

***Comparative Study of Transformational Leadership Practices Between
Government and Private Universities in Addis Ababa City***
(A Case Study of Addis Ababa University, St. Mary's and Unity Universities)

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Masters of Arts in Educational Leadership and Management.*

By

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Between Governments and private Universities in Addis Ababa City.***

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DECLARATION

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

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Abstract

The study examined the presence and the degree of practical implementation of transformational leadership and its challenges as observed in government and private universities in Addis Ababa city. The researcher used a cross-sectional survey research design and a quantitative study methodology as well as questionnaire as data collection instruments. The study used a combination of purposive, stratified and simple random sampling techniques as associates to obtain tangible information related to the research problem. From a total 2359 instructors and 102 leaders/administrative staff members in Addis Ababa, St. Mary's and unity universities 190 respondents participated in this study. There were a total sample of 190 full-time employees, 48 leaders and 142 instructors, who participated in this study from various departments and positions of Addis Ababa University and two private universities within Addis Ababa city. The study employed quantitative research methodology. Data was collected through questionnaire method which its reliability was tested with pilot test has a reliability value of Alpha 0.86. and analyzed A total number of 332 questionnaires, 190 MLQ for leaders and subordinates of both universities and 142 questionnaires for organizational performance towards transformational leadership practices only for subordinates from both universities was administered, from 190 MLQ, 48 were goes to leaders and 142 to subordinates, while 142 organizational performance questionnaires were goes only to subordinates of the two universities. The collected data was analyzed using descriptive and inferential statistical methods and findings are logically interpreted and documented to answer the three basic and specific research questions from transformational leadership perspectives. This analysis has reflected several perspectives of respondents on a variety of topics related to practices and challenges of transformational leadership. Finally, conclusion is provided based on findings. The final result shows that transformational leadership behaviors is practiced both in government (Addis Ababa university) and private (St. Mary's and Unity universities), however the results of the descriptive statistics shows that the transformational leadership practice were slightly better in Addis Ababa university than St. Mary's and Unity universities.

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Abbreviations

AAC, Addis Ababa City

AAU, Addis Ababa University

HERQA, Higher Education Relevance & Quality Agency

SPSS, Statistical Package for Social Science

T. L. P, transformational leadership practices

MOE, ministry of education

I.I, idealized influence

IB, idealized behavior

IA, idealized attributed

IC, individualized consideration

IM, inspirational motivation

IS, intellectual stimulation OPQ, organizational performance questionnaire

Chapter one

INTRODUCTION

1.1. Background of the study

Leadership is an issue drawn by researchers since old times. Because of their unique traits, leaders influence the organization and society overall. In the organizations, transformational leaders could be a competitive advantage to increase the efficacy and performance of such organizations. These organizations have to pose some changes in order to adopt themselves with environment. These changes could be occurred in areas such as human resources, aims, strategies, structures, etc. sometimes, the need to radical and fundamental changes is felt in the organizations. In such cases, transformational leadership is required to make radical changes, *Cacioppe R.(1997)*.

In the era of market globalization and the communications revolution in terms of speed, size, rapid or sudden and fierce competition in business, all of which have contributed to the widening need for flexibility and responsiveness adopted by organizations. This style is so-called transformational leadership that is able to change the current situation desired. Transformational leaders are those who bring change, innovation, entrepreneurship. They have a duty to manage a corporate transformation, which recognizes the need for revitalization, creating a new vision, and institutionalizing change. Transformational leaders have the ability to inspire their supporters to not only accept change but to engage with full force in achieving its, *Cacioppe R.(1997)*.

Transformational leadership that fosters autonomy and challenging work has become increasingly important for job satisfaction fans. The concept of job security and loyalty to the firm for a career was endangered. Salary steady, secure benefits and employment and life is no longer guaranteed for meritorious performance. While transactional leadership alone cannot provide job satisfaction. If organizations have adapted to environmental changes through evolutionary changes; this was due to the fact that the so-called transactional management favored managing these changes. Operating conditions of modern organizations requires making

changes and radical transformations, managing these changes requiring new qualities of management. One of these qualities is the transformational leadership that is able to change the current situation desired, *Sanjaghi, Mohammad Ebrahim (2000)*.

Also, Higher education is of paramount importance for economic and social development, Inculcating relevant knowledge and advanced skills, higher education provides the human resources required for leadership, management, business and professional positions. The institutions also serve as the major research establishments that generate, adopt and disseminate knowledge. By giving people access to knowledge and the tools for increasing and diversifying their knowledge, higher education expands people's productivity, as well as national capacity and competitiveness, *Sanjaghi, Mohammad Ebrahim (2000)*.

Today, as the world becomes increasingly interconnected, more interdependent and increasingly a globalized village, higher education is critical for the achievement of economic progress, political stability and peace, as well as for building democratic culture and society. Higher education in Ethiopia is going through a decisive phase of reform and expansion. As a system it is increasingly required to respond and gear adequately to the development needs of the society and the country. This change is taking place through a government-led radical review of the system's status and challenges, and by devising mechanisms of consensus building, as well as ownership and overcoming the resistance to change, characteristics of a higher education community, *Barker J. A.(1992)*.

I believe that Higher education plays a major part in shaping the quality of transformational leadership in modern Ethiopian society. Our colleges and universities not only educate each new generation of leaders in government, business, science, law, medicine, and other advanced professions, but are also responsible for setting the curriculum standards and training the personnel who will educate the entire citizenry at the pre collegiate level. College and university faculty also exert important influences on the transformational leadership process through their research and scholarship, which seeks both to clarify the meaning of transformational leadership and to identify the most effective approaches to transformational leadership and leadership education, *Barker J. A.(1992)*.

This study identifies and compares the appearance and degree of transformational leadership between government (Addis Ababa University) and private universities (Unity and St. Mary's universities) in Addis Ababa city.

1.2. Statement of the problem

The effective role of managers and leaders in radical changes and transformations is unavoidable in the organizations. Leadership and management are not identical. To influence over others, managements depended on formal power while leadership is resulted from a social influence process. Leaders make cultures and their fundamental role is affecting others.

In other words, transformational leaders try to make changes that increase organizational efficacy and performance. These are changes that cause higher aim and expectations to the organization. One of the results of transformational leaders is organizational performance improvement. Transformational leader provides a ground for long-term organizational changes which facilitate the access of organizational system to higher objectives. Regarding the necessity of making fundamental changes in the organizations and the effective role of organizational leadership and management in such changes, it is necessary to do some researches in this field.

Owing to the fact that transformational leadership is, among other things, a new applied theory in organizational behavior and has achieved to valuable results in those organizations that have utilized it so far, in this research, the researcher tries to explain and compare the situation of transformational leadership practices in government (Addis Ababa university) and private (unity and St. Mary's universities) in Addis Ababa city.

1.3. Objectives of the Study

The overall aim of this study is to explore the degree of transformational leadership practices in selected government (Addis Ababa University) and private (unity and St. Mary's universities), to compare their transformational leadership practices in Addis Ababa City. To achieve this aim, the specific objectives of this study are:

1. To examine whether or not the system of transformational leadership style is established at Addis Ababa, St. Mary's and unity universities.
2. To know how and to what extent is a transformational leadership practice is practically and effectively implemented in the selected universities.
3. To find out the major challenges or bottle necks towards the implementation of transformational leadership in The Selected universities.

1.4. Research Questions

In view of the above objectives, the main and specific research questions that are to be addressed in this study are:

What is the degree of the transformational leadership practices (behaviors) in Addis Ababa, St. Mary's and unity universities? (.....main research question)

1.4.1. Specific research questions:

1. To What degree is the system and structure of transformational leadership established at Addis Ababa, St. Mary's and unity universities?
2. How and to what extent transformational leadership is effectively practiced in Addis Ababa, St. Mary's and unity universities?
3. What major leadership challenges do university leaders identify that hindered the implementation of transformational leadership at their respective universities?

1.5. Significance of the Study

The significance of this study occurs in many ways. Firstly it studies and compares the transformational leadership practices in the selected government and private universities. Because this particular type of study had not been previously conducted on these organizations. Therefore, its result is important to create awareness to leaders of aforementioned organizations about the most determinant variables of the transformational leadership styles that can influence the commitment level of their employees. Secondly, the findings of this study add to the wealth of knowledge in other leadership studies.

It could also be helpful for individuals who want to conduct further studies in related topics and other organizations those faces similar problems. Inevitably, this study has contributed to the growing body of research on antecedents to the transformational leadership styles by examining the four important components of transformational leadership styles (i.e., idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration). It is believed that this study would have added value to the literatures on leaders' leadership styles, especially in the Ethiopian settings since there were limited literatures done on similar setting.

1.6. Scope of the Study

The main focus of this study is examining and comparing the degree of transformational leadership practices in the selected government and private universities. The data for this study is delimited to the academic employees and their leaders of selected government (particularly Addis Ababa University) and private (unity and St. Mary's universities) in Addis Ababa city. This study also has its share of delimitation in the sampling frame which only considered a particular government (Addis Ababa university) and private higher education institutions (unity and St. Mary's universities) and therefore the results cannot be generalized to the whole education industry or to other types of organizations of the country. Therefore, any term found in this study should be interpreted in relation to the comparative study of the transformational leadership practices in selected government (Addis Ababa University) and private universities (unity and St. Mary's universities) in Addis Ababa city.

1.7. Limitations of the Study

Some constraints such as time and lack of sufficient fund hindered the need to include a large sample size that could nearly represent the total population of the study. In order to get a stronger picture of the issues in the different organizations I would have liked to involve a larger number of respondents. But due to the time frame limitations provided by our study program this was not possible. The shortage of up to date reference materials and research works, specifically to the Ethiopian context, also narrowed the content of the study. Another barrier I came across in the process of data collection was refusal by management of some institutions (especially Unity University) to formally permit the distribution of the questionnaire for unconvincing reasons such as lack of time to fill the questionnaire, fear of sensitivity of the questionnaire contents if its results present to public, etc. Although I have a great group of participants who were willing to fill the questionnaire, there were some employees who would not volunteer to be part of the study for unknown reasons unfortunately non returned questionnaires were also a limitation for this study.

While the study used a questionnaire with just one underlying factor to measure the transformational leadership, the researcher have used to apply a questionnaire that measures the four dimensions of transformational leadership, testing whether some characteristics of leadership are related to innovative behavior. Furthermore, the degree of transformational leadership style was measured on the basis of the employees' perceptions of the leaders' characteristics. In fact, individual subordinates have different perceptions about the leader, which could lead to a distortion of the true picture of the leader. To measure the degree of transformational leadership more precisely it was difficult to consider all employees across the organization.

1.8. Ethical considerations

The researcher addresses ethical considerations of confidentiality and privacy. I used a rigorous and conscious effort at all times to sustain this promise. A guarantee was given to the selected government and private universities respondents that their names should not be revealed in the questionnaire and research report. In order to ensure the success of the research, leaders were linked to subordinates in such a manner that each subordinate's response remains anonymous apart from being linked to a particular leader. Moreover, participants were received a verbal and written description of the study, and informed consent were obtain before the survey. Participation in the study was voluntarily, and all participant responses were kept confidentially. Finally, a copy of the final report could be given to the organization if necessary.

1.9. Structure of the Study

This thesis is organized into five chapters. Figure 1.1 shows the structure of the thesis. **Chapter-1** is already presented in the current section; the contents of the following Chapters are briefed here.

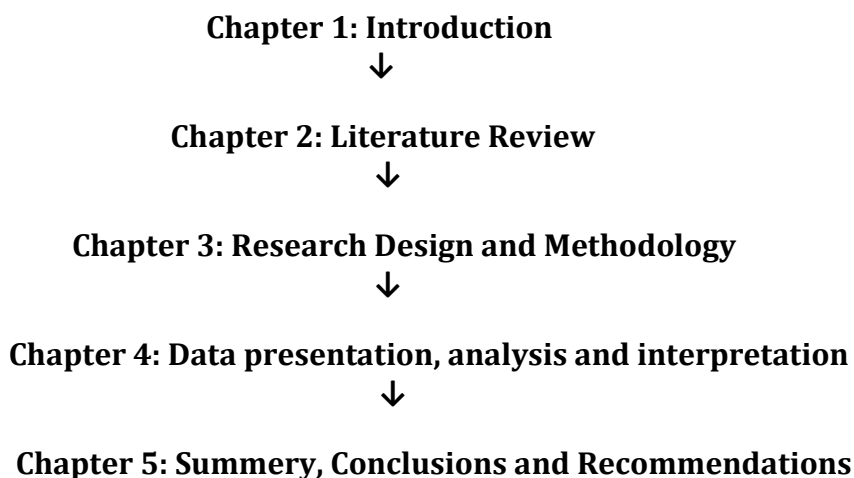


Figure 1.1: Outline of the thesis

Chapter-2 provides an overview of the state of the art analysis of the existing literature.

Chapter-3 presents the methodology used in this thesis. The chapter includes the Research approach as well as describes the data collecting and analysis Methods used.

Chapter-4 analyses and presents the research findings obtained through the thesis Methodology by showing how each of the research questions has been Answered and how these findings together contribute to the main purpose Of the study. Finally,

Chapter-5 ends the thesis with conclusions and a set of suggestions derived from the Research findings and the conclusions of this work.

At the end of the thesis document, references and a set of appendices are included That contains the questionnaires of the survey forms used to collect primary data for this work and other supplementary documents of the study.

Chapter two

Review of related literature

2.1. Introduction

The business marketplace is rapidly changing and becoming more competitive due to globalization; consequently, new innovations and higher performance levels from teams in organizations is necessary to continue to be successful. The ability for organizations to continuously improve and innovate is a skill that few have. With a volatile economy it is becoming increasingly important for leaders to maximize the performance and creativity levels of their followers. Evidence from a range of studies has proven the positive effect transformational leadership has on such variables as organizational productivity, greater job satisfaction, lower levels of stress in followers, and higher levels of organizational and team commitment, just to name a few (Avolio & Yammarino, 2002; Bass & Avolio, 1994; Bass, 1985; Dionne, Yammarino, Atwater & Spangler, 2004; Howell & Avolio, 1993).

Therefore, it is clear that the ability to successfully perform the skills of transformational leadership are required to continually improve and innovate in this rapidly changing marketplace. This literature review will examine the concept of transformational leadership and the effect which its components have on the innovation process and work teams within organizations. There is a considerable amount of research on the topic of transformational leadership and its effect on the performance of organizations. This literature will synthesize and summarize the key findings from many of these studies. Unlike much of the existing literature, this paper will specifically examine the process by which individuals can measure and then improve their leadership skills.

This literature not only broadens the knowledge base of what is currently known about transformational leadership but it also offers new innovative ideas to this concept. From this review, we will be able to determine which specific components of transformational Leadership are required to become a successful leader capable of harvesting new innovations and maximizing follower effectiveness in their organizations. Transformational Leadership: In order

to clearly understand what transformational leadership is we must first determine what a transformational leader does.

Egan (1985) states that: Transformational leaders are shapers of values, creators, interpreters of institutional purpose, exemplars, [and] makers of meanings, pathfinders and molders of organizational culture. They are persistent and consistent. Their vision is so compelling that they know what they want from every interaction. Their visions don't blind others, but empower them. Such leaders have a deep sense of the purpose for the system and a long-range strategic sense and these provide a sense of overall direction. They also know what kind of culture, in terms of beliefs, values, and norms, the system must develop if it is to achieve that purpose. By stimulating, modeling, advocating, innovating, and motivating, they mold this culture, in the degree that this is possible, to meet both internal and environmental needs.

This analysis of what a transformational leader does is further simplified by House (1988), who describes the role of transformational leaders “as providing followers with clear visions of the future, expressing high expectations for follower performance, and displaying confidence in their followers’ ability to accomplish challenging tasks.” Anderson, Gisborne, & Holliday (2006), further update this observation by explaining that transformational leaders.

Provide ways to gain a visionary (vivid-vision) view of an agreed, encouraging, and preferred future,

2. Offer a skilled mind in planning, managing, and leading in unpredictable change
Environments,
3. Are an encouraging spirit who brings hope and substance when discouraging
Events Occur,
4. Provide coaching for their personal development and team development,
5. And finally develop the skills of caring, so that they can, in the long term,
Becomes their own change agents with the skill to act with competence.

In order to clearly understand what a transformational leader is all about, we must first identify the core qualities and attributes which these leaders typically possess. In 1990's Kouzes and Posner (1999), Within their survey they were simply found that the top five responses, in

prioritized order from highest looked for/admired, were: honest, competent, forward-looking, inspiring, and intelligent, all of which are required to be a successful transformational leader. In any situation, it is obvious that honesty is an integral part of being a leader. If an individual does not trust their leader then they will not be inspired to achieve the vision and goals of that leader.

It is difficult to measure someone's level of honesty as it is a judgmental inference which differs in every individual depending on their perception of the actions of that leader. In order for leaders to build trust and improve the perception of their level of honesty in followers, leaders must follow through on their agreements with people. Leaders must act consistently with their values and beliefs and make those values and beliefs aware to all followers in order for individuals to entrust them with their careers and security. Competence entails that leaders are able to successfully perform their jobs; therefore, achieving departmental objectives and goals consistently. Having past success and being fully aware of and able to perform the skills of transformational leadership will all build followers' perceptions of a leader's level of competency, Kouzes (1990) and Posner (1999).

According to Anderson, Gisborne, & Holliday (2006), "most organizations perform poorly in the selection of competent leaders because they lack a clear description of the skills good leaders should have." This study will help those organizations in determining those skills; therefore, leading to an increase in the ease of selecting and promoting leaders. Great leaders always have a sense of direction and vision for their organization. Being forward-looking is integral to building trust in followers and those working around leaders.

