



**The Relationship between Leadership Style and Academic Job
Satisfaction at Addis Ababa University**

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**June 2018
Addis Ababa, Ethiopia**

**The Relationship between Leadership Style and Academic Job
Satisfaction at Addis Ababa University**

**A Thesis submitted to the School of Graduate Studies of Educational
Leadership and Management in partial Fulfillment of the Requirements
for the Degree of Masters in Educational Leadership and Management**

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This is to certify that the thesis on “The Relationship between Leadership Style and Academic Job Satisfaction at Addis Ababa University” is prepared and submitted by Yonas Eshetu in partial fulfillment of the requirements for the degree of Master of Arts in Educational planning and Management complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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DECLARATION

I declare that this Thesis entitled ‘‘The Relationship between Leadership Style and Academic Job Satisfaction at Addis Ababa University’’ is my original work, has not been presented for a degree in any other university and that all source of materials used for the thesis have been duly acknowledged.

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June 2018

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List of Acronyms and Abbreviations

AAU- Addis Ababa University
CK Scale Conger-Kanungo scale
CR – Contingent Reward
ESDP – Education Sector Development Program
FRL - Full range of Leadership
GTL - Global Transformational Leadership Scale
IC - Individualized Consideration
II - Idealized Influence
IM- Inspirational Motivation
IS – Intellectual Stimulation
HEI – Higher Education Institution
LF - Laissez Faire
LBQ - Leadership Behavior Questionnaire (LBQ)
LPI - Leadership Practices Inventory
MBE – Management by Exception
MBEA – Management by Exception Active
MBEP – Management by Exception Passive
MBO – Management by Objectives
MLQ – Multifactor Leadership Questionnaire
MoE – Ministry of Education
MoFED -Ministry of Finance and Economic Development
TGE – Transitional Government of Ethiopia
TLQ - Transformational Leadership Questionnaire
TLI - Transformational Leadership Behavior Inventory

Abstract

The purpose of this study is to assess the relationship between leadership style and academic staff job satisfaction at Addis Ababa University. To this end, basic questions addressing the issues related to the type of leadership style practiced at AAU as perceived by academics staffs, implication of transformational leadership style on academic staff job satisfaction, the extent of academic staff job satisfaction in relation to transformational leadership style, the challenges faced by AAU academic leaders in implementing transformational leadership and academic staffs increase job satisfaction were analyzed. The study employed descriptive survey method. The research methods used in the study were quantitative and qualitative approaches. Target population was academic staff and academic leaders of Addis Ababa University. Data was collected using modified form of Multifactor leadership questionnaire. The questionnaire contained five parts that were measured Likert scale. The results of the study were analyzed using frequencies and percentages and correlation. The findings of the research indicated that both Transformational and Transactional leadership style were practiced simultaneously in the university. Transformational leadership was practiced at a slightly above the average level whereas transactional leadership was practiced at a slightly below the average level. On the other hand Laissez-faire leadership was practiced significantly below the average level. The findings also indicated that both transformational and transactional leadership have a positive implication on academic staff job satisfaction. In this regard there was a slightly higher level of academic job satisfaction as a result of transformational and transactional leadership practice. The results clearly show that both transformational and transactional leadership styles have a slightly positive effect on academic job satisfaction. Yet the contribution of transformational leadership higher toward academic staff job satisfaction compared to transactional leadership style. As to the challenges that hinder transformational leadership implementation inadequate material reward, failure to meet standards, and reluctance to take risks and lack of stimulating academic activity and inadequate psychological reward were ranked as the first five major challenges as perceived by than academic staffs. Academics empowerment, developing academic confidence, improving university commitment, academics autonomy, and building academics self esteem were considered as the major solutions to overcome the challenges. The study recommended that academic leaders should serve as change agents to bring change from within the university and internalize it to academic staff. The university should have financial autonomy in budget allocation and other important financial issues. In addition, academic leaders

should promote academic staff autonomy so that academic staff will be able to work freely.

CHAPTER ONE

1. INTRODUCTION

This chapter focuses on background of the study, statement of the problem, objective of the study. It also discuss significance of the study, scope of the study, and limitation of the study, In addition, operational definition of key terms used in the study, and a brief explanation of the way how the study is organized and presented.

1.1. Background of the Study

Past researchers attempted to examine the importance of transformational leadership and tried to show its relationship on the job satisfaction of employees. As cited in Harrison (2011), results of most of the researches that examine transformational leadership and management make it clear that transformational leadership has its advantages in organizations (Banjeri & Krishnan, 2000; Barnett et al., 2001; Conger, 1999; Goodwin, Wofford, & Whittington, 2001; Hackman & Johnson, 2004; Ravlin & Meglino, 1989).

Many researchers have also demonstrated and provided a considerable evidence that transformational leadership has a positive impact on organizations and is proven to provide benefits in term of higher job satisfaction and performance of employees (Joel and Kah, 2012; 26). For example, Terry and Franklin (1994) described that transformational leadership plays a key factor in improving employee motivation and achieving organizational objectives. In this regard leaders with good leadership skills apply different leadership styles for different universities in different situations. Ross and Gray (2004) also showed the impact of transformational leadership on the collective teacher efficacy of the school where teacher efficacy alone is the predictor of teacher commitment to community partnerships and transformational leadership had direct and indirect effects on teacher commitment to school mission and professional learning community.

In an attempt to examine the effect of transformational leadership on the commitment of followers Bass & Riggio, (2006; 32) demonstrated that transformational leadership has a strongest effect on attitudes of followers and their commitment to the leader and the organization. Similarly in order to examine the relationship between transformational leadership of the CEO/principal and the job satisfaction of lecturers in private higher

educational institutions, Joel and Kah (2012) also come to a conclusion that private higher educational institutions CEOs and principals that implement transformational leadership have an impact on the job satisfaction.

Besides in a study that aimed to determine the level of transformational leadership practices by headmasters in the primary national schools in the district of Temerloh in Malaysia, Abdul Wahab, Ismail and Majid (2014), concluded that leaders should always ensure their high performance leadership to have a significant relationship with satisfaction of teachers and school. Similarly in a study which aimed to analyze and explain the effects of transformational leadership style on job satisfaction, Mohammed et.al (2016) showed that transformational leadership has a positive and significant impact on job satisfaction which implies that the personality of leaders is an important aspect as the manifestation of leadership charisma.

In some African countries as well some researchers attempted to examine the relationship between transformational leadership and job satisfaction. For example, in a study that investigated the relationship between transformational leadership style of the heads of departments and employee job satisfaction in tertiary institutions in Ghana, Colette (2009) demonstrated that there is a positive correlation between transformational leadership and employee job satisfaction. The research further revealed that there is no difference in transformational leadership and job satisfaction of lecturers in both private and public institutions. In addition, the results of the survey indicated that transformational leadership practices of heads of departments in private and public institutions do not differ significantly.

In Egypt as well Dina (2014) attempted to explore the influence of gender differences on leadership styles of Egyptian academics and its impact on subordinate satisfaction. Dina (2014) found out that transformational leadership is significantly correlated to satisfaction of subordinates. However, gender is found to be insignificant in determining the leadership style as differences that exist across males and females and subordinates of the opposite gender of their leaders are more satisfied. Similarly Robina et.al (2015) has also attempted to investigate the influence leadership style on the job satisfaction of employees in Kakamega County, Kenya. The result of the research indicated that leadership style has a statistically significant positive influence on employee job satisfaction.

Although many researches were conducted on transformational leadership in relation to job satisfaction, limited studies have been done on the impact of transformational leadership style and job satisfaction of academicians (Bolger, 2001). Similarly limited research has been undertaken with respect to transformational leadership practice in higher education institutions in Ethiopia in general and in the context of job satisfaction of AAU academic staff in particular.

For instance in an attempt describe the concepts of transformational leadership and its effect on subordinate job satisfaction, Bekele et.al (2011) found out that transformational leadership is an important leadership style to increase subordinate job satisfaction. Similarly Henok (2014) attempted to examine the degree of presence and practical implementation of transformational leadership and its challenges in government and private universities in Addis Ababa city. Henok (2014) examined that transformational leadership behaviors are practiced both in government (Addis Ababa university) and private (St. Mary's and Unity universities). The results also show that the transformational leadership practice was slightly better in public universities than private counterparts.

1.2. Statement of the Problem

Several researches were also undertaken to examine the practice of other leadership styles in different educational institutions. For instance in identifying the practices and challenges of instructional leadership in government primary schools, Tadesse (2014) found out that there was insufficient supervisory involvement and occasional practice of instructional leadership. The supervision support was rarely provided for teachers at different experience levels and was seen as the greatest challenge for most the schools. Besides in assessing the school climate and motivation of teachers in Arsi Zone Secondary and Preparatory Schools, Nebiyu (2015) also came to a conclusion that the motivation of teachers was low and the school climate was not conducive to the teachers.

To study the influence of leadership style on teachers' job satisfaction in private primary schools of Addis Ababa City Administration, Thomas (2015) also indicated that both transactional and transformational leadership styles promote high job satisfaction of teachers. Furthermore the exchange relationship between teacher's benefits and performance and high

inspirational motivation skills of principals emerged as the most satisfying elements of the two leadership styles respectively.

In addition, Akale (2015) studied the perception of employees toward ethical leadership at the Ministry of National Defense training main department, Joint Military Staff college of Mekelle. The study revealed that Ethical leadership has contributed greatly in changing the negative perception and attitudes of staff by creating good communication and favorable environment between ethical leadership practice of the leaders and their followers. Ethical leadership also helped to increase accountability of leaders and formulating equal opportunities.

To this end, what makes this study different is that it attempts to fill the research gap by focusing on assessing the relationship between leadership styles and academic staff job satisfaction at Addis Ababa University. It also evaluates how the components of the leadership styles affect the job satisfaction of academic staff. In order to achieve the targeted research objectives the study is guided by the following basic research questions.

1. What type of leadership style is practiced at AAU as perceived by academics staffs?
2. What is the implication of transformational leadership style on academic staff job satisfaction?
3. What is the extent of academic staff job satisfaction in relation to transformational leadership style of their academic leader?
4. What are the challenges faced by AAU academic leaders in implementing transformational leadership and academic staffs increase job satisfaction?

1.3. Objectives of the Study

The main objective of the study is to assess the relationship between leadership styles and academic staff job satisfaction at Addis Ababa University. The specific objectives of this study include the following.

- ✓ To assess what type of leadership style is practiced at AAU as perceived by academic staffs.
- ✓ To assess the implication of transformational leadership style on academic staff job satisfaction.

- ✓ To identify the extent of academic staff job satisfaction in relation to transformational leadership style of their academic leader.
- ✓ To evaluate the challenges faced by AAU academic leaders in implementing transformational leadership and increase academic staff job satisfaction.

1.4. Significances of the Study

This research proposes the notion that the components of transformational leadership that are drawn from leadership theory can help fill the research gap and strengthen understanding of transformational leadership and job satisfaction of academic staff in higher institutions. The study findings also serves as a basis of reference for researchers interested to study in the area.

In view of the fact that the research focuses on the relationship between leadership styles and academic staff job satisfaction at Addis Ababa University, this research therefore hoped to identify some of the challenges and forward possible recommendations. In addition, this study serves as input to the current issues of leadership and identify the gap which can serve as a springboard for those who want to study and contribute possible solutions to the problem.

1.5. Delimitation of the Study

The main focus of this study was to assess the relationship between leadership styles and academic staff job satisfaction at Addis Ababa University. To this end the study is mainly based the theoretical conceptual model developed by Bass and Avolio (2004) More specifically full range leadership model. Although the study used the works of other notable leadership scholars like Burns (1978), Avolio (1992) and Northouse (2013) it did not into other leadership styles. Thus the scope of the study was delimited to the theoretical and conceptual model of the components of transformational and transactional leadership styles developed by Bass and Avolio (2004).

The instrument used was also essentially adapted from the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (2004) and was modified by the researcher to fit the purpose of the present research. The measurement was further delimited to the sample items on the MLQ.

I believe on the importance of performing extensive research that covers not only AAU but also all government and private universities in Addis Ababa as well as other regions in Ethiopia. However, due to broadness of the study area, the study was also delimited to Addis Ababa University. Thus the results cannot be generalized to other government or private higher educational institutions in Addis Ababa or other regions in Ethiopia.

In addition, AAU is comprised academic staff, administrative staff and other support staffs that are involved in the day today activities of the university. Due to the time and budget constraints width of the university as well as the scope of the research was delimited to the academic staff of the university.

The study was also delimited due to lack of time. Since the research was carried out within a short period of time it was difficult for the researcher to broaden scope of the study. In addition, the research also requires that most of the interviews that were to be conducted involved high level university leaders. However, it was difficult to get in touch with them to conduct the interview due to their busy work schedule. AAU is the largest higher institution in the country with many academic units scattered all over Addis Ababa and neighboring cities. Hence it is very difficult to cover the whole 21 academic units and collect the required data with the limited time I have.

1.6. Limitations of the Study

The main limitation of this study was that the results of the study were limited to AAU only. The study did not consider other public and private universities and thus cannot be generalized to all public or private higher education institutions.

The second limitation of the study was that the study did not look into the causal relationships among the leadership components. That is the study did not consider the cause and effect relationship between the components of transformational and transactional leadership with respect to Academic staff job satisfaction. Rather the study focused on the correlation and considered transformational and transactional leadership components as independent variables and job satisfaction elements as dependent variables. The other limitation of the study was willingness of the respondents to fill out the questionnaire and difficulty of collecting it on time and completely filled out. As a result collection of the completed

questionnaire took me longer time than I have expected. Yet regardless of the above mentioned limitations I was able to manage and complete the research on time.

1.7. Definition of Key Terms

Idealized influence:

A component of transformational leadership, also referred to as charisma, which encompasses the leader behaviors of vision communication, motivational language use, and serving as an example of what it means to carry out the proposed vision (Bass, 1999).

Individualized consideration:

Individualized consideration refers to the leader's actions that guide followers toward reaching their respective levels of potential. In this role, the leader acts as a mentor and coach, offering followers work opportunities that challenge their growth and development (Bass, 1999).

Inspirational motivation:

Inspirational motivation occurs when transformational leaders also engage in behaviors that articulate expectations and reveal the leader's commitment to the goals of the organization. These behaviors enhance the meaningfulness of followers' work experiences and offer challenging goals and opportunities (Bass, 1999).

Intellectual stimulation:

Is the transformational leader's desire to challenge follower thinking about problem-solving strategies and promote creativity and innovation (Bass, 1999).

Job Satisfaction:

It refers to a pleasurable or positive emotional state resulting from the appraisal of individual's job or job experience (Locke, 1976).

Transformational leadership:

A leadership behavior that inspire followers, resulting in both leader and follower raising each other up to higher levels of morality, motivation, and performance based on four categories of leader behavior, including idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation (Bass, 1999).

1.8. Organization of the Study

The research is divided into five chapters. The first chapter which is presented in this section discusses introduction of the research under study. It gives an introduction on the background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study and organization of the study. The second chapter mainly focuses on literature review and gives theoretical explanation about Transformational leadership and its components. It also discusses the principles, attributes, theories and factors that affect leadership. In addition, it discusses the concept of job satisfaction and its characteristics. It gives empirical literature review that is based on previously available research data. In addition the research discusses transformational leadership practice with respect to the job satisfaction of academics.

The third chapter presents the research design and methodology. This section discusses data collection, nature of the target population and sample data are discussed. The sampling design used the sample size as well as the statistical tools and techniques used will be explained accordingly. The fourth chapter deals with data presentation, analysis and interpretation. The analysis uses the appropriate statistical tools. Finally the fifth chapter summarizes the data based on the analysis and interpretation made in the fourth chapter and gives conclusion and recommendation with respect to the objective of the research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with review of related literature. It describes the theoretical concepts of leadership styles and job satisfaction given by different authorities and researchers. It also explains the components of transformational and transactional leadership. In addition it briefly describes the strength and weaknesses of transformational leadership. With regard to job satisfaction it discusses the sources of job satisfaction. In addition, it describes the relationship that exists between leadership styles and job satisfaction. Finally it describes the measures of transformational leadership and job satisfaction.

2.1. The Concept of Transformational Leadership

Transformational leadership is a relatively recent theory of contemporary leadership which draws the attention of many leadership scholars and define it indifferent ways. Many historians, political scientists, and sociologists have long acknowledged leadership which goes beyond the notion of a social exchange between leader and followers (Bass and Riggio, 2006, 3), rather it is a relationship of mutual stimulation and elevation that converts followers into leaders and leaders into moral agents (Burns, 1978). Bass and Riggio further indicated that transformational leadership is not just the province of people at the top rather it is a relationship which involves leading by inspiring and motivating followers and occurs at all levels and by any individual.

According to Burns (1978; 20) transformational leadership is a leadership style which occurs when one or more persons engage with others in such a way that leaders and followers raise one another to a higher level of motivation, performance, and morality. Bass (1990) also explained that transformational leadership occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir their employees to look beyond their own self interest for the good of the group.

Similarly Bass and Avolio (1994) defined transformational leadership as the one which helps increasing the concern of employees and deepening their level of perception as well as their acceptance of the vision and aims of the group. It also broadens their minds to see beyond

their own interests and think of the interests of their organization (Suliman et.al, 2011; 37). Koehler & Pankowski, (1997) further indicated transformational leadership as a process of inspiring change and empowering followers to enhance themselves and their organization by encouraging followers to accept responsibility and to be accountable (cited in Joel, 2012).

According to Northouse (2013), transformational leadership is a process that changes and transforms people. It is concerned with emotions, values, ethics, standards, and long term goals. It also involves assessing followers' motives, satisfying their needs, and treating them as full human beings. As a contemporary theory transformational leadership is characterized by leading of followers by inspiring and motivating them. Bass (1997) argued that transformational leadership is the most effective, and optimal level of leadership which can be found in all parts of the globe and in all forms of organizations.

Further expanding Burn's theory Bass (1985) conceptualized transformational leadership behaviors into four categories namely; idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation as a method of influencing its followers. These four components of transformational leadership were also identified in factor analytic studies of Bass (1985), Howell and Avolio (1993), Bycio, Hackett, and Allen (1995) as well as Avolio, Bass, and Jung (1997).

Many researchers have demonstrated that transformational leadership moves followers to exceed expected performance which leads to high levels of follower satisfaction and commitment to the group and the organization (Bass, 1985, 1998a). Such interest for transformational leadership has grown due to its emphasis on intrinsic motivation and the positive development of followers. The interest has also grown due to the follower's ability to fit current complex work groups and organizations. In this regard the followers not only seek an inspirational leader to help guide them in uncertain environment. They also want to be challenged and feel empowered in order to be loyal and high performers (Bass and Riggio, 2006).

According to Burns (1978), transformational leadership is fundamentally different from other theories of leadership due to its focus on long term vision for personal development of followers and transformation of the followers into leaders and moral agents. Leithwood et al. (1999: 9) further indicated that transformational leadership assumes that the central focus of

leadership lies on the commitments and capacities of organisational members. In addition, higher levels of personal commitment to organisational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity.

Educational institutions operate within a legislative framework set down by national, provincial or state parliaments. One of the key aspects of such a framework is the degree of decentralization in the educational system (Bush 2008). With regard to Education institutions Leithwood (1994) conceptualized transformational leadership into eight dimensions as building school vision, establishing school goals, providing intellectual stimulation, offering individualized support, modeling best practices and important organisational values, demonstrating high performance expectations, creating a productive school culture, and developing structures to foster participation in school decisions.

2.2. Historical Background of Transformational Leadership

The origin of transformational leadership dates back to Max Weber's (1947) notion of a charismatic leader. Many decades ago a German sociologist Max Weber made an extensive study of leadership styles and divide them into three categories namely; charismatic, traditional, and rational legal, or bureaucratic. In this regard Weber was the first to describe rational-legal leadership the style which is currently known as transactional leadership and considered it as the exercise of control on the basis of knowledge (Weber 1947).

On the other hand, the charismatic element of transformational leadership has been associated with changing groups and organizations (Bass and Reggio, 2006). Elaborating the charisma element Weber (1947) considered it as an anti authoritarian legitimacy and noted that the legitimacy and authority of a leader is defined through the perception of followers (Weber, Henderson, & Parsons, 1947).

