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**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**ASSESSING ORGANIZATIONAL LEADERSHIP STYLE: IN CASE OF  
ENAT BANK**

**A Thesis Submitted to the Department of Management in Partial Fulfillment of the  
Requirement for Masters of Business Administration**

**(Total Quality Management and Organizational Excellence)**

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**Addis Ababa, Ethiopia**

## **Declaration**

I, **Kassech Kochito**, declare that this study entitled “*Assessing organizational leadership style: in case of enat Bank*” is the outcome of my own effort and study and that all sources of materials used for the study have been duly acknowledged. This study is my own original work and has not been submitted for any degree or diploma in any other University. It is offered for the partial fulfillment of the degree of Masters of Science in Management (Specialization in Quality Management) [MSC]

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## Statement of Certification

This is to certify that the thesis prepared by **Kassech Kochito** entitled “*Assessing organizational leadership style: in case of Enat Bank*” And submitted in partial fulfillment of Masters of Science in Management (Specialization in Quality Management) [MSC] at Addis Ababa University, is an original work and not submitted earlier for any degree either at this University or any other University.

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## **Acronyms**

LPI	Leadership Practices Inventory
LBDQ	Leadership Behavior Description Questionnaire
MLQ	Multifactor Leadership Questionnaire
SPSS	Statistical Package for the Social Sciences
PBT	Profit before Tax
ATM	automatic teller machines

## **Abstract**

*Leadership is one of the key determinants associated with the success and failure of any organization. Leadership style is the manner in which people are directed and motivated by a leader to achieve organizational goals. This study assesses leadership styles applied in Enat bank particularly at Addis Ababa branch. The study examines the application of transformational leadership, transactional leadership, and laissez-faire leadership among the manager of Enat bank. To assess the leadership style Multifactor Leadership Questionnaire (MLQ) form 5x was utilized. The self-rating and observer rating questionnaires were used to measure the behaviors of leadership on a 5 point Likert-type scale questions and the data were analyzed using frequency and independent sample t-test using SPSS version 20. The final results of this study clearly shows that transformational leadership and transactional leadership are the most applicable leadership styles. This may mean Enat bank management need to maintain and enhance the transformational leadership and transactional leadership styles in their management system.*

**Key words:** *Enat Bank, leadership, Transformational Leadership, Transactional Leadership and Laissez-Faire Leadership*

# CHAPTER ONE

## Introduction

### 1.1 Background of the Study

The concept of leadership has an ambiguous status in organizational practice, as it does in organizational theory. In practice, management appears to be of two minds about the exercise of leadership (Katz & Kahn, 1966). The effectiveness and efficiency of leaders is nothing but to create conducive environment in the organization. Whatever amount of capital invested and technology an organization has, without effective leadership the organization will not be successful.

Leadership is an incredibly complex and varied topic, encompassing everything from interpersonal relationships to corporate strategy. This tool moves you above your day-to-day leadership activities, to take a bird's-eye view of leadership fundamentals (Bruce & Murray, 2001). Different perspectives on leadership tend to emphasize different activities that are essential to leadership as well as different perspectives on innovation. Organizational leadership is an important component of innovation capacity, along with the more usual structural and governance considerations, but it has not been widely studied in this context. Organizational leadership has a central role in evolution, creating innovation and cultivating an organization. It can help the member of an organization to create team spirit and help them to face challenges to work for achieving the organizational common goal.

As the business goals can't be achieved without adopting any strategic business process, likewise the organizational success and sustainability also can't be accomplished without a strategic role of leaders. From allocation of resources to alignment, from perception of thing to decide future focusing, form commitment and motivating the teams to get the goals of an organization, to confirm the sustainable growth, it's a leadership whose footprints are everywhere (Mc Guire, 2003).

David, Messick & Kramer, (2005) argue that the values, attitudes and goals that leaders inspire others to adopt and to follow are ones that define and serve the group and thus leaders are able to transform individual action into group action. They stress that leadership is about dealing with people, usually within a group, and about changing

people's behaviors and attitudes to conform to the leader's vision for the group. Historically, researchers in this field have searched for the one best leadership style that will be most effective. They did so at a time when most organizations were structured in traditional hierarchies where there were classic lines of command (Bennett, Crawford & Cartwright 2003; Telford, 1996).

Contingency or situational models differ from the earlier trait and behavioral models in asserting that no single way of leading works in all situations. Rather, appropriate behavior depends on the circumstances at a given time. According to Boyd (2002), leaders lead organizations with no clear and consistent mission, contend with chronic uncertainty and lack of control regarding funding, unsure of their clients, exert a wide span of control, and affect a broader part of the community. They strive for gains that are not immediately measurable, have more bosses than does the business executive manager and function in a work setting in which everyone sees themselves as experts. Leadership as an interactive relationship between leaders and followers.

Current thinking holds that there is no one best style. Rather, a combination of styles, depending on the situation the leader finds him in has been accepted more appropriate. Schein (2004) supports this idea by emphasizing the fact that the search for the universally correct leadership style is doomed to failure because of cultural variation by country, by industry, by occupation, and by the particular history of a given organization. The evolution of leadership theory began with the trait leadership and moving to behavioral theory and then to contingency theories of leadership (Palestini, 2009).

The banking sector is a fundamental component of economy in almost any given society (Belias & Koustelios, 2014). Leadership teams at financial institutions seem to not have the courage and/or capacity to embrace change - and it is upto strong leaders to both allow and push their employees to be creative and innovative. Customer behavior, technology and competition are rapidly evolving, ongoing and simultaneously; therefore, bank leaders must be ready for challenges as well. Banks, similarly to any other industries, should start viewing change as a norm rather than an exception (Pilcher 2015).

According to Albrecht (2011), the success or failure of any organization mainly determined by leadership style of the organization. Numerous literatures on management mention various leadership styles and frameworks such as democratic leadership, autocratic leadership, bureaucratic leadership, charismatic leadership, transactional leadership, and transformational leadership, all of which are based on several different approaches to leadership. Each style of leadership affects organizational performance.

Differently; some helping organizations succeed and others hamper their growth leading to failure. An organization's success or failure depends on how it manages the challenges accompanying globalization. Organizations, therefore, need to put strategies in place that enable them to constantly stay ahead of the competition, in order to earn above average returns. Effective leadership is paramount in developing these strategies.

Accordingly, This study was aim to investigate the behavior of Enat Bank leaders and perceived behavior by colleagues and subordinates as they carry out their leadership roles in the institution. Thus, the purpose of this study is to assess the organizational leadership styles on the bank.

## **1.2 Statement of the Problem**

The position of companies and business activities is difficult in nowadays' dynamic and variable world. Requirements of the market are top efficiency, optimal adaptation and perspective. The performance of a company becomes currently a very topical theme. Its content includes all corporate activities that need to be cohered to get a result with a functional and prosperous company with a long term perspective (Pavelková & Knápková, 2005).

Law and Derek, (2000) argue that leadership behavior significantly influences the performance of the organization and the motivation of subordinates. An ideal match of leadership behavior, what subordinates prefer and what superiors give would lead to the satisfaction and commitment of subordinates.

In the current period, banks are in the center of attention. According to the public general, the most significant part of crisis origination is attributed to banks. On the basis of global crisis impacts, regulatory authorities gradually tighten the banking regulation (Zimková, 2010, Cipovová, Belás, 2011, Belás 2010).

Bennet & Anderson, (2003) argue that it is through the construction, deconstruction and reconstruction of meaning that financial institutions might develop their own understandings of effective leadership. In such a way it becomes possible for a bank to determine a more collaborative approach to the way things are done. Entry into the leadership starts from somewhere. They can establish a career within their discipline, or they may decide to take leadership position. Since most professionals do not enter in to the financial institutions with leadership in mind, they fail to discharge their responsibilities. Most are first called into leadership to serve as department chairpersons. Some chairpersons serve for extrinsic reasons: their leaders, managers or colleagues convinced them to take the job, or they feel forced to take it because no one else is willing to take on the responsibility or can do the job properly. In contrast, other chairpersons seek the position for intrinsic reasons: they take it as a good opportunity to help either the department which is found in the organization or themselves professionally (Wolverton and Gmelch, 2002).

This study aims to identify the behaviors of the leaders practice in Enat Bank that either enhance or hinder the smooth progress of the banking operation process. It explores leadership behaviors reckoned strengths and areas needing improvement in the decision making domain of leadership as practiced by Enat Bank.

### **1.3 Research Questions**

This study was attempted to answer the following basic questions:-

1. What are the predominantly prevailing leadership behaviors in Enat Bank at Addis Ababa?
2. What are the challenges of leadership in the Enat Bank at Addis Ababa?
3. What are the identified leadership behavior gaps in the Enat Bank at Addis Ababa?

### **1.4 Objectives of the Study**

#### **1.4.1 General objective**

- To assess the leadership behaviors practiced by Enat Bank in Addis Ababa.

#### **1.4.2 Specific objectives**

- To examine the predominantly prevailing leadership behaviors in Enat Bank in Addis Ababa.
- To identify the challenges of leadership in the Enat Bank in Addis Ababa.
- To identify leadership behavior gaps in Enat bank in Addis Ababa.

## **1.5 Scope of the Study**

The scope of the research was limited only to the leadership style practiced in Enat Bank, Head Office and Abebech Gobena Branch, Addis Ababa. It is one of private bank of Addis Ababa city Administration. This is because; it is difficult to collect data from all governmental and non-governmental banks of the city. Conceptually this research was mainly focused on the leadership styles and its practices. This doesn't mean that the thesis was covering all details about the leadership styles and its practices. Instead, it only addresses the theories, models and principles of the researcher variables pertinent to back the study with strong theoretical foundation. Special emphasis was given to those issues which are particularly relevant and helpful to the research problem and research objectives. Therefore, it only covers the most dominant theories and models about the research variables in a selected manner.

