



**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF BUSINESS AND ECONOMICS**  
**SCHOOL OF COMMERCE**

**THE EFFECT OF ORGANIZATIONAL LEADERSHIP ON QUALTY OF  
EDUCATION DELIVERED: THE CASE OF MENELIK II COLLEGE OF MEDICAL  
& HEALTH SCIENCE**

Prepared by: -Gifti Mekonnen

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EDUCATION DELIVERED: THE CASE OF MENELIK II HEALTH SCIENCE &  
MEDICAL COLLEGE**

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Leadership**

Advisor: - Dr.Teklegiorgis A.

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## **DECLARATION**

I, Gifti Mekonnen, hereby declare that the study entitled “THE EFFECT OF ORGANIZATIONAL LEADERSHIP ON THE QUALITY OF EDUCATION DELIVERED: THE CASE OF MENELIK II HEALTH SCIENCE & MEDICAL COLLEGE” is my original work and has not been presented in Addis Ababa University or any other University. I have carried out the study indecently with a close guidance and support of the research advisor Teklegiorgis A. (PhD).

## **STATEMENT OF CERTIFICATION**

This is to certify that Gifti Mekonnen’s research work on the topic entitled “The Effect of Organizational Leadership on the Quality of Education Delivered: The Case of Menelik II Health & Medical Science College” is her original work and suitable for submission for the award of Master’s Degree in Business Leadership.

The project paper is submitted for examination with my approval as a university advisor.

Advisor: - Teklegiorgis A. (PhD).

June, 2022

<b>Name of the Researcher</b>	<b>Signature</b>	<b>Date</b>
<b>Gifti Mekonnen</b>	_____	_____
<b>Confirmation by Advisor</b>		
<b>Teklegiorgis A. (Ph.D)</b>	_____	_____

### **Approved by Board of Examiner**

<b>Name</b>	<b>Signature</b>	<b>Date</b>
<b>External Examiner: (Ph.D)</b>	_____	_____
<b>Internal Examiner: (Ph.D)</b>	_____	_____
<b>Advisor: Teklegiorgis A. (Ph.D)</b>	_____	_____

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## **LIST OF ACRONYMS/ABBREVIATIONS**

**HEI-** Higher Educational Institution

**HERQA-** Higher Education Relevance and Quality Agency

**HESQUAL-** Higher Educational Service Quality

**MIICMHS-** Menelik II College of Medical & Health Science

**SPSS** – Statistical Package for Social Sciences

## ABSTRACT

*This study was constructed on the concept that growth of a nation goes hand in hand with the Educational advancement the nation is reaching; therefore on the quest to that, Higher Educational institutions' organizational leadership is believed to take a major role. Thus, the objective of this study was to understand the effect of Organizational leadership on the quality of education delivered in the case of Menelik II College of Medical and Health Science. The effect of Leadership style (Democratic Leadership, Authocratic leadership and Laissez Faire); Leadership skill & Leadership Ethics as an independent variable on the quality of Education as dependant variable was determined. This study uses quantitative; explanatory research approach and design to understand the research objective. The target populations used for this study are 313 students. To meet the objective of the research and gather vital information, questionnaire was distributed to the target group, where 97.4% return rate of respondents was found. The findings of this study shows that there is a positive and significant relationship between organizational leadership and Quality of education. Thus, HEI Policies should be designed where only trained and competent organizational leaders can serve HEIs by implementing preffered leadership style, skillfully and ethically in order to deliver quality of education.*

*Key words: Organization, Leadership, Quality, Education, Organizational leadership; Quality of Education; Higher Educational Institution*

# CHAPTER ONE

## INTRODUCTION

This research project focuses on “The effect of Organizational Leadership on Quality of Education Delivered: The case of Menelik II College of Medical and Health Science (MIICMHS)”. Thus it will try to illustrate the relationship between effective organizational leadership and its attributes with the quality of Education in Higher Educational Institution such as MIICMHS.

### **1.1. Background of the study**

In this era there is an increased global demand of Education; though not just an ‘Education’ but with its ‘Quality’. Education is the base of building an aware, productive and developed nation. A country's progress in the highly competitive and quick advancement of science and technology is measured by its educational system. It is important to give serious thought to community pressure and expectations to improve the quality of higher education because a country's educational delivery system determines the quality of its human resources (Onisimus Amtu & Lumamuly, 2021). However, lack of quality in Education may also create confused, misplaced and inefficient nation.

Since the start of the twenty-first century, the climate of today's higher education institutions (HEI) has expanded and become more complex, necessitating the development and hiring of intelligent professionals who can successfully implement change initiatives and lead instructors, staff, and students (Mews, 2019). Effective leadership in higher education is seen as involving the ability to navigate the many challenges, cultures, and stakeholders involved in higher education and engaging colleagues to collaborate in these activities. According to related literature, leaders can increase important aspects like staff loyalty; job satisfaction and educational quality by learning about and accommodating their followers' needs and preferences (Ruben, 2017). Leadership, therefore, has received extensive research in relation to defining organizational goals, developing organizational strategies, influencing stakeholders, and determining the direction (vision) of the organization.

Due to their special position, leaders have a significant role in the dynamics of an organization which will lead to organizational dysfunction if handled unwisely(Alemu, 2016).

As Nyerere and Nkrumah argued, Leaders in Africa have a responsibility to enhance staff awareness, stressing quality, devotion to the organization and inspiring new ways of thinking about how Africans may achieve organizational goals for Educational institutions. They are in charge of motivating supporters to alter and advance the educational system. The importance of competent leadership in a global era cannot be understated leaders draw capable followers and inspire them to overcome the difficulties of the non-static African environments through multifaceted educational leadership (Ira Bogotch and Duncan Waite, 2017).

Here in Ethiopia, an autonomous organization called the Higher Education Relevance and Quality Agency (HERQA) exists. It is one of the major organizations in charge of directing and controlling the higher education sector. It seeks to ensure excellent quality and is dedicated to achieving ongoing progress in the nation's higher education system. As one of its area of focus the institution assesses the "Governance and Management System," which can be interpreted as a synonym for leadership because it promotes that the leaders should uphold the institution's vision, mission, and goals; define the roles and responsibilities of the staffs; and encourage the involvement of academic staff and students in order to sustain educational quality(Relevance & Agency, 2006).

However, organizational Leadership is a multifaceted concept that needs detailed in sight in order to choose the 'leadership style' suitable for the situation, the 'leadership skills' required and the 'leadership Ethics' the leaders should meet. Therefore, for this research the above aspects are examined as independent variables, and their effect in meeting the Quality of Education delivered, in the case of the Higher Educational Institution, MIICMHS.

### **1.1.1. Background of the organization – MIICMHS**

The first Health Training School in Ethiopia, as stated in the history of Nursing, Menelik II Auxiliary Health Workers Training School (later called Menelik II Health Science College, then again currently renamed Menelik II College of Medical and

Health Science) is established in 1941 E.C (1949 G.C). The college compound is located in Addis Ababa; 6-Kilo, Menelik II Referral Hospital compound. The foundation of the school is related with the history of the hospital and the factors, which lead to the need of training Auxiliary health workers at that period. The students were being recruited from 8th grade and gradually improved with recruitment criteria and teaching period of up to one and half year. Since then, the school has graduated plenty auxiliary health workers.

When Kotebe University College, promoted to full-fledged University named Kotebe Metropolitan University, Menelik II Health Science College and the University officially unified to work together in November, 2019 and named as Menelik II Medical and Health Science College (MIICMHS). Currently the college trains different categories of midlevel health professionals based on city government demand. MIICMHS has more than 30,000 alumni since 1941, providing high-quality care in health care and educational facilities throughout the nation, city administration, and the region.

The College visions to produce qualified professionals who are competent, skilled, attitudinally & ethically committed to their profession. It also targets to establish a system and culture of continuing professional development through diverse modes of training and knowledge exchanging stages to sustain life-long learning in order to meet the health professionals' demand in the region.

Around 115 administrative staffs and 127 Academic staffs are administered by the Dean, Academic Research & Training vice Dean, various Admin Directors and Department heads of the 18 different health Science departments, who are thus considered as "leaders" of the College in this research. There are around 1440 students who are either Generics (joining the college direct after grade-12) or Post-basics (diploma holders upgrading to BSC).

Thus, this specific Higher Educational Institution is primarily selected for this research as "Quality of Education" must be the prioritized concern of a health science college as professionals graduating from it will be working directly on patients found in the community in different health care institutions and the quality of education the professionals had gained becomes a matter of cause for life or death. Additionally, MIICMHS is one of the most successful Health Science Colleges working in Ethiopia

with almost seven decades of teaching experience which makes it the best institution to assess its organizational leadership and its effect on the Quality of Education which has sustained it this long. Understanding the effectiveness of the organizational leadership and its relation to the quality of education will be helpful not only to enhance MIICMHS Educational Quality, but also to guide other HEIs learn from its success and follow its tracks.

## **1.2. Statement of the problem**

Higher Educational institutions (HEI) of this era are currently facing challenges as demands for greater professionalism; the need for more technological and innovative changes; changes in student demographics and choices; highly competitive advances in Education coupled with increased globalization rate, request for transparency in decision making and the likes are generally high ranking the demand of meeting quality on every aspect of delivering Education, which all requires global leadership attention to fulfill it. Additionally, leaders in HEI are highly expected to acknowledge the needs, goals, and insight of the diversified stakeholders (students, instructors, administrators, society, government...) who have their eyes on HEI (Ruben, 2017).

The organizational, financial, technological, and ideological challenges HEIs face, as well as the leadership issues that need to be addressed, are multifaceted and complex, go beyond academic and administrative roles, and involve both faculty and staff. These issues include the deterioration of benevolence and public support. Therefore a modern leader must possess the professional and personal qualities required to consistently put these talents into effect, as well as a wide awareness of the higher education landscape, a variety of organizational and leadership concepts and tools, and relevant experience (Ruben, 2017).

A few studies have investigated the importance of organizational leadership in terms of enhancing educational quality as mentioned by (Mews, 2019). However, none of these studies focused on determining organizational leadership's effect in relation to educational quality from the first stakeholders, "students", perspective. It is known that Quality can be either of "perceived", in which the quality of a product or service is determined by the client's reflection of it; or it could be "actual" which is quality

based on tangible data aligning with pre-set standards either by the government or the owner of an organization(Charles Hoy & Margaret Wood, 2006).

Therefore, the actual quality of any HEI is measured by the government while trying to accredit the HEI or for its reaccreditation, like HERQA in the case of Ethiopia. However the author of this research believes that repeating or adopting actual quality measures from the government and researching on it will give redundant piles of information with no new measure of overcoming the challenges and drawbacks gathered as the actual stakeholders' demands and needs might be ignored. Which is why in this research, since students are the central and important stakeholders of an educational organization, the perceived quality measures adopted from HESQUAL model (Teeroovengadum, 2016), and its relation to the effectiveness of organizational leadership is gathered and studied by questioning students of HEI, MIICMHS.

### **1.3. Research Questions**

- To what extent is Organizational Leadership in Menelik II College of Medical &Health Science being exercised?
- What is the level of Quality of Education delivered in Menelik II College of Medical & Health Science?
- What is the relationship between Organizational Leadership and Quality of Education delivered in the Case of Menelik II College of Medical &Health Science?
- What is the Effect of Organizational Leadership on Quality of Education delivered in the Case of Menelik II College of Medical & Health Science?

### **1.4. Research objectives**

#### **1.4.1. General Objective**

The general objective of the research will be to assess the effect of organizational leadership on the quality of education delivered in the case of Menelik II College of Medical & Health Science.

### **1.4.2. Specific Objective**

- To identify the Organizational Leadership in Menelik II College of Medical & Health Science being practiced?
- To assess the level of Quality of Education delivered in Menelik II College of Medical & Health Science?
- To analyze the relationship between Organizational Leadership and Quality of Education delivered in the Case of Menelik II College of Medical & Health Science?
- To examine the effect of Organizational Leadership on Quality of Education delivered in the Case of Menelik II College of Medical & Health Science?

### **1.5. Significance of the study**

Understanding the practice of effective leadership and its extent of effect in the delivery of quality of education in HEIs is significant in that the primary stakeholders of HEI (students) are the future workforce in whom the nation delegates to implement their knowledge; discover new technologies and advance in their problem-solving skills in order to develop the country, therefore this research will give HEIs an insight on how to do so. The findings of this research would be helpful to HEI leaders that are involved in decision making and formulating education delivering strategies to take notice of the leadership trait that influence educational quality in MIICMHS's and also in other HEIs .

