

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADATE STUDIES**

**COMPARATIVE STUDY OF LEADERSHIP
STYLES OF DEANS OF GOVERNMENT &
PRIVATE TTC COLLEGES IN OROMIA**



BY

Daniel Mamo

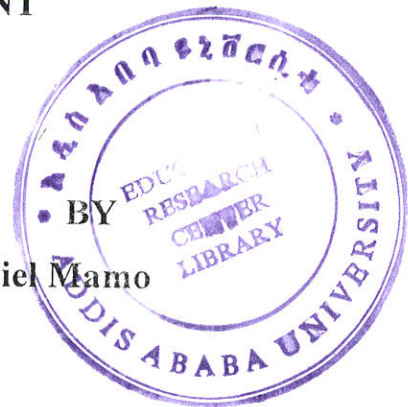
ADDIS ABABA UNIVERSITY
LIBRARIES
P.O. BOX 1176
ADDIS ABABA ETHIOPIA

JULY 2007

**COMPARATIVE STUDY OF LEADERSHIP
STYLES OF DEANS OF GOVERNMENT &
PRIVATE COLLEGES IN OROMIA**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN EDUCATIONAL PLANNING
AND MANAGEMENT**

**BY
Daniel Mamo**



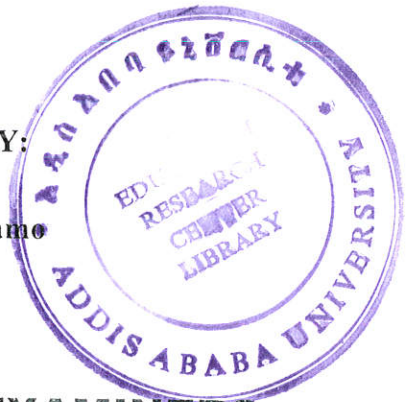
JULY 2007

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

COMPARATIVE STUDY OF LEADERSHIP
STYLES OF DEANS OF GOVERNMENT &
PRIVATE COLLEGES IN OROMIA

BY:

Daniel Mammo



APPROVED BY BOARD OF EXAMINERS

Dr. Yekunoamlak Alemu
Chairman, Department
Graduate Committee

17/08/07
Date

Yekunoamlak Alemu
Signature

Ato Ayalew Shibeshi (Asso. Prof.)
Advisor

15/08/07
Date

Ayalew Shibeshi
Signature

Dr. Asefa Abayinma
External Examiner

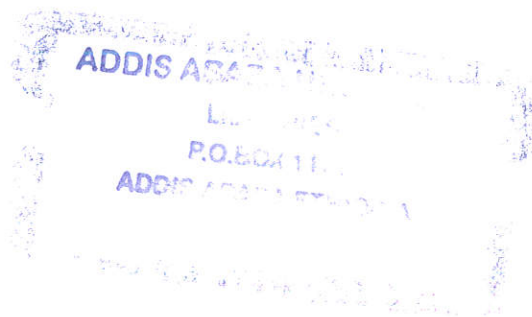
15/08/07
Date

Asefa Abayinma
Signature

MELAKU YIMAM
Internal Examiner

16/08/07
Date

Melaku Yimam
Signature



Acknowledgements

Above all, I would like to give my utmost praise to the living God who brought me out of a hopeless condition, gave me life-eternal and made me heir to the heavenly Jerusalem.

I would like also to give my heartfelt thanks to my thesis advisor Ato Ayalew Shibeshi (Associate Professor) without whose advice and constructive criticisms the completion of this paper would have been impossible.

My thanks also go to my employer and all those who provided me encouragement and advise to enable me finish my study. Last but not least I would like to extend my deepest gratitude to Ato Abebe werku who meticulously edited the draft thesis.

TABLE OF CONTENTS	PAGE
ACKNOWLEDGMENTS	i
TABLE OF CONTENTS	ii
LIST OF TABLES	iii
LIST OF FIGURES	iv
ABBREVIATION	vi
ABSTRACT	vii
CHAPTER ONE:	
1 THE PROBLEM AND ITS APPROACH-----	1
1.1 BACKGROUND OF THE STUDY-----	1
1.2 STATEMENT OF THE PROBLEM-----	3
1.3 GENERAL OBJECTIVE-----	4
1.3.1 SPECIFIC OBJECTIVE-----	4
1.4 SIGNIFICANCE OF THE STUDY-----	5
1.5 DELIMITATION OF THE STUDY-----	5
1.6 LIMITATION OF THE STUDY-----	6
1.7 DEFINITION OF TERMS-----	6
1.8 ORGANISATION OF THE STUDY-----	7
2. REVIEW OF THE RELATED LITERATURE	
2.1 COLLEGE MANAGEMENT -----	8
2.1.1 ADMINISTRATION OF NON TEACHING ACTIVITIES-----	10
2.1.2 MANAGING ACADEMIC WORK-----	11
2.2 BASIC CHARACTERISTICS OF COLLEGES-----	11
2.3 THE COLLEGE DEAN-----	12
2.4. DEANS LEADERSHIP ROLE-----	14
2.5 AN OVERVIEW OF LEADERSHIP -----	16
2.5.1 LEADERSHIP AND EFFECTIVENESS-----	18
2.5.2 THEORIES OF LEADERSHIP-----	19
2.5.2.1 TRAIT THEORIES OF LEADERSHIP-----	20
2.5.2.2 BEHAVIOR THEORIES OF LEADERSHIP-----	22
2.5.2.3 CONTINGENCY THEORY-----	24

2.5.2.3.1 FIEDLER'S CONTINGENCY MODEL-----	25
2.5.2.3.2 HERSEY BLANCHARD'S SITUATIONAL MODEL-----	25
2.5.2.3.3 PATH-GOAL LEADERSHIP MODEL -----	27
2.5.2.3.4 Vroom-Yetton Leadership Model -----	27
CHAPTER 3	
3. RESEARCH DESIGN AND METHODOLOGY-----	28
3.1 RESEARCH METHOD-----	28
3.2 THE INSTRUMENT-----	29
3.3 SAMPLING METHOD AND SAMPLE POPULATION-----	30
3.4 PILOT TEST-----	31
3.5 DATA ANALYSIS METHODS-----	32
CHAPTER 4	
4. DATA PRESENTATION AND ANALYSIS-----	33
4.1 DESCRIPTION OF SAMPLE COLLEGES-----	33
4.2 CHARACTERISTICS OF RESPONDENTS-----	37
4.3 LEADERSHIP STYLE OF DEANS' VS. MOTIVATION OF SUBORDINATES-----	42
4.4 COMMUNICATION OF THE DEAN WITH SUBORDINATES-----	46
4.5 PERFORMANCE OF DEANS AND LEADERSHIP STYLE-----	47
4.6 SUMMARIZED DATA COLLECTED THROUGH OPEN ENDED QUESTIONS-----	49
CHAPTER 5	
5 SUMMARY, CONCLUSION AND RECOMMENDATION-----	50
5.1 SUMMARY-----	50
5.2 CONCLUSION-----	53
5.3 RECOMMENDATION-----	54
BIBLIOGRAPHY-----	56
APPENDICES-----	60

LIST OF Table	PAGE
Table 3.1 Sampled Colleges and College Staff-----	31
Table 4.1 College Size-----	34
Table 4.1.1 College Size and Lead Styles-----	35
Table 4.1.2. Summary of ANOVA for Consideration -----	36
Table 4.1.3 Summary of ANOVA for Initiating Structure-----	36
Table 4.2 Characteristics of Respondents-----	37
Table 4.2.1 Summary of ANOVA for Consideration-----	40
Table 4.2.2 Summary of ANOVA for Initiating Structure-----	41
Table 4.2.3 Summary table of t-ratios of mean differences from EdPM and non EdPM graduate (for both leader ship styles) -----	42
Table 4.3 Level of Motivation and Leadership Style-----	43
Table 4.3.1 Summary of ANOVA for Consideration-----	44
Table 4.3.2 Summary of ANOVA for Initiating Structure-----	45
Table 4.4 Communication of Dean with Subordinates -----	46
Table 4.5 Dean’s Performance and Leadership-Styles -----	48

List of figures	Page
Fig 1. Managerial Implications of Leadership-----	20
Fig 2. Halpin's Two Dimensional Leadership Style-----	23
Fig 3. Two Dimensional Model of Heresy Blanchard Model-----	26

ABBREVIATIONS

TTC	= Teacher Training College
OEB	= Oromia Education Bureau
FDRE	= Federal Democratic Republic Of Ethiopia
KTCE	= Kotebe College of Teacher Education
EdPM	= Educational Planning & Management

Abstract

This study was conducted to assess the effectiveness of deans on the selection of leadership styles. The study was conducted on comparative basis in order to investigate the factors that influence leadership style selection by leaders (deans) in the private colleges and their counterparts in the government colleges. An attempt was made to assess the effectiveness of deans using Hersey and Blanchard's situational leadership model.

The study was conducted in 5 government owned and in 4 privately owned TTC colleges found in Oromia Regional state. The samples were deans of the 9 colleges, administrative and academic employees of the sample colleges. The sample included 9 deans and 164 administrative and academic employees of the colleges. Both quantitative and qualitative research methods were employed to analyze the data.

Statistical analysis using ANOVA and t-test was conducted on major factors that are thought to affect leadership style such as size of the college as indicated by number of staffs working in the college, knowledge in the field of administration of college deans, work experience and educational qualification of deans and level of motivation of subordinates.

The findings showed that size of the college, work experience, educational qualification and knowledge in the field of administration of college deans were not significant for the selection of a particular leadership style. However, levels of motivation of subordinates seem to affect the selection of leadership styles of deans of government and private colleges.

The majority of deans of privately owned colleges exhibit initiating structure leadership style while some (2out of 5) deans of government owned colleges exhibit initiating leadership style. Most (3out of 5) of government owned college deans exhibit transactional leadership style while one dean of privately owned college exhibit transactional leadership style.

It was thus suggested that to improve the leadership capacity of deans; training for incumbent leaders, efforts to boost employee morale, training opportunities for both academic and administrative staff, problems such as under representation of female academe in colleges, appointment of deans in government owned colleges and formulation of college charter must be tackled before deans effectiveness can be realized.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

Colleges are expected to play an active role in the socio-economic and cultural transformation of a society. To this effect Colleges organize human and material resources to achieve their objectives. However, the issue of ensuring that these goals are attained rests mainly on the shoulder of the dean. The Dean has to select, train and motivate subordinates and provide resources in order to achieve the stipulated goals of the college.

Educational institutions, especially college and universities, are potentially the primary agents of Change in an unfolding world. Colleges contribute to society by creating a knowledge base Blake et al (1970:123). Thus, College Deans play major role for achieving this end. How these activities are executed is basic in determining whether a College dean is excellent, good, mediocre or poor.

Measuring the effectiveness of the leadership style of deans of colleges is not an easy task. According to Zenebe (1992:19), effective leadership is to be judged by the level of contribution of the leader to higher worker morale and productivity. He further added that the level of achievement of planned targets and programs indicates the degrees of effectiveness the leader and his group have attained under given conditions.

However, according to O'Toole (1999:86-87) effectiveness in leadership is not only to be judged by the accomplishment of goals but also by the strong morale component exhibited by the leader. This is to mean that an effective leader achieves goals not through some mischievous means but following a certain code of conduct such as not lying to employees about increment regarding salary and non-salary benefits, professional growth and also other benefits that are beyond ones capacity to fulfill.

Many authors on leadership list various characteristics or behaviors that a leader needs to have in order to be effective. Among these Birnbaum (1992:47) suggests that in order to be effective formal leaders in their respective position need to have certain ability which includes having a strong vision and communicating it to subordinates.

Bordas (1995: 179-193), also explains that vision is the key requirement for one to be successful in leadership. He adds that effective leaders must have strong sense of direction a purpose that inspires and guides their actions.

Moreover, Lesourd, et al (1992: 35-36) further express that outstanding deans should have a strong vision and work enthusiastically towards its achievement. Further, Birnbaum (1992:25-67) adds that leaders must work in a collaborative relationship with subordinates, be close and communicate with subordinates, should have a reasonable intelligence and high motivation, should have respect and synthesize from transactional and transformational leadership models, in order to be an effective leader in educational institutions.

Many authors on leadership (Clark 1996, Birnbaum 1992, Shackleton 1995, Cribbin, 981) agree that there are three major styles such as autocratic, Laissez-faire and democratic but Adesina (1990: 151-157) adds another style called group-centered leadership style. The explanation Adesina gave for group-centered leader is the same with that of Laissez faire leader except that in group-centered the leader is considered member of the group of subordinates under him.

Contemporary leadership theories advocate the use of either one of the leadership styles as the situation dictates. However, the indiscriminate use of only one type of leadership style in all situations may lead to chaos in management of the College and failure to achieve organizational goals due to low level employee morale.

