preceding or following the Tables.

Characteristics of Respondents

This section deals with the personal characteristics of sample respondents which include, age, sex, marital status, employment status and educational background so as to make it a spring board for the analysis and interpretations of the data.

Table 2. Frequency and Percentage Distribution of Respondents by Sex, Age, Marital status and Employment Status

No	Items	Variables	Leaders		Instructors and other staff members	
			N=56	%	N=208	%
1	Sex	Male	49	87.50	125	60.10
		Female	7	12.50	83	39.90
		Total	56	100.00	208	100.00
2	Age	20-29	5	8.92	108	51.92
		30-39	13	23.21	47	22.60
		40-49	16	28.57	40	19.23
		50-59	15	26.79	10	4.81
		60-69	6	10.71	4	1.44
		>70	1	1.80	-	-
		Total	56	100.00	208	100.00
3	Marital status	Unmarried	14	25.00	116	55.77
		Married	40	71.43	96	44.23
		Divorced	-	-	-	-
		Separated	2	3.57	-	-
		Total	56	100.00	208	100.00
4	Employment status	Full time	54	96.40	204	98.08
		Part time	2	3.60	2	0.96
		Full time and owner	-	-	1	0.84
		Part-time and owner	-	-	-	-
		No response	-	-	1	0.48
		Total	56	100.00	208	100.00

% is calculated from N

Table 2 depicts that 87.50 percent of educational leaders and 60.10 percent of instructors and other staff members were men. Insignificant number of leaders (12.50 percent) and a few numbers of instructors and other staff members (39.90 percent) were women. This implies that, even though women's contribution for the development and growth of the institutions are undeniable, their participation rate in private higher education institutions is insignificant, especially in the leadership positions. The real cause reason for this is that there are no female many higher education graduates.

Concerning respondents' age, as Table 2 showed, the leadership positions were occupied by nearly similar percentage distribution of ages-ranged from thirty to fifty nine years. This indicates that the leadership of private higher education institutions takes in to

account the age distributions of leaders from young to adult leaders while assigning leaders in various leadership positions. This also creates a sense of belongingness to the institution, allows transferring followers to leaders and leaders to change agents, and offers opportunity for growth and development for followers.

On the other hand, the majority (51.92 percent) of instructors and other staff members were found in the age ranges between twenty to twenty nine years old. This data showed that more than half percent of private higher education institution instructors and staff members were young. Thus, young instructor and other staff members are more dependent on office facilities, salary increment and other facilities. Hence, though inclusiveness of young leaders in the leadership position is very important to understand and communicate easily with young workers, matured leaders have a great responsibility for leading, mentoring, being role models for those young workers in order to make the organizational climate healthy, conducive and supportive.

Table 2. also reveals that, 25.00 percent of educational leaders and 55.77 percent of instructors and other staff members were unmarried. Nevertheless, the majority of the leaders and 44.23 percent of the instructors and other staff members were married. This shows that, nearly 71.43 percent of educational leaders were of family commitments, matured and engaged in various social, political, economical and other involvements. On the contrary, majority of instructors and other staff members was unmarried which implies their little commitment in relation to family and social instructions and responsibilities and little or no value for their job. In case of this, young employees would not like to work in challenging and risky working environment. This leads the educational leaders and employees in different web length, and end up with conflict, misunderstanding and turnover. This in turn results in negative organizational climate.

Regarding the employment status of the sample private higher institutions, Table 2 depicted that almost all respondents of educational leaders (96.40) and instructors and other staff members (98.07) were fulltime employees. This indicates that private higher educational institutions used their human labors efficiently. To put it in other words, private higher institutions have many interrelated activities which call persistent effort of workers who were able to accomplish the institution's objectives just-in-time for the sake of extending the sources of their revenue. Thus, to address this mission they were

applying a full time base agreement strategy with low salary and they make employees burdened by mountains of busy works.

To confirm this point, during the informal conversational interview, a participant reported that *“nowadays even house maids are given due respect, but we are treated like slaves working with out any time limit and inequitable salary just to make their organization profitable.”* (Miss X, personal communication, Mar. 8/2010). This explanation explicitly assured that private higher education institutions were engaged in profit making system. That is they focused merely on the accumulation of wealth rather than providing fair and equitable service for citizens.

As shown in Table 3, 53.57 percent of educational leaders and 72.60 percent of instructors and other staff members served from one year to five years in their institutions. On the other hand, a few number of leaders (18.27 percent) had six to ten years of service in their University/University College. No more than 8.96 percent of leaders and 5.28 percent of instructors and staff members had greater or equal to eleven years of service. This implies that, though above 50 percent of respondents have five and less years of service, they had reasonably ample years of service that enable them to know and understand their organizational experiences, practices and problems. Therefore, they could be provided sufficient and relevant information regarding their organizational climate and organizational leadership.

According to the data in Table 3, the private higher education institutions' academic and non-academic ranks of their employees were sorted out. On top of this, 66.07 percent of educational leaders and 39.26 percent of instructors and other staff members were lecturers. The number of leaders, instructors and staff members who had academic ranks of assistant professor, associate professor and professor declined when one compared their percentage values. On the other hand, nearly 26.67 percent and 21.48 percent of instructors and other staff members were graduate assistants and assistant lectures respectively. The remaining respondents were non-academic staff members.

Table 3. Frequency and Percentage Distribution of Respondents by Year of Service, Academic Qualification and Academic Rank

No	Items	Variables	Leaders		Instructors and other staff members	
			N=56	%	N=208	%
1	Years of service in your university college	6 months to a year	2	3.57	8	3.85
		1 years – 5 years	30	53.57	151	72.60
		6 years – ten years	19	33.93	38	18.27
		Above or equal to 11 years	4	8.96	12	5.28
		Total	56	100.00	268	100
2	Highest level of education	Less than or equal to grade 10	-	-	6	2.90
		Grade 12 completion	-	-	12	5.77
		Certificate or equivalent	-	-	14	6.73
		Degree or equivalent	8	14.29	64	30.77
		MA/MSC/MBA/LLM or equivalent	40	71.43	63	30.29
		PhD or equivalent	8	14.28	9	4.31
		Total	56	100.00	208	100
3	Your current academic rank	Graduate assistant	-	-	36	26.67
		Assistant lecturer	-	-	29	21.48
		Lecturer	37	66.07	53	39.26
		Assistant professor	5	8.92	12	8.89
		Associate professor	3	5.36	6	3.70
		Professor	1	1.79	-	-
		Total	56	100.00	135	100
4	Non academic	Non-academic	-	-	72	98.63
4	How long have you stayed in your current position?	6 months to a year	2	3.57	45	21.63
		1 years – 5 years	30	53.57	135	64.90
		6 years – ten years	19	33.93	25	12.02
		Above or equal to 11 years	4	7.13	-	-
		No response	-	-	4	1.41
		Total	56	100.00	208	100

% is calculated from N

These results indicate that the private higher education institution were of shortage of highly skilled, experienced and educated individuals who could conduct research on various aspects of their institution in order to create new ideas, introduce new inputs to the system, and develop new working principles. In other words, the research and development activities by these institutions seemed infant or non-existent at all in some sample institutions. If there are no research and development practices, there will not be

creativity, innovation and production of new things. Hence, their expansion and widening programs will collapse; their continuity, survival, and stability will be in question. In accordance with this, the same Table presented 57.14 percent of leaders and 86.53 percent instructors and other staff members stayed for five years or less in their current rank.

As far as respondents' academic qualification was concerned, Table 3 depicted that, 71.43 percent of leaders and 30.29 percent of instructors and other staff members were MA/MSC/MBA/LLM degree or equivalent qualification holders. Nearly, 30.77 percent of instructors and staff members and 14.29 percent of leaders were degree or equivalent qualification holders. PhD degree or equivalent qualification holders by these private higher institutions were limited (14.28 percent of educational leaders and 4.31 percent of instructors and other staff members).

On the whole, the data showed that leaders are some how qualified and better equipped than instructors and other staff members. This helps leaders to have a sense of self-confidence while leading, supervising, supporting and showing technical skills for their followers. This in turn creates healthy and conducive working environment and promote supportive management system for creativity, innovation and reformation of organizations' productivity.

Background of the Institutions

This section deals with the legal status of the institutions, supreme authoritative bodies of the institutions, autonomy of professional management, institutions' strategic plan, written predetermined duties and responsibilities for each job post and meetings in the institutions. Accordingly, the data which proposed these institutional variables are analyzed and interpreted above or below Table 4. and 5.

Table 4 depicts that the leaders and other employees of the private higher institutions did not have similar understanding about the supreme authoritative body of their institutions. Accordingly, 12.50 percent of leaders and 38.46 percent of instructors and other staff members and significant number of leaders (44.64 percent) and instructors and other staff members (31.25 percent) responded that the supreme authoritative body of their institution was presidents, and board of directors respectively.

Table 4. Frequency and Percentage Distribution of Respondents about Their Institutions' Background

No	Items	Variables	Leaders		Instructors and other staff members	
			N=56	%	N=208	%
1	Supreme authoritative body	Shareholders	12	21.43	18	8.65
		Board of directors	25	44.64	65	31.25
		Presidents	7	12.50	80	38.46
		Owners	9	16.07	40	19.23
		Management committee	3	5.36	-	-
		I don't know	-	-	6	2.88
		Total	56	100.00	208	100.00
2	The professional management of the institution is free from the owner/stakeholders/ unnecessary intervention	Yes	28	50.00	81	38.94
		No	20	35.71	112	53.85
		Partially	8	14.29	12	5.77
		No response	-	-	4	1.44
		Total	56	100.00	208	100.00

% is calculated from N

However, as the research reviews, the legislation and articles of association or the laws and other documents of the sample institution confirmed that the supreme authoritative body of the institutions was boards of directors. During document analysis, it was found that with the exception of one University College the others had incorporated one employee who was not the owner of the institution that acted as aboard member; the remaining sample institution board of directors' and/or chair persons' were the owners/shareholders/ of the respective institutions. This showed that the owners/stakeholders whether they are competent enough to be the member of the board of directors/chair person/ or not by default they become part of it and ultimately it has got direct impact on the institution's leadership practices.

According to the data in Table 4, half percent of educational leaders and 38.94 percent of instructors and other staff members confirmed that their institutions' professional management and leadership was free from the owners' /stakeholders'/ unnecessary interference. However, 35.70 percent of leaders and 53.85 percent of instructors and other staff members agreed that their institution professional leadership was not free from the owners' /stakeholders'/ unnecessary interference. This showed that majority of private

higher institution leaders were not performing their professional activities freely. To strengthen this point, Dandro (1997) attempted to suppose the demerits and merits of unnecessary professional intervention. Accordingly, he states that lack of professional freedom makes leaders myopia that they are not becoming creator and innovator for new things in their profession. This was also assured by 51.79 percent of leaders and 87.02 percent of instructors and other staff members on the open ended questions. They reported that the founders were profit seekers; hence, every thing was done and designed according to their interest and attitude. Due to this, professional leadership and management often suffer from excess control by founders. This and other unnecessary interventions end up the educational leaders with no power to exercise, his/her duties and responsibilities; ultimately the educational leadership and management will paralyze and handicapped.

One the other hand, Dandro (1997) dictates the merits of professional autonomy. He states that freedom to work within one's area of expertise is critical to the success of the organization. Overall effectiveness of the organization is based on the autonomy the individual worker and those workers effectiveness is linked to the freedom provided within the organizational climate of the system.

Concerning the institutions' strategic plan, respondents were asked about whether their institutions have a strategic plan or not. Accordingly, as Table 5 depicted 100 percent of leaders 93.30 percent of instructors and other staff members pin pointed that their institutions had strategic plan. This was assured during document analysis, that is, almost all sample institutions had a well prepared strategic plan. In relation with this, 67.86 percent of educational leaders and 45.36 percent of instructors and other staff members contended that the strategic plan was participatory.