Finally, being a successful leader requires the ability to inspire those around you. Being enthusiastic, energetic, and positive about the future of the organization is a key to being inspiring to those around you. Effective transformational leaders inspire people to achieve new levels of performance which they thought they were never possible of achieving. They do this by helping them believe they are an important part of the vision, mission and goals of the organization and that their role does make a difference. Followers must gain a sense of purpose in their jobs and what they do on a day-to-day basis in order to be inspired, Anderson, Gisborne, & Holliday (2006).

A transformational leader helps them see their purpose; therefore, resulting in several positive outcomes. According to , Kouzes& Posner (2002) study on what individuals look for in their leaders further validate the practices and commitments which make big differences in the performances of leaders and their followers. They came up with five practices and ten commitments which they validated to be the most effective Practices and commitments to improve leadership skills.

Table.2.1. Practices and commitments which make big differences in the performances of leaders and their Followers.

Practice	Commitment to that practice
Challenge the process	Search for Opportunities
	Experiment and take risks
Inspire a shared vision	Envision the future
	Enlist others
Enable others to act	Foster collaboration
	Strengthen others
Model the way to the desired objectives	Set the example
	Plan small wins
Encourage the heart of everyone involved	Recognize individual contribution
	Celebrate accomplishments.

Recent research by Anderson, Gisborne, & Holliday (2006), suggests specific qualities which transformational leaders require to build strong relationships with followers, which are: understanding, caring, respecting, genuineness, and specificity. The quality of understanding entails that leaders understand personal and organizational needs, problems, goals, and dreams. Furthermore, they follow through on helping others and their personal selves solve the needs and problems and obtain the goals and dreams of individuals, themselves and the organization. This helps followers feel comfortable and optimistic with their leader and the direction of the organization; therefore, developing a stronger relationship with their leader.

The skill of caring “inspires followers to want to engage that individual as a trusted leader to help manage necessary change or innovation” (p. 6). The third attribute respecting involves “respecting people as valuable, unique, imperfect, and developing souls” (p.6). By successfully using respecting, leaders will, in turn, gain the respect of their followers. Genuineness can be described as “the bottom-line requirement [because] if a person is perceived to be personally phony or incapable of delivering their claims, they lose credibility”, Anderson, Gisborne, & Holliday (2006), (p.6).

Finally, specificity requires leaders to effectively communicate their intended meanings in their written and spoken words. According to Anderson, Gisborne, & Holliday (2006), “this is crucial to earning trust and gaining interpersonal and organizational credibility. As we can see from Kouzes& Posner’s (1999) research and Anderson, Gisborne, & Holliday’s (2006) research, many of these attributes of successful leaders are inter-related. If leaders are able to successfully display these attributes then they should see some positive outcomes. In order for leaders to begin to try and understand transformational leadership they must first be convinced by the past research completed on this topic, which validates its outcomes.

2.2. A Brief History of Leadership

2.2.1. Definitions of Leadership

Despite the fact that literature on leadership is very large and ideas about leadership have been discussed for centuries, no unifying definition on leadership has emerged that satisfies all researchers. As Stogdill (1974) asserts, leadership, has as many definitions as there are persons who attempted to define the concept. Bass (1990) suggests that the hunt for a true definition of leadership seems to be fruitless’ because the appropriate definition depends on the method used to observe leadership, the epistemological stance of the observer and the purposes to be served by the definition, Bass (1990).

Moreover, as Pfeffer (1997) noted, many of the definitions are ambiguous. Furthermore, the distinction between leadership and other social-influence process is often blurred (Bavelas, 1960; Holander& Julian, 1969; Bass, 1990). Therefore, according to Spitzberg (1986) the meaning of leadership may depend on the kind of institution in which it is found. The numerous definitions

that have been proposed appear to have little else in common. They differ in many respects, including important differences in who uses influence, the purpose of influence attempts, and the manner in which influence is used (Yukl, 1989). Some of the better known definitions are listed in the following paragraphs. One of them is a definition by Yukl (1998) who identified leadership by the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives.

House and Shamir (1993) define leadership as the ability of an individual to motivate others to forego self interest in the interest of a collective vision, and to contribute to the attainment of that vision and to the collective by making significant personal self-sacrifices over and above the call of duty, willingly. Schein (1985) identifies leadership as the ability to step outside the culture to start evolutionary change processes that are more adaptive. The GLOBE researchers developed collective understanding of leadership concept which says that leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization of which they are members (Dorfman& House, 2004) Zagoršek (2004) defines leadership as an influence process between leader and followers, where the leader influences, motivates, and facilitates the activities of an organization group toward goal achievement, through mostly no coercive means, Schein (1985) .

There are many more definitions of leadership that appeared over the years but, at this point there it is no need to go into deep analysis of them. According to Janda (1960), definitions of leadership usually have as a common denominator the assumption that it is a group phenomenon involving interaction between two or more persons. In addition, most definition reflects the assumption that it involves an influence process whereby intentional influence is used by the leader and followers. Leadership can be viewed as a process that includes interaction among leader, follower and situation. In principle, leadership can be defined as the nature of the influencing process and its resultant outcomes that occurs between a leader and followers and how this influencing process is explained by the leader's dispositional characteristics and behaviors, follower perceptions and attributions of the leader, and the context in which the influencing process occurs (Yukl, 1989).

A definition of leadership also requires that we differentiate it conceptually from management, because this concept is often confused with leadership. As regards its differentiation from leadership, management is objective driven, resulting in stability based on rationality, bureaucratic means, and the fulfillment of contractual obligations. Although some view leaders and managers as different sorts of individuals, others argue that successful leadership requires successful management, that leadership and management are complementary, that leadership goes beyond management, and that leadership is necessary for outcomes that exceed expectations (Bass, 1985; Antonakis, Cianciolo, Sternberg, 2004).

Leadership is a subject that has longed excited interest among scholars and laypersons alike. Leaders as prophets, priests, chiefs, and kings served as symbols, representatives, and models for the people throughout history. The exploit of brave and clever leaders are the essence of many legends and myths. The practice and philosophy of leaders and leadership can be collected from writings as diverse in content, and books as those found in Greek classics such as Homer's Iliad, the Old and New Testament, essays about Confucius in China, and Machiavelli's rules and principles for obtaining and holding power in Italy. The study of history has been the Study of leaders – what they did and why they did not. Over the centuries, the effort to formulate principles of leadership spread from the history and the philosophy associated with it to all the developing social sciences. Question about leadership have long been a subject of speculation, but scientific research on leadership did not begin until the 20th century.

Although the Oxford English Dictionary (1933) noted the appearance of the word “leader” in the English language as early as the year 1300, the word “leadership” did not appear until approximately 200 years ago in writings about the political influence in the British Parliament. The word also did not appear in the most other modern languages until recent times (Bass, 1990). Leadership occurs in a variety of settings, from military to education, from business organizations to state administration, and from informal groups to large formalized corporations (Bass, 1990). In continuation of this study, the focus will be on organizational leadership that occurs in formal organizations and is usually executed by managers.

2.3. Overview of major leadership theories

Leadership has been studied in many different ways, depending on the researcher's conception of leadership and his or her methodological preferences. There exist a great deal of terminological confusion and different authors have used different classification. Moreover, identified evolutionary eras also differ among different authors. A review of the leadership theory reveals an evolving series of 'schools of thought' from "Great Man" and "Trait" theories to "Transformational" leadership, Zagoršek, (2004).

While early theories tend to focus upon the characteristics and behaviors of successful leaders, later theories begin to consider the role and contextual nature of leadership. Relatively few models and theories have dominated the research community, and many have been restatements of obvious. According to Yukl (2002) attempts to organize and classify the literature according to major approaches or themes have been only partially successful. The primary criteria for distinguishing between various approaches (perspectives, eras, school of thoughts) to leadership is the type of the variable, or combination of variables, that is emphasized the most (leader traits, behaviors, follower attributions, etc.). What follows is a brief and therefore simplistic description of some better-known theories of leadership, Zagoršek, (2004).

2.3.1. Trait approach

Trait approach arose from the "Great Man" theory as a way of identifying the key characteristics of successful leaders. The "great man" school of thought suggested that certain dispositional characteristics or traits differentiated leaders from non leaders. Early leadership Theories attributed leader success to possession of extraordinary abilities such as tireless energy, penetrating intuition, uncanny foresight, and irresistible persuasive power (Yukl, 1989). This approach was based on the idea that leaders were born, not made, and the key to success was simply in indentifying those people who were born to be great leaders. A great number of trait studies were conducted during 1930s and 1940s to discover these indefinable qualities, but this massive research effort failed to find any traits that would guarantee leadership success (Yukl, 1989).

Although some traits were found in a considerable number of studies, the results were generally inconclusive. Some leaders might have possessed certain traits but the absence of them did not necessarily mean that the person was not a leader. Therefore, the search for universal traits was abandoned and research efforts focused on other approaches such as behavioral approach, (Yukl, 1989).

2.3.2. Behavioral approach

Given pessimistic reviews of the trait literature, the trait movement gave way to the behavioral styles of leadership in the 1950s. This line of research focused on the behaviors that leaders enacted and how they treated followers. The behavior approach emphasizes what leaders and managers actually do on the job. The overall goal of the approach was to identify and measure relevant leadership actions and behavioral patterns that lead to high subordinate productivity and morale. Thus, the research focus changed from what leaders are to what leaders do.

The series of programmatic studies conducted at Ohio State University and at the University of Michigan demonstrate the behavioral approach in work organizations. The Ohio State researchers found that subordinates perceive leader behaviors to fall into two independent categories. One category of leader behaviors is concerned with task objectives (task-oriented) while the other category is concerned with interpersonal relationship (person-oriented). Research was simultaneously being conducted in other universities, such as the Michigan University and similar results were found. Researchers were making progress in identifying what behaviors differentiated leaders from followers so that the behavior could be taught. Even though, the progress was made, the researchers were unable to identify leader behaviors that had universal effectiveness. It then became apparent that success of the style of leader behavior enacted was contingent on situation. As a result, leadership theory in the 1960s began to focus in leadership contingencies.

2.3.3. Contingency approach

Another approach to answering the question about the best way to lead dealt with the interaction between the leader traits, the leader behaviors, and the situation in which the leader exists. The contingency theories make the assumption that the effects of one variable on leadership are contingent on other variables. This concept was a major insight at the time, because it opened the door for the possibility that leadership could be different in every situation (Saal and Knight, 1988; Horner, 1997).

According to contingency theories, leaders must correctly identify the critical characteristics of each situation, identify which leader behaviors are required, and then be flexible enough to exhibit these behaviors (Howell et al., 1990; Dorfman, 1996). The major contribution to this approach made Fielder (1967), who's Contingency Theory of Leadership basic premise, is that the situation moderates the relationship between leader personality traits and effectiveness.

The leadership situation is characterized by the quality of leader-member relations, degree of task structure, and the leader's position power. According to this theory, task motivated leaders perform best in situations in which they have very high or very low potential power to influence group. While on the other hand, relationship-motivated leaders perform best in situation in which they have moderate control (Fielder, 1993; Dorfman, 1996). Another well-known contingency approach was Path-Goal Theory of House, which focuses on the leader's role in clarifying the paths what would lead to followers' goals, Path-Goal Theory of House (1971).

The theory suggests that leaders are primarily responsible for helping followers develop behaviors that will enable them to reach their goals or desired outcomes. Variables that impact the most effective leader behavior include the nature of the task, autonomy levels of the followers, and follower motivation (Horner, 1997). An example might clarify how the theory functions. For stressful, boring, or tedious tasks, supportive leadership will lead to increased subordinate effort and satisfaction (Dorfman, 1996).

Somewhat limited view of leadership was developed by Vroom and Yetton (1973) who developed a model called the Normative Decision model that specifies the type of decision procedure most likely to be effective in alternative situations. Use of the model does not result in

a decision, but it prescribes the most appropriate decision process for the supervisor autocratic, consultative, or participative (Dorfman, 1996).

2.3.4. Transactional approach

The central theory in this approach is the Leader-Member Exchange Theory (LMX) proposed by Graen and Uhl-Bien (1991). LMX theory describes the nature of the relations between leaders and their followers. High-quality relations between a leader and his follower are based on trust and mutual respect whereas low-quality relations between a leader and his followers are based on the satisfaction of contractual obligations. According to the theory, high-quality relations generate more positive leader outcomes than do lower-quality relations (Lowe & Gardner, 2000; Antonakis, Cianciolo & Sternberg, 2004).

Hollander & Offermann (1990) Social Exchange theory on the other hand, focus on the exchange between the leader and a group of followers. The main idea of this theory is that leadership is a dynamic process of interpersonal evaluation and exchange, where the leader earns or loses credit in the eyes of the followers. “Social exchange” exists between a leader and the other members of the group: the leader defends a course of actions, and the group affords the leader a greater (or lesser) degree of power, status, and influence based on the perceived success (or failure) of the plan. When the leaders plan succeeds, the leader wins a greater power and influence, while on the other hand if plans fail, leader will experience a loss of status and influence (Zagoršek, 2004).

2.3.5. Neo charismatic and transformational leadership theories

The major charismatic and transformational theories include those by House (1977), Burns (1978), Conger and Kanungo (1987), Kouzes and Posner (1987), Bennis and Nanus (1985), and Bass (1985). They are referred to as the “New Leadership” (Bryman, 1992), “Neo-charismatic theories” (House & Aditya, 1997), or simply “Charismatic and Transformational theories” (Yukl, 1998). These theories help to explain the enormous emotional impact that powerful leaders can have in creating organizational excitement and commitment by focusing on the charismatic, transformational, or visionary nature of effective leadership. They provide an explanation for the

exceptional influence some leaders have on subordinates, a level of influence not adequately explained by earlier theories, House (1977), Burns (1978).

The new theories also acknowledge the importance of symbolic behavior and the role of the leader in making events meaningful for followers. However, neo charismatic approaches have mostly excluded situation as an important variable in the leadership equation, suggesting that transformational type of leadership is universally effective (Zagoršek, 2004). Bass's (1985) Transformational and Transactional theory is representative of charismatic theories which builds on Burns' (1978) Transforming Leadership Theory. The essential part of this theory is the distinction between transactional leadership and transformational leadership.

Transactional leadership stems from more traditional views of workers and organizations, and it involves the position power of the leader to use followers for task completion. Transactional leadership motivates followers by providing task guidance, correcting performance flaws, and rewarding successful efforts basically using an exchange or transaction process with followers. Followers are motivated by self-interest and achieve an implicit bargain with the leader: "You work for me, do what I tell you, and I'll reward you when you perform well" (Dorfman, 1996). On the other hand, transformational leadership searches for ways to help motivate followers by satisfying higher-order needs and more fully engaging them in the process of the work (Bass, 1985; Horner, 1997).

In transformational leadership idealized (i.e., charismatic), visionary, and inspiring leader behaviors induce followers to transcend their interests for that of the greater good. Transformational leadership is based on the personal values, beliefs, and qualities of the leader, rather than on an exchange process between leader and followers. According to Bass (1985) transformational leaders may expand a follower's portfolio of needs, transform a follower's self-interest, increase the confidence of followers, elevate followers' expectations, heighten the value of the leader's intended outcomes for the follower, encourage behavioral change and motivate others to higher levels of personal achievement (Bolden et al., 2003). Transformational and transactional leadership are distinct, but not mutually exclusive processes. Bass (1985) asserts that transformational leadership augments the effect of transactional leadership on the efforts, satisfaction, and effectiveness of subordinates.

Effective leaders use both types of leadership to achieve desired results. Interest in this school of leadership has been intense. In a content analysis of articles Lowe and Gardner (2001) found that one third of the research was about transformational/charismatic leadership. Clearly, many scholars are studying transformational leadership, and it occupies a central place in leadership research (Northouse, 2004). Due to space limitation of this thesis all theories mentioned before by authors will not be described. The model in the neo charismatic approach that needs to be described in more detail is Kouzes and Posner's (1987) The Five Practices Model because it forms the theoretical foundation for the questionnaire used in this research, (Northouse, 2004).

Kouzes & Posner's Five Practices Model:

Kouzes and Posner developed the five practices of exemplary leader theory and its assessment framework entitled LPI, which included five categories of 30 leader behaviors to get extraordinary things done. The LPI principles are similar in theory to transformational leadership, but Kouzes and Posner refer to transformational leadership as a style of commitment. The authors used an exploratory research design to obtain a profile of exemplary leadership, including in-depth interviews and written case studies from personal-best leadership experiences (behaviors). They have analyzed more than 1,200 "personal best leadership experiences" of managers and executives from various industries in the United States. Based on extensive case studies and interviews, they have identified five practices that are common to successful leaders: Kouzes and Posner (1987):

1. Modeling the Way: good leaders lead by example. Their behavior, attitudes and actions reflects their beliefs and purposes. Modeling the Way begins with the clarification of personal values and involves building and affirming shared values that all can embrace. They are clear about their beliefs and understand that respect is earned by acting consistent with their beliefs. They practice what they preach. They focus on key priorities by making plans and breaking down big projects into achievable steps.

2. Inspiring a Shared Vision: effective leaders breathe life into the hopes and dreams of others. They enable them to see the exciting possibilities that the future holds. Leaders get others to buy into their dreams by showing all will be served by a common purpose. They understand people's needs and have their interest at hart.

3. Challenging the Process: leaders Challenge the Process by searching for opportunities and by experimenting, taking risk, and learning from mistakes. The work of effective leaders is change, and the status quo is unacceptable. They are open to receive ideas from anyone and anywhere. The leader's primary contribution is in recognizing and supporting good ideas and being willing to challenge the system to get new products, processes, services, and systems adopted.

4. Enabling Others to Act: they enlist the support of all those who are necessary to get results, as well as those who are affected by the results. Their role is to encourage collaboration and teamwork and "make it possible for others to do good work". They understand mutual respect is what sustains extraordinary efforts. The work of leaders is making people feel strong, capable, informed, and connected. They enable others to act, not by hoarding the power they have, but by giving it away.