Thus the manager has to read the situation before selecting a leadership style from among the available styles and figure out which style is more appropriate. According to Shackleton (1995:23) leadership styles developed by Hersey & Blanchard concentrate on the characteristics of subordinates not on the work itself or the external and internal environment of organization.

In conclusion, college deans need to have adequate knowledge and skills of selecting and using appropriate leadership styles as the situation requires in order to successfully achieving the goals of their colleges. For this, these deans require adequate training and experience in the field of Educational management.

Thus, in light of what's discussed so far, this study aims to investigate the effectiveness of deans of government and private colleges of Oromia in terms of selecting leadership styles using the Hersey and Blanchard model.

1.2. Statement of the problem

Colleges are established in order to cater higher-level educational services to the society. Like any other higher educational institutions, they are expected to seek, explain and disseminate knowledge. Shouldering such responsibility, colleges assign deans to make sure that their goals are achieved.

The deans of colleges have the fate of their colleges in their hands. Should the deans use the appropriate leadership style suitable for their college, the college will succeed in achieving its objectives or otherwise, provided that other resources are adequately supplied. This is to mean that colleges achieve their goals best when their deans use an effective leadership style that takes the situation in which the college operates into consideration.

An effective leader knows the need to take the situation into consideration; he motivates subordinates using appropriate intrinsic and extrinsic motivational patterns, such as giving recognition for their achievement, delegating authority, provide means for their professional growth and provide salary and non-salary benefits, and ensures that the objectives of the college are met. Leadership styles that help for the achievement of goals and consideration for employees are important tools to the effectiveness of deans as a leader. However, the use of effective leadership styles rests with the dean's knowledge of leadership theories and skill of selecting the best leadership style for the situation he is in.

Oromia is one of the regional states in the FDRE with primary schools more than any other regional state in the country. There are 6 government owned and more than 20 teacher training colleges in the region supplying man power to these primary schools. For effective attainment of the goals of these colleges, the dean has an important role to play.

Cognizant of this fact, this study made a comparative investigation on the leadership styles exhibited by deans of government and private colleges in Oromia and tried to answer the following basic questions;

1. Is there significant difference between deans of government and private colleges;
 - 1.1. On leadership styles used
 - 1.2. On experience and professional preparation
2. Which leadership style is used most by deans of both types of colleges?
3. What factors affect the choice of leadership styles by the deans of government and private colleges?

1.3 General Objective

The general objective of the study is to assess the effectiveness of the leadership style the deans of both government and private colleges in Oromia exhibit in their respective colleges and to investigate the suitability of the leadership style selected in their respective environment and provide empirical evidence on which leadership styles are effective for different environments of the colleges.

1.3.1 Specific Objectives

- To find out the leadership style prevalent in government and private college
- To find out Whether the deans have selected effective leadership style appropriate for the situation they are in
- To find out whether there is significant difference in selection of leadership styles.
- To suggest best leadership style for each respective situation the college is found.
- To provide empirical evidence for would be college leaders (managers) on how to select leadership styles (on what criteria to use when selecting leadership styles).
- To find out whether there is significant difference in the criteria used to select leadership styles.

1. 4. Significance of the study

The services colleges provide to the society are vital for the socio-economic and cultural transformation of the society. Therefore, college deans are required to elicit appropriate leadership style in order to cater the services required of the colleges by influencing their subordinates. Thus, the student researcher believes that this comparative study on leadership styles has the following significance:

1. The compilation of data on leadership styles elicited by College deans will help practitioners and would be practitioners in the area of college leadership to have an insight on leadership styles of deans for different subordinate behavior and adopt effective leadership styles in their respective colleges.
2. It will also help to improve the knowledge of practitioners on what factors they should consider in selecting effective leadership styles for their respective situation.
3. It will contribute to the literature on College leadership and can be used as a springboard to conduct similar study at a wider and deeper level.
4. The dissemination of the results of the study may also provide information to academic organizations in need of successful and effective leadership.

1.5. Delimitation of the study

This research study tries to conduct a comparative descriptive survey assessment on the leadership styles exhibited by government and private colleges based on Hersey and Blanchard's situational leadership model.

There are 24 (9 agricultural, 9 health and 6 educational) government owned and 107 (out of which 7 are TTCs) private colleges in Oromia. Conducting study in all of these colleges would be advantageous in order to have complete picture of the actual situation. Since the aim of these theses undertaking is as partial fulfillment for an (M. Ed) EdPA, and due to time and cost constraints the study is delimited to the following 9 teacher training government owned and private colleges.

No.	Government colleges	Private colleges
1	Debre Tena TTC	Chilalo TTC
2	Robe TTC	Robe Open TTC
3	Jimma TTC	Weliso Wisdom TTC
4	Assela TTC	Nekemte Linkage TTC
5	Nekemte TTC	

1.6 Limitation of the study

In a poverty-ridden country such as Ethiopia it would be a lie to say that certain major undertaking was free from limitations. However, the student researcher would like to concentrate on the major limitations that this research undertaking has encountered. From the problems this research undertaking encountered the major ones are the following:

- ☞ The major problem was that literature in the area of college leadership and college management is scanty in the University library as well as other libraries to which I had access.
- ☞ The funds earmarked for this particular study didn't take area that should be covered by the study. Thus it was much less than what was required.
- ☞ Due to delay for release of funds required for the study data collection started late. This caused workload at later stage of the research undertaking.

Thus the major limitations of this study were time, cost and literature.

1.7. Definition of Terms

Ability: - is the amount of knowledge, experience, and demonstrated skill subordinates (followers) bring to the task (Hersey et al 2006:477).

Consideration: - is the extent to which the leader establishes mutual trust, rapport and communication with subordinates (Organ and Bateman, 1991)

Effectiveness: - The ability to draw together a community of people on pursuit of common goals. It also involves in springs, stimulating, motivating, directing and influencing as well as providing an organization (a school) that supports the work in hand (Shackleton, 1995).

Initiating Structure: - Is the degree to which the leader defines the roles of group members and directs and puts in place controls (Clark, 1996).

LBDQ: - LBDQ or leader behavior description questionnaire is a leadership style study questionnaire developed by a team of researchers of Ohio State University.

Leadership: - Is the process through which an individual (the leader) secures the cooperation of other (followers) toward goal achievement in a particular setting (Shackleton, 1995).

Readiness: - is the amount of willingness and ability subordinates demonstrate while performing a specific task (Hersey et al 2006:477).

Willingness: - is a combination of the varying degrees of confidence, commitment, and motivation of subordinates to their job (Hersey et al 2006:477).

1.8 Organization of the study

In order to make quick reference easier and follow standard set by the school this research paper is organized as follows. Chapter one discusses the problem and its approach. Chapter two presents the review of related literature. It presents overview of leadership theories and areas of concern in college management. Chapter three deals with the methodology followed for this research undertaking .It deals with the instrument used, the sampling method employed for respondents and colleges and also it presents the way data collected were analyzed. Chapter four deals with the presentation, discussion and analyses of data collected through the use of questionnaire. The last chapter deals with the presentation of the summary, conclusion and recommendation.

2. REVIEW OF THE RELATED LITERATURE

2.1 College Management

The central importance of colleges and universities is that various societal, political and economic organizations and individuals can only apply what is already known. Colleges and universities contribute to society by creating a knowledge base.

Supporting this idea Blake, et al (1981:28) describe that the central purpose of educational institution especially colleges and universities is the creation of knowledge base from which other organization derive for implementation.

As Fielden and Lockwood (1973:19) argue colleges possess characteristics common to most forms of organizations. They exist to accomplish something; they have a purpose. A college exists in a changing environment in which it interacts with other organizations and changes its priorities and development. Colleges as organization face many problems. They have to determine how to develop a systematic organization to coordinate all of the institutions resources to achieve their stated purposes. Colleges differ from other organizations in that they are multipurpose organizations engaged in teaching, research and public services. And have outputs difficult to measure in meaningful terms.

Colleges and Universities play vital role in shaping the social, economic, political and industrial development of a country. As Hommadi (1989:1) enunciates developing a country with abundant natural resources without trained manpower is a difficult task. Adding to this point also Blake, et al. (1981:28) describe that solving societal problems and bringing new development is possible only through true leadership which can only be exercised by educated citizenry. Colleges and universities contribute to the change of a nation or development endeavors of a country by creating a knowledge base.

Different organizations societal, political and economic apply in their day-to day activities by soliciting from the knowledge base created by colleges and universities.

Moreover learning has intrinsic value involving the pursuit of knowledge and beauty. As an academic institution whose primary task is education and research, has students as intakes; teaching as the activities of the conversion process; and those who have learned or have failed to learn, as outputs a college or university must

develop an organization model to manage itself in order to attain excellence. Since colleges play a very different role from political, economic or service organization, they cannot be managed in the same manner as one manages these organizations.

Moreover, colleges are exceptionally complex systems that interact with even more complex environments. Colleges are made up of component parts such as the administrative unit, the research unit and the teaching unit, each of which is likely to engage in different internal activities and respond to different parts of the world outside itself. The people, within these components fill different roles, have different experiences and expectations, and see different aspects of both the organization and the environment. No one in an organization can see all of it; much less understand all the ways in which its components are connected internally and externally. Besides today in every corner of the country most colleges are experiencing a dramatic rise in student enrollment incorporated with noticeable decline in the quality and quantity of educational and administrative services they provide.

Thus, the way colleges managed should be one that can result in administrative practices essential for providing environment conducive for the creativity, commitment and convictions essential for the pursuit of excellence.

In order to create an organizational management model responsive of all problems colleges and universities encounter, deans play significant role. In order to make a difference Schein (in Birnbaum 1992:8) suggest that leaders or deans should create and manage culture. Culture according to Birnbaum (1992:7-8) is a collective, mutually shaping patterns of norms, values, practices, beliefs, and assumption that guide the behavior of individuals and groups in an institution of higher education and provide a frame of reference within which to interpret the meaning of events and actions on and off campus. Thus in order to effectively administrate a college, the dean should study and understand the culture of his institution and must align his strategies with this culture. Likewise, Sporn (1996:1, JHE, Vol.32, No.1) argues that understanding the culture of a college is important for effective administration of a college. Also Tierney (1988:5, JHE, Vol.59, No.6) observes that college deans understanding of culture of the college is paramount in passing and implementing decisions that satisfy all constituencies of the college and which assist in avoiding conflict by helping to develop shared goals. However it is not a panacea for all

problems of a college. The management of a College consists of two major areas. These two major areas college management consists are the administration of academic work and the administration of non-academic activities.

2.1.1 Administration of Non-Teaching Activities

The administration of a college is concerned with managing all the non-teaching activities of a college. As Kinseth & Miller (1983:86) forward the administration of higher education is a very complex and challenging undertaking. This is so because the administrator must deal with many groups. Thus, in order to effectively manage this task he/she must be familiar with rules, regulations and laws pertaining to higher education. Moreover Dressel (1987:102, JHE, Vol.58, and No.1) argues that successful administrator of a college must be able to enlist the understanding and support of stakeholders in the mission of the college. Likewise, Lawrence and Jones (1985:57, JHEM, Vol.1, and No.1) contend that less trained college administrators who lack self-esteem affect the effectiveness of colleges negatively. For this reason Colleges require administrators of high caliber, with a wide spread expertise and of sufficient size to provide efficient and comprehensive service. The major function of the administration should be to provide an efficient service to support the operations and developments of the College at the most economic cost. It works in accordance with the policies, procedures and principles laid down by main committees of the college. Though all the responsibilities for the administration of a college affair don't solely rest on the administration, however, the contributions made by the administration are extremely important. Considering college administrator as individuals who distribute resources and implement policies determined by the faculty would be undermining the role they can play in meeting current and future challenges of colleges.

The major functions of a college administration according to Fielden and Lockwood (1973:189) include but are not limited to:

General: committees; legal affairs: personnel work; official publications

Academic: admission, registration; student records; examinations; lecture timetables.

Finance: accounts, audit, budgets, salaries and wages, fee collections.

Estates: building, maintenance and premises; site development supplies

Thus, though these responsibilities do not directly fall under the supervision of the dean, he has to see to it that they are functioning accordance to their responsibilities.

2.1.2 Managing Academic Work

Academic work involves research and teaching but many academics are also caught up in the administration of their collective affairs and in counseling work. Most of the time of academics in colleges is taken by teaching, counseling and administration of collective affairs. As Williams et al (1987:631, JHE, Vol. 58, No. 6) observe instructors participate in the administration of colleges through academic departments.

In a college each individual teacher/lecturer is an important decision maker in his/her own right. He/she designs and develops curricula, determines his/her teaching style, monitors the academic performance of students, marshals various resources to support teaching, and so on. The individual teacher is in practice a manager. According to Fielden and Lockwood (1973:155), the instructor is the manager of the teaching-learning process involved in planning and taking decision with regard to learning process involved in taking decisions with regard to learning sequence to be taken and arrangement of teaching associated with his course.