As the notion of change was central to Weber's (1947) notion of charisma, so was to Burn's (1978) concept of the transforming leader. To this end Burn defined leadership as a process by which leaders induce followers to act for certain goals that represent the values and the motivations like the wants and needs, the aspirations and expectations of both leaders and followers (Burns, 1979: 19).

Although the term transformational leadership was first coined by Downton (1973), its emergence as an important approach to leadership began with a classic work by political sociologist James MacGregor Burns entitled *Leadership* in 1978. Initially Burns attempted to link the roles of leadership with followership and described leaders as people who tap the motives of followers in order to better reach the goals of leaders and followers (Northouse, 2013).

As cited in Northouse (2013) Burns leadership is quite different from power because it is inseparable from the needs of followers. Burns distinguished between two types of leadership namely transactional and transformational. Transactional leadership refers to the bulk of leadership models, which focus on the exchanges that occur between leaders and their followers. Whereas transformational leadership is the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower (Northouse, 2013).

At the same time House (1976) also published a theory of charismatic leadership and was described in ways that make it similar to and synonymous with transformational leadership. Since its publication, charismatic leadership has received a great deal of attention by researchers (e.g., Conger, 1999; Hunt & Conger, 1999). According to House, charismatic leaders act in unique ways that have specific charismatic effects on their followers.

Later in the mid-1980s, based on the prior works of House (1976), Burns (1978) and Bass (1985) provided a more expanded and refined version of transformational leadership by introducing it into organizational context (Bromley, 2007). Since then it has become a choice for much of the research and application of leadership theory that captured the imagination of scholars, noted leadership practitioners, and students of leadership (Bass, Reggio, 2006, xi).

Further extending Burn's work Bass gave more attention to the needs of followers rather than the needs of leaders and suggested that transformational leadership could apply to situations in which the outcomes were not positive, and described transactional and transformational leadership as a single continuum rather than mutually independent continua (Yammarino, 1993). Bass also extended House's work giving more attention to the emotional elements and origins of charisma and emphasizing that the notion of charisma is a necessary but not sufficient condition for transformational leadership (Yammarino, 1993).

Few years later Bass and Avolio (1994, 1997) extended the theory of leadership to consist three types of leadership models namely; transformational, transactional, laissez-faire leadership. Also called Full Range Leadership model this model of transformational and transactional leadership incorporates seven components of which four are transformational factors, two are transactional factors (2), and one non leadership and non transactional factor (Northouse, 2013).

According to Bass (1985) transactional leadership develops from the exchange process between leaders and subordinates where the leader provides reward exchanges for subordinates' performance. Whereas transformational leadership behaviors go beyond transactional leadership and motivate followers to identify with the leaders' vision and sacrifice their interest for that of the group or the organization. In addition, Bass (1985) defined transformational leader as one who arouses awareness and interest in the group or organization, increases the confidence of individuals or groups and attempts to move the concerns of subordinates to achievement and growth rather than existence.

Emphasizing the significance of transformational leadership over transactional leadership Bass (1985; 20) argued that transformational leadership motivates followers to do more than expected by raising followers' levels of consciousness about the importance and value of specified and idealized goals, getting followers to transcend their own self interest for the sake of the team or organization, and moving followers to address higher level needs.

As a recent paradigm of leadership transformational leadership plays a dominant role in order for organizations to adjust to the dynamic environmental changes. For the past decade, research has supported the idea that, on average, transformational leadership is far more effective than transactional leadership in generating the higher levels of extra effort, commitment, performance, and satisfaction of followers (Avolio, 1999). Although there are cultural contingencies, and organizational factors that affect the impact of transformational leadership in particular instance, such leadership has an impact in all cultures and organizations due to the fact that transformational leaders have goals that transcend their own self-interests and work toward the common good of the followers (Burns, 1978).

2.3. Components of Transformational Leadership

Transformational leadership is not a single exchange of relationship between leader and follower; rather it involves inspiring followers to commit to a shared vision and goals for an organization or unit. Such leadership also challenges followers to be innovative problem solvers, and developing followers' leadership capacity via coaching, mentoring, and provision of both challenge and support (Bass and Riggio, 2006, 19). In doing so transformational leaders use the four important components of transformational leadership to influence their followers and subordinates and create commitment to the organizational goals namely; idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

To justify the importance of these components Bass and Riggio (2006, 6) further indicated that leadership is primarily charismatic and followers seek to identify with the leader. Secondly leadership inspires followers by the challenge and persuasion which provides meaning and understanding. Thirdly, leadership is intellectually stimulating that expands the abilities and use of the followers. Finally, leadership is individually considerate which provides the follower with support, mentoring, and coaching. These four components of transformational leadership are briefly explained as follows.

Idealized Influence

According to Bass (1999, 19) idealized influence is the ability of a transformational leader to clearly articulate a vision and motivate followers to join leader's vision. As a result, followers place a high degree of trust in the leader (Bass, 1985). Similarly as Yukl (2006) explained idealized influence behaviors arouse strong follower emotions and identification with the leader. Banjeri and Krishnan (2000; 407) also described idealized influence in terms of charisma where followers describe their charismatic leaders as making followers enthusiastic about tasks, commanding respect, and having a sense of mission that they transmit to followers.

Bass & Riggio (2006; 6) further explained that transformational leaders are admired, respected, and trusted by their followers and thus behave and act as role models where followers identify with them and want to imitate them. Such leaders are considered talented by their followers due to their extraordinary capabilities, persistence, and determination. In

this regard the two aspects to idealized influence involve the behavior of the leader and the elements that are attributed to the leader by followers and other associates (Bass & Riggio (2006; 6).

Inspirational Motivation

Bass (1999) described inspirational motivation as a tool to provide followers with challenges and meaning for engaging in shared goals. It is the degree to which the leader articulates a vision that is appealing and inspiring to followers. It involves inspiring and empowering followers to accept and pursue challenging goals and mission. It also involves inspiration of a leader to be positive, cheerful, and inspiring about the future. For Yukl (2006) inspirational motivation is a way communicating an appealing vision, using symbols to focus subordinate effort, and modeling appropriate behaviors. For some researchers the idea of inspirational motivation is related to the concepts of ethics. They believe that in a situation where leaders show concern for organizational vision and follower motivation, they are more inclined to make ethical decisions (Banjeri & Krishnan, 2000; Kent et al.).

Bass and Steidlmeier (1999) further identified inspirational motivation as the ability of a leader to inspire and communicate with followers and take action in an effort to fulfill the vision. Inspirational motivation also enables leaders to focus on the vision of the group in despite any obstacles that may arise (Kent, Crotts, & Azziz, 2001). It allows the leaders to be optimistic about the future, get their followers excited, and communicate their expectation using symbols that focus on effort and expresses important issues.

According to Klitgaard (2008) academic leadership is of high importance in universities, as most academic employees are knowledge or service workers and respond to inspiration rather than supervision (Mintzberg, 1998). Quite often transformational leaders that have inspirational tendency behave in a way that motivate and inspire their followers by providing meaning and challenge to the works of their followers. In such instance team spirit is aroused, enthusiasm and optimism are displayed. Leaders also get their followers to be involved in envisioning an attractive future state. Such leaders create a clearly communicated expectation that followers want to meet and also demonstrate commitment to goals and the shared vision (Bass & Riggio, 2006; 6).

Intellectual Stimulation

Avolio et al. (1999; 444) described intellectual stimulation as getting followers to question the tried and true methods of solving problems by encouraging them to improve upon those methods. It is the degree to which the leader challenges assumptions, takes risks and solicits followers' ideas. Leaders with this style stimulate and encourage creativity in their followers. In this regard intellectual stimulation encourages followers to challenge leader decisions and group processes that encourage innovative thinking (Bass & Steidlmeier, 1999).

Brown and Posner (2001) also indicated intellectual stimulation as a component of organizational learning and change by appealing to the needs of followers for growth and achievement that the followers find attractive. For Brown and Posner (2001) intellectual stimulation is a component of transformational leadership which plays a healthy and beneficial role in organizational learning since leaders give value for learning to themselves and their followers.

Yet intellectually stimulating leaders challenge followers in different ways by introducing new ideas and new ways of thinking and promote intelligence, rationality, and careful problem solving. According to Bass & Riggio (2006), transformational leaders stimulate the efforts of their followers to be innovative and creative by questioning assumptions, reframing problems, encouraging creativity and approaching old situations in new ways. Instead of publicly criticizing individual followers for their mistakes, such leaders promote for new ideas and creative solutions from followers who are included in the process of addressing the problems and finding their solutions. That is followers are encouraged to try new approaches, and their ideas are not criticized for they differ from the ideas of their leaders.

Individualized consideration

According to Bass and Riggio (2006), individualized consideration is the caring of a leader to follower in a manner that involves communicating, giving attention, respecting followers and treating them individually and recognizing their unique needs. It is the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. It is individual consideration that allows the leader to be personally involved in the lives of followers. Such leaders remember specific details about those who genuinely lead, coach, advice and care for others. As Avolio et al. (1999) indicated

the leader takes on the role of a mentor by assigning responsibilities to followers as an opportunity for growth and development through a process of self actualization.

According to Barnett, McCormick, and Conners (2001), individualized consideration occurs when leaders develop interpersonal relationships with followers. Such interactions allow the leader to personalize leadership and establish goals for each individual follower (Barnett et al.). Individual consideration also allows leaders to consider old problems in new ways, articulate these new ideas, and stimulate and encourage followers to rethink their conventional practice. Individualized considerate leader also creates new learning opportunities and a supportive climate by recognizing individual differences in terms of needs and desires Bass and Riggio (2006).

Corrigan and Garman (1999) also described individualized consideration as it positively affects and facilitates team building efforts. Yukl (2006) further explained individualized consideration behaviors as support, encouragement, and coaching to followers. In this case the relationship used for mentoring and coaching is based on individual development needs of the follower to become leaders (Bass & Steidlmeir, 1999; Bass, 2000).

2.4. Behaviors of Transformational leaders

Transformational leaders are those who stimulate and inspire followers to achieve extraordinary outcomes and develop their own leadership capacity in the process (Bass and Riggio, 2006). Such leaders help followers to grow and develop into leaders by responding to the needs of individual followers by empowering them and aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization. According to Yammarino (1990) a transformational leader arouses heightened awareness and interests in the group or organization, increases confidence, and moves followers gradually from concerns for existence to concerns for achievement and growth. In this regard transformational leaders develop their followers to the point where followers are able to take on leadership roles and perform beyond the established standards and goals.

Transformational leaders motivate and inspire followers to achieve extraordinary goals (Avolio & Bass, 2004). Previously transformational leaders have been considered as highly interactive, passionate, empowering, visionary and creative (Hackman & Johnson, 2004). According to Bass (1990), transformational leaders attempt and succeed in raising colleagues,

subordinates, followers, clients or constituencies to a greater level of awareness about issues of consequence. That is Transformational leaders strive to inspire and transform their followers in order to improve their performance and to do more than originally expected.

Transformational leaders pay special attention to the needs of each individual follower for achievement and growth by acting as a coach or mentor in order to develop them to achieve higher levels of potential (Bass & Riggio, 2006). Such leaders also create an environment that promote two way communication and personalized interaction by considering individual differences. In addition, the individually considerate leader listens effectively and delegates tasks as a means of developing followers.

According to Bass and Riggio (2006), transformational leaders attempt and succeed in raising colleagues, subordinates, followers, clients or constituencies to a greater level of awareness about issues of consequence. Besides such leaders typically inspire followers to do more than originally expected and strive to motivate and transform employees in order to improve their performance. Furthermore transformational leaders also address the follower's sense of self worth and to engage the follower in true commitment and involvement. Transformational leaders also motivate others to do more than they originally intended and often more than they thought possible by setting more challenging expectations and typically achieve higher performances (Bass and Riggio, 2006).

Bass & Riggio (2006; 4) noted that transformational leaders tend to have more committed and satisfied followers. Moreover, transformational leaders empower followers and pay attention to their individual needs and personal development, helping followers to develop their own leadership potential. Bass and Riggio further indicated that transformational leadership involves inspiring followers to commit to a shared vision and goal for an organization or unit, challenging them to be innovative problem solvers, and developing follower's leadership capacity via coaching, mentoring, and provision of both challenge and support. Thus transformational leaders do more with colleagues and followers than set up simple exchanges or agreements and behave in ways to achieve superior results by employing one or more of the four core components of transformational leadership (Bass & Riggio, 2006; 5).

As Bass & Riggio, (2006; 32) indicated transformational leadership has a strongest effect on the attitudes of followers and their commitment to the leader and the organization. Furthermore transformational leaders go beyond specification and clarification of goals and present the values in the goals where accomplishment of goals becomes more meaningful and consistent with the self concepts of their followers (Bass & Riggio, 2006; 39). To this end Bass and Riggio also emphasize the importance of the goal as a basis for group by further connecting self identity to group identity.

According to Northouse (2001) the qualities of a successful transformational leader primarily involves empowering followers to do what is best for the organization. Such leader serves as a strong role model with high values, and listens to the viewpoints his followers by developing a spirit of cooperation. A successful transformational leader also creates a vision using people in the organization, and acts as a change agent within the organization by setting an example of how to initiate and implement such change. In addition, such leader helps the organization by helping others contribute to the organization. A transformational leader also increases the intrinsic value of goal accomplishment by articulating vision or mission (Bass & Riggio, 2006; 39).

In general, transformational leaders are able to make aware of followers the importance of task outcome, induce follower to transcend personal benefit for the sake of the team or the group and move followers towards higher order needs (Bass, 1985).

2.5. Measurement of Transformational Leadership

Different measures have been developed to measure of transformational leadership. One of the most widely accepted and used tool to Multi factor leadership questionnaire (MLQ). There are also alternative pencil and paper measures that were developed by different researchers. In addition, there are other measures of transformational leadership that are commonly used indifferent aspects by transformational leaders. They are briefly explained as follows.

Multifactor Leadership Questionnaire (MLQ)

Multifactor Leadership Questionnaire (MLQ) is the most widely accepted instrument to measure transformational leadership (Bass and Riggio, 2006; 19). MLQ is a measurement

tool which actually assesses the Full Range of Leadership (FRL) model, including laissez-faire leadership, the components of transactional leadership, namely, management by exception (both active and passive forms); and contingent reward, as well as the components of transformational leadership (Bass & Avolio, 2000).

Bass and Riggio (2006) indicated that there are two forms of the MLQ namely the leader form and rater form. The leader form is a form which asks the leader to rate the frequency of leader's own behavior. Since self ratings of one's own leader behavior are prone to bias, the rater form is the most widely used version of the MLQ. The rater form is the most commonly used measurement tool in research to measure transformational and transactional leadership. Practically the MLQ rater form requires followers to rate the frequency of transactional and transformational leadership behavior of their leader. This form uses a 5 point ratings scales ranging from 0 = Not at all to 4 = frequently, if not always (Bass and Riggio, 2006; 19).

Previously the original MLQ consisted of 73 items to measure the five factors. However Hunt (1991) and Yukl (1998) argued that some of the items did not focus on the behaviors of the leader. In addition, due to the concerns of the factor structure and subscales, MLQ was substantially revised. The first published version of the MLQ contained 67 items that measure the FRL Model where 37 of these items were used to assess transformational leadership. It also included nine items to measure the outcomes including ratings of the leader's effectiveness, satisfaction with the leader, and the extent to which followers exert extra effort as a result of the leader's performance (Bass & Avolio, 1990c).

As Bass & Avolio (1997) further indicated the current and revised form of MLQ is MLQ (5X) which is a substantially refined form that contains 36 standardized items. In this case four items were substantially ~~fixed~~ and became a measurement tool containing the 36 standardized items. In this regard these standardized items include four items assessing each of the nine leadership dimensions that were associated with the FRL model.

Full range leadership involves five transformational, three transactional, one laissez-faire, and three outcome scales that are included in the MLQ (5X). These out criteria are extra effort of followers (EEF), effectiveness behavior of leaders (EFF), and satisfaction of followers (SAT) with their respective leader. These three scales combined form the Full Range of Leadership Model which is a comprehensive model developed by Avolio and Bass (2002).

There are a number of measures that have been developed to assess transformational leadership besides the MLQ (Goodstein & Lanyon, 1999). Some of these measures may include; Transformational Leadership Behavior Inventory (TLI), Transformational Leadership Questionnaire (TLQ), Follower Belief Questionnaire and the Attributes of Leader Behavior Questionnaire, Global Transformational Leadership scale (GTL), and Rafferty and Griffin alternative measure. They are briefly discussed hereunder.

Transformational Leadership Behavior Inventory (TLI)

Transformational Leadership Behavior Inventory (TLI) is the most widely used tool to measure the four key components of transformational leadership. This instrument was developed by Podsakoff, MacKenzie, Moorman, and Fetter (1990). In this regard ~~the~~ first component captures the core transformational leadership behavior which includes developing and articulating a vision, providing a positive role model, and motivating employees to look beyond their self interest for the good of the group. The remaining three dimensions measure the leader's individualized consideration, intellectual stimulation, and high expectations for performance (Bass and Riggio, 2006; 29).

Transformational Leadership Questionnaire (TLQ)

Transformational Leadership Questionnaire is a relatively new instrument that measures nine factors that are associated with transformational leaders and is specifically designed for use in public sector organizations in the United Kingdom (Alban Metcalfe & Alimo Metcalfe, 2000; Alimo Metcalfe & Alban Metcalfe, 2001). TLQ has eight scales. The first scale measures the leader's genuine concern for others, whereas the second is leader's decisiveness, determination and self confidence. The third scale deals with integrity, trustworthiness, honesty and openness of the leader, whereas the fourth scale emphasizes on the ability of the leader to empower and develop the potential of followers. The fifth scale considers the leader as inspirational networker and promoter. The sixth scale focus on the accessibility and approachability of the leader. The seventh scale deals with leader's ability to clarify boundaries and involve others in the decision making process, whereas the eighth one involves encouraging others and promote critical and strategic thinking. Although there is conceptual similarity between the TLQ and MLQ, TLQ requires that it should be completed

in the leader's direct reports similar to that of MLQ. Initial validation studies for the TLQ have been completed (Bass and Riggio, 2006).

Follower Belief Questionnaire and the Attributes of Leader Behavior Questionnaire

Follower Belief Questionnaire and the Attributes of Leader Behavior Questionnaire are the two measures of transformational leadership which were created by Behling and McFillen (1996). They are follower reports of their leader's transformational/charismatic leadership. They include different sub scales of the charisma elements of transformational leadership like inspiration, awe, empowerment, displays empathy, dramatizes mission, projects self assurance, enhancing image, assuring follower's competence, and providing opportunities to experience success. The dimensions finally map onto the components of transformational leadership. Yet these measures have not been widely used in research to measures of transformational leadership (Bass and Riggio 2006).

Global Transformational Leadership scale (GTL)

Global Transformational Leadership scale (GTL) is a short measure of transformational leadership which is developed by Carless, Wearing, and Mann (2000). It is a seven-item scale which assesses a single, global construct of transformational leadership.

Rafferty and Griffin Alternative Measure

Another new alternative measure of transformational leadership was developed by Rafferty and Griffin (2004). This measure was based on leadership measures created by House (1998) and Podsakoff et al. (1990). It is a 15 item rating scale which measures the transformational leader's vision, inspirational communication, intellectual stimulation, supportive leadership, and personal recognition. The authors claim that the components of this measure provide a better factor structure than the MLQ.

Conger-Kanungo Scale (CK-scale)

Conger-Kanungo scale (CK-scale) is a tool which measures transformational characteristics such as vision and articulation, environmental sensitivity, unconventional behavior, sensitivity to member needs, taking personal risks, and not maintaining the status quo. Developed by Conger & Kanungo (1988), it is the most popular tool which specifically measures the charisma elements of transformational leadership.

Leadership Practices Inventory (LPI).

Developed by Kouzes and Posner's (1988) Leadership Practices Inventory (LPI) is a measure used to assess dimensions related to transformational leadership. It is widely used in leadership development programs. Regardless of its popularity in leadership development programs, this measure is widely used in practice but more rarely used in published empirical research.

Leadership Behavior Questionnaire (LBQ)

Leadership Behavior Questionnaire (LBQ) is a measure created by Sashkin (1996) to measure visionary leadership. This measure is and is different from, but tangentially related to, transformational leadership.

Regardless of the popularity of MLQ among researchers there are other methods for assessing transformational leadership some of which were used in developing both the MLQ and refining transformational leadership theory Bass and Riggio, (2006). These may include interviews, observation method and dairies. They are discussed briefly here under.