5. Encouraging the Heart: the leaders are giving positive feedback, recognizing contributions and celebrating accomplishments.

The instrument measures each of five dimensions of leadership with 6 statements. The outcomes of this model are typical of "neo charismatic" theories: increased follower satisfaction and commitment, an increase in their self-esteem, motive arousal, and emotions, and identification with the leader's vision and values, which all result in the followers' extra effort and increased performance of the unit or organization. The model includes many prescriptions and recommendations about the ways to improve leader effectiveness. It is highly regarded because of its ease of use and some evidence shows that it exhibits little cultural bias; that is, it can easily be used across boundaries (Kouzes& Posner, 2002; Zagoršek, 2004).

2.4. The concept of transformational leadership

2.4.1. Transformational Leadership

The initial concept of transformational leadership was provided by Burns in his researches about political leaders. According to Burns, transformational leadership is a process in which leaders and followers promote each other to higher levels of morality and motivation. Transformational leader's help their followers to look at old problems via a new perspective. They stimulate their followers to attempt higher than usual levels. Transformational leaders inspire their followers to

think more than their own aims and interests and to focus on greater team, organizational, national and global objectives.

By providing future perspective, such leaders influence over their followers in a manner that they assume that perspective as their own aim and show high efforts to achieve it. These leaders are able to move the organization toward the ideal perspective by coordinating the employees and integrating all system components (Cacioppe, 2000, p. 336). Transformational leaders are referred to those ones who try to show the organizations a new route for improvement and progress by generating new ideas and perspectives.

They also mobilize the organization by motivating managers, employees and members of the organizations to radical changes, transforming organizational pillars to achieve necessary readiness and capabilities to move in this new route as well as achieving higher levels of idealized performance (Sanjaghi, 2000, p. 44). Transformational leaders increase their followers' creativity, motivation and spirituality while transactional leaders address to personal and future interests of their followers. Transformational leaders emphasize on what you can do for your country while transactional leaders focus on what the country can do for you (Ozgoly, 2004, p. 206).

Transformational leaders change their followers, empower them to develop and create new needs, tendencies and values because that their requirements are met. Therefore, the followers may grow, develop and change to leaders (Barker, 1992, p. 42), Transformational leaders are facing with values, ethics, standards and long-term aims and focus on their followers' performance and development in order to increase their capabilities. Often, transformational leaders have strong internal ideals and values (Northhouse, 2001, p. 131). Paul Hersey, Kenneth Blanchard and Johnson Dewey defines transformational leadership as uninformed influence process in individuals or groups to create discontinuous changes in current conditions and organizational performance as a whole.

Burns emphasizes that transformational leaders have a vision and challenge others to do extraordinary works. He believes that transformational leaders are able to draw new necessary

routes for modern organizations because that they are the source of changes. In other words, transformational leaders have complete influence over organizational changes. This kind of leadership can draw a clearer and better picture for the future, define its vision for employees more effectively and the employees will accept their vision as a fact interestingly.

Leadership has been around for thousands of years, and yet we still are unable to contain it in a single definition we all agree on. Perhaps this is because leadership is continuously evolving, and more than what it seems to be, depending on how you look at it. It is a complex concept, with many applications, and the results that it creates depend highly on the context in which it is being observed. Much has been written on Transformational Leadership, which we will cover in a moment. There is the leadership theory, which has evolved over time from other leadership styles, and has applications to different contexts, be it in business, medical, non-profit or charity, education, religious or spiritual groups and even at the family level, to name a few. Ask anyone you know for a definition of a word, and they will give you their version, the version that makes the most sense to them. The same would apply to Transformational Leadership. It depends on who you speak to, and what their perspective is. We'll consider two main points of view: The theoretical and - the applied:

Theoretical definitions come from those that study leadership, who have the formal qualifications to write long dissertations on the subject. This body of knowledge is fantastic for grounding in the subject and to get into the depth of the potential implications, especially when it comes to the morals and ethics department. The applied is the interpretation, and then applied action in a specific field of endeavor. We'll use the personal, organizational, and global contexts for this purpose. We will have our own applied experience, or not, depending on where we are on our own personal Transformational Leadership journey.

With that in mind, we'll first take a look at where the origins of the subject come from... Transformational Leadership begins with awareness – awareness of our own thoughts and feelings, and how these affect our actions, and the states of others. As our awareness grows, we begin to see our own inner motivating force, what drives us-our passions and values - and how these affect our thoughts, feelings and actions, and that of others. As we become more aware our

perception increases, and we are able to choose actions that directly meet the needs of the situation and people around us, but much more powerfully than a Situational Leadership style. It speaks to the “being” level of the people around us.

Transformational Leadership inspires wholeness of being, so our thoughts, feelings and actions are consistent. It is about leading with an integrity and authenticity that resonates with others, and inspires them to follow. Not only does it inspire others to follow, but to become leaders themselves. This approach to leadership takes us from a constricting model of competition between individuals, teams or nations, to a connection with the whole of a situation, and leadership for the good of all. We move from making a sale at any cost, towards creating lasting relationships and seeking socially responsible outcomes; it takes us from a narrow focus primarily on the bottom line, to realizing a sustainable vision that contributes to the welfare of all involved, not just the ones with the power and control.

2.5. The characteristics of Transformational Leadership

2.5.1. Charisma (idealized influence)

Charismatic leadership is a component of transformational leadership and idealized influence includes idealized traits and idealized behaviors. Inspiring the honor and proud to followers and their contribution to group interests are, inter alia, most obvious idealized characteristics of a leader. Followers' exaltation, dignity, respect and unquestioned obedience transmit an idealized feeling. Talking about the most important values and a strong feeling to aims as well as spiritual and moral results of decisions is among idealized behaviors indicators. Idealized influence causes that leader be a behavioral model for followers. Idealized influence shows the capability of trust making and understanding the leadership by followers. It is a radical factor in accepting changes in the organization. Without such trust and braveness, any effort to conduct the organization in order to achieve its aims will be fruitless.

A man can lead others when they are ready to be led by him/her. Others will believe and appreciate such person if he/she performs his/her duties well (potential followers). In other

words, a man is a leader when he has idealized influence and has expressed it to their own followers. Basically, the followers will try to obey the leaders because of their idealized influence. However, the most successful leaders are achieving to a high level of trust and understanding because those followers mitigate them. Leaders with idealized influence are respected and trusted persons. Followers recognize themselves via him/her and try to mitigate him/her. Such leaders "perform right works" and possess high human and moral behaviors. Such leaders are not using their leadership power and capacity to achieve personal aims. They try to achieve organizational objectives by conducting and guiding their followers. Charisma explains those individuals who are special and stimulates others to follow their own perspectives (Northhouse, 2001).

2.5.2. Inspirational Motivation

Inspirational motivation is one of the capabilities of transformational leadership that introduces the leader as a figure who encourages the followers to suitable behaviors inspirationally. When transformational changes should be posed in the organization; the leader shall encourage the followers to accept new belief and idea (change) continuously. Therefore, transformational leaders should behave in a special way and stimulate their followers.

Implicitly, such behavior shows the tendency and optimistic and encourages team working. Peter Senge believes that inspiration is the basis of motivation. It is this kind of motivation that stimulates the followers' commitment to perform organizational aims. Actually, in inspirational motivation, leaders create a shared insight for followers. The individuals learn when there is a factual vision not because the leaders tell them but because they themselves like to do that and not because that the leaders command them but because that they themselves want to act in this manner. This insight is higher than needs hierarchy levels and is inspired among followers by stimulating a shared insight of organizational aims.

Generally, inspirational motivation consists of:

1. Optimistic speaking of future
2. Enthusiastic speaking about what needed to be done

3. Expressing an attractive perspective of future
4. Stating the confidence to the fact that the aims will be met
5. Drawing an excited picture of what should be considered
6. Taking up challenging problems (Moghali, 2002, p. 70)

2.5.3. Intellectual Stimulation

Intellectual stimulation is one of the capabilities of transformational leaders which play an important role in diversifying process of the organizations (change). Transformational leaders try to encourage their followers to creativity and innovation. Such leaders encourage changing in thinking methods about problem solving and use metaphors and examples. Therefore, they may use new and creative ideas to resolve the problems. Boss believes that intellectual motivation is a driving force that stimulates the followers to think about beliefs and values as well as being aware of problems and their resolutions. In this line, transformational leadership promotes the followers' capabilities to understand the organizational nature and difficulties. What is considered here more is paying further attention to creative and developed ideas rather than rapid reactions. The leader creates a challenge for followers in order that they think about what they are doing. Also, this factor is recognized as a tool to generate learning organization.

Overall, intellectual stimulation consists of:

1. Reinvestigating basic assumptions and questioning them
2. Looking for various perspectives when resolving the problems
3. Enforcing others to look at the problem from different views
4. Encouraging nontraditional thinking to address traditional problems
5. Encouraging revising the ideas that are not questioned yet (Moghali, 2002, p.71).

2.5.4. Individualized Consideration

Individualized consideration is another characteristic of transformational leadership. Paying attention to others is one of the most important aspects of transformational leadership. Individuals are supported by leaders and leaders are concerned about their personal feelings and needs (Podsakoff, 1990). Transformational leaders help their subordinates in fulfilling their potential talents and increasing their responsibilities in the organization. Transformational leaders differ from transactional leaders in diagnosing the needs because that transactional leader tries to meet lower needs than higher needs such as development and maturity.

Overall, individualized consideration consists of:

1. Spending time in teaching and coaching
2. Behaving others as persons not just group members
3. Paying attention to others as persons who are the owner of different needs, capabilities, dreams and wishes
4. Helping others to develop and grow their own capabilities
5. Listening to others demands and interests
6. Developing individuality and facilitating individuals' growth (Moghali, 2002, p. 73).

Effective utilization of transformational leaders' skills will indicate following traits of these leaders:

1. Creativity
2. Team-orientation
3. Appreciation of others
4. Teaching (learning)
5. Responsibility

2.6. Characteristics of a leader of change

What is it about certain leader that enables them to successfully lead their organizations through change?

1. Be inspired in your heart and mind, and show it.
2. Be connected to yourself, the world and the people around you. Be grounded in reality
3. Have a vision and communicate it with passion and purpose. Allow your emotion to
Speak To others in a way that transcends the mind, and speaks to the heart.
4. Pay personal attention to others in a way that engages them and generates trust and
Commitment. Genuinely care about them, what they want, and how you can serve them.
5. Access the awesome power of the mind. Be curious, open to new ideas and learn
Constantly.

2.7. Transformational Leadership and Authenticity

To be a transformational leader according to BASS and BURNS a leader need to be, had or provide:

1. Charisma or Idealized influence
2. Inspirational motivation
3. Intellectual stimulation
4. Individualized Consideration or Individualized Attention or else he/she are not even
Playing the right game.

But, he/she could do and be all of those 4 characteristics, and still not create the result he/she want. It's also very important that the leader should be his/her self. This is called being authentic. In a world that is constantly trying to make us anything but our unique and creative self, this is paramount. He/she are the magical ingredient. Without the leader, nothing happens. Leader's unique, and authentic way of being leader, creates the energy, drive, passion, or whatever he/she want to call it, that makes all the difference. How a leader engage his/her energy, time, integrity and power makes a massive difference to the outcome. It's like having a high performance car, and not using the best fuel. You will never get the best performance output if one aspect is

lacking. You can have all the skills in the world, but if your execution is poor, so too will the results be. It's about how you develop and grow as a leader, BASS and BURNS (1994).

The personal choices and commitments you make, and break. What you will and will not stand for. It is you that lives with the consequences of your choices and actions. Being authentic can be daunting, yet it holds the key to real sincerity and power. It can give you the personal edge and insight that most only dream about. If you gain the world, but lose yourself, you lose the game of life. Being a Transformational Leader can be challenging, and when you bring your authentic self forward, the journey becomes personalized, powerful, meaningful and more enjoyable. Others respond to the genuine nature that they see on the leaders, BASS and BURNS (1994).

2.8. Transformational Leadership Behaviors

(According to Colonel Mark A. Homrig - 21 Dec 2001)

- Developing and sharing an inspiring vision of the organization's future
- behaving in ways that brings out the best in individuals and teams
- Showing genuine concern and respect for others
- Continuously investing in the development of themselves and others
- Developing a culture of collaboration rather than command and control where change is welcomed as an opportunity rather than a threat

- Recognizing that leadership needs to be demonstrated at times by everyone in the Organization.
- Authentic transformational leadership builds genuine trust between leaders and Followers.
- without the continuous commitment, enforcement and modeling of leadership, Standards of business ethics cannot and will not be achieved in organizations...badly Led businesses Wind up doing unethical things.
- Transformational leaders concentrate on terminal values such as integrity and fairness. They see the responsibility for their organization's development and impact on Society.

- they increase the awareness of what is right, good, important, and beautiful, when They Help to elevate followers' needs for achievement and self-actualization, when They foster In followers higher moral maturity, and when they move followers to go Beyond their Self- interests for the good of their group, organization, or society.
- The truly transformational leader who is seeking the greatest good for the greatest Number and is concerned about doing what is right and honest is likely to avoid Stretching the truth or going beyond the evidence for he/she wants to set an example to Followers about the value of valid and accurate communication in followers.
- there is a moral justification for the transformational leader's efforts to achieve Value-Congruence between the leader and the led. When it is achieved, both are more Satisfied emotionally.(Meglino, Ravlin&Adkins, 1989). Much of this congruence Results in leader being seen by followers as more considerate, competent, and Successful (Weiss, 1978) and followers are more satisfied with their jobs.
- Leadership and followership in transformistic organizations are predicated less on Positional authority and more on interdependent work relationships centered on Common purposes.
- Kelley (1995) indicates that leadership and followership are equal but different Activities often played by the same people at different times. Individuals who assume Leadership Roles have sound visioning, interpersonal and organizational skills, and The desire and Willingness to lead. Effective followers are distinguished by their Capacity for self Management, strong commitment and courage.
- When organizational participants are empowered to act as effective leaders and Followers based on core values and a unifying purpose, the potential for Unprecedented Advances and exceptional outcomes are greatly enhanced.
- Transforming leadership is elevating. It is moral but not moralistic. Leaders engage With Followers, but from higher levels of morality; in the enmeshing of goals and Values both Leaders and followers are raised to more principled levels of judgment.

2.9. The Outcomes of Transformational Leadership

Several studies have found that by displaying the positive behaviors of transformational leadership, work teams experience higher levels of performance (Avolio&Yammarino, 2002; Bass &Avolio, 1994; Bass, 1985; Dionne, Yammarino, Atwater & Spangler, 2004; House, 1988; Howell &Avolio, 1993; Kirkpatrick & Locke, 1996; Smith, 1982). In a study completed by Smith (1982), he analyzed the level of performance within 30 transformational leaders and 30 non-transformational leaders in a wide variety of organizations. In Smith's findings, he validated that the transformational leader's teams had higher levels of performance and self-assurance compared to the non-transformational leader's teams, Smith (1982).

Smith concluded that transformational leaders achieved these higher levels of performance and self-assurance because of their self-efficacy beliefs. Kirkpatrick and Locke (1996) used a simulated production assignment on a sample of 282 undergraduates. They found that those undergraduates who displayed positive transformational leadership behaviors also saw higher performance and task satisfaction from their followers. Furthermore, followers displayed a positive attitude towards their leaders and thought highly of them. In Kirkpatrick and Locke's study, as well as, Smith's study, it was found that follower's who had a transformational leader to work with felt their tasks were more interesting, engaging, and satisfying. Individuals under non-transformational or non charismatic leaders reported that they were not satisfied with their tasks and they felt their roles lacked a sense of purpose, Kirkpatrick and Locke (1996).

These individuals did not feel engaged in the task, therefore their commitment towards the success of the overall team was lacking. According to Avolio&Yammarino (2002), transformational leadership has a greater impact on follower performance than other styles of leadership. From this study, we can see that transformational leadership behaviors are the optimal choice for the leaders of today's global marketplace. The High Levels of Transformational Leadership Increased: Job Satisfaction Increased, Motivation Improved, innovative capabilities Increased, accountability Lower, Turnover Lower, Absenteeism Improved, Production Improved, Performance Improved, self-esteem Reduced, work-related stress reduced ,Extra Role Performance increased, Avolio&Yammarino (2002).

There are numerous studies which test the positive correlations between certain outcomes and transformational leadership effectiveness (Avolio&Yammarino, 2002; Bass &Avolio, 1994; Bass, 1985; Dionne, Yammarino, Atwater & Spangler, 2004; House, 1988; Howell &Avolio, 1993; Kirkpatrick & Locke, 1996; Shamir, House, & Arthur, 1993; Smith, 1982).

From all of these findings we can conclude that there is an obvious positive impact from the successful use of transformational leadership skills; therefore, leaders should strive to further understand and apply the components and skills required to be a transformational leader. **The Big Five Critical Skill Sets for Transformational Leadership Success** In the past, a large amount of research has been dedicated towards further examining the path towards obtaining stronger transformational leadership skills (Anderson, Gisborne& Holliday, 2006; Avolio&Yammarino, 2002; Bass &Avolio, 1994; Bass, 1985; Burns, 1978; Dionne, Yammarino, Atwater & Spangler, 2004; House, 1988; Howell &Avolio, 1993; Kirkpatrick & Locke, 1996; Shamir, House, & Arthur, 1993; Smith, 1982).

Understanding the key components of transformational leadership will help us understand the skills required to be a great transformational leader. After synthesizing and analyzing all of the studies stated above in this section, five critical skill sets were constant throughout much of the literature:

1. Self-Management Skills
2. Interpersonal communication skills
3. Problem-management (coaching, counseling and mentoring) skills
4. Consultation skills (team and organization development)
5. The skills of versatility (style-shifting, role-shifting, and skill-shifting)

Within each of these critical skill sets there are several competencies which leaders must measure, and then master. That helps individuals become effective transformational leaders.