Table 5. Frequency and Percentage Distribution of Respondents Concerning Strategic Plan, Predetermined Duties an Responsibilities and Meetings

No	Items	Variables	Leaders		Instructors and Other staff members	
			N = 56	%	N=208	%
1	Does your institution have strategic plan?	Yes	56	100	194	93.27
		No	-	-	3	1.44
		I don't know	-	-	12	5.29
		Total	56	100	208	100
2	Is the plan participative?	Yes	38	67.86	88	45.36
		No	18	32.14	95	48.97
		I don't know	-	-	2	2.03
		No response	-	-	13	4.64
Total	56	100	208	100		
3	Does your institution have a written predetermined duties and responsibilities for each job post?	Yes	38	67.86	173	83.17
		No	18	32.14	27	12.98
		I don't know	-	-	6	2.88
		No response	-	-	3	0.97
Total	56	100	208	100		
4	Frequency of formal meetings with your department within a year	Never	-	-	12	5.77
		Once	-	-	42	20.19
		1 to 2	-	-	53	25.48
		3 to 4	9	16.07	21	10.10
		5 to 6	24	42.86	45	21.63
		≥ 7	23	41.07	15	7.21
		I don't know	-	-	21	10.10
		Total	56	100	208	100
5	On the average, how many official meetings does your top level leader in your university college call in a year to discuss on educational leadership issues?	Never	-	-	9	4.33
		Once	8	4.29	78	37.50
		1 to 2	6	10.71	104	50.00
		3 to 4	9	16.07	8	3.85
		5 to 6	25	44.64	4	1.92
		≥7	8	14.29	-	-
		I don't know	-	-	5	2.40
		Total	56	100	208	100

But, 32.14 percent of leaders and 48.96 percent of instructors and other staff members pointed out that the strategic plan was not participatory. The remaining percent of instructors and other staff members responded that they did not know whether the strategic plan was participatory or not. This indicates that the majority of the leaders and instructors and other staff members were found at opposite direction of the strategic plan.

As Table 5 revealed the majority of the sample private higher institutions had a written predetermined duties and responsibilities. Accordingly, 67.86 percent of educational leaders and 83.17 percent of instructors and other staff members confirmed the presence of a written predetermined duties and responsibilities. However, as the data were supplemented by the informal conversational interview with instructors and staff members, it was found out that the written job description was not given and communicated properly to subordinates; in most cases of the sample study they did not

have it in their hands. For this fact, respondents provided their own reasons why they did not have it in their hands yet.

Accordingly, instructors and other staff members reported that leaders at the top position and owners of the institution would not like to offer and communicate the job descriptions because they required other extra activities to be done which were not stated in the specific job description. To consolidate this point, a respondent forwarded views on this issue like the following during informal conversational interview:

“... you can take me as an example. I was hired as a secretary. Nevertheless, I also work as a janitor, a messenger, and a purchaser. This is not the only problem; I am also forced to work extra time and even on holidays without sufficient over time payment” (Miss Y, personal communication, Mar, 10/2010).

Table 5 showed that more than 83 percent of leaders contended that departmental meetings were held up to more than five times in a year. Similarly, nearly 44.64 percent of the same sample respondents pin pointed that five to six times official meetings with top level educational leaders of the University/University Colleges were held to discuss on leadership issues. On the other hand, instructors and other staff members provided different answers for the question of formal meetings with their departments' per-year. Regarding official meetings, 87.50 percent of instructors and other staff members replied that one to two times official meetings were held with top leaders to discuss educational leadership issues. These data showed that there was information gap between leaders and employees' concerning this issue and the private higher institutions might provide less attention to official meetings with employees concerning educational leadership problems.

The Roles of Educational Leaders

Leaders have many different roles within and outside their institutions. But, major roles, which leaders' practice within their institutions, are treated in this study. These roles are categorized into two subsections. The first section deals with major leadership roles which are answered by leaders themselves and the second section is presented to instructors and other staff members. The two sections are delivered in Table 6. and Table 7. below.

Table 6. Frequency and Percentage Distribution of Leaders about Leadership Roles

Sn/No	Items	Variables	Responses	
			N=56	%
1	Do you enjoy in charge and giving directions to others?	Yes	43	76.79
		No	13	23.21
		Total	56	100
2	Do you prefer the planning responsibilities of leadership over activities in which you work directly with you subordinate?	Yes	54	96.43
		No	2	3.57
		Total	56	100
3	Is it your role to keep subordinates fully apprised of development that affect their work as a group?	Yes	29	52.79
		No	27	48.4
		Total	56	100
4	When giving assignments, do you stress the goals to be accomplished, while leaving the manner in which those goals are achieved to your subordinate?	Yes	37	65.07
		No	19	33.93
		Total	56	100
5	Do you find it generally worth while to explain the reasons for a policy or decision to subordinates before putting it into action?	Yes	50	89.29
		No	6	10.71
		Total	56	100

% is calculated from N

Table 6 above depicted, 76.79 percent of educational leaders of the sample respondents enjoyed being in charge and giving directions to others. This indicates that the majority of the sample institution leaders were willing and feeling pleasure while leading others. In other words, most leaders possess this leadership quality which enables them to influence followers' behavior towards the achievement of common goals.

Concerning the planning aspects, as Table 6 showed, almost all respondents confirmed that the planning responsibilities of leadership should be over the activities in which they work directly with their subordinates. This indicates that the planning aspects were fully task oriented. According to various literatures, both people oriented and task oriented

leadership style is acceptable. In this regard, Warren and Robert (1995) state that task-oriented leaders are highly concentrated on getting the job done, and can be quite autocratic. He/she will actively define the work and the roles required, put structures in place, plan, organize and control. This clearly implies that empowerment, delegation, participation, motivation and other human aspects of leadership are suffering in the sample private higher institutions of Addis Ababa.

In Table 6, respondents were asked whether keeping subordinates fully apprised of developments that affect their work as a group in their role or not. Accordingly, 51.79 percent leaders confirmed that this role was one among other roles as their normal practice. Nevertheless, nearly similar percent of leaders disagreed with this role which means they did not practice it fully. This implies that leaders in private higher institution were unsatisfactorily offering technical and professional support to their subordinates in order to reduce (if possible to eliminate) job related factors affecting their performance. In this regard, Darmanin (1985) notes that effective leaders help their followers through effective delegation, empowerment, and participation and by setting reasonably ambitious goals for the sake of individual's growth and development in particular and organization's over all excellence at large. In accordance with this, in the same Table, 66.07 percent of leaders responded that while they give assignments to subordinates they stressed on goals accomplished and leaving the manner in which those goals were achieved. Eventhough one of the roles of the educational leaders is to strive for the professional development of their followers, this role does not seem to be practiced highly in those private higher institutions.

As can be seen in Table 6, 89.29 percent of educational leaders reported that it was generally worthwhile to explain the reasons or policies or decisions to subordinates before putting them into action. This implies that educational leaders of private higher institution believed that announcing their decisions and institution's policies to the employees were important for their commitment, morale and motivation.

The fundamental role of any leader in general is to enable the members to communicate and attain the established vision, mission and goals. Every group or organization starts by clarifying and owning its proper goals, and committing itself to their achievement (Darmanin, 1985). Accordingly, as can be seen in Table 7, instructors and other staff, members responded that leaders fairly often communicated and directed the vision,

mission and goals to their followers with a mean value 3.788. This result indicates that leaders in private higher institutions had ability to clarify and communicate the organizational vision, mission and goals. Good leaders are formed by and communicate clear sets of personal and educational values which represent their moral purpose of the organization (Day et al., 2001a, in Storeny, 2004).

Table 7. Mean Distribution of Instructors and Administrative Staff Members about the Roles of Their Leaders

No	The leadership role related factors	Instructors and other staff members		
		Mean	Mode	St. dev
1	Communicate and direct vision, mission and goals	3.788	3	1.946
2	Maintenance of cohesiveness and moral	2.928	3	1.711
3	Integrating organizational values with group and individual values	3.058	4	1.749
4	Prepared to experiment with new ideas	3.053	3	1.747
5	Ability to create acclimate of growth and opportunity	2.644	3	1.626
6	Personal communication, breeds openness, sincerity, trust and mutual understanding	3.106	3	1.762

Level of Agreement [1.00-1.49= Not at all practiced]; (1.50-2.49= Once in a while/ fairly practiced (2.50-3.49= Sometimes/good practiced); [3.50-4:49= Fairly often practiced); [4.50-5:00= Frequently/ Excellent practiced)

In the same Table, the respondents mean response (2.928) revealed that maintenance, cohesiveness and moral of employees were sometimes practiced by leaders. In relation to this, similar result was observed regarding integrated organizational values with group and individual values. As Table 7 depicted, respondents noted that integrated organizational values with group and individual values were sometimes practiced with a mean value 3.058. To this regard, Darmanin (1985) proposes that leaders should be able to integrate these values: by helping members to internalize the goals and values of their institution such that these become part of their own value system; by designing and promoting a system such that the individuals growth is enhanced; by creating an environment in which members may satisfy their own particular objectives, while at the same time contributing responsibly to the attainment of the organization's goals. These, in turn, maintain the cohesiveness and moral of employees.

Concerning the level of preparation to experiment with new ideas, the mean value (3.053) of respondents showed that conducting research to produce new things was sometimes

practiced. This was confirmed during observation and informal conversational interviews. Accordingly, respondents reported that many researches had not been conducted as expected, but recently there was a start on experiment to introduce new ideas. In this respect, Glatter in Storney (2004) sates that the idea that powerful and visionary leaders enhance the school's effectiveness is ... continuing belief in the research.

Regarding leaders' ability to create a climate of growth and opportunity, respondents agreed that this role was fairly practiced with a mean value 2.644. This is supported by the leaders and instructors and other staff members responses which provided in the open ended questions. Accordingly, 35.7 percent of leaders and 45.19 percent of instructors and other staff members suggested that the major leadership factors that affect the institutions' climate were lack of qualified and skilled leaders who were able to motivate staff and create a climate of growth and opportunity in every hierarchy of the institution (see, App. F).

Table 7. also depicted that personal communication; breeds, openness, sincerity, trust and mutual understanding were at times practiced with the mean responses (3.106) of instructors and other staff members. Similarly, in the open ended questions, 64.42 percent of instructors and other staff members reported that the major leadership factors that affected their institutional climate were lack of leaders' interest to diagnosing individuals' problems and creating team spirit. This shows that the major elements of leadership are not considered and practiced very well (see App. F).

As Table 8 presented, instructors and other staff members responded that willingness of leaders to changes was sometimes practiced with a mean and mode values 3.361 and 3.5 respectively. These results indicate that willingness of leaders to change was better performed or practiced than other leadership practices in the sample institutions. However, these results are not sufficient because change is the heart and soul of leadership. Leaders should not only be willing to change but also display commitment, courage, motivation and above all else pay necessary sacrifice for their objectives (Amelia, in Mackinnon, 2007).

Table 8. Mean Distribution of Respondents Regards to Leadership practices

No	Leadership practices related factors	Instructors and other staff members		
		Mean	Mode	St. dev
1	Insight and willingness to make changes when needed	3.361	3.5	1.833
2	Contract and resolve problems in a timely manner	2.928	3	1.711
3	Collaborator	3.130	3	1.769
4	Ability to deal with complexity and ambiguity	3.024	3	1.739
5	Ability to motivate staff	2.361	3	1.536
6	Advocate for staff	2.543	3	1.595

Level of Agreement [1.00-1.49= Not at all practiced]; (1.50-2.49= Once in a while/ fairly practiced (2.50-3.49= Sometimes/good practiced); [3.50-4.49= Fairly often practiced); [4.50-5.00= Frequently/Excellent practiced)

As seen in Table 8, respondents responded that the ability of leaders to confront and resolve problems were good with a mean value 2.928. This was supported by 64.42 percent of respondents in the open ended question responses. Accordingly, they assured that leaders lack interest to solve problems which individuals and organizations faced. The reason for this is organizations lack qualified and skilled leaders in every level of their positions (see App. F). Similarly, as the respondents mean responses (3.130) revealed, collaboration practice was sometimes practiced.

Concerning leaders' ability to deal with situational or organizational complexity and ambiguity, respondents responded that leaders sometimes practiced it with a mean value 3.024. Like other leadership practices leaders also sometimes practiced and dealt with the ambiguity and complexity of situations. Concerning this issue, Cuban, 1992; G latter, 1996; Day et al., 2001b, as cited in Storeny (2004) state that as the pervasiveness of ambiguity and complexity, much leadership practice necessarily consists of attempts to resolve a serious of intractable tensions and dilemmas-for example over control and flexibility, innovation and stability which present themselves in different combinations in specific decision situations. As these educators stated dealing with ambiguity and complexity of situations have a lot of advantages but as the findings revealed, a lot of tasks remains to be done by the leaders to meet their expectation.

