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SCHOOL OF GRADUATE STUDIES

DEANSHIP EFFECTIVENESS IN JIMMA UNIVERSITY

BY
BEKALU FEREDÉ TEFERA

FEBRUARY 2011

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A Thesis Submitted to the School of Graduate Studies of Addis Ababa University in Partial Fulfilment of the Requirements for the Degree of Masters of Arts in Educational Research and Development

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Abstract

The purpose of this study was to investigate the extent to which deans in Jimma University are effective in their Leadership. The study employed descriptive survey method and used mixed design so as to benefit from the strong sides of both quantitative and qualitative approaches. It further used Instructors, Department heads, Deans and Vice President for Academic, Research and Students Affairs as sources of data. Accordingly, questionnaires and interviews were employed to collect data from these potential sources of data. The quantitative data (data collected from teachers and department heads using questionnaire) were analyzed using both descriptive and inferential statistics whereas the qualitative data (data collected from the Vice President for Research, Academic and Students' Affairs and Students' Affairs and College deans using interview) were analyzed first by describing them in detail using respondents words, categorizing them in to various themes and finally examined using relevant literatures. Moreover, data collected from aforementioned sources were triangulated to increase the validity of the research findings. The result of this study showed that even though teachers and department heads viewed positively, deans leadership effectiveness is not to the desired level; their leadership is not dependable. The study further revealed that limited autonomy and power, lack of sufficient training and experience, high work load, high staff turnover, poor incentive scheme, bottle necked structure, shortage of resources as major impediments of dean's leadership effectiveness. Finally, the researcher recommended that the university ought to assign deans based on experience and educational preparation otherwise arrange relevant trainings, decentralize power and make colleges autonomous on important academic and administrative issues, develop mechanism to attract and retain qualified staff and to arrange occasions through which deans share experience from each other so as to enhance their leadership effectiveness.

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CHAPTER ONE

1 INTRODUCTION

This Chapter consists of background of the study, statement of the problem, research questions, objectives, significance, delimitations and organization of the study.

1.1 Back ground of the Study

Education in general and higher education in particular is corner stone of a nation's development as it is crucial in producing skilled labor force that accelerates the pace of the nation's social and economic advancement (UNESCO, 2005; TGE, 1994; Psacharopoulos 1985; Meulemester and Rochat, 1995). Principally, for developing countries, where growth is essential, if the countries are to climb out of poverty, education is particularly important. With this understanding therefore, most nations today are investing much on expanding higher education (Bloom, Canning and Chan, 2006).

Because investment in higher education is much, the need to hold higher educational institutions (HEIs) accountable for measurable performance is also becoming crucial. The increase in competition for scarce resources and decrease in public trust in HEIs practice and performance have resulted in unprecedented demands for HEIs to demonstrate their effectiveness and efficiency which to a great extent lies on the performance of administrators in general and academic deans in particular (Heck, Johnsrud and Rosser, 2000).

Academic deans in fact, are among key personnel up on whom the performance of HEIs rests. They have been called the corner stone of HEIs, providing an important foundation to institutions, creating policies, coordinating unit (department) works, creating favorable work environment, mobilizing and allocating resources efficiently and effectively, encouraging

staff professional development and promoting research; In short, they are responsible for encouraging practices that improve and sustain the quality of education and training they offer for their learners and other services they provide for the larger community (Wolverton et al., 2001).

The same authors stated that academic deans are crucial persons in HEIs as they are responsible for major functions such as budgeting, policy, governance, development and fund raising. They are also responsible for fostering good teaching, represent their college, and provide direction and recruit strong faculty (Gardner, 1992).

Astin and Astin (2000) in the same way stated that college deans have important influences on the success of their organization as their leadership has value to create a supportive environment where people can grow, thrive and live in peace with one another, to promote harmony with nature and thereby provide sustainability for future generation and create community of reciprocal care.

Bitzer and Koen (2010) in the same way justify the crucial role of academic leadership in HEIs stating that effective leadership can be viewed as being the biggest advantage a university can have in a resource-hungry competitive higher education environment.

Despite the fact that effective deans' leadership have a potential influence on the success of HEIs, there is a little evidence on approaches to evaluate the effectiveness of HEIs leadership in general (Astin and Scherrei, 1980) and deans leadership in particular (Wolverton and Gmelch, 1990). Heck, Johnsrad and Rosser (2000) investigated higher education leadership effectiveness assessment practice and concluded that minimal empirical research exist to determine the best method to assess their performance. They further attributed this to lack of consistent and reliable assessment tools as it is a fairly new practice to hold HEIs accountable for measurable outcome and the elusiveness of the term effectiveness by itself.

Currently, the most common approach for evaluating deans' Leadership effectiveness is a role based approach which states that effectiveness should be based on what higher education research and practice suggest are important indicator of the deans' role and responsibilities; deans are effective in their leadership when they could manage to play leadership roles expected of them in an appropriate manner. Of course, the roles of deans vary from country to country and institution to institution. However, there are commonly and widely accepted roles of deans identified by diversified body of literatures. Based up on the existing literature, Heck, Johnsrad and Rosser (2000) identified seven major roles, duties and tasks of deans that enable to assess their effectiveness. These seven dimensions include Vision and Goal Setting, Management of the Units, Interpersonal Relationships, Communication skills, Research/Professional endeavors, Quality of Education in the Units, and Support for Institutional Diversity.

Despite the fact that deans are expected to play various leadership roles, it should be noted that the success of their deanship can be influenced by various factors related to both themselves and their institutions as well. A diversified body of literatures emphasized that Deanship effectiveness in HEIs can be hampered by such things as role conflict and ambiguity, stress, lack of sufficient preparation, scarcity of resources, incongruence of university systems and rapid expansion of the study programs (Wolverton et al., 2001).