Colleges employ academics of high education rank. Such high ranking and competent professionals can hardly be told what to do. Thus as Cleveland (in Dearlove 1988:59-79) puts it the essential characteristics of academic life is a fierce conviction that each of its participants is in important sense free and equal, empowered to decide within wide limits both the direction of his own scholarship and the composition of his own teaching load.

When deans deal with academic, they are dealing with people who expect to enjoy substantial individual autonomy because they need to be taken seriously as professional employees. Thus they have to adopt a leadership styles that creates conducive environment for creativity, commitment and conviction for essential for the pursuit of academic excellence.

2.2 Basic Characteristics of Colleges

Colleges are unique kinds of professional organizations, differing in major characteristics from other organizations such as industrial, business and government bureaus. According to Baldrige (1970:39-42) colleges have unclear and contested goal structures; almost anything can be justified, but almost anything can be

attacked as illegitimate. They serve clients who demand input into the decision making process. They have a problematic technology, for in order to serve clients they demand a large measure of control over the institutions decision process. Moreover academic organizations are becoming more and more vulnerable to their environments. Likewise, Sporn (1996:41-42, JHE, Vol.32, No.1) observes that organizations of higher learning are complex organizations with unique features. They have certain characteristics such as ambivalent goals, problematic standard for goal attainment, professionals that are experts with a strong wish for autonomy and are people oriented institutions. Academics in colleges and universities require more autonomy on matters related to their job. They want to decide by themselves on matters pertaining to their job since they consider themselves as professional based on their qualifications. These dominate the culture of academic institutions. Thus, any administrative style the dean implements should take these into consideration.

2.3 The College Dean

The statues of the dean as the chief executive officer of the college are measured largely by his capacity for institutional leadership. He must share responsibilities for the definition and attainment of goals, for administrative action, and for operating the communication system that link the components of the academic community. He must represent his institution to its much public relation. Delegated authority from governing bodies and faculty supports his leadership role. As planner of the college, the dean can envisage short-term goals for his college can persuade other to see them and to work towards them and these will often constitute the chief measure of his administration.

The Dean must at times, with or without support, infuse life into a department or administrative unit. The Dean will necessarily utilize the judgments, of the entire faculty but in the interest of academic standards he may also seek outside evaluation by scholars of acknowledged competence. According to Fielden and Lockwood (1973:106) it is the duty of the dean to see to it that the standards and procedures in operational use within the college conform to the policy established by the government and to the standards of sound academic practices. The dean should also solicit the views of students, administrators and faculty and report to governing bodies. He is largely responsible for the maintenance of existing college resources and

creation of new ones. He has also ultimate managerial responsibility for a large area of non-academic activities. He is expected to act as the chief spokes man of his college. The dean's function should receive the general support of the bureau of education or board of college, faculty administration and public. The dean should be a creative, articulate and impressive leader and this leadership plays a key role in institution building. This leadership helps generate an amalgam of human and technological materials that in turn create an organism that embodies enduring values.

The dean must be willing to accept a definition of educational leadership that brings about change to the academic life of the institution he must be fired by a deep concern for education. He should instill a spirit and keenness about growth and development in such a way that the academic as well as the administrative staff feels that their goals are interlinked with those of the college , that their success depends upon the success of the college. The lecturers should be given detailed information about the jobs they have to perform and their good performance should be given due recognition by administrative leadership. Even such small encouragement will boost their morale to greater heights. According to Fielden and Lockwood (1973: 55) the dean should have faith in his own abilities as well as on the abilities of other lecturers and administration and should provide guidelines about the kind of efforts he would like lecturers and administrative to make, setting on example by his own action and exercises. Administration of college should be employed judiciously under no circumstances should the apathy and belligerence of the lecturers and administrators be aroused. These call for strong but Sympathetic leadership in the dean.

The dean of the college presides over the meetings of the college council and he is the official medium of communication between the college and the College Board or higher government officials. Some of the functions of the dean according to Hommadi (1989:79) are:

- To provide leadership for the entire college
- To assist the academic and non-academic units in the solution of their problem
- To coordinate education and administration activities in the college

- To aid in determining the effectiveness of the college program's of education and instruction
- To address an annual report to the higher officials detailing out the programs and activities of the year gone by as well as proposals for the year lying ahead
- To vote degrees
- To receive and review the annual reports of the faculty, departments and other institutional units
- To suggest the budget to the board or higher officials
- To represent the college in the higher councils
- To oversee and approve the kind of education offered by the college and make certain that the education of the highest quality is imported
- To select and suggest the faculty members for appointment

Accordingly, the job specifications of the college deanship call for a combination of material competence and talent for education leadership. These are two capacities that are mutually exclusive. Besides the dean is an educator and a care-taker who heads a very complex organization composed of a series of sub-divided departments according to specialties- students, administration (academic and non-academic), librarians, and service personnel ranging from secretaries, lab technicians, and to janitors and guards.

2.4 Deans Leadership Role

Deans serve a critical institutional role. Their job is complex and requires highly competent individuals to perform it. As Cote (1985:667 JHE, Vol.56, and No.6) observes deans job is demanding, one of great and varied responsibility requiring an extraordinary individual to perform it effectively. As academic leaders; they have the authority to chart where a college and its programmes are headed. Mercer, (1997: 31) observes that by selecting which goals to pursue deans have the potential to exert a tremendous influence on the direction of the unit. They have the ability to control information, accumulate and allocate resources, and assess the performance and productivity of their faculty and staff. Deans serve as academic facilitators between higher administration officials' initiatives, faculty governance, and student needs. By

virtue of their midlevel placement they are in the center of controversy, conflict, and debate they play the role of coalition builder.

According to Dill (1984:69-99) deanship is a leadership role with overtones that are more political and social than hierarchical or technical. Deans essentially serve two masters the higher administration and the faculty and are expected to bridge and join both perspectives. Deans' success is primarily measured by how well constituencies are stroked, cajoled, cultivated, and kept in line.

According to Rosenblum (in Knight and Holen 1985 vol.56, No. 6 JHE) Strength in leadership and human relations skills in the dean is essential for the development of educational excellence. There are certain leadership behaviors and specific activities of deans that seem to make a difference.

Good leadership is considered to be one that facilitates collaboration, communication feedback, influence, and professionalism in the following ways.

- By providing leadership through establishment of vision and value system
- By having consistent policies to delegate and empower other, thus sharing leadership
- By modeling risk taking
- By focusing on people, returning staff members, and helping them to grow; and
- By emphasizing the educational aspects of the school rather than the purely technical aspects of schooling.

The performance of academic deans is pivotal to the success of their college. Academic deans are deemed effective or ineffective by informal assessment of their leadership style and the performance of their duties and responsibilities. Thus the quality of deans' leadership style is judged by the actions and reactions deans' take to the problems, opportunities and challenges they face.

According to Heck et al (2000:1) leadership styles of deans are evaluated with respect to the expectations of the role and the institutional purposes. Any number of different aspects of the role could potentially be evaluated including on the job behavior, ability to solve problems or make appropriate decisions or results oriented activities such as increasing resources and improving the quality of programs.

Having elaborated on the administration of colleges and leadership role of deans, the following pages present the leadership theories and styles from which leaders/deans derive to implement in their respective colleges.

2.5 An Overview of Leadership

Leadership cannot be conceived apart from influence as an effective leader has a significant effect on the behavior, attitude and performance of employees. For a formal leader leadership is the focus of activity through which on the concept of influence and influence itself concerns aspect of power. As Rue and Byars (1990:265) defined "leadership is a process concerned with the relationship of two or more people in which one influences the other toward the accomplishment of some goal or goals." According to Tierny (in Saiyadain 1988:135) leadership is the activity of influencing people to strive willingly for group objectives.

Accordingly leadership of two or more people in which one influences and it is a two way process meaning the leader and the subordinate influence one another for the achievement of some goals with influence comes the issues of formal and informal influence. Formal influence is one exercised by a formal leader holding a formal position in an organization. An incumbent leader is entrusted to perform certain managerial activities as planning, organizing and controlling the work. He/she does these activities because of the authority he holds in the organization. Such an influence is a formal one. On the other hand, informal influence refers to the influence exerted by people without position power such people according to Rue and Byars (1990: 265) are called emergent, informal or peer leaders: informal exist in an organization if some group need are not fulfilled by the formal leadership. Informal leadership originates from some special quality of the informal leader that is desirable for the group. The above authors also warn that informal leaders serve useful function, if their goal is congruent to that of the organizations. Rabasavaraj (1980:79) likewise defines leadership as an influence of a person on others exerted through communication for the achievement of a specified goal. Also Gedney (1999: 32) observe that an effective leader motivates his/her subordinates so that they achieve a goal, which would be difficult to achieve without his/her involvement.

From the aforementioned definition of leadership, it is quite obvious that for any sort of leadership to exist there has to be some sort of power, the power to reward, or to

coerce, or apply one's expertise. This also indicates that there are different forms of power base. Kreitner and Kinicki (1992:363) propose five different types of power base: reward power, coercive power, legitimate power, expert power, and referent power.

However Kreitner and Kinicki (1992:517) describe leadership as "vision, cheerleading, enthusiasm, love, trust, verve, passion, obsession, and consistency." Thus according to them leadership goes beyond exercising power and authority. It involves values, perception, motivation, reinforcement, socialization, power, politics, teamwork, feedback and communication.

Reward Power: refers to one's ability to obtain compliance by promising or granting rewards. Benfari (1999:125), likewise, asserts, "Some form of accomplishment" is reward power. Reward power depends on ability to give other people something they value. However, when the award or compliment is indiscriminate, it loses its ability to influence. But when it is appropriate and genuine it is a useful tool to influence subordinates.

Coercive power: is the power derived from threats of punishments. It could be expressed in forms of verbal and non-verbal putdowns, slights, or symbolic gestures of disdain. According to Benfari (1999:126), demotions and prevention from use of resources are extreme forms of coercive power. Coercion works against effective influence and is not a good tool of a leader.

Legitimate power: is power exercised by an incumbent because of his/her formal authority. Managers have a legitimate right to command, just as their subordinates have an accompanying obligation to obey. Benfari (1999:127) contends that giving constant orders to subordinates demands and prevents their growth. And it does not contribute to leadership.

Expert power: valued knowledge or information gives an individual power over those who need the knowledge. It may include communication, interpersonal skill, scientific knowledge, and information. Supervisors influence their subordinates because they have knowledge about work schedules and assignments before subordinates. Expert power is a positive tool for leadership when exercised in a proper manner. However Benfari (1999:130) argues that if it is exercised in an

authoritative manner or using it continually may limit its use to influence subordinates.

Referent Power: refers to a power one has because of his/her charisma or it refers to power when one's own personality becomes the reason for compliance of subordinates. It requires one to be a role model for him/her to influence. A leader may or may not have such power it is there or it is not. Thus it is not always there for leaders to influence subordinates.

Generally, from all sources of power the one that leader may successfully use to influence subordinates so that organization goals are achieved is the expert power. Expert power associated with referent power and reward power will boost leader's ability to influence subordinates. Leadership is an attempt at interpersonal influence, which involves the use of power and authority. Authority and the basis of legitimate reward, and coercive power refer to organizationally sanctioned influence. Expert and referent power concern influence based on individual characteristics. In analyzing the influence process, attention should be given to his characteristics, resources, and decision role of the person exerting influence in comparison with the characteristics, needs, and decision role of the target person.

2.5.1 Leadership and Effectiveness

For an organization to be successful in the achievement of its goals functioning variables are required. However the organization of the proper functioning of these inputs lies on the capability and competence of the leader. If the leader is capable to influence subordinates using appropriate leadership styles in accordance with their level job maturity it is most likely that organizational goals will be achieved. Thus the attainment of organizational goals is attributed to the effectiveness of the certain organization is successful it's the leader that is credited and when failure occurs it's the same person that is replaced. Through there are also other factors that affect success of an organization, the influence the leader exert avails much.