2.6. Strength of Transformational Leadership

According to Northouse, (2013; 201) transformational approach has several strengths. Primarily transformational leadership has been widely researched from many different perspectives which include a series of qualitative studies of prominent leaders and chief executive officers (CEOs) in large, well-known organizations. It has also been the focal point for a large body of leadership research since its introduction in the 1970s.

Secondly, transformational leadership has intuitive appeal (Northouse, 2013). In this regard the transformational perspective of leadership describes how the leader is out front advocating change for others. That is followers perceive the ideas and actions of their leader positively as if it is their own and perform without doubt.

Thirdly transformational leadership treats leadership as a process that occurs between followers and leaders (Northouse, 2013). Since this process incorporates the needs of both the followers and the leaders, leadership is not the sole responsibility of a leader, rather emerges from the interplay between leaders and followers. The needs of followers are central to the transformational leader. As a result, followers gain a more prominent position in the

leadership process because their attributions are instrumental in the evolving transformational process (Bryman, 1992, p. 176).

Fourthly the transformational approach provides a broader view of leadership that augments other leadership models (Northouse, 2013). Unlike many leadership models which focus primarily on how leaders exchange rewards for achieved goals (transactional process) transformational approach provides an expanded picture of leadership that includes not only the exchange of rewards, but also leaders' attention to the needs and growth of followers (Avolio, 1999; Bass, 1985).

Fifthly, transformational leadership places a strong emphasis on the needs, values, and morals of followers (Northouse, 2013). As Burns (1978) indicated transformational leadership involves the attempts that are made by leaders to move people to higher standards of moral responsibility by motivating followers to transcend their own self interests for the good of the team, organization, or community (Howell & Avolio, 1993; Shamir et al., 1993).

Finally, many evidences have indicated that transformational leadership is an effective form of leadership (Yukl, 1999). In this regard Yukl has showed that in studies using the Multifactor Leadership Questionnaire (MLQ) to appraise leaders, transformational leadership was positively related to subordinate satisfaction, motivation, and performance. Further studies that used interviews and observations also indicated that transformational leadership was shown to be effective in a variety of different situations (Northouse, 2013). In general unlike other approaches of leadership transformational leadership is fundamentally morally uplifting (Avolio, 1999) for it has moral dimension.

2.7. Weakness of Transformational Leadership

Transformational leadership has also several weaknesses. Primarily transformational leadership lacks conceptual clarity (Northouse, 2013) and its four components often overlap with similar conceptualizations of leadership. Thus it is difficult to define exactly the parameters of transformational leadership. As Tracey and Hinkin (1998) indicated transformational leadership covers a wide range of activities and characteristics and thus the four components are not clearly delimited and there is a substantial overlap between each of the four components.

The second weakness relates to the way how transformational leadership is measured (Northouse, 2013). Researchers typically have used some version of the MLQ to measure transformational leadership. However, some studies have challenged the validity of the MLQ. This is because the four components correlate highly with each other and are not distinct factors to transformational leadership (Tejeda, Scandura, & Pillai, 2001). Since some of the transformational factors correlate with the transactional and laissez-faire factors they may not be unique to the transformational model.

Thirdly transformational leadership treats leadership as a personality trait or personal predisposition rather than a behavior that people can learn (Bryman, 1992). Thus it is difficult to teach people how to change their traits (Northouse, 2013). Although many scholars, including Weber, House, and Bass, emphasized that transformational leadership is concerned with leader behaviors, such as how leaders involve themselves with followers, they tend to see this approach from a trait perspective.

Fourthly researchers have not established that transformational leaders are actually able to transform individuals and organizations (Antonakis, 2012). There is evidence that indicates that transformational leadership is associated with positive outcomes, such as organizational effectiveness; however, studies have not yet clearly established the causal link that exist between transformational leaders with respect to the changes in followers or organizations.

The fifth weakness is that transformational leadership is the elitist and antidemocratic (Avolio, 1999; Bass & Avolio, 1993). That is such leaders often play a direct role in creating changes, establishing a vision, and advocating new directions (Northouse, 2013). In this regard there is a strong impression that the leader is acting independently of followers or putting himself or herself above the needs of followers.

Some researchers further argue that transformational leadership suffers from a heroic leadership bias (Yukl, 1999) and stress that it is the leader who moves followers to do exceptional things (Northouse, 2013). Thus by focusing primarily on the leader, researchers have failed to give attention to shared leadership or reciprocal influence. Followers can influence leaders just as leaders can influence followers. More attention should be directed toward how leaders can encourage followers to challenge the leader's vision and share in the leadership process (Northouse, 2013).

The final weakness of transformational leadership is that it has the potential to be abused (Northouse, 2013). Although transformational leadership is concerned with changing values of followers and moving them to a new vision, it may lead to undesired new directions for it fails to answer who decides that the new vision is better or the values to which the leader is moving his or her followers are not.

In general it is difficult to understand how transformational leaders affect followers psychologically and how leaders respond to followers' reactions (Northouse, 2013). The charismatic nature of transformational leadership presents significant risks for organizations because it can be used for destructive purposes (Conger, 1999; Howell & Avolio, 1993). Thus transformational leadership puts a burden on individual followers and organizations to be aware of how they are being influenced and in what directions they are being asked to go (Northouse, 2013).

2.8. The Concept of Job Satisfaction

Employees are the most important assets of any organization. As Michael (2006) described they are vital contributors to the organization they are employed. Thus satisfying employees and retaining them with overall satisfaction and comfort level is one of the most important tasks of an effective leader (Keith, 2008). However, the main challenge for most of leaders and managers is the difficulty in understanding their employees and how to satisfy and them and ultimately get the most out them. If employees are not satisfied they either reduce their work performance or leave their employer.

Job satisfaction is an earliest concept which has been defined in many ways by different authors. Fisher and Hanna (1931) gave formal definition of job satisfaction many decades ago and described it as a product of non regulatory mood tendency. In recent few decades however many researchers gave due attention to job satisfaction and defined it different ways with respect to the different fields they are engaged in such as management, leadership, psychology, Sociology and many other fields.

Vroom (1964) defined job satisfaction as an affective orientation on the part of individuals toward work roles which they are presently occupying. Vroom (1962) also pointed out that the job satisfaction has seven aspects namely compensation, supervisor, colleagues, working environment, job content, promotion, and organization self. Similarly Churchill et al. (1974)

gave the operational definition of job satisfaction as a work related affection state which covers the five aspects of the job namely work colleagues, supervisors, compensation, promotion opportunities and the job itself. According to Locke (1976; 1300) job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of individual's job or job experience. It is a kind of pleasant or positive affection state which grows in the process of evaluating the work experience of an individual. Whereas Kalleberg (1977) argued that the job satisfaction is an employee's normal attitude towards his or her job.

According to Hullin and Judge (2003), job satisfaction is evaluative judgment about the level of delight employees get from their employment that includes both emotional and cognitive components (cited in Waleed and Fias, 2016). Similarly Feldman and Arnold (1983; 190) defined job satisfaction as the amount of overall positive feelings that individuals have towards their jobs. Organ and Near (1985) recognized the notion that the job satisfaction could be defined in perspective of affection or explored in perspective of cognition. Andrew (1988; 58) also defined job satisfaction as the amount of pleasure or contentment associated with a job. For Keith Davis et al. (1990; 83) job satisfaction is the favorableness or unfavorableness with which employees view their work. Hulin and Judge (2003) further noted that job satisfaction includes multidimensional psychological responses to one's job, and that such responses have cognitive (evaluative), affective (or emotional), and behavioral components.

Although job satisfaction is defined differently it can clearly be seen that most of the researchers agree the fact that job satisfaction is a positive attitude of an individual towards the job. That is it refers to the attitude and feelings people have about their work. In this regard the positive and favorable attitudes towards the job indicate job satisfaction whereas the negative and unfavorable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006). As Weiss (2002) clearly indicated the job satisfaction is a positive measurable judgment on individual's working conditions. Harrison et. al (2006) further pointed out that the job satisfaction is a kind of job attitude.

2.9. Job Satisfaction Dimensions

Vroom (1978; 99) noted that there are three important dimensions of job satisfaction. These dimensions involve the notion that job satisfaction is initially the feeling of individuals towards their job which can only be inferred but not seen. Secondly job satisfaction is often

determined by how well outcomes meet or exceed expectations. Here satisfaction in one's job means increased commitment in the fulfillment of formal requirements which shows the existence of greater willingness to invest personal energy and time on the job performance. Thirdly the terms job satisfaction and job attitude are typically used interchangeably. In this regard they refer to effective orientations on the part of individuals towards their work roles which they are presently occupying. Positive attitudes towards the job are conceptually equivalent to job satisfaction and negative attitudes towards the job indicate job dissatisfaction.

Spector (1997) also lists three important features of job satisfaction. The first feature emphasizes the notion that organizations should be guided by human values and thus organizations should be oriented towards treating employees fairly and respectfully. The second feature focuses on the behavior of employees. Since employees' behaviour depends on their level of job satisfaction which in turn affects the performance of the organization. From this it can be concluded that job satisfaction is directly related with employee behavior. That is job satisfaction results in positive behavior whereas job dissatisfaction from the work results in negative behaviour of employees. The third feature of job satisfaction indicated the idea that it serves as an indicator of organizational activities and serves as an indicator of organizational and individual changes in performance (Spector, 1997).

In addition, Luthans (2005) described job satisfaction into three dimensions. Luthans indicated that primarily job satisfaction is an emotional response towards job situation which can be visualized and predicted. Secondly job satisfaction is often determined by the extent to which outcomes meet or exceed expectations. Thirdly job satisfaction represents several related attitudes.

2.10. Factors that Affect Job Satisfaction

According to Dorman Dan Zapf (2001), that there are two factors that influence job satisfaction namely personal and organizational factors. Personal factors are those factors which involve personality aspects like status, seniority, job match and life satisfaction. In contrast, organizational factors involve reward system, centralized authority, acceptance of supervisor, social and job reward and work environment. Robbins (2006) also described the

factors that contribute to employee satisfaction such as activities, compensation, independence, reward, social status, and social services.

As Locke and others indicated the characteristics of job which gave employee job satisfaction are the dependent variables of job satisfaction such as challenging job, equitable rewards, supportive working conditions and supportive colleagues or supervisors. Challenging job is considered as the first variable for job satisfaction. In this regard the job must have scope for application of skill, knowledge and Initiative. Equitable reward is the second variable for employee job satisfaction. It should be noted that equity and fairness of the reward is equally important than the reward. This shows the relevance of Equity theory of motivation. In addition, supportive working conditions are equally important as the condition of work itself in improving employee job satisfaction. Many employees prefer to work a lower paying job if the work place is near to their home. This signifies Herzberg's absence of dissatisfiers, McClelland's affiliation needs theory or Social Information Processing Model.

2.11. Measurement of Job Satisfaction

Although job satisfaction is something personal that every one perceives it individually, it can be measured by using general scientific research methods such as the questionnaire. Two of the most commonly used techniques for measuring job satisfaction include the Minnesota satisfaction Questionnaire and Job description index (Aziz, 2011).

Minnesota Satisfaction Questionnaire

The Minnesota Satisfaction Questionnaire is a paper-pencil type of a questionnaire and can be implemented both individually and in group. However this questionnaire does not take sex differences into consideration. This questionnaire has one short form and two long forms that date from 1967 and 1977. It involves 20 work features in five levels are measured with this questionnaire. Responding to this questionnaire usually takes between 15-20 minutes. The 1967 version of the Minnesota Satisfaction Questionnaire uses the following five response categories namely not satisfied, somewhat satisfied, satisfied, very satisfied and Extremely satisfied.

Later a modified version of the Minnesota satisfaction Questionnaire was introduced in 1977. The 1977 version of the Minnesota Satisfaction Questionnaire was more balanced as

compared to the 1967 version (Aziz, 2011). It also used the following five response categories as very satisfied, satisfied, neither, dissatisfied or very dissatisfied.

This questionnaire focus on the different aspects of the job like; co-workers, achievement, activity, advancement authority, company Policies, compensation, moral Values, creativity, independence, security, social Service, social Status, recognition, responsibility, supervision, Human relations, supervision-technical, variety, working Conditions (Aziz, 2011).

Job Description Index

Job Description Index is one of the most widely used techniques for measuring job satisfaction (Aziz, 2011). It is a very simple and easily applicable method which is used to measure the strength and weakness within each factor. This questionnaire was first introduced in 1969 to measure the five major job satisfaction aspects namely; nature of work, compensation and benefits, attitudes toward supervisors, relationship with co-workers and opportunities for promotion.

Job Description Index differs from Minnesota Satisfaction questionnaire in that it not only allows acquisition of information on every major aspect of work, but also takes sex differences into consideration (Aziz, 2011). In addition to the five job satisfaction aspects, Job description index measures total of over 70 potential job descriptions (Aziz, 2011). In this regard the relevance of the descriptions on each of the five factors can be evaluated with three potential options by the employees where one indicates that the description is relevant, two indicates that the description is not relevant and three indicates that the employee does not have an opinion.

2.12. Relationship between Transformational Leadership and Job satisfaction

Many researchers attempt to show that there is a relationship between transformational leadership and job satisfaction and the contribution of transformational leadership to the job satisfaction of followers. Bass& Riggio (2006; 42) argued that relationship between transformational leadership and follower satisfaction is likely substantial. Besides transformational leaders have more satisfied followers than non transformational leaders. For instance leaders which show commitment to a cause or organization by challenging their followers to think and provide input, and show genuine concern for them or contingently reward followers should have more satisfied followers.

In showing this strong and consistent finding, two meta analyses conducted by Dumdum, Lowe, & Avolio, (2002) and Lowe et al.(1996), show that there is a very high average correlations (between 0.51 and 0.81) among all of the components of transformational leadership and measures of follower satisfaction. In this regard follower satisfaction and commitment can be the result of transformational leaders empowering followers. For example, in a study of nurses, follower empowerment mediated the relationship between transformational leadership and job satisfaction (Fuller, Morrison, Jones, Bridger, & Brown, 1999).

It can also be seen that job satisfaction can further lead to other outcomes, such as better attendance at work, longer tenure with the organization, and better individual performance. For instance Martin and Epitropaki (2001) indicated that followers of transformational leadership demonstrated greater commitment to their organizations as evidenced by their lowered intentions to turnover. Similarly Vandenberghe, Stordeur, and D'hoore (2002) also found that nurses following transformational leaders had lower turnover intentions.

Increased follower commitment and satisfaction can also affect the factors that are connected to individual, group, and organizational performance. Such factors may include trust, empowerment, efficacy and emotion (Bass and Riggio, 2006; 46). With regard to trust transformational leaders are able to build the trust of followers and promote their self esteem and self efficacy that relate more satisfied followers. Such leaders are also able to build strong follower commitment and loyalty (Bass & Riggio, 2006; 42). In a survey conducted on 100 professionals in the information services for five months, Vanderberg and Lance (1992) indicated that there is a strong relationship between job satisfaction and employee loyalty. The research proved that the higher the degree of job satisfaction the higher is the level of employee loyalty.

In his study Podsakoff et al. (1990) further indicated follower satisfaction with the leader and trust of the leader played a dominant role in mediating the influence of transformational leadership on organizational citizenship behaviors. These organizational citizenships are followers' engagement in helping behavior, expressing loyalty to the company, being conscientious, and treating others fairly (Organ, 1988).

The results of Podsakoff et al. indicated that followers of transformational leaders were better organizational citizens due to the followers' trust in and satisfaction with their leader. Pillai, Schriesheim, and Williams (1999) further hypothesized that the transformational leader-follower commitment connection was also mediated by both the trust in the leader and the perceptions of their leader fairness. They also found out that there was partial support with both perceived leader fairness and followers' trust in the leader partly mediating the relationship between transformational leadership and organizational citizenship behaviors rather than job satisfaction and organizational commitment (Bass & Riggio, 2006).

By going further step a study by Chen, Hui, & Sego (1998) found a connection between employees' engagement in organizational citizenship behaviors and actual employee turnover. In this case transformational leaders tend to enhance employees' organizational citizenship behaviors.

With regard to empowering followers, it can be seen that follower satisfaction and commitment can be the result of transformational leaders empowering followers (Bass and Riggio (2006). Some researchers also support the idea that transformational leaders empower followers to perform their jobs autonomously and creatively which leads followers to feel more efficacious which leads to both greater follower commitment and to better group performance. For example, in a study of nurses, follower empowerment mediated the relationship between transformational leadership and job satisfaction (Fuller, Morrison, Jones, Bridger, & Brown, 1999).

Similarly in a study conducted on banking leaders in China and India indicated that followers' sense of collective efficacy mediated the relationship between transformational leadership and organizational commitment (Walumbwa, Wang, Lawler, & Shi, 2004). Kirkpatrick and Locke (1996) further demonstrated that followers' self efficacy along with performance goals mediated the relationship between charismatic leadership and performance.

The meta analysis conducted by Connolly and Viswesvaran (2000) demonstrated that there is a connection between positive affective states and job satisfaction. McColl-Kennedy and Anderson (2002) also found out that transformational leaders have a positive impact on followers' sense of optimism, which facilitates group performance. In addition,

transformational leadership helped followers overcome the negative affect which was associated with instances of frustration.

In general, good leadership helps buffer the negative affect generated when a group encounters a roadblock to successful performance (Pirola-Merlo, Hartel, Mann, & Hirst, 2002). However, recent research evidences indicated that satisfaction may not necessarily lead to better individual performance, rather it leads to departmental and organizational level improvements. Yet there is still a considerable debate whether satisfaction leads to performance or vice versa (Luthans, 1998).

Besides, to utilize scarce resources efficiently and effectively and to increase product quality and productivity, and to ensure competitiveness in product type, quality, and price, on-going efforts such as the kaizen and benchmarking will need to be strengthened during GTPII and beyond.

In this chapter review of related literature was discussed. More specifically theoretical concepts of leadership styles and job satisfaction were discussed. The components of transformational and transactional leadership were briefly described in this chapter. In addition, the strength and weaknesses of transformational leadership were discussed. With regard to job satisfaction sources of job satisfaction was described. Furthermore the relationship between leadership styles and job satisfaction and measures of transformational leadership and job satisfaction were discussed.

CHAPTER THREE

RESEARCH DESIGN and METHODOLOGY

This chapter deals with the way in which design and methodology of the research were employed. In this regard it discusses research design, the study area, study subjects, sources of data, method of data collection, and analyses are discussed. This section also presents the research methodology used in this study. It describes the sample used and how each of the variables included in the study are applied. Under this chapter data sources, population and sampling procedures which consists sampling techniques, and sample size determination will be discussed. Data collection instruments used to data will also be discussed.

3.1. Research Methodology

This research involves mixed methodology which involves a combination of quantitative and qualitative research methodologies. According to Sandelowski(2003) the two main purposes of mixed methods are to achieve a full understanding of a target phenomenon and to verify one set of finding against the other(cited in Zoltan, 2007). As (Lodico, Spaulding, Voegtle, 2010) described quantitative research approaches summarize results numerically based on a principle of scientific realism where there is a single reality that can be described by numbers. Whereas qualitative research is a situated activity that locates the observer in the world which consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings, and memos to the self.

At this level, qualitative research involves an interpretive, naturalistic approach to the world. That is qualitative researchers study things in their natural settings and attempt to make sense of, or interpret, phenomena in terms of the meanings people bring to them (Denzin and Lincoln, 2005; 3) as cited in Lodico et al. (2010). Since mixed method incorporates the use of both qualitative and quantitative methods, quantity and quality of data gathered in the two approaches will be enhanced.

Quantitative research method is used to, collect quantitative data via questionnaire, determine the sample size and perform other important statistical analysis. In this regard quantitative data is obtained from primary and secondary sources and are collected and

analyzed using charts, graphs, figures, tables. Qualitative research will be used to collect qualitative data using interview questions. In addition, inferential statistical approach will be used to infer accordingly based on the resulting analysis. Thus using the data collected using qualitative and quantitative research the researcher should be able to analyze with respect to the objective of the research.

3.2. Research Design

The purpose of the study was for collecting the evidences, analyzing the evidences and reporting the findings. Thus, descriptive survey design is the most appropriate for the study. The research design that is used for this research will be descriptive survey design. According to (Lodico, Spaulding, Voegtle, 2010) descriptive survey research is a research which aims to describe behaviors and to gather people's perceptions, opinions, attitudes, and beliefs about a current issue in education.