In sum, deans' leadership is among the major determinants of effectiveness of performances of HEIs. If HEIs are to develop the capacity to change and to be relevant, purposeful and meaningful for the academic community and for the society as a whole, considerable strengthening of their leadership is needed (Balton and Genck, 1971). And such actions should foot on the output of sound scientific knowledge. It is therefore, important to study deanship effectiveness and factors that hamper its success.

1.2 Statement of the Problem

It seems to be common sense that success of universities rests, at least partially, on effective leadership. Therefore, it is no surprise that today higher education leadership attracts much attention, particularly since higher education is going through a sea of change. Good leadership is welcomed not 'merely to weather the coming storm but to ensure we reach our destination in a timely manner and in good shape' (Tierney, 2004).

While deans' leadership is among the important factor for institutional success, there is little empirical research that measures their effectiveness as leaders. In this regard, Aitkin (1994) stated that the academic deanship/leadership is the least studied and most misunderstood position in higher education. Furthermore, Scholars have written about the organization and governance of higher education but few have examined those who lead faculties in these institutions and their effectiveness as well. Even these few studies remain limited in scope and currency (Anderson & King, 1987; Tucker & Bryan, 1988).

In countries like Ethiopia, where HEIs are expected to address the multi faceted societal problems and climb the country out of poverty with meager resources, it is increasingly important to study the leadership of the institutions in general and their deans' leadership in particular as these factors are major determinants of the institutions' success in achieving their goals. Such study would enable the institutions to identify challenges and to take timely action to enhance deanship/deans' leadership effectiveness so that they can boost their leadership quality in achieving the desired objectives. Nevertheless, to the best of the researchers' knowledge, studies carried out so far to scrutinize deanship effectiveness in Ethiopian HEIs in general and Jimma University in particular are insignificant, if not absent. In view of the facts stated above, the present study therefore, attempted to assess the extent to which college deans at Jimma University are effective in their leadership footing on the role

based approach to assess deans' leadership effectiveness. This study further attempted to answer the following basic questions;

- a) To what extent are college deans in Jimma University effective in setting Vision and goal of their colleges?
- b) How far college deans in Jimma University are doing well in managing the work of their colleges?
- c) How successful are colleges' deans in Jimma University in promoting research/professional endeavors in their colleges?
- d) How sound are college deans in Jimma University in promoting the quality of education in their colleges?
- e) To what extent do college deans in Jimma University are effective in their interpersonal relationship?
- f) How successful are colleges' deans in Jimma University in their communication skill?
- g) What major factors hamper deans' leadership effectiveness in the university under consideration?

1.3 Objectives of the Study

The objective of this study was to assess the effectiveness of deanship in Jimma University.

To this end, the study aimed at

- A) Investigating the extent to which deans are effective in serving leadership roles expected of them,
- B) Investigating major obstacles that impede deans' leadership effectiveness and
- C) Identifying remedies the university can plan to improve deans' leadership.

1.4 Significance of the Study

The purpose of this study was to investigate deanship effectiveness in Jimma University and factors that might impede its effectiveness. The result of this study would, therefore be, expected to throw light on the extent to which deans are effective in their leadership and obstacles that may influence their effectiveness. The findings of this study may therefore;

1. Help university presidents and vice presidents to have more detailed insight about deanship effectiveness, and factors that may challenge deans' leadership role so that they can take timely and appropriate measures to assist deans improve their leadership
2. Help deans to have more insight about major factors that challenge their leadership effectiveness so that they would work to overcome those challenges and improve their leadership.
3. Serve as stepping stone for other bodies like the Ministry of Education that may be interested in improving leadership effectiveness in HEIs in Ethiopia.
4. Serve as a spring board for researchers who are interested to study deanship effectiveness in HEIs.

1.5 Delimitations of the Study

This study delimited itself to Jimma University as it was difficult to include more universities due to time constraint and also with the presumption that data collection will be easy as it is the institution where the researcher has been working since four years ago. Furthermore, the scope of the study was delimited to investigating the effectiveness of leadership of college deans in the University, addressing major obstacles to their deanship effectiveness and measures that the university should take to enhance the leadership effectiveness. Furthermore, the study confined itself to measure deans leadership effectiveness from six

major dimensions (Vision and Goal Setting, Management of the Unit, Interpersonal Relationships, Research/Professional Endeavors, Communication skill and Quality of Education in the Unit) as these dimensions are in harmony with the Leadership roles assigned for Deans in Jimma University in the Senate Legislation and Business Process Re-engineering (BPR) documents.

1.6 Limitations of the study

First of all there is a short of empirical studies carried out on deanship effectiveness in Jimma University. It was therefore, difficult to discuss the findings of this study in line with past studies done in Ethiopia. The other limitation of the study is that there is no standardized instrument developed to measure deanship effectiveness in Ethiopian HEIs. The study therefore, adopted, modified and employed questionnaire developed in other countries. This therefore, would affect the result of the study to some extent.

1.7 Definition of Terms

Deanship: leadership of deans

Dean: chief executive officers of colleges in Jimma University

Effectiveness: the measure of the extent to which deans are successful in discharging leadership roles they are supposed to play

Role based approach: approached used to assess deanship effectiveness based on their leadership role

1.8 Organization of the Paper

This study is organized into five chapters. Chapter one deals with the background information about the title under consideration, statement of the problem, research questions, purpose, significance, limitations and delimitations of the study. Chapter two presents the review of related literature and chapter three deals with the research design and method. The fourth chapter deals with presentation of the major findings. Discussion of major findings, conclusions and recommendations are presented in the fifth chapter.