Self-Management Skills: The skills of self-management are the critical building blocks to help leaders begin to realize their personal strengths and areas of opportunity. In order to improve as a leader, they must first understand what areas need improvement. Gaining a better sense of one's self has a positive correlation to transformational leadership (Anderson, Gisborne& Holliday, 2006; Kouzes& Posner, 1999; Kouzes& Posner, 2002).

Interpersonal Communication Skills: Interpersonal communication skills are foundational skills. These skills are vitally important to any leader. The ineffective use or lack of use of these skills can result in undermined leadership credibility and decreased influence on followers. The effective use of interpersonal communication skills will improve the effectiveness of the vision, mission, values and goals that leaders are trying to inspire followers to embrace. These skills can also develop harmonious relationships within the team which will create higher levels of team cohesion which is proven to have a positive effect on performance (Anderson, Gisborne& Holliday, 2006; Avolio&Yammerino, 2002; Kouzes& Posner, 1999; Kouzes& Posner, 2002).

Problem Management (Coaching, Counseling and Mentoring) Skills: Coaching, counseling and mentoring followers is a process that is instrumental in managing and planning actions to deal with specific problems. For almost all teams and organizations, problems always arise along the way. Transformational leaders use these skills to effectively overcome problems; thus, strategically guiding their organizations through difficult times and towards success. Effectively managing problems has a positive effect on the innovation process and the development of teams; therefore, increasing the performance of teams and organizations (Anderson, Gisborne& Holliday, 2006; Gumusluoglu&Ilsev, 2009).

Consultation Skills: The skills of consultation allow an organization to continuously improve and adapt to changes in the business marketplace. These skills are used to assess the needs and problems of teams and organizations so they can develop and improve processes. According to research completed by Kouzes& Posner (1999), the effective use of these skills will result in large increases in performance within teams and organizations. Versatility Skills: The skills of versatility require a leader to shift between specific roles, leadership styles, and skills in order to deal with certain situations. According to Anderson, Gisborne& Holliday (2006), this skill set is

the most difficult to develop but can have the greatest impact on the success of a transformational leader and his/her team and organization's performance.

2.10. Transformational Leadership and its Impact on the Innovation Process

As discussed throughout this literature review, the world is becoming increasingly competitive; consequently, we are observing rapidly changing organizations. The ability to continue to change and keep up with this new marketplace is dependent upon the innovation processes within organizations. These innovation processes are typically designed and strengthened by leaders. One of the key attributes of a transformational leader is to develop the motivation within followers to innovate.

There are several studies in the organizational behavior and product innovation management knowledge pool which discuss the positive correlation between transformational leadership and innovation (Gumusluoglu&Ilsev, 2009). Gumusluoglu&Ilsev (2009, conducted a study to determine the impact of transformational leaders on product innovations). They found that there was significant evidence to accept that there was a positive relationship between transformational leadership and product innovations. Therefore, we can conclude that there exists evidence that transformational leaders improve the innovation process and they create the motivation and creativity required in teams to innovate, Gumusluoglu&Ilsev (2009).

2.11. Transformational Leadership and High Performance Teams

An important outcome of transformational leadership, as discussed previously, is its effect on performance within teams. To further understand why these two topics are correlated we must define the key attributes of a high-performance team. We do this by understanding Larson &LaFasto's (1989) ground breaking research on what fundamental Attributes make a team achieve high levels of performance. There are eight characteristics which were validated within this study to be positively correlated to high-performance teams, Larson &LaFasto's (1989):

1. A Clear, and Elevating Goal:
2. Results-Driven Structure
3. Competent Team Members
4. Unified Commitment
5. Collaborative Climate
6. Standards of Excellence
7. External Support and Recognition
8. Principled Leadership

Transformational leaders play an integral role in developing and fostering all of these eight key characteristics of high-performance teams. Many of the skills which transformational leaders have affect each of these characteristics; therefore, we can conclude that a transformational leader has a positive impact on creating a high-performance team (Anderson, Gisborne& Holliday, 2006; Avolio&Yammarino, 2002; Bass &Avolio, 1994; Larson &LaFasto, 1989).

Conclusion

To sum up, as we have seen in this chapter there is plenty in the literature that describes the transformational leadership styles and employees response from a multitude of angles and views. Many articles also repeat the same topics and findings and the researcher chose to include just to show that the findings are similar but from a wide range of domains. In many researches in the literature it was determined that there was a strong relationships between the transformational leadership styles and employee positive responses towards the organizational goals/achievements (Lo et al., 2009; Lo et al., 2010; Avolio et al., 2004; Bučiūnienė&Škudienė, 2008; Lok& Crawford, 1999; Awan&Mahmood, 2009; Ponnu&Tennakoon, 2009). These studies were generally conducted in business organizations, yet there have been few researches conducted in educational organizations specifically in Ethiopia. Thus, the aim of this research is to identify and compare the degree of the transformational leadership practices between government and private universities in Addis Ababa city, AAC.

UNIT THREE

Research Design and Methodology

3.1. Introduction

Every type of empirical research has implicit, if not explicit, research design. In the most elementary sense, the design is a logical sequence that connects empirical data to a study's initial research questions and ultimately, to its conclusions. In a sense the research design is a blueprint of research, dealing with at least four problems: what questions to study, what data are relevant, what data to collect, and how to analyze the results (Yin, 1994). It is much more than a work plan because the main purpose is to help to avoid the situation in which the evidence does not address the initial research questions. Hence the research design deals with a logical problem and not a logistical problem, and also specifies how the investigator will address the two critical issues of representation and legitimization.

Furthermore, a research design describes a flexible set of guidelines that connects theoretical paradigms to strategies of inquiry and methods for collecting empirical material. It situates researchers in the empirical world and connects them to specific sites, persons, groups, institutions, and bodies of relevant interpretive material, including documents and archives. This chapter covers the methods of the study. In the main, it deals with data collection and covers how data is derived from primary and secondary sources. The chapter also details the approach used and conditions under which the various stages of investigations were carried out, development of initial contacts, pilot survey, and design of main research instrument (questionnaire), which was used to collect the primary data. It further indicates how issues of validity and reliability were addressed through triangulation.

This study is intended to be carried out in selected government (particularly Addis Ababa University) and private universities,(unity and St. Mary's universities) found in Addis Ababa City. The study is designed as the cross - sectional survey for the quantitative study which will be used to gather the relevant and pertinent information with regard to transformational leadership practices in the selected universities. Thus, this study is classified as survey research.

3.2. Population and Sampling Procedures

A “population” consists of all the subjects we want to study “While Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected. This representative portion of a population is called a sample. A population comprises all the possible cases (persons, objects, events) that constitute a known whole. Regardless of the specific type of sampling used, the steps in sampling are essentially the same: identify the target population, identify the accessible population, determine the size of the sample, and select the sample.

Since the purpose of this study is to explore and compare the degree of transformational leadership practices in the selected government (Addis Ababa university) and private universities (unity and St. Mary’s universities) by surveying employees and leaders from both government and private universities . The target population of this study included both employees (instructors) and leaders (college/faculty deans) of both government and private universities, which are found in Addis Ababa City (AAC). As per information obtained from the Higher Education Relevance & Quality Agency (HERQA), there are about 50 private higher education institutions serving in the city as of October 2010. But from the above private higher education institutions there is only two institutions that fulfill the criterion to be granted as university in the city.

according to Higher Education Proclamation JULY/2009 – INOFFICIAL COPY, unity and St. Mary’s universities are the only those fulfill the name and statues of a university therefore both are selected as feasible ones based on the self set criteria such as duration of establishment, scope of programs offered, and having full-time employees so that they can represent the remaining others.

Higher Education Proclamation

JULY/2009 – INOFFICIAL COPY Proclamation JULY/2009 – INOFFICIAL COPY

HIGHER EDUCATION PROCLAMATION

Granting the Status of a University

1/ an institution shall be granted the name and status of a university by the Ministry where:

- a) it has a minimum enrollment capacity of 2,000 students in regular undergraduate and graduate programmes in at least three academic units larger than departments, or it has a minimum enrollment capacity of 2,000 students in regular undergraduate programmes in at least four academic units larger than departments;
- b) it has a record of at least four consecutive classes of graduates in a degree programme if it has been rendering services of higher education after being accredited as a university college, college or institute;
- c) It undertakes research in different appropriate fields, has published its research products and has facilitated means of dissemination of the research findings to end-users;
- d) it has a curriculum that match the national standards set by the ministry ,the necessary academic staff ,institutional governing structures as provided for by this proclamation ,teaching materials , classrooms, libraries, laboratories and other appropriate discipline- related facilities ;and
- e) it fulfills other minimum national standards set by the ministry .

2/ notwithstanding the provision of sub-article (1) of this article and without

Prejudice to Article 5 of this proclamation, an institution maybe established

With the name and the Statues of the university if it is conceived as such and its

Resources provisions as well as Its Institutional plans and vision are such that it

Can, in the judgment of the ministry, Fulfill the Requirements set forth under Sub-article (1) of this article in an acceptable Time.

3/ The Ministry shall determine the university status of an institution that offers a Combination of regular and distance or virtual education or only distance and/or Virtual Education on the basis of, as the case may be, its own study or in Accordance with International good practice.

Since only one Government University is found in the city I choose Addis Ababa University (AAU) based on the above criteria, this followed the procedure of purposive sampling. Since there is little previous research on the same topic and related areas in Ethiopia up on which one can estimate sample size, I decided about sample size based on factors such as: time available, budget, and proportionality to total population. The prerequisite for employee's participation as respondents in this study shall be he/she must have worked for at least one year under the current leader whereas leader must have been with the organization for more than three years. Then proportional numbers of samples (employees and leaders) were allocated to main divisions – strata such as colleges/faculties or departments - of each institution, and then samples were randomly drawn from each stratum. To sum up, a combination of purposive, stratified and simple random sampling techniques was used to select samples. This was ensured that target groups within a population are adequately represented in the sample, and to improve efficiency by gaining greater control on the composition of the sample.

3.3. Total population of the study

Table 3.1.Number of academic staffs / instructors and leaders in respective colleges and institutions in Addis Ababa University

Colleges / institutions	Leaders	Subordinates population		
	Population	Female	male	Total
	N	N	N	N
<i>College of law and governance studies</i>	3	6	46	52
<i>College of business and economics</i>	4	19	197	216
<i>College of humanities, language studies, journalism and communication</i>	3	28	149	177
<i>College of veterinary medicine and agriculture</i>	4	8	56	64
<i>College of education and behavioral studies</i>	4	9	111	120
<i>College of development studies</i>	3	11	40	51
<i>College of performing and visual arts</i>	3	14	59	73
<i>Colleges of social sciences</i>	4	23	122	145
<i>Colleges of health sciences</i>	10	71	313	384
<i>Addis Ababa institute of technology (AAiT)</i>	3	14	308	322
<i>Ethiopian institute of architecture, building construction and city development (EiABC)</i>	7	30	149	179
<i>Institute of Peace and security studies</i>	-	9	15	24
<i>Institute of Ethiopian studies</i>	-	4	24	28
<i>Institute of educational research (IER)</i>	7	-	10	10
<i>Aklilu lemma institute of pathobiology (ALIPB)</i>	-	3	22	25
<i>Addis Ababa university library staff</i>	-	3	12	15
<i>College of natural science</i>	4	35	272	283
Total	59	287	1881	2168

From Addis Ababa university academic staff profile and academic programmes 2011/12(2004E.C) book, (office of academic staff affairs).the total number of the academics staff (instructors) is 2168 from 10 colleges and 6 institutes, as shown in table 3.1.above, There are also 59 academic leaders in 11 colleges and 3 institutes.

Total number of instructors and leaders in private universities (unity and St. Mary's)

Table.3.2. total number of academic staff and academic supporters/leaders of Unity University.

COLLEGE/INSTITUTE	leaders	Instructors
College of health science	2	2
College of business, economic and social sciences	5	34
College of engineering and computing sciences	3	21
College of distance and continuing education	2	3
Total	12	60

The data obtained from the universities authorities/authorized representatives the total number of academic staff (instructors) and leaders of private universities are indicated in table 3.3 and 3.4 respectively, according to the data obtained, there are 43 leaders and 191 instructors from nine (9) colleges and institutions.

Table.3.3. total number of academic staff and academic supporters/leaders of St. Mary's University.

COLLEGE/INSTITUTE	Leaders	Instructors
Faculty of business	9	44
Faculty of information	2	21
Institution of agriculture and developmental studies	1	8
College of open and distance learning	18	45
College of teachers education	1	13
Total	31	131

3.4. Sample Size

Table 3.4. total sample size of leaders and instructors in Addis Ababa University

NO	Colleges/institutions	Population		Sample	
		Leaders	subordinate	Leaders	Subordinate
1	Addis Ababa institute of technology (AAiT)	3	322	3	24
2	College of performing and visional arts	3	73	1	6
3	College of business and economics	4	216	3	10
4	College of education and behavioral studies	4	120	3	14
5	Institute of Ethiopian studies	3	28	3	3
6	College of health sciences	10	384	3	6
7	Research institutes	7	10	2	6
8	College of natural sciences	4	283	3	12
	Total	38	1436	21	81

The sample consisted of participants of this study was surveyed from Government (particularly Addis Ababa University) and 2 private universities, (unity and St. Mary's universities) as shown above in table 3.1. Found in Addis Ababa city (AAC).

For this study from table 3.1, I choose 8 colleges/institutes of Addis Ababa University by simple random sampling technique and a total number of populations for the sample are 864, and the number of leaders and academic staff respectively are 31 and 833. From this total number of leaders and instructors of 8 colleges/institutes by purposive and stratified sampling technique I select 21 leaders and 81 instructors/academic staff, as shown in table 3.4.above.

Table3.5. total sample size of leaders and instructors in Unity University

NO	Colleges /institutions	Population				Sample size			
		Leader		Subordinates		Leaders		Subordinates	
		N	%	N	%	N	%	N	%
1	College of health science	2	16.6	2	3.3	2	16.7	1	3.45
2	College of business, economic and social sciences	5	41.7	34	56.7	5	41.7	17	58.6
3	College of engineering and computing sciences	3	25	21	35	3	25	10	34.5
4	College of distance and continuing education	2	16.6	3	5	2	16.7	1	3.45
	TOTAL	12	100	60	100	12	100	29	100

For private universities, since the total population obtained from Unity University and St. Mary’s universities are much, much less compared to AAU and unclear data from each colleges and departments, I select the sample from this institutions using purposive sampling technique, and the values are indicated in the table 3.6 and 3.7, respectively.

Table3.6. total sample size of leaders and instructors in St. Mary’s university

NO	Colleges /institutions	Population				Sample size			
		Leader		Subordinates		Leaders		Subordinate	
		N	%	N	%	N	%	N	%
1	Faculty of business	9	29	44	33.6	3	20	11	34.4
2	Faculty of information	2	6.5	21	16	1	6.7	5	15.6
3	Institution of agriculture and developmental studies	1	3	8	6.1	1	6.7	2	6.25
4	College of open and distance learning	18	58	45	34.4	9	60	11	34.4
5	College of teachers education	1	3	13	9.9	1	6.7	3	9.4
	TOTAL	31	100	131	100	15	100	32	100

Then, I distribute leader’s questionnaires and instructors /subordinate questionnaires; also to evaluate the challenges and their organizational performance towards the implementation and practicing of transformational leadership practices in the selected universities I used a closed ended questionnaire both for leaders and subordinates. after leader’s and subordinate’s questionnaires have been successfully completed and returned, Finally, The total sample size of respondents, including leaders and instructors, has been used in this study.

3.5. Data Sources and Type

In order to generate relevant data for this study, both primary and secondary data sources have been considered. According to Biggam (2008), primary data is the information that the researcher finds out by him/herself regarding a specific topic. The main advantage with this type of data collection is that it is collected with the research's purpose in mind. This means that the information resulting from it is more consistent with the research questions and purpose. The data that is collected by me is directly linked with this study, thus it provides me with important information. As this study is basically empirical in nature, primary data was gathered from academic employees (instructors) and their leaders/supervisors to answer the above questions. Hence, the more emphasize is inclined to the primary data source.

The closed ended questionnaires which are designed on an ordinal scale of measurement basis and because of the availability limitation for leaders I was forced to use a close ended questionnaire instead of using an open ended questionnaires to collect primary data, so that the variables could be ranked to measure the degree of their strength or the agreement or the disagreement of the respondents with the variables for closed ended questionnaires and their response about the challenges towards the implementation of the transformational leadership practices in their organization using a close ended questionnaires. Secondary data serves researchers with the opportunity to better understand and explain the research problem.

Thus, it is very important to start a review of the existing data with a clear mindset of what it is that one wants to accomplish with the study. This will help the researcher save time and effort because he/she can easily discard data that has no relevance for its own study. This can result in information that can only be used partially for a specific study. The secondary data of this study has been compiled from many sources like e-sources, library books, and journals/ articles. This data is used to get better insight on the research topic, to establish the viable platform for the theoretical framework constituting the bases of this research, and to design the sample frame and questionnaire for retrieving the primary data. Another advantage of using secondary data is its comparability character. I used it to validate and compare the data get through questionnaire to existing literature and articles.

3.5. Data Gathering Instruments

For the purpose of this study a quantitative methodology involving two types of close-ended questionnaires were used as the measuring instrument. The close-ended questionnaires can be administered to groups of people simultaneously, since they are less costly and less time consuming than other measuring instruments. Two separate instruments, namely a modified multifactor leadership questionnaire (MLQ) for leaders and employees, followed by a closed ended questioners for organizational performance that is filled only by the instructors were used in this research to obtain quantitative information on transformational leadership practices, in the selected government (particularly Addis Ababa University) and private universities (unity and St. Mary's universities) in Addis Ababa city.