Similarly Kotari (2003) identified descriptive survey research as a research which is concerned with describing the characteristics of a particular individual, or of a group. Such design enables the researcher to get the answers for the proposed basic questions. As Gay, Mills and Airasian (2012) further indicated descriptive survey research design describes and reports the way things are by collecting numerical data to answer questions about the current status of the subject of study. Descriptive survey research design commonly involves assessing the preferences, attitudes, practices, concerns, or interests of a group of people.

3.3. Research Methods

Research methods refer to the range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction (Cohen, Manion and Morrison, 2000). These are techniques that the researcher uses when performing the research. Research methods are the tools used to gather the data that is necessary for the research (Dawson, 2002). These research methods are data collecting instruments used to collect the necessary information from the sample respondents. In this regard questionnaire was administered to collect quantitative data from academics whereas interview was conducted to the leaders to collect qualitative data. These two instruments were selected due to the fact that questionnaire enabled the researcher to cover large sample size within the given time limit and interview will provide in depth information about the topic

under investigation. The questions that were included in the questionnaire involved close ended questions as well as few open-ended items.

Interview

Interview is a natural and socially acceptable way of collecting information that most people feel comfortable with and which can be used in a variety of situations and focusing on diverse topics to yield in depth data (Zoltan, 2007;130). In research the primary purpose of interview was to be used as the principal means of gathering information having direct bearing on the research objectives (Cohen, Manion, and Morrison, 2000), Thus in this research interview was used to gather information to assess the transformational leadership practice of academic deans, department chair, center chair and department heads and implication on academic staff job satisfaction.

According to Dawson (2002) semi structured interview is the most common type of interview used in qualitative social research. Thus the researcher used semi structured interview for it enables the researcher to know specific information which cannot be obtained through closed ended questionnaire. In addition, it enabled the researcher to compare and contrast the information gained in each interview. In addition, it enabled the researcher to compare and analyze the data obtained from the questionnaire. Interview guide that contains semi structured interview questions was prepared in advance to interview the leaders. In this regard a list of specific questions was prepared to collect the desired primary data from selected academic units of AAU. Although similar question was given to each interviewee to ensure continuity and similarity in their responses, the interview will remain open and flexible so that the interviewees were able to provide other relevant information freely. The researcher has planned to interview academic deans, vice deans, directors, department chair, center head, and school heads of the ten colleges and eleven institutes.

Face to face interview was conducted with university leaders, department heads, and academic deans of the sample faculties by going to their respective office and getting their permission and having an appointment in advance. All the necessary arrangements were made before conducting the interview. Firstly the purpose of the interview was clearly explained to the respondents, and then the respondents were asked for their willingness to participate in the interview. Then appointment was to the willing and agreed respondents by

setting a convenient date and time for the interview. Finally the interview was conducted accordingly.

Questionnaire

As cited in Cohen et.al. (2000) questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (Wilson and McLean, 1994). Thus in this research questionnaire was used to collect quantitative data to measure the practice of components of transformational leadership and implication on academic job satisfaction. Close ended questionnaire was prepared so that it will be possible to generate the desired data. Such questionnaire was prepared with respect to the variables that could possibly answer the basic question and address the issues presented in the specific objectives.

With regard to the questionnaire, it was divided into five sections to be filled by the respondents. Part one of the questionnaire has been developed to collect demographic characteristics of participant information like age, sex, qualification, academic rank, work experience of respondents. Part two of the questionnaire was intended to address the first two basic questions. Each statement of part two refer to the perception of academics towards the leadership practice of their leaders. The researcher was unable to get the actual MLQ (5X) due to inability to get permission to use it with some amount of payment. Although an attempt was made by the researcher to get MLQ(X) from mindgarden.com, the researcher was unable to get it due to the high cost involved in it. Thus a 27 item modified form of Multi factor leadership questionnaire has been prepared by the researcher by collecting different items that represent transformational and transactional components mainly based on the books of Bass and Reggio (2006) as well as Northouse (2013).

As Bass & Avolio (2000) indicated MLQ is a measurement tool which actually assesses the Full Range of Leadership (FRL) model. In this regard FRL is composed of four components of transformational leadership, two components of transactional leadership and one component of non leadership component. The four components of transformational leadership include; idealized influence (which includes its two sub components behavior and charisma, which makes the components to five), inspirational motivation, intellectual

stimulation and individualized consideration, whereas the two components of transactional leadership are contingent reward, management by exception (which includes active and passive sub components, which makes the components to three). On the other hand, the non leadership component is laissez-faire leadership.

Twenty seven questions were organized in such a way they represent the FRL model. In this regard 15 questions correspond to transformational leadership components of which there are three statements that represent each of the five components. Whereas the nine questions represent the three transactional leadership components of which there are three statements that represent each of the three components. On the other hand, the remaining three questions represent laissez-faire leadership.

Part three of the questionnaire has been developed to measure the third basic question. That is it attempts to identify the extent of job satisfaction level of academic staff with respect to the transformational leadership style of their leaders. In an attempt to answer this basic question it involves twenty statements that reflect the extent of academic job satisfaction with respect to the leadership practice of academic leaders. Most importantly it contains statements that contain sample items of transformational and transactional leadership styles.

Whereas part four of the questionnaire has been developed to measure the fourth question of the basic question and is divided into two sections. The first section contains seventeen statements that correspond to the major challenges in implementing transformational leadership practice. On the other hand the second section of part four lists ten the major challenges that were described in section one for the respondent to be ranked according to their level of importance.

Finally part five of the questionnaire was aimed to answer the fifth basic question which focuses to determine measures that should be taken to improve transformational leadership practice and enhance academic staff job satisfaction. In this case it lists ten possible solutions that will enhance for the respondent to rank them according to their order of importance. The instrument used in part two, part three and section one of part four of the questionnaire involve a five point Likert scale with a rating of 1= strongly disagree, 2= Agree, 3= undecided 4= agree and 5= strongly agree. Whereas in section two part four and part five of

the questionnaire a rating scale of 1 to 10 was used where 1= the most important and 10= least important.

3.4. *Validity of Instruments*

According to Kothari (2004) validity is the degree to which the instrument measures what it is supposed to measure. Validity of an instrument refers to the extent of accurateness of the instrument is in obtaining the data it intends to collect Mugenda & Mugenda (2003). In ensuring precision, relevance and content validity of the instrument, the questionnaire was subjected to critical evaluation by the researcher and the supervisor.

As it was observed in many researches questionnaires that were tried out in pilot study have a good reliability. Pilot test was conducted prior to the final administration of the questioners which was helpful to secure the validity and reliability of the instruments in an attempt to check the item included in the instrument allows the researcher to gather the relevant information. Besides, the purpose of pilot testing is to make necessary amendment in order to correct confusing and ambiguous questions and researcher closely done with him. In doing so after the pilot test the necessary correction was made and the questionnaire was administered to the respondents.

3.5. *Reliability of the instruments*

The MLQ is the most frequently used measure of transformational and transactional leadership, has demonstrated good reliability, and construct validity (Avolio et al., 1995). A 27 item modified form of Multi factor leadership questionnaire has been prepared by the researcher by collecting different items that represent transformational and transactional components mainly based on the books of Bass and Reggio (2006) as well as Northouse (2013). In order to evaluate reliability of measuring instruments Cronbach's Alpha was used to measure internal consistency. As a standard, Cronbach's Alpha was calculated for each subscale of the MLQ-5X (Cortina, 1993) and was calculated for each of the twenty seven MLQ subcomponents.

All Reliability Statistics	
Cronbach's Alpha	Number of Items
0.797	27

To measure the reliability of the instrument internal consistency (Cronbach Alpha) for each of the twenty seven MLQ subcomponents was found to be 0.797. This implies the items in

the instruments have met the minimum acceptable values of 0.6 to 0.8 as recommended by Hair et.al (2006).

3.6. Population of the Study

AAU was structured in a manner which consists of ten colleges and eleven institutes and AAU libraries. The colleges were further grouped into departments, schools and centers, whereas research institutes were considered as standalone academic units where three were teaching and research and eight were research institutes having a principal objectives of carrying out research and publishing the results. Thus the population of this study includes all academic staff, department chairs, center chairs, school heads and academic deans that are currently involved in the academic process of these colleges and institutes.

According to Office of Academic Affairs of AAU (July 2017), the total population number of academic staff at AAU for the year 2016/17 was 2790 of which 2373 (85.05 %) were males and 401 (14.95 %) were females. The academic staff profile for the year 2017 was summarized based on categories such as academic qualification, academic rank, gender, and nationality.

There are a total of 1953 academic staffs in all colleges of AAU where 1635 were males and 318 were females. Whereas there are 824 academics in all institutes of AAU of which 727 were males and 97 were females. The remaining 13 academic staffs belong to AAU libraries where 11 were males and 2 were females. As far as qualification is concerned 1139 (40.82 %) and 806 (28.89 %) of the academic staffs were masters' degree holders and PhD holders respectively. Whereas 474 (16.99 %) and 329 (11.79 %) of the academic staff were bachelor's degree holders and medical doctors respectively. The remaining 6 (0.22 %) and 36 (1.29 %) were DVM and diploma holders respectively (Office of Academic Affairs of AAU, July 2017).

With regard to academic rank there were 101 professors, 277 associate professors, 762 assistant professors, 1141 lecturers, 348 assistant lecturers, 25 graduate assistants, and 136 technical assistants (Office of Academic Affairs of AAU, July 2017). Based on their nationality 2709 (97.10 %) of the academic staff were Ethiopians, whereas 81 (2.90 %) were expatriates (Office of Academic Affairs, AAU (July 2017).

It was indicated that the study target population includes academic staffs that are currently involved in the teaching and learning process for the current academic year at AAU and academic leaders that have close chain of command and job relationship and are involved in leading and decision making of the academic process. Specifically the study target population for this research includes academic staff, department heads, and deans of selected sample faculties of AAU that are willing to participate in the research. Sample data was collected from the population of academic staffs, department heads, and deans of selected sample faculties of AAU.

3.7. Sampling Techniques

Due to the heterogeneous nature of the population at different functional levels within the organization, a significant amount of time, finance and energy is required to study each individual in every functional level, and is beyond the capacity of the researcher. Thus, multi stage cluster sampling technique was used to get the required sample. Multi-stage sampling is a further development of the principle of cluster sampling (Kothari, 2004; 66). As Kothari further indicated the advantage of multi Stage sampling is that it is easier to administer than most single stage designs due to the fact that sampling frame under multi stage sampling is developed in partial units.

AAU is consists of 21 academic units of which ten are colleges, eleven are institutes. The ten colleges include College of Business and Economics, College of Education and Behavioural Studies, College of Health Sciences, College of Humanities, Language Studies, Journalism and Communication, College of Law and Governance Studies, College of Natural Sciences, College of Social Sciences, College of Veterinary Medicine and Agriculture, College of Development Studies, and College of performing and Visual Arts.

Whereas the eleven institutes include Academy Addis Ababa Institute of Technology, Ethiopian Institute of Architecture, Building Construction and City Development, Aklilu Lemma Institute of Pathobiology, Academy of Ethiopian Languages and Cultures, Institute of Biotechnology, Institute of Development and Policy Research, Institute of Educational Research, Institute of Ethiopian Studies, Institute of Geophysics, Space Science and Astronomy, Institute of Peace and Security Studies, Ethiopian Institute of Water Resources, and Addis Ababa University Libraries.

In order to collect the required primary data multi stage random sampling technique was employed. These 21 academic units were first grouped into two primary clusters as colleges and institutes. In the primary stage I used simple random sampling to select the sample colleges and institutes. In the second stage as well I used simple random sampling to select a sample of departments, schools and centers out of the randomly selected clusters of colleges, institutes and schools.

As Kothari (2004) indicated an optimum sample is the one which fulfills the requirements of efficiency, representativeness, reliability and flexibility. In addition, a good sample is representative of the population from which it is selected (Gay, Mills, and Airasian, 2012). In order to ensure equal representation of the samples and generalize the results of a study to the entire population the researcher selected an appropriate number of clusters by taking a 35 % representative sample out of the total 21 academic units. Thus to avoid non response rate of the distributed questionnaire, and to make sure that the research is in an acceptable range of confidence level the number of the sample should be determined by taking a sample size of 35% of the total academic units. That is a 35 % sample size of academic units will contain seven representative sample academic units.

The number of academic staff in colleges more than twice the number of academic staff in institutes. Hence it is difficult to take the seven representative samples and distribute to colleges and institutes. In order to determine the distribution of the representative samples of the academic units to each college and institute was calculated as follows and the representative sample was found to include five colleges and two institutes as a representative of the total population.

$$\begin{aligned}
 \text{Percentage of college academics} &= \frac{\text{Total academic staff in all college}}{\text{Total number of academics}} * 100 \\
 &= \frac{1953}{2777} * 100 \\
 &= 70\%
 \end{aligned}$$

$$\begin{aligned}
 \text{Percentage of Institute academics} &= \frac{\text{Total academic staff in all institutes}}{\text{Total number of academics}} * 100 \\
 &= \frac{824}{2777} * 100
 \end{aligned}$$

$$= 30\%$$

Number of Sample Colleges = Percentage of college academics * representative sample AU

$$= 0.70 * 7$$

$$= 4.9$$

Number of Sample College = 5 Colleges

Number of Sample Institutes = % of Institute academics * Representative Sample AU

$$= 0.30 * 7$$

$$= 2.1$$

Number of Sample institute = 2 Institutes

Thus the sample for this research includes a combination of five colleges and two institutes. In this regard, the researcher used simple random sampling to select the five colleges and two institutes as representative of the whole population.

3.8. Sample Size

For quantitative data respondents will be randomly selected. Using structured close ended questionnaire quantitative information was collected from the randomly selected respondents in the sample departments, schools and centers. With regard to qualitative information key academic leaders in the selected colleges and institutes were selected for in-depth interview. The interviewees comprised of selected leaders that have direct line of leadership with academics like academic deans, vice deans, school head, second level leaders and department chairs.

To avoid non response rate of the distributed questionnaire and to make sure that the research is in an acceptable range of confidence level the number of the sample should be determined. As described in Paul (2008) in most cases the size of a probability sample is determined by the following formula:

$$n = \frac{(z^2 pqN)}{E^2}$$

$$(N-1) + z^2 pq'$$

Where z refers to the confidence level of the estimate usually fixed at 1.96 corresponding to a 95% confidence level), pq is the variance that is unknown and then fixed at its maximum value at pq = 0.25, N is the size of the population, and E is the sampling error often 0.04. Thus,

$$n = \frac{(z^2 pq N)}{E^2 (N-1) + z^2 pq}$$

$$n = \frac{(1.96^2 * 0.25 * 990)}{(0.04^2 * (990 - 1) + (1.96^2 * 0.5 * (1 - 0.5)))}$$

$$n = \frac{(3.8416 * 990 * 0.25)}{(0.0016 * 989) + (3.8416 * 0.5 * 0.5)}$$

$$n = \frac{950.8}{1.582 + 0.9604}$$

$$n = \frac{950.8}{2.542}$$

$$n = 373.97$$

$$n = 374$$

Thus with a 95 percent of confidence interval, 0.04 sampling error and a maximum fixed variance value of 0.25, a sample size of 374 will be selected out of the total of 990 population. Therefore a total 374 questionnaire will be distributed to the sample academic units.

3.9. Data Collection Procedure

Data collection procedure primarily involves preparation of the close ended questionnaire and semi structured interview questions. As it is mentioned earlier quantitative data was collected using a structured questionnaire consisting of close ended questions for academics whereas qualitative data was collected using semi structured interview questions.

Initially a ten page questionnaire was prepared containing close ended and open ended questions, ranking, and blank space for open ended questions and additional opinions. A pilot test was conducted to twenty academic staffs of one college and which was not included in the actual data collection. The pilot test was carried out to make sure that the questionnaire is

clear and understandable to the respondents and make the necessary adjustment before distributing the actual questionnaire to the respondents.

The results from the pilot test showed that the size of the questionnaire was too much for the respondents to fill out and too many questions to answer. Besides the respondents assumed that the questions in each part were too much for them to evaluate and replied that it consumed too much of their time. Thus the pilot test helped the researcher to reduce the questionnaire to five pages without affecting its content and the issues that it addresses.

The pilot test has also helped the researcher to revise the questions that are ambiguous and have more than two or more items to be measured. By correcting the questions to be clear and represent a single item to be measured the researcher has increase the reliability of the questionnaires in answering the intended research questions. As it was observed in many researches questionnaires that were tried out in pilot study have a good reliability. After the pilot test the necessary correction was made and the questionnaire was be administered to the respondents. In order to maximize the rate of return, attempts were be made to distribute the questionnaire at convenient time for respondents. Moreover a close follow up was also made to obtain reliable data return rate.

3.9. Data Analysis

The populations of the study were the academic staffs at AAU. The participants in this study consisted of educational leaders and academic staffs that are currently employed at the university. A total 374 questionnaire were distributed to the sample academic units. The respondents were selected in this study from departments, centers and schools of selected sample colleges and institutes of AAU. The respondents were informed that the study was designed to collect information about the relationship between leadership styles and academic job satisfaction leadership practice used by the leaders and on the satisfaction of academicians at AAU.

With regard to interview semi-structured interview questions were prepared to collect data directly from the selected sample respondent academic leaders. Interview was selected as an instrument due to the fact that it is an appropriate instrument that helped the researcher to get in depth qualitative information directly from the interviewees. In this regard an interview guide was used to guide the interview with respect to the intended purpose of the research.

Questionnaire was distributed and collected from March 2018 to May 2018. At the same time interview was conducted to the academic leaders. To increase the confidentiality of the response of respondents, the collected data through interview and questionnaire were coded and all the participants were kept anonymous.

After collecting all necessary data, data was analyzed and tabulated descriptively to measure the extent to which transformational, transactional and laissez faire leaderships were practiced. To measure academic agreement level and satisfaction level a 5 point Likert scale has been used which was denoted by 1= Strongly Disagree (SD), 2= Disagree (D), 3= Neither (N), 4= Agree (A), and 5= Strongly Agree (SA). All of the data have been entered into and analyzed by the Statistical Package for the Social Science (SPSS) version 14.0. In addition, prior to statistical analyses, data cleaning and handling of missing values were performed.

During the analysis the results of Likert scale were coded and interpreted in such a way that it closely relates to or match with the values of Bass and Avolio (2004) interpretation MLQ(5X). In this regard the researcher coded strongly disagree by giving a value of 1 to represent a mean ranging between the values in 5 point Likert scale has been used which was denoted by 1= Strongly Disagree (SD), 2= Disagree (D), 3= Neither (N), 4= Agree (A), and 5= Strongly Agree (SA).

The other advantage of mixed methods approach is that the results obtained from one method can help the researcher to triangulate the results. That is it allows the researcher to compare the results obtained in quantitative method with that of qualitative and come to a reliable conclusion. Mixed methods allow research to be conducted using both open and closed ended questions.

After the data collection was completed each questionnaire was screened for missing and incomplete answer to be separated from the appropriately filled ones. As Creswell(2003) indicated statistical and text data analyses can be made on multiple forms of data that are collected by combining quantitative and qualitative methods so that the researcher will be able to provide a comprehensive analysis of the research problem. Then the questionnaires which were appropriately filled out were coded accordingly to be entered into the SPSS version 14.0 program for windows. The SPSS program facilitated the data analysis and enabled the researcher to perform the descriptive statistical analysis using tools like mean and

standard deviations employed to analyze the data. In addition other relevant analysis were performed were used to discuss the findings of this study.

In analyzing the data mixed method approach which consisted of both qualitative and quantitative methods of data collection was used. Due to the existence of the inherent weakness in both quantitative and qualitative methods of data collection, the use of mixed method combines both methods which offsets the existing weakness and neutralizes the weaknesses involved in each single method of data collection (Creswell, 2003).

With regard to the questionnaire, the five sections that were filled by the respondents were treated separately in accordance to the research question. Part one of the questionnaire was analyzed with respect to the demographic characteristics of participant information like age, sex, qualification, academic rank, work experience of respondents. Part two of the questionnaire analyzed with respect to the leadership practice of academic leaders as perceived by the respective academic staff as to the transformational, transactional or laissez-faire leadership.

Transformational leadership was analyzed with respect to its five components which include; idealized influence attributed charisma, Idealized influence behavior, inspirational motivation, intellectual stimulation and individualized consideration, whereas transactional leadership was analyzed with respect to its three components namely contingent reward, management by exception active and management by exception passive. On the other hand, with component of non leadership component laissez-faire leadership was analyzed.