CHAPTER TWO

2 REVIEW OF RELATED LITERATURE

This chapter deals with reviews of the concepts of leadership, the importance of leadership in HEIs, leadership theories, leadership skills, roles of deans as leaders and major factors that hamper deans leadership effectiveness based on research report, books and educational journals.

2.1 Leadership Defined

Leadership is a very hard concept to have a clear and universally accepted definition. Leadership has many definitions because of the differences in writers' views. Literally hundreds of definitions of Leadership have been given. Some define leadership as the ability to council, manage conflict, inspire loyalty, and imbue subordinates to retain them on work. This definition mainly focuses on the skill of the leaders to systematically influence people so that they decide to stay in the organization and strive to achieve organizational goal (Langton et al, 2002).

Leadership can also be understood as getting job done by people; this definition has two main dimensions, accomplishment of the desired job (getting work done) and influencing people (through people)(Langton et al, 2002).

Lord Seift, in Ronald (2000) also describes leadership as the moral and intellectual ability to visualize and work for what is better for the organization and its employees. From this definition, one can conceptualize that leadership has both intellectual and moral dimensions, and focuses on enhancing the efficiency of employees so as to achieve organizational goals.

Diettel (1996) similarly defines leadership as the process of setting direction, motivating, and inspiring employees. This definition clearly states the need to set goals and showing employees' direction so as to motivate them in doing their level best to enhance organizational as well as individual's performance

Furthermore, Leadership can be conceived as that part of management where one can bring employees in to picture. For workers to start working, the organization vision must be shared and understood. Once the vision is shared and understood, leadership will inspire and motivate employees for action and over and above this makes the organizational climate positive and healthy for everybody (Dietel, 1996). The same Author described Leadership as the process of inspiring others to work hard to accomplish important tasks. It builds the commitment and enthusiasm needed for people to apply their talent to help accomplish plan.

Ade (2003) on the other hand defines leadership as a social process in which the leader seeks voluntary participation of subordinates in an effort to reach organizational objectives. This definition also tells us that leadership is an art of getting peoples' willingness to participate in organizational affairs so as to achieve the desired goal.

Langton et al (2002) also define leadership as the process by which a person exerts influence over the people and inspires motivation and directs their activities to help achieve individual as well as group goals.

However many agree that the definition given by George Terry is the best one. He defines leadership as an art of process of influencing people so that they will strive willingly to achieve group goals (Stuart and Philip, 1996).

Despite the fact that the above authors slightly differ in their expression and areas of attention, it is still possible to observe common concepts in the aforementioned definitions of leadership.

- It is a process in the sense that it is not a one shot activity; rather it involves a series of activities that have to be carried out over certain periods of time.
- The second is that it is an art of motivating or encouraging people or getting workers participation.
- Thirdly, its main focus is on human (personnel) aspect.
- The ultimate goal of leadership is the accomplishment of pre-determined organizational objectives.
- It involves the relationship between the boss and the subordinates

In the context of this study, therefore, when we say deanship (deans' leadership), we are referring to the art of college deans to influence their subordinates (department heads, teachers, other staff members and students) so that they will strive for the accomplishment of the colleges goals. Having this contextual conceptualization of leadership in mind, the need of leadership in HEIs will be discussed in sufficient details in the subsequent section.

2.2 The Importance of Leadership in HEIs

Leadership is an important aspect of an organization. This is due to the fact that the degree of accomplishment of organizational goals by and large lies on the degree of the effectiveness of its leadership. Regarding this Langton et al (2002) stated that effective leadership results in higher performance where as ineffective leadership results in cripple organization. This is due to the reason that when the leaders are effective, the subordinates are motivated and do their level best for the achievement of organizational objectives.

Effective leadership is vital as it involves socially influencing (inspiring) workers to strive for the achievement of organizational objectives. Complement to this idea, (Globe, 1972; Wu & Shiu, 2009) stated that strong leadership is seen as a main ingredient for the success of organizations when it directs the effective use of human capital towards achieving organizations' mission and goals

Coming to educational organization, it is also argued that strong leadership has a positive influence on the performance of the institutions. Hallinger and Heck in Silins and Hurray (1998), for instance, argued that best practice of leadership influences educational institutions performance through its influence on employees perception of the institutions and ultimately through its influence on employees perception of students attitude, learning and environment. Outstanding Leadership has invariably emerged as a key characteristic feature of an organization. There can no longer be doubt that those seeking quality in education must ensure the presence of effective leadership and that the development of potential leaders must be given high priority.

Similarly, Hallinger and Heck in Silins and Hurray (1998) argued that educational leadership has a substantial effect on any educational organization and it is the heart and soul of educational institutions cruciality as well as the achievement of organizational objectives.

Even though there is a dearth of knowledge on the relationship between leadership and quality of education in HEIs as few studies were carried out in the area, it is possible to present sufficient evidence on the relationship between leadership and students achievement in other educational institutions which to some extent we can attribute to HEIs.

In the context of schools for instance, there are plenty of evidences in the literature that support the argument that effective leadership can do positively affect school performance interms of students' academic achievement. Research on school effectiveness, for example,

identified strong leadership as one of the important factors that contribute to improved students' academic achievement. Krist, Haertel and Williams in Darling-Hamond *et al.* (2007), found that the level of students academic achievement were better in schools where principals undertake and lead a school reform process; act as a manager of schools improvement, and cultivate schools' vision and make use of students' data to support class room practices and to provide support for weak students.