The most well-known tool for Transformational Leadership measurement is the Multifactor Leadership Questionnaire, known as the MLQ. The tool consists of 142 statements about the behavior of the leader. There are two forms of the MLQ -- the Leader Form, which is completed by the leader themselves, and the Rater Form, which is completed by the leaders' associates. As the Leader form would naturally contain a bias, the Rater form is considered to be the more Important of the two.

The MLQ Form 5X is self-scoring and used 27 items excluding least relevant ones in our country's context to measure the nine subscales (3 items for each) in this study. These items are rated using a 5-point Likert scale labeled as 1 = not at all, 2 = once in a while, 3 = sometimes, 4 = fairly often, 5 = frequently, if not always. High score shows high effectiveness of transformational leadership style perception while low score implies low effectiveness perception in the scale.

For this research, because of the copy right permission problem I faced by Katherine Mind Garden, Inc. <http://www.mindgarden.com/products/mlqr.htm>, I forced to use a modified and standard multifactor leadership questionnaire, which has the same style of scoring methods as the standard MLQ.

3.6. Pilot Testing

Pilot testing was conducted on a total of 45 leaders and instructors from both government and private universities namely Addis Ababa university, AAU and unity and St. Mary's universities which are found in Addis Ababa City. The instruments which assessed in the pilot try out generally constructed to measure the existence and the degree of transformational leadership practices in the selected universities including the organizational performance towards implementation of transformational leadership practices in their organization. The numbers of male and female participants were nearly proportional. During the pilot try out the total of 45 leaders and instructors completed the questionnaire appropriately. Finally; the responses of the participants were entered to SPSS version20 to compute item inter-correlation and Cronbach-Alpha in order to evaluate the scales and their reliability. The measure was found to be reliable with Alpha 0.86 (38 items).

3.7. Data Analysis and Presentation Procedure

After the data has been collected, it is necessary to utilize statistical techniques to analyze the Information, as this study is quantitative in nature. Therefore, the survey data was processed using an SPSS (version 20). First the relevant data was coded, summarized and then transferred to SPSS to be analyzed and presented. Frequency tables have been used to summarize the respondents profile in the form of frequency and percentages, whereas the descriptive statistics such as mean and standard deviations of employees' answers to transformational leadership components and the challenges towards practicing transformational leadership in the selected universities also used to find the performance of the organizations towards the implementation of the transformational leadership practices.

Descriptive statistics were also used to calculate mean and standard deviations of Leaders' answers to transformational leadership components in order to determine their perceptions. Subsequently, the researcher was employ the weighted mean of the two universities to compare and analysis their transformational leadership practices and to investigate the degree of transformational leadership practices in the selected government and private universities. The

result of the weighted mean and SPSS analysis was support in determining both the form and degree of the transformational leadership practices in the selected universities. Also T-tests has been used to compare the MLQ of leaders and employees' responses (independent samples). This was followed with presentation of the detail discussions on variables along with interpretations.

CHAPTER FOUR

Data presentation, analysis and interpretation

This chapter presents and discusses the results of the study. Several key findings emerged that shed light on the transformational leadership styles and its association with organizational performance towards the implementation of transformational leadership practices in the selected universities. Findings about the demographics of study participants, and the statistical analyzes used to answer the research questions also presented. This helped to interpret and understand the results.

4.1. Characteristics of the Participants

There were a total sample of 190 full-time employees, 48 leaders and 142 instructors, who participated in this study from various departments and positions of Addis Ababa University and two private universities within Addis Ababa city, AAC. Below, Table 4.1 presented the summary of the leaders' and academic instructor's demographic data results respectively.

Table.4.1.profiles of employee’s and leaders in Addis Ababa University and private Universities

No	Characteristics	leaders profile			employee’s profile		
		Variables	Number	Percent	Variables	Number	Percent
1	Sex	Female	4	8%	Female	14	9.8%
		Male	48	92%	Male	128	90.2%
2	Worked on current position	3 – 5 years	29	55%	3 - 5 years	49	34.5%
		5 – 10 years	12	23.7%	5 - 10 years	58	40.5%
		Above 10 years	11	21.2%	Above 10 year	35	24.6%
3	Previous work experience	1 – 3 years	18	34.6%	1- 3 year	35	42%.6
		5 – 7 years	16	30%	1 - 5 years	49	34.5%
		7 – 10 years	12	23.1%	5 -7 years	44	30.99%
		Above 10 years	6	11.5%	Above 10 years	14	9.86%
4	Age group	26 – 35	14	26.9%	21 - 25	16	11.7%
		36 – 45	23	44.2%	26 - 35	94	66.2%
		45 or older	15	28.8%	36 - 45	21	14.8%
		-	-	-	45 or older	11	8%

In the leaders’ sample, almost all are males (92%) and there are more males (90.2%) than females (9.8%) in the academic staffs’ sample. From the academic staff participants, the majority’s age group was between 26 to 35 years (66.2%) followed by those 36 to 45 years old (14.8 %) whereas most of the leaders falling in the range of 36 to 45 years of age (45%) followed by those between 26 to 35years of age (26.4%), and old (28.6%).

Most of the total academic staff works from 5 to 10 years (40.5%) followed by 3 to 5 years (34.5%), as the minimum requirement was 1 year, for their current organization and most of those works from 1 to 3 years under current leader (74.6%). The majority of leaders have worked from 3 to 5 years, as the minimum requirement was 3 years, for their current organization (55%) followed by 5 to 7 years (30%)as well as having similar previous work experience of above 5 years (50%) followed by under 1 year (30%).

From the total participants, most of the leader of both groups education level varied, with 7.4% &10.6% having some college, no degree, 40% & 52.6% having Bachelor's degree, and 52.6% &37% falling in the range of Master's degree to having some Post Master’s degree credits and Doctorate degree for both leaders and academic employees, respectively.

4.2. Transformational Leadership Styles and Organizational Performance towards

Implementation of the Transformational Leadership Practices in The selected universities

The descriptive statistics was used as a way to examine the mean, standard deviation and other information which are not apparent in the raw data. It was needed to determine the academic staffs' perception to transformational leadership style and organizational performance towards the implementation of the transformational leadership practices in their organizations. Table 4.2 to 4.12 below contains descriptive data (mean and standard deviations) for the five transformational leadership subscales, three subscales for leadership out comes i.e. extra effort, effectiveness, and satisfaction, sub scales, and organizational performance towards the implementation of transformational leadership practices, as indicated by the respondents. In all cases, the distribution of scores for the sample contained reasonable variance and normality for use in subsequent analyses.

Table .4.2. Comparison of transformational leadership indicators between Addis Ababa University and private Universities employee's response.

NO	Transformational leadership Aspects	Addis Ababa university		Private universities	
		Mean	St. deviation	Mean	St. deviation
1	Idealized influence Idealized Behavior	3.65	1.07725	3.15	1.3438
2	Idealized influence -idealized attributes	3.79	1.038	3.19	1.3898
3	Intellectual stimulation	3.41	1.09675	3.23	1.3055
4	Inspirational motivation	3.48	1.1275	3.24	1.374
5	Individualized consideration	3.53	0.80098	3.11	1.378

Table4.2 .Illustrates that the mean of the selected universities' instructors /subordinates responses towards the transformational leadership practiced by their leaders in the organizations. The values of the mean for all aspects of the transformational leadership are significantly high.

But from the table one can see that the means of Addis Ababa university instructor's response is slightly higher than the mean of the respondents on private universities.

Table. 4.3. Comparison of transformational leadership indicators between Addis Ababa University and private Universities leader’s response.

NO	Transformational leadership Aspects	Addis Ababa university		Private universities	
		Mean	St. deviation	Mean	St. deviation
1	Idealized influence Idealized behavior	4.19	0.995	4.08	1.0806
2	Idealized influence -idealized attributes	4.04	1.07825	4.08	1.2188
3	Intellectual stimulation	4.07	0.86775	3.99	0.9865
4	Inspirational motivation	4.27	1.141	4.08	1.043
5	Individualized consideration	4.03	0.975	4.40	1.0433

From table 4.3. We can see that the mean of the respondents of the two groups of the leaders for all aspects of the transformational leadership practices is significantly high, these shows that the leaders of the selected universities shows more transformational leadership behaviors. But, from the table we can say that Addis Ababa University shows slightly more transformational leadership behaviors than private universities.

Table.4.4.transformational leadership indicators in private Universities (for leader’s and employee’s response)

Transformational leadership aspects	Leaders response		Subordinates response	
	Mean	St. deviation	Mean	St. deviation
Idealized influence - Idealized behavior	4.08	1.0806	3.15	1.3438
Idealized influence -Idealized attributes	4.08	1.2188	3.19	1.3898
Intellectual stimulation	3.99	0.9865	3.23	1.3055
Inspirational motivation	4.08	1.0430	3.24	1.374
Individualized consideration	4.40	1.0433	3.11	1.378

According to tables 4.3 And 4.4, above, Regarding descriptive statistics of transformational leadership aspects in private universities, we can observe that in these universities, all transformational leadership aspects have slightly lower mean than mean of Addis Ababa University. Except than idealized attributes and individualized consideration for leader’s response, other aspects are under mean of Addis Ababa University. In these organizations, individualized consideration has the highest rank with 4.40 mean followed by idealized behavior,

idealized attributes and inspirational motivation with the same mean value, i.e.4.08, and inspirational motivations with 3.99 mean .

Table.4.5. transformational leadership indicators in Addis Ababa University (for leaders and employee’s response)

Transformational leadership aspects	Leaders response		Subordinates response	
	Mean	St .deviation	Mean	St. deviation
Idealized influence - Idealized behavior	4.19	0.9950	3.65	1.07725
Idealized influence - Idealized attributes	4.04	1.0783	3.79	1.038
Intellectual stimulation	4.07	0.8678	3.41	1.09675
Inspirational motivation	4.27	1.1410	3.48	1.1275
Individualized consideration	4.03	0.9750	3.53	0.80098

What is obvious from Table .4.5 is that managers and leaders in Addis Ababa University are acting significantly higher in all aspects of the transformational leadership practices while instructor’s response shows leaders and managers in Addis Ababa University are acting slightly higher in idealized influence, and individualized consideration, but undecided for intellectual stimulation and inspirational motivation. Where intellectual stimulation indicates how the leaders in the organization re-examine critical assumptions to question whether they are appropriate, seek differing perspectives when solving problems, get others to look at problems from many different angles and suggest new ways of looking at how to complete assignments. Whereas inspirational motivation points out how the leaders in their organizations talk optimistically about the future, talk enthusiastically about what needs to be accomplished, articulate a compelling vision of the future and express confidence that goals will be achieved. ,

4.2.1. Outcomes of Leadership: Extra Effort, Effectiveness & Satisfaction

Table.4.6. leadership Out comes in private Universities (for leader’s and subordinates response)

Leadership outcomes	Subordinates response		Leaders response	
	Mean	St. deviation	Mean	St. deviation
Effectiveness	3.24	1.2983	4.07	0.8413
Satisfaction	3.14	1.4080	4.11	1.1265
Extra effort	3.09	1.2890	4.26	1.084

According to table 4.6. the descriptive statistics for instructors shows the leaders in the selected universities /organizations scores low means towards the leadership outcomes (not significant), while when we see the leaders mean for each leadership outcomes their mean value shows they are working highly on the leadership outcomes.

Table.4.7.Leadership Out comes in Addis Ababa University (for leader’s and subordinates response)

Leadership outcomes	Subordinates response		Leaders response	
	Mean	St. deviation	Mean	St. deviation
Effectiveness	3.59	0.9406	3.75	1.138
Satisfaction	3.54	1.1295	4.13	0.98
Extra effort	3.66	1.0250	3.92	0.9125

From table. 4.7. The descriptive statistics shows that almost no difference on the mean of instructors and their leaders in the leadership outcomes of their organization, we can say that both the leaders and instructors of the selected university agree that their organization have positive activities towards the leadership outcomes.

Table .4.8. Comparison of Leadership Out comes between Addis Ababa University and private universities leader’s and subordinates response

Leadership out comes	Addis Ababa university				Private universities			
	Leaders		Subordinates		Leaders		Subordinates	
	Mean	St.dev	Mean	St.dev.	Mean	St. dev.	Mean	St. dev
Effectiveness	3.75	1.138	3.59	0.941	4.07	0.841	3.24	1.298
Satisfaction	4.13	0.980	3.54	1.129	4.11	1.127	3.14	1.408
Extra effort	3.92	0.913	3.66	1.025	4.26	1.084	3.09	1.289

Transformational and transactional leadership are both related to the success of the group. Success is measured with MLQ by how often the raters perceive their leader to be motivating, how effective the raters perceive their leader to be at different levels of the organization and how satisfied the raters are with their leader's methods of working with others. In this regard on the measures of Extra Effort, Effectiveness and satisfaction, Addis Ababa University and private universities’ managers do not show significant differences.

Table .4.9. Comparison of Leadership out Comes between Addis Ababa University and private universities

Leadership out comes	Addis Ababa university		Private universities	
	Mean	St. deviation	Mean	St. deviation
Effectiveness	3.67	1.039375	3.65	1.0698
Satisfaction	3.83	1.05475	3.62	1.26725
Extra effort	3.79	0.96875	3.67	1.1865

According to table 4.9, both Addis Ababa university and private universities in the study shows more experiences on leadership out comes which indicates how effective is the organization, to what extent is the employees in these organizations are satisfied and what are other activities that can build the required efforts in order to accomplish organizational goals. But from the data on the table we can say that Addis Ababa university scores slightly higher means than private universities by having the highest 3.83 mean for satisfaction followed by extra effort with 3.79

mean and the lowest effectiveness with 3.67 mean, respectively while private universities has slightly low mean in leadership outcomes than Addis Ababa university with extra effort, 3.67 mean followed by effectiveness, 3.65 and satisfaction 3.6 mean, respectively.

The results in table 4.8 and 4.9. shows that the existence of some differences between Addis Ababa university and private universities' managers on the measures of Extra Effort with 3.79 and 3.67 means , $P(>0.05)$, Effectiveness with 3.67 and 3.65 means , $P(>0.05)$ And satisfaction 3.83 and 3.62 means , $P(>0.05)$ respectively. However, the difference is not significant. On the measures of each aspect of outcomes of leadership on extra effort, Satisfaction and effectiveness, Addis Ababa university managers slightly exceed private universities' managers and scored significance less difference.

As can be seen on table 4.8 and 4.9. Addis Ababa university managers scored slightly higher result than private universities' managers on measures of Extra Effort, Effectiveness and Satisfaction. As specific research question number two (Q2) implies 'How effective is the transformational leadership practices in the selected universities' From the summery of descriptive statistics data obtained, the researcher concluded that both Addis Ababa university and private universities managers are effective but from the data obtained Addis Ababa university managers' will be rated slightly, more effective than private universities' managers.

Even though in this research direct measures of effectiveness like financial performance did not used, Addis Ababa university's managers used types of leadership that has positive correlation with effectiveness and their mean score on this construct is slightly greater than private universities' managers.

Table.4.10. comparison between Addis Ababa University and private Universities for organizational performance towards transformational Leadership.

Organizational performance towards implementation of transformational leadership practices	Addis Ababa university		Private universities	
	Mean	3.11	Mean	2.95
	St. dev.	0.9656	St. dev.	1.3109

As we can see from table 4.10, the summary of statistics for organizational performance towards implementation of transformational leadership practices in their organizations both Addis Ababa University and private universities has greater experiences on organizational performances towards the implementation of the transformational leadership practices in their organizations. But from the data on the table one can say that Addis Ababa University has slightly higher experiences than private universities with 3.11 mean and private universities has slightly lower effort with 2.95 mean. With p – value, p(0.055). From this one can conclude that private universities shall give more attention to those points that indicates the performance of the organization according to the transformational leadership aspects/indicators.

Table.4.11. comparison of transformational leadership practices between Addis Ababa University and private universities

Transformational leadership	Addis Ababa university		Private universities	
	Mean	3.77	Mean	3.64
	St. dev.	1.9766	St.dev.	1.1985

According to Table 4.11, the mean of transformational leadership in Addis Ababa University and private universities is 3.77 and 3.64 respectively. This implies that both universities practice the transformational leadership behaviors in their organizations.

Table.4.12. Comparison transformational leadership aspects in Addis Ababa University and private universities’

Transformational leadership Aspects	Group	Mean	St. dev.
Idealized influence– Idealized behavior	Addis Ababa university	3.92	1.03613
	Private universities	3.61	1.2123
Idealized influence – idealized attributes	Addis Ababa university	3.92	1.05563
	Private universities	3.63	1.3043
Intellectual stimulation	Addis Ababa university	3.74	0.9823
	Private universities	3.61	1.146
Inspirational motivation	Addis Ababa university	3.87	1.1343
	Private universities	3.66	1.2085
Individualized consideration	Addis Ababa university	3.78	0.888
	Private universities	3.76	1.2107

If, x ranges between, 0.05–1.49.....very low, 1.50-2.49.....low, 2.50-3.49....undecided, 3.50– 4.49.....high and greater than 4.49very high

Where x = weighted mean

Table.4.12. Shows that both in Addis Ababa University and private universities namely, unity and St. Mary’s universities the mean, of transformational leadership are above (>3) according to Bass & Avolio (1997) suggested one for the most effective leaders ($m \geq 3.0$). Where m, is ‘mean; It indicates that both universities possess the transformational leadership behaviors in their organization. In light of this we can answer the first research question which implies ‘To what extent is transformational leadership practiced in the selected universities ‘The answer for this question is the transformational leadership is practiced in both universities. But from table4.4, one can concluded that Addis Ababa University shows slightly high transformational leadership traits than private universities.

Chapter five

Summary, conclusion and recommendation

This chapter deals with summary of the major findings, the conclusion drawn from the findings and recommendation for findings.

The main purpose of this study is to investigate the existence and degree of transformational leadership practices in government and private universities in Addis Ababa city.

Accordingly the study was conducted to answer the following basic questions.