The Twenty seven questions in part two were organized to analyze the three leadership styles accordingly. In this regard 15 questions were assigned to analyze transformational leadership components of which there are three statements that represent each of the five components. Whereas the nine questions were set to analyze the three transactional leadership components of which there are three statements that represent each of the three components. On the other hand, the remaining three questions were prepared to analyze laissez-faire leadership.

Part three of the questionnaire has been developed to measure the third basic question. That is it is attempts to identify the extent of job satisfaction level of academic staff with respect to the transformational leadership style of their leaders. In an attempt to answer this basic question it involves twenty statements that attempt to analyze the extent of academic job

satisfaction with respect to the leadership practice of academic leaders. Most importantly the statements contain sample items that were intended to analyze transformational and transactional leadership styles.

Part four of the questionnaire has been developed to analyze the challenges to transformational leadership. Analysis of the first seventeen statements enables the researcher to determine the challenges in implementing transformational leadership practice. The second section allows the researcher to analyze the challenges in order of the priority given by the respondents.

Part five of the questionnaire analyzes the measures that should be taken to improve transformational leadership practice and enhance academic staff job satisfaction. The rank of respondents was analyzed according to the order of importance. The instrument used in part two, part three and section one of part four of the questionnaire involve a five point Likert scale with a rating of 1= strongly disagree, 2= Agree, 3= undecided 4= agree and 5= strongly agree. Whereas in section two part four and part five of the questionnaire a rating scale of 1 to 10 was used where 1= the most important and 10= least important.

3.10. Ethical Consideration

Participants of the interview were informed in advance as to the purpose of the study by showing them an official letter from the department and made an appointment for willing and agreed interviewees without affecting their busy schedule. During the interview I gave an introduction about the title of the research and the purpose for conducting the research and a brief explanation about transformational leadership and asked them their permission to answer for the questions that follow.

With regard to the questionnaire participants were well informed in advance about the purpose of the questionnaire and were kindly asked for their willingness to complete the questionnaire as genuinely as possible. Respondents were also informed in advance that completion of this information is voluntary and its confidentiality is assured. Those respondents who were willing to fill the questionnaire were scheduled for appointment to collect the filled out questionnaire.

In addition, anonymity of respondents was assured to the respondents that their name will not be included in the questionnaire so that they will freely provide their frank response without reservation. In addition, they were guaranteed that any response in the interview or questionnaire will not be used to harm the respondents. Furthermore pseudo names were used during data analysis, conclusion for each of the interviewed participants instead of coding them so that the essence of their human character will not be ignored. In addition their participation was fully based on their own free will and there was no deception.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS

The purpose of this chapter is to provide the presentations and analysis of demographic characteristics. In addition quantitative and qualitative data were presented and analyzed in this section.

4.1. Background Characteristics of Participants

In order to collect quantitative data a total 374 questionnaires were distributed to seven academic units of which five were colleges and two were institutes. The following table presents, the sampling distribution among the selected colleges and institutes and the percentage return of completed questionnaires.

Table 4.1 Participants Response Rate

College/ Institute	No. of Academic Staff	Required Sample size	Returned Questionnaires	Percentage of Return
CSS	139	52	50	95.2%
EIABC	236	89	85	95.4%
CEBS	104	39	36	91.6%
CPVA	95	36	21	58.5%
CNS	337	127	74	58.1%
CDS	56	21	8	37.8%
IES	23	9	5	57.6%
Total	990	374	279	74.6%

(Own Survey, May 2018)

Out of these a total of 279 questionnaires were returned fully and filled out appropriately which represents a response rate of 74.6%. The survey was collected from. EIABC has the highest rate of return of 95.4%, whereas CSS has the second highest rate of return of 95.2%. On the other hand CEBS has the third rate of return of 91.6%. Except CDS which has the lowest rate of return of 37.8 %, the remaining four academic units have an average rate of returned questionnaires. This shows that there was low rate of returned questionnaires due to

unwillingness to fill out the questionnaire, improperly filled questionnaire or difficulty to collect on time.

Semi structured interview guide was used to collect pertinent qualitative information that cannot be obtained using questionnaire. Hence using interview guide face to face interview was conducted by asking questions to academic deans, school heads and department chairs; however, most of them were not willing to get interviewed for reasons that were not justified. Fortunately I have found some who were willing to get interviewed. I was able to interview one academic dean, two associate deans, four directors, one school head, five center heads and six department chair a total of 19 academic leaders.

The characteristics of respondents and the sample distributions in terms of sex, age, and marital status, qualification, rank and years of service as shown in the table below.

Table 4. 2 Background characteristics of Respondents

Respondents Characteristics		Frequency	Percentage
Sex	Male	261	93.5
	Female	18	6.5
Age	Below 25	11	3.9
	26-30	50	17.9
	31-35	70	25.1
	36-40	42	15.1
	41-45	31	11.1
	46-50	35	12.5
	51-55	16	5.7
	56-60	8	2.9
	Above 60	14	5.0
	(no response)	2	0.7
Marital Status	Married	129	46.2
	Single	140	50.2
	Other	8	2.9
	(no response)	2	0.7
Academic Qualification	BA/BSC	64	22.9
	MA/MSc	169	60.6
	PhD	46	16.5
	Technical Assistant	6	2.2
	Graduate Assistant	19	6.8

Academic Rank	Assistant Lecturer	58	20.8
	Lecturer	120	43.0
	Assistant Professor	70	25.1
	Associate Professor	6	2.2
Years of Service	Below 6	75	26.9
	6-10	90	32.3
	11-15	61	21.9
	16-20	14	5.0
	21-25	16	5.7
	26-30	13	4.7
	Above 30	10	3.6
	Total	279	100

(Own Survey, May 2018)

Sample of respondents were composed of 261 (93.5%) male and 18(6.5%) female academic staff. Similarly out of the nineteen academic leaders interviewed only 3 (15.8%) were female where as the remaining 16 (84.2%) were Male.

This sex composition shows there was very large number of male academic staffs as well as academic leaders as compared with the female respondents. Similarly the number of female academic leaders was very little.

In addition as one of the interviewed female academic leader Kedamawit indicated there is too little women involvement in academic leadership of the university. In this regard she said;

“Gender disparity is very high between female leaders and their male counter parts. That is there is too small number of women in academic leadership. Although the policy encourages women to participate in leadership not much has been done to motivate practically. The policy does not go far beyond politicizing the university affairs.”

In terms of age distribution the majority of the respondents about 25.1% fall in the age range of 31-35, whereas about 17.9 % and 15.1 fall in the range 25-30 and 35-40 respectively. Only 5% of the total sample respondents were above age 60 years. These age compositions show the first highly ranked respondents were young age groups in the age range between 26 and 35. Whereas the second highly ranked respondents were middle aged which involves the age range between 36 and 45.

Regarding the marital status, 50.2% of the respondents were single, whereas 46.2 of them were married. On the other hand 2.9 % of the respondents were either divorced or widowed and 0.7% (2 respondents) did not indicate. This shows the percentage of married and single respondents was relatively equal.

In terms of academic qualification, majority of the respondents 60.6% were MA/MSc degree holders, whereas 22.9% were bachelor degree holders. About 16.5% were PhD degree holders. This indicates the majority of academic staff were qualified beyond masters degree level that they have relatively skill and knowledge to do their job.

Similarly in terms of academic ranks, the percentage ranges from technical assistants and associate professor ranked with equal percentage of 2.2%. Yet the majority of respondents (43%) ranked as lectures, whereas 25.1% of them were ranked as assistant professors. This indicates that majority of the respondent academics were working as lecturers or assistant lecturers.

With regard to work experience 26.9 % of the respondent academic staffs have worked less than six years in the university, whereas 32.3 % of the respondents served from 6-10 years. On the other hand, 21.9 % of the respondents worked form 11-15 years. In contrast only 19 % of the respondents have served above 15 years. This indicates the majority of respondents have a work experience of more than six years.

4.2. The Extent of Leadership Practice

The practice of transformational leadership style in the university was assessed using its four components; idealized influence (charisma and behavior), inspirational motivation, intellectual stimulation, and individualized consideration. In order to assess these components items that represent each components of transformational leadership were inserted in each of the 15 statements in the questionnaire. As one of the component of transformational leadership, Idealized influence was comprised into two sub components namely; Idealized influence attributed charisma (IIC) and Idealized influence Behavior (IIB). The responses of academic staffs with respect to the 15 sub components were shown in the table below.

Table 4. 3 the extent of Transformational leadership practice

No	Item	Frequency	Mean	SD
1	Instills pride in me for being associated with him/her	279	3.53	0.93
2	Reassures me that obstacles will be overcome	274	3.35	0.99
3	Goes beyond self interest for the good of the group	279	3.31	0.95
	Idealized Influence (Attributed Charisma)	279	3.40	0.68
1	Emphasizes the importance of having a collective sense of mission	279	3.75	0.85
2	Takes risk consistently	279	3.35	1.00
3	Considers moral and ethical values of his/her decisions	279	3.46	0.91
	Idealized Influence (Behavior)	279	3.52	0.62
1	Articulates a compelling vision of the future	278	3.67	0.91
2	Encourages my creative efforts	279	3.70	1.02
3	Talks optimistically about the future.	277	3.63	0.92
	Inspirational motivation	279	3.66	0.67
1	Seeks differing perspectives when solving problems	279	3.62	0.91
2	Look at problems from many angles	279	3.53	1.11
3	Re examines critical assumptions	279	3.60	0.88
	Intellectual stimulation	279	3.58	0.71
1	Spends time teaching and coaching	279	3.46	0.97
2	Delegate tasks as a means of developing me	276	3.45	0.98
3	Helps me develop my strength.	279	3.51	0.98
	Individualized Consideration	279	3.47	0.68
	The extent of transformational leadership practice	3.5269	.55066	

(Own Survey, May 2018)

Idealized Influence (attributed Charisma)

The Idealized Influence (attributed Charisma) component was measured using the three subcomponent statements ‘instills pride in me for being associated with him/her’, and ‘reassures me that obstacles will be overcome’, ‘goes beyond self interest for the good of the group’. The mean values of the three subcomponents of idealized influence (attributed charisma) were calculated to be between 3.53 and 3.51. That is ‘Instills pride in me for being associated with him/her’ has a mean of 3.53, whereas ‘Reassures me that obstacles will be overcome’ has a mean of 3.35 and ‘Goes beyond self interest for the good of the group’ has a mean of 3.31. As a result the aggregate mean of the three sub components indicated that idealized influence (Attributed Charisma) was practiced slightly below to the average level of agreement of $M = 3.40$.

The average mean of idealized influence (Attributed charisma) was found to be $M = 3.40$ slightly lower than the average mean of raters in which Bass & Avolio (2004) consider it as an ideal levels for effective transformational leadership. This implies some of respondents believe that their leaders build trust in academics by instilling pride in them for being associated with them. They also believe that their leaders do not reassure them that obstacles will be overcome and do not go beyond self interest for the good of the group. In contrast some of the respondents do not think so. With regard to Idealized Influence (Attributed Charisma), Ali replied by saying that;

“Like you said it is difficult to deal with the academics. However, to solve this difficulty I use collegial approach to motivate and inspire my followers. I communicate with every one of my followers to get the job done. In this regard I will encourage my followers by saying “let’s go” rather than “go” or “let’s do it” rather than just “do it.” Together with my followers I use all my effort to replace the old way of thinking building team spirit and harmony as well as creating college of excellence. Yet to be successful or not is another issue.”

Similarly Yebechaye added that;

“As an academic leader I focus on the benefits of the whole group, academic community, the university or the country as a whole. Like there are some who strive

for the good of the university, there are also others who run for their personal benefits.'

Idealized influence (behavior)

Idealized influence (behavior) is another component of transformational leadership. This component was also measured using three subcomponents; 'Emphasizes the importance of having a collective sense of mission', 'Takes risk consistently' and 'Considers moral and ethical values of his/her decisions'. In this case the mean value of the three subcomponents of idealized influence (behavior) was calculated to be between 3.75 and 3.35. That is 'Emphasizes the importance of having a collective sense of mission; at M = 3.75, 'Takes risk consistently' at M = 3.35 and 'Considers moral and ethical values of his/her decisions' at M= 3.46.

Idealized influence (Behavior) was also found to be slightly above the average level of agreement of M= 3.52. This result is slightly above the research validated average score of Bass and Avolio (2004) M=3.45.

This implies some of the respondents believe that their leaders act with integrity and want to identify with academics staff and their mission. They also believe that their leaders are risk takers and that they consider the ethical and moral value of academics. As to the behavior sub component of idealized influence Beyene added that;

“Since we all are academics with different background and diversified fields of study it is not that difficult to lead academics. Because I create harmony by being humble and open to learn, discuss and share from seniors and juniors. I don't say my way rather I accept and learn from seniors and juniors.”

Inspirational Motivation

The three subcomponents with regard to inspirational motivation were 'Articulates a compelling Vision of the future', 'encourages my creative efforts', and 'Talks optimistically about the future'. The results of the mean values of the three subcomponents of inspirational motivation were calculated to be between 3.63 and 3.70. Specifically 'Articulates a compelling Vision of the future' at M= 3.67 and Standard deviation at 0.91, 'Encourages my

creative efforts' at $M = 3.70$ and standard deviation of 1.02, and 'Talks optimistically about the future' at $M=3.63$ and Standard deviation of 0.92.

Similarly the overall result of inspirational motivation was calculated to be $M=3.66$ which was also slightly above the average level of agreement as compared to $M=3.45$ research validated benchmark of Bass and Avolio (2004). This implies leaders are optimistic and inspire by articulating a compelling vision and encourage academics for their creative efforts. In support to the above result of Inspirational motivation Minishu further commented that;

'In my level and capacity of leadership I focus on increasing my followers' job satisfaction by motivating them psychologically, creating teamwork, giving them responsibility and build their confidence. This is because salary and other reward mechanisms are restricted to the system of the university.'

Intellectual Stimulation

"Seeks differing perspectives when solving problems", "Look at problems from many angles", and "reexamines critical assumptions" were the three subcomponents of intellectual stimulation. The results of the three subcomponents indicates that they have a mean values between 3.53 and 3.62. That is 'Seeks differing perspectives when solving problems' at $M= 3.62$, 'look at problems from many angles' at $M= 3.53$ and 'Re examines critical assumptions' at $M = 3.60$.

Again the overall result of intellectual stimulation also was slightly above the average level of agreement With $M= 3.58$ and it agrees with the value of Bass and Reggio $M=3.45$. This implies some of the respondents agree that academic leaders stimulate and encourage innovative thinking so that followers are able to reexamine critical assumptions, think about old problems in new ways and look at problems from different angles.

Furthermore Dawit added that;

"Since academics are skilled and knowledgeable, they know what to do and work independently. They know that they are responsible for what they do and create a smooth relationship between academics and their leaders."

Individualized Consideration

The three subcomponents of individualized consideration were spends time teaching and coaching, delegate tasks as a means of developing me, and helps me develop my strength. The mean values of the three sub components were between 3.45 and 3.51. That is spends time teaching and coaching has a mean value of 3.46, delegate tasks as a means of developing me has a mean value of 3.45, and helps me develop my strength has a mean value of 3.51.

Similarly with an overall mean of $M=3.47$ individualized consideration was relatively slightly above to the research validated agreement average level of Bass and Reggio (2004) $M=3.45$. This further implies that some of the respondents agree that academic leaders understanding and share the concerns and developmental needs of academic staff and treat each individual uniquely. In addition one of the interviewed participants Kedamawit further added that;

“Academics can improve their performance by teaching, conducting research and serving the community without any influence. In doing so they are learning new things every day. Thus academics are change agents that pave the way in the process of change. Academics that carry out these three major activities it can be said that they have achieved academic job satisfaction which ultimately results in promotion and self esteem.”

In general, the overall mean of all the five components of transformational leadership as shown below.

Table 4. 4 Aggregate mean of Transformational Leadership

No	Component	Mean	SD	Practice
1	Idealized Influence Charisma	3.3967	.67765	Slightly Below Average
2	Idealized Influence Behavior	3.5185	.61972	Slightly Above Average
3	Inspirational Motivation	3.6637	.66629	Slightly Above Average
4	Intellectual Stimulation	3.5830	.70977	Slightly Above Average
5	Individualized Consideration	3.4725	0.68298	Slightly Above Average
	Transformational Leadership	3.5269	.55066	Slightly Above Average

(Own Survey, May 2018)

As shown in the above table Individualized Consideration, Inspirational Motivation, Intellectual Stimulation, and Idealized Influence Behavior have a mean which is slightly above the average level. On the other hand, Idealized Influence (Attributed Charisma) has a mean which was slightly below the mean. Although idealized influence (attributed charisma) has a level which was slightly below the average level.

It can as be seen that out of the five components of transformational leadership, inspirational motivation was found to have the highest level of mean which is slightly above the average. Whereas idealized influence (attributed charisma) was found to have the lowest level of mean which is slightly above the average. The five components were ranked in order of the extent of their agreement level. Inspirational Motivation and intellectual Stimulation were found to have the first and second highest mean (at $M= 3.66$ and $M=3.58$) respectively. Whereas Idealized Influence Behavior was found to have the third highest mean (at $M=3.52$). On the other hand Individualized Consideration (at $M = 3.47$) and Idealized Influence Charisma (at $M = 3.40$) were found to have the fourth and fifth highest mean respectively.

The aggregate mean of the five components of transformational leadership was calculated to be 3.53 which was slightly above the average level of agreement as compared to the research validated average of bass and Avolio (2004) of $M=3.45$. In general, this implies that some of the academics believe that **transformational leadership was practiced slightly above the average level at AAU**. They also consider their leaders as those who build trust, act with integrity, inspire others, and encourage innovative thinking and coach people.

4.3. The Extent of Transactional Leadership Practice

The practice of transactional leadership in the university was assessed using its three components; contingent reward, management by exception (active) and management by exception (passive). Each of the components of transformational leadership was represented by three sub components. Accordingly, the presence of each of the components was examined and their frequency and standard deviation were presented as shown in the following table. The three sub components of contingent reward were “what to expect to receive for achieved performance goals”, “tells me to expect to receive material reward for achieved performance goals”, and “agreements on what I need to do with promised or actual rewards in exchange for carrying out my assignment.”

Whereas the sub components of management by exception (active) were “focus on irregularities mistakes, exceptions and deviations from standards”, “Directs attention towards failure to meet standards”, and “keeps track of all mistakes” were also calculated for their mean and standard deviation. In addition, in the case of management by exception (passive) the subcomponents were “takes no action”, “waits for things to go wrong”, and “waits for deviations and mistakes”. Mean level of the three components of transactional leadership is as shown below.

Table 4. 5 The extent of Transactional Leadership Practice

No	Item	Frequency	Mean	SD
1	Makes clear what to expect to receive for achieved performance goals	277	3.41	1.03
2	Tells me to expect to receive material reward for achieved performance goals	279	3.18	1.01
3	Obtains my agreements on what I need to do with promised or actual rewards offered	279	3.26	1.01
	Contingent Reward	279	3.29	0.75
1	Focus on irregularities and mistakes	279	3.14	0.99
2	Directs attention towards failure	277	3.20	1.08
3	Keeps track of all mistakes	277	3.05	0.94
	Management by Exception (Active)	279	3.14	0.68
1	Takes no action	279	3.03	1.18
2	Waits for things to go wrong	279	2.84	1.17
3	Waits for deviations and mistakes	279	2.68	1.00
	Management by Exception (Passive)	279	2.85	0.78
	The extent of Transactional leadership	3.0902	0.51011	

(Own Survey, May 2018)

Contingent Reward

In this regard the mean and standard deviation the three sub components of Management by exception was found to be 3.41, 3.18, and 3.26 for the subcomponents of contingent reward 'makes clear what to expect to receive for achieved performance goals,' 'tells me to expect to receive material reward for achieved performance goals' and 'obtains my agreements on what I need to do with promised or actual rewards offered' respectively.

As a result the overall mean of contingent reward indicates that it was slightly below the average level of agreement with $M=3.29$. This value was slightly below the average level of the research validated average score of $M= 3.75$. This implies that Most of the respondents do feel that they receive less reward for achieved performance and they do not get proportional to what they actually do. In support to this fact the comment given by one of the interviewed academic leader Yebechaye commented that;

“Most of the challenges of academic leaders are related to the low salary level of academics. It is difficult to lead them knowing that it is beyond my control. As a result academics will be forced to work other places to make additional money which results in increased absenteeism, reduced of performance, lack of interest and initiation, and resistance to follow their leaders.”