The Department for Education and Science (DES) in the UK, in its study of ten good schools also found the two characteristics that the so called good schools in common have are effective leadership and school climate that is conducive for the teaching-learning process. The study further stated the quality of school leadership as the most important single factor in the success of these schools (Hopkins, Ainscow and West, 1994). Other studies also showed the need to focus on school leadership as a result of the influence it has on the academic achievement of students (See Scheerens, 1992; Scheerens and Bosker, 1997 and Scheerens, Glas and Thomas, 2007).

Goldring and Pasternak (1994) also argued that principals' role in framing school goals, establishing a clear mission, and gaining staff consensus were stronger predictor of school outcomes. Kendrick in Chun (2007) also concluded that principals' leadership was related to certain attributes of effective schools, namely increased students' achievement, decline in students' drop out rate and improved school climate. Generally, the majority of the school reform literature argued that school leadership is positively associated with students' learning and other schools' work as well (Leithwood and Riehl, 2005; Hellinger and Heck, 2000). The implication of these research findings in sum is the great importance of giving attention to enhanced quality of educational leadership as it positively correlates to the overall performance of schools.

Specific to HEIs, there is also a diversified body of literature justifying the importance of strong leadership in HEIs. Wolverton and Sarros (1999), for instance, argued that in the anatomy of HEIs, deans' leadership is a determinant factor for the success of institutions as deans provide the delicate but crucial back bone of university decision making.

According to Astin and Astin(2000) significance of leadership in any organization and particularly HEIs encompasses the following values:

- To create supportive environment where people can grow, thrive and live in peace
- To promote harmony with nature and thereby provide sustainability for future generations
- To create communities of reciprocal care and shared responsibility where every person matters and each person's welfare and dignity is respected and supported

It is also argued that leadership is fundamental to the success of all organizations including institutions of higher learning (Snodgrass and Schachar, 2008). HEIs are operating in an increasingly dynamic and complex environment requiring effective leadership to achieve targeted organizational goals. According to Brown (2001), deans of various colleges in a university are recognized as key leaders and most of the decisions are made at this level. Therefore, success of the colleges to a great extent depends on the leadership of college deans.

Bogler (2001) also argued that effective leadership plays a vital role in leading universities through change as a threat rather than an opportunity to their career. Strong leadership complemented by effective administration of resources is, therefore, necessary to support change.

In addition, leadership in HEIs is essential as educational leaders are very important for the success of their institutions due to the following reasons. First, they are responsible for the effectiveness of the organization; that is the full success of the organization rests on perceived quality leaders, second, change and upheaval make it essential for educational institutions to have an anchor and guiding purpose, third, educational leaders have a key role in alleviating public concerns about educational institutions, and fourth, they are the first and the most key persons in organization that make the organization climate healthy and attractive for employees (Hoy and Miskel, 1991).

In a period of time when HEIs need to provide a high quality and affordable education for students, it is imperative for academic administrators to be well prepared and give the right direction as HEIs hardly achieve their goals without effective leadership (Greicar, 2009).

Jones and Rudd (2007) in the same way contended the importance of leadership in HEIs by stating that the leadership of colleges will be a determining factor of whether the college will be able to successfully and effectively manage the change. College deans as leaders have, therefore, been designated as the individuals responsible for guiding their organization during change.

HEIs continually work in a sea of change. Good leadership, therefore, fosters change that is both transformative and sustainable. It can be concerned with moral or organizational matters. It can define the colleges' role in the world beyond its walls, or it can determine their internal dynamics. Most importantly it requires a worthy goal-vision (Ekman, 2003).

Effective leadership is central to change and in particular, to the ability to produce constructive or adaptive changes. Good leadership requires the development of a vision, communication of that vision and the ability to set purpose or direction (Bedeian and Hunt, 2005).

In a nut shell, effective leadership is a cornerstone for the success of educational institutions and if these institutions have to serve their nations in the way they are expected to serve, considerable attention should be given to improving their leadership.

2.3 Leadership Theories

Various leadership theories have been developed over the past years. Mcpherson, Crowson, and Pinter in Vilisteren (1999) distinguished these various leadership theories between three major theoretical perspectives.

The first theoretical perspective is the one in which the personality and behavior of leader are considered as central factor for the success of leadership. This category includes the Trait, Behavioral and Style theories. The second category of leadership theory is Contingency theory which stresses the impact of context and the situation of the leader on effective leadership. The third theoretical perspective is the Follower theory that emphasizes the decisive role of the follower for effective leadership. These various leadership theories will be briefly discussed in the subsequent sections (Vilisteren, 1999).

2.3.1 The Trait, Behavioral and Style theories of leadership

2.3.1.1 The Trait Theory

According to this theory, people are born with inherited traits. Some traits are particularly suited to leadership and people who make good leaders have the right (or sufficient) combination of these traits.

The Trait Approach arose from the “Great Man” theory (which argues that great leaders are in born) as a way of identifying the key characteristics of successful leaders. It was believed that through this approach critical leadership traits could be isolated and that people with such traits could then be recruited, selected, and installed into leadership positions. This approach

was common in the military and is still used as a set of criteria to select candidates for commissions.

Although there was little consistency in the results of the various trait studies carried out so far on traits that effective leaders' possess, some traits did appear more frequently than others, including: technical skill, friendliness, task motivation, application to task, group task supportiveness, social skill, emotional control, administrative skill, general charisma, and intelligence. Of these, the most widely explored has tended to be "charisma". Stodgil (1974) identified the following traits and skills as determinants of effective leadership.