Considering the effect of leadership on quality of education the government can also benefit by designing policies that includes what this research recommends so that it may guide as a directives while marching towards the improvement of quality in the delivery of Education in HEIs. Finally, for academics, this research study will help further in the study of organizational leadership influence on quality of education. It may also serve as an input/reference for future researchers who are interested to study in related areas.

## **1.6. Scope of the study**

Thematically, the study is delimited to the effects of organizational leadership on the quality of education delivered in Menelik II College of Medical & Health Science.

Geographically, the research is done in Menelik II College of Medical & Health Science which is located in Addis Ababa, Ethiopia. Because of their organizational structure, old establishment ages, scope, and depth, the institution has made a significant contribution to obtaining relevant and sufficient information.

Methodologically, Explanatory research design and quantitative research approach was used. While, close ended structured questionnaire was used to collect data from students.

## **1.7. Organization of the study**

The research comprises five main chapters. The first chapter is devoted to the general introduction covering the background of the study, the statement of the problem, the objectives, significance, scope, limitations, how the research was organized and the definition of the key terms. The second chapter is mainly concerned with the review of related literatures and gives a detailed explanation on the topic's area of interest. The third chapter is concerned with the research methodologies which covers the research design and method of the study. The fourth chapter explains about the data analysis, where it discuss about presentation, analysis and interpretation of the data collected. Lastly, Chapter five wraps up the research paper by including the conclusions from the study, a summary of the findings and recommendations.

## **1.8. Definition of key terms**

**Organization-** Is defined as a group of individuals, large of small, that is cooperating under the direction of executive leadership in accomplishment of certain common objective.(Saravanakumar, 2020)

**Leadership-** the process through which an individual is capable of inspiring others to achieve shared aims and goals (Northouse, 2017).

**Organizational Leadership-** is a dual-focused management strategy that simultaneously strives for the interests of both individuals and the group as a whole (Girma, 2017)

**Higher Educational Institutions (HEI)-** are organizations encompassing post-secondary or tertiary educational institutions; Colleges and Universities which provides education and is preeminent in the field of research then rewards degree or some sort of credential (Alemu, 2016).

**Quality-** is something's goodness or excellence. It is evaluated against the sector's value and criteria as well as the requirements and interests of users and other stakeholders (Smith, 2019)

**Education-** the process of getting the mind to reason; it's the capacity to be intellect and aware (Naziev, 2017)

**Quality of Education-** involves healthy students, healthy physical environment, curriculum designed with relevant contents and where trained instructors deliver subjects in order to produce problem- solver learners (Eze, 2009)

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

Reviewed literatures are gathered and structured in this chapter based on the title of this research which is, “The effect of Organizational Leadership on Quality of Education delivered: the case of MIICMHS”. As the objective of this research is to understand the effect of Organizational Leadership on Quality of Education, this specific chapter elaborates the objective of this topic. Theoretical reviews regarding Organizational Leadership and Quality of Education is discussed. In addition Empirical studies from prior researches on the researches’ area of interest are reviewed. After stating the Researches’ gap, finally the conceptual framework of the research done is constructed.

#### **2.1. Theoretical Review**

##### **2.1.1. Concept & Definition of Organizational Leadership**

The concept of leadership is always connected to the existence of a group of individuals being led, their structural and functional relationships, their understanding and acceptance of fundamental ideas that serve as a basis for achieving common goals. The affirmation of (Amtu et al., 2021) must be taken into account in order to fully comprehend the concept of leadership, as leadership is fundamentally not only an improved personal quality but also a way to be and act which positively connects one with others, allowing for the development of cooperation, assistance, and growth.

Therefore, for any type of organization to succeed and survive, there must be strong leadership. The purpose of leadership in an organization is to establish structure and order. Organizational leadership is required to organize the efforts of the group members and foster interpersonal ties. Its described as having a person who can spread change in an organization by its vision and strategy (Senior and Fleming, 2006). Influence requires demonstrating to your followers your desire for success. Visionary leaders can genuinely guide the company towards significant success. Effective leadership is demonstrated through high-quality outcomes. In order to achieve predetermined goals and objectives, human cooperation is essential. A strong

leader must be able to achieve results through others and create cohesive, goal-oriented teams.(Zvavahera, 2021)

Effective organizational leadership leads to successful accomplishment of organizational goal and development, if productive and effective leaders are on their right position. Leadership does not primarily focus on a single growth because it also involves interpersonal interactions. For capable, successful leaders, changing the attitudes and behaviours of followers is fundamental. Leadership is a dynamic process that involves relationships between leaders, members, and occasionally external entities.(Zelege, 2021)

The effectiveness of a leader can be evaluated in many different ways. Leaders are deemed effective when their teams meet predetermined requirements. The characteristics that define leadership can be categorized as either group or individual characteristics. Collaboration, a common goal, respectful arguments, job sharing, and a learning atmosphere are examples of group characteristics. Self-awareness, authenticity/integrity, dedication, empathy, and competence are examples of personal qualities. Despite claiming to have excellent leadership, many organization have faced failure due to the lack of knowledge on how important well structured leadership is in an organization(Black, 2015)

Organizations are complicated, and a variety of factors can overlap to cause problems. However, the Leadership role in doing so is found to be high. Effective leaders persuade audiences by serving as role models and exhibiting the highest standards of moral conduct. On a daily basis, they are also involved in making crucial decisions that move the organization closer to its objectives. There is a direct link between effective leadership and effective organizational performance. Leaders of highly functioning organizations demonstrate good leadership, leaders of dysfunctional organizations do not. Therefore, leadership has been found to have a sizable impact on organizational function or dysfunction. (Alemu, 2016).

Leadership has a direct cause-and-effect relationship with organizations' success, adds(Oktavyana& Jakarta, 2021).Values, culture, openness to change, and employee motivation are all determined by leaders. They influence institutional strategies, including how they are carried out and how well they work. It should be emphasized

that leaders are not limited to management and can be found at all levels of an institution. However, all effective leaders share a certain trait. They exert influence over others around them to get the most out of the company's resources, particularly its most important and expensive human resources and assets. Only organizations with the appropriate leadership style(Ojokuku et al., 2012)., Leadership Ethics, (Touma, 2022), Leadership skill (Villanueva et al., 2021)in place at the moment can achieve and likely continue this achievement.

### **2.1.1.1.Leadership Theories**

Many leaders and leadership researchers are looking for an inclusive leadership theory because there are over 66 theories that define leadership. There is a need for leadership theory consolidation since the multiplicity of leadership theories hinders the advancement of leadership practice and research.(Mango, 2018). For this research the main Leadership theories which will later guide the study to its scope of concern will be reviewed.

#### **A. The "Great Man" Theory**

According to theories about great man, great leaders are not created; they are born with the ability to lead. These ideas frequently present leaders as heroic, mythical, and predestined to assume leadership positions when necessary. The phrase "great man" was employed because, at the time, male leadership—particularly in the military—was viewed as being essentially a masculine trait (Amanchukwu et al., 2015)

#### **B. Trait Theory**

The trait theory, which resembles great man ideas in certain ways, postulates people are born with particular attributes that makes them better candidate for leadership position.

“Born a Leader” types of individuals were thought to be born with certain characteristics and that only the "great" people possessed them. Therefore, studies were done on how to distinguish leaders from followers by listing personality traits leadersposses(Northouse, 2017). The distinguished traits and characteristics by researchers from the trait approach is summarized well by Northouse.

**Table 1. Summary of the traits**

<b>Stogdill (1948)</b>	<b>Mann (1959)</b>	<b>Stogdill (1974)</b>	<b>Lord, DeVader and Alliger (1986)</b>	<b>Kirkpatrick and Locke (1991)</b>
Intelligence	Intelligence	Achievement	Intelligence	Drive
Alertness	Masculinity	Persistence	Masculinity	Motivation
Insight	Adjustment	Insight	Dominance	Integrity
Responsibility	Dominance	Initiative		Confidence
Initiative	Extroversion	Self-confidence		Cognitive ability
Persistence	Conservatism	Responsibility		Task knowledge
Selfconfidence		Cooperativeness		
Sociability		Tolerance		
		Influence		
		Sociability		

*Source: Northouse, P. G. (2017). Leadership: Theory and Practice. 4th ed.*

The question of how to explain individuals who exhibit certain attributes but lack leadership abilities has recently been raised in relation to this hypothesis. Scholars eventually changed paradigms in quest of fresh explanations for effective leadership due to discrepancies in the relationship between leadership qualities and leadership effectiveness (Vasilescu, 2019).

### **C. Contingency theories**

Contingency theories of leadership concentrate on specific environmental factors that could influence which type of leadership is most appropriate for a certain workplace circumstance. Fred Edward Fiedler proposed it in his 1964 seminal article. Fiedler and his associates outlined “task-motivated and relationship-motivated” sorts of Leadership and measure it with least preferred co-worker scale (LPC scale) where high scorers are relationship motivated and low scorers are task – motivated (Northouse, 2017) .

The notion holds that there is no one leadership style that works well in every circumstance. Success depends on a number of factors, including the leadership style, the followers' traits, and the circumstances (Amanchukwu et al., 2015). Therefore, a contingency factor is any circumstance in any pertinent environment that should be taken into account while developing an organization or one of its components. According to contingency theory, a leader's ability to lead effectively depends on how well their traits and style match what the situation requires (Bhatti et al., 2019). But the theory failed to explain why certain leadership styles are effective in some contexts but fail in others.

#### **D. Behavioural Theory**

In 1939, Kurt Lewin and his associates brought forward different types of Leadership styles assuring strong leaders are created, not born, as the foundation of behavioral theories of leadership. This leadership philosophy places more emphasis on the acts of leaders than on their inner selves or intellectual skills. The behavioural approach holds that leadership skills may be developed via practice and observation. A systematic comparison of autocratic and democratic leadership styles, according to (Amanchukwu et al., 2015) has sparked interest in how leaders behave.

(Lewin et al., 1939) set out to categorize various leadership styles in. Although subsequent research has subsequently uncovered many distinct types of leadership, this early study had a significant impact on the establishment of three fundamental leadership styles based on the behavior of the leader

1. **Autocratic leaders**- Autocratic leaders establish precise guidelines for what must be done, when it must be done, and how it should be done. The members and the leader are boldly differentiated from one another. Decisions are made by autocratic leaders without consulting the rest of the team and without letting them reflect on the decision made. (Lewin et al., 1939)
2. **Democratic leaders**- also known participative leaders invite team for a feedback before making a decision, although the level of input may differ from one leader to the next. It is typically the most effective type of leadership. They provide members of the group counsel, but they also engage with the group and welcome input from others. However, children in this group were less productive than those in the authoritarian group in Lewin's study, but their contributions were of a higher quality.

Participative leaders support group members' participation while maintaining final decision-making authority. Members of the group are more motivated and creative because they feel needed in the process. Democratic leaders typically develop followers that want to be an integral part of the team, which encourages devotion to the objectives of the team (Lewin et al., 1939)

3. **Laissez-faire leaders**- also known as delegative leadership since the leaders don't meddle and let team members make most of the decisions. It's the least effective of the three groups in terms of output. Especially, the youth in this group were less cooperative, placed more demands on the leader, and struggled to make sense of things independently. Since delegative leaders offer little to no guidance it frequently leads to poorly defined responsibilities creating direction-less organization; while it is seen helpful in circumstances involving highly qualified specialists where team and leader have a great degree of trust in one another and are capable of forming autonomous or self-managed teams (Lewin et al., 1939).

#### **E. Skills Theory**

According to this view, gained knowledge and Skills are important components in the practice of effective leadership. Skills theory does not acknowledge the relationship between inherited characteristics and ability to lead well, but argues that acquired skills, a developed style and gained knowledge are the true keys to leadership effectiveness. The theory believes a lot of time and money must be spent on training and development for leaders (Amanchukwu et al., 2015)

#### **F. Transformational-transactional theory**

Burns (1978) introduced the transformational-transactional theory of leadership, and later (Bass 1985) developed it.

*Transactional leadership Theory*- emphasizes achievement of meeting a desired objective. Rewarding staff when objectives are met is projected to result in higher performance levels (Bass, 1985). Pre-determined goals are well set and the directions are made clear so that staffs aspire to succeed in achieving the target. Transactional leaders are excellent at maintaining the organization's effectiveness by keeping their attention on the present.