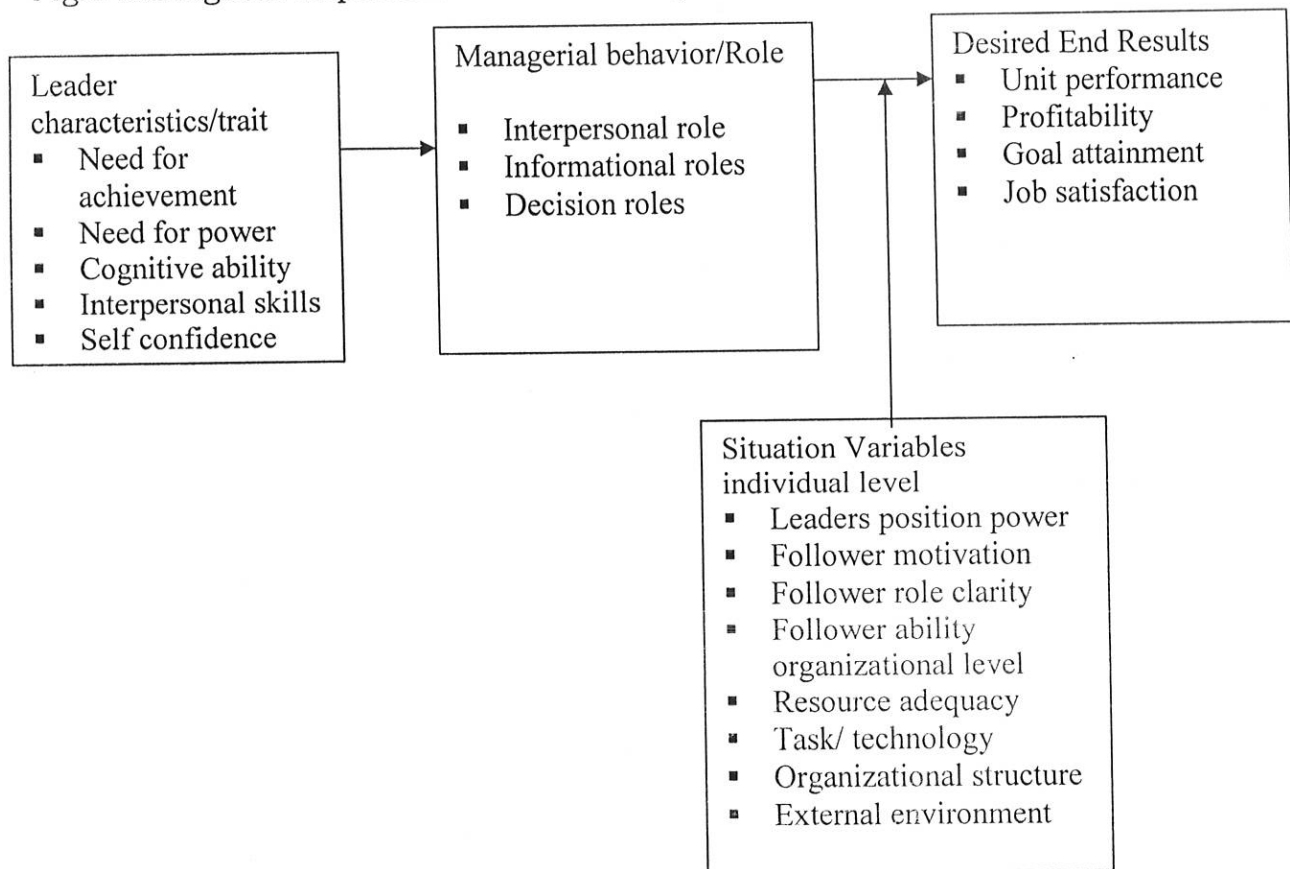
Zenebe (1992:19) observes that "effectiveness is an expression of a given quality of performance: Effectiveness refers to a level of achievement that result in high employee morale and attainment of organizational goals. In educational institution, particularly in a college leader effectiveness is defined in terms of the extent to which strategic constituencies are satisfied is consistent with a cultural and interpretive

view of the organization. Birnbaum (1992:56) contends that “a leader who is able to command support constituents . . . has met the needs of multiple and conflicting stakeholders and has a claim to be considered a good leader” and thus effective. Though the leader cannot be effective without the support of his/her superiors and subordinates, it’s in his/her own hand that others can be made to contribute. Likewise, Drucker in Hersey et al (2001:2) observes that successful managers must achieve the results valued by the people who have a stake in their organizations accomplishment. Thus an effective leader commands the support of his/her superiors and subordinates for boosting employee morale and successful attainment of organizational goals.

2.5.2 Theories of Leadership

Leadership has been studied and researched for a number of years, resulting in numerous theories and models. However no universally accepted theoretical framework of leadership has been developed. Researches conducted on leadership from the early theories and the current situational theories have generally focused on identifying certain characteristics, behaviors, or situations that make one form of leadership more effective than any other form. From the time these researches began researchers were trying to develop a conceptual framework for thinking about leadership. However they are not able to develop a universally applicable theory of leadership. The various leadership theories developed express some aspect of leadership but are not adequate enough to provide a complete view. However, all of the theories in combination contribute to the understanding of what makes a leader effective. Leadership entails more than wielding power and exercising authority. It embraces many different managerial concepts as the following figure developed by Gary Yukl (1989:274) describes

Fig.1 managerial implications of leadership



Source: Adapted from Gary Yukl, "managerial leadership: A review of theory and research," journal of management, June 1989, P.274

The various researches conducted on leadership resulted in three major types of theories. These theories are known as "trait theory", "Behavioral theory", and "situational or contingency theory" of leadership. The major points of each of these theories are highlighted as follows:

2.5.2.1 Trait Theory of Leadership

Earlier researches conducted on leadership focused on what the leader was like rather than what he does. Hence, proponents of trait theory attempted to find a set of identifiable individual characteristics or traits that could differentiate successful from unsuccessful leaders. Researchers began to exhaustively list biographical, personality, emotional, physical, and intellectual and other personal characteristics of successful leaders. Proponents of trait theory believed that leaders were born, not

made. Hence, organizations were concerned in order to find traits possessed by leaders and for use as standards.

However, research proved that these characteristics are inconsistent across different samples when examining leader effectiveness. Kreitner and Kinicki (1992:518) cite Stogdill and Mann's findings and observe that the two researchers independently working on trait theories reached on the same conclusions.

Stogdill conclude that five traits such as intelligence, dominance, self-confidence, level of energy and activity and task relevant knowledge tended to differentiate leaders from average followers. However Kreitner and Kinicki (1992:518) citing Stogdill observed that the traits did not accurately predict which individuals become leaders and which ones followers. Also these authors citing Mann observed that from the seven traits Mann examined intelligence were the best predictor of leadership. However, Mann warned that all observed positive relationships between traits and leadership were weak. Likewise, McGregor (1985:181) argues that leaders who have much different abilities can become equally successful at times when they succeed each other contrary to what trait theorists suggest.

Likewise Sanford (in Halpin 1967:82) contends that there are either no general leadership traits or, if they do exist, they are not to be described in any of our familiar psychological or common sense terms. In a specific situation, leaders do have traits which set them a part from followers, but what traits set what leaders apart from what follower will vary from situation to situation. These findings sealed once and for all the issue of a born leader.

However, once again leadership traits are receiving serious research attention some researchers such as Robert Lord and his associates conducting a Meta analysis concluded "personality traits are associated with leadership perceptions to a higher degree and more consistently than the popular literature indicates". According to Kreitner and kinicki (1992:518) recent research supports this finding.

Generally, trait theories are not to be ignored. They play a central role in how we perceive leaders. Leaders need to determine the traits embodied in peoples mental pictures so that inappropriate ones are corrected through training and development.

2.5.2.2 Behavior Theory

Dissatisfaction with the trait approach led researchers to examine the actual behavior of the leader what the leader does and how he/she does it. According to Halpin (1966:41) leadership in behavioral theory is defined to refer to the exercises of leader behavior or his action in the group rather than the incumbents' personality traits. The major drawbacks of theory assumes organizational variables to be constant and hence ignores leader flexibility is that it and makes no attempt to discover behavior determinants./ The major contribution of the theory is the identification of leadership styles.

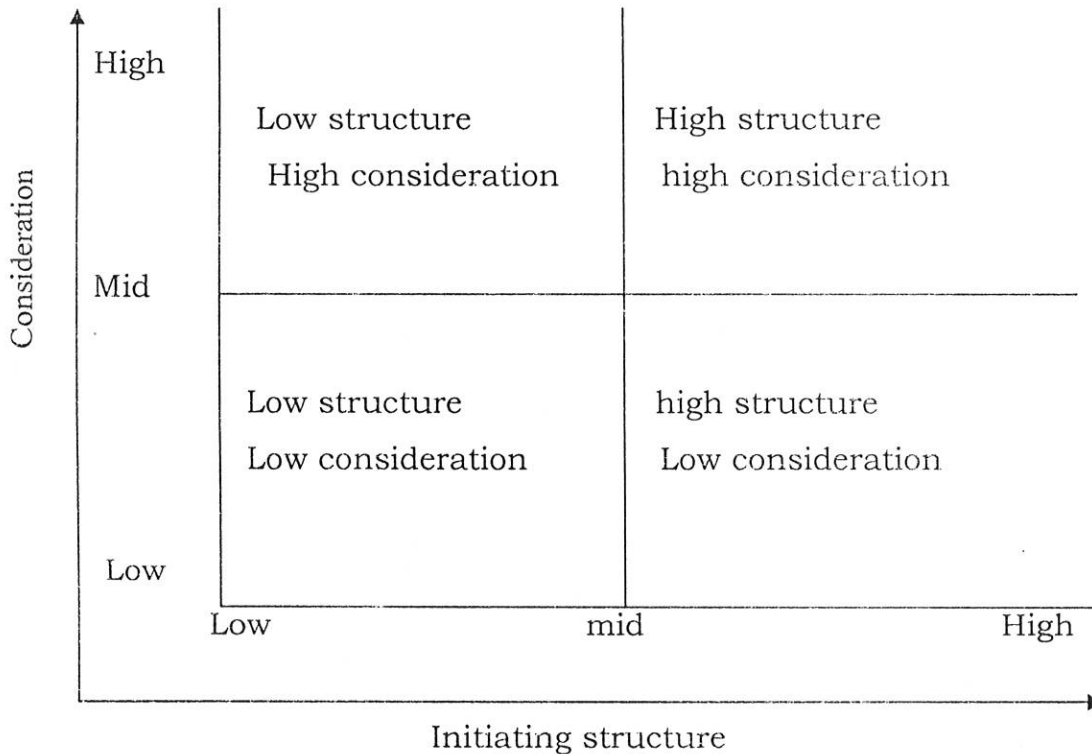
Several researches were made in order to identify patterns of behavior called leadership styles that enable leaders to effectively influence a positive impact on performance though- not necessarily true. But this paved the way for the belief that there is one best styles of leadership.

Kurt Lewin (in Halpin 1966:41)) in his laboratory study demonstrated that followers preferred leaders with democratic styles as opposed to authoritarian or Laissez-faire style. Moreover teams of researchers from Ohio state and Michigan universities directed their efforts to identify the behaviors that differentiated effective and ineffective leaders.

The Ohio state university studies were conducted to investigate the determinants of leader's behavior and to determine the effects of leadership styles on work group performance. The major finding is the identification of two leadership styles-initiating structure and consideration. Initiating structure is the degree to which the leader organized and defined the tasks, assigned the work to be done, established communication network, and evaluated work group performance. While consideration on the other hand is the degree to which the leader responds to employees needs. It is the behavior that involves trust, mutual respect, friendship, support and concern for the welfare of the employee. These dimensions were measured through the use of two questionnaires- one to measure the styles of leadership as perceived by the leader (leadership opinion questionnaire) and one to measure the style of leadership as perceived by the subordinates of the leader (Leader Behavior Description Questionnaire).

Similar to the Ohio state researchers the Michigan university studies also arrived at the same findings except used different terms. The initiating structure of Ohio state study was called 'production centered' while the 'consideration' was called 'employee-centered'. However, the Michigan studies as Tosi et al. (1986:557) observes, favored the 'employee-centered' style to be most effective. Vecchio (1988:25-26) observes that Ohio state studies emphasize a leader to be high on both initiating and consideration to be effective.

Fig. 2 Halpins two-dimensional leadership style



Source: Andrew D. Halpin, theory and research in administration, page 112: New York, the Macmillan co.

In another research Blake and mouton (1988:24) developed a 'managerial-grid' in which they take the various combinations of concern for people and concern for production and define five major styles in 9x9 grids. They suggest that team management – a 9, 9 grids to be the best style.

Leadership requires the leader to make decisions with subordinates. The decision-making behavior of the leader and his/her practices of involving subordinates is defined as the leadership style of the leader. In his study Kurt Lewin identified three leadership styles-autocratic, democratic and Laissez-faire.

Nwankwo (1982:74) observes that the autocratic leader has no human consideration and takes all decisions by himself. Democratic leader is participative and communicates with subordinates for shared decision making and team-work. The Laissez-faire leader takes passive stance toward the problem of the group or organization.

According to Griffith (in Zenebe 1992:26) contemporary practices in the leadership of educational organization (colleges) do not permit an autocratic or Laissez-faire style to dominate. Thus, according to him effective leadership style hinges on participative or democratic style.

Studies revealed that the formality of the organizational structure is an important influence on the effectiveness of a given leadership styles. The major criticism of behavioral theory is that it doesn't consider the situational factors and the influence of these factors on the leadership effectiveness. Thus the behavioral theory of leadership emphasizes that an effective leader should be high on one or both of the leadership styles irrespective of the situation. However for a leader to be effective he should select a leadership style appropriate to the particular situation he is in. Thus deans need to take the situation into consideration when selecting a particular leadership style. For a manager's leadership style to be effective, other situational factors must be considered.

2.5.2.3 Contingency Theory

Studies conducted to support 'trait' and 'behavioral' theories indicated that situational factors affect leadership effectiveness. The situational factors that determine effectiveness of leadership styles, according to Rue and Byars (1990:273) are managerial characteristics, subordinate characteristics, group structure and nature of the task and organizational factors.