Traits: Adaptable to situations, alert to social environment, ambitious and achievement-orientated, assertive, cooperative, decisive, dependable, dominant (desire to influence others), energetic (high activity level), persistent, self-confident, tolerant of stress and willing to assume responsibility,

Skills: Clever (intelligent), conceptually skilled, creative, diplomatic and tactful, fluent in speaking, knowledgeable about group task, organized (administrative ability), persuasive, socially skilled

This theory also argues that good leaders are intelligent people whose intelligence does not differ greatly from that of their subordinates. Good leaders are self confident, energetic and active, and possess knowledge over the task in hand. They are also skilful interactors, want to have influences, and are performance oriented. This means that their primary concern is productive task fulfillment (Vilisteren, 1999). In sum this theory emphasizes that, good leaders possess specific traits that are inherited regardless of situational factors that can affect the success of leadership.

2.3.1.2 Behavioral and Style Theory

Interest in the personal traits of leadership diminished after the nineteenth century and shifted to behavioral theory of leadership as the traits identified by trait theory researchers were found to be inconsistent and inconclusive (Vilisteren, 1999). They shifted to identifying what good leaders do rather than traits they are born with; their interest shifted to studying behavioral styles that effective leaders demonstrate.

Behavioral is a big leap from Trait Theory in that it assumes that leadership capability can be learned, rather than being inherent. This opens the floodgates to leadership development, as opposed to simple psychometric assessment that sorts those with leadership potential from those who will never have the chance. Behavioral theories of leadership do not seek inborn traits or capabilities. Rather, they look at what leaders actually do (Bolden, *et al*, 2003).

Although there is little agreement up on the specific behavior traits of effective leader, there is a dominant dichotomy of leadership styles in various studies. These two major styles can best be characterized as a task and organizational centered style to be distinguished from a people and interaction centered style of leadership. Disagreement exists among scholars with regard to which of the two is the most effective, and also concerning the specific behavior that are considered to be indicators of each style (Vilisteren, 1999).

Studies aimed at finding style features in the behaviors of organizational leaders, can best be reviewed on the bases of three different research groups, a) the Ohio State Leadership studies, b) the Michigan Studies and c) the Managerial Grid studies. These three leadership schools are described below.

Vilisteren (1999) stated that the *Ohio State Leadership Study* initiated by John Hemphil was started in the early nineteen forties. In this study, the use of the so called Leader Behavior Description Questionnaire (LBDQ) for measuring leaders' behavior has played central role. The LBDQ contains twelve scales to measure various aspects of leadership behavior which are clustered in two dimensions. These two dimensions, initiating structure and consideration function as the focal points of the Ohio state studies. A consideration type leader has the primary focus of his attention on the needs, wishes, contributions and well-being of the workers in his organization; he facilitates and supports people and gives much attention to relations between people. The typical initiating structure type leader is primarily directing and steering; he gives greatest attention to the organizational goals and outcomes, likes to work on the basis clear expectations and he design the work structures along which the task should be carried out. The Ohio theorists take the position that effective leaders combine these two styles of leadership.

The *Michigan Studies* which were carried out around 1960 by Rennsis Likert and his colleagues concluded that effective, highly productive managers distinguish themselves from less productive managers in four aspects:

- Demonstrate supportive behavior, through which they give subordinates the feeling of being respected as important group members;
- Emphasize reaching the group or organizational goals, which motivates the employees to accomplish the work leading to the expected outcomes;
- Facilitate the work of subordinates mainly by removing constraints;
- Facilitate the interaction between group members with the intent of developing group cohesion and productive teams (Vilisteren, 1999).

The third group of study, *the Managerial Grid*, was focused mainly on the management of higher education institutions in the United State (Blake and Mouton, 1981). They also make use of style dimensions which are similar to the consideration and initiating structure' dimensions in the Ohio state studies. Blake and Mouton distinguished between concern for people and concern for institutional performance. Leader of the former kind give priority to relationship between people and the need and self-worth of subordinates. The latter type of leader is merely interested in the achievement of the organizational goals and outcomes. Each of these dimensions can be placed on one of the two axes of grid. In that grid a multiple of combination of the two style dimensions can be plotted. The assumption that no leader is purely people or purely outcome oriented gives Blake and Mouton's model a realistic and down to the earth (Vilisteren, 1999).

2.3.2 The Contingency Theory

Whilst behavioral theories may help managers develop particular leadership behaviors they give little guidance as to what constitutes effective leadership in different situations. Indeed, most researchers today conclude that no one leadership style is right for every manager under all circumstances. Instead, contingency theories were developed to indicate that the style to be used is contingent upon such factors as the situation, the people, the task, the organization, and other environmental variables (Bolden, *et al*, 2003; Yukl, 2006).The major theories contributing towards this school of thought are described below.

2.3.2.1 Fiedler's Contingency Model

Fiedler's contingency model describes how the situation moderates contingency theory postulates that there is no single best way for managers to lead. Situations will create different leadership style requirements for a manager. The solution to a managerial situation

is contingent on the factors that impinge on the situation. For example, in a highly routine (mechanistic) environment where repetitive tasks are the norm, a relatively directive leadership style may result in the best performance, however, in a dynamic environment a more flexible, participative style may be required (Bolden, *et al*, 2003). Yukl (2006) states that Fiedler looked at three situations that could define the condition of a managerial task:

- a. **Leader member relations:** the extent to which subordinates are loyal to their organization and leaders' relations with subordinates are friendly and cooperative.
- b. **Task structure:** the extent to which standard operating procedures are in place to accomplish the task along with the detailed description of the finished product or service and objective indication on how well the task is being performed
- c. **Position power:** the extent to which the leader has authority to evaluate subordinates performance and administers reward and punishment

2.3.2.2 The Path-Goal theory

The Path-Goal theory of leadership was developed to explain how the behavior of a leader influences the satisfaction and performance of subordinates. Because their leadership theory is heavily based on the expectancy theory of workers motivation, the Path-Goal theorists assume that the leader's situation influence the impact of his behavior up on the work motivation of subordinates (Vilisteren, 1999).