*Transformational leadership Theory*- emphasizes that a leader can only be effective if he can transform or alter the perceptions, actions, and expectations of his followers and guide them toward a common objective. It helps in motivating & inspiring followers to produce outstanding results while also letting leaders grow themselves. In a transformational leadership, the follower is motivated to go further and achieve more because they respect, adore, and believe in the leader (Bass, 1985).

**Table 2. Summary of Leadership Theories**

<b>Theory</b>	<b>Description</b>
<b>Great Man /Trait</b>	Acknowledges outstanding leaders as heroes and studies their characters and achievements as a leader
<b>Behavioural/ Styles</b>	People and task-orientation determines the different styles of Leadership
<b>Situational</b>	The context of a certain situation is vital in shaping how leaders respond to be more task- or relationship-oriented, authoritarian or participative.
<b>Contingency</b>	asserts that the influence of leaders is contingent on a number of variables (such as positional power), which in turn defines the most effective leadership philosophies.
<b>Transactional/Transformational</b>	Compares leadership to a cost-benefit negotiation and an appeal to self-transcendent values of working toward the common good.

*Source: Cambridge Institute for Sustainability Leadership analysis (CISL, 2016).*

## **2.1.2. Concept and definition of Quality of Education**

### **2.1.2.1. UNICEF- Defining Quality in Education**

UNICEF in its quest in defining Quality of Education believes that program must encompass a broader definition involving learners, content, processes, environments and outcomes and demonstrates the analysis the following way (Series et al., 2000)

*Quality education includes*

- learners who are in good health, well-nourished, are prepared to participate in class, and who have the support of their families and communities
- environments that offer sufficient resources and facilities, are safe, protective, and gender-sensitive
- Content expressed in appropriate curricula and learning materials for the acquisition of fundamental skills, particularly in the areas of literacy, numeracy, and life skills, as well as understanding in such areas as gender, health, nutrition, HIV/AIDS prevention, and peace
- Processes through which qualified instructors apply child-centered teaching methods in well-managed classrooms and schools, as well as smart assessment, to promote learning and lessen gaps
- outcomes that include knowledge, skills, and attitudes and are related to national objectives for education and constructive social engagement

The above definitions of Quality of Education are for any student starting his/her Education journey at a young age; which are baselines for their future endeavors, which is why it is essential not to bypass that by only focusing on meeting quality in higher education levels.

#### **2.1.2.2. HERQA Institutional Quality Audit**

The Higher Education Proclamation (351/2003) established the autonomous Higher Education Relevance and Quality Agency (HERQA) as one of the major organizations in charge of directing and regulating the higher education sector in Ethiopia. The goal of HERQA is to contribute to the nation's higher education system's high quality and relevance. All higher education institutions (HEIs) in Ethiopia are required to report to the Agency on the relevance and quality of their offerings in the field of higher education. One of the main responsibilities of HERQA is to promote and support the development of a culture of excellence and ongoing improvement in Ethiopian higher education (Relevance & Agency, 2006).

Organizational quality audits of all HEIs will be conducted by HERQA as one of its main operations. An institutional quality audit is a detailed review and assessment of

the standard and relevance of programs as well as the environment for teaching and learning.

HERQA has identified the following ten key aspects of operation forming the focus points for quality audits in Ethiopian HEIs.

1. Vision, Mission and Educational Goals
2. Governance and Management System
3. Infrastructure and Learning Resources
4. Academic and Support Staff
5. Student Admission and Support Services
6. Program Relevance and Curriculum
7. Teaching, Learning and Assessment
8. Student Progression and Graduate Outcomes
9. Research and Outreach Activities
10. Internal Quality Assurance

### **2.1.2.3. The Higher Educational Service Quality (HESQUAL) Model**

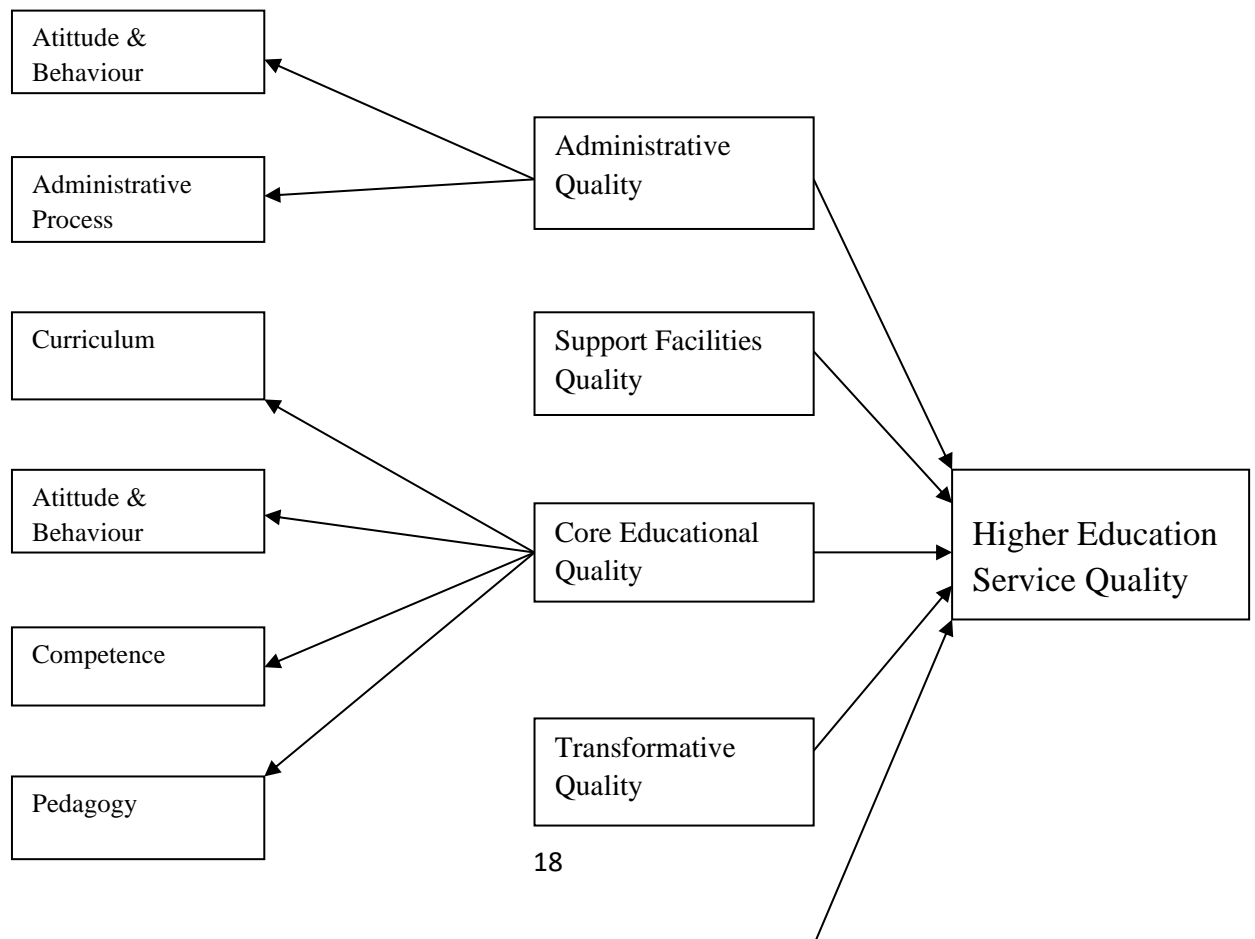
One of the most accepted and widely used instruments for measuring service quality is the SERVQUAL scale. The scale and its adaptations have been widely used in various services such as “banking, retail, wholesale, health, education”. With respect to each quality attribute, the operationalization of the service quality construct using this scale entails subtracting the expectations scores from the perception scores. (Sureshchandaret *al.*, 2001).

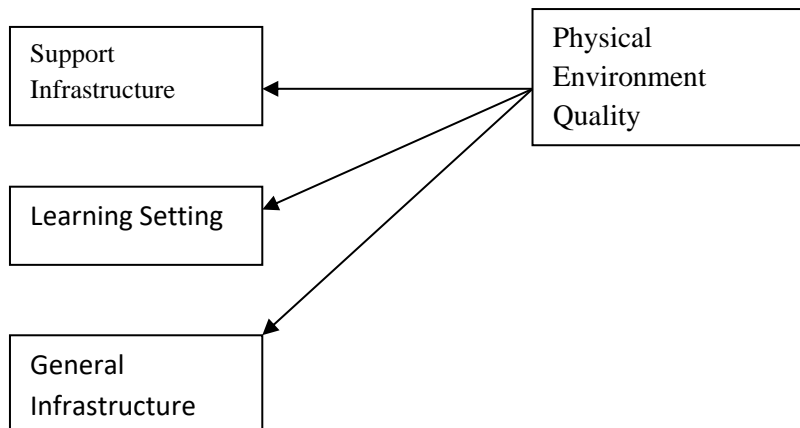
Although the SERVQUAL scale’s acknowledgment and popularity, there were also extensive criticism it has faced. Some of the critics were that it only considered attributes on the same quality and not on performance level of the various attributes therefore it was proposed that ideal features of a service rather than expected service should be considered. Generally, The criticisms of the SERVQUAL scale can be classified into two main categories conceptual and operational issues (Buttle, 1996)

Most researchers choose to regard students as the primary client of higher education provision in studies aimed at evaluating quality in higher education, focusing entirely on their opinions while measuring quality. According to (Little & Williams, 2010) the emphasis on students' perspectives of quality has also increased at the level of policy making. A view that is backed up by other writers (e.g, Joseph et al., 2005;) is that

customers of higher education are not limited to students. The fact that HEIs have a variety of stakeholders, including internal stakeholders (students and faculty), and external stakeholders (employers, government, society and alumni), is in fact one of the significant difficulties

Later, for evaluating service quality in Mauritian higher education, (Teeroovengadum, 2016) established a context-specific methodology known as HESQUAL. An exploratory assessment that included focus group discussions and in-depth interviews resulted in the compilation of a list of higher educational service quality qualities. 53 qualities in total were gathered, and it was discovered that they related to five key themes. A survey was carried out and a tool was created. 48 higher education service quality attributes are included in the final model, which are arranged into 11 dimensions and correspond to five key themes (see figure 1 below)A performance-only approach will be used for this study. The primary justifications for doing this have to do with the fact that, given the nature of higher education services, it may be challenging for students to set realistic expectations for the various aspects of higher education quality.





**Figure 1: HIGHER EDUCATIONAL SERVICE QUALITY MODEL (HESQUAL)**  
*(Teeroovengadum, 2016)*

## **2.2. Empirical Literature**

### **2.2.1. Effective Organizational Leadership for Quality of Education**

Researchers have discovered various outcomes regarding the effect of Organizational Leadership on Educational Quality. Therefore various researches will here by be computed to have an insight regarding the relationship between Organizational Leadership and Quality of Education.

Leadership studies dates back to the 1940s and 1950s, when renowned behavioral theory experiments were undertaken by The Ohio State University and The University of Michigan (Northouse, 2017). Since then, numerous theories have been formulated as a result of research focused on assessing and determining effective leadership, most of which have centered on the leader's perspective.

Complex organizations like HEIs functions under legislated policies and regulations that undergoes frequent change and are in need of effective leaders at every level. To maintain continuity and sustained growth, the perception of followers within colleges and universities requires more study to increase understanding because it affects not only the relationships between leaders and followers but also student progress, public perception, and financial well-being. (Mews, 2019)

According to (Brown, 2001), leadership promotes personal and organizational development. He further argues that leadership is underutilized in many universities because most academics believe they have no role in fostering the development of human potential. This would typically result in unhappy personnel, stakeholders, and students, which would lead to unsatisfactory outcomes. Making a difference in the lives of others and those who make up one's constituency is a personal commitment to leadership. Additionally, it is about fostering relationships, goals, inspiration, and creativity. One may argue that whereas leadership focuses more on perceiving bigger picture possibilities and working to make them a reality, management focuses more on operating within the constraints of the status quo.