Miner (1985:194), on the other hand, supporting the idea of contingency theory also observes that consideration style is appropriate for routine tasks while initiating structure is appropriate when subordinates are of low ability, authoritarian in personality, less confident and when the task is less structured.

Leadership styles cannot be fully explained by behavioral models. The situation in which the group is operating also determines the styles of leadership which is

adopted. Several models which attempt to understand the relationship between style and situation exist, four of which are described here:

- Fiedler's Contingency Model
- Hersey-Blanchard Situational Theory
- Path-Goal Theory
- Vroom-Yetton Leadership Model

2.5.2.3.1 Fiedler's Contingency model

Fiedler's model, according to Hersey et al (2006:119_124) assumes that group performance depends on: Leadership styles, described in terms of task motivation and relationship. Situational favorableness is determined by three factors:

- Leader-member relations- Degree to which a leader is accepted and supported by the group members.
- Task structure- Extent to which the task is structured and defined, with clear goals and procedures.
- Position power- the ability of a leader to control subordinates through reward and punishment.

High levels of these three factors give the most favorable situation, low levels, and the least favorable. Relationship-motivated leaders are most effective in moderately favorable situation. Task-motivated leaders are most effective at either end of the scale. Fiedler suggests that it may be easier for leaders to change their situation to achieve effectiveness, rather than change their leadership style.

2.5.2.3.2 Hersey-Blanchard Situational Theory

According to Vecchio (1988:301) this model shows how leaders should behave in their interaction and influence with their subordinates so as to help them determine when it is appropriate to behave and in what way. This theory suggests that leadership style should be matched to the maturity of the subordinates. Maturity is assessed in relation to a specific task and has two parts:

- Psychological maturity- their self-confidence and ability and readiness to accept responsibility
- Job maturity- their relevant skills and technical knowledge.

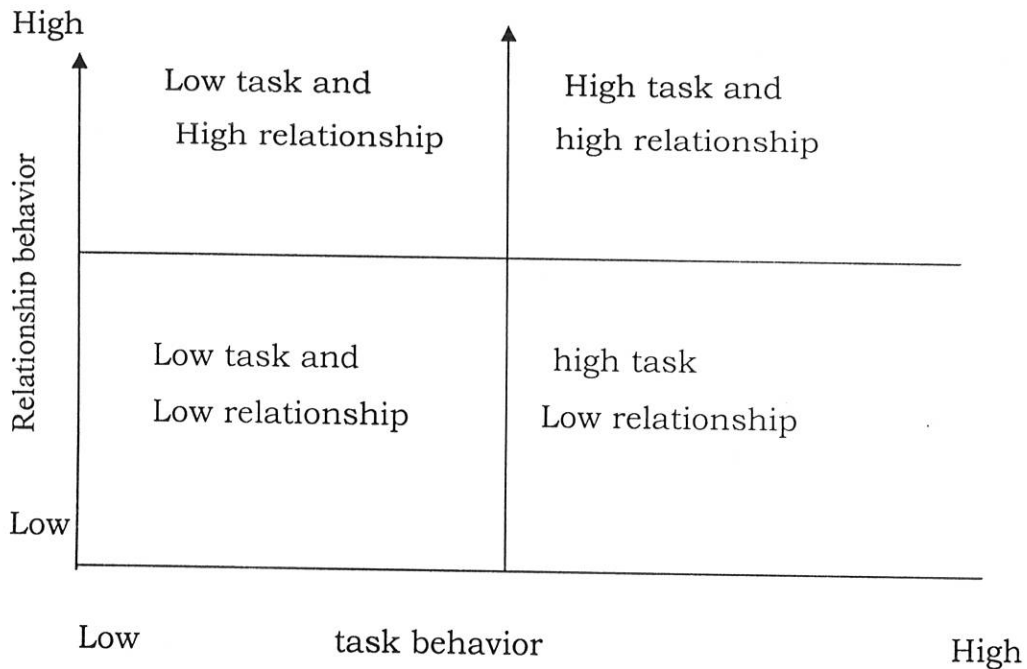


Fig.3 A two dimensional model: Basic leader behavior styles. (Adapted from Hersey et al (2006:118)

As the subordinate maturity increases, leadership should be more relationship-motivated than task-motivated for four degrees of subordinate maturity, from highly mature to highly immature, leadership can consist of:

- Delegating to subordinates
- Participating with subordinates
- Selling ideas to subordinates.
- Telling subordinates what to do

However this model is not accepted by all. To this end, Boleman and Deal (1997:301-302) argue that the model has many problems. They further list the weaknesses saying that the model focus mostly on the relationship between manager and immediate subordinates and say little about issues of structure, politics or symbol. Likewise Barrow (1977:236, AMR, Vol.2, and No.2) contends that the model neglects situational variables influencing leader/subordinate relationship, provides a definition of maturity which would be difficult to measure, and has not been empirically tested.

2.5.2.3.3 Path-Goal Theory

Evans and House suggest that the performance, satisfaction and motivation of a group can be affected by the leader in a number of ways:

- Offering rewards for the achievement of performance goals
- Clarifying paths towards these goals.
- Removing performance obstacles.

A person may do these by adopting a certain leadership style, according to the situation.

- Directive leadership- Specific advice is given to the group and ground rules are established.
- Supportive leadership- Good relations exist with the group and sensitivity to subordinates' needs is shown.
- Participative leadership- Decision-making is based on group consultation and information is shared with the group.
- Achievement-oriented leadership- Challenging goals are set and high performance is encouraged while showing confidence in the groups' ability.

Supportive behavior increases group satisfaction, particularly in stressful situations, while directive behavior is suited to ambiguous situations. It is also suggested that leaders who have influence upon their superiors can increase group satisfaction and performance.

2.5.2.3.4 Vroom-Yetton Leadership Model

This model suggests the selection of a leadership styles for making a decision. There are five decision-making styles:

- Autocratic 1- problem is solved using information already available
- Autocratic 2- Additional information is obtained from group before leader makes decision.
- Consultative 1-leader discusses problem with subordinates individually, before making a decision.
- Consultative 2- problem is discussed with the group before deciding.
- Group 2- group decides upon problem, with leader simply acting as chair.

Chapter 3

Research Design and Methodology

3.1 Research method

The study was mainly concerned about the comparative descriptive survey assessment of the leadership styles of governmental and private college deans in Oromia using the situational model developed by Hersey and Blanchard. Thus, descriptive survey method of research study was used because leadership performance is effectively perceived from the opinion survey of subordinates, superiors and the leader's role perception. It also enables to gather data from a relatively large number of study subjects within a short period of time and helps to assess the current practice and make generalizations.

The study is deemed of the highest significance to the education sector of the region as the position the dean holds and his/her intuitive selection of effective style is of paramount importance for the success of the college. Success in educational colleges means the achievement of the goals of education stipulated by the new education and training policy of the country. As Peter Drucker in Hersey et al (2000: 2) observes, "for managers to be successful they must achieve the results valued by the people who have a stake in their organizations accomplishment." However, the dean is able to lead the college into success only if he/she elicits a leadership style appropriate for the subordinate work behavior. This is to mean that he/she should select either directing, coaching, participative (supporting) or delegating styles depending on the psychological and work maturity of subordinates. With this in mind, the study aims to analyze the leadership styles of deans, the variations in leadership styles selections and what can be done to improve the effectiveness of deans in their respective colleges. To this effect the LBDQ (Leader Behavior Description Questionnaire) is adapted for the study.

3.2 The Instrument

The LBDQ- is an instrument that measures the opinion (attitude) of referent groups and the leader (dean) itself. It helps to collect data on leadership styles of deans as perceived by subordinates (academic and administrative staff), and as perceived by deans themselves. The LBDQ measures leader's effectiveness in selection of leadership styles taking the situation into consideration. By situation Hersey and Blanchard in Shackleton (1995:23) mean

- The willingness of people to do their work assignment
- The ability of people to do their work assignment
- The nature of the work they do
- The climate of the organization

Team of researchers of the Ohio state university has developed the LBDQ in 1957. It has been used to conduct research on leadership for the last 50 years. It is the most reliable instrument for leadership study. Halpin (1957:1). It consists of 30 short and descriptive statements. It is prepared to be administered to subordinates, supervisors and deans themselves with slight change in wording. The instrument was pre-tested in order to see whether it requires restatement of some items. And from what was learned from the pilot test some items were dropped and also to others, which required modification, some words were modified to make items easy for understanding. Likert scale with close ended questions and also open ended questions were prepared to collect data because it provides freedom to fill in whatever respondents think is right without external pressure and it also helped to collect information from a large sample size within limited time. Opinionnaires are used in research when opinion of respondents is required rather than facts. Best, et al., (1993:243)

In the questionnaire respondents were asked to rate their responses along the five-point Likert Scale as follows:

Response	Scale
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

Response	Scale
Never	0
Seldom	1
Occasionally	2
Often	3
Always	4

However for negative statements the items were scored in opposite order.

3.3 Sampling method and sample population

There are 24 (9 agriculture 9 health and 6 educational) government owned and 107 private colleges in Oromia. From these colleges, 5 government and 4 private, all in all 9 TTCs were selected to make the study manageable in the time and cost affordable.

The sample population of the study included 9 deans of governmental and private colleges, 168 instructors and administrative staff that work in these colleges. The instructors and administrative staff were selected using systematic random sampling method. All of the deans of sampled colleges were also taken as respondents. The respondents were selected because they are immediate referent groups of the deans and their closeness to the deans enables them to observe the day to day performance of the deans.

Purposive sampling method was used to select colleges to make the study manageable. The sampled colleges and respondents selected from each are listed in the table hereunder.

Table 3.1 Sampled colleges and college staff who participated in the study

N O.	Colleges Sampled	Academic respondents selected	Administrative staff selected	No. of Deans selected	Total
1	Adama TTC	11	10	1	22
2	Assela TTC	14	12	1	27
3	Jimma TTC	12	10	1	23
4	Nekemte TTC	10	7	1	18
5	Robe TTC	11	10	1	22
6	Chilalo TTC	11	11	1	23
7	Robe open 2020	9	4	1	14
9	Welisso Wisdom College	5	4	1	10
10	Nekemte Linkage TTC	4	9	1	14
	TOTAL	87	77	9	173

3.5 PILOT TEST

The questionnaire adapted for this particular research study was pilot tested selecting two colleges-one government owned and one privately owned teacher-training colleges in Addis Ababa in order to test the consistency of the questionnaire. KCTE from government owned and St. Mary's faculty of education from privately owned higher education institutions were selected for the pilot test. From these two colleges 22 respondents, eleven from each college were taken for the pilot test. In each college, 10 college staff-5 administrative and 5 instructors and the two deans as well were selected as respondents for the pilot test.

Since there was an intention to include supervisors, 3 supervisors from Addis Ababa education bureau were also taken for the pilot test. Based on what was found in the

pilot test two items were omitted entirely from the questionnaire while all items adapted for the dean were used with slight modification.

3.4. Data Analysis method

Relevant data analysis methods and relevant statistical methods were used in order to analyze the data. Accordingly,

- ☞ Respondents were categorized and frequencies were tallied.
- ☞ Percentage and frequency counts were used to analyze the characteristics of the population as it helps to determine the relative standing of the respondents.
- ☞ In order to test whether factors such as size of college, staff motivation and work experience and educational qualification of deans affect the selection of leadership style one-way ANOVA, two-factors ANOVA and t-test were used respectively for testing these variables.
- ☞ Mean subordinate ratings on a five-point scale were used to compare deans' performances with the leadership style used by those deans rated as effective by subordinates.

Chapter IV

Data Presentation and Analysis

This chapter contains the discussion and analyses of data collected on leadership style of deans of government and privately owned colleges through questionnaire. Data were collected from 9 TTC colleges in Oromia regional state, of which 5 were government owned and the other 4 were privately owned. The respondents of the study were Instructors, administrative employees and deans working in these colleges. 168 questionnaires were distributed to college staff and 9 questionnaires to deans of both groups of colleges in order to solicit data on the leadership styles of deans and to extract other relevant information for this research undertaking. From these questionnaires 164(97.6%) from college staff and all 9 from deans were collected and analyzed.

4.1. Description of Sample Colleges

The study was conducted in government and privately owned teacher training colleges geographically distributed in Oromia regional state. These colleges differ in their student population, administrative and academic staff. Some Colleges has more than 2000 student population and more than 100 academic and administrative staff. The fact that some Colleges are larger as compared to the others implies that deans should devote more time for the additional responsibility- additional area of operation that requires deans' time and more concern in the College.