1. What is the degree of the transformational leadership practices (behaviors) in the selected universities?
2. How effective is the transformational leadership practices in the selected universities?
3. What are the challenges towards practicing transformational leadership in the selected Universities?

In order to address these basic questions, questionnaires were employed to gather information from respondents by distributing leaders and subordinates questionnaires.

A closed ended multifactor leadership questionnaire and close ended for organizational performance towards transformational leadership practices in the selected universities questionnaire.

A total number of 332 questionnaires, 190 MLQ for leaders and subordinates of both universities and 142 questionnaires for organizational performance towards transformational leadership practices only for subordinates from both universities was administered , from 190 MLQ, 48 goes to leaders and 142 to subordinates , while 142 organizational performance questionnaires goes only to subordinates of the two universities.

Then after the leaders and subordinates questionnaire have been successfully completed and retunes, finally the studies come up with the following major findings according to the basic research questions:

5.1. Summary of findings

1. Degree of transformational leadership practices (behaviors) in Addis Ababa

University and private universities.

1.1. With regard to the main research questions in which the researcher was looking for comparing the transformational leadership situation in Addis Ababa university and private (unity and St. Mary's) universities in Addis Ababa city, from the statistical data obtained the mean of AAU and private universities is 3.77 and 3.60 respectively. Therefore from the statistical data obtained and summary of statistics the researcher finds that the transformational leadership styles are practiced in both universities, according to Bass & Avolio (1997) suggested one for the most effective leaders ($m \geq 3.0$),

From the statistical data obtained and summary of statistics the researcher finds that the transformational leadership styles are practiced in both universities, But

1.2. By reviewing the mean of transformational leadership aspects in Addis Ababa University and private universities, we can understand that the mean of transformational leadership aspects in Addis Ababa University is slightly higher than private universities. In this line and in Addis Ababa University, the highest and lowest mean are: idealized influence (for both behavior), with 3.92 mean, inspirational motivation with 3.87 mean, individual consideration with 3.78 mean and intellectual stimulation with 3.74 mean respectively. In private universities, the highest and lowest mean are individualized consideration with 3.76 mean, inspirational motivation with 3.66 mean, intellectual stimulation and idealized influence (for both behaviors) with 3.6 mean respectively.

1.3. By considering the data of findings, we conclude that managers and employees in studied universities (both universities) have high mean almost in all aspects of transformational leadership. In other word, the leaders in these universities are highly active in giving attention in supporting and respecting individuals feelings, interest, personality,....., than the jobs that is performed by the employees' and increasing employees' motivations. In which, Idealized

attribute (**IA**) includes instill pride in other for being associated with the leader, go beyond self-interest for the good of the group, act in ways that build others' respect for the leader and display a sense of power and confidence . Idealized Behaviors (**IB**) includes talk about their most important values and beliefs, specify the important of having a strong sense of purpose, consider the moral and ethical consequences of decisions and emphasize the importance of having a collective sense of mission Inspirational Motivation (**IM**) includes talk optimistically about the future, talk enthusiastically about what needs to be accomplished, articulate a compelling vision of the future and express confidence that goals will be achieved Intellectual Stimulation (**IS**) includes re-examine critical assumptions to question whether they are appropriate, seek differing perspectives when solving problems, get others to look at problems from many different angles and suggest new ways of looking at how to complete assignments Individual Consideration (**IC**) includes spend time teaching and coaching , treat others as individuals rather than just as a member of the group, consider an individual as having different needs, abilities, and aspirations from others and help others to develop their strengths.

1.4. It seems that the leaders and managers in Addis Ababa University and private universities are highly paying attention to all aspect of T.L. and their mean is higher all aspect in both categories. Overall, one can conclude that the leaders and managers in the selected universities know the motivational issues of their personnel and can answer them positively by using motivational techniques and satisfying personnel needs.

1.5. The results obtained in this study shows that the leaders and managers in Addis Ababa University and private universities benefit more transformational leadership traits. According to the main research question the researcher concluded that the statistical means of the transformational leadership components of Addis Ababa University and private universities is high. But from the data obtained we can say the mean of Addis Ababa university is slightly greater than the means of private universities,(3.92 >3.78) It means that a transformational leadership aspect in Addis Ababa university is slightly higher than private universities and the leadership style in Addis Ababa university is more based on transformational leadership. With regard to obtained results from data analysis, idealized influence (idealized behavior and idealized attributes), inspirational motivation, intellectual stimulation and individual consideration mean in Addis Ababa University is slightly higher than private universities.

2. Effectiveness of transformational leadership practices in Addis Ababa University and Private universities

2.1. The study results shows that the existence of some differences between Addis Ababa university and private universities' managers on the measures of Extra Effort with 3.79 and 3.67 means , $P(>0.05)$, Effectiveness with 3.67 and 3.65 means , $P(>0.05)$ And satisfaction 3.83 and 3.62 means , $P(>0.05)$ respectively. However, the difference is not significant.

2.2. On the measures of each aspect of outcomes of leadership on extra effort, Satisfaction and effectiveness, Addis Ababa university managers slightly exceed private universities managers and scored a slight difference.($3.11 > 2.95$)

2.3. Addis Ababa university managers scored slightly higher result than private universities' managers on measures of Extra Effort, Effectiveness and Satisfaction.

2.4. From the summery of descriptive statistics data obtained, Addis Ababa university and private universities managers are consider as effective leaders, but from the data ($3.11 > 2.95$) managers and leaders of Addis Ababa university will be rated slightly more effective than private universities' managers. Addis Ababa University's managers used types of leadership that has positive correlation with effectiveness and their mean score on this construct is slightly greater than private universities' managers.

3. Challenges towards practicing transformational leadership in Addis Ababa University And private Universities

3.1. The challenges towards the implementation of the transformational leadership Practices in the selected universities the following problems are found in this study:

1. For private universities 19.2 % of the respondents agree that there is a challenge in the organization habits of Optimistic speaking of the future, A structure that enable to take up challenging problems, An experience in practice of Encouraging nontraditional thinking to address traditional problems, A culture of Willing to participate others during

resolving the problems, and 28.8% of the respondents agree that there is problem of Resistance for any changes in the organization.

2. For Addis Ababa university 24.7% of the respondents agree that there is a moderately challenges in the organization on An experience in practice of Encouraging nontraditional thinking to address traditional problems, A culture of Encouraging raising the ideas that are not questioned yet , A culture of Paying attention to others as persons who are the owners of different needs and capabilities ,dreams and wishes, habits of Listening to others demand and interests. 23.2% of the respondents agree that a problem of a structure that enable to take up challenging problems and A structure of Resistance for any changes in the organization. 21.7% of the respondents agree that there is a challenge towards a culture of Looking for various perspectives when solving the problems, a culture of teaching and couching others and a culture of Developing individuality and facilitating individual's growth.

5.2. Conclusion

Based on the findings of the study, the following conclusions can be drawn

5.2.1. By reviewing the mean of transformational leadership aspects in Addis Ababa University

And private universities, we can understand that the mean of transformational leadership aspects in Addis Ababa University is slightly higher than private universities. In this line and in Addis Ababa University, the means for each aspects are : idealized influence (for both behavior), with 3.92 mean, inspirational motivation with 3.87 mean, individual consideration with 3.78 mean and intellectual stimulation with 3.74 mean respectively. In private universities, the means for each aspect are: individualized consideration with 3.76 means, inspirational motivation with 3.66 mean, intellectual stimulation and idealized influence (for both behaviors) with 3.6 mean respectively.

5.2.2. With regard to main research questions in which the researcher was looking for comparing the transformational leadership situation in Addis Ababa university and private (unity and St. Mary's) universities in Addis Ababa city, from the above results and summery of statistics the researcher finds that the transformational leadership styles are practiced in both universities, according to Bass & Avolio (1997) suggested one for the most effective leaders ($m \geq 3.0$), But from the data obtained the researcher also found that the statistical means of the transformational leadership components of Addis Ababa university is slightly greater than the means of private universities, It means that a transformational leadership aspect in Addis Ababa university is slightly higher than private universities and the leadership style in Addis Ababa university is more based on transformational leadership. With regard to obtained results from data analysis, idealized influence (idealized behavior and idealized attributes), inspirational motivation, intellectual stimulation and individual consideration mean in Addis Ababa University is slightly higher than private universities.

5.2.3. Furthermore the analysis presents a relatively high mean score on all measured variables. That creates a picture of highly satisfied employees, yet another motive for positive answers could be that employees wanted to simply feign support for their leader. A further explanation could be the Halo-effect. A halo-effect occurs when ratings are assigned on the basis of global impressions instead of distinguishing among different dimensions. Employees who have a positive perception of one aspect respond in the same manner to the other aspects (Nisbett & Wilson, 1977). On the other hand, they could have been afraid of the unrestricted usage of the data, expecting unfavorable consequences when giving negative responses.

5.3. Recommendations

In light of the major findings of the study and conclusions drawn; the following recommendations are forwarded towards the implementation of the transformational leadership practices in Addis Ababa University and private universities:

5.3.1. Recommendation for Addis Ababa University,

Regarding the mean of transformational leadership aspects in Addis Ababa University, leader's response the lowest mean is belonged to individualized consideration. One of the main important principles of transformational leadership is to promote employees' capabilities and capacities. Those who have a high level of capabilities learn more and feel further domination. To generate self-pride, transformational leadership should play training and coaching roles. Therefore, the managers of Addis Ababa University are invited to pay attention to self-efficacy and organizational performance. Talking with employees, planning tours and recreational trips, organizing short-term training courses in organizations and considering demands and personal difficulties of staff could help them to benefit this aspect effectively.

5.3.2. Recommendation for private universities

With regard to the mean of transformational leadership aspects in private universities, it is obvious that intellectual stimulation has the lowest mean. Therefore, the managers are advised to promote themselves in this aspect by behaviors such as re-examine critical assumptions to question whether they are appropriate, seek differing perspectives when solving problems, get others to look at problems from many different angles and suggest new ways of looking at how to complete assignments. In this aspect, the factors of charismatic are concerned, that is, those traits that cause to respect leader by personnel and consider the leader as a working and behavioral pattern. One of the leaders' capabilities in this aspect is the ability of trust-making and understanding the leader by followers without which it is impossible to achieve this aspect. Therefore, private university managers should promote their organizations to a level of leadership traits that could be accepted by their personnel as their ethical, behavioral and working pattern. And finally regarding intellectual stimulation, managers in private universities

possess slightly low mean. Therefore, they are proposed to take the following measure in order to enhance and promote this aspect:

1. Allowing individuals to perform specialized works in order to grow their talents and Creativity.
2. Enforcing them to observe the issues from different views.
3. Using suggestions in the organization and valuing others' suggestions.
4. Inspiring employees' self-confidence to perform the works.

5.3.3. Other recommendation

Leadership research for higher education institutions /universities of the futures needs to shift the focus from supervisory and managerial behavior to transformational leadership behavior. The emphasize so far has been largely on the transactional influence process, but future research should be directed towards exploring the bases of transformational influence in the context of management of change, innovation and diversity (kanungo, 1998), Reflecting on future leadership trends and leaders, beck hard (1996, p. 129) states that:

‘Truly effective leaders in the years ahead will have person as determined by strong values and beliefs in the capacity of individuals to grow. They will have an image of the society in which they would like their organizations and themselves to live. They will be visionary, they will believe strongly that they can and should be shaping the future and they will act of these beliefs through their personal behavior.’

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Appendix

Appendix. A. Number of responses and their weighted mean for each aspect of the transformational Leadership Practices for the selected universities are given on the table below.

Transformational leadership aspects		Number of responses and their weighted mean for each aspects											
Universities		Private universities (leaders) Nt = 23						Addis Ababa university (leaders) Nt = 12					
Rating scales		1	2	3	4	5		1	2	3	4	5	
Idealized behaviour		N	N	N	N	N	Wx	N	N	N	N	N	Wx
q6	I thought about my most important values and beliefs	1	-	5	3	12	4.3	-	1	3	4	4	3.9
q7	I make clear the importance of having a strong sense of purpose	-	2	3	11	6	4	-	1	3	5	2	3.9
q18	I overlook the moral and ethical consequences of decisions	1	1	6	9	4	3.9	-	-	2	4	4	4.5
q25	I give suggestion on the importance of having a collective sense of mission	1	-	4	10	8	4	-	-	2	4	5	4.4
	Average value of weighted mean ,Wxav						4.5						4.2
Idealize attribute													
q9	I shows pride in others for being associated with me	-	2	2	9	7	4.2	-	2	5	1	3	3.7
q14	I consider the groups interest than self-interest for the good of the group	1	1	1	7	11	4.4	-	1	1	5	4	4.3
q17	I perform in ways that build others' respect for me	1	2	6	8	4	3.8	-	-	4	4	4	4
q26	I show a sense of power and confidence	2	1	5	9	3	3.8	-	1	1	5	4	4.3
	Average value of weighted mean ,Wxav						4.1						4.1
Inspirational motivation													
q8	I thought optimistically about the future	-	1	5	3	12	4.4	-	1	3	1	5	4.3
q12	I thought enthusiastically about what needs to be accomplished	-	2	3	11	6	4	-	-	1	3	6	4.8
q21	I compose and presents a compelling vision of the future	1	1	6	9	4	3.9	-	1	4	2	3	4.1
q27	I show confidence that goals will be achieved	-	1	4	11	7	4	-	1	4	2	5	3.9
	Average value of weighted mean ,Wxav						4.1						4.3

Intellectual stimulation													
q2	I re-consider critical assumptions to question whether they are appropriate	1	1	5	12	4	3.7	-	-	4	6	1	3.9
q11	I encourage others' willingness to try harder	1	-	2	9	11	4.3	-	1	-	7	3	4.3
q23	I comment new ways of looking at how to complete assignments	1	-	6	9	6	3.9	-	-	3	5	3	4.2
q24	I involve others to look at problems from many different angles	1	-	4	11	7	4	-	-	3	7	2	3.9
	Average value of weighted mean ,Wxav						3.9						4.1
Individual consideration													
q13	I am willing to teach and coach	1	-	2	6	14	4.4	-	-	1	6	3	4.5
q15	I respect others as individuals rather than just as a member of a group	-	2	-	7	11	4.6	-	-	2	5	4	4.3
q16	I know that an individual as having different needs, abilities, and aspirations from others	7	3	6	5	1	2.7	-	-	3	6	2	4.1
q22	I give support others to develop their strengths	-	1	2	8	9	4.9	-	4	3	3	2	3.3
q29	I believe an individual as having different needs, abilities, and aspirations from others	1	1	4	4	13	4.2	-	1	3	3	5	4
	Average value of weighted mean ,Wxav						4.2						4
Extra effort													
q19	I encourage and help others' desire to succeed	-	1	3	8	10	4.3	-	1	4	5	2	3.7
q20	I encourage others to do more than they expected to do	-	1	8	3	7	4.2	-	-	3	5	3	4.2
	Average value of weighted mean ,Wxav						4.3						3.9
Effectiveness													
q1	I work with a group that is effective	-	-	6	9	7	4.1	1	1	3	6	1	3.4
q3	I am effective in performing organizational requirements	-	-	4	11	7	4.2	-	2	1	6	3	3.8
q4	I am effective in approaching others' to higher authority	-	-	8	10	4	3.9	1	2	2	1	6	3.8
q5	I am effective in performing others' job- related needs	-	-	6	13	2	4	-	1	2	5	4	4
	Average value of weighted mean ,Wxav						4.1						3.9
Satisfaction													
q10	I explain in specific terms who is responsible for achieving performance targets	1	-	3	10	7	4.2	-	1	4	2	4	4
q28	I experience methods of leadership that are satisfying	-	2	6	8	4	4	-	-	2	5	5	4.3
	Average value of weighted mean ,Wxav						4.1						4.2