Study by (Garwe, 2013) also showed that in order to accomplish institutional goals, university leaders must embrace change and collaborate with their workforce. It is simple for leaders of the organization to maintain high standards when they encourage intellectual development among staff and students and foster a culture of learning. The findings supported the notion that strong leadership will improve the standard of services provided by universities

The culture of the entire organization can be improved by leaders' celebrations and appreciation, which can be extremely stimulating and encouraging for employees. According to (Fritz et al., 2003) Educational organization administrators that form strong bonds with their staff members create traditions and boisterous behavior that inspire both teachers and students. Positive relationships with others and preserving a productive workplace are the major priorities of affective leaders. (Goleman, 2006) did study and came to the conclusion that an Educational leader's essential job is to help people enter and maintain the optimal conditions for productivity.

### **2.2.1.1 Effect of Leadership style on Quality of Education**

The effectiveness of a leadership style used by an educational institution's leaders is crucial. Leadership styles have an indirect, positive or negative impact on educational quality and student performance (Hallinger, 1998). It has been demonstrated that there is a more subtle and sophisticated connection between leaders' leadership styles and students' academic success (Heck, Larsen & Marcoulides, 1990). Over the course of nearly 15 years (1980–1995), the relationship between leadership philosophies and

student achievement was investigated. It was discovered that leaders have a measurable but indirect impact on students' academic performance (Hallinger, 1998).

- A. **Democratic Leadership style-** According to a study by (Tedla et al., 2021), the effectiveness of educational institutions is positively impacted by democratic leadership approaches;. This study also looked into the favorable effects of democratic leadership on both the effectiveness of the workforce and the standard of education. The study's findings demonstrate that when top managers and leaders practice democratic leadership, everyone is given the opportunity to exercise their rights, which improves work output and educational quality.

**H1: Democratic Leadership style has an effect on Quality of Education**

- B. **Laissez-faire leadership style-** were found to have negative impacts on school performance(Tedla et al., 2021) as having leaders that are neglecting and fail to supervise the progress of students and their achievements will certainly demote the quality of Education being delivered.

**H2: Laissez-faire Leadership style has an effect on Quality of Education**

- C. **Autocratic Leadership Style-** is also found to have negative relationship with educational quality. As Leaders of the educational institution practice utterly pointless politics of being bossy urging them to only listen to their way of handling issues and running educational program without taking consults from their staffs nor by taking any feedbacks from their students, which will in turn reduce students performance as well as the quality of education they gain.

**H3: Autocratic Leadership style has an effect on Quality of Education**

In order to determine whether the top leaders have an autocratic or democratic personality (Ali, 2021) recommended that a personality test should be conducted prior to their appointment. Furthermore, when considering promotions, their most recent leadership style must be taken into account. The top leaders may receive specialized trainings on democratic leadership philosophies in order to ensure greater faculty performance and higher educational standards.

### **2.2.1.2. Effect of Leadership skill on Quality of Education**

Good HEI leaders are those who have the Leadership skills and are qualified enough to carry out the vision and mission of the HEI in order to make the HEI understand its priorities and goals. In addition to that Leadership skill is also required to be able to assign the right employee to the right position/job and supervise them to check the timeliness and effectiveness of their job execution. These will have a direct effect on the quality of Education the students gain from their instructors and head.

The Leader's skill also involves his/her interpersonal skills like social skills, social maturity, people skills, soft skills, social self-efficacy, and social intelligence. This entire skills sum up to bring out a leader concerned about issues raised among the staffs under him/her, which will motivate the employees to work harder due to the belongingness they feel. These skills will also let students have a role model they look up to and learn from, summing up to let them gain Education meeting its quality.

Moreover, having efficient leadership skill guides the leader to pin point gaps that should be filled and to act accordingly by screening the vital process and the combination of activities that should be performed for the improvement of the teaching and learning environment and promote effective learning in the Educational system

#### **H4: Organizational Leadership skill has an effect on Quality of Education**

### **2.2.1.3. Effect of Leadership Ethics on Quality of Education**

When discussing leadership ethics, what is right and wrong will be more closely tied to decisions, regulations, policies, and rules. "Ethics simply implies what is right and wrong," Ethics will give leaders guidance to balance their obligations and interests (Nayab, 2014). Studies have shown that positive behaviors will spread among employees who will feel more dedicated and motivated when leaders promote fair treatment and share beliefs inside the firm. According to Brown et al. (2001), "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making" are the core components of ethical leadership.

According to this definition, an ethical leader is someone who has "proper values" and "strong character." Additionally, ethical leaders are those that can ethically combine the organization's mission, vision, values, and goals in order to accomplish the objectives of both internal employees and external stakeholders (Piccolo et al., 2010). These leaders can be identified by particular qualities like honesty, fairness, reliability, and the capacity for making decisions that are both fair and balanced.

Leaders must conduct themselves with an ethical conscience if they want educators to be happy with their profession and perform at the highest level. By having educational leaders who are attentive to ethical standards, it will encourage their colleagues to act in accordance with those principles, which will strengthen collaboration, respect, and trust among educators. Otherwise, insufficiently courageous educational leaders who refuse to always tell the truth risk constrainig educators' creativity and passion for their work. In fact, ethical people should oppose policies that harm a compassionate and inclusive learning environment for ethically spirited organizations (Ezzani, 2014), and in educational organizations, responding to unethical conduct should be increased through whistleblowing, for example (Aydin, Demirkasimoglu, &Alkin 2012).

#### **H5: Organizational Leadership Ethics has an effect on Quality of Education**

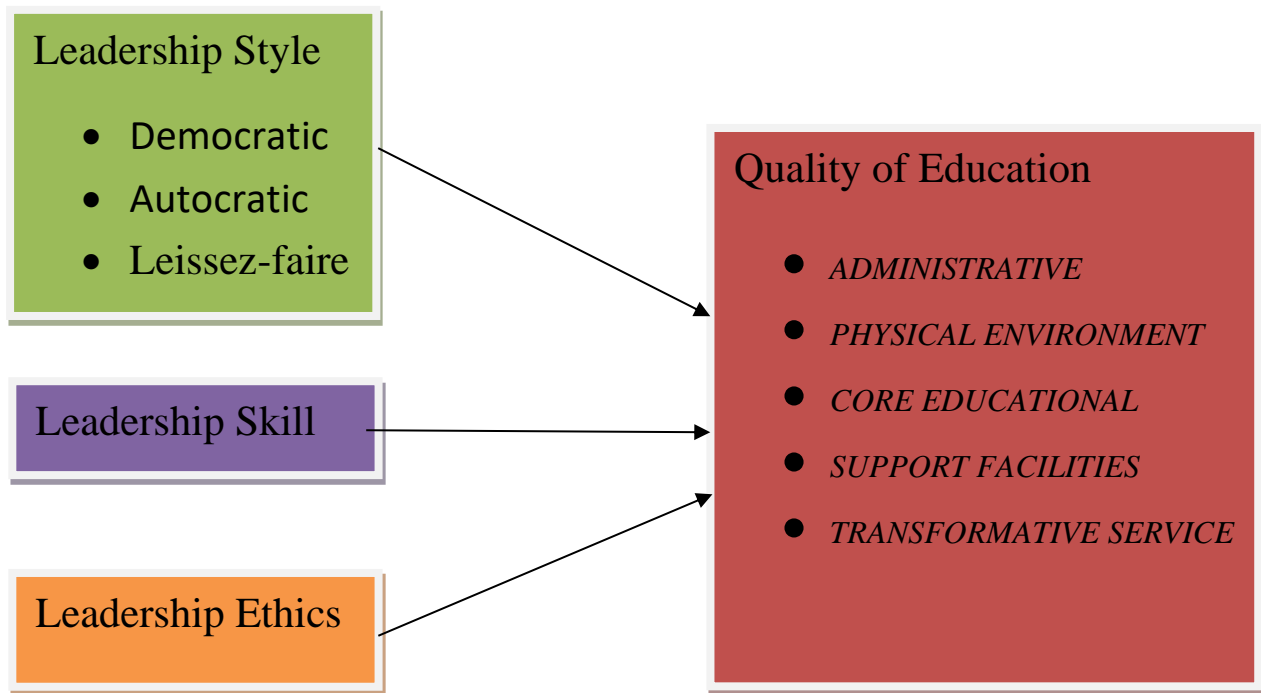
### **2.3. Conceptual Framework**

A conceptual framework assists in the simplification of the suggested connections between the study's variables and illustrates these links graphically or diagrammatically (Mugenda, 2003). Three independent variables, namely leadership styles, leadership skills, and leadership ethics, form the conceptual framework for this research. The quality of education is the research's dependent variable. The impact of the several independent variables on the dependent variable

under investigation is illustrated in Figure 2 below.

**INDEPENDENT VARIABLE**

**DEPENDANT VARIABLE**



*Figure 2: Modified and adopted (Gelana, 2021)*

## **CHAPTER THREE**

### **RESEARCH METHODOLOGIES**

#### **Introduction**

In this chapter the research methodologies is discussed; it includes the research design, research approach, variables, target population, sampling technique, sample size, data collection instrument, method of data collection and data analysis and reliability and validity in addition to the Ethical consideration.

#### **3.1. Research Approach**

Quantitative techniques, according to Saunders et al. (2004), support the collection of outcomes in numerical and standardized data as well as the exploration, presentation, description, and examination of correlations and patterns within data. As the primary goal of this study is to perceive and explain how organizational leadership affects educational quality and how these two factors relate to one another; In the case of Menelik II College of Medical & Health Science, quantitative research was chosen as the methodological approach. This study seeks to analyze and explain the relationship between organization leadership (an independent variable) and educational quality (a dependent variable) (MIICMHS).

#### **3.2. Research Design**

According to Saunders, Lewis, and Thronhill (2009), studies are divided into three categories based on their goals: exploratory, descriptive, and explanatory. According to C.R. Kothari(2001), exploratory research design comprises the finding of concepts and findings. In contrast, descriptive research, according to Mugenda (2003), is used to learn about the current state of a phenomenon in order to explain what is present, with respect to variables or conditions in a situation. The researcher can simply and quickly gather data using the descriptive study design by conducting interviews and giving out questionnaires to the chosen sample. Studies that focus on explaining a condition or issue by examining the cause-and-effect relationship between specified variables are known as explanatory studies. Most often, explanatory research is employed in areas where ample amount of researches has already been done (Saunders et al., 2004).

Thus, in order to identify, grasp an understanding and find out the effect of organizational Leadership on Quality of Education delivered, Explanatory research design was used to achieve the objective of this study.

### **3.3. Description of study variables**

The research variables selected for this research are dependent and independent variables. The dependent variable being the Quality of Education, with the independent variables consist of the three features of organizational Leadership namely; Leadership Style (Democratic, Autocratic, Laissez-faire), Leadership Skill & Leadership Ethics.

The variables were measured by using a questioner adapted and modified from(HESQUAL) model (Teeroovengadumet al., 2016) and (Gelana, 2021) to assess the influence of ‘Organization Leadership’, the independent variable on the dependent variables ‘Quality of Education’. The validity and Reliability will be checked by using Cronbach’s Alpha coefficient; which will be discussed in details below.

### **3.4. Description of study area and target population**

The study was conducted in, Menelik II College of Medical & Health Science (MIICMHS). It is located in 6 Kilo, Addis Ababa Ethiopia. The target population will be the students learning in the College as they are the primary targets in which the College leaders and staffs work to provide them Education meeting its quality.

### **3.5. Sampling technique/methods and sample size**

Below data sampling technique/ method and sampling size for this research are discussed.

#### **3.5.1. Sampling technique/methods**

Sampling is the systematic selection of research respondents or individuals that the study requires in order for them to participate in the study. The procedures used to select samples from a population are determined by the goals of a particular research activity, which is known as sampling technique (Creswell, 2004). Thus, the sampling method that is used for this research is stratified sampling. By choosing this method

the researcher can select participants based on their departments, so as to gain fair reflection of students under each department.