Nigussu further indicated that;

“The academics salary is too little to cope with the existing standard of living. No communication and shared decision on most of the academic issues with academics. Mostly communication involves the work load only.”

Similarly Minishu added that;

“Yet salary and other reward mechanisms are the major problems to academic staff and challenges to every academic leader, such problems are restricted to the system of the university beyond my level of leadership. In my level and capacity of leadership I focus on increasing my followers' job satisfaction by motivating them psychologically, creating teamwork, giving them responsibility and build their confidence. This is because although.”

Furthermore Dawit added on commenting:

“The main challenge of academics is lack of adequate reward. The amount of money which is we get is not good enough to cover our day today expenses as compared to the effort we give for the profession. Thus Instead of focusing on teaching and research the existing academic job dissatisfaction academics pushes academics to dislike their job and to work run here and there to make money to survive.”

Management by Exception (Active)

The subcomponents of Management by Exception (Active) “focus on irregularities mistakes, exceptions and deviations from standards” has a mean of $M = 3.14$, “Directs attention towards failure to meet standards” has a mean of $M = 3.20$ and “keeps track of all mistakes” has a mean of $M = 3.05$. The mean of the three individual sub components was slightly above the average level. Similarly the aggregate mean of the three sub components indicated that at $M = 3.14$ Management by Exception (Active) was slightly above the average level of Bass and Avolios (2004) research validated average score of $M = 2.75$.

This implies that some of academic staff agreed that their leaders focus on sanctions rather than respecting the set standards and also focuses on a monitoring of deviations, mistakes and errors and on quick and thorough corrective measures.

In contrast to this finding Nigusu commented that:

“I think it is both difficult and easy to lead academics. It is difficult since there is no a clear cut rules and regulation for every aspect of task, leadership and organizational structure. Since authority is given to academic leaders without giving them the right to make decision. There is no decision making at each level of leadership There is no any rule or regulation that allows academics to what to do with regard to their share of responsibility.”

Dawit further added that;

“Since academics are skilled and knowledgeable, they know what to do and work independently. They know that they are responsible for what they do and create a smooth relationship between academics and their leaders.”

Management by Exception (Passive)

The mean and standard deviation of the subcomponents was found to be between 3.03 to 2.68 and 1.18 to 1.00 respectively. In this regard ‘takes no action’ has a mean of 3.03, ‘waits for things to go wrong’ has a mean of 2.84 and ‘waits for deviations and mistakes’ has a mean of 2.68.

MBE (passive) was significantly below the average level of agreement at $M=2.85$ as compared to the research validated result of Bass and Avolio (2004) of $M=3.75$. This implies that there is little practice of Management by Exception (Passive) leadership. Respondents agree that leaders do not take corrective action until problems become severe and corrective actions are most of the time punitive. In fact the following comment of interviewed leader signifies this issue.

“Due to the collegial relationship that exists between academics at AAU, I don’t think it is difficult for me to deal with academics. Everyone is responsible for completing the work assigned and collaborate each other to achieve a common goal. The leader is just there as a symbolic figure that represents followers.”

The overall mean of the components of transactional leadership is as shown below.

Table 4. 6 Aggregate mean of Transactional Leadership Practice

Component	Mean	SD	Practice
Contingent Reward	3.2879	0.74919	Slightly Below Average
Management By Exception Active	3.1350	0.67774	Slightly Above Average
Management By Exception Passive	2.8519	0.78068	Significantly Below Average
Transactional Leadership	3.0902	0.51011	Slightly below Average

(Own Survey, May 2018)

As it can be seen from the table on average there is a **slightly below average level of transactional leadership practice** in the university with an agreement level of $M=3.09$ as compared to Bass and Avolios’s (2004) research validated average score of $M= 3.42$. More specifically contingent reward was found to be slightly below the average level of agreement at $M=3.29$. Whereas management by exception (passive) was found to be significantly below average at $M= 3.14$. On the other hand Management by exception (active) was found to be slightly above the average level of agreement.

This implies that some of academic staff believe that there is low monetary reward as compared to the work load they are engaged in. Yet they are not monitored for their mistakes and deviations from the expected norm and takes corrective measures against the committed mistake. With regard to the practice of transactional leadership Teshome indicated that:

“Academics compensation is the major challenge. The academics salary is too little to cope with the existing standard of living. No communication and shared decision on most of the academic issues with academics. Mostly communication involves the work load only.”

Emphasizing Teshome’s Idea Yebechaye further commented commented that;

“Most of the challenges of academic leaders are related to the low salary level of academics. It is difficult to lead them knowing that it is beyond my control. As a result academics will be forced to work other places to make additional money which results in increased absenteeism, reduced of performance, lack of interest and initiation, and resistance to follow their leaders.”

4.4. The Extent of Laissez-faire Leadership Practice

In addition, Laissez-fair leadership style in the university was also assessed using the academic staff responses using three subcomponents; ‘delays responding to urgent requests’, ‘avoids involvement when important issues arise’ and ‘avoids decision making’. The mean and standard deviation of the subcomponents was as shown in the table below.

Table 4. 7 Laissez-fair leadership Practice

No	Item	Frequency	Mean	SD
1	Delays responding to urgent requests	279	2.99	1.27
2	Avoids involvement when important issues arise	274	2.81	1.13
3	Avoids making decision	279	2.56	1.03
	Laissez Faire leadership	279	2.79	0.84

(Own Survey, May 2018)

The practice of the first subcomponent of laissez faire leadership ‘Delays responding to urgent requests’ in the university was rated with $M=2.99$ which falls significantly below the average level of agreement. Rating the second subcomponent ‘Avoids in getting involved when important issues arise’, there is also a significantly below average level agreement of $M = 2.81$. In addition, the academics disagreed with regard to the third subcomponent that, ‘Avoids making decisions’. This statement was rated to $M = 2.56$ which is also significantly below the average level of agreement. In addition, the overall Laissez-faire leadership practice in the university was rated with a mean of $M=2.79$; which is **significantly below the average level agreement**. This implies that all the three sub components of laissez-faire leadership fall significantly as well as the overall Laissez-faire leadership practice in the university falls below the research validated results of Bass and Avolio (2004) $M= 3.5$.

In support of this idea Seleshi indicated that;

“It is not difficult to lead academics because most of them are well educated. As a leader my job is only to organize and mobilize, to motivate and coordinate. There is no and major problem and interference with in academic staff. Most of the problems that we encounter are in non academic and support staffs. I don’t think leaders have such difficulty to in higher institutions with regard to academics such as ours for they do everything their own way.”

The summary of the extent of transformational, transactional and laissez faire leadership practices were presented in the following table.

Table 4. 8 Summary of the Practice of Leadership styles

Component	Mean	SD	Level of Practice
Transformational Leadership	3.5269	0.55	Slightly Above Average
Transactional Leadership	3.0902	0.51	Slightly Below Average
Laissez Faire leadership	2.790	0.84	Significantly below Average

(Own Survey, May 2018)

In general as shown in the table transformational leadership was practiced with a slightly above the average level of agreement at $M = 3.53$, whereas transactional leadership was practiced with a slightly below average level of agreement of $M = 3.09$. On the other hand Laissez faire leadership was practiced with a significantly below the average level of

agreement of $M = 2.79$. Hence this implies that academic staff had very little or no experience of Laissez-fair leadership in the university as compared to transformational and transactional leadership styles mentioned above.

4.5. The Extent of Academic Job Satisfaction

The academic staff job satisfaction were assessed using twenty (20) statements some of which were the results of either transformational or transactional leadership styles which were experienced in the university.

Academic Job Satisfaction and Transformational leadership

Fourteen items that represent Transformational leadership were inserted in each statement to see that academic job satisfaction has resulted due to the presence of transformational style of leadership.

Table 4. 9 Transformational leadership and job satisfaction

No	Item	Frequency	Mean	SD
1	Moral and ethical value consideration	279	4.20	0.73
2	Professional organization	279	4.17	0.89
3	Enjoy the challenges and Rewards being an academic	279	4.15	0.87
4	Sense of purpose	279	4.07	0.80
5	Emotional Commitment	279	3.96	0.89
6	Growth and development opportunity	279	3.95	0.98
7	Important code of ethics	279	3.94	0.98
8	Being Valued and integral part	279	3.94	1.02
9	Greater personal satisfaction	279	3.89	1.02
10	Enough knowledge	279	3.77	0.98
11	Job autonomy and empowerment	279	3.77	0.98
12	Attractive opportunity	279	3.74	0.83
13	Met personal career needs	279	3.73	0.99

14	Encouraging work environment	277	3.68	1.15
	Job satisfaction due to Transformational Leadership	279	3.93	0.94

(Own Survey, May 2018)

As it can be seen from the table the mean results of the above statements signify of the prevalence of academic staff job satisfaction due to transformational leadership items. The results of the fourteen statement indicated that there is a slightly above the average level of academic job satisfaction as a result of transformational leadership practice with a mean of 3.93 as compared to the research validated mean score of Bass and Avolio (2004) of $M=3.50$.

More specifically most of the respondent academics agree that they consider the moral and ethical values while performing their duties with a highest mean score of $M=4.20$. The respondents also agree that they work in a professional organization that has a code of ethics that they believe is important to follow and they enjoy the challenges and rewards of being an academic with an agreement level of $M=4.17$ and $M=4.15$ which are the second and third highest scores respectively. In addition, they feel a sense of purpose in their work place with an agreement level of $M=4.07$. All the four high scored statements depict that there is slightly high level of job satisfaction which resulted from the transformational leadership.

This implies some of the academic staff feel that their satisfaction comes from were slightly satisfied they are professionals who work in a professional organization and consider the moral and ethical values while performing their duties, and enjoy the challenges and rewards of being an academic with an agreement which shows that they were more of intrinsically motivated.

The respondents also believed that they were emotionally committed towards their mission with agreement level $M=3.96$ and assumed that there was an opportunity for growth and development with an agreement level $M=3.95$. Besides The respondents have indicate the importance of working in a professional organization that has a code of ethics that they follow and feel like they were valued and integral part of the university. Both these statements have an agreement level $M=3.94$ and a standard deviation of 1.02 and 0.98 respectively which they found it encouraging to them.

This also implies that some of academics were slightly satisfied because they work in professional organization where there is some hope for growth and development and feel like they were valued.

Although these two statements have equal mean the lower standard deviation the second statement indicates that the agreement level of later is higher than the former. In addition they believed that they get greater personal satisfaction for being an educator with $M= 3.89$. All the above five statements further indicated that there is slightly above average level of agreement level of job satisfaction which has resulted due to the presence of transformational leadership items.

Similarly the job satisfaction of academic staff also amounted to a slightly above the average satisfaction due to the transformational leadership statements; 'They have enough knowledge to handle the situations they face in their job' and 'Empowered to perform their job autonomously', which they agreed with which was equal to $M=3.77$. They have also agreed to the statement that university offers attractive opportunities to its academics and they feel that their personal career needs are being met with an agreement level of $M=3.74$, $M=3.73$ respectively. In addition, 'Encouraging work environment' has a mean of 3.68 and standard deviation of 1.15. In these statements as well job satisfaction was found to have a mean score of 3.93 and standard deviation of 0.94 which indicates a slightly above average level as when compared to the research validated mean score of Bass and Avolio (2004) of $M=3.50$. In this regard it means the respondents perceive there is a slightly above average level of job satisfaction at AAU.

In general this implies that some of academics further satisfied due to a slight presence of encouraging work environment, their personal career needs are slightly met.

On the other hand of the interviewed academic leaders in the selected colleges and institutes hardly believe that there is academic job satisfaction. These leaders further argued that majority of the academics don't consider salary and other benefits they receive as fair and equitable with comparable government or private organizations. The analysis also shows that academic staffs perceive the compensation and benefits they obtain from their institutions can not let them attain self interest. They argued that the pay they receive is not even capable of covering their basic costs of life.

With regard to academic job satisfaction and transformational leadership Abiyot added that;

“Many academics get satisfaction from intrinsic rewards that they get from the university. The university is a very good place to learn and academics stay here to get more knowledge and are committed to stay much longer.”

In addition Mikiru added that

“The intrinsic satisfaction is the only factors that motivates academics and increase their job satisfaction. For example there is a great satisfaction in conducting research and get it published. This satisfaction does not come from getting monetary reward rather from the satisfaction that we get from achieving our goals by getting it published”

In contrast Beyene responded to this issue as

“It is not the presence of transformational leadership that brings the academic satisfaction. For example I come to work every day including weekends like my other colleagues do. It is not because of the presence of transformational leadership or the influence of the leaders at top level or the president of AAU or any other person forced me to do so. Rather it is our desire to come here and do our job without any other external influence and because of the love we have to our job. In addition it is not due to the satisfaction we get from the amount of salary that we get, rather it is our love and respect that we have towards our job. “

Academic Job Satisfaction and Transactional Leadership

Similarly six items that represent transactional leadership were inserted in each statement to see that academic job satisfaction has resulted due to the presence of transformational style of leadership. These item statements were performs the same activity, repetitive work, decreased feeling of stress, job does not change, very low reward, and university standard and values. The mean of these item statements was evaluated to measure academic job satisfaction with respect to transactional leadership.

Table 4. 10 Transactional leadership and Job Satisfaction

No	Item	Frequency	Mean	Standard Deviation
1	Perform the same activity	279	4.13	0.91
2	Repetitive work	279	3.72	1.03
3	Decreased feeling of stress	279	3.67	1.02
4	Job does not change	279	3.56	1.07
5	Very low reward	279	3.51	1.20
6	University standard and values	279	3.29	1.19
	Job Satisfaction due to Transactional leadership	279	3.66	1.06

(Own Survey, May 2018)

With regard to transactional leadership respondents believe that ‘they perform the same types of activities every day in their job’ with a slightly higher satisfaction level with $M=4.13$. ‘Repetitive work’ and ‘decreased feelings of stress’ have a mean satisfaction level of 3.72 and 3.67 respectively. Similarly ‘job does not change’ and very low reward have a mean satisfaction level of 3.56 and 3.51. Except one item ‘university standards and values’ which has a satisfaction level which was slightly below the average agreement level at $M=3.29$ all the remaining measures of job satisfaction have a satisfaction level which were slightly above the average level to the transactional leadership statements.

This indicates there here is a feeling by the staff that they are somewhat satisfied by their job at a slightly above the average level of agreement. The overall job satisfaction due to transactional leadership was found to have a mean score of 3.66 and standard deviation of 1.06 which indicates a slightly above the average level and the job satisfaction which means that the respondents perceive their job satisfaction slightly higher level than the average as well.

Although it is possible to infer from the analysis that some of the responding academic staff job satisfaction resulted due to a slight presence of transactional leadership practice, yet analysis of interviewed academic leaders shows that some of academic staff believe that the current salary did not consider the qualification and experience of academic, and did not consider the present standard of living and thus salary and compensation policy should be reviewed. To show the implication of transactional leadership Teshome said that;

“Academic job satisfaction comes from issues other than transformational leadership. As academics our satisfaction comes from educating students and improving our knowledge in the process. Otherwise I cannot say that there is academic job satisfaction in a condition where there is resource problem, low salary, and poor working condition. In this case a simple example I can give you is the problem of electric power. There is no generator if the light went off. So the teaching and learning process is disrupted. Other than this we work for it is our country and it is our duty to work hard regardless of the many obstacles we face.”

Overall Academic Job Satisfaction and Leadership Styles

Table 4. 11 Overall Job satisfaction

No	Item	Frequency	Mean	SD
1	Job satisfaction due to Transformational leadership	279	3.93	0.94
2	Job Satisfaction due to Transactional leadership	279	3.66	1.06
	Over all job satisfaction	279	3.80	1.00

(Own Survey, May 2018)

Aggregating the responses of the twenty statements the overall job satisfaction of academics at AAU was computed to the level $M=3.84$, which can be said it was slightly above the average satisfaction level as compared to Bass and Avolio (2004) research validated mean score. This shows that showing that academic staff members have a satisfaction level which was slightly above the average level that can be measured within the 85% CI in the range 3.79 to 3.90.

From this it can be seen that academic job satisfaction has resulted due to either the transformational or transactional leadership styles practiced in the university. The study found that academic staff job satisfaction was simultaneously influence by transformational and transactional leadership components. That is the leadership style practiced in the university can be viewed as a mix of transformational and transactional leadership that both contribute to the job satisfaction of academic staffs.

In this regard the aggregate job satisfaction in relation to the statements concerning transformational leadership was $M= 3.93$ which is slightly above the moderate level and the job satisfaction. Similarly aggregate academic staff job satisfaction with respect to the transactional leadership style amounts to $M=3.66$ which is slightly above the average level.

This implies that although it seems that the academic staffs were found to have a slightly positive experience of their job satisfaction, however, as it can be seen from the results of the two leadership styles, the result of transformational leadership is slightly higher than that of the result of transactional leadership style. Thus it can be inferred that academic staff job satisfaction has resulted due to a slightly increased in practice of transformational leadership more than that of the practice of transactional leadership.

With regard to the implication of transformational and transactional leadership on the job satisfaction Nini said;

“Academic satisfaction or dissatisfaction comes from a working environment that has good physical, governance, rules and regulation, provides academics with material and psychological satisfaction. In this case no one can deny that both satisfaction and dissatisfaction exist in one form or another. But most satisfaction and dissatisfaction issues are beyond the control of the academic leader. As an academic leader it is beyond my control to provide adequate pay structure or incentive schemes. Such issues are national problems and are even beyond the control of the university.”

Furthermore Dawit emphasized the fact that;

“Academic job satisfaction comes from getting material reward rather it comes from teaching and conducting research and achieving goals by doing so. Yet the environment does not allow academics to perform to the extent of their capacity. Besides every decision comes from the top and not only academics but also leaders at department center, or school level are not involved in the decision making process or any other issue. Thus its implication is compromised.”

On the contrary Aregahegn commented that;

“AAU has become an institution where some individuals benefit and get preferential treatment due to friendship, political or ethnic affiliation. Some academic leaders do not know what they are doing. They just do what they are told. They are there to suit their superior’s agenda. A leader who does not represent academics cannot and will not satisfy academics. Thus most of the academics are not happy for the university

leadership only benefits only those who are politically affiliated. Academics stamina is not as it used to be.”

4.6. Relationship between Leadership Styles and Academic Staff Job Satisfaction

In order to assess the relationship between academic staff job satisfaction and academic leadership, correlation analysis was performed. The table below presents the association between job satisfaction and the three leadership styles.

Table 4. 12 Correlation (r) between Academic Job Satisfaction and leadership styles

Variable		Transformational Leadership & Job Satisfaction	Transactional Leadership & Job Satisfaction	Overall Job Satisfaction
Transformational Leadership	R	.490**	.334**	.485**
	p-value	.000	.000	.000
	N	279	279	279
Transactional Leadership	R	.389**	.475**	.463**
	p-value	.000	.000	.000
	N	279	279	279
Laissez-fair Leadership	R	.024	.154*	.077
	p-value	.686	.010	.199
	N	279	279	279
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

(Own Survey, May 2018)

From the above table it can be seen that the overall academic job satisfaction was not significantly correlated to Laissez-fair style of leadership, rather to transformational and transactional leadership styles. In this case academic job satisfaction was correlated to Transformational leadership style and Transactional leadership style with a correlation of $r=0.490$ and $r=0.475$ respectively. This show transformational leadership is highly correlated with academics job satisfaction than transactional leadership style. This implies academic job

satisfaction has resulted due to transformational leadership than that of transactional or laissez-faire leadership.

This further implies that unlike the laissez-fair leadership style, transformational and transactional leadership styles have a slightly positive relationship with the academic staff job satisfaction. More specifically overall academic staff job satisfaction was highly correlated to transformational leadership style with $r=0.485$ as compared to the transactional leadership style, which has a correlation of $r=0.463$ to academic job satisfaction.

Emphasizing on the significance of transformational leadership Beyene said that;

‘As an academics I come to work every day including weekends like many of my colleagues do. It is not because I am forced to do so or because of the pressure of my leaders at top or the president of AAU or any other person force me to do so for that matter. Rather it is due to my desire to come here and do my job without any other external influence and because of the love I have to my job. In addition it is not due to the satisfaction I get from the amount of salary that I get, rather it is my love and respect that I have towards my job.’