Transformational leadership aspects		Number of responses and their weighted mean for each aspects											
Universities		Addis Ababa university (employees) Nt = 69						Private universities (employees) Nt = 52					
Rating scales		1	2	3	4	5		1	2	3	4	5	
Idealized behaviour		N	N	N	N	N	Wx	N	N	N	N	N	Wx
q6	I thought about my most important values and beliefs	4	4	17	28	12	3.8	7	7	13	17	6	3.3
q7	I make clear the importance of having a strong sense of purpose	1	7	21	26	10	3.7	7	9	13	11	12	3.1
q18	I overlook the moral and ethical consequences of decisions	1	8	23	26	7	3.6	13	5	17	7	9	2.9
q25	I give suggestion on the importance of having a collective sense of mission	2	8	21	20	6	3.5	5	10	16	15	4	3.2
	Average value of weighted mean ,Wxav						3.7						3.1
Idealized attribute													
q9	I shows pride in others for being associated with me	1	4	20	26	9	3.9	8	5	15	15	7	3.3
q14	I consider the groups interest than self-interest for the good of the group	-	5	20	33	10	3.7	7	10	12	11	10	3.3
q17	I perform in ways that build others' respect for me	-	7	21	27	6	3.8	6	11	13	12	10	3.2
q26	I show a sense of power and confidence	3	2	23	31	6	3.7	12	6	11	13	9	3.1
	Average value of weighted mean ,Wxav						3.8						3.2
Inspirational motivation													
q8	I thought optimistically about the future	4	11	24	18	6	3.4	9	8	7	16	12	3.3
q12	I thought enthusiastically about what needs to be accomplished	2	10	20	26	9	3.5	6	11	9	15	9	3.3
q21	I compose and presents a compelling vision of the future	2	13	19	21	3	3.4	6	10	12	16	6	3.2
q27	I show confidence that goals will be achieved	1	10	21	28	6	3.5	9	7	11	18	6	3.2
	Average value of weighted mean ,Wxav						3.5						3.3
Intellectual stimulation													
q2	I re-consider critical assumptions to question whether they are appropriate	4	11	21	24	8	3.4	5	7	14	15	9	3.4
q11	I encourage others' willingness to try harder	4	9	28	14	12	3.4	7	6	15	14	10	3.3
q23	I comment new ways of looking at how to complete assignments	-	14	23	24	3	3.5	10	9	11	16	6	2.9

q24	I involve others to look at problems from many different angles	-	14	20	27	6	3.5	6	8	16	13	7	3.3
	Average value of weighted mean ,Wxav						3.5						3.2
Individual consideration													
q13	I am willing to teach and coach	-	4	23	30	6	3.8	5	13	10	12	11	3.3
q15	I respect others as individuals rather than just as a member of a group	3	3	36	20	4	3.4	11	6	14	12	9	3
q16	I know that an individual as having different needs, abilities, and aspirations from others	1	11	17	27	10	3.6	16	3	13	5	5	3.2
q22	I give support others to develop their strengths	1	10	23	26	8	3.5	8	10	14	10	8	3.1
q29	I believe an individual as having different needs, abilities, and aspirations from others	1	11	27	24	5	3.4	10	8	14	13	6	3
	Average value of weighted mean ,Wxav						3.5						3.1
Extra effort													
q19	I encourage and help others' desire to succeed	2	7	20	30	7	3.6	7	8	14	15	8	3.2
q20	I encourage others to do more than they expected to do	-	4	31	21	8	3.7	9	8	17	11	6	3
	Average value of weighted mean ,Wxav						3.7						3.1
Effectiveness													
q1	I work with a group that is effective	3	6	20	32	7	3.5	4	9	10	18	10	3.5
q3	I am effective in performing organizational requirements	1	7	26	28	6	3.5	6	7	16	14	9	3.3
q4	I am effective in approaching others' to higher authority	-	8	23	29	9	3.6	10	6	16	14	5	3
q5	I am effective in performing others' job-related needs	-	8	16	33	8	3.8	6	12	11	13	8	3.2
	Average value of weighted mean ,Wxav						3.6						3.3
Satisfaction													
q28	I experience methods of leadership that are satisfying	4	10	24	17	7	3.6	10	10	14	11	5	2.9
q10	I explain in specific terms who is responsible for achieving performance targets	1	6	26	25	10	3.5	7	9	9	17	7	3.3
	Average value of weighted mean ,Wxav						3.6						3.1

Where 1=not at all , 2= once in a while , 3= sometimes , 4= fairly often , 5= frequently , if not always ,

N =number of response , Wx = weighted mean , Wx,av = average weighted me

Organizational performance towards T.L. practices	Number of responses and their weighted mean											
Universities	Private universities (employees) Nt = 52						Addis Ababa university (employees) Nt = 69					
	1	2	3	4	5		1	2	3	4	5	
Rating scales	N	N	N	N	N	W x	N	N	N	N	N	Wx
habits of Optimistic speaking of the future	10	7	15	10	7	3.1	2	10	40	12	5	3.1
A culture of expressing an attractive perspectives of the future	8	10	12	14	6	3.1	2	7	38	15	6	3.3
A structure that enable to take up challenging problems	10	8	14	17	2	2.9	2	16	28	17	5	3.1
A culture of Looking for various perspectives when solving the problems	8	9	15	13	5	3.1	3	15	21	25	3	3.2
An experience in practice of Encouraging nontraditional thinking to address traditional problems	10	7	15	14	5	3	-	17	33	16	-	3.1
A culture of Encouraging raising the ideas that are not questioned yet	8	12	16	11	5	2.9	2	17	28	19	1	3.1
A culture of teaching and coaching others	9	9	15	15	4	2.9	4	15	30	17	1	3
A culture of Paying attention to others as persons who are the owners of different needs, capabilities, dreams and wishes.	9	9	17	10	5	2.9	2	17	33	13	4	2.9
A culture of Helping others to develop capabilities	8	11	11	16	3	3.1	4	14	27	19	4	3.1
habits of Listening to others demand and interests	7	15	11	12	4	3	5	17	23	21	1	3
A culture of Developing individuality and facilitating individuals growth	9	11	12	13	4	3	2	15	27	20	3	3.2
A structure of Resistance for any changes in the organization	15	19	16	1	1	2.2	4	16	24	23	2	3
habit of Willing to listening others demand and interests	6	12	16	14	3	2.9	3	14	30	21	1	3
A culture of Willing to participate others during resolving the problems	10	6	19	9	6	3	1	12	36	17	1	3.2
Average value of weighted mean ,Wxav						2.9						3.1

Where , 1= strongly disagree , 2= disagree , 3= neutral , 4= agree , 5= strongly agree , N = number of response , Wx = weighted mean , Wx,av. = average weighted mean

Appendix B: Operationalization of Leadership Styles and organizational

Performance towards Transformational leadership practices

Transformational leadership Style Operationalization

1. **Idealized Influence:** indicates whether you hold subordinates' trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.
 - A. Idealized Influence (attributed): instills pride and builds trust.
 - B. Idealized Influence (behavior): emphasizes collective sense of mission, and
Talks about Values and beliefs.
2. **Inspirational Motivation:** Inspirational motivation measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.
In general inspirational motivation: expresses enthusiasm, optimism, and
Confidence.
3. **Intellectual stimulation:** shows the degree to which you encourage others to be Creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs and those of the organization.
In general Intellectual Stimulation: encourages problem solving, critical thinking, and creativity.
4. **Individualized consideration:** indicates the degree to which you show interest in others' well-being, assigns projects individually, and pays attention to those who seem less involved in the group.
In general, Individualized Consideration: develops, coaches, and teaches.

Appendix C. Organizational performance operationalization

Effectiveness: meeting others' job-related Needs, representing others to higher Authority

And Meeting organizational requirements

Extra effort: get others to do more than they expected, heighten others desire to succeed

And increase others willingness.

Satisfaction: use methods of leadership that are satisfying and work with others in a

Satisfactory way.

Appendix D: Multifactor Leadership Questionnaire (MLQ) Form 5X Scoring Key

Leadership factors	Raw factors	#	#	#	#	#
Transformational	Idealized influence (attributed)	9	14	17	26	
Transformational	Idealized influence (behaviors)	6	7	18	25	
Transformational	Inspirational motivation	8	12	21	27	
Transformational	Intellectual stimulation	2	11	23	24	
Transformational	Individualized consideration	13	15	16	22	29

Appendix E: Outcomes of Leadership: Extra Effort, Effectiveness & Satisfaction SCORING KEY

Outcomes of Leadership factors	#	#	#	#
Extra effort	19	20		
Effectiveness	1	3	4	5
Satisfaction	28	10		

Appendix F: Organizational performance towards transformational leadership practices

NO	Items	1	2	3	4	5
	My organization has					
1	habits of Optimistic speaking of the future					
2	A culture of expressing an attractive perspectives of the future					
3	A structure that enable to take up challenging problems					
4	A culture of Looking for various perspectives when solving the problems					
5	An experience in practice of Encouraging nontraditional thinking to address traditional problems					
6	A culture of Encouraging raising the ideas that are not questioned yet					
7	A culture of teaching and coaching others					
8	A culture of Paying attention to others as persons who are the owners of different needs , capabilities ,dreams and wishes					
9	A culture of Helping others to develop capabilities					
10	habits of Listening to others demand and interests					
11	A culture of Developing individuality and facilitating individuals growth					
12	A structure of Resistance for any changes in the organization					
13	habit of Willing to listening others demand and interests					
14	A culture of Willing to participate others during resolving the problems					

APPENDIX G: descriptive statistics for Addis Ababa UNIVERSITY

[DataSet1] E:\addis Ababa university employees response (for inspirational motivation).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number eight	69	1	6	3.42	1.277
question number twelve	69	1	6	3.52	1.079
question number twenty one	69	1	6	3.42	1.117
question number twenty seven	69	1	6	3.54	1.037
Valid N (list wise)	69				

[DataSet1] E:\addis Ababa university employees response\Addis Ababa university employees response (for intellectual stimulation).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number two	69	1	6	3.35	1.109
question number eleven	69	1	6	3.39	1.178
question number twenty three	69	2	6	3.45	1.092
question number twenty four	69	2	6	3.45	1.008
Valid N (list wise)	69				

[DataSet1] E:\addis Ababa university employees response\Addis Ababa university employees response (for extra effort).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number ninth in	69	1	6	3.61	1.046
question number twenty	69	2	6	3.70	1.004
Valid N (list wise)	69				

[DataSet1] E:\addis Ababa university employees response\Addis Ababa university employees response (for satisfaction).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number ten	69	1	6	3.49	1.313
question number twenty eight	69	1	6	3.58	.946
Valid N (list wise)	69				

[DataSet1] E:\addis Ababa university employees response\Addis Ababa university employees response (for individual consideration).sav

Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
question number thirteen	69	2	6	3.81	.989
question number fifth in	69	1	6	3.41	.990
question number twenty two	69	1	6	3.48	.979
question number twenty nine	69	1	6	3.35	.937
question number six thin	69	1	6	3.62	1.099
Valid N (list wise)	69				

[DataSet1] E:\addis Ababa university employees response\Addis Ababa university employees response (idealized attributes).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number nine	69	1	6	3.94	1.149
question number four thin	69	2	6	3.74	.852
question number seventh in	69	2	6	3.81	1.115
question number twenty six	69	1	6	3.68	1.036
Valid N (list wise)	69				

[DataSet1] E:\addis Ababa university employees response\Addis Ababa university employees response (for inspirational motivation).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number eight	69	1	6	3.42	1.277
question number twelve	69	1	6	3.52	1.079
question number twenty one	69	1	6	3.42	1.117
question number twenty seven	69	1	6	3.54	1.037
Valid N (list wise)	69				

[DataSet1] E:\addis Ababa university employees response\Addis Ababa university employees response (for effectiveness).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number one	69	1	6	3.54	.994
question number three	69	1	6	3.49	.901
question number four	69	2	5	3.57	.866
question number five	69	2	6	3.77	1.002
Valid N (list wise)	69				

[DataSet1] E:\addis Ababa university employees response\Addis Ababa university employees response (for idealized behavior).sav

Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
question number six	69	1	6	3.75	1.168
question number seven	69	1	6	3.71	1.072
question number eighth in	69	1	6	3.61	1.060
question number twenty five	69	1	6	3.52	1.009
Valid N (list wise)	69				

[DataSet1] E:\addis Ababa university employees response\Addis Ababa university leaders response (for intellectual stimulation).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number two	12	3	6	3.92	.900
question number eleven	12	2	6	4.25	.965
question number twenty three	12	3	6	4.17	.937
question number twenty four	12	3	5	3.92	.669
Valid N (list wise)	12				

[DataSet1] E:\addis Ababa university employees response\Addis Ababa university employees response (for organizational performance towards implementation of transformational leadership practices).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number one	69	1	5	3.12	.850
question number two	69	1	6	3.28	.922
question number three	69	1	6	3.14	1.004
question number four	69	1	6	3.23	1.073
question number five	69	2	6	3.12	.932
question number six	69	1	6	3.09	.981
question number seven	69	1	6	3.03	1.014
question number eight	69	1	5	3.00	.891
question number nine	69	1	6	3.12	1.037
question number ten	69	1	6	3.03	1.084
question number eleven	69	1	6	3.19	1.019
question number twelve	69	1	5	3.04	.962
question number thirteen	69	1	5	3.04	.865

question number four thin	69	1	6	3.16	.885
Valid N (list wise)	69				

[DataSet1] E:\addis Ababa university employees response\Addis Ababa university leaders response (for individual consideration).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number thirteen	12	3	6	4.50	.905
question number fifth in	12	3	6	4.33	.888
question number six thin	12	3	6	4.08	.900
question number twenty two	12	2	5	3.25	1.138
question number twenty nine	12	2	5	4.00	1.044
Valid N (list wise)	12				

[DataSet1] E:\addis Ababa university employees response\Addis Ababa university leaders response (for idealized attributes).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number nine	12	2	6	3.67	1.303
question number four thin	12	2	6	4.25	1.055
question number seventh in	12	3	5	4.00	.853
question number twenty six	12	2	6	4.25	1.055
Valid N (list wise)	12				

[DataSet1] E:\addis Ababa university employees response\Addis Ababa university leaders response (for extra effort).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number ninth in	12	2	5	3.67	.888
question number twenty	12	3	6	4.17	.937
Valid N (list wise)	12				

[DataSet1] E:\addis Ababa university employees response\Addis Ababa university leaders response (for satisfaction).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number ten	12	2	6	4.00	1.206
question number twenty eight	12	3	5	4.25	.754
Valid N (list wise)	12				

[DataSet1] E:\addis Ababa university employees response\Addis Ababa university leaders response (for inspirational motivation).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number eight	12	2	6	4.33	1.303
question number twelve	12	3	6	4.75	.866
question number twenty one	12	2	6	4.08	1.311

question number twenty seven	12	2	5	3.92	1.084
Valid N (list wise)	12				

[DataSet1] E:\addis Ababa university employees response\Addis Ababa university leaders response (for idealized behavior).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number six	12	2	5	3.92	.996
question number seven	12	2	6	3.92	1.084
question number eight	12	3	6	4.50	1.000
question number twenty five	12	3	6	4.42	.900
Valid N (list wise)	12				

[DataSet1] E:\addis Ababa university employees response\Addis Ababa university leaders response (for effectiveness).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number one	12	1	5	3.42	1.084
question number three	12	2	5	3.83	1.030
question number four	12	1	5	3.75	1.485
question number five	12	2	5	4.00	.953
Valid N (list wise)	12				

[DataSet1] E:\addis Ababa university employees response (for intellectual stimulation).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number two	69	1	6	3.35	1.109
question number eleven	69	1	6	3.39	1.178
question number twenty three	69	2	6	3.45	1.092
question number twenty four	69	2	6	3.45	1.008
Valid N (list wise)	69				

APPENDIX H: descriptive statistics FOR PRIVATE UINIVERSITIES

[DataSet1] F:\st.Mary's employees opinion\st.Mary's and unity employees response (for extra effort).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number ninth in	52	1	5	3.17	1.264
question number twenty	52	1	6	3.00	1.314
Valid N (list wise)	52				

[DataSet1] F:\st.Mary's employees opinion\st.Mary's and unity employees response (for effectiveness).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number one	52	1	6	3.46	1.260
question number three	52	1	5	3.25	1.235
question number four	52	1	6	3.02	1.321

question number five	52	1	6	3.21	1.377
Valid N (list wise)	52				

[DataSet1] F:\st.Mary's employees opinion\st.Mary's and unity employees response (for individual consideration).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number thirteen	52	1	6	3.27	1.359
question number fifteen	52	1	5	3.04	1.386
question number twenty two	52	1	6	3.12	1.409
question number twenty nine	52	1	6	3.00	1.358
Valid N (list wise)	52				

[DataSet1] F:\st.Mary's employees opinion\st.Mary's and unity employees response (for satisfaction).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number ten	52	1	6	3.33	1.424
question number twenty eight	52	1	6	2.94	1.392
Valid N (list wise)	52				

[DataSet1] F:\st.Mary's employees opinion\st.Mary's and unity employees response (for intellectual stimulation).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number two	52	1	6	3.42	1.304
question number eleven	52	1	5	3.27	1.285
question number twenty three	52	1	5	2.98	1.321
question number twenty four	52	1	6	3.25	1.312
Valid N (list wise)	52				

[DataSet1] F:\st.Mary's employees opinion\st.Mary's and unity employees response (for idealized attribute).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number nine	52	1	6	3.27	1.359
question number four thin	52	1	6	3.25	1.426
question number seventh in	52	1	5	3.17	1.294
question number twenty six	52	1	6	3.08	1.480
Valid N (list wise)	52				

[DataSet1] F:\st.Mary's employee's opinion\st.Mary's and unity employees' opinion on organizational performance towards transformational leadership practices).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number one	52	1	6	3.12	1.477
question number two	52	1	6	3.12	1.381
question number three	52	1	6	2.92	1.266
question number four	52	1	6	3.08	1.341
question number five	52	1	6	3.00	1.328
question number six	52	1	5	2.87	1.205
question number seven	52	1	5	2.92	1.218
question number eight	52	1	6	2.98	1.350
question number nine	52	1	6	3.08	1.384
question number ten	52	1	6	3.00	1.386
question number eleven	52	1	6	3.02	1.421
question number twelve	52	1	6	2.15	1.036
question number thirteen	52	1	6	2.98	1.180
question number four thin	52	1	6	3.02	1.379
Valid N (list wise)	52				

[DataSet1] F:\st.Mary's employee's opinion\st.Mary's and unity employees' opinion on organizational performance towards transformational leadership practices).s

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number one	27	1	6	3.11	1.450
question number two	27	1	6	3.11	1.368
question number three	27	1	6	2.93	1.207
question number four	27	1	6	3.26	1.318
question number five	27	1	5	2.96	1.192
question number six	27	1	4	2.81	.962
question number seven	27	1	5	2.81	1.039
question number eight	27	1	6	2.96	1.255
question number nine	27	1	6	3.15	1.486
question number ten	27	1	6	3.11	1.476
question number eleven	27	1	6	3.26	1.430
question number twelve	27	1	6	2.93	1.174
question number thirteen	27	1	6	3.04	1.160
question number four tin	27	1	6	3.19	1.360
Valid N (list wise)	27				

[DataSet1] F:\st.Mary's employees opinion\st.Mary's and unity employees response (for inspirational motivation).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number eight	52	1	5	3.27	1.430
question number twelve	52	1	6	3.31	1.394
question number twenty one	52	1	6	3.23	1.323
question number twenty seven	52	1	6	3.15	1.349
Valid N (list wise)	52				

[DataSet1] F:\st.Mary's employees opinion\st.Mary's and unity employees opinion (for idealized behavior).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number six	52	1	6	3.27	1.330
question number seven	52	1	5	3.23	1.352
question number eighth in	52	1	6	2.94	1.461
question number twenty five	52	1	6	3.17	1.232
Valid N (list wise)	52				