Table 8 also presented responses of respondents concerning their leaders' ability to motivate staff. On top of this, staff motivation was once in a while /fairly practiced by their leaders with mean value 2.361. This problem was mentioned by instructors and other staff members (45.19 percent) as well as by the leaders themselves (35.71 percent) as a major leadership factor that affects their institutions' climate. This result indicates that leaders in the sample private higher institutions had forgotten practicing staff motivation. Motivation is one critical element to leadership and it is made by different mechanisms. According to Dandro (1997), participation is the highest level of motivation hence participating employees in decision making promotes motivation, and creativity, innovation and good worker moral are likely to realize. However, as 50.40 percent of respondents responded on the open ended questions, the major leadership factors that affect their institution climate were highly centralized administrative systems, lack of delegation, and empowerment.

Similarly, respondents agreed that advocacy for the staff was sometimes practiced by leaders with a mean value 2.543. This result shows that the human aspect of leadership practice seemed like to be having a little attention by the private higher institutions. This indirectly implies that leaders in private higher institutions are task oriented and follow autocratic leadership style.

As Table 9 depicted, respondents confirmed that their leaders had good proven ability to lead higher education to academic excellence with a mean and mode values 3.481 and 3 respectively. Similarly, respondents reported that leaders had a good conceptual or organizational skill with a mean value 3.255. These results indicate that leaders of the sample private higher institution had average (good) skills and ability to lead the institution.

Regarding showing the knowledge of the leaders for the diverse University College community and identifying effective principle of work, respondents responded that leaders had good knowledge for identifying effective principle of works, and showed and communicated them to employees with mean values 3.043 and 3.337 respectively. The modal values also confirmed that leaders were found in a good status regarding their knowledge. These results generally imply that the sample private higher institution leaders were found on the average scale to distribute their knowledge to the community.

In this regard, Glatter (1996) as cited in Storeny (2004) notes that educational leaders are expected to foster simultaneously high reliability organization's social institutions, and creative learning communities.

Table 9. Mean Distribution of Respondents Concerning Their Leader' Knowledge and Skills

No	Leadership factors related to leaders' knowledge and skill	Instructors and other staff members		
		Mean	mode	St .Dev
1	Ability to lead higher education to academic excellence	3.481	3	1.837
2	Good conceptual skills	3.255	3	1.804
3	Showing knowledge for the diverse university college community	3.041	3.5	1.744
4	Knowledge of identifying effective principle of work	3.337	4	1.827
5	Locate resource for mission and goals	2.870	4	1.694
6	Treat community stakeholders equally and fairly	2.822	3	1.680

Level of Agreement [1.00-1.49= Not at all practiced]; (1.50-2.49= Once in a while/ fairly practiced (2.50-3.49= Sometimes/good practiced); [3.50-4.49= Fairly often practiced); [4.50-5.00= Frequently/ Excellent practiced)

Table 9 also revealed the allocation of resources for the accomplishment of missions and goals. Accordingly, respondents responded that leaders located resources for mission and goal attainment sometimes with a mean value 2.870. This result implies that leaders allocate resources for the accomplishment of the stated objectives is not sufficient. This, in other words, indicates that private higher institutions' leaders are efficiency oriented than effectiveness.

Transformational and Transactional Leadership Style

This part of the chapter deals with factors related to transformational and transactional leadership styles which had been practiced by private higher institutions. Hence, the Multifactor Leadership Questionnaire (MLQ) form 5X-shrot (Revised), developed by Bass and Avolio is designed to measure transactional and transformational leadership factors and was used to identify which leadership style was dominantly practiced in the private higher institutions. In relation with this, a multi-factor item analyses were made in

order to diagnose and examine each factor to what extent and which factors practiced frequently by the private higher institutions. The items are individually measured on 5-point, Likert type, ordinal scale (0= Not at all to 4 = Frequently).

The MQL 5X items rate to nine latent constructs of leadership; idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, individual consideration, contingent reward, management by-exception (passive), management-by-exception (active) and laissez-fair leadership. The nine latent construction of leadership consist of one up to four leadership factors. Each factors is analyzed and interpreted bellow or above Table 10.

As the grand mean value (2.217) showed in Table 10, the sample leaders responded that idealized influence leadership (attributed) - shifting followers self-interest to global perspective that processes the welfare of the institution first and providing the bases for accepting radical and fundamental changes in the ways individuals and organizations do their work were sometimes practiced in their respective institutions. As the mean values of each factor depicted, idealized influence leadership style was not practiced often in the private higher institutions.

Concerning idealized influence (behavior), as the grand mean result (2.194) depicted in same Table, the major components of idealized influence which are: power is used only when necessary and never for personal gain, leaders exhibit high standards of ethical and moral conduct, sharing risks with followers in setting and attaining goals and considering the needs of others over their own were sometimes practiced. This implies that, even if idealized influence (behavior) is the essence of followers, it is not frequently practiced, even fairly often by the sample private higher institutions. In this regard, Grojean et al. (2004) note that the behavior of leaders is a powerful communication mechanism that conveys the expectation, values and assumptions of the climate to the rest of the organization. As Andrews (1989) Waters and Brid (1987) cited in Grojean et al., (2004) leaders are role models of appropriate behavior and their actions have strong influence over the behavior of followers as well as its climate. Power is used only when necessary and never for personal gain.

Table 10 pointed out that intellectual stimulation leadership was sometimes practiced with a grand mean response of leaders' 2.083. Similarly, as the leaders' mean response of each intellectual stimulation leadership factors proposed, encouraging followers to question past perspectives (M=2.01), designing new procedures and programs, and solving difficult problems (M=2.00) and refraining from publicly criticizing individual members for mistakes (M=2.21) as well as ways of doing things, providing support to followers who question their own, and the leaders' and the organization's values, beliefs, and goals were sometimes practiced. This shows that private higher institution leaders are not giving concentration to these leadership styles or they have no skills to exercises them.

As Table 10 indicated, the leaders' grand mean responses (1.854) revealed that like the above mentioned leadership styles, individual consideration-listening, delegating tasks as a means of developing followers, offering directions or supports as needed, creating new learning opportunities in supportive climate and recognizing and accepting individual differences in needs and values were also sometimes practiced. This result implies that this critical leadership style was not given significant attention by the private higher institutions. Regarding this, Bass and Avoilo (2004) state that leaders act as a mentor and pay attention to individual needs for growth, achievement and focus on understanding the need of each follower and workers continually to get them to develop to their full potential. Furthermore, Airey (as cited in Mackinnon, 2007) contend that if you run an organization it's absolutely critical to listen and understand to every one at every level. However, the study revealed that such crucially important and absolutely critical aspect of leadership style had not got much attention by the sample private higher institution leaders.

As far as inspirational motivation leadership factors concerned, the respondents grand mean response (2.060) noted that the variables- motivating followers to achieve objectives that have previously been thought unattainable, energizing workers by projecting an attractive and optimistic future, creating idealized visions for the organizations and clearly communicating to the followers and sharing vision that arise and combining within the work group were sometimes practiced in the sample private institutions. As the result indicated, this leadership style, like others, was not considered as a critical factor and exercised well. However, studies found out that inspirational motivation has a direct effect on the organizational climate (Marks & Printy, 2003)

because this leadership style allows the leaders to get the heart and mind of followers in order to realize their visions.

As can be seen in Table 10, leaders responded that contingent reward to followers was sometimes practiced with a grand mean value 2.161. Contingent reward implies clarifying what is expected from followers and what they will receive if they meet expected values of performance (Bass & Avoilo, 2004). Similarly, in the same Table, management-by-exception (passive) leadership style was sometimes practiced by leaders with a mean value 1.840 and mode value 2. This shows that the leaders waited until deviations occurred and then implemented a corrective action. On the other hand, management-by-exception (active) implies that corrective or negative transaction occurs when followers make a mistake. As far as this is concerned, the leaders' mean response (2.304) revealed that it was at times practiced.

In relation to passive avoidance, as the mean response (1.557) of leaders showed, leaders of private higher education were found in a good position. This implies that leaders in the private institutions attempted to offer solutions for problems before they became serious. This type of leadership style is associated with the avoidance of corrective action and limited decision making ability.

Generally, the factors idealized influence (attributed), idealized influence (behavior), intellectual stimulation, inspirational motivation, and individual consideration are characterized as transformational leadership style; whereas contingent reward, management-by-exception (passive), management-by-exception (active) and laissez-fair (passive avoidance) are characterized as transactional leadership (Bass & Avoilo, 2004).

Table 10. Mean and Grand Mean Distribution of Leaders about Transactional and Transformational Leadership Practices

No	Leadership practices related factors	Leaders (N= 56)			
		Mean	Mode	St. dev	Grand mean
1	Idealized influence (attributed):				
	Shifts followers self-interest to global perspective that process the welfare of the institution first	2.03	2	1.517	2.217
	Build trust and respect in followers	2.46	2	1.568	
Provides the bases for accepting radical and fundamental changes in the ways individuals and organizations do their work	2.16	2	1.470		
2	Idealized influence (Behavior):				
	Power is used only when necessary and never for personal gain	2.12	2	1.523	2.194
	Exhibit high standards of ethical and moral conduct	2.02	2	1.421	
	Sharing risks with followers in setting and attaining goals	2.31	2	1.520	
Considers the needs of others over their own	2.32	2	1.523		
3	Inspirational motivation				
	Followers are motivated to achieve objectives that have previously been thought unattainable	2.01	2	1.418	2.060
	Energize workers by projecting an attractive and optimistic future	2.00	2	1.414	
	Create idealized visions for the organizations and clearly communicating to the followers	2.21	2	1.487	
Share vision arise and combine within the work group	2.01	2	1.478		
4	Intellectual stimulation				
	Encourages followers to questions, assumptions, invite creative solution to problems and challenges the status quo	2.01	2	1.418	2.082
	Design new procedures and programs, and solve difficult problems	2.00	2	1.414	
Refrain from publicly criticizing individual members for mistakes	2.21	2	1.487		
5	Individual consideration				
	Listens, delegate tasks as a means of developing followers and offers direction, or support as needed	1.87	1.5	1.360	1.854
	Create new learning opportunities in supportive climate	2.00	2	1.414	
Recognizing and accepting individual differences in needs and values	1.67	1.5	1.292		
6	Laissez-fair/passive avoidance:				
	Fail to make or at least delay decisions	1.45	1	1.204	1.557
	Allow authority to remain dormant	1.65	2	1.285	
7	Contingent reward:				
	Provide rewards contingent on followers performance	2.13	2	1.063	2.161
	Clarifying roles and task requirements	2.19	2	1.480	
8	Management-by-exception (passive): wait to take action until after mistakes or other performance problems have happened	1.840	2	1.356	-
9	Management by-exception(active): actively mentor performance and take corrective action as problems become apparent	2.304	3	1.518	-

Level of Agreement (0...0.49 = Not at all practiced]; 0.50-1.49= Once in a while/ fairly practiced (1.50-2.49)= Sometimes/good practiced); [2.50-3.49= Fairly often practiced); [3.50-4.00= Frequently/ Excellent practiced)

Accordingly, as the study revealed, leaders in private higher institutions practiced sometimes both transformational and transactional leadership styles equally. The results also indicate that not even one element of transactional or transformational leadership style was practiced often or frequently. Though practicing both leadership style are good and necessary, as to this findings, the result are not sufficient. Various researches which have been conducted on transactional and transformational leadership styles pointed out that applying both styles based on the situation is important and critical to individual and organizational success (Marks & Printy, 2003). However, offering more attention to the use of transformational leadership is absolutely important to excel organizational and individual performance it as well as shapes the organizational climate positively. Transformational leadership approaches helps to increase the acceptance of the organizations' values leading to greater congruence of values between the followers and the organizations. As people tend to act in a manner consistent with their values, thereby they further shape the organizational climate (Grojean et al., 2004).

4.6. Leadership and Managerial Practices Affecting Organizational Climate

Organizational climate is shared perceptions regarding objectives, organizational conditions (Kuei, et al., 1997), and it is strongly related to the amount of control over individual workers and the manner in which this control is exercised is directly affected by management style (Dandro, 1997). As the main purpose of this study is assessing the effects of educational leadership on institutional climate, major organizational climate variables are identified and modified according to the organizations' context. In accordance with this, major climate factor questionnaires were prepared and forwarded for leaders,' instructors and other staff members in order to gather data in relation with those variables. The items are individually measured on 5- point, Likert type, ordinal scale (1= Very low to 5 = Very high). Accordingly, the data obtained from respondents regarding organizational climate factors such as organizational structure, responsibility, risk, warmth and support, identity, expectation, competition, relaxing working environment, and the like are analyzed and interpreted above or below Table 11.