## **1.6 Significance of the Study**

The study of this crucial aspect of a financial institution is necessary to locate the kind of leadership styles practiced in the bank which may help the leaders as well as the stake holders of the bank to know the kind of leadership being practiced in that bank and try to move to the better leadership style for the improvement of the bank. In addition, the significance of this study lies in the fact that accurate knowledge of the perception of staffs towards the prevailing leadership styles practiced by the leaders in the bank leads to improved leadership style. It provide meaningful insight to the presidents, vice presidents and department heads as to how a leadership style influences the bank's climate.

This study prompt policy makers and implementers to pay due attention to leadership style and strategies in achieving effective organizational performance. Furthermore, it may help as a spring board for further study.

## **1.7 Limitation of the Study**

One of the problems that the researcher may encounter was shortage of reference materials, and lack of previously done researches which are related to the study on the effectiveness of leadership on the banking sector. In addition, this study limited to include concerned private banks working on management issues. Those issues could be limited the findings of the study to some extent. And it was difficult to get data from all proposed respondents. Because most of the

respondents may be reluctant with this kind of studies. The research may also face the following limitations: Some respondents' may show unwillingness to divulge information and be truthful with information due to its sensitivity.

## **1.8 Organization of the Study**

This research report has been organized to comprise of the following five chapters. Chapter one-introduction, begins with research background and discusses statement of the problem, basic research questions, objectives, definition of terms and significance of the study. Finally scope of the study and organization of the research report is presented. Chapter two-literature review; chapter three-research methodology. This section discusses the research design and approach of the study, data source and method of data collection, sampling method and sample size also presented in this section, and then measurement of variables included in the research is mentioned, specification of the model to this study is determined. Chapter four - data analysis and interpretation and chapter five is all about conclusion and recommendation. In this section the main findings of the research is summarized and conclusions on major findings is presented and based on the research findings commendations are given.

## **1.9 Definition of Key Terms**

**Leadership Behavior:** The attribute a leader exhibits towards his subordinates, colleagues and supervisors in the day to day activities (Bass, 1990).

**Multi factor Leadership Behavior Questionnaire:** Multi-factor questionnaire that asks a particular leader what type of behavior he exhibits at a particular time? (Avolio, B. J. and Bass, B, 1991).

**Passive/avoidant leadership:** A leadership that only assumes but does nothing accordingly. (Avolio& Bass, 2005).

**Transformational Leadership:** Leadership style that elevates the goals of organizations and promotes the morality of followers (Lussier and Achua, 2010).

**Transactional Leadership:** Leadership style that focuses on the exchanges that take place between leaders and followers (Busher, 2006).

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Concepts of Leadership**

The concept of leadership has gained the attention of researchers worldwide because its complexities and importance is always becoming relevant due to the various leadership styles that are obtainable (Northouse, 2013). R Kreitner and A Kinicki (2013) defines Leadership is not deriving or pushing from behind; it is placing oneself before the group and facilitating progress and inspires followers to accomplish organizational (group) objectives. However, there are as many definitions of leadership as the researchers' that have engaged themselves in various concepts of Leadership development.

The term leadership and management have been defined by different authors and in different ways such as (Goddard Tim,1997), see leadership “as the act of working with a group of individual to achieve communal goals. Other researchers said that Leader is the behavior of an individual. “Directing and controlling the activities of members of the organization toward a shared goal” (Hemphill & Coons, 1957).

Barry & Albert defining leadership: Leadership is the process of influencing individuals or groups to accomplish an organizational goal or mission. On their definition they mention three key points. First, Leadership is a process—it is not a one-time, fire and forget evolution. To be an effective leader, you must continually exercise good leadership skills. You don't need to be perfect, but you should always strive to apply sound leadership principles to your leadership efforts. Second, It involves influencing individuals or groups. Good leaders are effective influencers of others because they know leaders can't do everything. And, finally Good leadership is designed to accomplish an organizational goal or mission. For you, that means leading your project team and managing your project to a high quality, on time and within budget conclusion with a customer who is happy with that conclusion (Barry & Albert, 2003).

#### **2.2 Brief History of Leadership**

Leadership is the ability of a superior to influence the behavior of subordinates and persuade them to follow a particular course of action. (Barnard 1998). It identifies a relationship between superiors and subordinates to adopt new values, attitudes and goals, and to

exert effort on behalf of those values, attitudes and goals. The relationship is configured by and played out within the parameters of a group or an organization.

(David, et al 2005) argued that the values, attitudes and goals that leaders inspire others to adopt and to follow are ones that define and serve the group and thus leaders are able to transform individual action into group action. They stress that leadership is about dealing with people, usually within a group, and about changing people's behaviors and attitudes to conform to the leader's vision for the group. Historically, researchers in this field have searched for the one best leadership style that will be most effective. They did so at a time when most organizations were structured in traditional hierarchies where there were classic lines of command. (Bennett, Crawford & Cartwright 2003; Telford, 1996).

Current thinking holds that there is no one best style. Rather, a combination of styles, depending on the situation the leader finds him in has been accepted more appropriate. Schein (2004) supports this idea by emphasizing the fact that the search for the universally correct leadership style is doomed to failure because of cultural variation by country, by industry, by occupation, and by the particular history of a given organization. The evolution of leadership theory began with the trait leadership and moving to behavioral theory and then to contingency theories of leadership (Palestini, 2009). From this example we can draw that the school effectiveness is highly influenced by the leadership style that is practiced in that school. If a leader practices appropriate leadership style, the result will be effectiveness.

### **2.3 Evolution of leadership theories**

Leadership literature has yet failed to explain the origins of a person's desire to lead, or the source of leadership behavior (Burgett 2012). Researchers talk about leadership schools and leadership eras, when they refer to the establishment of specific mannered leadership theories. According to van Seters and Field (1990), there are no exact dates of various eras, but rather relative order of the development of theories.

To start from the very beginning, Allio (2012) argues that the first expositions about leadership were found from the 6th century BC by Confucius, and 4th century BC by western historians like

Plutarch. During the Renaissance, philosophers such as Plato and Aristotle studied power, emotion and reasoning.

The first visible theories were established during what van Seters and Field call “the personality era”. During the personality era, the Great Man theory and trait theory focused solemnly on behaviour and characteristics. Great leadership was viewed as something that people either inherit, or can master only if they copy the behaviour of previous successful leaders. Adopting characteristics of great leaders would result in improved potential and performance. Some uttermost theorists claimed that it was impossible to become a leader; one could only be born as one. (Burget 2012). Trait theory attempts to find traits that make a leader. That is, it is a theory, the old approach, which focused on identifying the personal traits that differentiated leaders from followers. Trait theory originated from an ancient theory called “Great Man” theory that assumes that “leaders are born not made”.

Next era, according to van Seters and Field, was the “influence era”; leadership is not about specific characteristics but the relationship between individuals. Theories in this era strongly focused on authority, control and dominance.

In 1940s the next era of theories stood out. The “era of behavioural theories” analyzed how leaders act and treat their followers. When evidence shows that effective leaders did not seem to have any distinguishing traits or characteristics, researchers tried to isolate the behaviors that made leaders effective. For example, leader could follow the trait of focusing on accomplishments (production-oriented) or on individuals (employee-oriented). (Day & Antonakis 2012). “Situational era” acknowledged factors beyond leader and follower, such as the type of assignment and external environment. Theories established in this era emphasized the situation resolving what kind of leadership is necessary.

Situational leadership styles are still widely used to this day. (Vecchio 1987.) Day & Antonakis as well as van Seters & Field (1990) argue that the next major era for leadership theories was “contingency era”. Situational theory proposes that the effectiveness of a particular style of leader behavior depends on the situation. As situations change, different styles become appropriate. Theories introduced in this school of leadership offered major advances in the evolution of theories. Contingency theories claimed that successful leadership depends on multiple factors: behaviour, personality, influence and situation.

Leadership theories over time widened into more influential theories, such as theories of “transactional era”. Theories from this time argued that leadership does not just occur in a person or situation, but also in social interactions. Influence between leader and follower was highlighted; similar to “transformational era”, during which innovation, creativity, commitment and empowerment were viewed as factors to great leadership. Around the same time with the more influential theories, also arose the “era of anti-leadership”. The watermark of this era was cynicism: theorists viewed leadership as a phenomenon only in the mind of those trying to investigate and explain it.

Although von Seters & Field (1990) provide an excellent overlook of the evolution of leadership theories in their publication “The Evolution of Leadership Theory”, the exact timelines and titles of each era vary, depending on researchers. David Day and John Antonakis (2012), whom are also quoted in this sub-chapter, refer to these eras as “schools of leadership”, and claim different leadership timeline beginning from trait theory began in 1920 up to information processing school of leadership. But between 1920 & 1980 there was behavioral theory in 1940, contextual theory in 1960, Sceptics, Relational, New leadership in 1970.

### **2.3.1 Leadership Styles**

Leadership accompanies and complements the management functions. In short, management influences brain, while leadership encourages the heart and the spirit. (Bunmi, 2007). Leadership might be based on a function of personality, or it can be seen as a behavioral category. It may also be viewed in terms of the role of the leaders and their ability to achieve effective performance from others. Leadership is related to motivation, interpersonal behavior and to the process of communication. Good leadership also involves the effective process of delegation.