A motivation theory called expectancy theory is used to explain how leaders can influence subordinates satisfaction and effort. Expectancy theory describes work motivation in terms of a rational choice process in which a person describes how much effort to devote to the job at a given point of time. In choosing between a maximal effort and a minimal effort, a person considers the likelihood that a given level of effort will lead to successful completion of the

task and the likelihood that a given level of effort will lead to a successful completion of the task and the likelihood that task completion will result in desirable outcome while avoiding undesirable outcomes. The perceived probability of an outcome is called expectancy and the desirability of an outcome is called its valence (Yukl, 2006).

According, to Path-Goal theory, the effect of leaders' behavior on subordinates satisfaction and effort depends on aspects of the situation including task characteristics and subordinate characteristics. It focused less on the situation or leader's behavior, and more on providing enabling conditions for subordinates' success (House, 1971).

This theory recommends four behaviors that best meet the subordinates needs and will therefore be more likely to produce effective leadership. One or another of the four behaviors is employed, depending on the followers needs. Thus, a leader needs to be skilful in all four behaviors and understand the situational variables that determine the choice of these behaviors as their effectiveness depends on situations:

- **Directive-** leader tends to give explicit expectation, initiating structure ,” telling” style
- **Supportive-** leader treats followers as equals; consideration behavior , approachable style
- **Participative-** leader tends toward shared decision making; collaborative behavior
- **Achievement oriented-** leader sets challenging goals; show confidence they are capable to meet them(House and Mitchel, 1974)

In brief, according to this theory leader helps the follower set goals, then assist them in developing a path to achieve their goals. This reminds the leader to continually think of their central purpose as a leader to define goals, clarify paths to get there, remove obstacles that may exist and provide support and encouragement for the achievement of organizational goals.

2.3.2.3 The Hersey-Blanchard Model

The Hersey-Blanchard Leadership Model is also known as situational leadership theory. This model posits that the developmental levels of a leader's subordinates play the greatest role in determining which leadership styles (leader behaviors) are most appropriate. Thus, the model gives due attention to subordinates characteristics over the leader's behavior. The theory is based on the amount of direction (task behavior) and socio-emotional support (relationship behavior) a leader must provide given the situation and the "level of maturity" of the followers (Bolden, *et al*, 2003).

- **Task behavior** is the extent to which the leader engages in spelling out the duties and responsibilities to an individual or group. This behavior includes telling people what to do, how to do it, when to do it, where to do it, and who's to do it. In task behavior, the leader engages in one way communication.
- **Relationship behavior** is the extent to which the leader engages in two-way or multi-way communications. This includes listening, facilitating, and supportive behaviors. In relationship behavior, the leader engages in two-way communication by providing socio-emotional support.
- **Maturity** is the willingness and ability of a person to take responsibility for directing his or her own behavior. People tend to have varying degrees of maturity, depending on the specific task, function, or objective that a leader is attempting to accomplish through their efforts.

Furthermore, two main leadership activities are recognized in this model: **directive** (establishing, clarifying goals, making deadlines, establishing proper procedure , determining evaluation, all often done in a one way communication mode); the second activity is **supportive** (with frequent two-way communication including problem solving, asking for input, praising, sharing information, and listening). Using these two activities, a grid can be formed to produce four types of leadership styles (Hersey and Blanchard, 1993).

- ◆ **Directive/Telling** – gives specific directions; close supervision (high directive/low supportive)
- ◆ **Coaching/Selling** – explains decisions; provides opportunity for clarifying (high directive/high supportive)
- ◆ **Supporting/Participating** – solicits input; shares decision-making (high supportive/low directive)
- ◆ **Delegating-** turns over responsibility for decisions and completion (low supportive/low directive)

The central point of this model is that effective leader need to select and employ leadership styles (telling, selling, participating and delegating) that matches the situation (followers maturity level to complete a specific task) to maximize the performance.

2.3.2.4 The Cognitive Resource Theory

Yukl (2006) stated that this theory deals with the cognitive abilities of leaders. It further examines the conditions under which the cognitive resources such as intelligence and experience are related to group performance. This theory also argues that the performance of a leaders group is determined by a complex interaction among two leader traits (intelligence

and experience), one type of leader behavior (directive leadership), and two aspects of the leadership situation (interpersonal stress and the nature of the groups work).

According to this theory interpersonal stress for the leader moderates the relation between leader intelligence and subordinate performance. Stress may be due to a boss who creates role conflicts or demands miracles without providing necessary resources and support. Other sources of stress include frequent work crises and serious conflicts with subordinates. Under low stress, high intelligence results in good plans and decisions. In this situation, highly intelligent leader relies on intellectual ability to analyze the problem and find the best solution. In contrast, under high stress, there is no relationship between leader intelligence and quality of decision (Yukl, 2006.)