As can be seen in Table 11, the leaders' mean of response showed that the rules, regulations and formal procedures of the institutions were moderately affecting the behavior of employees with a mean value 3.04 ($M = 3.04$, $SD=1.159$). Similarly,

according to instructors and other staff members response, the levels of institution's bureaucracy affected moderately with a mean value 2.79 (M=2.79, SD=1.188). As a t test result showed, the difference between these two groups was not significant: $t=1.362$, $P>0.05$. These results indicate that the structures of the institution paused negative influence on the behavior of both groups. Regarding this point, Dailey (1988) notes that overly detailed procedures, rules, and regulations can reduce adaptability and flexibility as well as it reduces the likelihood of accomplishing organizational goals. This indirectly affects the leaders' quality of adaptability and flexibility in any circumstance they face.

The results in Table 11 further indicated that the mean rating of leaders for the degree of autonomy that they have and/or employees have to do their job was 3.59 (M=3.59, SD=1.075). The responses of instructors and other staff members revealed, concerning the degree of autonomy that they had to do their job was high with a mean value 3.58 (M=3.58, SD=1.060). As the t -test rated, the difference of these two groups was not significant $t = 0.042$, $P>0.05$. These results indicate that workers in the sample private higher institutions had high extent of work freedom. To support this point, Dandro (1997) supposes that freedom to work within one's area of expertise is critical to the success of the organization. He adds that overall effectiveness of the organization is based on the autonomy of the individual worker and that worker's effectiveness is linked to the freedom provided within the organizational climate of the system.

Concerning the extent of association between pay or promotion and job performance, the mean value of leaders was 3.29 (M=3.29, SD=1.022) that is pay or promotion was moderately associated with the job performance of employees; whereas instructors and other staff members noted that pay/promotion was least associated with job performance with a mean value 2.38 (M=2.38, SD=1.161).

Table 11. T- Test Values and Mean Distribution of Respondents about Factors Affecting Organizational Climate

No	Organizational climate related factors	Leaders (N= 56)		Instructors and other staff members (N=208)		Sig.	t-value
		mean	St. dev.	Mean	St. dev.		
1	Level of bureaucracy (structure)	3.04	1.159	2.79	1.188	0.574	1.362
2	The degree of autonomy that employees have to do their job (responsibility)	3.59	1.075	3.58	1.060	0.971	0.047
3	The degree of association between pay/promotion and job performance	3.29	1.022	2.38	1.161	0.049	5.310
4	The degree of risk taking in the job and in the organization	3.38	0.983	3.07	1.00	7299	2.051
5	The degree of friendly team spirit in the organization	3.66	0.978	2.78	1.227	0.019	4.967
6	Openness of assignment of the right people for the right job	3.98	0.884	2.99	1.295	0.001	5.426
7	The degree of listening to different opinions about how to solve problems	3.91	0.959	2.87	1.203	0.63	5.979
8	The feeling of belonging to a company	3.96	0.830	3.21	1.172	0.00	4.539
9	The degree of management support and performance standards	3.66	0.745	2.67	1.159	0.000	6.073
10	The degree of high expectation of management about job performances	4.14	0.999	3.77	0.858	0.37	2.755
11	The level of relaxing working environment	3.43	0.988	3.16	1.098	0.751	1.666
12	The level of internal /external competition	3.70	1.111	2.80	0.916	0.025	6.217
13	The extent of rewarded by job performance	3.07	0.783	2.37	1.180	0.000	4.231
14	The degree of employee's skill over their job performance	3.75	0.879	3.61	0.967	0.276	0.976

Level of agreement: {1.00-1.49= not practicing}; {1.50-2.49= Least practicing}; {2.50-3.49=moderately practicing}; {3.50-4.49=highly practicing}, and {4.50-5.00= very highly practicing}. St .dev. = Standard deviation Sig. = Significant

As the t -test result reveals, the difference between the leaders' response and employees' response was significant; $t = 5.310$, $p < 0.05$. These results indicate that both groups of respondents were not of similar understanding about their institutions' pay and job performance association. In other wards, the association between reward (promotion) and job performance which was exercised by the private higher institution was insufficient. Regarding the degree of risk taking in the job and organization, leaders, and instructors and other staff members replied that the degree of risk taking was moderately practiced with mean values 3.38 ($M = 3.38$, $SD = 0.983$) and 3.07 ($SD = 1.00$) respectively. The t -value indicates that the difference between these two groups was not significant: $t = 2.051$, $P > 0.05$. These results indicated both groups agreed that risk taking in the job and in the organization was moderately considered by employees.

As shown in Table 11, the leaders' mean of response depicted that the extent of friendly team spirit in their institution was highly practiced with a mean value 3.66 ($M=3.66$, $SD=0.978$) while according to the instructors and other staff members, the degree of friendly team spirit in the organization was moderately recognized with a mean value 2.78 ($M=2.78$, $SD=1.227$). The t -value pointed out that the difference between the two groups was significant; $t = 4.967$, $P<0.05$. This difference may be resulted due to the difference in position and responsibility.

Table 11 also revealed the result of the study regarding to the openness of assignments of the right people to the right job. Accordingly, leaders reported that there was highly open climate when people were assigned to various job posts with a mean value 3.98. However, according to instructors and other staff members' response, openness of assignment of the right people to the right job was moderate with a mean value 2.99. As t -value depicted, the difference of these two groups was significant; $t = 5.426$, $P<0.05$. The difference may be due to the difference in position and responsibility they had occupied or may be because of the difference of data they had on the issue.

As seen in Table 11, the degree of listening to different opinions about how to solve problems or conflicts was highly practiced according to leaders' responses and moderately practiced according to instructors and other staff members' responses with mean values 3.91 ($M = 3.91$, $SD=0.959$) and 2.89 ($M=2.87$, $SD = 1.203$) respectively. A t -value indicated that the difference between these groups was not significant $t = 5.979$, $P>0.05$. In accordance with this, as the same Table showed, leaders agreed that the feeling of belonging to a company (institution) was highly practiced in their institution with a mean value 3.96 ($M=3.96$, $SD=0.830$); whereas to instructors and other staff members response, the feeling of belonging to an institution was moderately considered and practiced with a mean value 3.21 ($M=3.21$, $SD 1.172$). The t -value pointed out that the difference between these two groups was significant; $t = 4.539$, $P<0.05$. The difference between the two means may be resulted due to the difference in position and responsibility they had occupied or due to the difference in understanding the issue.

As shown in Table 11 leaders' mean of responses indicated that the degree of management support and performance standards were highly practiced with a mean value 3.66 ($M = 3.66$, $SD=0.745$); whereas according to the instructors and other staff members' response, the extent of

management support and performance standards were moderately practiced with a mean value 2.67 ($M=2.67$, $SD = 1.159$). The t -value (6.073) also illustrated that there was significant difference between the two groups; $t = 6.075$, $P < 0.05$. This difference may be resulted because of the difference in position and responsibilities they had or it may be resulted due to the difference in understanding the issue. The response in short depicted that the extent of management support and performance standards did not get high attention by private higher institutions.

According to leaders' response, the degree of high expectation of management about job performance was highly expected with a mean value 4.14. With regard to this point, the mean value of instructors and other staff members response (3.77) showed that management highly expected the job performance of employees. The t -value (2.755) also depicted that a significant difference is not observed between the two means; $t = 2.77$, $P > 0.05$. As the data revealed, management expected high job performance from employees, but as the instructors and other staff members' responses during informal conversational interview confirmed, without necessary and sufficient facility, support, maintenance and motivational mechanism, leaders in every level of the institution and owners would like to expect maximum production and high job performance.

From Table 11, it is also possible to say that both leaders and instructors and other staff members had similar understanding about the level of relaxing working environment. Accordingly, the mean value of leaders' response (3.43) and the mean value of instructors and other staff members' response (3.16) rested on the scale which depicted that the working environment were moderate. The t -calculated 1.666 also confirmed that there was no significant difference between the two means; $t = 1.666$, $P > 0.05$.

In relation with the levels of internal and external competition, the mean response of leaders' (3.70) showed that the internal as well as external competition of their institution was found at a highly competitive manner. However, as the mean result (2.80) of instructors and other staff members' depicted, the internal and external competition of their institution was found at moderate level. The t -value 6.217 also pointed out that observed difference is reflected between the two means: $t = 6.217$, $P < 0.05$. The difference between the two means may be resulted due to the difference in position and responsibility they had occupied or it may be resulted due to the

difference in understanding the impact that this factor had on the institution. Regarding this factor, instructors and other staff members reported during the informal conversational interview that the institutions were not competent enough in every aspect of their practices as intended to their objectives. They could not have a power to resist external factors such as government policies, rules, regulation, technological and economical variables. Additionally, most instructors and leaders were young and they would like to make money from different institution rather than conducting various researches on different issue of the institution in order to introduce new methods, inputs and ideas which supported the continuity of the institution.

To consolidating this point further, Daily (1997) noted that the stability, continuity and survival of organizations are cotangent on the degree of internal as well as external competition. To depict the current situation of institutions, the respondent forwarded their view during the interview.

“... at present the private higher institutions are not capable of resisting internal problems caused by external factors. For instance, our institution is surviving on short term courses it offers. It does not have enough students like it used to have in the past. As a result, the shareholders or owners are shifting to other business sectors. If the problem continuous like this, the private higher institutions will completely be collapsed and reach to a stage of non-existence within a short period of time.”(Mr X, Personal Communication, May, 14/2010).

According to the leaders mean response (3.07), the extent of reward by job performance was moderately practiced. Nevertheless, as to the mean response (2.37) of instructors' and other staff members', the level of reward by job performance was least practiced. Besides, the t calculated 4.231 confirmed that a significant difference is observed between the two means: $t=231$, $P<0.05$. The difference may be resulted due to difference in position and responsibility. These results indicated that equitable reward by job performance was almost negligible in private higher institutions. However, Burn (1978) forwards his view on the impacts of equitable reward on job performance. He states that leaders are responsible for the development of mutual needs, aspirations, and values in which the leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower.

As to the degree of employees' skill over their job performance, leaders and instructors and other staff members had similar understanding. Accordingly, the mean response of leaders (3.75), and instructors and other staff members (3.61) confirmed that the extent of employees' skill over their job performance was found at a high level. In relation with the mean values, the t calculated 0.976 indicates that there is no significant difference between the two means; $t = 0.976$, $P > 0.05$. These result showed that employees had essential skills to perform their job well.

4.7. Contextual Factors Affecting Organizational Climate

Researches conducted on contextual factors depicted that situational favorability has a strong relationship between leadership style and group effectiveness Fielder (1967), as cited in (Cogliser & Schrieshe, 2000). The elements of situational favorability-leader-member relations, task structure, and position power-could a great impact correlated to the contributions, trust, affect, respect, and loyalty that develop between the members of the leader-subordinate dyad as they interact and form relationship. Hence, the purpose of this study is to assess and identify these factors to what extent are they affecting the organizational climate of the sample private higher institutions in Addis Ababa. Thus, the data are presenting below or above Table 12.

As Table 12 depicted, 52.92 percent of instructors and other staff members responded that leaders understood their followers' job problem in fairly amount. On the other hand, 26.44 percent of respondents agreed that their leaders understood their job problems quite a bit. These results indicated that the majority of leaders in private higher institutions took into consideration some how their followers' job factors along with their functions. Similarly, in the same Table, the same percent of respondents replied that their leaders recognized their potential moderately. This result indicated that the leader-member relationship in private higher institution was loosely practiced. Strong leader member-relationship creates healthy organizational climate. This is supported by the work of Scott and Burce as cited in Cogliser and Schriesheim (2002). They confirmed that understanding employees' job problems and recognizing their potential have a great impact on organization's productivity, innovation and creativity.