(McBer and Company, 1983). Identified the characteristics and competencies of outstanding leaders. The expression “scientifically valid” means that the research, which was based on interviews with more than 100 leaders, is valid for most of the population of leaders. This validity is important because it separates this model from the many “sound good, but don’t work” leadership theories of the week or flavors of the month. It means that you can improve your performance as a leader by effectively doing what the outstanding leaders do to be successful.

In Finding the Relationship between Organizational Culture and different types Leadership styles, different authors used different factors like, Charismatic Leadership, Transformational Leadership and Transactional Leadership. (Voon, 2012) from the result of the influence of leadership styles on employees job satisfaction in public sector organizations studied in Malaysia. The researcher used the factors like salaries, job autonomy, job security, workplace flexibility. Out of these factors, they found that transformational leadership style has a stronger relationship with job satisfaction. Another author (Chung, 2009) identified that leadership style can affect organizational commitment and work satisfaction positively and work satisfaction internally can affect organizational commitment and work performance positively.

According to (Goh, 2005) the study revealed that, leadership style is significantly influenced by the leader "immediate and extended family, clan and tribe. This study finds the linkages between organizational leadership and business ethics, thereby making a contribution toward increasing the quality of organizational life always provide positive influence on both members & leaders of the organization and the wider community.

(Lu Ye, 2011) study explained employees' perceptions about transactional or transformational leadership style of executive, both have highly positive correlation with perceptions about executive's encouragement factors of its innovation climate.

(Podsakoff, 1990) said that leadership behavior can affect trust and satisfaction of employees to organization and organizational citizenship behavior further enhances the relationship between leadership style and organizational commitment directly. Transactional leadership is considered as the subordinate's rewards through their efforts and performance. (Guang-yi, 2008) compared the Transactional leadership.

Transformational leadership theory is deemed to improve the subordinates' performance by changing the motives, perception and values of employees. (Bass, 1997) divided leadership style into transformational leadership and transactional leadership. Transformational leadership has its own effect on individual influence, spiritual encouragement and intellectual stimulation. They often take individual into account, establish individual and organizational vision and aim inside, create open culture, trust the staff to achieve goals and give full support for staff's potential.

(Podsakoff, 2011) said that leadership behavior can affect trust and satisfaction of employees to organization and organizational citizenship behavior further enhances the relationship between leadership style and organizational commitment. There are numerous ways to categorize Leadership style. Leadership style is has relatively consistent pattern of behavior and flow that can minimize the uncertain complexities of the rapidly changing global environment.

Different type's leadership styles may affect organizational effectiveness or performance (Nahavandi, 2002). According to the (Oladipo, 2013) the success or failure of proper organizations, nations and other social units has been largely credited to the nature of their leadership style, (Jeremy, 2012) explained in manufacturing process company, leadership is really a process for impacting on others commitment towards recognizing their full potential in achieving goals, vision with passion and integrity. The study also revealed that the associations between leader and worker give additional factor employees satisfaction which is considerably affected through the leadership style adopted by the leader. However from the available literature we will summarize the different dimensions and types of leadership styles and their positive and negative effect on employee satisfaction, team work, organizational behavior & culture, organizational change and employee performance.

### **2.3.2 The Organizational Leadership**

Organizational leadership is not a miracle that one individual have and other don't have. It is also not all about the ordered by superiors and then observed by them that how much these ordered are obeyed by their subordinates. Organizational Leadership, focuses almost exclusively on the 'people' aspects of getting a job done-inspiring, motivating, directing, and gaining commitment to organizational activities and objectives. It is the ability of leaders to obtain and protect the company benefits by understanding employees need & want and company objectives and bringing them together to work in a convinced environment to achieve the common goals (Sansom, 1998).

### **2.3.3 Trait Theory**

Trait theory suggests that we can evaluate leadership and propose ways of leading effectively by considering whether an individual possesses certain personality, social, and physical traits. (Early and Wending, 2004) argued this approach began as early as 1920 and was more popular in the 1940s and 1950s. (Betrocci, 2009) lists the traits typically associated with the trait theory

as intelligence, personality, communicative skills, physical characteristics and supervisory ability.

In searching for measurable leadership traits, researchers took two approaches:

1. They attempted to compare the traits of those who emerged as leaders with the traits of those who did not.
2. Attempted to compare the traits of effective leaders with those of ineffective leaders.

Studies that were conducted on the first category have failed to distinguish/uncover any traits that clearly and consistently distinguish leaders from followers. Leaders as a group have been found to be somewhat taller, brighter, more extroverted, persistent and more self-confident than non-leaders. However, millions of people have these traits, but most of them obviously will never attain a leadership position. In addition, many established leaders did not and do not have these traits. (Napoleon, for example, was quite short, and Lincoln was moody and introverted.) Interestingly enough, studies have also found that people who are too intelligent compared with other group members do not emerge as leaders-perhaps because they are too different or too far removed from the group.

Leaders differ from non-leaders in their characteristics, honesty, integrity, loyalty, drive, desire to lead, self-reliance self-confidence, commitment, cognitive ability, and knowledge of the business they are in. Even the traits judged necessary for management differed among leaders of different countries (Law & Glover, 2000).

The trait approach holds more historical than practical interest to managers and administrators, even though recent research has once again tied leadership effectiveness to leader traits. (Gary and Stark, 1997) reviewed that the great man theory approach represents the earliest theory of leadership. This theory suggests that great leaders are born not made (Arnott & Hoeller, 2002).

Stogdill's, 1948) summarized that the leadership traits study ended up in concluding that a leader does not become a leader by virtue of the possessions or imitation of some combination of trait, the pattern of characteristics of the leader must bear some relevant relationship to the characteristics, activities and goals of the followers. Accordingly the researcher is convinced that this theory does not have any place in today's world.

### **2.3.4 Behavioral Theory**

The limited ability of traits to predict effective leadership caused researchers during the 1950s to view a person's behavior rather than that of individual's personal traits as a way of increasing leadership effectiveness. This view also paved the way for later situational theories.

The types of leadership behaviors investigated typically fell into two categories: production oriented and employee oriented (Palestini, 2009; Hughes, Ginnet & Curphy, 2006). Task-focused behavior involves acting primarily to get the task done. An administrator who tells his department chair to do everything needed to do, no matter what the personal consequence demonstrates is task focused leadership. So is an administrator who uses an autocratic style or fails to involve workers in any aspect of decision-making.

The leader structures his own role and subordinates' roles toward accomplishing the group's goal through scheduling work, assigning employees to tasks, and maintaining standards of performance. In the words of (Yukl and Lepsinger, 2004) task-focused behavior involves planning short-term operations, clarifying roles and objectives, monitoring operations and performance and solving operational problems. Relations-Oriented Behavior according to (Yukl and Lepsinger, 2004) involves provision of support and encouragement, recognition for achievements and contributions, development of skills and confidence among unit members, consulting with relevant people when making decisions, empowering unit members to take initiative in doing their work, building mutual trust, cooperation, and identification with the organization.

Employee-oriented leadership, or consideration, focuses on supporting the individual workers in their activities and involving them in decision-making. A manager who demonstrates great concern for his or her teachers' satisfaction with their duties and commitment to their work has an employee-oriented leadership style.

Consideration refers to the degree to which the leader emphasizes individuals' needs through two-way communication, respect for subordinates' ideas, mutual trust between leader and subordinates, and consideration of subordinates' feelings (Palestini, 2009). Among the several studies conducted on leadership behaviors two of them received wide acceptance: they are the Ohio State University studies and the University of Michigan studies.

## **2.4 Recent Developments in Leadership Theory**

In recent years leadership has moved to center stage and the literature now offers advice on how to become a visionary leader with the power to transform organizational cultures. Accordingly leadership is no longer about maintaining the existing structures.

(Huber, 2009) argues leaders are not only expected to manage structures and tasks, but to focus on establishing relationships with and within the staff and make an effort to influence their thinking towards a common vision and commitment. Organizations do need vision, but this is not their only need. Leaders need to understand their own frame and its limits and they must also learn to combine multiple frames into a more comprehensive and powerful style. According to (Myers, 1996) successful leaders are firm and purposeful, adopt a participative approach and are the leading professionals.

Beginning in the 1970s, a lot of leadership theories emerged that are focused on the importance of a leader's charisma to leadership theories and studies of leadership effectiveness. Contemporary/recent approaches to leadership have mostly focused on the fundamental distinctions between transformational and transactional types of leadership. (Bass & Reggio, 2006). These theories have much in common.

They both focus on attempting to explain how leaders and managers can accomplish extraordinary things against the odds, such as turning around a failing company, how to fight failure or founding a successful company and, achieving great military success. The theories also emphasize the importance of leaders inspiring subordinates' admiration, dedication, and unquestioned loyalty through articulating a clear and compelling vision (Gale, 2009).

### **2.4.1 Transactional leadership**

Transactional leaders are those who really recognize the constituents of associates' satisfaction arising from their activities and their leadership style, and then encourage subordinates to achieve those seted goals by offering rewards and/or sanctions (Bass and Avolio 1997). In 1947, Max Weber was the first known researcher to describe transactional leadership as "the exercise of control on the basis of knowledge". Transactional leadership's major era is considered to have taken a place from the 1970s to mid-1980s, when it was first researched and presented by James MacGregor Burns and later by Bernard M. Bass along with Bruce J. Avolio. Transactional leadership is often referred to as the "managerial leadership". Transactional leadership consists of

three dimensions: contingent reward, active management by exception (i.e., corrective leadership), and passive management by exception (i.e., non-corrective leadership). Transactional leadership is based on the hypothesis that followers are motivated through a system of rewards and punishments.