2.3.2.5 The Leadership Substitute Theory

This theory focuses on developing a model that identifies aspects of the situation that reduce the importance of leadership by managers (Yukl, 2006). The theory further hypothesizes that under the conditions of clear goals and known means, motivating and directing leader behavior is not needed. Under such conditions, people do not need leadership for reaching their desired goals. In this case, leaders' activities become redundant as other conditions in the organization function as moderators of leadership (Vilisteren, 1999). Two types of leader moderators are identified in this theory;

- ***Substitute*** conditions functioning in the place of leader behavior. This include any characteristics of the subordinates' task or organization that ensures subordinates will clearly understand their roles, know how to do the work, be highly motivated and be satisfied with their jobs, and

- **Neutralizing** conditions counteracting or minimizing the impact of leader action. This refers to any characteristics of the task or organizations that prevent a leader from acting in a specified way or that nullify the effect of the leaders' action. For example, a leader's lack of authority to reward effective performance is a situational constraint that serves as neutralizer.

2.3.3 The Followers Theory

The models discussed so far have dwelt on the leader as some frontal figure who stands out from the rest as being somehow different and "leading" the rest of the people. The discussion now moves to recognition of the importance of the leaders' relationship with his/her followers and an interdependency of roles (Vilisteren, 1999).

There are various leadership models and theories that constitute this theory, however, the two popular theories will be discussed here under.

2.3.3.1 Transactional Leadership

A number of leadership approaches emphasize the exchange process in which leaders help followers accomplish objectives. Such a role has been labeled *transactional leadership*, named for the transaction or exchange that occurs—the subordinate exchanging work for the leader's granting of reward. Transactional leadership generally uses the concepts in trait, behavior, and situational styles of leadership. Studies of these theories focus on task and relationship skills, sometimes as an either/or factor, or as behavior tendency on a task-/relations-oriented continuum (Ivancevich et. al., 1999).

The same authors argue that transactional leaders help the subordinate identify what must be done to achieve the goal, as in the several elements of the *path-goal model*. Though the

exchange process may sometimes appear simplistic, as in a paycheck for work, theories of transactional leadership can be complex and include the leader helping the subordinate identify what must be done as well what might motivate the follower to succeed. Two main elements of transactional leadership style that are generally referred to in the leadership literature:

- 1) **Contingent reward:** This is the belief that a follower's reinforcement is contingent on accomplishing objectives and will result in higher performance and satisfaction. The belief that reward results from accomplishing objectives, while widely held, has not always been proven in studies. A national sample of US workers showed that people do not believe that better pay is contingent on better performance, even though they would like it to be (Yanklovich & Immerwahr, 1983).

- 2) **Management-by-exception:** This concept sees the leader only getting involved with the follower when there is an exception—when the agreed-upon objectives are not being accomplished. The influence in leader-follower exchanges such as these are likely to be minimal, especially in a passive form which only gets involved when there are problems. The active form of management-by-exception watches follower performance more closely, yet only corrects without any other formative feedback.

Miller and Miller (2001) characterized transactional leadership as leadership in which relationships with subordinates are based upon an exchange for some valued resource. To the subordinates, interaction between administrators and subordinates is usually episodic, short-lived and limited to the exchange transaction. Sergiovanni (1991) also argues that in transactional leadership, leaders and followers exchange needs and services in order to accomplish *independent* objectives. This bargaining process can be viewed metaphorically as

a form of *leadership by bartering*. The wants and needs of followers and the wants and needs of the leader are traded and a bargain is struck. Positive reinforcement is given for good work, merit pay for increased performance... and so on.

In short, transactional leadership is a theory of leadership that emphasizes the followers' characteristics as major determinant factor of success of leadership and is based in contingency, in that reward or punishment is contingent upon performance. Transactional leader also builds on man's need to get a job done and make a living, is preoccupied with power and position, politics and perks, is mired in daily affairs, is short-term and hard data orientated and follows and fulfils role expectations by striving to work effectively within current systems

2.3.3.2 Transformational Leadership

Gunter (2001) says that transformational leadership is about building a unified common interest between leaders and followers. Leithwood et al (1999) provide a detailed definition of this model of leadership: This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. Higher levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity.

Avolio (1999) also argues that transformational leadership models generally include four factors that are concerned with transforming behaviors, plus the two factors that involve transactional exchanges:

1. **Charisma** or idealized influence; Leaders are strong role model and make other want to follow their vision.
2. **Inspirational Motivation**; Leaders communicate high expectations and use emotional appeals.
3. **Intellectual Stimulation**; Leaders challenge followers to develop innovative ways of problem-solving.
4. **Individualized Consideration**; Leaders pay attention to individual needs and assign meaningful projects to help followers grow personally.

Leithwood (1994) also conceptualizes transformational leadership along eight dimensions:

- building school vision
- establishing school goals
- providing intellectual stimulation
- offering individualized support
- modeling best practices and important organizational values
- demonstrating high performance expectations
- creating a productive school culture
- developing structures to foster participation in school decisions

In transformative leadership, leaders and followers are united in pursuit of higher-level goals that are common to both. Both want to become the best. Both want to shape the school in a new direction. When transformative leadership is practiced successfully, purposes that might have started out being separate become fused (Sergiovanni, 1991). In sum, transformational leaders are visionary and work for paradigm change, are orientated toward long-term goals

without compromising human values and principles, transcend daily affairs and are preoccupied with purposes and values, morals, and ethics.

To put in a nut shell, all of the above theories define leaders as people of exceptional abilities, drive, perseverance, and human understanding, but theories do not provide a formula for how to find or train a leader when one is required. Whether one follows the trait theory, the situational approach, the contingency model, the Path-Goal Theory, or the transformational leadership, one thing seems to be true: there is not one particular leadership style that is guaranteed to be successful in all situations. Flexibility in leadership style and orientation may be the most important thing for any leader to keep in mind.