Table 12. Frequency and Percentage Distribution of Respondents about Contextual Factors

No	Contextual related factors	Variables	Instructors and other stats members	
			N	%
1	How well does your leader understand your job problems?	Not a bit	9	4.33
		A little	36	17.31
		Fair amount	108	51.92
		Quite a bit	56	26.44
		Total	208	100
2	How well does your leader recognize your potential?	Not at all	29	13.94
		A little	36	17.31
		Moderately	108	51.92
		Fully	32	16.83
		Total	208	100
3	How flexible do you believe your leader is about evolving change in your job?	None	6	2.88
		Small	59	28.37
		Moderate	80	38.46
		High	35	16.83
		Vary high	28	13.46
		Total	208	100
4	What are the chances that your leader would use his/her power to help you solve problems in your work?	Enthusied about change	30	14.42
		Lukewarm to change	84	40.38
		Sees little needs to change	70	33.65
		Sees no need for change	24	11.55
		Total	208	100
5	How often do take suggestions regarding your work from your leader?	Almost always	33	15.87
		Usually	37	17.79
		Seldom	120	57.69
		Never	18	8.66
		Total	208	100
6	Which of the following power is often practiced by your leaders?	Legitimate	48	23.08
		Coercive	50	24.04
		Reward	24	11.71
		Expert	69	33.17
		Referent	18	3.19
		Total	208	100

% is calculated from N

Regarding working relationship of employees with their leaders and the level of flexibility about change as Table 12 showed, 35.58 percent and 38.46 percent of respondents reported that both factors were practiced on average and moderately respectively. As the result revealed, as far as these factors concerned, respondents had not have a common understanding.

In Table 12, 40.38 percent and 33.65 percent of respondents responded that the chances that their leader would use his/her power to support them to solve problems in their work were lukewarm (halfhearted) to change and saw little need to change respectively. These results indicated that the

amount of leaders' power that they used for change in the sample private higher institutions was almost none. As far as this concepts concerned , Galtter (in Storeny, 2004) notes that the significant devolution of powers, particularly over resources, coupled with the new quasi-market dynamic with its associated rhetoric of consumer choice, has introduced relevant change by focusing on strategic thinking and strategic development. As change is the essence of leadership, however, leaders' in private higher institutions were apparently handicapped regards to the use of their power to introduce change.

As can be seen in Table 12, 57.69 percent of instructors and other staff members answered that they received suggestions hardly ever (seldom) regarding their work from their leaders. This result indicated that the majority of followers were either matured in their job or the leader-member relationship was not strong. In this regard, Fielder et al. (in Cohen et al., 1988) state that the more predictable the natural of the task the more appropriate will be light control, explicit expectations, formal standardized procedures, and cautiousness as leadership choices. If on the other hand, the leader member relationship is loose, the leaders and followers are generally antagonistic and difficult, and end ups to disintegration of the institution.

Concerning power which was often practiced by the leaders, 41.82 percent of respondents responded that mostly leaders used their personal power-expert and referent power. The rest fraction of percent, 23.08, 24.04 and 11.71 represented that leaders used legitimate, coercive and reward power respectively. This implies that leaders use their referent and expert power in most cases in order to influence their followers' behavior.

Generally, as the findings indicated, situational factors related to leader-members relationship, task structure and position power were practiced below the average expectation. These situational factors are powerful ingredients for leadership and as the same time they have a significant effect on organizational climate. However, the results found out that employees were not satisfied by the general practice of those contextual factors in their institutions. In relation to this, respondents mentioned problems which affect their institutional climate on the open ended questions. These problems were unnecessary intervention and rumors (87.02 percent), lack of prompt decision making (92.31 percent), highly centralized power by top leaders (owners) (50.48 percent), lack of coordination among departments (40.38 percent), high employee turnover (74.04) and others (See, App, F). These results show that the private higher institutions' climate was affected

negatively. According to Dandro (1997), negatively affecting the organization increases centralization, and bureaucratization which reduces the empowerment central to the organizational reform, and decreases level of motivation for creativity and innovation.

Table 13 indicated that 57.14 percent of leaders believed that their position power has a significant effect on employees' behavior. Additionally, they mentioned some major observed desired and undesired employees' behavior due to their power on the open ended question. Accordingly, the desired behaviors were employees display high commitment to their job, instructors' absentee was decreased, continuous assessment was applied, and employees attending meeting regularly, team sprit and cohesiveness have become improved.

Table 13. Frequency and Percentage Distribution of Leaders about Contextual Factors Affecting Organizational Climate

No	Contextual related factors	variables	Leaders N=56	
			N	%
1	Do you believe that your position power has a significant effect on influencing employees' behavior?	Yes	32	57.14
		No	24	42.86
		Total	56	100
2	Do you agree that it is healthy organizational climate to have a difference of opinion among work group members rather than taking the view that dissention is assign of poor leadership?	Yes	48	85.75
		No	8	14.29
		Total	56	100
3	Is it friendliness to employees' important trait for a leader?	Yes	44	78.57
		No	12	21.43
		Total	56	100

% is calculated from N

On the contrary, the undesired behaviors were employees became reluctant and lukewarm (halfhearted) to their work and change; most employees felt that they were not secured about their job; belongingness, commitment and courage were decreased day after day; employees were not willing and available for consultation and high resistance to change. They also mentioned some major negative effects on their institutional climate. These effects were high employees turn over, dissatisfaction of clients and difficult to achieve organizational goals.

Table 13 indicated that 85.71 percent of leaders contended that ideas, differences, positive criticisms, and to have a difference of opinion among workers were considered as a healthy institutional activities. This indicates that concerning the above leadership quality the leaders were in a good position. Similarly, 78.57 percent of leaders agreed that friendliness to employees was an important trait for leaders.

CHAPTER FIVE

This chapter presents a summary, conclusions and recommendations of the study.

1. Summary, Conclusions and Recommendations

The primary aim of this study was to assess the effects of educational leadership on the organizational climate in some selected private higher institutions of Addis Ababa. In this study a descriptive survey method was employed with the assumption that it will help to gather a large variety of data related to the problem under study. Accordingly, sample institutions were selected by lottery method sampling techniques. Thus, all University Colleges were of equal chance to be represented in the sample. For the purpose of this study 1 (100 percent) University and 4 (30.01 percent) University Colleges were selected by using available and simple random sampling techniques respectively. In order to find out major problems of the private higher institutions, the following research questions were posed to facilitate the study.

1. What are the major roles of leadership carried out in Addis Ababa private higher education institutions? How do such leadership roles affect the organizational climate of Addis Ababa Private Higher Education Institutions?
2. Which types of leadership styles (transactional or transformational leadership) has got much emphasize while leaders practicing their roles?
3. To what extent do these leadership styles affect the organizational climate in Addis Ababa Private Higher Education Institutions?
4. To what extent are situational variables (leader-member relation, task structure and position power of a leader) affecting organizational climate in Addis Ababa Private Higher Educational Institutions?

Concerning participants, 70 educational leaders (Presidents, Vice presidents, Deans, Vice Deans and Department Heads) and 223 Instructors and Administrative staff members were selected by purposive and simple random sampling techniques from the total population of 813. However, individuals who had less than six months of service in their current institution were not included. Because, items which incorporated in the questionnaires were required detail information about

the institutions' practices and experiences, and those participants were not properly completed the questionnaire during the pilot test.

A total of 293 questionnaires were distributed to target groups, out of which, 70 were for educational leaders and the rest 223 were for instructors and other staff members. However, only 56(80%) and 208(93.3%) questionnaires were properly completed and returned from leaders and instructors and other staff members respectively. The remaining 14(20.0%) and 15(6.7%) questionnaires were not returned and properly completed. In order to collect the data, four types of data collecting tools namely; research questionnaires, observation, informal conversational interview, and document analysis were employed. Similarly, statistical calculations, including percentage, mean, and grand mean, standard deviation, mode and t-tests were used to evaluate the data.

5.1. Summary of the Major Findings

On the basis of the data gathered through the data collecting tools, the following findings are presented.

- It was found out that 87.50 percent of educational leaders and 60.10 percent of instructors and other staff members were men. Insignificant number of leaders (12.50 percent) and a few number of instructors and other staff members (39.90 percent) were women. This implies that, even though women's contribution for the development and growth of the institutions are undeniable, their participation rate in private higher education institutions is insignificant, especially in the leadership positions. The leadership positions of the private institutions were occupied by nearly similar percentage distribution of ages-ranged from thirty to fifty nine years. The majority (51.92 percent) of instructors and other staff members were found in the age range between twenty to twenty nine years old.
- The majority (55.77 percent) of instructors and other staff members were unmarried which implies that with little commitment in relation to family and social instructions and responsibilities and little or no value for their job. On the contrary, nearly 71.43 percent of educational leaders were married and had family commitments, were matured and engaged in various social, political, economical and other involvements. As the findings pointed out, almost all respondents of educational leaders (96.40) and instructors and other staff members

(98.07) were fulltime employees. This indicates that private higher educational institutions used their human labors efficiently in order to achieve their multi-wide objectives by offering mountains of busy tasks with low salary and fringe benefits.

- The majority (53.57 percent) of educational leaders and (72.60 percent) of instructors and other staff members served from one year to five years in their institutions. These results indicate that they had reasonably ample years of service that enable them to know and understand their organizational experiences, practices and problems. As far as the rank of employees concerned, 66.07 percent of educational leaders and 25.48 percent of instructors and other staff members were lecturers; whereas 31.73 percent of instructors and other staff members were graduate assistants and assistant lectures. However, the number of leaders, instructors and staff members who had academic ranks of assistant professor, associate professor and professor declined when one comes from the lowest to the highest academic rank. Similarly, 71.43 percent of leaders and 30.29 percent of instructors and other staff members were MA/MS/MBA/LLM degree or equivalent qualification holders. PhD degree or equivalent qualification holders in these private higher institutions were limited (14.28 percent of educational leaders and 4.31 percent of instructors and other staff members).
- As the majority of the private higher institutions (69.64 percent) leaders' and (33.17 percent) instructors and other staff members' responses revealed, legal status of the institutions was Share Company. However, most instructors and other staff members including some leaders had no clear understanding and know-how about the legality of their institutions. As the result revealed, 12.50 percent and 44.64 percent of leaders, and 38.46 percent of 31.25 percent of instructors and other staff members responded that the supreme authoritative body of their institution was presidents, and board of directors respectively.
- Concerning the institutions' management autonomy, half of the educational leaders and 38.94 percent of instructors and other staff members confirmed that their institutions' professional management and leadership was free from the owners' unnecessary interference. However, 35.70 percent of leaders and 53.85 percent of instructors and other staff members agreed that their institutions professional leadership was not free from the owners' unnecessary interference. This was assured by employees' response (51.79 percent of leaders

and 87.02 percent of instructors and other staff members) on the open ended questions and during the informal conversational interview with them.

- Almost all respondents (100 percent of leaders) and (93.30 percent of instructors and other staff members) pin pointed that their institutions had strategic plan. Similarly, 67.86 percent of educational leaders reported that the plan was participatory; whereas 48.96 percent of instructors and other staff members pointed out that the strategic plan was not participatory. In line with this, majority of the sample private higher institutions had a written predetermined duties and responsibilities. Accordingly, 67.86 percent of educational leaders and 83.17 percent of instructors and other staff members confirmed the presence of written predetermined duties and responsibilities.
- The majority (76.79 percent) of educational leaders of the sample respondents enjoyed being in charge and giving directions to others. Moreover, concerning the planning aspects, almost all respondents confirmed that the planning responsibilities of leadership should be over the activities in which they work directly with their subordinates. Furthermore, majority (51.79 percent) of respondent responded that they kept subordinates fully apprised of developments that affect their work whether as a group in their role or not. Additionally, 66.07 percent of leaders responded that while they gave assignments to subordinates they stressed on goals accomplished and leaving the manner in which those goals were achieved. The findings result found out that 89.29 percent of educational leaders agreed that it was generally worthwhile to explain the reasons or policies or decisions to subordinates before putting them into action.
- As a mean value (3.788) indicated, instructors and other staff members responded that leaders fairly often communicated and directed the vision, mission and goals to their followers. However, the roles of maintenance, cohesiveness and moral of employees were sometimes practiced by leaders with a mean response (2.928). In relation to this, similar result was observed regarding integrated organizational values with group and individual values. Accordingly, as the respondents noted that integrated organizational values with group and individual values were sometimes practiced with a mean value 3.058.
- Concerning the level of preparation to experiment with new ideas, the mean value of respondents (3.053) showed that conducting researches to produce new things were sometimes

practiced. In accordance with this, as a mean value (2.644) of respondents showed, leaders' ability to create a climate of growth and opportunity was fairly practiced. In the same way, personal communication; breeds, openness, sincerity, trust and mutual understanding were at times practiced with the mean responses (3.106) of instructors and other staff members. Similarly, on the open ended questions, 64.42 percent of instructors and other staff members reported that the major leadership factors that affect their institutional climate were lack of leaders' interest to diagnosing individuals' problems and incapability to create team spirit. Further more, instructors and other staff members responded that willingness of leaders to changes was sometimes practiced with a mean and mode values 3.361 and 3.5 respectively.