As college size becomes large, the dean is mainly restricted to form departments, and establish relationships between departments created to carry out the administrative functions. He should also be engaged in formulation of rules and regulations so that the departments created function in a smooth and coherent manner. Such concerns affect dean's leadership style as he is engaged more in administering the College through departments rather than being directly involved in the day to day activities of the college. Accordingly, data obtained on college staff and student population is summarized in table 4.1 as follows

Table 4.1-college size

No.	College	Student population	College employees
1	Adama TTC	1550	147
2	Asella TTC	3132	152
3	Jimma TTC	1821	142
4	Nekemte TTC	5000	215
5	Robe TTC	5100	143
6	Chilalo TTC	1637	75
7	Linkage TTC	550	27
8	Robe Open 2020	650	23
9	Wisdom Gate TTC	150	18

All government owned Colleges have large student population and large academic and administrative staff. On the other hand, all private colleges except Chilalo TTC have small student population, academic and administrative staff. Most private colleges carry out their teaching and learning process by hiring part-time instructors from local colleges and secondary schools in addition to the few staff they employ on permanent basis. Thus, Deans of these colleges have few staff to look after and have plenty of time to establish maximum contact with each one of their employees. However, government owned colleges have large student population, academic as well as administrative staff. Since the dean can establish only minimum contact with subordinates, in such large colleges as Miner(1985:194) observes his leadership style would be that of structuring rather than lead the college by establishing friendship, contact, mutual trust and respect. In private Colleges, however, due to the small size of subordinates present it is easy for the dean to establish friendship, warmth, mutual trust to influence subordinates. Thus, as the data indicate size of the college favors deans of private colleges to establish maximum contact, address needs of employees personally and influence subordinates more through friendship, respect, warmth, etc.(or consideration leadership approach than by structuring approach). However, the leadership style a dean exhibits depends on the maturity level which implies job motivation and educational qualification of subordinates. Regarding this

an analysis was conducted in the next section to find out whether size of the college has an impact on the selection of a particular leadership styles.

Deans were asked to indicate how often they are engaged in different leadership behaviors in order to find out their leadership ideology or how they think they should behave while they are working with their subordinates. And subordinates were also asked to describe their dean to find out how the dean acts in his encounter with subordinates. Their response is summarized in table 4.1.1.

Table 4.1.1 College size and leadership styles

No	College	Student Population	College Staff	Mean scores of leadership styles as indicated by subordinates		Mean scores of leadership styles as indicated by deans themselves	
				Initiating structure	Consid.	Initiating structure	Consid.
1	Adama TTC	1550	147	2.75	2.86	2.8	2.87
2	Asella TTC	3132	152	2.67	2.56	2.53	3.4
3	Jimma TTC	1821	142	2.92	2.65	3.4	3.2
4	Nekemte TTC	5100	143	2.69	2.24	2.67	2.93
5	Robe TTC	5100	143	2.69	2.1	2.67	3.53
6	Chilalo TTC	1637	75	3.06	3	3.2	3
7	Robe Open 2020	650	23	3.04	2.74	2.87	2.93
8	Wisdom Gate	150	18	3.12	2.64	1.07	1.93
9	Linkage TTC	550	27	2.55	2.24	3.33	3.07

In order to determine whether size was one of the factors that make the difference in the selection of a particular type of leadership style an analyses was conducted by dividing colleges into small and large size by the number of employees they have. The notion of this analysis was that when a college has large number of academic and administrative staff, in order to properly manage the staff; organizing different departments, formulating laws and regulations would be required. Thus leaders (deans) leadership style tends to be more of structuring than consideration Miner (1985:194). Thus to answer the third basic question the following hypothesis was formulated and analyzed using one-way ANOVA for both leadership styles.

For consideration

HO: Size has no significant effect on the selection of consideration leadership style.

Thus to conduct the analysis colleges were classified into small (those having less than 100 staff) and large (those having more than 100 staff) and tested at $\alpha = 0.01$.

Table 4.1.2 Summary of ANOVA table for consideration

Source of variance	ss	df	S ²	f _{obt}
Between groups	0.07	1	0.07	0.722
Within groups	0.68	7	0.097	
Total	0.75	8		

The f_{crit} value at $\alpha = 0.01$ is 12.25. Since f_{obt} is less than 1 there is no need to compare F_{obt} with F_{crit} value as it is not significant enough to reject the null hypothesis. Thus, we retain the null hypothesis and conclude that size of a college has no statistical significance on the section of consideration leadership style.

The same analysis was conducted to find out whether size has effect on selection of initiating leadership style based on the above-mentioned notion. The F- Value was tested at $\alpha = 0.01$ level. The analysis was conducted in the same manner for initiating structure as well. The null hypothesis formulated for initiating structure was

For initiating structure:

HO: Size has no significant effect on the selection of initiating structure leadership style.

Table 4.1.3 Summary table of ANOVA for initiating structure

Source of variance	ss	df	S ²	f _{obt}
Between groups	0.14	1	0.14	2.86
Within groups	0.34	7	0.049	
Total	0.48	8		

The value of f_{crit} at $\alpha = 0.01$ level is 12.25. Here the decision rule is to reject the null-hypothesis if $F_{obt} \geq F_{crit}$. However F_{obt} is less than F_{crit} at $\alpha = 0.01$ we fail to reject the null- hypothesis but rather retain it and conclude that size of a college has no significant effect on the selection of initiating structure. For both leadership styles the F_{obt} was not significant enough to conclude that size has statistically significant effect on the selection of leadership styles. Thus, it is possible to conclude that deans' selection of leadership style does not depend on size of the college.

Table 4.2. Characteristics of Respondents

No.	Item	N= 107 Employees of govt. college		N= 58 Employees of private		N= 5 Deans govt.		N= 4 Private deans	
		No	%	No	%	No	%		
1	Sex								
	Male	99	92.52	43	75.44	5	100	4	100
	Female	8	7.48	14	24.56	-	-		
	Total	107	100	57	100	5	100	4	100
2	Age								
	20-25	9	8.4	35	61.4	-	-	1	25
	26-30	22	20.6	14	24.6	1	20	1	25
	31-35	27	25.2	3	5.3	-	-	2	50
	36-40	21	19.6	-	-	4	80	-	-
	41 and above	28	26.2	5	8.7	-	-	-	-
	Total	107	100	57	100	5	100	4	100
3	Work experience								
	1 and less	7	6.5	27	47.4	-	-	1	25
	3-5	17	15.9	20	35.1	-	-	1	25
	6-8	13	12.2	3	5.3	1	20	1	25
	9-11	14	13.1	1	1.8	-	-	1	25
	12 and above	56	52.3	6	10.5	4	80	-	-
	Total	107	100	57	100	5	100	4	100
4	Educational Background								
	12/10 complete	2	1.9	9	15.8	-	-	-	-
	Diploma	23	21.5	25	43.9	-	-	-	-
	BA/BSc	61	57	23	40.3	-	-	4	100
	MA/MSc	21	19.6	-	-	5	100	-	-
	PhD	-	-	-	-	-	-	-	-

The respondents included in this study are of two groups. One group included the dean's themselves in order to find out their leadership ideology or how they think they should behave in their respective college. The other group included sample of subordinates taken from each government owned colleges while all subordinates from privately owned colleges were taken as they have very few employees working for them. All in all 164 subordinate and 9 deans from 9 colleges were included in the study.

As the table 4.2 depicts large proportion of subordinates included in the study are males. There are only 3 females instructors included- 2 from government owned and 1 from private colleges. The other females who participated in the study were all from the administrative staff. This implies that higher educational establishments in Ethiopia in general and in Oromia regional state in particular are dominated by males. Thus, the study made no attempt to assess if there is leadership attitude variation between males and females. Furthermore, all the deans included in the study are males limiting the study to one gender only. Thus, if gender makes any difference in selection of leadership styles its not investigated.

As shown in table 4.2, the vast majority (71%) of employees in the government owned colleges and 14% of employees working in private colleges are of age 30 and above. It is believed that having the required qualification and practical knowledge enables employees to execute their job at a higher level of efficiency and effectiveness, other things held constant. However, when these two groups of colleges are compared government owned colleges by far have a well-experienced staff than privately owned colleges. This is due to the fact that some of government owned colleges were established earlier than privately owned colleges and due to high demand for second cycle primary teachers the regional government has worked for the past ten years towards their growth as compared to privately owned colleges whose growth is determined by the market. Further examination of data reveals that from these employees of private colleges having more than 30 years of age 5(8.8%) of them are administrative staff who got employed in the colleges after retirement. Moreover, it is quite evident that experience of the instructor has an impact on the quality of training, provided that other inputs are adequately supplied. However, no attempt

was made to investigate how much experience of the instructors in these colleges affected the quality of training they provide.

In addition, table 4.2 depicts that 4(80%) of the deans in government owned colleges have 36-40 years of age and at least 14 years of working experience. Detail examination of the data collected shows that from these years of working experience they have spent 9 years on average on some other administrative position before assuming deanship. Moreover all of the deans of government owned colleges have an MA degree. Further, it has been understood that 2(33%) of the deans are EdPM graduates while the rest 4(67%) are subject area graduates. On the other hand 2(50%) of deans of privately owned colleges are in the age category of 31-35years, having a minimum experience of 1 year and maximum experience of 10 years and only 1(25%) spent four years as a supervisor. When the two groups are compared deans of government owned colleges have the required experience and training to serve as deans as compared to deans of privately owned colleges.

Also many authors (Birnbaum1992, Sporn 1996 & Tierney 1988) on the area of college administration observe knowledge of the internal environment of the organization (college) and the administrative practices of the college is of high importance to be successful before one considers taking the responsibility of deanship. To this end, government owned college deans have ample experience and are mature enough to cope up with the highly complex and demanding responsibility of college deanship.

However whether such trainings, experience and educational qualification make a difference on the selection of leadership style is tested using two factors ANOVA in the following section.

From the deans of privately owned colleges 2(50%) are graduates majoring pedagogic and the rest Bed. graduates and also one of them has no prior administrative experience. This implies that deans of privately owned colleges are employed on the ground that graduates majoring pedagogic and education are fit for the job than subject area graduates.

For successful achievement of college goals placement of deans with adequate training in the field of administration and practical experience is of paramount importance. If such people are not to be found in colleges giving short-term training

to incumbent deans is important to boost their leadership potential. To this end deans were asked to find out whether short-term trainings were organized by concerned higher officials or not. Accordingly all deans of government owned colleges and 1(25%) dean of privately owned colleges replied affirmatively and disclosed to have participated in several leadership trainings of short duration.

In order to determine whether educational qualification (MA or BA) and work experience of deans of government and private colleges were significantly different and whether these differences have significant effect on the selection of leadership styles, an analysis was made using a two way ANOVA. This analysis was conducted to answer the third basic question listed under the statement of the problem. The hypotheses formulated were:

H₁ = deans with more than 8 years of working experience and those with less than 8 years of working experience have no significant difference in the selection of leadership style.

H₂ = deans with MA and those with BA have no significant difference in the selection of a particular leadership style.

H₃ = deans having more than 8 or less than 8 years of working experience do not significantly differ whether they are MA or BA graduates on the selection of a particular leadership style.

After formulating the above hypotheses the analysis was conducted for both leadership styles- initiating structure and consideration.

Table 4.2.1 summary ANOVA table for Consideration

Source of Variance	ss	df	ms	fobt
Between treatment	6.84	3		
Factor A work experience)	4.08	1	4.08	2.47
Factor (educational qualification	0.22	1	0.22	0.133
AxB interaction	2.54	1	2.54	1.54
Within treatment	19.84	12	1.65	
Total	26.68	15		

The value of F_{crit} at $\alpha = 0.01$ level is 12.25. The decision rule is to reject the null hypotheses listed above for consideration leadership style if $F_{obt} \geq F_{crit}$. However the

result indicates that f_{obt} for the two main effects and also for the interaction effect is less than F_{crit} . Thus the hypotheses are retained.

Similarly a two factor analysis of ANOVA was conducted for initiating structure leadership style.

Table 4.2.2 summary ANOVA table for initiating structure

Source	ss	df	ms	F_{obt}
Between treatments	7.42	3		
Factor A(Work experience)	4.03	1	4.03	2.02
Factor B (education qualification)	0.18	1	0.18	0.09
A x B interaction	3.21	1	3.21	1.61
Within treatments	23.96	12	1.99	
Total	31.38	15		

Thus for both initialing structure and consideration leadership styles the f_{obt} is less than f_{crit} at $\alpha= 0.01$ level. Therefore we fail to reject the null hypotheses and conclude that work experience and educational qualification have no significant effect on the selection of a particular leadership style for both government and privately owned colleges.

The two factor analysis of variance showed no significant main effect for work experience $F (1, 12) =2.47$; and no significant main effect for educational qualification $F (1, 12) = 0.133$ and no significance for interaction between work experience and education qualification on the selection of leadership style.