Transactional leadership focuses on role, duty and task requirements and utilizes rewards contingent on performance. Leaders guide or motivate their followers in the direction of established goals by clarifying role and task requirements. This approach results in performance that meets expectations, not results that exceed expectations. Based on the result, the leader rewards or punishes subordinates (Busher, 2006). To achieve this, middle leaders often acted as advocates for their colleagues to senior staff, seeking a compromise on means of policy implementation if not on the actual policy itself. They demonstrated to their departmental colleagues that they were still part of the departmental team and not just the messengers for senior staff. (Gunter, 2006) comments on the strains that middle leaders experience because of their location organizationally at the interface between junior and senior staff. This seems to be evidence of what (Burns, 1978) described as transactional leadership: people bartering with colleagues to get the best outcomes possible rather than their initial preferred outcomes. The researcher believes this will always remain one aspect of interaction between leaders and followers.

(Bass, 1998) identifies two dimensions of transactional leadership as follows: Contingent Reinforcement: The leader's rewards to followers are contingent on them achieving specified performance levels. Management by Exception (Active) or corrective transactions: The leader actively seeks out deviations from desired performance on the part of subordinates with a view to taking corrective action. In management-by-exception (active), the leader monitors the group to make sure mistakes are not made and allows the status quo to exist without interfering.

#### **2.4.2 Transformational Leadership**

Transformational leadership describes a process of positive influence that changes and transforms individuals, organizations, and communities. Research studies have consistently revealed that transformational leadership is positively related to individual, group, and organizational performance (Lussier and Achua, 2010). The nature of leadership has changed drastically in recent years.

The world has gotten increasingly complex and fast paced. This requires individuals, groups, and organizations to continually change and adapt. The role of the leader has changed and transformational leadership is about issues around the processes of transformation and change (Bass and Riggio, 2006). Transformational leadership has its origins in non-educational settings and (Burns's, 1978) work is celebrated for establishing leadership as a relationship based on an exchange between leaders and followers. Engagement between leaders and followers is a struggle that is controlled through transactional leadership, that is, negotiation, and the motivations and resources within it do not challenge but seek to satisfy. In contrast, transformational leadership is about building a unified common interest in which motivation is underpinned by attempts to elevate members self-centered attitudes, values and beliefs to higher, altruistic attitudes (Hoerr, 2005). Leaders are expected to listen to followers and be responsive to their needs and concerns and include them in decision making.

Transformational leaders are individually considerate, but they intellectually stimulate and challenge followers. They are attentive and supportive, but they also inspire and serve as leadership exemplars. It is important to remember that the people being led may have preferences in leadership style.

Transformational leadership results in followers' performing beyond expectations (Seltzer and Bass 1990; Judge and Piccolo 2004). Lowe et al. (1996) found that individuals exhibiting transformational leadership gain perceptions of being more effective leaders whose subordinates perform better than individuals who exhibit only transactional leadership in public and private settings. A transformational leader uses charisma to inspire his followers by talking to them about how essential their performance is, how confident he is in the followers, how exceptional the followers are, and how he expects the group's performance to exceed expectations (Bertocci, 2009).

Transformational leaders' encourage subordinates' awareness of the special role they should play in the organization and provide personal guidance, which results in higher ratings of perceived effectiveness of the leader. Similarly, corrective transactional leadership with contingent rewards is effective for improving leaders' effectiveness, which engenders positive attitudes and performance among subordinates (Tosi 1982; Hater and Bass 1988; Lowe et al. 1996; Avolio et al. 1999; Judge and Piccolo 2004; Walumbwa et al. 2008)

Additionally, Hater and Bass (1988) found that subordinates tend to report leaders' high levels of effectiveness when supervisor acquire a specific leadership skills (i.e., active transactional management by exception).

### **2.4.3 Passive/Avoidant Leadership**

Management-by-exception (passive): The leader intervenes only when things go wrong or a correction is needed. Passive management-by-exception guards the status quo by exception. Passive/Avoidant leadership amounts to an abrogation of leadership responsibility. The non-transactional leadership component represents a laissez-faire where the presumed leader acts only to fight after the fire has broken out and never before.

### **2.4.4 Laissez-faire Leadership**

Laissez-faire, often described as “delegating leadership”, got popularity around the 1980s, during Ronald Reagan's administration - Mr. Reagan is to this day considered as one of the most famous laissez-faire leaders. It was, however, Kurt Lewin already in the 1930s that is often credited for the concept and establishment of laissez-faire theory (Lewin, 1939).

Leaders generally give the group complete freedom, provide the necessary materials, participate only to answer questions, and avoid decision-making whenever possible. The leader either sets limits and the followers work out their own problems, or the individuals set their own goals. In this style, leaders depend largely on subordinates to set their own goals and the means of achieving them, and they see their role as one of aiding the operations of followers by furnishing them information and acting primarily as a contact with the groups external environment, i.e. the leader's role is to serve as a logistics specialist or representative of the group to outside groups. The leader denies responsibility and abdicates authority to the group. James (MacGregor, 1978 and Bass, 1983) included laissez-faire as one of the components of transactional leadership theory; in the full-range leadership model, laissez-faire was the extremity of non-leadership. Laissez-faire is a leadership theory that holds the formal position of a leader, yet gives up the responsibilities and duties of a leader. (Bass, 1997) identified such leaders to avoid responsibility and be absent when problems occur.

Laissez-faire leaders may not motivate and give attention to their employees, and such lack of supervisory may result in employees feeling that there are no consequences to performance. Subordinates may also conflict about roles and responsibilities, as no one is there to

communicate them clearly and repeatedly (Kirkbride, 2006). The main characteristics of laissez-faire leadership are delegating decision-making and dwindling power of the leader (Allio, 2012).

Laissez-faire leaders tend to also refuse taking sides, and offer limited direction and support to subordinates (Kirkbride, 2006). The positive advantages of laissez-faire leadership are, for example, the amount of freedom, lack of social structures and lack of emotions towards the leader; leaders are rarely considered “unpopular”. (IISTE 2015). To quote Ronald Reagan, “surround yourself with the best people you can find, delegate authority, and don’t interfere as long as the policy you’ve decided upon is being carried out”. Laissez-faire is considered a good leadership model when employees are highly-skilled, experienced and motivated and take pride in being successful. This “hands-off” -approach allows employees to function productively, and allows employees to be creative (IISTE 2015). On the other hand, poor time management and lack of accountability are viewed as disadvantages (von Bergen & Bressler, 2014).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The purpose of this study is to identify the prevailing leadership behaviors practiced in Enat Bank at Addis Ababa City Administration with the intent to assess the perceptions leaders have their own leadership behaviors and the perception by others. A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari 2004). This study follows the descriptive research design to assess the leadership behaviors practiced by Enat Bank at Addis Ababa.

#### **3.2 Research Approach**

The study used descriptive research approach, because it attempt to describe phenomena by measuring leadership behaviors. (Durheim, 2002). A self-rating and observers rating instrument (Multifactor Leadership Questionnaire) was also developed.

#### **3.3 Sources of Data**

In this study, both primary and secondary sources of data were used as important sources of data. The study employed the use of questionnaires to collect primary data. Gall and Borg (1996) points out that, questionnaires are appropriate for studies since they collect information that is not directly observable as they inquire about feelings, motivations, attitudes, accomplishments as well as experiences of individuals.

Primary data gathered from leaders and observers of Enat Bank. The major sources of the data were the presidents, vice-presidents, branch managers and department heads. The other observers (supervisors, colleagues and subordinates) was also included to provide additional information on the leadership behaviors of leaders from different angles. Secondary sources like offices documents, books, journals, published and/or unpublished research papers and statistical documents also used in this study.

### **3.4 Population of the study, sampling technique and sample size**

The total population of the study was 105 employees. The study used census approach rather than sampling because the total population is very limited.

### **3.5 Data Collection Instrument**

Over the years a large group of leadership measurement instruments were developed to measure and investigate leadership behaviors in various ways. Three of the most commonly used instruments of leadership behavior measurements secured from Northouse, (2011) Leadership Practices Inventory (LPI), Leadership Behavior Description Questionnaire (LBDQ) and Multifactor Leadership Questionnaire (MLQ) are considered for choice and the last was selected as an instrument for this study.

The Leadership Practice Instrument developed by Kouzes & Posner (2002) is not chosen for this study because the model is basically about practice and not personality/behavior. Leadership Behavior Description Questionnaire (LBDQ) also fallen into discredit because the data generated by the instrument frequently lacked statistical significance. For this study multi-factor leadership Questionnaire (5x-Short), was chosen as a standardized questionnaire to measure transformational, transactional and laissez-faire leadership styles. In particular, participants was instructed to rate the extent to which a supervisor or manager demonstrates a series of 36 behaviors on a five-point scale.

Alpha reliability for the subscales range from 74 to 94 (Bass & Avolio, 2000) was used to measure leadership behaviors as perceived by colleagues, Multi-factor Leadership Questionnaire (MLQ) form 5x was utilized. The MLQ was designed and developed by (Bass and Avolio, 1995, 2004). This instrument is commonly employed for organizational surveys. It has been designed based on a five-point type scale which can be utilized for rating the frequency of leader behaviors. The rating scale for leadership items includes:

Not at all (0), Once in a while (1), Sometimes (2), Fairly often (3), and Frequently, if not always (4). The MLQ includes 45 items; 36 items represent the nine leadership factors, five factors for transformational, two factors for transactional, and two factors for laissez-faire leadership. Nine of the items assess three leadership outcome scales that are effectiveness (4 items), extra effort (3 items), and satisfaction (2 items).