- As a mean value (2.928) of respondents indicated, the ability of leaders to confront and resolve problems was good. The majority (64.42 percent) of respondents on the open ended questions assured that leaders lack interest to solve problems which individuals and organizations faced. Similarly, leaders' ability to deal with situational or organizational complexity and ambiguity were sometimes practiced with a mean value 3.024. On the other hand, staff motivation was once in a while /fairly practiced by their leaders with a mean value 2.361 and they also agreed that advocacy for the staff was sometimes practiced by leaders with a mean value 2.543.
- Respondents reported that leaders had good conceptual or organizational skills with a mean value 3.255. Regarding to showing the knowledge for the diverse University College community and knowledge of identifying effective principle of work, respondents responded that leaders had good knowledge for identifying effective principle of works and showed and communicated them to employees with mean values 3.043 and 3.337 respectively.
- As the grand mean values of leaders depicted, idealized influence (attributed), (2.217), idealized influence (behavior) (2.194) and intellectual stimulation (2.060) leadership styles were sometime practiced in the private higher institutions leaders. Similarly, inspirational motivation and contingent reward to followers were sometimes practiced with a mean values 2.080 and 1.854 respectively. Furthermore, contingent reward and management-by-exception (active) were practiced sometimes by the private higher institutions with the respondents' grand mean and mean values 2.161 and 2.304 respectively. Like other leadership styles, management-

by-exception (passive) leadership style was sometimes practiced by leaders with a mean value 1.804.

- As the leaders and instructors and other staff members' means of response showed, the rules, regulations and formal procedures of the institutions were moderately affecting the behavior of employees with mean values 3.04 and 2.79. As the t -test rated, the difference between these two groups was not significant: $t=1.362$, $P> 0.05$. On the other hand, the responses of instructors and other staff members and leaders' revealed, concerning the degree of autonomy that they had to do their job was high with mean values 3.58 and 3.59 respectively. As the t -test indicates, the difference of these two groups was not significant $t = 0.042$, $P>0.05$.
- Concerning the extent of association between pay/promotion and job performance, leaders reported that it was moderately associated with the job performance of employees with the mean value 3.29; whereas instructors and other staff members noted that pay/promotion was least associated with job performance with a mean value 2.38. As the t -test reveals, the difference between the leaders response and employees response was significant; $t = 5.310$, $P<0.05$. However, regarding the degree of risk taking in the job and in the organization, leaders and instructors and other staff members replied that the degree of risk taking was moderately practiced with mean values 3.38 and 3.07 respectively. The t -value indicates that the difference between these two groups was not significant: $t = 2.051$, $P>0.05$.
- As the study revealed, the extent of friendly team spirit in their institution was highly practiced with a mean value 3.66 ($M=3.66$, $SD=0.978$); whereas, instructors and other staff members reported that it was moderately recognized with a mean value 2.78. The t -value depicts that the difference between the two groups was significant; $t = 4.967$, $P<0.05$. Similarly, leaders agreed that the feeling of belongingness to a company (institution) was highly recognized with a mean value 3.96; whereas to instructors and other staff members' response it was moderately considered with a mean value 3.21. The t -value pointed out that the difference between these two groups was significant; $t = 4.539$, $P<0.05$.

- The leaders' mean responses showed that the degree of management support and performance standards was highly practiced with a mean value 3.66; whereas according to the instructors and other staff members' response, it was moderately practiced with a mean value 2.67. The t -value (6.073) also illustrated that there is significant difference between the two groups; $t = 6.075$, $P < 0.05$. According to leaders' and instructors and other staff members response, the degree of high expectation of management about job performance was highly expected with a mean value 4.14 and 3.77. The t -value (2.755) also depicts that a significant difference is not observed between the two means; $t = 2.77$, $P > 0.05$.
- In relation with the levels of internal and external competition, the mean response of leaders' (3.70) showed that the internal as well as external competition of their institution was found at a highly competitive manner. However, as the mean response (2.80) of instructors and other staff members' indicated that the internal and external competition of their institution was found at moderate level. The t -value 6.217 also points out that observed difference is reflected between the two means: $t = 6.217$, $P < 0.05$. Moreover, according to the leaders mean response (3.07), the extent of reward by job performance was moderately practiced. However, as to the mean (2.37) response of instructors and other staff members, it was least practiced. Besides, the t calculated 4.231 confirmed that a significant difference is observed between the two means: $t = 4.231$, $P < 0.05$.
- More than forty percent and 33.65 percent of respondents responded that the chances that their leader would use his/her power to support them to solve problems in their work were lukewarm (halfhearted) to change and saw little need to change respectively. Similarly, 57.69 percent of instructors and other staff members answered that they received suggestions infrequently (seldom) regarding their work from their leaders.

5.2. Conclusion

Based on the major findings, the following major conclusions are drawn.

The study found that the effects of educational leadership on the organizational climate of the private higher institutions. It is observed that low women participation, especially, in the leadership position; shortage of skilled and individuals like assistant professors, associate professors and professors who conduct researches on the various issues of the institution to

introduce new things. There is less emphasis on communicating and addressing the institutions' document (written predetermined duties and responsibilities) for employees. Additionally, there is high tendency of unnecessary professional interference of the owners or stakeholders. On the other hand, there is high trend to emphasize on efficient use of labor, expand their profit margin (sources of revenue) through low salary payment.

The fundamental role of any leader in general is to enable the members to attain the established goals. Every group or organization starts by clarifying and owning its proper goals, and committed itself to their achievement. Leaders have many roles which they are playing within and outside their institutions. The major roles which the study investigated are both task oriented and people oriented. Thus, the private higher institutions have strategic plan and the planning responsibility is carrying out by the leaders. This suggests that there is less opportunity for employees to take the planning responsibilities. Planning is fully task oriented activity and the task oriented leaders are highly concentrated on getting the job done, and can be quite autocratic. The critical aspects of leadership such as motivation, delegation, empowerment, maintain cohesiveness and moral, research work and energizing are given less attention and employees are not proud of their association with their institutions. There is also little climate of growth opportunities; less interest to diagnose individual problems; narrow room for communication, openness, sincerity, trust and mutual understanding, and poor participation of employees in decision making. Moreover, the result observed that the private higher institutions tend to have rigid organizational structure. There is high emphasize on bureaucracy; organizational structure is complex; are less competitive.

Leadership styles are very important that the leader exhibits when trying to influence the activities of others and they are also vital to practice their roles. The study investigated which type of leadership style (transformational or transactional) is dominantly practiced by the private higher institutions. Through a multi-factor leadership item analysis, factors were interpreted and analyzed individually. Accordingly, the study revealed that both leadership styles are practiced equally in unsatisfactory manner. The component of transformational leadership such as idealized influence (attributed), idealized influence

(behavior), individual consideration, inspirational motivation, and intellectual stimulation are not considerably practice.

In other words, there is less appeal to the moral values of followers in attempt to raise their consciousness about ethical issues, and mobilize their energy towards the achievement of goals; little trend that the followers feels trust, admiration, loyalty, and respect towards the leader and the institution; less tendency to create meaning for their followers and demonstrate the ability to frame their ideas and experience; little attention to care for their followers and understand the impact of their action on the group or organization. Not only the transformational leadership style but also the transactional leadership style is not practiced well. There is less tendency to clarify the roles of followers and expected outcomes from them; there is insignificant reward for followers up on successful completion of tasks and high tendency to take measures after the problems were occurred.

Due to the absence of the practice of transformational as well as transactional leadership styles, the following problems were observed. There is: lack of commitment in goal achievement, high employee turnover, high customer dissatisfaction, difficulty to achieve organizational goals, difficulty to overcome external and internal problems, difficulty to keep their institutions' continuity, stability and survival, and incapability to conduct research for the creation of new ideas. In line with this, there is less tendency to introduce change, loose leader-member relationship; leaders have inefficient position power to execute their activities, and there is high rigidity trend of leaders behavior.

5.3. Recommendations

In light of the findings the study and conclusions, the following recommendations are put forward as approaches to improve the practice and minimize the effects of educational leadership on the institutions' climate.

- Women's contribution for the development and growth of the institutions are undeniable, consequently the private higher education institutions should increase the amount of women participation by providing special assignments such as preparing monthly or quarterly reports,

designing short term projects, and offering the opportunities to present workshops, conferences and action researches, and delegating tasks which help them to acquire new skills and knowledge. These activities in turn create a sense of accomplishment of objectives; bring intrinsic satisfaction hence motivating women to exert extra effort in order to introduce new things to their institutions.

- Among other goals of private higher education institutions, conducting researches on various aspects of their activities are the critical and real meaning of their organizational growth and development. Practical research experience in the field of education should be an integral part of the educational leader's advanced study. Hence, so as to expand, widen, and keep their sustainability, continuity and endurance, the private higher institutions ought to conduct researches on different areas of their involvement to introduce new ideas, principles and systems to their institutions. These can come true by establishing well organized research and development department, looking for skilled and experienced individuals through invitation, and cooperative work with other Universities which serve as a benchmark. Hence, by considering the paramount consequence of researches, the private higher institutions are supposed to strive to the progress and development processes of researches in their institutions.
- The increased level of autonomy both imposes extra responsibilities upon the management of institutions and creates opportunities for new modes of leadership. As a result, the private higher education institutions' professional leadership should be separated or free from unnecessary professional interventions of the owners or the stakeholders. Leaders in every level of the institution should establish clear reporting systems and communicate their goal achievement to the owners and stakeholders just in time. On the other hand, owners ought to believe that the objectives of educational institutions are much difficult to define than the purpose of commercial organizations.
- The private higher institution leaders ought to play their major roles such as empowerment, delegation, participation, integration, energizing, planning and other people oriented and task oriented essentials equally. These are done through setting shared vision, maintaining the psychological and basic needs of employees in the course of monetary rewards, salary

increment, providing on and off job training by searching sponsors and offering different responsibilities associated to their task. Similarly, leaders are supposed to be able to integrate employees values: by helping members to internalize the goals and values of their institution such that these become part of their own value system; by designing and promoting a system such that the individuals growth is enhanced; by creating an environment in which members may satisfy their own particular objectives, while at the same time contributing responsibly to the attainment of the organization's goals. Thus, the aforementioned strategies enable to transform the task oriented leadership style to democratic leadership style.

- The private higher institution leaders ought to understand employees' job problems by means of rendering secure and technical supervision; specific skill development training related to their task by identifying skill gap problems and recognizing their potential which have a great impact on organization's productivity, innovation and creativity. Moreover, they would also be interested and willing to diagnose and solve individual and organizational problems by building friendly team spirit, using open door policy communication system, establishing mentoring programs and providing timely and accurate feedback to their actions.
- The private higher institutions attempted to practice both transformational and transactional leadership styles. However, the level of applying these leadership styles was inadequate. Offering more attention to the use of transformational leadership is absolutely important to excel organizational and individual performance and it shapes the organizational climate positively. Additionally, transformational leadership approaches will help to increase the acceptance of the organizations' values leading to greater congruence of values between the followers and the organizations. Consequently, the private higher institutions leaders should promote transformational leadership style through developing mutual needs, aspirations, and values in which the leader looks for potential motives in followers, seeks to satisfy higher level needs(for instance facilitating opportunities for education, updating the institutions career system, offering reasonably challenging tasks such as preparing and leading conferences, workshops, seminars, research works and the like based on the employees maturity level), and engages the full person of the follower through listening and insight into individual problems.