Moreover in order to test whether knowledge in the field of administration makes a significant effect on the selection of leadership style suitable for the particular situation of the college, statistical analysis was conducted using the t-test for independent groups. In order to carryout the statistical test the deans were grouped into two as EdPM graduates and non-EdPM graduates to make the data amenable for the test. The deans were grouped into two on the ground that in order to select appropriate leadership style a dean should be familiar with the field of administration and those trained in the field of administration (EdPM graduates) are better trained in the field and are in a better position to select a leadership style appropriate for their particular situation. In support of this Blake et al (1981:28) also describe that true leadership can be exercised only by educated citizenry. Thus to conduct the

analysis and determine what factors college deans use to select leadership styles the following hypothesis was formulated based on the basic question:

H₀: knowledge in the field of administration has no significant effect on the selection of a particular leadership style.

The analysis was conducted using the t-test at $\alpha=0.05$ confidence level. The summary table is:

Table 4.2.3 Summary table of t-ratios of mean differences for EdPM and non-EdPM graduates (for both leadership styles)

No.	Field of study	Leadership style					
		Initiating structure			Consideration		
		Mean	SD	t-ratio	Mean	SD	t-ratio
1	EdPM graduates	2.81	0.04	0.05	2.38	0.15	0.93
2	Non-EdPM graduates	2.80	0.08		2.61	0.09	

The decision rule is to reject the null hypothesis if $|t_{obt}| \geq |t_{crit}|$. The t-table value for $\alpha= 0.05$ and degree of freedom 7 is 2.365. Since the value of t_{obt} is less than the value of t_{crit} , the null hypothesis is retained. Thus based on the result obtained from the statistical analysis of the data it is possible to conclude that knowledge in the field of administration has no significant effect on the selection of leadership style. However this finding is in contradiction to what is stated in Blake et al (1981:28) perhaps due to small sample size of deans that are graduates of EdPM. The suggestion of the student researcher on this finding is that to establish this finding further study with large sample size need to be conducted.

4.3. Leadership style of deans' vs. motivation of subordinates

According to Hersey and Blanchard (2006:18) to be successful as deans of a college, deans need to vary their leadership style with the level of maturity of subordinates. Accordingly, deans were asked to find out the level of motivation of their subordinates and to find out whether their subordinates have adequate educational qualification required for the job they are assigned to. To this end deans disclosed that, though some of their subordinates do not have the required

educational qualification for the job, they are highly motivated towards their job. This was compared with deans' leadership style in order to find out whether deans match their leadership style according to their subordinates maturity level or not. The responses are indicated in the following table.

Table 4.3 Level of motivation and leadership style

No.	Item	Adama TTC	Asella TTC	Jimma TTC	Nekem t TTC	Robe TTC	Chilal o TTC	Linkage TTC	Robe Open	Wisdom Gate TTC
1	Level of motivation of employees	High	Good	High	High	High	High	High	High	low
2	Mean of deans leadership style									
	A= initiating structure	2.75	2.67	2.41	2.69	2.92	3.06	2.55	3.04	3.12
	B= Consideration	2.86	2.56	2.24	2.1	2.92	3.0	2.24	2.74	2.64
3	Mean values of motivation level of subordinates as observed by deans	4.17	3.42	4.25	4.42	4.83	4	4.33	4.35	3.08

As can be observed in table 4.3, deans were asked to respond to a closed ended question in order to find out the level of motivation of their subordinates and above 77% of government owned and privately owned college deans replied that their subordinates are highly motivated towards their job. Moreover, deans were also asked to rate their subordinates on a 12-item questionnaire to find out the level of motivation of subordinates. Accordingly, as the mean values of the responses in table 4.3 indicate subordinates of almost all colleges except two (one governmental and one private) were highly motivated towards their job.

For the other two colleges one government owned college dean's response indicated that subordinates have motivation for their job considered as good.

However in one private college, contrary to all convictions that employees of privately owned colleges are well paid and are thus highly motivated, the dean disclosed that subordinates have low level of motivation for their job. Also when deans were inquired as to educational qualification of their subordinates they disclosed in both

government and private colleges that except some of the administrative staff most of the academic staff have the required educational qualification for the job. Moreover, instructors consider themselves as mature and professionals based on their educational qualification and thus desire to be treated in like manner. Cleveland (in Dearlove1988:59-79).

Thus for subordinates with high job motivation and with differing educational qualification deans to successfully influence and become effective in their College need to vary their leadership style accordingly. However, in order to find out whether deans vary their leadership styles based on the level of employee motivation, the data collected were tested statistically in the following section.

In order to statistically analyze whether deans vary their leadership style based on the motivation level of subordinates the following hypothesis was formulated based on the third basic question stated under statement of the problem and statistically tested using one way ANOVA at $\alpha= 0.05$ level. The hypothesis is:

$H_0=$ deans selection of leadership style does not depend on motivation level of subordinates

For both initiating structure and consideration leadership styles the hypothesis was tested.

Table 4.3.1 summary of ANOVA table for initiating structure

Source of variance	ss	df	S2	F_{obt}
Between groups	26.03	2	13.02	15.82
Within groups	14.81	18	0.82	
Total	40.84	20		

The value of f_{crit} at $\alpha=0.5$ is 3.55. The decision rule is to reject the null hypothesis if $f_{obt} \geq f_{crit}$.since for this particular analysis $f_{obt} > f_{crit}$ we reject the null hypothesis and conclude that deans use initiating structure style depending on the motivation level of subordinates .Further for consideration style the same analysis was conducted.

Table 4.3.2 summary of ANOVA for consideration

Source	SS	df	S ²	F _{obt}
Between groups	22.1	2	11.05	16.25
Within groups	12.32	18	0.68	
Total	34.42	20		

The value of F_{crit} at $\alpha = 0.05$ is 3.55. The decision rule is similar to the above – that is the null hypothesis is rejected if $F_{obt} \geq F_{crit}$. Since, for the consideration style $F_{obt} \geq F_{crit}$, the null hypothesis is rejected. The conclusion therefore is deans select their leadership style depending on the motivation level of subordinates. Thus government owned and privately owned college deans alike select a particular leadership style (initiating structure or consideration) based on subordinates level of motivation supporting with the situational leadership model developed by Heresy and Blanchard.

4.4. Communication of the dean with subordinates

No.	Item	Adama		Asela		Jimma		Nekemte		Robe		Chilalo		Linkage		Open		Wisdom	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	For how long have you known the dean in his current position?																		
	A= Less than 1 year	21	100	-	-	-	-	5	29.4	-	-	1	4.5	3	23.1	1	7.7	4	44.
	B= for 1-2 years	-	-	6	23	20	91	3	17.6	17	81	6	27.3	10	76.9	3	23.1	3	33.
	C= for 3-5 years	-	-	17	65.4	1	4.5	9	53	1	4.8	15	68.2	-	-	9	69.2	2	22.
	D= other	-	-	3	11.5	1	4.5	-	-	3	14.2	-	-	-	-	-	-	-	-
	total	21	100	26	100	22	100	17	100	21	100								
2	How often do you communicate with the deans on matters related to the job																		
	A= Once a week	2	9.6	4	15.5	2	9.1	1	5.9	3	14.2	2	9.1	-	-	2	15.4	3	33.
	B= once a moth	-	-	13	50	13	59.1	13	76.5	7	33.3	3	13.6	-	-	2	15.4	-	-
	C= twice a week	5	23.8	1	3.8	1	4.5	-	-	2	9.5	1	4.5	2	15.4	1	7.7	-	-
	D= Everyday	10	47.6	5	19.2	4	18.2	1	5.9	4	19	13	59.2	11	84.6	8	61.5	6	66.
	E= other	4	19	3	11.5	2	9.1	2	11.7	5	23.8	3	13.6	-	-	-	-	-	-
	Total																		

In order to adequately describe the work behavior of a head of an institution (college) subordinates need to see him exhibit the behavior while performing some task in the college with members of his group. Moreover, he should have assumed power for some period of time so that his leadership style is exhibited in his day to day encounter with subordinates. To this end, subordinates were asked to find out how often they communicate with their dean on matters related to their job and for how long they know the dean in his current position. Had the dean assumed power for

quite some time and subordinates had more encounter with him on matters related to their job, they will be able to observe his work behavior day in and day out and able to describe him. Accordingly, the response they provided to these questions is summarized as follows.

Most of the data in table 4.4 indicate that except one government owned college all the other government owned colleges' staffs know their dean in his current position for more than a year. This indicates that there are fewer turnovers of deans in government owned and privately owned colleges. In one government owned college the dean was assigned to this position during the current year. Likewise in private colleges, all deans assumed power for at least 2 years but they do have new staff who participated in the study. Thus some described to have known the dean in his current position for a year or less. However in private colleges due to high academic staff turnover and establishment of some colleges in recent years, most of them (44% in wisdom and 23% in linkage) disclosed that they know the dean for a year or less.

In addition, in order to describe deans work behavior adequately subordinates need to encounter their dean on matters related to the job. To this end, subordinates were asked how often they communicate with their dean and they responded that more than 60% of subordinates of privately owned colleges have daily encounter with their dean with high percentage (84%) of subordinates with daily encounter with their dean in Linkage College. However in government owned colleges most of the subordinates (about 80% on average) disclosed that they have at least once a month encounter with the dean while small percentage (11%-19%) disclosed that they discuss matters related to their job with the dean on occasional basis. Thus, the majority of subordinates described their dean's leadership style from what they observed him perform in the college.

4.5. Performance of deans and leadership style

The main purpose of selecting appropriate leadership style is to influence subordinates and achieve the objectives of the organization. A leadership style that is considered best for a particular situation should be one that results in motivating subordinates or one that is regarded as best by subordinates. If subordinates consider their dean as successful, it's most likely that he is using a leadership style that resulted in motivating his subordinates. To this end, subordinates were asked to

rate their dean on a five-point scale containing items stipulated as duties and responsibilities of deans on proclamation No. 351/2003 of the FDRE. This was done to find out the leadership style used by a dean regarded as effective by his subordinates. Their responses are summarized in the following table:

Table 4.5 Dean's performance and leadership style

No.	College	Mean values of deans leadership style		Mean values of subordinates ratings of their deans performance
		Structuring	Consideration	
1	Adama TTC	2.75	2.86	4.27
2	Asella TTC	2.67	2.56	3.88
3	Jimma TTC	2.41	2.24	3.43
4	Nekemte TTC	2.69	2.1	3.78
5	Robe TTC	2.92	2.65	4.27
6	Chilalo TTC	3.06	3	4.3
7	Linkage TTC	2.55	2.24	3.63
8	Robe Open2020	3.04	2.74	4.39
9	Wisdom Gate	3.12	2.64	3.68

As table 4.5 indicates college deans of Adama and Robe from government owned colleges and deans of chilalo and Robe open 2020 colleges from privately owned colleges got a mean score of more than 4 while deans of other government and privately owned colleges were rated by their subordinates with a mean score of less than 4 on the items taken from the proclamation mentioned above.

From the deans who earned a mean score of above 4, three of them exhibit more of a structuring leadership style than consideration. This finding however is in contradiction with what Cleveland in Dearlove (1988:59-79) observe stating that each of the participants in academic life are free and equal and can hardly be told what to do. However, the leadership style of one of them was observed by subordinates as more of consideration than structuring. This is so because as Hersey et al (2006:477) describe newly appointed deans carryout their Job with much enthusiasm and warmth towards subordinates.

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

This comparative study of the leadership styles of deans of government and private colleges was conducted in 5 government owned and 4 privately owned teacher training colleges. The study was conducted with the notion that formal leaders of an organization can exert maximum effect towards the success of their organization through the selection of appropriate leadership style for the particular situation they are in. Deans as formal leaders of their colleges are the main agents of the success of their college. The success of the college rests highly on the ability of the dean to motivate subordinates towards the achievement of college objective, other things held constant. Thus the study was conducted to compare government owned and private college deans on their effectiveness of selecting appropriate leadership style suitable for their particular situation and answer the basic questions formulated. The data collected from all colleges were subject to various statistical analyses taking size of college, motivation of employees, qualification and work experience of deans as factors for the selection of a particular leadership style. The basic questions formulated were

1. Is there significant difference between deans of government and private colleges
 - a. On leadership style used?
 - b. On experience and professional preparation?
2. Which leadership style is used most by deans of both types of Colleges?
3. What factors affect the choice of leadership style by the deans of Government and privately owned colleges?

To answer these basic questions statistical analysis was conducted taking the following variables.

- * Size of college staff and selection of leadership style
- * Staff motivation level and selection of leadership style
- * Work experience and educational qualification of deans as factors for affecting selection of leadership style.

Based on the analyses of the data collected the following findings were obtained.