### 3.5.2. Sampling size

The sampling size used for this study is adapted from Yamane, (1967) to select the suitable sampling size from MIICMHS. The total number of students in MIICMHS is 1440, there are 18 Departments in which the proportion of students' number under each department to the total number of students in MIICMHS is taken; after the sample size for the total students is determined by the following formula.

$$\text{Yamane formula, (1967)} \quad n = \frac{N}{1+N(e^2)}$$

Where; n = is the sample size; N= is the population; 1= is a constant; e<sup>2</sup>= is the estimated standard error which is 5% for 95% confidence level

Upon calculating the sample size based on the formula by Yamane; the sample size for this research is 313

*Table 3.list of Departments in MIICMHS*

No	Name of Department	No of students(n)	Proportion per Total pop of students (n/N %)	Sample size %of 313
1.	Medical Laboratory Technology	196	13.6%	43
2.	Medical Radiology Technology	113	7.8%	24
3.	Nursing	195	13.5%	42
4.	Midwifery	124	8.6%	27
5.	Psychiatric Nursing	77	5.3%	17
6.	Pharmacy	306	21.2%	66
7.	Human Nutrition	30	2.1%	7
8.	Family Health	19	1.3%	4
9.	Health Informatics	24	1.6%	5
10.	Anesthesia	97	6.7%	21

11.	Emergency & critical care Nursing	31	2.2%	7
12.	Neonatal Nursing	14	1.0%	3
13.	Surgical Nursing	18	1.3%	4
14.	Pediatrics Nursing	16	1.1%	3
15.	Operative Theater Nursing	21	1.5%	5
16.	Radiotherapy Technology	8	0.5%	2
17.	Health Service Management	83	5.7%	18
18.	Public Health Nutrition	68	4.7%	15
<b>Total population(N)</b>		<b>1440</b>	<b>100%</b>	<b>313</b>

*Source: MIICMHS Registrar office documentation (2022)*

Therefore, the sample size are listed on the last column of the table, which are number of students handed a questionnaire from each departments by a stratified random sampling based on their proportion from the total population of students found in MIICHMS.

### **3.6.Data collection**

Below data collection types, sources and instruments for this research are discussed.

#### **3.6.1.Data collection type and source**

Both primary and secondary data were used for this research. Where, collected questioners were the source for the primary data. While, sources for the secondary data were gathered from different materials such as books, journal, dissertation, MIICHMS documents from HR office and Registrar office which are related to the topic of this research which is Organizational Leadership influence on Quality of Education.

### **3.6.2. Data collection instrument**

The type of data collection instrument used for this study is questionnaire adapted and modified from (Gelana, 2021) to assess the influence of Organization Leadership; while Quality of Education section is adopted and modified from (HESQUAL) model (Teeroovengadumet al., 2016). The questionnaire includes three parts. The first part is the demographic information of the participants; while the second part is a survey regarding the organization Leadership in MIICMHS. The last part is concerned with Quality of Education based on (HESQUAL) model. The questionnaires were a close ended question measured with the five point Likert Scale. The scale ranges from 1 up to 5. One being the least agreed score while five meaning the most agreed score. And those in between include 2 for disagree, 3 for neutral and 4 for agree.

### **3.7. Data analysis**

Below data analysis types, techniques and software for this research are discussed.

#### **3.7.1. Data analysis Software**

Due to the free and ease of access the major software that was used to analyze the data collected for this study is Statistical Package for Social Sciences (SPSS) version 20. The data gathered from the questionnaire was sorted in it to analyze the data.

#### **3.7.2. Data analysis type**

The study uses both descriptive and inferential statistics. Firstly, descriptive statistical tools will be used in order to summarize the demographic characteristics of respondents. Particularly, descriptive statistical tools such as frequencies, percentages, mean, standard deviations, and cross tabular presentation that helps the data to be as accurate as possible are employed in order to describe and interpret the demographic and other related information of the respondents.

Regarding the inferential statistics, multiple regression analysis is performed using the selected organizational leadership attributes as independent variables and quality of Education as dependent variables. Regression analysis is a statistical method to deal with the formulation of mathematical models depicting relationships amongst variables which can be used for the purpose of prediction of the value of a dependent variable, given the value of the independent variable (Kothari, 2011). The basic aim

was to see the extent to which the quality of education is affected by the organizational leadership attributes in terms of coefficient of determination ( $r^2$  value), the regression coefficient and the p-values for the significance of each relationship. Correlation coefficients were used to quantitatively describe the strength of the association between the variables. To evaluate the relation, the multi-regression analysis for testing the formulated hypotheses is formulated as:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5e$$

Where: Y = quality;  $X_1$  = Authoritative;  $X_2$  = Democratic;  $X_3$  = Laissez- Faire;  $X_4$  = Leadership Skills;  $X_5$ = Leadership Ethics e = error term;  $\beta_0$  = constant, term;  $\beta_{1, 2, 3, 4, 5}$ = coefficient terms.

### **3.8. Testing of the Research Instruments**

Before undertaking the analysis to examine the effect of the independent variables on the dependent variable, the researcher undertook the validity and reliability test to assure the research instruments was valid besides reliable.

#### **3.8.1. Validity and Reliability**

Validity, according to (Ghauri and Gronhaug, 2005), describes how effectively the data set covers the subject under inquiry. While reliability denotes the degree to which a collection of variables or some variables are consistent with the object of measurement (Hair and co., 2007). To assess a questionnaire's consistency, reliability analysis is employed. Before using the data collection instrument, the validity and reliability of the measurements must be evaluated (Hair et al., 1998).

Cronbach's Alpha is a reliability coefficient that identifies the degree of positive correlation between the items in a set (Shuttleworth, 2015). The most often used technique for testing internal consistency in behavioral science is this one. A reliability test has been carried out on the questionnaire using the Cronbach's alpha test; According to Field (2009). scales with Cronbach's alpha higher than 0.7 is considered adequate to determine reliability.

**Table 4. Cronbach's Alpha Test for Reliability**

<b>Reliability Statistics</b>		
<b>Variables</b>	<b>Cronbach's Alpha (<math>\alpha</math>)</b>	<b>N of Items</b>
Autocratic leadership style	.856	3
Democratic leadership style	.723	3
Leissez-faire leadership style	.739	3
Leadership Skill	.727	3
Leadership Ethics	.807	4
Quality of Education	.890	15
<b>Overall Reliability</b>	<b>.914</b>	<b>31</b>

*Source: Own survey (2022)*

As it is shown on, the table 4 the alpha coefficients of dependent and independent variables was conducted and found to be more than 0.70. Hence, it can be concluded that all the items in the measurement instrument are internally consistent.

### **3.9. Ethical Consideration**

In this study, various steps are taken to address ethical considerations. A letter of support from the School of Commerce was obtained prior to the collection of primary data, stating that the information would only be utilized for academic purposes. By properly explaining the data collection process to all participants, this study eliminates any Ethical harm, including psychological, financial, and social harm while the study is being undertaken. They will be noted not to provide any of their personal information. Additionally, respondents can freely provide data for academic purposes. No third parties will see the data collected; only the researcher will review it under strict confidentiality.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### Introduction

The study is sought to investigate the effect of organizational leadership on quality of education delivered in the case of Menelik II College of Health & Medical Science in Addis Ababa. The data is collected by self-administered questionnaire which features personal information about the respondents, five predictor variables (Democratic Leadership style, Authorcatic Leadership Style, Laissez- Faire Leadership Style), Leadership Skills, Leadership Ethics), and quality of education as dependent variable.

#### 4.1. Response rate of respondents

*Table 5. Cronbach's Alpha Test for Reliability*

<i>Questionnaires Distributed</i>	<i>Questionnaires Returned</i>	<i>Percentage</i>
313	305	97.4%

*Source: Own survey, 2022*

313 questionnaires were distributed to the targeted students of Menelik II College of Health & Medical Science in Addis Ababa. The collected questionnaires was later screened to check for any missing data and other inconsistencies, it was found that 305 of them were valid and usable questionnaires for statistical analysis, which is 97.4% of the response rate. Unfilled questionnaires were considered and were discarded. After carrying out all the required data preparation and transposition, the analysis and the findings were studied and are presented as follows.

## 4.2. Demographic Information of the respondents

*Table 6. Demographic Information of respondents*

<b>Demographic Information</b>			
<b>Categories</b>	<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	141	46.2
	Female	164	53.8
	Total	305	100.0
<b>Age</b>	Below 18	13	4.2
	18-25	162	53.1
	26-35	112	36.7
	Above 35	18	6.0
	Total	305	100.0
<b>Education Modality</b>	Generic	187	61.3
	Post-Basic	118	38.7
	Total	305	100.0
<b>Years of stay</b>	1year	35	11.5
	2year	68	22.3
	3year	81	26.6
	4year	97	31.8
	5year	24	7.9
	Total	305	100.0

*Source: (own survey, 2022)*

The first section of the questionnaire consists of general profiles (Gender, Age, Education modality and Years of stay in the college). This section helps to know the general information of the responding students.

Out of the total 305 respondents; female respondents consists the highest percentage 164(53.8%) while their Male counterparts shares the rest 141 (46.2%). The age distribution of the respondents who participated in the study showed that nearly above half of the respondents, 162 (53.1%), were found to be within the age range of 18-25

years followed by 112 (36.7%) within 26-35years. Whereas those respondents whose age fall above 35 years and below 18 years old belonged to only 6% and 4.2% of the respondents respectively. This indicates that most of the respondents were in a young age groups 18- 35 that is mostly considered a preferable age to perceive and understand their subject matter, that could be taken as positive implication as age will not be mediating factor affecting the students response while reviewing the quality of education in MIICHMS.

It also found that 97(31.8%) were 4<sup>th</sup> year, 81(26.6%) were 3<sup>rd</sup> year, 68(22.3%) were 2<sup>nd</sup> year, 35(11.5%) were 1<sup>st</sup> year and 24(7.9%) were 5<sup>th</sup> year students. Indicating that, most of the students have stayed long enough to have enough knowledge about the college. And since the research was done on the second semester of their academic year the lowest year of stay even for freshmen is at least 6 month. The majority 187(61.3%) were generic students (joined direct from grade 12) while the rest 118(38.7%) were post basic students (diploma holders upgrading to BSC). The demographic information about the respondents are summarized and described in the table 6; while total 305 number of respondent students and the number of students who participated in filling the questionnaire with usable responses from each department are summarized on table 7.

**Table 7. Number of students with usable responses**

No	Name of Department	No of students
1.	Medical Laboratory Technology	41
2.	Medical Radiology Technology	22
3.	Nursing	41
4.	Midwifery	27
5.	Psychiatric Nursing	16
6.	Pharmacy	65
7.	Human Nutrition	7
8.	Family Health	4
9.	Health Informatics	5

10.	Anesthesia	20
11.	Emergency & critical care Nursing	7
12.	Neonatal Nursing	3
13.	Surgical Nursing	4
14.	Pediatrics Nursing	3
15.	Operative Theater Nursing	5
16.	Radiotherapy Technology	2
17.	Health Service Management	18
18.	Public Health Nutrition	15
<b>Sample size (n)</b>		<b>305</b>

*Source: Own survey (2022)*

### **4.3. Description of study variables**

The study investigated the effect of organizational leadership on quality of education delivered in the case of Menelik II College of Medical & Health Science in Addis Ababa. Likert scale was used to measure the contribution of attributes of organization leadership on the quality of education. On a five-point scale, respondents were asked to choose the number that best represented their point of view. The degree of agreement towards each attributes was set from 1 to 5 (where '5' is the highest/ strong agreement, and '1' is the lowest/ strong disagreement). To compare the respondents' perception towards the variables, descriptive statistics of mean and standard deviation were used. The mean value indicates to what extent the sample group averagely agrees or disagrees with the different statements. According to Best (1987), the scale is set in such a way that respondents are considered that they strongly disagree if the mean scored value is in the range of 1.00 – 1.80; disagree within 1.81 – 2.80; neither agree nor disagree within 2.81 - 3.40; agree if it is in the range of 3.41 – 4.20; while strongly agree falls within 4.21 – 5.00.

### 4.3.1. Descriptive statistics on Autocratic leadership style

*Table 8.Descriptive statistics on Autocratic leadership style*

<b>Descriptive statistics</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
“If students are not closely overseen, they will be able to do their tasks”, is the leaders assumption in the college	305	2.79	1.833
Feedbacks of students is accepted as an input to improve the teaching and learning process	305	2.76	1.840
College leaders believe majority of students are insecure and seek tight follow-up in their classes	305	3.79	1.719
<b><i>Autocratic leadership style</i></b>	305	3.1137	1.58466
<b><i>Valid N (listwise)</i></b>	305		

*Source: (Own survey, 2022)*

Table 8; indicates that the majority of the respondents agreed that the leaders in the college believe that students in the college are insecure and seek tight follow up in their classes (mean 3.79). However, they disagreed on the assumption of the leaders that students will be able to do their tasks if they are not closely overseen (mean 2.79)and also disagreed to their Feedbacks being accepted as an input to improve the teaching and learning process (mean 2.76). This has an implication that students in the college mostly believe that they can do the tasks given to them independently although the leaders don’t seem to believe so unless strict follow up is implemented. Additionally, it is seen that students’ opinion are disregarded on the march towards improvement of the teaching and learning process although they are the primary stakeholders of an Educational Institution.