- The stability, continuity and survival of institutions are contingent on the degree of internal as well as external competition. Therefore, the private higher institutions ought to carry out researches on different activities of their educational commitment which brings new assets to the institutions. The other way of overcoming the institutions internal-external problems is, the leaders and the owners of the institution have to improve the satisfaction levels of their students, employees and other stakeholders by providing quality education to produce skilled as well as business minded citizens; by rendering equitable rewards to employees for their job performance, and by giving quality and sensible service to their customers.
- The private higher education institutions should simplify overly detailed procedures, rules, and regulations which may reduce adaptability and flexibility of the leaders and employees. On top of this, the high level of bureaucracy reduces the likelihood of accomplishing organizational goals. Hence, the private higher institution leaders and owners are supposed to simplify the level of bureaucracy by pushing activities and decisions to the departments and workers with sufficient authority to exercise their responsibilities.
- The government should consider the private higher institutions overall contribution for the development and growth of the country at large and particularly, their share on job opportunities for many citizens. Hence, the government ought to give considerable attention to them during policy formulation, rules and regulations execution as well as participate and encourage them in educational and other national issues. Similarly, Ministry of education should offer technical support, close supervision; invite them to prepare research conferences and workshops and provide leadership skills development training.
- Generally, in order to make the institutions' climate healthy and positive, the private higher institutions should shift their ideology from business oriented to people oriented consideration and construct a balance between them. The institutions should also provide ample authority and position power for leaders that enable them to mobilize and use

resources for the achievement of objectives, consolidate team spirit, offer ongoing training for employees, improve leadership skills through training, create opportunity for growth and opportunity, practice open door policy system for communication, increase the level of employees satisfaction, give sufficient authority to exercise their power properly, and reduce their employees turn over so as to make their institutions' climate conducive and healthy. Additionally, leaders in every level of the institution have to give special attention for the following situational factors-leader-member relationship, task structure and position power which are powerful ingredients for leadership and as the same time have a significant effect on organizational climate.

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APPEDIX A

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management

(Educational Leadership and Management)

Questionnaire to be completed by higher private educational institution leaders (President, Vice President, Deans, Vice Deans and Department Heads)

This questionnaire is prepared for the purpose of gathering information in relation to your views on the effects of leadership on organizational climate in your respective University/ University College. Since this questionnaire is parts of an instrument designed to solicit data for a study on the effect of educational leadership on organizational climate in one private university and four private University Colleges in Addis Ababa, items included in this questionnaire also ask for personal information. I would, therefore, like to kindly request you for your cooperation to respond to the questions candidly. Please be reminded that any information you will give will be treated anonymously.

Thank you in advance for your cooperation!

Directions:

1. As you respond to questions which have options, please put a tick mark "√" in the boxes that correspond to your choice
2. For questions which require you to write your responses, please kindly write your responses legibly on the space provided beside/below each question.

Part I: Personal Information

1. Sex: Male Female
2. Your age (in years): _____
3. Years of service in your University/University College _____ year(s)/month
4. Terms(status) of employment in your University /University College
Full time Parte time Full time and Owner Part-time and Owner

If other, please specify _____

5. Your marital status

Unmarried	
Married	
Divorced	
Separated	

6. Your current academic rank in your University/University Collage is a/an

Graduate assistant	
Assistant lecturer	
Lecturer	
Assistant professor	
Associate professor	
Professor	

7. How long have you stayed in your current rank? _____year(s) /months

8. Your highest academic qualification

B.A./BSC.degree or equivalent	
M.A./MSC.degree or equivalent	
PhD or equivalent	
Other (please specify) _____	

PART II. Views about your Institution

1. What is the ownership status of your institution?

Sole proprietorship partnership share company

If other, please specify _____

2. Who is the highest authoritative body in your organizational structure?

Share holder Board of directors The president/Dean

The owner of the Institution Management Committee

If other please specify _____

3. Does your institution have a strategic plan? Yes No

4. If your answer for question No 11 is "yes" is it participative? Yes No

5. Does your institution have a written predetermined duties and responsibilities for each managerial level and other posts? Yes No

6. Do you think that the professional management of the institution is free from the owner (s)/shareholders unnecessary intervention? Yes No

7. What is the frequency of formal meetings with your department /University / University College within a year?

Once 1 to 2 3 to 4 5 to 6 7 and above

8. On the average, how many official meetings does your top level educational leader in your University College call in a year to discuss on educational leadership issues?

Once 1 to 2 3 to 4 5 to 6 7 and above

PART III. Views on Leadership Style, Role and other Organizational Variables

1. Do you enjoy being in charge and giving direction to others? Yes No

2. Is it your role to keep subordinates fully apprised of development that affect their work as a group? Yes No

3. Do you believe that your position power has a significant effect on influencing employees' behavior? Yes No

4. If your answer for question No 3 is "yes" please mention some of the desired and undesired behaviors which have observed so far and which have great effect on institutional climate.

4.1. Desired observed behavior _____

4.2. Undesired observed behavior _____

4.3. Leadership style that you applied _____

4.4. Observed effects on institutional climate _____

5. Do you prefer the planning responsibilities of leadership over activities in which you work directly with your subordinates?

Yes No

6. When giving assignments, do you stress the goals to be accomplished, while leaving the manner in which those goals are achieved to your subordinates?

Yes No

7. Do you find it generally worthwhile to explain the reasons for a policy or decision to subordinates before putting it in to effect? Yes No

8. Do you agree that it is health organizational climate to have a difference of opinion among work group members rather than taking the view that dissention is a sign of poor leadership? Yes No

9. Is it friendliness to employees an important trait for a leader?

Yes No

10. In your opinion, what peculiar problems of leadership that affect your University /University College climate?

1) _____

2) _____

3) _____

11. What solutions do you suggest for the problems you mentioned above?

1) _____

2) _____

3) _____

Part IV. Views on Leadership Style

Direction: Please indicate the extent to which you support the following statements by putting a “√” mark on the boxes which correspond to your answer. Rate each statement on the following scale: 4= Very Frequently/Excellent 3= Fairly often /Very Good 2= Sometimes/Good 1= Once in a While /Fair 0= Note at All/ Poor

No	Items	P	F	G	Vg	EX
1	<i>Idealized influence</i> (attributed):					
	1.1 Shifts followers self-interest to a global perspective that process the welfare of the intuition first					
	1.2 Build trust and respect in followers					
	1.3 Provides the bases for accepting radical and fundamental changes in the ways individuals and organizations do their work.					
2	<i>Idealized influence</i> (Behavior)					
	2.1 Power is used only when necessary and never for personal gain					
	2.2 Exhibit high standards of ethical and moral conduct,					
	2.3 Sharing risk with followers in setting and attaining goals					
	2.4 Considers the needs of others over their own					
3	<i>Inspirational motivation,</i>					
	3.1 Followers are motivated to achieve objectives that ha previously been thought unattainable					
	3.2 Energize workers by projecting an attractive and optimistic future					
	3.3 Creating idealized visions for the organizations and clearly communicating to the followers					
	3.4. Share vision arise and combine within the work group					
4	<i>Intellectual stimulation</i>					
	4.1. Encourages followers to questions, assumptions, invites creative solutions to problems and challenges the status quo					
	4.2. Design new procedures and programs, and solve difficult programs					
	4.3. Refrain from publicly criticizing individual members for mistakes					
5	5.1. Contingent reward to followers					
	5.2. Providing rewards contingent on the followers' performance.					
6	<i>Individual consideration,</i>					
	6.1. Listens, delegate takes as a means of developing followers, and offers direction or support as needed					
	6.2. Create new learning opportunities in supportive climate					
	6.3. Recognizing and accepting individual differences in needs and values					
7	<i>Management- by- Exception/passive:</i> wait to take action until after mistakes or other performance problems have happened					
8	<i>Management- by -Exception/ Active:</i> actively mentor performance and take corrective action as problems become apparent/					
9	<i>Laissez-faire Leadership/ passive avoidance:</i> fail to make or at least delay decisions, allow authority to remain dormant					

PART V: Leaders view on institutional climate

Direction: The following statements are focusing on employees perception regards to their institutional climate. Please indicate the extent to which you support the statements by putting a “v” mark on the boxes which correspond to your answer. Rate each statement on the following scale: 5= Very High (VH); 4= High (H); 3= Moderate (M); 2= Low (L); 1= Very Low (VL)

No	Items	VH	H	M	L	VL
1	The degree of constraint on employees (your) behavior by rules, regulations and formal procedure (level of bureaucracy)					
2	The degree of autonomy that you have to do your jobs (Responsibility)					
3	The degree of association between pay /promotion and job performance (Reward)					
4	The degree of risk taking in the job and in the organization (Risk)					
5	The degree of friendly team spirit in the organization (worth and support)					
6	Openness of assignment of the right people for the right job					
7	The degree of listening to different opinions about how to solve problems (Conflict)					
8	The feeling of belonging to a company (Identity)					
9	The degree of management support and performance standards					
10	The degree of high expectation of management about job performance					
11	The level of relaxing working environment					
12	The levels of internal/ external competition					
13	The extent of rewarded by job performance					
14	The degree of employees' skill over their job performance					

APPEDIX B

Addis Ababa University
School of graduate studies
Department of Educational Planning and Management
(Educational Leadership and Management)

Questionnaire to be completed by instructors and other staff members

This questionnaire is prepared for the purpose of gathering information in relation to your views on the effects of leadership on organizational climate in your respective University/ University College. Since this questionnaire is parts of an instrument designed to solicit data for a study on the effect of educational leadership on organizational climate in one private university and four private University Colleges in Addis Ababa, items included in this questionnaire also ask for personal information. I would, therefore, like to kindly request you for your cooperation to respond to the questions candidly. Please be reminded that any information you will give will be treated anonymously.

Thank you in advance for your cooperation!

Directions:

1. As you respond to questions which have options, please put a tick mark "√" in the boxes that correspond to your choice
2. For questions which require you to write your responses, please kindly write your responses legibly on the space provided beside/below each question.

Part I: Personal Information

1. Sex: Male Female
2. Your age (in years): _____
3. Years of service in your University/University College _____ year(s)/month(s)
4. Terms(status) of employment in your University /University College
Full time Parte time ull Time and Owner t-time and Owner
If other, please specify _____
5. Your marital status

Unmarried	
Married	
Divorced	
Separated	

6. Your current academic rank in your University/University Collage is a/an

Graduate assistant	<input type="checkbox"/>
Assistant lecturer	<input type="checkbox"/>
Lecturer	<input type="checkbox"/>
Assistant professor	<input type="checkbox"/>
Associate professor	<input type="checkbox"/>
Professor	<input type="checkbox"/>

7. How long have you stayed in your current rank? _____ years /months

8. Your highest academic qualification

B.A./BSC.degree or equivalent	<input type="checkbox"/>
M.A./MSC.degree or equivalent	<input type="checkbox"/>
PhD or equivalent	<input type="checkbox"/>
Other (please specify) _____	<input type="checkbox"/>

PART II. Views about your Institution

1. What is the ownership status of your institution?

Sole proprietorship partnership share company

If other, please specify _____

2. Who is the highest authoritative body in your organizational structure?

Share holder Board of directors he president/Dean

The owner of the institution Management committee

If other, please specify _____

3. Does your institution have a strategic plan? Yes No

4. If your answer for question No 3 is "yes" is it participative?

Yes No

5. Does your institution have a written predetermined duties and responsibilities for each managerial level and other posts? Yes No

6. Do you think that the professional management of the institution is free from the owner (s)/shareholders unnecessary intervention? Yes No

7. What is the frequency of formal meetings with your department /University / University College within a year? Once 1 to 2 3 to 4 5 to 6 7 and above

8. On the average, how many official meetings does your top level educational leader in your University College call in a year to discuss on educational leadership issues?

Once 1 to 2 3 to 4 5 to 6 nd above

PART III. Views on Leadership Role, Style and Other Organizational Variables

Direction: The following statements are focusing on the roles of educational leaders, employees perception regards to their institutional climate and management styles. Please indicate the extent to which you support the statements by putting a "v" mark on the boxes which correspond to your answer.