[DataSet1] F:\st.Mary's leaders opinion\st.Mary's and unity leaders opinion (for inspirational motivation).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number eight	23	1	6	4.35	1.191
question number twelve	23	2	6	4.04	.976
question number twenty one	23	1	6	3.87	1.180
question number twenty seven	23	2	5	4.04	.825
Valid N (list wise)	23				

[DataSet1] F:\st.Mary's leaders opinion\st.Mary's and unity leaders opinion (for individualized consideration).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number thirteen	23	1	5	4.39	.988
question number fifteen	23	2	6	4.57	1.037
question number twenty two	23	2	6	4.48	.994
question number twenty nine	23	1	5	4.17	1.154
Valid N (list wise)	23				

[DataSet1] F:\st.Mary's leaders opinion\st.Mary's and unity leaders response (for idealized behavior).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number eight	23	1	6	4.35	1.191
question number twelve	23	2	6	4.04	.976
question number twenty one	23	1	6	3.87	1.180
question number twenty seven	23	1	5	4.04	.976
Valid N (list wise)	23				

[DataSet1] F:\st.Mary's leaders opinion\st.Mary's and unity leaders opinion (for idealized attributes).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number nine	23	2	6	4.30	1.105
question number fourteen	23	1	6	4.39	1.158
question number seventeen	23	1	6	3.78	1.242
question number twenty six	23	1	6	3.83	1.370
Valid N (list wise)	23				

[DataSet1] F:\St. Mary's leaders opinion\St. Mary's and unity leaders opinion (for intellectual stimulation).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number two	23	1	5	3.74	.964
question number eleven	23	1	5	4.26	.964
question number twenty three	23	1	6	3.96	1.065
question number twenty four	23	1	5	4.00	.953
Valid N (list wise)	23				

[DataSet1] C:\Users\heney\Desktop\st.marys leaders opinion\St. Mary's and unity leaders opinion (for satisfaction).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number ten	23	1	6	4.22	1.085
question number twenty eight	23	2	6	4.00	1.168
Valid N (list wise)	23				

[DataSet1] C:\Users\heney\Desktop\st.marys leaders opinion\St. Mary's and unity leaders opinion (for extra effort).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number nineteen	23	2	6	4.30	.926
question number twenty	23	2	6	4.22	1.242
Valid N (list wise)	23				

[DataSet1] C:\Users\heney\Desktop\st.marys leaders opinion\St. Mary's and unity leaders opinion (for effectiveness).sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
question number one	23	3	6	4.13	.869
question number three	23	3	6	4.22	.795
question number four	23	3	6	3.91	.848
question number five	23	3	6	4.00	.853
Valid N (list wise)	23				

: Independent sample test (t-test) for extra effort, Effectiveness and Satisfaction

T-Test

Independent samples test

		t – test for equality of means						
		T	Df	Sig.(2tailed)	Mean Difference	Std. error difference	95%confidence interval of the difference	
							Lower	Upper
Extra effort	equal variance assumed	-1.410	32	.168	-444	.315	-1.087	.198
	equal variance not assumed	-1.401	30.494	.171	-444	.317	-1.092	.203

		t – test for equality of means						
		T	Df	Sig.(2tailed)	Mean Difference	Std. error difference	95%confidence interval of the difference	
							Lower	Upper

Effectiveness	equal variance assumed	.168	58	.867	.038	.229	-.421	.498
	equal variance not assumed	.175	57.747	.861	.038	.219	-.401	.478




	t – test for equality of means							
	T	Df	Sig.(2tailed)	Mean Difference	Std. error difference	95%confidence interval of the difference		
						Lower	Upper	
Satisfaction	equal variance assumed	-.112	56	.911	-.036	.324	-.685	.613
	equal variance not assumed	-.177	55.956	.907	-.036	.311	-.659	.586

	t – test for equality of means							
	T	df	Sig.(2tailed)	Mean Difference	Std. error difference	95%confidence interval of the difference		
						Lower	Upper	
Organizational Performance	equal variance assumed	1.926	270	.055	-.235	.122	-.005	.476
	equal variance not assumed	1.928	265.964	.055	-.235	.122	-.005	.475

Verification of organizations cooperation

Jan. 2013

Organizations that allowed for me to collect primary data for this study verify their cooperation in the following manner:

Name of universities	Authorized representative	Contact information		Signature
		Email	Telephone	
Addis Ababa university	Bizumeh Dadi	bizumeh52@gmail.com	0911204727	
Unity university	Terfassa Digga	terfassa.digga@Yahoo.com	0911.657768	
St. Mary's university	Tedla Haile	Tedla-Haile@smuc.edu.et	011553925	

Appendix J: Leaders Opinion Survey-Multifactor Leadership Questionnaire (MLQ)

I am graduating class MBA student of 2013 at Addis Ababa University. This questionnaire is designed to help you describe your leadership style as you perceive it. Please answer items below by circling a number from 1 to 5 that best reflects your perception. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals. If you are unsure or do not know the answer, leave the answer blank. Whatever information you give me is strictly confidential and could be used for academic purpose only. I would like to thank you in advance for your indispensable cooperation.

II. Use the following rating scale:

1	2	3	4	5
Not at all	Once in a while	Sometimes	Fairly Often	frequently, if not always

NO	Items	1	2	3	4	5
1	I work with a group that is effective					
2	I re-consider critical assumptions to question whether they are appropriate					
3	I am effective in performing organizational requirements					
4	I am effective in approaching others' to higher authority					
5	I am effective in performing others' job-related needs					
6	I thought about my most important values and beliefs					
7	I make clear the importance of having a strong sense of purpose					
8	I thought optimistically about the future					
9	I shows pride in others for being associated with me					
10	I explain in specific terms who is responsible for achieving performance targets					
11	I encourage others' willingness to try harder					
12	I thought enthusiastically about what needs to be accomplished					
13	I am willing to teach and coach					
14	I consider the groups interest than self-interest for the good of the group					
15	I respect others as individuals rather than just as a member of a group					
16	I know that an individual as having different needs, abilities, and aspirations from others					
17	I perform in ways that build others' respect for me					
18	I overlook the moral and ethical consequences of decisions					
19	I encourage and help others' desire to succeed					
20	I encourage others to do more than they expected to do					
21	I compose and presents a compelling vision of the future					

22	I give support others to develop their strengths						
23	I comment new ways of looking at how to complete assignments						
24	I involve others to look at problems from many different angles						
25	I give suggestion on the importance of having a collective sense of mission						
26	I show a sense of power and confidence						
27	I show confidence that goals will be achieved						
28	I experience methods of leadership that are satisfying						
29	I believe an individual as having different needs, abilities, and aspirations from others						

===== Thank you for your co-operation!!=====

Appendix.k EmployeeOpinionSurvey-MultifactorLeadershipQuestionnaire (MLQ)

I am graduating class MBA student of 2013 at Addis Ababa University. Thus, you are being requested to participate in a survey to provide your organization with leadership styles related information that will help improve the working environment for employees. Participation in this survey is voluntary and no individual data will be reported. If you are unsure or do not know the answer, leave the answer blank. Please indicate the extent of your agreement or disagreement with each statement about your leader/supervisor by circling a number from 1 to 5. Whatever information you give me is strictly confidential and could be used for academic purpose only. I would like to thank you in advance for your indispensable cooperation.

II. Use the following rating scale:

1	2	3	4	5
Not at all	Once in a while	Sometimes	Fairly Often	frequently, if not always

NO	Items	1	2	3	4	5
1	Work with a group effectively					
2	Re- consider critical assumptions to question whether they are appropriate					
3	effective in meeting organizational requirements					
4	effective in presenting others' to higher authority					
5	effective in meeting others' job-related needs					
6	Thought about most important values and beliefs					
7	Makes clear the importance of having a strong sense of purpose					
8	Thought optimistically about the future					
9	Show pride in me for being associated with him/her					
10	Explain in specific terms who is responsible for achieving performance targets					
11	Encourage others' willingness to try harder					
12	Thought enthusiastically about what needs to be accomplished					
13	Willing to teach and coach others					
14	Consider groups interest than elf-interest for the good of the group					
15	Respect me as an individual rather than just as a member of a group					
16	Know that an individual as having different needs, abilities, and aspirations from others					
17	Perform in ways that builds his/her respect					
18	Overlook the moral and ethical consequences of decisions					
19	Encouraging and helps others' desire to succeed					
20	Encourage others to do more than they expected to do					
21	Compose and presents a compelling vision of the future					
22	Give support for me to develop my strengths					
23	Comment new ways of looking at how to complete assignments					
24	get involve others to look at problems from many different angles					
25	Give suggestion on the importance of having a collective sense of mission					
26	Show a sense of power and confidence					
27	Show confidence that goals will be achieved					
28	Experience methods of leadership that are satisfying					
29	Believe an individual as having different needs, abilities, and aspirations from others					

===== **Thank you for your co-operation!!**=====

Appendix L: Survey for Organizational performance towards transformational

Leadership Practices

This questionnaire is tended to identify the existence of transformational leadership practices in your organization and the main challenges towards the implementation of the transformational leadership practices in your organization (if any).Based on the leadership styles in your organization please rate your organization by selecting from numbers 1 to 5. Once again I would like to thank you for your indispensable cooperation.

III. Use the following rating scales

1	2	3	4	5
Not at all	Once in a while	Sometimes	Fairly Often	frequently, if not always

NO	Items	1	2	3	4	5
1	Optimistic speaking of the future					
2	Expressing an attractive perspectives of the future					
3	Taking up challenging problems					
4	Looking for various perspectives when solving the problems					
5	Encouraging nontraditional thinking to address traditional problems					
6	Encouraging raising the ideas that are not questioned yet					
7	Spent time in teaching and coaching others					
8	Paying attention to others as persons who are the owners of different needs , capabilities ,dreams and wishes					
9	Helping others to develop capabilities					
10	Listening to others demand and interests					
11	Developing individuality and facilitating individuals growth					
12	Resistance for any changes in the organization					
13	Willing to listening others demand and interests					
14	Willing to participate others during resolving the problems					

===== Thank you for your co-operation!!=====

Appendix M: Demographic Questions (Leaders and Employees)

The following questions concern your position and other personal information. Completion of this Information is voluntary and its confidentiality is assured. No individual data will be reported. THANK YOU!

1. What is your Sex? Male Female
2. What is your Job Title? _____
3. How long have you worked for the current organization?
_____ Years _____ Months
- 4'. How long have you worked on the current position? (Only for a leader)
_____ Years _____ Months
5. How long have you worked for your current leader?
_____ Years _____ Months
- 6'. How long is your previous work experience on the same position? (Only for a leader)
_____ Years _____ Months
7. What is your Age Group?
21 to 25 26 to 35 36 to 45 46 to 55 56 to 65 66 or older
8. What is your highest level of Education?
Some College, no degree Master's degree Bachelor's degree
Some post-master's credits, no degree some master's credits, no degree
Doctorate degree or professional degree other

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Addis Ababa, Ethiopia

College of Education and Behavioral Studies
Department of Educational Planning and Management

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Date Oct. 7, 2013

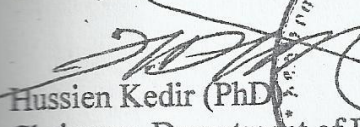
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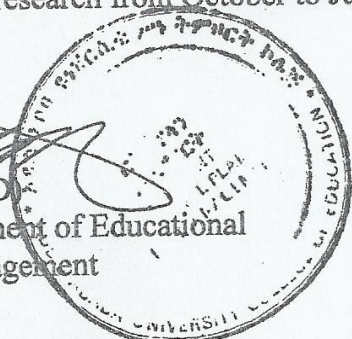
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To: College of Natural Sciences

Mr. Henok Shifaw is MA student in the Department of Educational Planning and Management. He/she is currently undertaking his/her MA Thesis titled "Comparative Study of Transformational Leadership Practices between Government and Private Universities in Addis Ababa City." This is, therefore, to kindly request you to provide him/her with the necessary information and request your office to cooperate and support him/her in conducting his/her research from October to June 2014 G.C.

Thank you


Hussien Kedir (PhD)
Chairman, Department of Educational
Planning and Management



Copy to all departments
For your cooperation
10/03/2014

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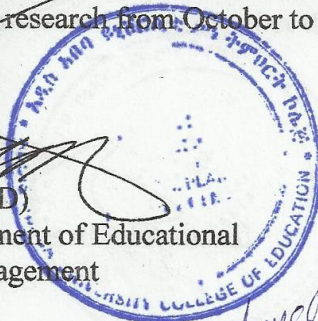
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The Addis Ababa university Human Resource Dept.

Mr. Henok Shiferaw is MA student in the Department of Educational Planning and Management. He/she is currently undertaking his/her MA Thesis titled "Comparative analysis of transformational leadership practices in Government (Addis Ababa university) and private (Unity and St. Mary's Universities) in Addis Ababa city". This is, therefore, to kindly request you to provide him/her with the necessary information and request your office to cooperate and support him/her in conducting his/her research from October to June 2014 G.C.

Thank you

Hussen Kedir (PhD)
Chairman, Department of Educational Planning and Management



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office of strategic plan
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25/12/13*

251-11-1239700

☒ A.A.U 1176

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E.Mail edpm@aau.edu.et

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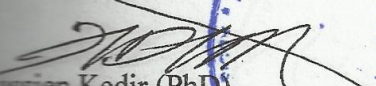
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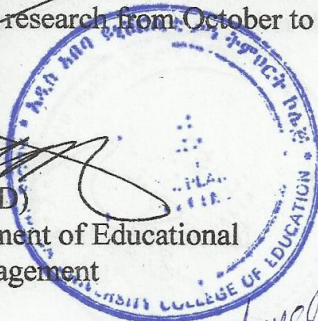
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Thank you


Hussien Kedir (PhD)
Chairman, Department of Educational Planning and Management



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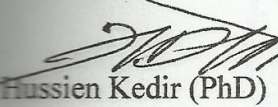
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To: College of health sciences

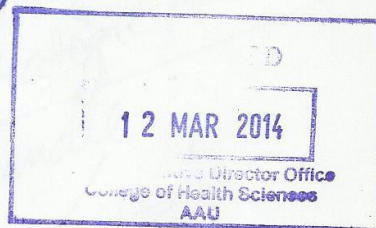
Mr. Henrik Skjold is MA student in the Department of Educational Planning and Management. He/she is currently undertaking his/her MA Thesis titled "Comparative Study of Transformational Leadership practices between Government and private universities in Addis Ababa City." This is, therefore, to kindly request you to provide him/her with the necessary information and request your office to cooperate and support him/her in conducting his/her research from October to June 2014 G.C.

Thank you


Hussien Kedir (PhD)
Chairman, Department of Educational Planning and Management



Handwritten notes:
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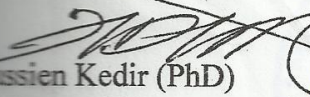
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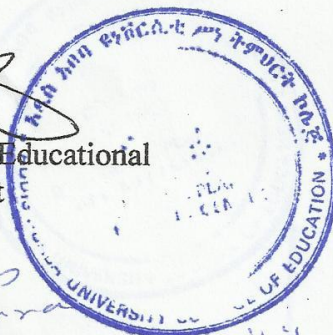
The College of Education and Behavioral Studies

Mr. Henok Shiberaw is MA student in the Department of Educational Planning and Management. He/she is currently undertaking his/her MA Thesis titled "Comparative Study of transformational leadership practices between Government and private universities in Addis Ababa city."

This is, therefore, to kindly request you to provide him/her with the necessary information and request your office to cooperate and support him/her in conducting his/her research from October to June 2014 G.C.

Thank you


Hassen Kedir (PhD)
Chairman, Department of Educational Planning and Management



All program units
Temessew Teberre

Please cooperate in facilitating the undertaking of this important research.

☎ 251-11-1239700

☒ A.A.U 1176

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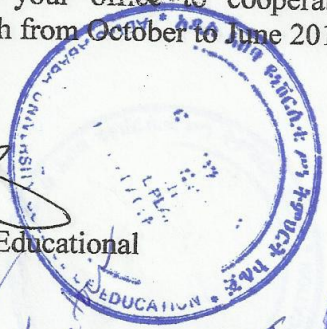
AAIT

Mr. Harok Shiferaw is MA student in the Department of Educational Planning and Management. He/she is currently undertaking his/her MA Thesis titled "Comparative Study of Transformational Leadership practices between Government and private universities in Addis Ababa".

This is, therefore, to kindly request you to provide him/her with the necessary information and request your office to cooperate and support him/her in conducting his/her research from October to June 2014 G.C.

Thank you

Emssien Kedir (PhD)
Chairman, Department of Educational Planning and Management



*Secretary
To an Chew by
Academic staff
Please give him
necessary information
of 03/14*

*To All Schools/Centers
Pls cooperate
in filling questionnaires.
[Signature] 05/03/14*

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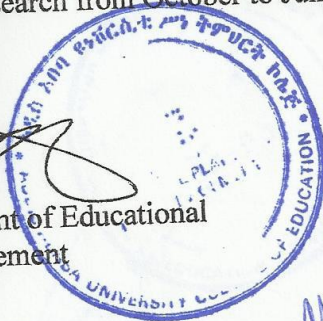
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College of Business and Economics

Mr. Henok Shiferaw is MA student in the Department of Educational Planning and Management. He/she is currently undertaking his/her MA Thesis titled "*Comparative Study of Transformational Leadership practices between Government and private universities in Addis Ababa City.*"
It is, therefore, to kindly request you to provide him/her with the necessary information and request your office to cooperate and support him/her in conducting his/her research from October to June 2014 G.C.

Thank you

[Signature]
Hassen Kedir (PhD)
Chairman, Department of Educational Planning and Management



*To all concerned
Please provide him
with the necessary
support*
[Signature]
05/02/14