Findings

- All Government owned colleges have large student population and thus large college staff than privately owned colleges. In addition to the large number of regular students they have, they also have evening students that pose additional challenge for the dean. However, evening classes serve as extrinsic motivational factors to attract qualified academic staff to colleges. Though small size favors privately owned college to establish mutual trust and friendship (consideration style) with subordinates, they have not capitalized on this opportunity.
- The proportion of female employees in government owned colleges were very insignificant. Moreover, the proportion of female academic staff in government colleges was negligent (less than 1%). Most of those present are with below the educational qualification required to teach in colleges. Also in privately owned colleges except a negligent proportion of administrative staff who work as janitors and secretaries, all the other administrative and academic staffs were males. In a country that promotes affirmative action in all of its sectors, such negligent number of female academicians in colleges is a disquieting scenario.
- Almost all academic staffs of privately owned colleges are inexperienced as compared to highly experienced academic staff in government owned colleges. In addition deans of privately owned colleges have no prior experience on some other administrative position before assuming deanship while deans of government owned colleges have many years of administrative experience than their counterparts in privately owned colleges. Moreover, all deans of government owned colleges are MA graduates and highly experienced while deans of privately owned colleges are BA graduates and less experienced.
- Almost all deans (75% of privately owned and 60% government owned) use structuring leadership style. Few others 1 dean of private college and 1 government owned college use transactional leadership--a balance between both structuring and consideration leadership styles and one newly appointed dean exhibits a consideration type of leadership style.
- Deans of government owned as well as privately owned colleges vary their leadership style depending on the level of motivation of their subordinates.

- Except one government owned college all the rest assumed power for more than a year and had adequate encounter with employees of their college. However, in one government owned college, the dean assumed power for quite a short-while.
- It was learned from the data collected that opportunities for professional growth of academic staff is scanty in government owned colleges and there is no opportunity for professional growth in privately owned colleges. Moreover the small number of educational opportunities available is not for the administrative staff but only for academic staff.
- Most government owned colleges have charter for their administration while some (40%) of them do not have a charter similarly privately owned colleges do not have a charter which would state appointment, term of office etc. of the college dean and other concerns of college administration and though it is made compulsory during college establishment by proclamation 351/2003.
- ✈ As the size of a college becomes large deans usually become concerned on forming departments, establishing their relationships and setting rules and regulations for administration of the college. Thus statistical analysis was conducted using one way ANOVA to determine whether deans' selection of leadership style was affected by size taking college staff as a description for college size. The F- test conducted showed that college size is not a significant factor for the selection of initiating structure as well as consideration. Deans of small college staff and deans of large college staff are not affected by college size when selecting a particular leadership style
- One of the major factor deans need to consider when selecting a particular leadership style is the motivation level of subordinates. Subordinates that are highly motivated and are adequately trained for their job need more discretion or authority for the job they carry out than less motivated and less trained ones. On the other hand, employees that have low motivation for their job but are adequately trained need proper follow up and involvement in the job they do than highly motivated ones. Thus deans need to match their leadership style with the level of motivation of subordinates. In order to statistically test whether motivation of subordinates affect choice of leadership style ANOVA test was conducted on the data collected. The F-values obtained were significant at $\alpha=0.01$ confidence level for both consideration and

initiating structure leadership styles. Thus empirical evidence provides that level of motivation of subordinates is the major factor for the selection of a particular leadership style for deans of both groups.

- ∇ To test the notion that deans that are better trained (with MA) and have many years of working experience are more effective in the selection of appropriate leadership style for their colleges than those that are less trained (with BA) and with less working experience, a two-factor analysis of variance was conducted taking educational qualification and work experience as determining factors for the selection of a particular leadership style. It was also considered that the main factors also show interaction effects. That is small working experience with BA or with MA result in different leadership style. However, when the data were tested at $\alpha=0.01$, the F-values obtained show no significant effect for both leadership styles.

5.2. Conclusion

The analysis of data revealed that size of the college has no significant effect on the selection of leadership style. From this it is possible to infer that small colleges can increase their student population well over 5000 and their academic and administrative staff well over 200 without affecting the effectiveness of their deans' leadership effectiveness.

Moreover, the analysis of data revealed that factors such as subject area knowledge in the field of administration, a relatively higher work experience (more than 8 years), and having an MA degree are insignificant for the selection of a particular type of leadership style. Thus from this it is possible to conclude that owners of colleges and higher officials concerned with oversight of colleges could assign deans that have no prior training in the field of administration without affecting deans' leadership effectiveness. Moreover they can opt for deans of lesser training (with BA) over those with MA for administration of colleges as there is no difference in the effectiveness of selecting a particular leadership style.

However, it was learned from the analysis of the data gathered that deans leadership effectiveness hinges on the level of motivation of their subordinates. Thus it is

possible to infer from this that boosting the morale of employees improves the effectiveness of their leadership.

5.3. Recommendations

Based on the findings, the following are recommended;

1. Deans are accountable to the success or failure of a college, thus they should be allowed to work on their own towards the achievement of college goals. As interference in the day-to-day operation of the college makes the dean powerless and result in demotivating deans any sort of interference in to the day to day administration of colleges by board, higher officials and owners must be stopped if they want the effectiveness of the dean.
2. Attempts must be made by owners of privately owned colleges to attract experienced staff/instructors by providing attractive job packages such as opportunities for professional growth, lucrative salary and non-salary benefits, opportunity for participation in the administration of the college, etc.
3. Colleges require administrative staff of high caliber. Also they require highly qualified instructors. Government owned and privately owned colleges must widen the educational opportunities they provide to their academic and administrative staff for upgrading the educational qualification of their academic and administrative staff. This helps to reduce turn over of employees and positively affect quality of education. Moreover concerned bodies must allow regular salary increment which considers inflation in the country and other fringe benefits such as housing allowance, free medical care, etc.
4. In order to boost their morale and improve their leadership potential the government and private owners of colleges must exert a concerted effort to provide leadership training to deans of colleges.
5. Government higher officials in the OEB and private college owners must exert their level best to formulate the charter for each college. And in the due course they should consider to limit term of office of college deans.

Bibliography

- Adesina, S., (1990), **Educational Management**, Enugu, fourth dimension Publishing Co. Ltd.
- Baldrige, J. V., (1980), "Organizational Characteristics of Colleges and Universities in J.Victor Baldrige & Terrence Deal (eds.) **Governing academic organizations** Berkeley: McCutchen Publishing Co. Higher
- Barrow, J. C., (1977), "The Variables of Leadership: A Review & Conceptual Framework", **The Academic Management Review**, vol.2, No. 2, Ben Barrow Co. Inc,
- Benfari, R. C. (1999), **Understanding & Changing your Manage Style**, San Francisco, Jossey-Bass Pub.
- Best, J. W. & Kahn, J. V. (2001) **Research in Education**, 7th ed. New Delhi Prentice-Hall of India Pvt. Ltd.
- Birbaum, R., (1992), **How Academic Leadership works, Understanding Success and Failure in the College Presidency**; San Francisco, Jossey Bass Inc.
- _____ (1986), "Leadership and learning: The College president as Intuitive Scientist," **The Review of Higher Education**, Vol. 9, No. 4.
- Blackwell, T.E. (1966), **College and University Administration**, New York, a center for applied research in Education, Inc.
- Blake, R.R., Mouton, J.S. & Williams, M.S. (1981), **The Academic Administrator Grid**, San Francisco, McCutchen Publishing Co.
- Boleman, L. G. & Deal, T. E., (1997), **Reframing Organization: Artistry, Choice & Leadership**, (2nd ed.), San Francisco, Jossey-bass Publishers.
- Bolton, A., (1996), "The Leadership Challenge in Universities: The Case of Business Schools", **Higher Education**, Vol. 31, No. 4.

- Effectiveness in Higher Education: Improving Assessment Procedures, **Research in Higher Education**, Vol. 41, No. 18.
- Hersey, P., Blanchard, K.H. & Johnson, D. E. (2006) **Management of Organizational Behavior: Leading Human resource** (8th ed.), New Delhi, Prentice Hall inc. of India Private Ltd.
- _____ (2001) **Management of Organizational Behavior: Leading Human resource**, (6th ed.), New Delhi, Prentice Hall inc. of India Private Ltd.
- Higher Education Proclamation No. 351/2003, House of Peoples Representatives, FDRE, Addis Ababa.
- Knight, W. H. & Holen, M.C. (1985). "Leadership and the Perceived Effectiveness of Department Chairpersons", **Journal of Higher Education**, Vol. 56, No. 6
- Kreitner, R. & Kinicki, A. (1992). **Organizational Behaviour** (2nd ed.), Illinois, Richard. D. IRWIN Inc.
- Lawrence, B. & Jones, D., (1985), "The Higher-Education Management as a Professional", **Journal of higher Education management**, Vol.1, No. 1, College press service.
- Lesourd, S. J., Tracz S. & Grady, M. L., (1992), "Attitude toward visionary leadership". **Journal of School Leadership**, Vol.2, No.1.
- McGregor, D., (1985), **The Human Side of Enterprise**, New York McGraw-Hill book Co.
- Mercer, J., (1997), **Fund raising has become a job requirement for many deans, the chronicle of higher education**, Vol.43, No.19.
- Miner, J. B. (1985), **The practice of management**, Columbus, Bell and Howell Co.
- Ministry of Education, (2005). **Educational Statistics Annual Abstract**, 2005/06, Addis Ababa, Ethiopian.
- Nwankwo, J. I. (1982). **Educational Administration; Theory and Practice**, New Delhi, Vikas Publishing house Pvt .Ltd.

1. Background Information

Instruction: Please indicate your response by making a circle around your response or by writing as required

- I. 1. Name of the college _____
- I. 2. Your gender A. male B. female
- I. 3. Your age A. 20-25 B. 26-30 C. 31-35 D. 36-40 E. 41 and above
4. What is the total academic and administrative staff of your college? Academic staff _____ administrative staff _____
5. How many years of working experience do you have? _____.
6. For how many years have you worked as a dean _____.
7. Have you worked on some other administrative position before being a dean?
A. yes B. No
8. If your response to Q7 is yes, what was the position you held _____
9. If your response to Q7 is yes, for how many years have you worked as a department head _____
b) Faculty head _____.
C) Other, please specify _____.
10. For how many years have you worked as a lecturer _____.
11. Have you been a dean in some other college before coming to this college A.
Yes B. No
12. If yes to Q11, for how many years _____
13. On average, how many students do you enroll in your college each year?
Regular _____
Extension _____
Summer _____
14. What is the highest educational qualification you have attained?
A. BA/BSc/Bed degree B. Masters degree
C. PhD D. Other, please specify _____
15. What was your undergraduate major field of study? _____
16. If you have a master's degree, what was your field of study? _____
17. How often do you review or evaluate your subordinates' work?
A. Once a semester B. Twice a semester C. Every month

D. Every week E. Other, please specify _____

18. How often do you confer with your subordinates regarding their job?

A. Once a semester B. Twice a semester

C. Every month D. Every week

E. Other, please specify _____

Part Two

19. Please indicate the extent to which you agree to the following statements regarding employees work behavior. Please reply by making an 'X' mark in the appropriate column using the following rating scale:

Strongly agree, (SA), Agree (A) undecided (UD) disagree (DA) strongly disagree (SA)

No.	Item	SA	A	UD	DA	SD
a	The morale of the employee is high					
b	The workers accomplish their work with great vim, vigor and pleasure					
c	Employees in the college have group spirit					
d	in faculty meetings, there is the feeling of "let's get things done."					
e	Instructors arrange consultation hours for students and use it effectively					
f	There is harmony between employees of the college.					
g	Employees are well aware of the goals, mission and vision of the college					
h	Employees are committed to solve college problem					
i	Employees try their level best to make the college a center of academic excellence					
j	Employees are well aware of the duties and responsibilities expected of them					
k	Employees are ready to assume responsibility when delegated to them					
l	Employees perform (execute) their responsibility with high level of competence					

20. In general, the job motivation of subordinates is

A. Very low B. Low C. Good D. high E. very high

F. Other, please indicate _____

21. Please indicate how often you are engaged in the following activities. Please respond to all items. Respond by making an 'x' mark against your response. Rate your responses as Always=5, often=4, sometimes=3, seldom=2, never=1

No	Items	5	4	3	2	1
a	Making one's attitude clear to the staff					
b	Trying out one's new idea with the staff					
c	Ruling with an iron hand/authoritatively					
d	Criticize poor work					
e	Speaking in a manner not to be questioned					
f	Assigning staff members to particular tasks					
g	Planning the work to be done					
h	Maintain definite standards of performance					
i	Emphasize the meeting of deadlines					
j	Encourage the use of uniform procedures					
k	Make sure that one's part in the organization is understood by all staff members					
l	Ask that staff members follow standard rules and regulations					
m	Let staff members know what is expected of them					
n	See to it that staff members are working up to capacity					
o	See to it that the work of staff members is coordinated					

22. Please indicate if there are also other things you do to achieve the objectives of the college _____

23. Please indicate how often you are engaged in the following activities.

Please respond to all items. Respond by making an 'x' mark against your response in the appropriate column. Rate your responses as Always=5, often=4, sometimes=3, seldom=2, never=1

Declaration

I, the undersigned, declare that this thesis is my original work and has never been presented for a degree in any other university, and that all sources of material used or the thesis have been duly acknowledged.


Name: Daniel Mamo

Signature:  _____

Date: 15/ 08/2007

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

Name: Ayalew Shibeshi (Associate Professor)

Signature:  _____

Date: 15/08/2007