In order to determine the mean score of each factor (dimension) the values of the scale for the items was calculated and then divided by four. The MLQ is a well-established instrument. It has been used in a variety of setting and broad range of sample population.

For the purpose of this study nine out of the 45 (Bass and Avolio, 2000) behaviors relating to outcomes was omitted and focus was made on the 36 items relating to behaviors. The self-rating and observer rating questionnaires was used to measure the behaviors of leadership on a 5 point Likert-type scale where 0 stands for not at all, 1 for once in a while, 2 for some times, 3 for fairly often and 4 for frequently, if not always. MLQ is a well-validated instrument which also has high reliability Bass & Avolio, (2004). The MLQ was chosen for this study because the primary focus is determining leadership behavior as categorized into transformational, transactional and passive/avoidant leadership behaviors. Accordingly the 36 questions was regrouped into nine dimensions for ease of completing the form and data analysis Leadership behaviors of the study's participants was determined by scoring each participant's response to the Multifactor Leadership Questionnaire.

The Multi-factor Leadership Questionnaire (MLQ is based on the Full Range Leadership Model developed by (Bass and Avolio, 2000).The MLQ measures individual leadership behaviors as being transformational, transactional, and laissez-faire as well as scales of leadership. The MLQ was utilized to measure elements or scales of transformational and transactional leadership of the leaders. The MLQ scale scores are measures of characteristics, or behaviors of leaders. These characteristics include: Individualized Consideration; Intellectual Stimulation; Inspirational Motivation; Idealized Influence (attributed); and Idealized Influence (behavior) associated with Transformational Leadership; Contingent Reward; and Management by Exception (active); associated with Transactional Leadership; Management-by-Exception (passive); and laissez-faire; an inactive form of leadership characterized by a reluctance to become actively involved and a view that the best leadership is to disassociate from the action known as laissez-faire leadership. Transformational leaders exhibit high scores in the scales of idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, and Individualized consideration.

Transformational leadership encourages followers to accomplish more than what would normally be expected of them. They become motivated to transcend their own self-interests for the good of the group or organization (Northouse 2001, Bass & Avolio, 1990).

The following nine leadership scale scores was measured by the MLQ represent transformational, transactional and/or laissez-faire leadership. The manner in which followers react to the leader and his/her behavior is defined by the leaders idealized influence score. Idealized influence leaders have high moral and ethical values and are able to provide their followers with a sense of vision and mission. Followers deeply respect the idealized influence leader (Northouse, 2001).

Inspirational motivation is shown in leaders when they inspire and motivate followers to demonstrate commitment to the shared vision of the group or team. The inspirational motivational leader engages in clearly communicating \ high expectations to followers and increases team spirit and enthusiasm (Northouse, 2001). Intellectual stimulation is demonstrated by the transformational leader when they support followers to be creative and innovative, to try new approaches, and challenge their own beliefs and values. This type of leader promotes problem solving to find creative solutions to the task at hand (Northouse, 2001). Individualized consideration is shown by the transformational leader by creating a supportive climate, listening to followers, and acts as a coach and mentor. The leader pays attention to individual differences and treats individual employees in a caring way. Leaders also help individuals achieve goals and grow personally. This type of leader also uses delegation to get followers to grow through personal challenges (Northouse, 2001).

Contingent Reward and Management-by-Exception (active) make up transactional leadership style. Contingent Reward is how the leader and followers exchange specific rewards for outcomes or results. Goals and objectives are agreed upon by both the leader and followers and the achievement is rewarded or punished. The MLQ measures a leader's degree of possessing Contingent Reward leadership attributes which are demonstrated by leaders that engage in a constructive path to goal transactional and exchange rewards for performance. These leaders clarify expectations, exchange promises and resources, arrange mutually satisfactory agreements, negotiate for resources, exchange assistance for effort, and provide commendations for successful follower performance.

Management-by-Exception (active) is when a leader makes corrective criticisms or uses negative reinforcement. This leadership behavior monitors followers closely so they can point out mistakes and errors.

Leaders with Management-by-Exception with “active” behaviors have characteristics of monitoring followers' performances and taking corrective action if deviations from the set standards occur. These leaders enforce rules to avoid mistakes. Laissez-faire leadership has the scales of Management-by-Exception (passive) and laissez-faire leadership. In this leadership style, the leader uses Management-by-Exception (passive), which is only intervening when goals have not been met or a problem arises. The Management-by-Exception leader with a passive behavior would not intervene until problems become serious.

The Management-by-Exception leader (passive) waits to take action until mistakes are brought to his or her attention. Laissez-faire behaviors are ones that delay decisions and give up responsibility. Laissez-faire leaders offer no feedback or support to the follower. Laissez-faire leadership is a hands-off approach to leadership (Northouse, 2001). Laissez-faire leadership is also termed a non-leadership style. The laissez-faire leader avoids accepting responsibilities, is absent when needed, fails to follow up on requests for assistance, and resists expressing his or her views on important issues. The laissez-faire leader gives the majority of control in the decision-making process to the followers. Laissez-faire leadership assumes that followers are intrinsically motivated and should be left alone to accomplish tasks and goals. The laissez-faire leader does not provide direction or guidance. Thus MLQ was utilized to measure elements or scales of transformational, transactional and laissez-faire leadership of the banks' leaders.

### **3.6 Procedures for Data Collection**

As an initial step to create access to data, leaders of the bank were consulted for their consent. Following obtaining consent, the instrument of data collection was dispatched to respondents. Respondents were also informed about the objectives of the study and date of a filled-in questionnaire return also was fixed by consensus with participants. All the completed questionnaires were returned on the date fixed earlier.

### **3.7 Method of Data Analysis**

After collecting the data through questionnaire, the raw data was classified and tabulated depending on the kind of question to make it easily manageable and understandable. After it was tabulated, the issues analyzed and interpreted based on the kind of question by using different analytical methods. To identify the personal characteristics of respondents, such that age, sex, educational level, and position of work/designation, work experience the collected data was analyzed using percentage. This method of analysis helped the researcher to easily identify the characteristics of the respondents. All of the data was entered into and analyzed by the Statistical Package for the Social Sciences (SPSS) for Windows, version 20. Summary statistics, including the computation of means, standard deviations, frequency counts, and percentages of all demographic data were performed (Elliot and Wood war, 2007). Mean scores and standard deviations was computed for the levels of five factors of transformational leadership, two factors of transactional leadership and two factors of passive/avoidant leadership in order to answer the research questions .

### **3.8 Ethical Considerations**

Before the research was conducted, the researcher informed the participants of the study about the objectives of the study, and was consciously consider ethical issues in seeking consent, avoiding deception, maintaining confidentiality, respecting the privacy, and protecting the anonymity of all respondents. A researcher must consider thesepoints because the law of ethics on research condemns conducting a research without the consensus of the respondents for the above listed reasons.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF FINDINGS

In this chapter, the findings of the study that was conducted to address the objectives of the thesis are discussed. The first section of this chapter provides the proposed and actually collected data. The second section discusses the personal characteristics of respondents. The third section assessed the predominantly prevailing leadership behaviors in Enat Bank Head Office and Abebech Gobena Branch, Addis Ababa.

#### 4.1 Characteristics of Respondents

There are six departments & three supportive process owners at the head office and 3 presidents which imply that there are twelve people in the leadership positions. So each one of them receives 4 leadership behavior ratings, i.e., self, supervisor, colleague and subordinate ratings which brings the total number to 48 questionnaires. Since there are two v/presidents to be evaluated from up and below that takes 1 for the president and 8 for the remaining 8 department heads which brings the grand total to 57. of these 52 are completed and returned which amounts to 91.2%. There are 5 departments at Abebech Gobena Branch and 3 managers which imply there were eight people in the leadership positions. Each one of them received 4 leadership behavior ratings; the total number was 32 questionnaires. Since there are two v/managers to be evaluated from up and below that takes 1 for the manager and 4 for the remaining 4 department heads which brings the grand total to 37. Of these 27 were completed and returned which amounts to 72.9%.

Table 1: Instruments dispatched and the corresponding rate of return by rater and Branches

Name of Bank	Questionnaire	Self	Supervisor	Colleague	Subordinate	Total
Enat Bank Head Office	Sent	12	12	13	28	65
	Returned	11	7	11	23	52
	Percentage (%)	92	58	85	82	80
Enat Bank Abebech Gobena Branch	Sent	8	11	8	8	35
	Returned	4	5	6	8	27
	Percentage (%)	50	45	75	100	77

*Source: Respondents, May/2019*

All the results of personality data were compiled from the data collected for the purpose of analyzing the leadership behaviors of two Branches with the MLQ.

The gender, service year, age group and qualification of participants are described as per the collected data. There were a total of 79 participants in study of leadership behavior out of which 52 were from Enat Bank Head Office and 27 from Abebech Gobena Branch. From Head Office 71.2% were males and 28.8% females while from Abebech Gobena Branch 81.5% were males and 18.5 % females. This implies that females do not hold equal chances of leadership positions.