### 4.3.2. Descriptive statistics on Democratic leadership style

*Table 9. Descriptive statistics on Democratic leadership style*

<b>Descriptive statistics</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
The leaders in the college let students participate in decision-making by listening to their ideas.	305	2.65	1.950
Leaders in the college help students claim ownership of their academics and extra-curricular achievements.	305	3.34	1.873
The leaders consider giving directives without putting students under stress is essential for effective leadership.	305	2.55	1.754
<b><i>Democratic leadership style</i></b>	<b>305</b>	<b>2.8448</b>	<b>1.49241</b>
<b><i>Valid N(listwise)</i></b>	<b>305</b>		

*Source: (Own survey, 2022)*

The respondents show their disagreement on participation in the decision making process (mean 2.65) and on college leaders not being able to give directives without stressing them (mean 2.55). On the other hand they have neutral attitude on help of students (mean 3.34), indicating that the leaders neither help nor interfere in letting students claim ownership of their academics and extra-curricular achievements.

### 4.3.3. Descriptive statistics on Laissez-Faire leadership style

*Table 10. Descriptive statistics on Laissez-Faire leadership style*

<b>Descriptive statistics</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Leaders in the college offer their students develop their talents, based on their own interest, with a total freedom.	305	3.37	1.929
Leaders in the college let students resolve	305	3.94	1.754

issues on their own			
Most of the time, students prefer their instructors to have less input.	305	3.65	1.811
<b><i>Leissez-Faire leadership style</i></b>	<b>305</b>	<b>3.6525</b>	<b>1.48512</b>
<b><i>Valid N (listwise)</i></b>	<b>305</b>		

*Source: (Own survey, 2022)*

The respondents agreed to leaders letting students resolve their own issues (3.94) and preferring that instructors put on less input (mean 3.65). However, they neither agreed nor disagreed on the idea that students are given total freedom in following after their own interest & talents (mean 3.37). This has an implication that their neutrality on having total freedom to develop their interests and talents indicates that there is neither interference nor motivation give to the students to develop their talents with a total freedom .

#### **4.3.4. Descriptive statistics on Leadership skill**

*Table 11.Descriptive statistics on Leadership skill*

<b>Descriptive analysis</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
In the educational environment leaders know very well how to guide students	305	2.77	1.783
If a leader can persuade the rest of the staffs and students, they are seen as skilled.	305	3.34	1.800
The college's leaders have relevant years of leadership experience.	305	3.39	1.811
<b><i>Leadership skill</i></b>	<b>305</b>	<b>3.1672</b>	<b>1.44619</b>
<b><i>Valid N (listwise)</i></b>	<b>305</b>		

*Source: (Own survey, 2022)*

The result indicates that respondents have a neutral response on the statements that it is assumed that a leader is skilled if the staffs and the students are persuaded by him/her (mean 3.34) and also that the instructors have relevant experience(mean 3.39). Besides they have disagreed on the statement stating that educational leaders know very well how to guide students (mean 2.77), Implicating that the students lack guidance on the academic areas.

#### 4.3.5. Descriptive statistics on Leadership Ethics

*Table 12.Descriptive statistics on Leadership Ethics*

<b>Descriptive analysis</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
The culture of the college places a great emphasis on leadership ethics.	305	2.39	1.861
Leaders in the college are good role models by providing a clear definition of leadership ethics to all the college community..	305	2.62	1.858
Leaders in the college are held accountable when they behave unethically	305	3.29	1.816
Unethical leaders have much negative influence in the college	305	3.59	1.596
<b>Leadership Ethics</b>	<b>305</b>	<b>2.9738</b>	<b>1.42093</b>
<b>Valid N (listwise)</b>	<b>305</b>		

*Source: (Own survey, 2022)*

Table 12 indicates that students agree on the negative influence of unethical leaders have in the college (mean 3.59) while they neither agreed nor disagreed in the notion that leaders being held accountable when behaving unethically (mean 3.29). However they disagreed to the culture of the college placing great emphasis on leadership ethics (mean 2.39)and as well as leaders being good role models by providing clear definition of leadership ethics to all the college community.(mean 2.62). This has an implication that Ethical leadership is not fostered in the college to be understood by all the college’s community and that not enough emphasis is being put into it, although the students think unethical leaders have a negative influence in the college.

### 4.3.6. Descriptive statistics on Quality of Education

*Table 13. Descriptive statistics on Quality of Education*

<b>Descriptive statistics</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Course content and course objectives are clearly stated	305	3.51	1.438
Academics standards of programs are challenging in the way that ensures students holistic growth	305	3.73	1.541
Administrative staff are willing to assist students	305	2.76	1.114
Administrative procedures are well standardized to reduce unnecessary bureaucracy	305	2.78	1.426
Well-constructed examinations with proper feedbacks are given to test and enhance students' knowledge and skills	305	3.52	1.433
Lecturers are well qualified in their theoretical and practical knowledge of the subject-matter	305	3.74	1.542
There is transparency of procedures and implementation of regulations	305	2.79	1.214
There are sufficient lecture rooms	305	2.77	1.493
Up-to date teaching tools and equipment are available	305	3.34	1.359
My education at university has helped me gain self-confidence and self-awareness	305	4.04	1.299
Lecturers are available to guide and advice students	305	2.76	1.213
Adequate IT, photocopy and printing facilities are available	305	2.78	1.236
Safety in the campus is secured	305	3.35	1.169

Adequate library infrastructure is available	305	3.39	1.505
Concerning my field of study, my college has assisted me in developing problem-solving abilities	305	3.74	1.542
<b>Quality of Education</b>	<b>305</b>	<b>3.2807</b>	<b>.86402</b>
<b>Valid N (listwise)</b>	<b>305</b>		

*Source: (Own survey, 2022)*

The result indicates that students have agreed on “course objectives being stated clearly; academic standards of programs being challenging ensuring students growth; being provided with proper examination and feedbacks enhancing students’ knowledge; that lecturers are well qualified to deliver the subject-matter; that the education they received from the college has helped them with their self confidence; that the college have thought them problem solving skills with mean value of (3.51; 3.73; 3.52; 3.74; 4.04 and 3.74 respectively). While they had neutral assumption on being thought by up to date teaching tools; that the campus is well secured; that library is available adequately; with mean value of (3.34, 3.35, and 3.39 respectively). However, the students disagreed on administrative staffs being willing to assist them; administrative procedures being standardized and having less unnecessary bureaucracy; having transparent procedures and regulations; having sufficient lecture room; lecturers being available to advice them; having adequate IT, photocopy and printing facilities with mean value of (2.76; 2.78; 2.79; 2.77; 2.76 and 2.78 respectively).

This implies that administrative staffs lack the ability to assist students when needed; that administrative procedures are not well standardized and that unnecessary bureaucracy is being run; that procedures and implementation of regulations are not transparent; that lecture rooms are scarce; that lecturers are not available to guide and advice the students; that IT, photocopy and printing facilities are not adequately available with mean value of (2.76; 2.78; 2.79; 2.77; 2.76 and 2.78 respectively).

## 4.4. Inferential Statistics

### 4.4.1. Correlation Analysis

This study employs correlation analysis, which investigates the strength of the relationships between the studied variables (Kothari, 2011). The calculated value of the correlation coefficient ranges from -1 to 1, where -1 indicates a perfect negative relation (the relationship is perfectly linear) and 1 indicates a perfectly positive relationship. A correlation coefficient of 0 indicates that there is no correlation. To interpret the direction and strengths of relationships between variables, the guidelines suggested by Field (2005) were followed. His classification of the correlation coefficient ( $r$ ) refers 0.1– 0.29 is weak; 0.3 – 0.49 is moderate; and  $\geq 0.5$  is strong. Based on this scale, the responses of the respondents are summarized as below. In this study, Bivariate Pearson Correlation was used to examine the relation between Democratic Leadership style, Authoritative Leadership Style, Laissez- Faire Leadership Style, Leadership Skills, Leadership Ethics as independent variables and quality of education as dependent variable.

*Table 14. Pearson Correlation Matrix*

#### Correlations

		AUT	DEM	LEF	LES	LEE	QUL
AUT	Pearson Correlation	1	.230**	.144*	.166**	.208**	.334**
	Sig. (2-tailed)		.000	.012	.004	.000	.000
	N	305	305	305	305	305	305
DEM	Pearson Correlation	.230**	1	.357**	.510**	.347**	.642**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	305	305	305	305	305	305
LEF	Pearson Correlation	.166**	.510**	.228**	1	.217**	.460**
	Sig. (2-tailed)	.004	.000	.000		.000	.000
	N	305	305	305	305	305	305

LES	Pearson						
	Correlation	.144*	.357**	1	.228**	.259**	.536**
	Sig. (2-tailed)	.012	.000		.000	.000	.000
	N	305	305	305	305	305	305
LEE	Pearson						
	Correlation	.208**	.347**	.259**	.217**	1	.507**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	305	305	305	305	305	305
QUL	Pearson						
	Correlation	.334**	.642**	.536**	.460**	.507**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	305	305	305	305	305	305

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

*Source, Own Survey, 2022*

Table 14 shows the correlation between the five variables affecting quality. The results of the correlation indicate that there is a positive and strong relationship with Democratic Leadership Style ( $r = 0.642, < 0.01$ ), Leadership Skills ( $r = 0.536, < 0.01$ ), Leadership Ethics ( $r = 0.507, < 0.01$ ) with quality. Whereas, there is a positive and moderate relationship with Laissez-Faire Leadership Style ( $r = 0.460, < 0.01$ ), Authoritative Leadership style ( $r = 0.334, < 0.01$ ) with quality.

#### **4.4.2. Regression analysis**

Multiple regression is an analysis that assesses whether one or more predictive variables explain the dependent (criterion) variable. The regression assumptions are Multicollinearity, Normality and Linearity.

##### **4.4.2.1. Multicollinearity**

Multicollinearity refers to the situation in which the independent/predictor variables are highly correlated. When independent variables are Multicollinearity, there is “overlap” or sharing of predictive power (Kothari, 2011). Multicollinearity can be

checked using VIF and tolerance. Tolerance is an indicator of how much of the variability of the specified independent is not explained by the other independent variables in the model and is calculated using the formula  $1-R^2$  for each variable. If this value is very small (less than .10) it indicates that the multiple correlation with other variables is high, suggesting the possibility of Multicollinearity. The other value given is the VIF (Variance inflation factor), which is just the inverse of the Tolerance value (1 divided by Tolerance).

**Table 15. Collinearity Diagnosis**

**Coefficients<sup>a</sup>**

Model	Collinearity Statistics	
	Tolerance	VIF
1	AUT .924	1.082
	DEM .633	1.579
	LEF .734	1.362
	LES .848	1.179
	LEE .842	1.187

a. Dependent Variable: QUL

Source: Own Survey, 2022

As can be seen from Table 15 above, regarding this study the tolerance level of all independent variables are greater than 0.1 and the VIF value of all the independent variables are also less than 10. This confirms the absence of multicollinearity.

**4.4.2.2. Test of Normality**

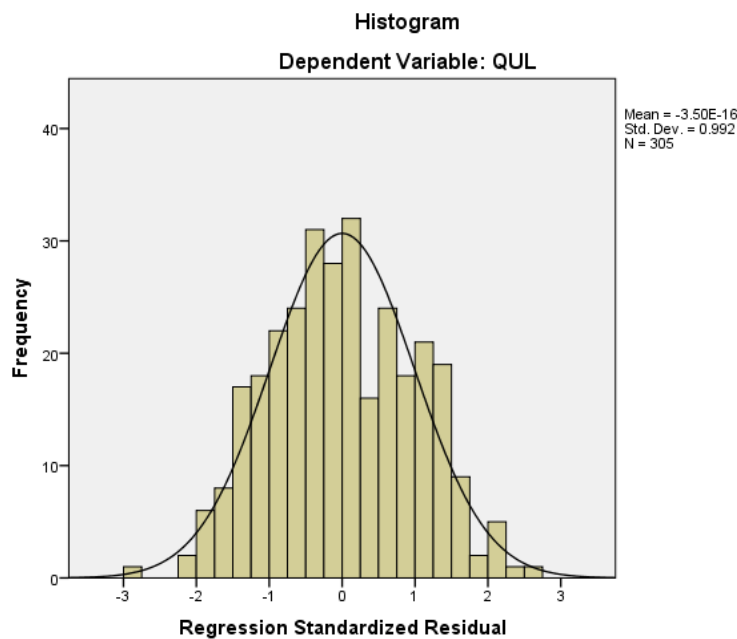
Normality test examines whether the data is normally distributed in normal distribution curve or not. There are two ways of testing the normality, by graphical method and statistical method. To check that a distribution of scores is normal, on top of the graphical presentation above, it also needs to look at the values of Kurtosis and Skewness A common rule to thumb test for normality is to run descriptive statistics to get skewness and kurtosis, then use the criteria that kurtosis should be within the mean +2 to -2 range when the data are normally distributed (Field, 2005).