4.7. Challenges to Implement Transformational Leadership

The implementation of transformational leadership faced many challenges. In order to see the implication some statements which represent these challenges were presented to the respondents to see the extent of their agreement or disagreement to each of the statements. The following table presented potential challenges that would hinder implementation of transformational leadership in the university.

Table 4. 13 Challenges to implement transformational leadership

No	Item	Frequency	Mean	SD
1	Lack of commitment	279	3.64	1.03
2	Lack of extra ordinary capabilities	279	3.77	0.95
3	Inadequate psychological reward	279	3.86	1.01
4	Lack of stimulating creativity and innovation	275	3.76	1.04
5	Lack of personal career needs fulfillment	279	3.89	1.01

6	Inadequate monetary reward	277	3.66	1.04
7	Lack of continuous professional development	277	3.77	0.95
8	Lack of two way communication	277	3.63	1.12
9	Lack of opportunity to grow and develop	279	3.87	1.08
10	Lack of autonomy in leadership	277	3.74	1.01
11	Lack of trust	279	3.76	0.94
12	Unwillingness to take risks	277	3.80	1.06
13	Lack of inspirational goal setting	277	3.65	1.10
14	Discouragement of trying new approaches	277	3.59	1.02
15	Lack of time for mentoring and coaching	261	3.70	0.99
16	Lack of shared decision making	277	3.80	1.00
17	Lack of individual training and development	279	3.67	1.06
		277	3.74	1.02

(Own Survey, May 2018)

As it can be seen from the table the response of participants indicated that all the mentioned challenges were considered to have slightly higher than the average that ranges between mean $M=3.89$ for lack of personal career needs fulfillment and the lowest mean $M=3.59$ for discouragement of trying new approaches.

More specifically lack of opportunity to grow and develop as well as lack of psychological reward have the second and third highest agreement level rated $M=3.87$ and $M=3.86$ respectively. Both lack of shared decision making and unwillingness to take risks were the fourth highest agreement level having equal mean $M=3.80$. Lack of continuous professional development and lack of extra ordinary capabilities were the fifth highest with the same agreement level of $M=3.77$. With another equal agreement level of $M=3.76$ lack of stimulating creativity and innovation as well as lack of trust were the sixth highly ranked challenges. Whereas Lack of autonomy with $M=3.74$ and lack of time for mentoring and coaching with $M=3.70$ were considered the seventh and eighth highest agreement levels.

Lack of individual training and development and inadequate monetary reward were considered as the ninth and tenth highest agreement levels of $M= 3.67$ and $M= 3.66$ respectively.

In addition lack of inspirational goal setting with $M=3.65$, lack of commitment with $M=3.64$, lack of two way communication with $M=3.63$ were agreed to a mean that hampered the transformational leadership to be implemented in the university. All the above mentioned challenges were also among the challenges that make implementation of Transformational leadership difficult in the university. Regardless of their differences in their individual mean results, the respondents consider the statements described above as the potential challenges at a considerably higher than above the average level.

This implies most of the highly high scored challenges indicate that transformational leadership has not yet been fully implemented. These challenges should be overcome in order to increase the practice of transformational leadership.

Some of the comments of academic leaders also support this fact. For example Nigusu commented on monetary reward as;

“The main challenge of academics is lack of adequate reward. The amount of money which is we get is not good enough to cover our day today expenses as compared to the effort we give for the profession. Thus Instead of focusing on teaching and research the existing academic job dissatisfaction academics pushes academics to dislike their job and to work run here and there to make money to survive.”

Guta also added that

“Most of the challenges of academic leaders are related to the low salary level of academics. It is difficult to lead them knowing that it is beyond my control. As a result academics will be forced to work other places to make additional money which results in increased absenteeism, reduced of performance, lack of interest and initiation, and resistance to follow their leaders.”

Furthermore some of the potential challenges were presented to the respondents to be ranked with respect to their level of challenge to implement transformational leadership in the university as shown below.

Table 4. 14 Rank of Potential challenges

		First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth	Avg Rank	Relative Rank
Reluctance to Make Decisions	No .	20	24	51	24	43	35	25	18	18	21	5.14	2
	%	7.2	8.6	18.3	8.6	15.4	12.5	9.0	6.5	6.5	7.5		
Failure to Meet Standards	No .	34	29	38	27	19	24	26	29	22	31	5.29	3
	%	12.2	10.4	13.6	9.7	6.8	8.6	9.3	10.4	7.9	11.1		
Inadequate Material Reward	No .	48	51	24	20	23	22	28	28	19	16	4.66	1
	%	17.2	18.3	8.6	7.2	8.2	7.9	10.0	10.0	6.8	5.7		
Lack of Extraordinary Capabilities Persistence and Determination	No .	32	28	19	24	22	28	37	28	25	36	5.69	7
	%	11.5	10.0	6.8	8.6	7.9	10.0	13.3	10.0	9.0	12.9		
Inadequate time for Teaching and Coaching	No .	32	31	17	25	14	35	21	24	31	49	5.85	9
	%	11.5	11.1	6.1	9.0	5.0	12.5	7.5	8.6	11.1	17.6		
Lack of Stimulating Academic Creativity	No .	21	27	29	23	40	24	21	42	16	34	5.65	5
	%	7.5	9.7	10.4	8.2	14.3	8.6	7.5	15.1	5.7	12.2		
Lack of Inspirational	No .	18	23	22	32	18	30	34	36	34	32	6.02	10

goal Setting	%	6.5	8.2	7.9	11.5	6.5	10.8	12.2	12.9	12.2	11.5		
Reluctance to take Risks	No	23	18	39	39	39	29	21	10	44	17	5.35	4
	%	8.2	6.5	14.0	14.0	14.0	10.4	7.5	3.6	15.8	6.1		
Lack of Trust	No	31	12	16	35	35	28	41	38	19	24	5.69	8
	%	11.1	4.3	5.7	12.5	12.5	10.0	14.7	13.6	6.8	8.6		
Inadequate Psychological Reward	No	18	38	22	30	26	26	23	29	52	15	5.65	6
	%	6.5	13.6	7.9	10.8	9.3	9.3	8.2	10.4	18.6	5.4		

(Own Survey, May 2018)

In addition to the above challenges some academic leaders gave other challenges to the implementation of transformational leadership. For example Minishu described that;

“There are too many challenges of being an educational leader. One of our biggest challenges was lack of time. We are spending our time doing routine office works instead of teaching and making research. The other challenges being lack of leadership experience. When I first become academic leader I did not know what to do and how to do it. Especially I did not know how to deal with senior academics for they are older and have more experience than me. The other one is that the gender disparity is very high between female leaders and male counter parts. That is there is too small number of women in academic leadership. Although the policy encourages women to participate in leadership not much has been done to motivate practically. The policy does not go far beyond politicizing the university affairs. For example equal engagement of leadership having six credits like men. In addition, Leaders are engaged in doing too many routine office works every day. There is job burden is ultimately lies on academic units. Academic units were considered job dumping sites. There is also no incentive which is proportional to the job burden we have. I can assure you that no one is to be an academic leader. Being academic leader is a

mandatory that every academic is required to work for three years. The leadership experience only serves for promotion and decorating our CV.”

The ratings to the significance of each challenge seems to have been evenly rated from rank - first to rank-tenth. That is, the most challenge to someone may be the least challenge to other. This can also be justified by the resulting average ranks that are very close to each other. The average rank ranges from 4.66 for inadequate material reward, to 6.02 for the lack of inspirational goal setting. The responses by the academic staff were summarized in as shown in the table below

Table 4. 15 Relative Rank of Potential Challenges

Potential Challenges	Relative Rank
Inadequate material reward	1 st
Reluctance to make decisions	2 nd
Failure to meet standards	3 rd
Reluctance to take risks	4 th
Lack of stimulating academic creativity	5 th
Inadequate psychological reward	6 th
Lack of extraordinary capabilities, persistence and determination	7 th
Lack of trust	8 th
Inadequate time for teaching and coaching	9 th
Lack of inspirational goal setting	10 th

(Own Survey, May 2018)

With regard to their relative rank inadequate material reward was chosen as the first challenge, whereas failure to meet standards was considered as the second choice, whereas reluctance to take risks and lack of stimulating academic activity were chosen as the third and fourth challenges respectively. Accordingly inadequate psychological reward was ranked as the fifth challenge whereas lack of extraordinary capabilities, persistence and determination was chosen as the seventh one. Lack of trust, inadequate time for teaching and coaching and

lack of inspirational goal setting were considered as the eighth, ninth and tenth challenges respectively.

This implies most of the participants agree that most of the challenges arise primarily due to failure to properly implement transformational leadership and secondly due to the leadership capacity of academic leaders.

Mekbib also added to the challenges saying that;

“Primarily the major challenge of academic leader is the system itself. Compensation is the first priority for the academics. Social responsibility is secondary for the academics. Although the academics do not expect from their leader rather from the government for it is not up to the leader to increase their salary and they do not expect much from their leaders. As long as they are here they work their asses off. Secondly regardless the scarcity of resources the other bigger challenge is that there is a problem of administration. The administration is too procedural and bureaucratic that top level administrative support is not available to academics. In a system where the top leaders consider themselves their job as a routine work rather than a profession it is impossible to expect transformational leadership. Besides the AAU administration has become an empire which rewards those who are in favour of the administration and punishes those who are against. I don’t really see the existence of the administration at all as long as it is not in the interest of the academics. There is no supportive nature of the administration one only can see the procedural of administration which is a big challenge to academic leaders. In general whether there are resources or not, salary increase or not, there is incentive or not, the challenge is there for the academics and the leader. Most of the issues related to the higher education and academic matters are externalized to other government institution. There is no involvement of academics and other leaders in decision making, policy making at strategic level. The leadership is highly politicized highly”

Further commenting Feyisa added that

“I consider academics ethics as the biggest challenge due to the reasons such as disregard for senate rules and regulations, abusing colleagues and superiors for being affiliated to authorities, scramble extra benefit without any contribution, and

lack of performance to perform assigned responsibility. The other main challenge being the problem of budget due to the complex, and bureaucratic, time consuming and long chain process of the financial system at government institutions such as Ministry of Education, Ministry of Finance, and other concerned bodies.’’

With regard to time Chekol commented that;

Lack of adequate time for teaching and research is the main problem. in addition, the benefit academics receive is not proportional to the sacrifice they make. The system is not conducive for academics for the system is not tailored to fit and satisfy academics, students and leaders. Thus needs to be overhauled.

4.8. Proposed Solutions to Overcome the Challenges

Participating academic staffs were also asked to respond to the suggested solutions that would alleviate the challenges and increase transformational leadership implementation. The respondents were asked to rank the ten listed solution statements in the order of their importance. Here the average rank and relative ranks of the academic staff responses were evaluated.

Table 4. 16 Solutions to Potential Challenges

		First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth	Avg Rank	Relative Rank
Considering Goal group Identity	No .	24	23	24	36	30	28	23	21	34	36	5.73	7
	%	8.6	8.2	8.6	12.9	10.8	10.0	8.2	7.5	12.2	12.9		
Establishing Fair and Equitable Reward System	No .	28	15	16	31	27	26	47	36	20	31	5.88	9
	%	10.0	5.4	5.7	11.1	9.7	9.3	16.8	12.9	7.2	11.1		
Academics Empowerme .	No .	64	33	24	32	20	21	24	21	13	27	4.58	1

nt	%	22.9	11.8	8.6	11.5	7.2	7.5	8.6	7.5	4.7	9.7		
Developing Academic Confidence	No .	40	33	37	27	22	21	14	28	22	31	5.06	2
	%	14.3	11.8	13.3	9.7	7.9	7.5	5.0	10.0	7.9	11.1		
Organizational Citizenship Behavior Engagement	No .	16	28	35	16	20	29	30	24	38	43	6.05	10
	%	5.7	10.0	12.5	5.7	7.2	10.4	10.8	8.6	13.6	15.4		
Fair Treatment of Academics	No .	10	37	38	35	21	18	35	15	40	28	5.62	6
	%	3.6	13.3	13.6	12.5	7.5	6.5	12.5	5.4	14.3	10.0		
Showing Genuine Concern	No .	14	29	25	34	22	41	19	40	30	25	5.78	8
	%	5.0	10.4	9.0	12.2	7.9	14.7	6.8	14.3	10.8	9.0		
Academic Autonomy	No .	34	26	29	20	39	21	26	34	27	23	5.38	4
	%	12.2	9.3	10.4	7.2	14.0	7.5	9.3	12.2	9.7	8.2		
Improving University Commitment	No .	26	25	31	28	37	29	24	38	24	17	5.37	3
	%	9.3	9.0	11.1	10.0	13.3	10.4	8.6	13.6	8.6	6.1		
Building Academic Self Esteem	No .	20	30	20	22	41	47	32	22	27	18	5.51	5
	%	7.2	10.8	7.2	7.9	14.7	16.8	11.5	7.9	9.7	6.5		

(Own Survey, May 2018)

As a result the average rank for the proposed solutions ranges from 4.58 for the academic empowerment which was seen as the first in relative rank to 6.05 for the organizational

citizenship which is seen the tenth in relative average rank. When looking into the ranging distribution of each proposed solution, it can be seen that the solutions were evenly rated as the most as well as the least solution, relative to others. This shows that, an appealing solution which was considered as the most important to someone was considered as the least important to someone else.

This implies all the solutions signify nearly similar level of importance in tackling the challenges and have considerable impact in the implementation of transformational leadership in the university.

Yet these average ranks did not clearly show the relative importance of these proposed solutions to each other rather it shows that they all have a reasonably similar importance in overcoming the above mentioned challenges. In order to determine their relative importance their relative rank was evaluated accordingly as shown below.

Table 4. 17 Relative Rank of proposed Solutions

Proposed Solution	Relative Rank
Academics empowerment	1st
Developing academic confidence	2nd
Improving university commitment	3rd
Academics autonomy	4th
Building academics self esteem	5th
Fair treatment of academics	6th
Considering goal as their group identity	7th
Showing genuine concern for academics	8th
Establishing fair and equitable reward system	9th
organizational citizenship behavior engagement	10th

(Own Survey, May 2018)

The results showed that academics empowerment was ranked as the first choice as the solution. Developing academic confidence and improving university commitment were ranked as second and third solutions respectively. Academics autonomy was considered as

the fourth choice, whereas building academics self esteem was ranked as their fifth choice. On the other hand fair treatment of academics and considering goal as their group identity were chosen as the six and seventh choices respectively. Showing genuine concern for academics was the eighth choice. Establishing fair and equitable reward system was the ninth choice whereas the tenth choice was organizational citizenship behavior engagement.

This implies the solutions focused issues related to academic staff values and working environment. With regard to academic staff values the respondents feel that the university leadership should make commitment pertaining the building of academic empowerment, academic self esteem, academic autonomy, academic self esteem, and fair treatment of academics. In addition, the university leadership should give due concern to academic staff by establishing fair and equitable reward system and encouraging organizational citizenship behavior engagement.

With regard to academic staff job satisfaction some academic leaders commented on different issues other than the solutions mentioned above. For example Ali responded that

“In order to solve the resource problem it requires us thinking beyond government budget subsidy. In this regard efforts have been made by the university to pave the way in mobilizing resources. In doing so external relation teams were organized to advocate and be partner with international organizations across the world. Although it is too late to make it practical this year, I am sure it will be applicable in the coming years.”

Similarly Teshome commented that;

“The above mentioned challenges will not be solved at medium or level rather at the top level of leadership. By internalizing issues related to higher education and academics in general. The change should come first from the university itself and distributed to other parts of the country. The university should become a solution center by developing academics and leaders involved in shared leadership and decision making.”

Emiru further added that

“Academic staff should work based on their freewill rather than political decision. Academic independence should be respected without any intervention. The

government should only monitor whether the university is working to accomplish the policy set by the government.'

Zeru also commented that;

“The Government should increase the salary so that it is enough to sustain academics basic needs and proportional to the living condition of the country. As an international institution the academics should be compensated for their job which proportional to their standard of living so that they will be able to focus and do their job accordingly. In addition there should be a system that rewards everyone according to their work.”

In addition Mikiru added that; *“The University should independently manage itself an all aspects having its own charter and administration system. In addition academics should be given adequate time for teaching and research”*.

Chapter Five

Summary of the Findings, Conclusions and Recommendations

This chapter deals with the summary of the findings and conclusions drawn from the findings and data analysis of the research and forwards the recommendations on the basis of the findings of the study.

This study attempted to explore the relationship between leadership styles and academic staff job satisfaction at Addis Ababa University with the intention to understand the issue from academics, department heads, and deans of selected sample faculties of the university academic staffs perspectives. More specifically the study attempted to measure the extent of transformational and transactional leadership practices and their implication on the job satisfaction of academic staff. In addition, this studied aims at exploring the nature of components of transformational leadership practices and the implication of the leadership styles employed by the sample academic units on job satisfaction.

For the purpose of this study, a descriptive survey method was employed to disclose the understanding of respondents on the issue under study. This method was chosen with the assumption that it helps to conduct data as it exists and to gather several data related to the problem under study. Data were generated via Questionnaire, Interview and document analysis. In order to collect the required primary data multi stage random sampling technique was employed. .

Accordingly, questionnaires were distributed and filled out by department heads, and deans of selected sample faculties of the university academic staffs. The data collected through questionnaire are analyzed quantitatively and data collected through interview were analyzed and organized to answer the research questions. To this effect, the study attempt to answer the following basic questions.

In attempt to answer the basic research questions, a descriptive survey was preferred to serve the purpose. The study was conducted in Addis Ababa University. Questionnaire was developed and data also gathered based on the review of related literature. The questionnaire was distributed to College of Social science, Ethiopian institute of Architecture and Building Construction, College of education and Behavioural Studies, College of Development Studies,

College of Natural Sciences, College of visual and Performing Arts, and Institute of Ethiopian studies. Out of the expected 374 questionnaires distributed 279 (74.6%) were filled out and returned the questionnaire just on time.

The collected data were analyzed by descriptive statistics such as frequency table, percentage, mean, standard deviation, t-value, correlation and Test value of the three parameters. Data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 14.0 software.

5.1. Summary of the Major Findings

Based on the results and analysis of data the following major findings of the research with respect to the basic questions are presented below.

5.1.1. Findings as to the Extent of Leadership Practice

The extent of leadership practice at AAU was assessed. More specifically the extent to which the components of transformational leadership in terms of transformational, transactional and laissez-faire leadership styles were practiced in the university was assessed.

Findings as to the Extent of Transformational leadership practice

The extent of transformational leadership practice at AAU was assessed. It was found that transformational leadership was practiced with a slightly above the average level of agreement at $M = 3.53$, whereas transactional leadership was practiced with a slightly below average level of agreement of $M = 3.09$. On the other hand Laissez faire leadership was practiced with a significantly below the average level of agreement of $M = 2.79$.

More specifically as to the components of transformational leadership idealized influence (Attributed Charisma) was practiced slightly below to the average level of agreement of $M = 3.40$. Whereas Idealized influence (Behavior) and inspirational motivation were also found to be slightly above the average level of agreement at $M = 3.52$ and $M = 3.66$ respectively. On the other hand, intellectual stimulation and individualized consideration were found to be slightly above the average level of agreement With $M = 3.58$ and $M = 3.47$ respectively.

That implies the responses of participants revealed their presence to a slightly above the average. In addition In order of their rank inspirational motivation and intellectual stimulation were found to be the first and second highly practiced among the five components of transformational leadership. Whereas idealized influence behavior was found to be the third highly practiced. On the other hand individualized consideration and idealized influence Charisma were ranked the fourth and fifth components which were practiced the least respectively.

Findings as to the Extent of Transactional Leadership Practice

In assessing the practice of transactional leadership as well as the extent of the practice of its three components it was found that there is a **slightly below average level of transactional leadership practice** in the university with an agreement level of $M=3.09$. More specifically contingent reward was found to be slightly below the average level of agreement with $M=3.29$. Whereas at $M= 3.14$ Management by Exception (Active) was found to be slightly above the average level. On the other hand, management by exception (passive) was significantly below the average level of agreement at $M=2.85$.

Findings as to The Extent of Laissez-faire Leadership practice

The practice of Laissez-fair leadership in the university was rated very low at $M=2.79$ which is **significantly below the average level agreement**. This implies that academics have had little or no experience of Laissez-fair leadership in the university as compared to transformational and transactional leadership styles.