Table 2: Demographic Profile

Variable	Category	Head office		Abebech Gobena Branch	
		Number	Percentage	Number	Percentage
Gender	Male	37	71.2	22	81.5
	Female	15	28.8	5	18.5
	Total	52	100	27	100
Age	Under 26 years	36	69.2	13	48.1
	From 26-35 years	11	21.2	11	40.7
	From 36-45 years	5	9.6	2	7.4
	From 46-55 years			1	3.7
	Above & 56 years				
	Total	52	100	27	100
Service	Less than 5 years	36	69.2	13	48.1
	From 6-10 years	11	21.2	11	40.7
	From 11-15 years			2	7.4
	Above & 16 years	5	9.6	1	3.7
	Total	52	100	27	100
Qualification	Diploma	28	53.8	7	25.9
	Degree	24	46.2	16	59.3
	Masters			4	14.8
	Total	52	100	27	100

Source: Respondents, May/2019

As indicated in the above table 4.2 most of the participants were between 16 and 25 years of age i.e., the predominant age group of raters for both branches is 16-25years with 69.2% for Head Office and 48.1% for Abebech Gobena Branch. In other words more than 50% of the raters are between 16 and 25 years age group. This is a good indication of the fact that the bank is manned by young men and women who can serve their organization with freshness, energy and enthusiasm.

The highest percentage (69.2%) of service years of raters at the head office falls in the lowest service year range, 1-5 which implies the majority of the raters are relatively new to the bank. At Abebech Gobena branch raters fall in the lowest and second lowest service year ranges (48.1% in 1-5 and 40.7% in 6-10). About 41% of Abebech Gobe na Branch employees who have stayed for 6 to10 years and better know their organization have taken part in the study implying they have a better chance of rating the leadership at their places accurately. However it may also indicate that there is a high turnover of employees away from the Bank.

At head office, the highest percentage of raters i.e., close to50% of the raters hold their first degree holders while Abebech Gobena Branch has 59.3% of the raters with first degree holdesr. From the above table 2, it is found out that there are many diploma holders as there are Master's degree holders (14.8%) at Abebech Gobena branch while at the head office there are 53.8% diploma holders& there is no master's degree holders. This implies most works in the bank are being done by diploma holders, which is going to have a negative impact on the mode of service delivery

## 4.2 Prevalence of Leadership Behaviors

There were 79 respondents out of which 52 were from Enat Bank Head Office and 27 were from Enat bank Abebech Gobe na branch.

Table 3: Statistical Data of the Questionere

no	Item	Branch	Rating scale					mean
			Not at all (0)	Once in a while (1)	Sometimes (2)	Fairly often (3)	Frequently, if not always (4)	
1	I provide others with assistance in the exchanging efforts	Head Office	2	10	19	14	7	2.27
		Abebech	1	3	8	5	10	2.74
2	I re-examine critical assumptions to questions whether they are appropriate	Head Office	1	6	16	18	11	2.62
		Abebech	1	4	11	5	6	2.4
3	I fail to interfere until the problem become series	Head Office	2	15	19	14	2	1.98
		Abebech	3	13	7	3	1	1.59
4	I focus attention on irregularities, mistake, exception, deviation from the standard	Head Office	2	11	19	14	6	2.21
		Abebech	1	3	10	7	6	2.51
5	I avoid getting involved when important issues arise	Head Office	1	15	19	14	3	2.06
		Abebech	1	14	7	3	1	1.63
6	I talk about my most important values and benefits	Head Office	2	4	18	22	6	2.5
		Abebech	2	2	7	9	7	2.6
7	I am absence when needed	Head Office	1	13	21	13	4	2.12
		Abebech	1	15	6	2	3	1.67
8	I seeking differing perspective when the solving problem	Head Office	3	7	12	20	10	2.52
		Abebech	2	3	10	7	5	2.37
9	I talk optimistically about the future	Head Office	1	7	17	17	10	2.53
		Abebech	1	4	10	4	8	2.51
10	I instill pride in others for being associated with me	Head Office	2	10	18	18	4	2.28
		Abebech	1	6	10	4	6	2.30

11	I discuss in specific terms who is responsible for achieving performance target	Head Office	1	11	19	15	6	2.27
		Abebech	2	3	7	5	11	2.81
12	I wait for things to go wrong before taking action	Head Office	1	15	20	13	1	1.88
		Abebech	2	16	6	2	1	1.41
13	I talk enthusiastically about what need s to be accomplished	Head Office	3	6	14	20	9	2.5
		Abebech	2	3	5	7	10	2.74
14	I specify the important of having strong sense of purpose	Head Office	1	7	17	17	10	2.53
		Abebech	1	4	4	8	10	2.81
15	I spend time on teaching and coaching	Head Office	1	5	17	18	11	2.63
		Abebech	1	3	12	5	6	2.44
16	I make clear what one can expect to receive when performance goals are achieved	Head Office	2	9	18	18	5	2.29
		Abebech	1	3	8	5	10	2.89
17	I show that I am firm believer in if it isn't broke, don't fix it	Head Office	2	19	17	12	2	1.87
		Abebech	3	14	7	3	0	1.48
18	I go beyond self-interest for the good the group	Head Office	2	9	17	17	7	2.21
		Abebech	2	5	4	10	6	2.48
19	I treat others as individuals rather than just as a members of groups	Head Office	3	7	12	18	12	2.56
		Abebech	1	3	9	7	7	2.59
20	I demonstrate that problems must become chronic before I take action	Head Office	1	14	18	12	3	1.88
		Abebech	2	17	5	2	2	1.15
21	I act in ways that build others' respect for me	Head Office	3	4	23	18	4	2.3
		Abebech	1	1	2	15	8	3.03
22	I concentrated my full attention dealing with mistakes, complaints and failures	Head Office	2	10	20	16	4	2.19
		Abebech	2	4	8	9	4	2.4
23	I consider the moral and ethical consequences of decision	Head Office	1	2	21	22	6	2.58
		Abebech	2	2	5	9	9	2.77
24	I keep track of all mistakes	Head Office	2	11	15	19	5	2.25
		Abebech	1	10	5	9	2	2.04
25	I display a sense of power and confidence	Head Office	3	9	14	20	6	2.32

		Abebech	2	3	6	10	6	2.55
26	I articulate compelling vision of the future	Head Office	2	2	20	18	10	2.61
		Abebech	1	4	8	8	6	2.51
27	I direct my attention toward failure to meet standards	Head Office	2	11	19	15	5	2.19
		Abebech	1	9	8	5	4	2.07
28	I avoid making decisions	Head Office	1	12	21	12	6	2.19
		Abebech	2	13	6	3	3	1.70
29	I consider an individual as having different needs, abilities, and aspirations form others	Head Office	1	3	19	19	10	2.65
		Abebech	1	5	7	8	6	2.56
30	I get others to look at problems from many different angles	Head Office	2	4	20	18	8	2.5
		Abebech	1	5	9	8	4	2.33
31	I help others to develop their strength	Head Office	1	6	14	18	13	2.69
		Abebech	1	3	12	5	6	2.44
32	I suggest new ways of looking how to complete assignments	Head Office	3	6	14	20	9	2.5
		Abebech	1	4	10	8	4	2.4
33	I delay responding to urgent question	Head Office	1	13	20	14	4	2.13
		Abebech	2	14	4	5	2	1.67
34	I emphasize the important of having collective sense of mission	Head Office	2	3	15	24	8	2.63
		Abebech	1	2	6	10	8	2.81
35	I express the satisfaction when others meet the expectations	Head Office	2	9	19	18	4	2.25
		Abebech	1	4	8	4	10	2.81
36	I express confidence that goals will be achieved	Head Office	4	8	13	20	7	2.34
		Abebech	2	3	10	4	8	2.48

*Source: Respondents, May/2019*

As indicated in the above table 4.3, the MLQ scale scores are measures of characteristics, or behaviors of leaders. These characteristics include: individualized consideration question number 15, 19, 29, and 31; intellectual stimulation question number 2, 8, 30, & 32; inspirational motivation question number 9, 13, 26, & 36; idealized influence (attributed) question number 10, 18, 21 & 25 ; and idealized influence (behavior) question number 6, 14, 23, & 34 were

associated with transformational leadership; contingent reward question number 1, 11, 16 & 35 and management by exception (active) question number 4, 22, 24 & 27 associated with transactional leadership; management-by-exception (passive) question number 3, 12, 17 & 20; and laissez-faire question number 5, 7, 28, & 33; are associated with passive/avoidant leadership (Avolio & Bass, 1995, 2004).

Table 4: Individualized Considerations

no	Item	Enat Bank Branches	Rating scale					mean
			Not at all (0)	Once in a while (1)	Sometimes (2)	Fairly often (3)	Frequently, if not always (4)	
1	I spend time on teaching and coaching	Head Office	1	5	17	18	11	2.63
		Abebech	1	3	12	5	6	2.44
2	I treat others as individuals rather than just as a members of groups	Head Office	3	7	12	18	12	2.56
		Abebech	1	3	9	7	7	2.59
3	I consider an individual as having different needs, abilities, and aspirations for mothers	Head Office	1	3	19	19	10	2.65
		Abebech	1	5	7	8	6	2.56
4	I help others to develop their strength	Head Office	1	6	14	18	13	2.69
		Abebech	1	3	12	5	6	2.44
	Mean	Head Office	2.63					
		Abebech	2.48					

Source: Respondents, May/2019

As indicated in the above table 4.4, the predominant behavior of transformational leadership was Individualized consideration that score 2.63 and 2.48 this scale identifies leaders who are able to coach people. But its score far short of the 3.0 minimum standards for individualized consideration signifying the management of human resources is not fairly often. It only shows it is likely to increase with possible remedial injections. Individualized Consideration is another aspect of transformational leadership. It means understanding and sharing in others' concerns and developmental needs and treating each individual uniquely. In addition, Individualized Consideration represents an attempt on the part of leaders to not only recognize and satisfy their

associates' current needs, but also to expand and elevate those needs in an attempt to maximize and develop their full potential. This is one reason why transformational leaders set examples and assign tasks on an individual basis. Transformational leaders also provide opportunities and develop organizational cultures supportive of individual growth.