**Table 16. Normality of Distribution Using Descriptive Statistics (Skewness and Kurtosis)**

**Descriptive Statistics**

	N	Skewness		Kurtosis	
		Statistic	Std. Error	Statistic	Std. Error
AUT	305	.042	.140	-1.546	.278
DEM	305	.131	.140	-1.418	.278
LEF	305	-.708	.140	-.948	.278
LES	305	-.175	.140	-1.301	.278
LEE	305	.201	.140	-1.299	.278
QUL	305	.005	.140	-.800	.278
Valid N (listwise)	305				

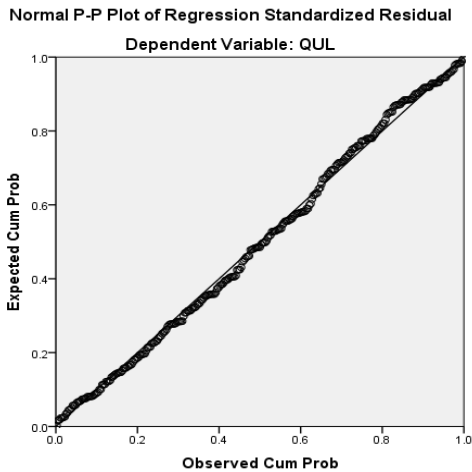
*Source: Own survey (2022)*



**Figure 3: Frequency Distribution of Standardized Residuals**

*(Source: Own Survey, 2021)*

If the residuals are normally distributed, the histogram should be bell-shaped. (Hair et al., 1998). Therefore, from the above figure, the Histogram is bell-shaped; this implies that the residuals are normally distributed. Hence, the normality assumption is fulfilled in this study.

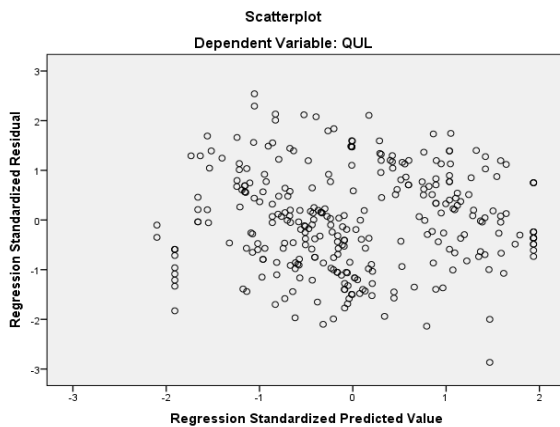


**Figure 4: Normal Point Plot of Standardized Residuals**  
(Source: own survey, 2021)

If the residuals are normally distributed, the histogram should be bell-shaped. Bryman, (1988). Therefore, from the above figure, the Histogram is bell-shaped; this implies that the residuals are normally distributed. Hence, the normality assumption is fulfilled in this study.

#### 4.4.2.3. Linearity

The linearity models predict values falling in a straight line by having a constant unit change (slope) of the dependent variable for a constant unit change of the independent variable (Hair et al., 1998). The linearity assumption can easily be checked using scatterplots or residual plots: plots of the residuals vs. either the predicted values of the dependent variable or against (one of) the independent variable(s).



**Figure 5: Scatter Plot for Linearity Test**

Source: Own Survey, (2022)

The scatter plots of standardized residuals versus the fitted values (Figure -4) for the regression models were visually inspected. That means, there is a linear relationship between the independent variables and quality.

### 4.4.3. Multiple Linear Regression Analysis

Multiple regressions are an extension of simple linear regression. It is used when we want to predict the value of dependent variable based on the value of two or more independent variables (Kothari, 2011). It is conducted to investigate the influence of independent variable on the dependent variable and identify the relative significant influence of the independent variables (Democratic Leadership style, Authoritative Leadership Style, Laissez- Faire Leadership Style, Leadership Skills, Leadership Ethics) on the dependent variable (quality).

#### 4.4.3.1. Model summary

*Table 17: Model summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.786 <sup>a</sup>	.618	.611	.53879

a. Predictors: (Constant), LEE, DEM, LES, LEF, AUT

(Source: Own Survey, 2022)

The regression analysis model summary table 15 indicates that the adjusted R square is 0.611 Which means that 61.1% quality of education is significantly explained by organization leadership attributes. The remaining 38.9% can be extraneous variables that's not included in this study.

#### 4.4.3.2. ANOVA Analysis

*Table 18: ANOVA Analysis*

#### ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	140.147	5	28.029	96.555	.000 <sup>b</sup>
	Residual	86.798	299	.290		
	Total	226.945	304			

- a. Dependent Variable: QUL
- b. Predictors: (Constant), LEE, DEM, LES, LEF, AUT

*(Source: own Survey, 2022)*

As we see from table 18 ANOVA table the P value is 0.00 which is less than the level of significance or 0.05. Thus, the combination of the variables significantly predicts the dependent variable (F=96.555; p < 0.05). Therefore, the overall regression model is significant.

#### 4.4.3.3. The regression coefficient

*Table 19: Estimated Regression Coefficients*

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.170	.111		10.529	.000
AUT	.075	.020	.137	3.675	.000
DEM	.201	.026	.347	7.713	.000
LEF	.080	.024	.138	3.304	.001
LES	.177	.023	.296	7.616	.000
LEE	.153	.024	.251	6.454	.000

- a. Dependent Variable: QUL

*Source: Own Survey, 2022*

The analysis of the multiple regression models represents the output for the beta coefficients of each organizational leadership variables relative effect on quality of Education. The regression equation for this research is presented below.

Where: Y = quality; X<sub>1</sub> = Authoritative; X<sub>2</sub> = Democratic; X<sub>3</sub> = Laissez- Faire; X<sub>4</sub> = Leadership Skills; X<sub>5</sub>= Leadership Ethics e = error term; β<sub>0</sub> = constant, term; β<sub>1, 2, 3,4,5</sub>= coefficient terms.

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5e$$

$$QUL = .1.170 + .075AUT + .201DEM + .080LEF + .177LES + .153LEE$$

The regression analysis revealed that each factor has a positive and significant effect on quality. Democratic leadership style has highest effect on quality of education as beta (.201,  $p < 0.05$ ) value that shows the contribution of 20.1% to quality. Similarly, following Leadership skill (.177,  $p < 0.05$ ) leadership ethics (.153,  $p < 0.05$ ). However, Laissez Faire (.080,  $p < 0.05$ ) and Autocratic (.075,  $p < 0.05$ ) leadership styles also had positive and significant effect on quality of education but have relatively lower contribution to the prediction model.

The regression model from the above table shows that keeping other variables constant, a one-unit increase in autocratic style will bring a 0.075 unit increase in quality of education; assuming, that other variables are being held constant; and the same holds true for the other independent/ predictor variables. The results imply that all the five dimensions had significant influences on quality at a 95% confidence level ( $p < 0.05$ ).

**Table 20. Summary of the Research Hypothesis Test Result**

Alternate	Hypothesis	Result	Reason
H1	Authoritative Leadership style has positive and significant effect on quality	Accepted	$\beta = 0.075, p < 0.05$
H2	Democratic Leadership Style has positive and significant effect on quality	Accepted	$\beta = 0.201, p < 0.05$
H3	Laissez- Faire Leadership has positive and significant effect on quality	Accepted	$\beta = 0.080, p < 0.05$
H4	Leadership Skills has positive and significant effect on quality	Accepted	$\beta = 0.177, p < 0.05$
H5	Leadership Ethics has positive and significant effect on quality	Accepted	$\beta = 0.153, p < 0.05$

**Source: SPSS output, 2022**

## 4.5. Discussion of the Result

This study aimed to investigate the effect of organizational leadership on quality of education delivered in the case of Menelik II College of Medical & Health Science. Authoritarian leadership style, Democratic leadership style, Laissez-Faire leadership style, Leadership Skills and Leadership Ethics were considered as the predictor of organizational leadership. Thus, primary data were collected from students of Menelik II College of Medical & Health Science by adopting self-administered questionnaires to examine and understand the relationship between the organizational leadership predictors implemented in MIICMHS; with the quality of education delivered. The collected data were analyzed by using multiple linear regression analysis to address the objectives as well as to test the proposed hypotheses based on the reviewed theoretical and empirical related literatures. The findings are discussed as follows:

The results of the findings revealed that democratic style have a positive and significant effect ( $B = .201, p < .05$ ) on quality of education in MIICMHS. Members who work for participative leader tend to exhibit greater involvement, commitment and loyalty than employees who work under a directive leader. The finding is in line with (Bass, 1999) where it is stated that members who are allowed to participate in decision making process are likely to be more committed to that decision implementation and probably better outcome is expected to achieve.

Similarly, Leadership skill have positive and significant effect ( $B = .080, p < .05$ ) on quality of education in Menelik II College of Health & Medical Science. The study is supported by Witchat (2006) that leadership in schools requires vast experiences regarding the operations and general functioning of the schools. He further suggests that most schools choose leaders due to their experience in leadership position in the school as many cases the heads of schools are usually those who have served the school for a longer period of time. This is because of the experience they have on the nature and the running of the school hence it is important for them to take leadership roles thus, making the stated hypothesis is acceptable.

Leadership ethics have positive and significant effect ( $B = .153, p < .05$ ) on quality of education in Menelik II College of Health & Medical Science in Addis Ababa. So the stated hypothesis is supported. Benson (2009) is in consistent with the findings that

leadership ethics is a personal journey towards integrity and a public commitment to a common good. This begins with claiming one's core values, finding a personal voice, developing a vision, and consciously aligning one's attitudes and beliefs with one's actions and behaviours. In the process, ethical leaders create spaces where people can listen to others and have their ideas and insights valued and heard. The leadership that results encourages people to work together to envision and construct a common good.

Laissez-faire leadership style have a positive and significant effect ( $\beta=0.080$ ,  $p<0.05$ ) on quality of education in MIICMHS but has relatively lower effect on quality of education. Members are allowed to work independently by the leaders. Laissez-faire leaders delegate authority and refrain from taking action; they may grant teams the flexibility to fulfill their tasks and choose their own due dates (Chaudhry&Javed, 2012). Greater autonomy among team members can result in satisfaction and increased output. However, it might be detrimental if team members don't have the knowledge, abilities, or drive to complete their work efficiently; Which goes in order with this research as it has illustrated that, although significant, that it has relatively lower effect in delivering quality of education as students are not yet competent enough to abide by the rules and perform their tasks completely independent with no leader guidance.

Finally, Autocratic style have a positive and significant effect ( $B = .075$ ,  $p < .05$ ) on quality of education in MIICMHS. Autocratic leaders take complete control over member; even if suggestions from members are for the benefit of the team or organization, members rarely get the chance to make them. The advantage of autocratic rule is that it is very effective. Decisions are taken instantly, and effort to put them into action can start right away. However, the majority of members dislike being treated in this manner, which is a drawback.(Monga, 1999). Thus it is in line with the findings of the study that has showed significant effect but relatively lower than other organizational leadership attributes in delivering quality of education.

Generally, organizational leadership attributes have a significant contribution to the betterment of quality education in Menelik II College of Health & Medical Science.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATION

#### 5.1. Summary of findings

A research was carried out in order to find out the effect of organizational Leadership on quality of education delivered in MIICMHS. Out of the 313 sample size selected from the target population 97.4% (305) respondent rate of return was found. The demographic status was found to have female respondents that constituted the highest percentage 164(53.8%) while their 162 (52.1%) was the age range of 18-25 years of the total sample size. Most students have stayed 97(31.8%) for 4 years in the college. While most were 187(61.3%) were generic students.