5.1.2. Findings as to the Extent of Academic Job Satisfaction

The extent of academic job satisfaction was assessed with respect to transformational and transactional leadership practices. The findings indicated that the results of the statements signify the presence of academic job satisfaction at AAU was predominantly due to transformational leadership and secondly due to transactional leadership. In this regard the results indicated that there is a slightly higher than the average level of academic job satisfaction with a mean of $M=3.93$ which has arisen due to transformational leadership practice.

Academics were also satisfied to a level which was significantly above the average level as a result of transactional leadership practice which amounts to $M=3.66$. In both cases, academics were found to have a positive experience of job satisfaction, which indicates that most of the academics agree that they have slightly above the average job satisfaction level. The finding further indicated that the overall job satisfaction of academic staffs at AAU with respect to the twenty statements indicates academic job satisfaction which is slightly above the average satisfaction level.

The correlation between leadership styles and job satisfaction of academic staffs were not significantly correlated to laissez-fair style of leadership rather to transformational and transactional leadership. In this case transformational leadership style was found to be highly correlated to the academic job satisfaction with $r=0.490$ which means most of the academic staff job satisfaction comes from the transformational leadership practice. Whereas transactional leadership style was correlated to academic staff job satisfaction with $r=0.475$.

Unlike laissez-fair style, transformational and transactional leadership styles have significant and positive correlation with the academic staff job satisfaction. More specifically Academic job satisfaction has resulted as a result of transformational leadership item statements; 'considering the moral and ethical values while performing their duties' 'working in a professional organization that has a code of ethics that they believe is important to follow', 'enjoy the challenges and rewards of being an academic' and 'feeling a sense of purpose in their work place' were found to be the four highly scored statements which depicted that there is slightly high level of job satisfaction which resulted from the prevalence of transformational leadership.

Academic staff job satisfaction also resulted due to the presence of other slightly above the average scored transformational leadership item statements like 'emotionally committed towards their mission', 'assuming that there was an opportunity for growth and development', 'the importance of working in a professional organization that has a code of ethics that they follow' and 'feel like they were valued and integral part of the university' and 'believed that they get greater personal satisfaction for being an educator' All the above statements further indicated that there is slightly higher than the average level of agreement level of job satisfaction which has resulted due to the presence of these transformational leadership items.

5.1.3. Findings as to the Challenges in Implementing Transformational Leadership

With regard to the challenges in implementing transformational leadership in the university it was found that ‘lack of personal career needs fulfillment’, ‘lack of opportunity to grow and develop’, ‘lack of psychological reward’, ‘lack of shared decision making’ and ‘unwillingness to take risk’ were considered to be the highest challenges agreed by the majority of academics. These statements tend to be more of transformational. ‘Lack of continuous professional development’, ‘Lack of extra ordinary capabilities’, ‘Lack of stimulating creativity and innovation’, ‘Lack of trust, ‘Lack of autonomy, ‘Lack of time for mentoring and coaching’, ‘Lack of individual training and development, and inadequate monetary reward were also among the challenges that make difficult the implementation of transformational leadership in the university.

With regard to their relative rank inadequate material reward, Reluctance to make decisions, failure to meet standards, reluctance to take risks, and lack of stimulating academic activity were ranked as the first five major challenges by most of the respondents to the implementation of transformational leadership and enhance academic job satisfaction. Whereas inadequate psychological reward, lack of extraordinary capabilities, persistence and determination, Lack of trust, inadequate time for teaching and coaching, and lack of inspirational goal setting were considered as the next five major challenges.

In both cases a challenge which was considered the major priority to one respondent was seen to be a minor priority to another that the resulting average ranks that were very close to each other. In general most of findings indicated that the challenges arisen due to failure to properly implement transformational leadership.

5.1.4. Findings as to the proposed Solutions to Overcome the Challenges

With regard to the possible solutions the respondents were asked to rank the ten listed solution statements in the order of their importance. The findings indicated that academic staff empowerment, developing academic staff confidence, improving university commitment, Academic staff autonomy and building academic staff self esteem were ranked to be the first five choices of academics as the proposed solutions. On the other hand fair

treatment of academic staff, considering goal as their group identity, showing genuine concern for academic staff, establishing fair and equitable reward system and organizational citizenship behavior engagement were found to be the next five choices of academic staffs of the proposed solutions.

With regard to the average rank for the proposed solutions the findings indicated that Average rank for the proposed solutions ranged from 4.58 for the academic empowerment which was seen as the first in relative rank to 6.05 for the organizational citizenship which is seen the tenth in relative average rank. When looking into the ranging distribution of each proposed solution, it can be seen that the solutions were evenly rated as the most important solution to the least important solution relative to others.

The findings also show that, an appealing solution which was considered as the most important to one academic was considered as the least important to another. Hence all the solutions signify nearly similar level of importance in tackling the challenges and have considerable impact in the implementation of transformational leadership in the university. Yet these average ranks did not clearly show the relative importance of these proposed solutions to each other rather it shows that they all have a reasonably similar importance in overcoming the above mentioned challenges.

5.2. Conclusion

This study attempted to explore the relationship between leadership styles and academic staff job satisfaction at Addis Ababa University with the intention to understand the issue from academics, department heads, and deans of selected sample faculties of the university academic staffs perspectives. For transformational leadership to be effectively implemented it requires everyone to know its whole concept. Simple description of transformational leadership does not bring a change that we want to aspire to have. As to the findings of this research Transformational leadership has not yet been fully implemented at AAU for it lacks the benevolence and the commitment of academics, academic leaders and other concerned bodies. It is hard to believe that transformational leadership is fully practiced at AAU. But there are signs as to the beginning of its implementation.

Thus in a system where academic staff leadership is considered as a routine work rather than a profession by most of the leaders it is impossible to expect the full implementation of

transformational leadership. Besides most of the academics consider AAU administration as an institution has become an empire which rewards those who are in favor of the administration and punishes those who are against. Academic staff ethics is also as the biggest challenge due to the reasons such as disregard for senate rules and regulations, abusing colleagues and superiors for being affiliated to authorities, scramble extra benefit without any contribution, and lack of performance to perform assigned responsibility.

The idealized influence in the transformational leadership style was viewed to have existed in the university and agreed moderately. Besides, the leadership style that academic staffs experienced in the university have also a moderate level of transactional leadership style. The laissez-fair leadership style can be expressed in the delays responding to urgent decisions and the presence of such practice in the university was rated low and the academic staffs had low or no experience of Laissez-fair leadership in the university.

Lack of commitment to the university values, lack of extraordinary capabilities, inadequate psychological setup, and lack of creative/innovative stimulation are also among the challenges that make difficult the implementation of transformational leadership in the university. Furthermore, the overall job satisfaction of academic staff members at AAU was rated as slightly above moderate level and this by implication mean that academic staff members have moderate level job satisfaction. Besides, the job satisfaction of academic staff also amounts to their high level agreement.

Although Efforts have been made by the university to implement the transformational leadership, it has not yet been fully implemented at AAU for it lacks the benevolence and the commitment of academics, academic leaders and other concerned bodies. It is hard to believe that transformational leadership is practiced at AAU. But there are signs as to the beginning of its implementation. This requires academics, academic leaders and all concerned bodies to work together to bring a sustainable transformational leadership that we aspire to have.

In general, based on this study, it can be concluded that transformational leadership was practiced slightly above the average level whereas transactional leadership was practiced slightly below the average level. On the other hand, laissez- faire leadership was practiced at a significantly below the average level of practice. This implies academics have had little or

no experience of Laissez-fair leadership in the university as compared to transformational and transactional leadership styles.

Academic staff job satisfaction was influenced by both transformational and transactional leadership practices in the university. That is both leadership styles simultaneously influence the job satisfaction of academic staff. Yet as it can be seen in the relationship between the two leadership styles and job satisfaction transformational leadership has more influence on academic staff job satisfaction than transactional leadership and thus academic leaders should have to give attention to enhancing transformational leadership practice in the university.

5.3. Recommendations

The recommendation of this research would be for academic leaders at each level of leadership to recognize the positive implication of transformational leadership by directly or indirectly influencing academic staff job satisfaction and ultimately enhance academics staff commitment. Although the research indicated that academic leaders directly or indirectly impact academics job satisfaction, it is important to note that academic leaders identify the major academics job satisfaction elements and implement them to enhance academics performance.

The recommendations are based on the findings of this study which are believed to enhance transformational leadership practice. These recommendations show areas of intervention to improve the most wanted effective transformational leadership practices and bring the aspired change in the university. Yet effective implementation of transformational leadership practice in the university and enhance academic staff job satisfaction requires it requires the academic leaders and academic staff to looking into in to the recommendations involved. Accordingly, the following recommendations are made on the basis of the research findings and the conclusion. Thus based upon the findings in this study three key recommendations were found to have utmost importance.

1. Academic leaders should focus on enhancing their transformational leadership practice and bring change from within the university rather than imposing it from outside by involving academics and leaders in the change process. Thus the change will be internalized by everyone involved and consider it as if it is their own. Academic leaders should also strive to make the university a solution centre

by developing academic staff and transformational leaders involved in shared leadership and decision making train and develop academic staff and academic leaders and build their leadership capacity, allowing academic staff to freely engage in policy making and other relevant issues instead of imposing from external stakeholders, to work based on their own free will rather than any external intervention or political decision, reduce the work load of academics and leaders so that they will be engaged in what they love to do most teach and conduct research.

2. The university as well as academic units should have adequate resources and financial autonomy in budget allocation and other important financial issues, create fair and equitable reward system which considers the current standard of living academic staff, Academics issues and problems should be addressed based on senate legislation, policy and procedure, develop and promote a collegial relationship among academics and academic leaders,
3. Academic staff at all levels should be give equal chance to participate in all aspects of leadership practices in the university, participate in developing merit based promotion and scholarship which is free from favoritism and preferential treatment due to ethnic, or religious, or political affiliation, periodic, transparent and competitive reward should be given to increase their job satisfaction. There should be continuous capacity building programs and giving responsibility based on merit and academic competence. Time and resource should be managed properly by expanding transparency and minimize wastage of resources due to misuse and abuse.
4. There should also be transparency to reduce corruption, abuse and misuse of resources by developing a culture that motivate and inspire academic staff and leaders to be initiators in formulating policy at any level rather than imposing from external stake holders. The university should also promote academic staff autonomy in the university so that academics and academic units will be engaged in their own academic endeavor and other internal affairs. Eliminate if not reduce the routine office work loads of academic leaders so that they will spend their time on what they love to do most that is teaching and conducting research.

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Appendices

Appendix A

Semi –structured Interview Guides for Academic Deans and Vice Deans

This interview guide is intended to collect information for the research “The Practices of transformational leadership and implication on the job satisfaction of academics; The Case of Addis Ababa University.”

1. Is transformational leadership practiced at AAU?
 - o If yes what is its implication on the job satisfaction of academics?
 - o What is the implication of the current leadership style on academics job satisfaction?
2. How difficult is it to lead other leaders and academics which are the most elite and educated and enhance their job satisfaction?
 - o How do you deal with them?
 - o How do see your relationship with academics and other leaders?
3. How do you communicate the objectives and strategies of the university to the academics?
4. How can academics leader enhance academic job satisfaction at your strategic level?
5. How do you view your leadership practice with respect to growth and transformation policy of the country?
6. What are the challenges that Academic Deans or Vice Deans encounter to enhance academic job satisfaction?
7. What are the possible measures that should be taken to overcome these challenges?
8. Is there anything else you would like to add?

Thank you very much for your valuable time!

Appendix B

Semi-structured Interview Guide for Office Directors

This interview guide is intended to collect information for the research “The Practices of transformational leadership and implication on the job satisfaction of academics; The Case of Addis Ababa University.”

1. Is transformational leadership practiced at AAU?
 - If yes what is its implication on the job satisfaction of academics?
 - What is the implication of the current leadership style on the job satisfaction of academics?
2. How difficult is it to lead other leaders and academics which are the most elite and educated and enhance their job satisfaction?
 - How do you deal with them?
 - How do you see your relationship with academics and other leaders?
 - How can academics leader enhance academic job satisfaction at your level?
3. How do you view your leadership practice with respect to growth and transformation policy of the country?
4. What are the challenges that Office Directors encounter to enhance academic job satisfaction?
5. What are the possible measures that should be taken to overcome these challenges?
6. Is there anything else you would like to add?

Thank you very much for your valuable time!

Appendix C

Semi-Structured Interview Guide for Center/School Heads and Department Chairs

This interview guide is intended to collect information for the research “The Practices of transformational leadership and implication on the job satisfaction of academics; The Case of Addis Ababa University.”

1. Is transformational leadership practiced at AAU?
 - If yes what is its implication on the job satisfaction of academics?
 - What is the implication of the current leadership style on the job satisfaction of academics?
2. How difficult is it to lead other leaders and academics which are the most elite and educated and increase their job satisfaction?
 - How do you deal with them?
 - How do see your relationship with academics and other leaders?
 - How can academics leader enhance academic job satisfaction at your level?
3. How do you view your leadership practice with respect to growth and transformation policy of the country?
4. What are the challenges that Center/School Heads and Department Chairs encounter to enhance academic job satisfaction?
5. What are the possible measures that should be taken to overcome these challenges?
6. Is there anything else you would like to add?

Thank you very much for your valuable time!

A questionnaire to be filled by Academics

The purpose of this questionnaire is to assess the transformational leadership practice and implication on the job satisfaction of AAU Academics. The data collected will be used to conduct a research for academic purposes. Thus by filling this questionnaire and returning to the researcher you will be helping the research to achieve its intended objectives. Thus you are kindly requested to complete the questionnaire by providing your genuine and frank response so that it would be helpful for the successful accomplishment of the study. I am grateful in advance for your effort to complete the questionnaire.

Part I: Background Information

This part of the questionnaire is about your general information about your personal information. Please give your responses by putting a thick mark (✓) in the boxes or by filling your answer in the blank spaces as requested. Completion of this information is voluntary and its confidentiality is assured.

1. Age

- | | | | | |
|-----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|
| ☐ Below 25 | ☐ 31 – 35 | ☐ 41 - 45 | ☐ 51 – 55 | ☐ 61 - 65 |
| ☐ 26 – 30 | ☐ 36 – 40 | ☐ 46 – 50 | ☐ 56 - 60 | ☐ Above 60 |

2. Gender

- ☐ Male ☐ Female

3. Nationality

- ☐ Ethiopian ☐ expatriate

4. Marital Status

- ☐ Married ☐ Single ☐ Other

5. Name of Your College/Institute

6. Name of Your Department/School/Center

7. Work experience as academics in

years _____

8. Qualification

- ☐ Diploma ☐ BA/BSC ☐ MA/MSC ☐ PhD ☐ DVM ☐

MD

9. Academic Rank

- | | | |
|--|---|---|
| ☐ Technical Assistant | ☐ Assistant Lecturer | ☐ Assistant Professor |
| ☐ Graduate Assistant | ☐ Lecturer | ☐ Associate Professor ☐ professor |

10. How many years have you been employed at AAU?

- ☐ Below 5 years ☐ 6 – 10 ☐ 11 – 15 ☐ 21- 25 ☐ 26- 30 ☐ > 31 years

Part II: The following statements refer to the transformational leadership practices of Academic Deans and vice Deans, School Heads, and Department/Center Chairs in your college or institute. Please rate by putting thick mark (show your agreement or disagreement and the extent to which you perceive the leaders of your college or institute with respect to their leadership practice.

<i>Items</i>		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>
		1	2	3	4	5
1.	Instils pride in me for being associated with him/her.					
2.	Emphasizes the importance of having a collective sense of mission.					
3.	Articulates a compelling vision of the future.					
4.	Seeks differing perspectives when solving problems.					
5.	Spends time teaching and coaching					
6.	Makes clear what I can expect to receive for achieved performance goals.					
7.	Focuses on irregularities, mistakes, exceptions, & deviations from standards.					
8.	Takes no action until complaints are received					
9.	Delays when responding to urgent requests.					
10	Reassures me that obstacles will be overcome.					
11	Takes risks consistently					
12	Encourages my efforts to be creative.					
13	Gets me to look at problems from many different angles.					
14	Delegates tasks as a means of developing me.					
15	Tells me to expect to receive material reward for achieved performance goals					
16	Directs attention toward failures to meet standards.					
17	Waits for things to go wrong before taking action.					
18	Avoids getting involved when important issues arise.					
19	Goes beyond self interest for the good of the group.					
20	Considers the moral and ethical consequences of his/her decisions.					
21	Talks optimistically about the future.					
22	Re-examines critical assumptions to question whether they are appropriate					
23	Helps me to develop my strength.					
24	Assigns or obtains my agreement on what I need to do with promised or actual rewards offered in exchange for carrying out my assignment					
25	Keeps track of all mistakes.					
26	Waits for deviances, mistakes, and errors to occur to take corrective action					
27	Avoids making decisions.					

Part III: Below are statements that reflect the extent of your job satisfaction as academics with regard to the leadership practice of your leader. Please rate by putting thick mark (✓) to show the extent of your agreement or disagreement of each of the statements.

<i>Items</i>		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>
		1	2	3	4	5
1.	I am emotionally committed to a mission.					
2.	I consider the moral and ethical values involved in my duties.					
3.	I feel that my personal career needs are being met					
4.	I feel I have an opportunity for growth and development					
5.	My job does not change much every day.					
6.	I am empowered to perform my job autonomously					
7.	I enjoy the challenges and rewards of being an academic					
8.	The work environment encourages me to a greater creativity					
9.	I exhibit a decreased feeling of stress in my job.					
10.	Most of the work I do in my job is somewhat repetitive in nature					
11.	I feel a sense of purpose in my work place.					
12.	I feel like I am valued and an integral part of the university.					
13.	I work in a professional organization that has a code of ethics that I believe is important to follow.					
14.	I get greater personal satisfaction for being an educator					
15.	I don't feel that the rewards I receive worth very much					
16.	I perform the same types of activities every day in my job.					
17.	I have enough knowledge to handle the situations I face in my job.					
18.	I am a member of the university whose standards and values guide me in my work					
19.	The university offers attractive opportunities to its academics					
20.	I am a member of the university with which I strongly identify					

Part IV:

Section I: The following statements are major challenges in implementing transformational leadership practice at in your college or institute. Please read all the listed reasons thoroughly and Please rate by putting tick mark “✓” to show the extent to which you agree or disagree with the statements.

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1	Lack of commitment to the university values					
2	Lack of extraordinary capabilities, persistence, and determination					
3	Inadequate psychological reward					
4	Lack of stimulating higher levels of creativity and innovation					
5	Lack of personal career needs fulfilment					
6	Inadequate monetary reward					
7	Lack of continuous professional development					
8	Lack of two way communication					
9	Lack of opportunity to grow and develop					
10	Lack of autonomy in leadership					
11	Lack of trust					
12	Unwillingness to take risks					
13	Lack of inspirational goal setting					
14	Discouragement of academics to try new approaches					
15	Lack of time for mentoring, and coaching					
16	Unethical treatment of					
17	Lack of shared decision making					
18	Lack of individual training and development					

Section II: As indicated in the above section, there are many possible *challenges with respect to the transformational leadership practice and job satisfaction of AAU academics*. Please

read all reasons listed below thoroughly and rank them by assigning 1 to the most important reason and 10 for the least important reason.

- _____ Reluctance to make decisions
- _____ Failures to meet standards
- _____ Inadequate material reward
- _____ Lack of extraordinary capabilities, persistence, and determination
- _____ Inadequate time for teaching and coaching
- _____ Lack of stimulating academics creativity
- _____ Lack of inspirational goal setting
- _____ Reluctance to take risks
- _____ Lack of trust
- _____ Inadequate psychological reward

Part V: Below are some solutions to address the challenges of transformational leadership practice. Please read all reasons listed below thoroughly and rank them by assigning 1 to the most important reason and 10 for the least important reason. Please indicate the major alternative solutions that you think for effective transformational leadership practice.

- _____ Considering goal as a basis for group identity
- _____ Establishing fair and equitable reward system
- _____ Academics empowerment
- _____ Developing Academics confidence
- _____ Engagement in organizational citizenship behaviors
- _____ Fair treatment of Academics
- _____ Showing genuine concern for Academics
- _____ Academics Autonomy
- _____ Improving university commitment
- _____ Building Academics self-esteem