Table 5: Inspirational Motivation

no	Item	Enat Bank Branches	Rating scale					mean
			Not at all (0)	Once in a while (1)	Sometimes (2)	Fairly often (3)	Frequently, if not always (4)	
1	I talk optimistically about the future	Head Office	1	7	17	17	10	2.53
		Abebech	1	4	10	4	8	2.51
2	I talk enthusiastically about what needs to be accomplished	Head Office	3	6	14	20	9	2.5
		Abebech	2	3	5	7	10	2.74
3	I articulate compelling vision of the future	Head Office	2	2	20	18	10	2.61
		Abebech	1	4	8	8	6	2.51
4	I express confidence that goals will be achieved	Head Office	4	8	13	20	7	2.34
		Abebech	2	3	10	4	8	2.48
	Mean	Head Office	2.5					
		Abebech	2.56					

Source: Respondents, May/2019

From table 4.5 above the second dominant leadership behavior was Inspirational Motivation with a mean score of 2.56 and 2.5 this scale implying that identifies leaders who inspire others. Often, inspiration can occur without the need for identification of associates with the leader. Inspirational leaders articulate, in simple ways, shared goals and mutual understanding of what is right and important. They provide visions of what is possible and how to attain them. They enhance meaning and promote positive expectations about what needs to be done. But both were not reached the 3.0 for Transformational behavior.

With regard to a contingent reward behaviors mean scores 2.81 and 2.79 from table 6 below shows that leaders who are able to reward achievement. Leaders scoring high on this scale tend to discuss in clear terms responsibilities for specific tasks and projects, state performance objectives, clarify rewards and punishments and express satisfaction when they get the correct output. Contingent rewards are an important leadership instrument in the transactional area; they result in bringing followers and groups to perform up to standard.

Table 6: Contingent Reward

no	Item	Enat Bank Branches	Rating scale					Mean
			Not at all (0)	Once in a while (1)	Sometimes (2)	Fairly often (3)	Frequently, if not always (4)	
1	I provide others with assistance in the exchanging efforts	Head Office	2	10	19	14	7	2.27
		Abebech	1	3	8	5	10	2.74
2	I discuss in specific terms who is responsible for achieving performance target	Head Office	1	11	19	15	6	2.27
		Abebech	2	3	7	5	11	2.81
3	I make clear what one can expect to receive when performance goals are achieved	Head Office	2	9	18	18	5	2.29
		Abebech	1	3	8	5	10	2.89
4	I express the satisfaction when others meet the expectations	Head Office	2	9	19	18	4	2.25
		Abebech	1	4	8	4	10	2.81
	Mean	Head Office	2.79					
		Abebech	2.81					

Source: Respondents, May/2019

From the above table 4.6 we understand the predominant behavior of leadership behavior in the bank was transactional leadership behavior.

Table 7: Idealized influence attributes

No	Item	Enat Bank Branches	Rating scale					mean
			Not at all (0)	Once in a while (1)	Sometimes (2)	Fairly often (3)	Frequently, if not always (4)	
1	I instill pride in others for being associated with me	Head Office	2	10	18	18	4	2.28
		Abebech	1	6	10	4	6	2.30
2	I go beyond self-interest for the good t he group	Head Office	2	9	17	17	7	2.21
		Abebech	2	5	4	10	6	2.48
3	I act in ways that build others' respect for me	Head Office	3	4	23	18	4	2.3
		Abebech	1	1	2	15	8	3.03
4	I display a sense of power and confidence	Head Office	3	9	14	20	6	2.32
		Abebech	2	3	6	10	6	2.55
	Mean	Head Office	2.57					
		Abebech	2.59					

Source: Respondents, May/2019

According to the above table 4.7, with regard to idealized influence attribute scores was 2.57 and 2.59. This means that scale identifies leaders who are able to build trust in their followers. They inspire power and pride in their followers, by going beyond their own individual interests and focusing on the interests of the group and of its members. Thus, they become reference models for their followers. High scores on this scale identify leaders whom their followers attribute these special qualities.

Table 4.8 below shows that scores 2.74 and 2.73 on the idealized influence behaviors scale that identifies leaders who act with integrity. High scores on this scale are typical for leaders who manifest positive and highly valued behaviors, like dominance, consciousness, self-control, a high moral judgment, optimism and self-efficiency.

They talk about their most important values and beliefs; they focus on a desirable vision and almost always consider the moral and ethical consequences of their actions. They also zero in on building a commonly shared sense of a vision or mission for the team or group.

Table 8: Idealized influence behavior

No	Item	Enat Bank Branches	Rating scale					mean
			Not at all (0)	Once in a while (1)	Sometimes (2)	Fairly often (3)	Frequently, if not always (4)	
1	I talk about my most important values and benefits	Head Office	2	4	18	22	6	2.5
		Abebech	2	2	7	9	7	2.6
2	I specify the important of having strong sense of purpose	Head Office	1	7	17	17	10	2.53
		Abebech	1	4	4	8	10	2.81
3	I consider the moral and ethical consequences of decision	Head Office	1	2	21	22	6	2.58
		Abebech	2	2	5	9	9	2.77
4	I emphasize the important of having collective sense of mission	Head Office	2	3	15	24	8	2.63
		Abebech	1	2	6	10	8	2.81
	Mean	Head Office	2.73					
		Abebech	2.74					

Source: Respondents, May/2019

Table 9: Intellectual Stimulation

No	Item	Enat Bank Branches	Rating scale					mean
			Not at all (0)	Once in a while (1)	Sometimes (2)	Fairly often (3)	Frequently, if not always (4)	
1	I re-examine critical assumptions to questions whether they are appropriate	Head Office	1	6	16	18	11	2.62
		Abebech	1	4	11	5	6	2.4
2	I seeking differing perspective when the solving problem	Head Office	3	7	12	20	10	2.52
		Abebech	2	3	10	7	5	2.37
3	I get others to look at problems from many different angles	Head Office	2	4	20	18	8	2.5
		Abebech	1	5	9	8	4	2.33
4	I suggest new ways of looking how to complete assignments	Head Office	3	6	14	20	9	2.5
		Abebech	1	4	10	8	4	2.4
	Mean	Head Office	2.54					
		Abebech	2.37					

Source: Respondents, May/2019

From the above tables 4.4, 4.5, 4.7, 4.8 & 4.9, it is seen that all the scores have fallen far short of the minimum mean score for transformational leadership as set by (Bass and Avolio, 1994) implying transformational leadership is not used in Enat Bank.

Table 10: Management-by-Exception (Passive)

No	Item	Enat Bank Branches	Rating scale					mean
			Not at all (0)	Once in a while (1)	Sometimes (2)	Fairly often (3)	Frequently, if not always (4)	
1	I fail to interfere until the problem become serious	Head Office	2	15	19	14	2	1.98
		Abebech	3	13	7	3	1	1.59
2	I wait for things to go wrong before taking action	Head Office	1	15	20	13	1	1.88
		Abebech	2	16	6	2	1	1.41
3	I show that I am firm believer in if it isn't broke, don't fix it	Head Office	2	19	17	12	2	1.87
		Abebech	3	14	7	3	0	1.48
4	I demonstrate that problems must become chronic before I take action	Head Office	1	14	18	12	3	1.88
		Abebech	2	17	5	2	2	1.15
Mean		Head Office	1.9					
		Abebech	1.41					

Source: Respondents, May/2019

From table 4.10 and 4.11 in passive/avoidant the Bank's higher scores of 1.90 in Management-by-exception (passive) that identifies leaders who are able to fight fires in their team or organization. If active management by exception focuses on continuously monitoring mistakes and deviations from the expected norm and taking corrective measures against the apparition of errors and mistakes, before these errors appear, passive management by exception waits for problems to appear before taking corrective actions. Managers using this leadership style adhere to the opinion that "if it isn't broken, don't fix it" and wait for problems to become severe before taking corrective action. Corrective actions are most of the time punitive. And 2.13 score on laissez-faire implies the leadership is less concerned in carrying out leadership responsibilities.

Table 11: Laissez-faire

n o	Item	Enat Bank Branches	Rating scale					mean
			Not at all (0)	Once in a while (1)	Sometimes (2)	Fairly often (3)	Frequently, if not always (4)	
1	I avoid getting involved when important issues arise	Head Office	1	15	19	14	3	2.06
		Abebech	1	14	7	3	1	1.63
2	I am absence when needed	Head Office	1	13	21	13	4	2.12
		Abebech	1	15	6	2	3	1.67
3	I avoid making decisions	Head Office	1	12	21	12	6	2.19
		Abebech	2	13	6	3	3	1.70
4	I delay responding to urgent question	Head Office	1	13	20	14	4	2.13
		Abebech	2	14	4	5	2	1.67
	Mean	Head Office	2.13					
		Abebech	1.67					

Source: Respondents, May/2019

From the above tables we are able to measure my first objective of the leadership styles used by Enat bank. By use of rule of thumb, where the mean is higher than 3 we conclude fairly often that leadership style is being applied in the bank and where the mean is below 3 we conclude that the leadership style is rarely applied in the bank. Therefore, the above tables clearly show the leadership styles applicable and the ones that are not applicable. It can be seen that generally the mean for all responses ranged between 1.4 and 2.8. So, Enat Bank demonstrating transactional leadership behaviors extensively. The results indicated that there are transformational leadership behaviors being exercised in low level or all most not exercised.