The Correlation indicated that there is positive and strong relationship with Democratic Leadership Style ( $r = 0.642, < 0.01$ ), Leadership Skills ( $r = 0.536, < 0.01$ ), Leadership Ethics ( $r = 0.507, < 0.01$ ) with quality. Whereas, there is positive and moderate relationship with Laissez- Faire Leadership Style ( $r = 0.460, < 0.01$ ), Autocratic Leadership style ( $r = 0.334, < 0.01$ ) with quality.

The Model summary indicated that 61.8% of quality of education is significantly explained by organization leadership attributes. The remaining 38.2% can be extraneous variables that's not included in this study. ANOVA- P value is 0.00 which is less than the level of significance or 0.05. Thus, the combination of the variables significantly predicts the dependent variable ( $F=96.555; p < 0.05$ ). Therefore, the overall regression model is significant.

#### 5.2. Conclusion

Having been guided by the findings of the study it can be concluded that democratic leadership style has the most strong and positive effect on the quality of education delivered in HEI, such as MIICMHS, followed by Leadership skill; Leadership ethics; Laissez Faire and Autocratic leadership styles, consequently. However, students in MIICMHS have responded that they are not given the opportunity to participate in decision making, which indicates that decisions are passed down to students without informing them it's pros and cons for students to either accept or question their confusions. Directives in the college are also perceived as stressing.

This kind of direction and decision executions creates feeling of un-belongingness and frustration causing students' academic performance to lower since academic decisions passed without discussions could compromise the quality of education. Therefore, as demonstrated in this research, democratic leadership style holds an enormous amount in the betterment of quality of education; which includes participation in decision making and smooth way of communication that MIICMHS needs to improve.

Leadership skill is the second most significant organizational leadership attribute that the research has found to have an effect on quality of education in MIICMHS. Leaders in HEIs need to have good communication skills; have relevant years of experience in leadership positions and be trained professionals, which makes them easily understand the college's community needs and relate to their experience to come up with way out. Thus, leaders in MIICMHS should be given leadership and skill development trainings to have a well equipped staff to meet quality of education in the college.

Leadership Ethics is the third most significant organizational leadership attribute that the research has found to have an effect on quality of education in MIICMHS. It is indicated that it is mandatory in order to run the teaching and learning process smoothly. Sense of value and moral lays a respectful environment bringing an order in an organization, thus, a leader in the college are required to be ethical in practice of duty to be an ideal role model to the college community. This is due to the fact that ethics and leadership goes parallelly as a leader with no ethics is a negative influence and hinders the achievement of the desired goal. However, it is indicated that it is not being emphasized to all the college community as it should be. Therefore, awareness creation on the rules and regulations of the college should be worked on and be promoted in order to deliver quality of education smoothly.

Although laissez faire and autocratic leadership style have shown positive and significant effect on quality of education, their contribution in meeting quality of education is relatively lower than the other organizational leadership attributes. Since laissez faire leadership style is almost implementing no leadership and letting members do whatever they believe in, it is usually exclusively advised for leaders having expert and professional members who can lead tasks by themselves thus, it is relatively not ideal way of leading students as they are not professionals and are not yet able to lead themselves though it is not also advised to control everything of them

as in autocratic leadership style. However, it is implicated that Autocratic leadership style is slightly being exercised in MIICMHS as it has been illustrated on the responses gathered that feedbacks of students are not being taken as an input, indicating that the leaders think that only their ideas are worth considering to improve the education process, which is unacceptable as this research backs it up on its reviewed literatures, that students are the primary stakeholders of HEI demanding quality in education thus also could have constructive comments on the educational process. It is also implicated that leaders don't believe in students performing their tasks independently unless they intervene tightly which should also be improved to leaders only giving a slight guidance so that students can confidently work on their tasks independently.

Quality of Education is believed to be achieved in MIICMHS regarding delivering programs that are relevant in course and its content with examinations that are well structured to it. It is also found that the lecturers are well qualified in delivering the subject matter. Indicating that MIICMHS is well equipped with leaders to deliver courses that can make students exceed academically. The students have also confirmed that they have gained self-confidence and that they have developed problem solving skills indicating that quality of academics has increased their performance. However the implication that administrative staffs not being cooperative shows lack of either interest or ability or both in. Lack of standardized administrative procedures and unnecessary bureaucracy consumes time in turn decreases the quality of Education by slowing work execution time which should therefore be eradicated. Transparency is another beneficial approach which controls and thus motivates employees to work neatly and responsibly thus should also be worked on in MIICMHS. Academic staffs and all admin staffs availability on working hour also promotes follow up of tasks and so enhance its quality too. HEI should also have vast facilities that could benefit both students and instructors to smoothen the teaching and learning process and enhance the quality of education.

### **5.3. Recommendation**

The findings of this study implicate areas demanding improvement; thus, recommendations are stated below from the listed organizational leadership attributes dimensions in order to meet quality of education in MIICMHS.

- I. From Democratic Leadership Style dimensions  
Students should be well informed about academic decisions concerning them so they could suggest better way of handling issues raised, as they are the primary stakeholders of HEIs demanding quality of Education. The directives passed from leaders to students should also have smooth line of communication and be fairly applicable rather than being stressing.
  
- II. From Leadership Skill dimensions  
Instructors, department heads, deans, vice deans , directors and all other leaders in MIICMHS should be given leadership and skill development trainings to have a well equipped staff that helps the college meet quality of education. Professionalism and experience in leadership positions should strictly be examined while hiring or appointing staffs to leadership positions.
  
- III. From Leadership Ethics dimensions  
The college leaders should emphasize to all its community; that all should be ethical including leaders so they can understand the rights and obligations granted and required from them in order to hold any staff including leaders deviating from it accountable.
  
- IV. From Laissez-faire Leadership Style dimensions  
Leaders should choose better directions; like better methods of studying, better methods of taking notes in a class; better methods of problem solving, and guide students so they could achieve good in academic their performance.
  
- V. From Authoritarian Leadership Style dimensions  
The leaders in MIICMHS should accept feedbacks of the students as an input in order to improve the teaching and learning process based on discussion. Leaders should also let the students do their assigned tasks and develop their talents independently; by only giving guidance when it is mandatory so that the students can develop confidence on working and become less insecure.

Generally the government should lay a ground by designing policy where only trained and competent organizational leaders can serve HEIs so they can implement preferred leadership style, skillfully and ethically in order to deliver quality of education. In the case of MIICMHS various draw backs should be polished up to bring out quality in education such as; preparing trainings for administrative staffs on how to handle, guide

and assist students when needed; standardizing administrative procedures and eliminating unnecessary bureaucracies; prevailing transparency of work implementations and availing lecturers in their office to advice students; providing sufficient facilities like IT; photocopy, printing machines.; lecture rooms and libraries so that students can timely excute their tasks and get educated comfortably.

#### **5.4. Research Limitation and Areas of Further Research**

The section following is intended to address some of the research limitations concerning this study and suggestions for future research.

##### **5.4.1. Limitation of the study**

The research is restricted to a limited number of sample size and it is only conducted in a single organization, which is MIICMHS in this specific research. By limiting the organization to one and doing the research in MIICMHS only; this research may not represent other higher educational institutions with distinct organizational leaderships. The respondents being only students might also restrict the view of the study to them and ignore other HEIs stakeholders such as admin staffs and academic staffs. In addition, this study is limited to using quantitative study and explanatory research design.

##### **5.4.2. Suggestion for future research**

As sample size increases the capacity of the data to explain the variable will also increase, therefore, future studies better take sample sizes from various higher educational institutions and also involve other stakeholders of HEIs like admin staffs and academic staffs; as respondents; so that their say on the effect of organizational leadership on quality of education can also be acknowledged. Furthermore, future studies are recommended to also include qualitative data in addition to quantitative data to better support the research conclusions.

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**ANNEX I – QUESTIONER**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF COMMERCE**

**DEPARTMENT OF BUSINESS LEADERSHIP**

**QUESTIONNAIRE ON THE EFFECT OF ORGANIZATIONAL LEADERSHIP  
ON THE QUALITY OF EDUCATION DELIVERED: IN THE CASE OF  
MENELIK II COLLEGE OF MEDICAL & HEALTH SCIENCE**

**Dear Respondents:**

This study is being conducted under the School of Commerce at Addis Ababa University, as part of its Master's Program in Business Leadership. Its goal is to examine how organizational leadership affects the quality of Education delivered in the context of the Menelik II College of Health & Medical Science in Addis Ababa.

Your information will be treated with the strictest confidentiality and used solely for the objectives of the study, which is academic in nature. Your sincere and attentive responses are therefore essential to the accuracy and reliability of the results. Therefore, I kindly ask you to fill out the form as early as possible and thoroughly finish the questionnaire.

***Direction***

- ❖ There is no need in stating your name.
- ❖ There is no right or wrong answer; instead, you must respond based on your recent experience on the raised questions.
- ❖ For the open-ended items, give a brief answer in the space provided.
- ❖ Put “X” mark on the answer you want to provide

**Please don't hesitate to get in touch with the researcher, Gifti Mekonnen, if you have any questions using-  
[Email:giftimekonnen7@gmail.com](mailto:giftimekonnen7@gmail.com) and [Tel:+2519200415741](tel:+2519200415741)**

**Part I. Demographic characteristics and general background of  
the respondents**

1. Gender: Male  Female
2. Category of age  
Below 18  18-25  25-35  Above 35
3. Education type  
Generic  Post-Basic
4. What Department are you in? \_\_\_\_\_
5. How long have you stayed in the college? \_\_\_\_\_

**Part II. Construct- Organizational Leadership**

Please indicate your level of agreement with the following statements about the “leadership styles” used by College leaders.

*Key 5: Strongly agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly disagree*

Leadership style	5	4	3	2	1
<b>Democratic Leadership style</b>					
The leaders in the college let students participate in decision-making by listening to their ideas.					
Leaders in the college help students claim ownership of their academics and extra-curricular achievements.					
The leaders consider giving directives without putting students under stress is essential for effective leadership.					
<b>Authocratic Leadership Style</b>					

“If students are not closely overseen, they will be able to do their tasks”, is the leaders assumption in the college					
Feedbacks of students is accepted as an input to improve the teaching and learning process					
College leaders believe majority of students are insecure and seek tight follow-up in their classes					
<b>Laissez- Faire Leadership Style</b>					
Leaders in the college offer their students develop their talents, based on their own interest, with a total freedom.					
Leaders in the college let students resolve issues on their own					
Most of the time, students prefer their instructors to have less input.					

**Please indicate your level of agreement with the following statements about the “Leadership skill” the College leaders have.**

**Key 5: Strongly agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly disagree**

<b>Leadership Skills</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
In the educational environment leaders know very well how to guide students					
If a leader can persuade the rest of the staffs and students, they are seen as skilled.					
The college's leaders have relevant years of leadership experience.					

Please indicate your level of agreement with the following statements about the “Leadership ethics” implemented by College leaders.

*Key 5: Strongly agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly disagree*

Leadership Ethics	5	4	3	2	1
The culture of the college places a great emphasis on leadership ethics.					
Leaders in the college are good role models by providing a clear definition of leadership ethics to all the college community..					
Leaders in the college are held accountable when they behave unethically					
Unethical leaders have much negative influence in the college					

### Part III. Construct- Quality of Education

Please indicate your level of agreement with the following statements about the “Quality of Education” delivered in the college

*Key 5: Strongly agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly disagree*

QUALTY OF EDUCATION	5	4	3	2	1
Course content and course objectives are clearly stated					
Academics standards of programs are challenging in the way that ensures students holistic growth					
Administrative staff are willing to assist students					

Administrative procedures are well standardized to reduce unnecessary bureaucracy					
Well-constructed examinations with proper feedbacks are given to test and enhance students' knowledge and skills					
Lecturers are well qualified in their theoretical and practical knowledge of the subject-matter					
There is transparency of procedures and implementation of regulations					
There are sufficient lecture rooms					
Up-to date teaching tools and equipment are available					
My education at university has helped me gain self-confidence and self-awareness					
Lecturers are available to guide and advice students					
Adequate IT, photocopy and printing facilities are available					
Safety in the campus is secured					
Adequate library infrastructure is available					
Concerning my field of study, my college has assisted me in developing problem-solving abilities					