Rate each statement on the following scale:

5= Very High (VH); 4= High (H); 3= Moderate (M); 2= Low (L); 1= Very Low (VL)

No	Items	VH	H	M	L	VL
1	Communicate and direct vision, mission and goals					
2	Clarity of purpose, goal and mission					
3	Maintenance of cohesiveness, moral and commitment of employees					
4	Integrate organizational values with group and individual values					
5	Prepared to experiment with new ideas, restless with status quo					
6	Ability to create a climate of growth and opportunity					
7	Interpersonal communication breeds openness, sincerity, trust and mutual understanding					

University /University College employees' perception regarding their institutional climate

No	Items	VH	H	M	L	VL
8	The degree of constraint on employees (your) behavior by rules, regulations and formal procedure (level of bureaucracy)					
9	The degree of autonomy that you have to do your jobs (Responsibly)					
10	The degree of association between pay /promotion and job performance (Reward)					
11	The degree of risk taking in the job and in the organization (Risk)					
12	The degree of friendly team spirit in the organization (worth and support)					
13	Openness of assignment of the right people for the right job					
14	The degree of listening to different opinions about how to solve problems (Conflict)					
15	The feeling of belonging to a company (Identity)					
16	The degree of management support and performance standards					
17	The degree of high expectation of management about job performance					
18	The level of relaxing working environment					
19	The levels of internal/ external competition					
20	The extent of reward by job performance					
21	The degree of employees' skill over their job performance					

Leadership Practices and other Organizational Variables

5= Very Frequently/ Excellent 4= Fairly Often / Very Good/ 3= Sometimes/ Good 2= Once in a While/
Fair 1= Not at All/ Poor

No	Items	E/VF	Vg/F	G	F	P
22	Proven ability to lead higher education to academic excellence					
23	Use problem framing and solving skills effectively					
24	Insight and willingness to make changes when needed					
25	Confront and resolve problems in a timely manner					
26	Ability to deal with complexity and ambiguity					
27	Ability to motivate staff					
28	Advocate for staff					
29	Approachable					
30	Good conceptual skill /organizational skill					
31	Encourage collaboration and participation in decision making					
32	Show knowledge of the diverse University/University College community					
33	Identify effective principle of work					
34	Community leader and relationship builder					
35	Locate resources for mission and goals					
36	Respect the diverse University/College communities					
37	Treat community stakeholders equitably and fairly					

Part IV

- How well does your leader understand your job problems?
 Not a Bit A little Fair Amount Quite a Bit
- How well does your leader recognize your potential?
 Not at All A little Moderately Fully
- How would you characterize your working relationship with your leaders?
 Extremely in effective worse than average average
 Better than average extremely effective
- How flexible do you believe your leader/superior/ is about evolving change in your job?
 None Small Moderate High Very High
- What are the chances that your leader would use his/her power to help you solve problems in your work?
 Enthused about change Lukewarm to change
 Sees little needs to change Sees no need for change

6. How often do you take suggestions regarding your work from your leader?

Almost always Usually Seldom Never

7. To what degree does your leader try to bring change by supporting new ideas from members and tolerant of member diversity?

Very Low Low Moderate High Very High

8. Which of the following power is often practiced by your leader? (possible to choose more than one)

Legitimate Coercive Reward Expert Referent

9. In your opinion, what are the major leadership factors that affect your institutional climate?

1) _____

2) _____

3) _____

10. What solutions do you suggest for the factors you mentioned above?

1) _____

2) _____

3) _____

አዎ አይደለም

5. ተቋሙ መሠረታዊ የሆነ የስራ ድርሻና ሐላፊነትን በእያንዳንዱ የአስተዳደር ደረጃና የሥራ ቦታን የሚያሳይ የተሳፊ መመሪያ አለው? አዎ የለውም

6. በአስተዳደሩ ስራ ላይ የባለሐብቱ/ቶቹ/ አላስፈላጊ የሆነ ጣልቃ ገብነት አለ ብለው ያምናሉ? አዎ የለም

7. ተቋሙ በአመት ውስጥ ምን ያህል መደበኛ ስብሰባዎችን ያደርጋል?

1 ከ1-2 ከ3-4 ከ5-6 ከ7 በላይ

8. የተቋሙ ክፍተኛ ሃላፊዎች በዓመት በአማካኝ ምን ያህል ጊዜ ተገናኝተው በአመራሩ ጉዳዮች ላይ ይወያያሉ? 1 ከ1-2 ከ3-4 ከ5-6 ከ7 በላይ

ክፍል ሶስት: የተቋሙ የአመራሮች ሚና እና ዘዴ

መመሪያ: የሚከተሉት ጥያቄዎች የተቋሙን መሪዎች የአመራር ሚና እና ዘዴ የሚገልፁ ናቸው። ስለሆነም የዕርምጃ ተቋም አመራሮች ይህንኑ ጥያቄ ብለው የሚያምኑባቸውን ሥራዎች ለመልስ መስጫ በተዘጋጀው ሳጥን ላይ ይህንን “√” ምልክት በማድረግ ያመልክቱ

5=በጣም ክፍተኛ 4=ከፍተኛ 3=መካከለኛ 2=ዝቅተኛ 1=በጣም ዝቅተኛ

ተ.ቁ	ዝርዝር ተግባሮች	በጣም ክፍተኛ	ክፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
1	የተቋሙን ራዕይ ተልዕኮ እና ግብ የማገናኘት ችሎታ					
2	የተቋሙን አላማ፣ ግብና ተልዕኮ የመግለጫና የማብራራት ሁኔታ					
3	የሰራተኞች የሥራ መንፈስ፣ ዝግጁነትና አንድነትን የማጠናከር ሁኔታ					
4	የተቋሙን እሴቶች ከቡድንና ከግለሰብ እሴቶች ጋር የማዋሃድ አቅም					
5	አዳዲስ ነገሮችን ለማጥናትና ለመመርመር የሚደረግ ዝግጁነት					
6	በግልፅነትና በእውነታ ላይ የተመሰረተ የመረጃ ልውውጥ የማድረግ ሁኔታ					
7	ለሰራተኞች ዕድገት ጥሩ አጋጣሚዎችን የመፋጠር አቅም					
8	የተቋሙ ህጎች፣ ደንቦችና ስርዓት በሰራተኛው ባህሪ ላይ የሚያስከትሉት ችግር ምን ያህል ነው					
9	የሰራተኞች የስራ ነፃነት					
10	የሰራተኞች የስራ ውጤትና የሚታዩት ማበረታቻ ምን ያህል ይቀራረባል					
11	በስራ እና በተቋሙ ላይ የሚደርሰውን ችግር/አደጋ/ የመቀበል ፈቃደኝነት					
12	የተቋሙ ሠርተኞች በማህበራዊ ህይወት እንዲረዳዱና እንዲደጋገፉ የማድረግ ሁኔታ					
13	የተለያዩ ችግሮችን የማዳመጥና መፈትላቸውን የመፈለግ ሁኔታ					
14	ተቋሙን እንደራስ አድርጎ የመመልከት ስሜት					

መመሪያ: የሚከተሉት ጥያቄዎች የተቋሙን መሪዎች የአመራር ሥራዎችና ክንውኖች ያንጸባርቃሉ። ስለሆነም መሪዎቹ ምን ያህል የአመራር ሥራዎቻቸውን በአግባቡ እንደሚያከናውኑ ለማወቅ ያስችል ዘንድ ለመልስ መስጫ ናቸው። ስለዚህ ለሁሉም ጥያቄዎች “√” ምልክት በማድረግ አስተያየትዎን ይግለጹ።

5=እጅግ በጣም ጥሩ 4=በጣም ጥሩ 3=ጥሩ 2=ዝቅተኛ 1=በጣም ዝቅተኛ

ተ.ቁ	ዝርዝር ሥራዎች	እ.በ.ጥ	በ.ጥ	ጥሩ	ዝቅ	በ.ዝ
15	ክፍተኛ የት/ት ተቋምን ለመምራት የሚያስችል የተረጋገጠ የት/ት ደረጃና ችሎታ					
16	በትክክል ችግሮችን መልክ የማስያዝና የመፍታት ክህሎት					
17	ተቋሙ ለውጥ በሚያስፈልገው ጊዜ የለውጥ አርአያና ፈቃደኛ ሆኖ መገኘት					
18	ችግሮችን በወቅቱ የመፍታትና የማቻቻል ባህሪ					
19	በውሳኔ አሰጣጥ ወቅት ተቋሙን ይጎዳል የሚባሉ አጋሮችን የማሳተፍ ሁኔታ					
20	ቀናነትና ተባባሪነት					
21	ሠራተኞችን የማነቃቃትና የማትጋት ብቃት					
22	ውስብስብና አስቸጋሪ ነገሮችን የማጥናት ችሎታ					
23	ከሠዎች ጋር በቀላሉ የመግባባት ብቃት					
24	የተቋሙን አጠቃላይ ሆኔታ የማየት ክህሎት					
25	በውሳኔ አሰጣጥ ወቅት በትብብር የመስራትና የማሳተፍ ተነሳሽነት					
26	እውቀቱን ለተለያዩ የተቋሙ ማህበረሰብ የማሳየትና፣ የማካፈል ሁኔታ					
27	ውጤታማ የሥራ መርሆችን የመፈጠርና የማሳየት ብቃት /ችሎታ/					

ክፍል አራት:

- አለቃዎ የሚያጋጥምዎትን የሥራ ችግር ምን ያህል ይረዳለዎታል?
 አይረዳም በጣም ዝቅተኛ ነው በአግባቡ ይረዳልኛል በጣም ይረዳልኛል
- አለቃዎ የእርስዎን እምነት አቅም ምን ያህል ይገነዘባሉ? ምንም አይገነዘብም በጣም ዝቅተኛ ነው መካከለኛ ነው በአብዛኛው ይገነዘባሉ ሙሉ በሙሉ ይገነዘባሉ
- ከአለቃዎ ጋር ያለው የሥራ ግንኙነት ምን ያህል ውጤታማ ነው?
 ውጤታማ አይደለም አይከፋም መካከለኛ ነው ጥሩ ነው
 በጣም ውጤታማ ነው

4. በሥራዎ ላይ ለውጥ ለማምጣት አለቃዎ ምን ያህል ተለማጭ /Flexible/ ነው?
 ተለማጭ አይደለም ዝቅተኛ ነው መካከለኛ ነው ፍተኛ ነው
 በጣም ከፍተኛ ነው
5. ሥራዎን በተመለከተ ምን ያህል አስተያየት ከአለቃዎ ተቀብለው ያውቃሉ?
 በፍፁም ተቀብዬ አላውቅም አልፎ አልፎ አብዛኛውን ጊዜ ሁል ጊዜ
6. አለቃዎ የስራ-ተኞችን ሃሳብ በመቀበልና በማዳበር ለውጥ ለማምጣት የሚያደርጉት ጥረት ምን ያህል ነው?
 በጣም ዝቅተኛ ዝቅተኛ መካከለኛ ከፍተኛ በጣም ከፍተኛ
7. አለቃዎ አብዛኛውን ጊዜ ስራ ለማስራት የሚጠቀሙት የትኛውን ሃይል/ስልጣን ነው?
 በህግ ያገኙትን በመቅጣትና በማስፈራራት ማበረታቻ በመስጠት
 በመያዣ ችሎታቸው ሌላ ካለ ይጠቀስ _____

APPEDIX D

Addis Ababa University

School of graduate studies

Department of Educational Planning and Management

(Educational Leadership and Management)

Checklist for Document Analysis and Observation Guide

1. Does the institution (university/University College) have legislation, academic rules and regulations, disciplinary rules and regulation and other documents?

2. Do you have a strategic plan? _____

3. Do you have a written predetermined job description and job specification for each managerial level and other posts? _____

APPENDIX E

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and
Management (Educational Leadership and
Management)

Observation Guide

No	Items	Available	Not available
1	Comfortable lounge and cafeteria		
2	Research and development department with necessary resources		
3	Demonstration room, publication and printing section with sufficient equipments		
4	Well prepared laboratory and library with sufficient equipments		
5	Recruitment and selection manual with job description and specification		
6	Organizational legislative and employees disciplinary manual		
7	Employees interactions between and among each other		

Appendix F

Addis Ababa University
School of Graduate studies

Department of Educational Planning and Management
(Educational Leadership and Management)

The following table consists of responses which provided by respondents for the open ended questions

No	Given responses for the questions of major leadership factors that affect your institutional climate	Leaders		Instructors and other staff members	
		N	%	N	%
1	Lack of prompt decision making	32	57.14	192	92.31
2	Unnecessary intervention and rumor	29	51.79	182	87.02
3	Lack of qualified and skilled leaders in every level of the institution to motivate staff, create the climate of growth and opportunity	20	35.31	94	45.19
4	staff and leaders turnover	-	-	154	74.04
5	High performance expectation of management	48	85.72	190	91.35
6	Lack of clear reporting system	26	46.43	96	46.15
7	Lack of interest to diagnose individual problems	-	-	134	64.42
8	Instructors and Staff members display undesired behavior	38	67.86	-	-
9	Highly centralized power	-	-	105	50.48
10	Lack of coordination between employees and departments	21	37.50	84	40.38

SUBMISSION APPROVAL SHEET

This thesis has been submitted for examination with my approval as University advisor.

Name Befekadu Zeleke

Title: Assistant Professor

Signature _____

Date _____

Place and Date of Submission _____

DECLARATION

I the undersigned, declare that this is my original work, has not been presented for a degree in any other University and that all sources of materials used for the thesis have been duly acknowledged.

Name Maeregu Biyabeyen

Signature _____

Date _____

Place and Date of Submission _____