Table 12: Analysis of Leadership Style Attributes

1	I provide others with assistance in the exchanging efforts	Pearson Correlation	0.555
		Sig. (2-tailed)	0.000
2	I discuss in specific terms who is responsible for achieving performance target	Pearson Correlation	0.447
		Sig. (2-tailed)	0.003
3	I make clear what one can expect to receive when performance goals are achieved	Pearson Correlation	0.329
		Sig. (2-tailed)	0.031
4	I express the satisfaction when others meet the expectations	Pearson Correlation	0.655
		Sig. (2-tailed)	0.001

*Source: Respondents, May/2019*

#### **4.4 Challenges of leadership in Enat Bank**

Regarding challenges faced by leaders in the bank, based on the data collected from Questionnaires “What are the major challenges you faced in your leadership?” shows that communication is one of the major challenges leaders face when working as a team all of them identified it. This was confirmed by all of the respondents that when working with multicultural team coming from different cultures and nationalities ,they differ in their understanding of speech and language and the meaning they refer to it. It leads to challenge of miscommunication and misunderstanding. All of the respondents mentioned that lack of trust as one of the main challenges they face when working with teams. Majority of the respondents identified technology as one of the major challenge for the bank, fall in line with the emerging scenario and adopting the require technology to provide stake-of-the art services to the customers. Introduction of on-line, interconnected automatic teller machines (ATM), telephone banking, on-line bill payment and internet banking are some of the high tech facilities. Banks have to provide in order to survive in the competitive scenario. Technology should ultimate results in better customer service, low cost and quick delivery. The respondents also identified lack of training as a major challenge they faced. The bank has not given continuous training to staffs. The primary concern of the bank should be to bring in proper integration of human resource management strategies with the business strategies.

It should foster cohesive team work and create commitment to improve the efficiency of its human capital. This can be achieved by continuous training and retraining.

In summary, based on the data collected the researcher found that communication, lack of trust, technology and lack of training are the most important challenges as almost all respondents identified these challenges.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter summarizes the results of this study and presents the findings along with the interpretation and future recommendations. The present study was designed to assess the predominant leadership behaviors at Enat Bank and find out challenges of leadership and propose recommendations to fill the gaps identified in the study.

#### **5.1. Summary of the Findings**

The objective of the study was to determine leadership styles adopted by Enat banks as well as the effect of these leadership styles on the performance of the banks and its challenges. For this study, primary data were used. These data were gathered from the leaders and observers of Enat Bank Head Office and Abebech Gobena Branch. The leadership behaviors were measured by the various specific questions on the self-administered questionnaire. The data were analyzed using frequency and independent sample t-test using SPSS version 20. Independent sample t-tests were employed to compute the mean scores' of leadership behaviors. A Pearson correlation coefficient was computed and tested for significance.

The Results indicated that there are different types of leadership behaviors being exercised in Enat Bank in low level or all most not exercised. Generally the mean for all responses ranged between 1.4 and 2.8. So, Enat Bank demonstrating transactional leadership behaviors extensively and are not therefore appliers of modern style leadership behaviors.

Another finding from this study that there was communication, lack of trust, technology and lack of training are the most important challenges. This might have contributed the observed leaders' in their leadership execution. Since the transformational leadership was not full applied that score less than 3.00 that indicating that the leaders performance in formulating vision and goal setting, risk taking and decision making ,instruction leadership and business leadership, leaders performance, competency are all inadequate. Therefore, most likely because of the training and other influencing factors the Bank leaders' performance in participating in leadership activity was inadequate.

## **5.2 Conclusions**

(Bass and Reggio, 2006) stated that transformational leadership is the prototype of leadership that people have in mind when they describe their ideal leader. Bass also stated transformational leaders are more effective and successful. If the Bank leaders are using transformational leadership more often than transactional or laissez-faire leadership, the chances for success and the continued viability for institutions is promising.

Conclusions were drawn on the basis of findings of the data analysis. The conclusions were that the leaders in Enat Bank are exercising transactional leadership behavior on a much higher level. The leadership was limited to only exchange of benefits between leaders and followers that curbs the freedom for innovative thinking. Leaders of the Bank are not demonstrating transformational leadership behavior. This is an indication that the leaders are behind the application of transformational leadership in their respective places to bring about change to individuals, organizations and communities. It's important to note that the good leadership styles and right adoptions are necessary for provision of teamwork and ensuring everyone understands their roles within the bank. It means therefore that staffs that are properly motivate and guided by the management to work to achieve the desired results leads to increased efficiency, reduction of costs and improved performance.

The researcher also concluded that challenges of communication, lack of trust, technology and lack of training might have contributed the observed leaders' low performance in their leadership execution. Therefore, most likely because of the training and other influencing factors the Bank leaders' performance in participating in leadership activity was inadequate.

## **5.3 Recommendation**

As it can be seen from the finding of this study, the researcher recommended that the Bank should advise to use/apply transformational leadership style than transactional leadership style. Because this leadership style applicable to manage and help the bank to achieve their current objectives more efficiently and effectively by linking job performance to valued rewards, attracting future bond of employees together, communicating meaning and elevate the importance of the visionary goal to the employees, implementing the reliable and persistent in

their job actions and transforming a vision into reality requires employee commitment. Without transformational leaders, the Banks stagnate and seriously misaligned with their environments.

The other most important issues that the researcher recommended should advise to create formal communication between/among the employees of the Bank, highly trust and honest between/among them, applies modern technology that are best fit to the Bank and should give training for employees to upgrade/enhance their knowledge, skill and experience regarding on working environments.

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## APPENDIX ONE

**QUESTIONNAIRE**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF BUSINESS AND ECONOMICS**  
**DEPARTMENT OF MANAGEMENT**  
**MBA PROGRAM**

*Dear Sir/Mad am,*

This questionnaire is designed to collect data on transformational, transactional and laissez-faire leadership behaviors of the leaders in Enat Bank SC. I assure you that the information collected will be only for academic purposes and be confidential. Your valued assistance in completing this questionnaire will be highly appreciated. You are kindly requested to answer all questions in both parts of I and II.

THANK YOU!

### **Part I: Background information**

1. What is your Sex?      Male       Female
2. What is your Job Title? \_\_\_\_\_
3. How long have you worked for the current organization? -----Years ----Months
4. How long have you worked on the current position? -----Years -----Months
5. What is your Age Group? 25 & under  26 to 35  36 to 45  46 to 55  56 or older
7. What is your highest level of Education? Diploma  BA/BSC  MA/MSc  PhD
8. What is your marital status?      Married       Single

### **Part II. Leadership Behavior Data**

Multifactor Leadership Questionnaire (MLQ) Form 5x is taken from Northouse(2011). This questionnaire provides a description of your/ leadership style. This questionnaire provides a description of your leadership style. 36 descriptive statements are listed below. Judge how frequently each statement fits your leadership behavior and circle the number of your choice. Use the following rating scale:

0 for Not at all

1 for Once in a while,

2 for Sometimes,

3 for fairly often, and

4 for frequently, if not always

1	I provide others with assistance in the exchanging e fforts	0	1	2	3	4
2	I re-examine critical assumptions to questions whether they are Appropriate	0	1	2	3	4
3	I fail to interfere until the problem become series	0	1	2	3	4
4	I focus attention on irregularities, mistake, exception, deviation from the standard	0	1	2	3	4
5	I avoid getting involved when important issues arise	0	1	2	3	4
6	I talk about my most important values and be nefits	0	1	2	3	4
7	I am absence when needed	0	1	2	3	4
8	I seeking differing perspective when the solving problem	0	1	2	3	4
9	I talk optimistically about the future	0	1	2	3	4
10	I instill pride in others for being associated with me	0	1	2	3	4
11	I discuss in specific terms who is responsible for achieving performance target	0	1	2	3	4
12	I wait for things to go wrong before taking action	0	1	2	3	4
13	I talk enthusiastically about what need s to be accomplished	0	1	2	3	4
14	I specify the important of having strong sense of purpose	0	1	2	3	4
15	I spend time on teaching and coaching	0	1	2	3	4

16	I make clear what one can expect to receive when performance goals are achieved	0	1	2	3	4
17	I show that I am firm believer in if it isn't broke, don't fix it	0	1	2	3	4
18	I go beyond self-interest for the good of the group	0	1	2	3	4
19	I treat others as individuals rather than just as members of groups	0	1	2	3	4
20	I demonstrate that problems must become chronic before I take action	0	1	2	3	4
21	I act in ways that build others' respect for me	0	1	2	3	4
22	I concentrated my full attention dealing with mistakes, complaints and failures	0	1	2	3	4
23	I consider the moral and ethical consequences of decision	0	1	2	3	4
24	I keep track of all mistakes	0	1	2	3	4
25	I display a sense of power and confidence	0	1	2	3	4
26	I articulate compelling vision of the future	0	1	2	3	4
27	I direct my attention toward failure to meet standards	0	1	2	3	4
28	I avoid making decisions	0	1	2	3	4
29	I consider an individual as having different needs, abilities, and aspirations from others	0	1	2	3	4
30	I get others to look at problems from many different angles	0	1	2	3	4
31	I help others to develop their strength	0	1	2	3	4
32	I suggest new ways of looking how to complete assignments	0	1	2	3	4
33	I delay responding to urgent question	0	1	2	3	4
34	I emphasize the important of having collective sense of mission	0	1	2	3	4
35	I express the satisfaction when others meet the expectations	0	1	2	3	4
36	I express confidence that goals will be achieved	0	1	2	3	4