The differences among these leadership theories lie more in the ways researchers believe leadership is nurtured and can be discovered, rather than in the characteristics of leadership itself.

Some researchers believe that leaders have character traits that set them apart from others, and some believe that leaders emerge only when the situation calls for them. Some researchers emphasize leadership style as the most important element. All agree, however, that leaders are people who exert influence on others. All leaders need to have leadership qualities and be prepared to show their flexibility as needed in a dynamic environment.

2.4 Styles of Leadership

Hoy and Miskel (1991) carefully and clearly distinguish between the terms “Leadership Behavior and Leadership Style”. Leadership behavior denotes the specific acts of a leader in directing and coordinating the work of group members. For instance, the leader can direct,

recommend, make helpful suggestion, and show consideration for the well-being of group members. In contrast, leadership style refers to underlying need structure of the leader that motivates behavior in various interpersonal situation. In essence, leadership style is personality characteristic.

In the work situation, it has become clear that manager can no longer rely solely on the use of their position in the hierarchical structure as a means of exercising the functions of their leadership. In order to get the best result from subordinates, the manager must also have regard for the need to encourage high model spirit of involvement and co-operation and a willingness to work (Poyacokwu, 2000).

Leadership styles can be generally categorized in to three, namely, authoritarian (autocratic), democratic and Laissez fair style of leadership (Hacman and Johnson 2004; Poyacokwu, 2000).

2.4.1 Autocratic Leadership Style

An autocratic leadership style is a social process where one individual decides the work of a group. Autocratic leader believes that it is his function to decide what is to be done. He also inspects how well his wishes are being performed. The autocratic leaders perform to know better than others. Referring to the autocratic behavior, Knezevich (1969) explains that in the autocratic style of leadership, the leader determines policy and assign task to members without consulting them.

Terry (1997) describe the benevolent autocrat as a leader who listens carefully to followers, give the impression of being democratic but always makes his or her own personal decision. As Hackman and Johnson (2004) state, the authoritarian leaders maintain strict control over followers. Authoritarian leaders create distance between themselves and their followers as a

means of emphasizing role distinctions. Many authoritarian leaders believe that followers would not function effectively without direct supervision.

The Autocratic leader makes most of the decisions without consulting group members, the leader controls the actions of group members by using the power to provide rewards and discipline, actions of group members are directed by the leader, with very little individual freedom of action permitted. The leader tries to develop obedient and predictable behavior from group members. Group members are dependent on the leader to establish group goals, provide coordination, and plan activities. The leader has little concern for the attitudes, feelings, and value of group members (Costley & Todd, 1978).

2.4.2 Democratic Leadership Style

Contrary to autocratic leadership style, democratic /participatory/ leadership style is engaged in supporting communication that facilitates interaction between leaders and followers. The leaders adopting the democratic communication style encourage followers' involvement and participation in the determination of goal and procedure. Democratic leaders assume that those followers are capable of making informed decision. The democratic leaders do not feel intimidated and seems to follow the adage "two heads are better than one" (Hackman and Johnson, 2004). The Democratic leaders encourage members to express their ideas, opinions and other organizational objectives. Moreover, in our modern era democratic style is being observed in educational Institutions. For instance, School principals use to promote democratic leadership style. Teachers share the administrative activities of school. They participate as being unit leaders and department heads. Showing teachers participation at school, (Knezevich, 1969) state that democratic leadership emphasizes group and teacher participation in the formulation of polices which serve as guidelines for instructional operations. The formulation of policy involves those who are to be influenced by it. In the

school situation, this means that teachers and other administrative personnel should participate on the formulation of educational policy.

The Democratic leader consults with group members and involves them in the decision-making process. The leader delegates authority and responsibility to group members. Achievement of group goals depends on the leader coordinating group involvement and obtaining cooperation. The leader considers the attitudes, feelings, and values of group members in making decisions. The leader uses two-way communication and is directly involved with group members in setting goals and conducting activities (Costley & Todd, 1978).

Different scholars characterize the democratic leadership styles with similar sayings. Majority of them emphasis that the democratic leadership is participative or the manager's let the subordinates to be involved in decision making.

2.4.3 Laissez Faire Leadership Style

Contrary to the two types of leader, laissez faire leaders neither make decision nor provide guidance and assistance to subordinates. Even if they do so in rare cases, they are generally in different to the need and interest of their colleagues and organization for which they are responsible (Tedesco & Mitchell, 1987). Laissez fairer leaders do not exercise power and assume responsibility (Davis, 1984). In addition, according to Hackman and Johnson (2004), laissez faire leaders form a leadership communication that has been called non leadership by some. An effective version of this communication style involves abdication of responsibility on the part of the leader, leader with draw from followers and offer little guidance or support. As a result, productivity, cohesiveness and satisfaction often suffer. At times, however,

laissez faire leadership becomes successful if and when employees are competent and committed to their profession.

Group members are allowed to make decisions without any input from the leader. The leader does not attempt to coordinate or control the actions of group members. Group effectiveness depends on individual responsibility and self-control. The individual desires of the group members are the major influence on group goals and methods of operation. The leader's primary role is to help individual group members achieve their personal objectives. Individual behavior is characterized by maximum independence and flexibility (Costley & Todd, 1978).

Although each of the three style of leadership is useful for particular occasion, none of the style is universally applicable all the time in all organization and in all situations. Dull (1981) re-enforces this proposition as "ordinarily democratic leadership succeeds while the laissez faire style is seldom effective. Therefore, contrary to popular opinion democratic leadership is not automatically good and autocratic leadership automatically bad.

According to Dull (1981), since leadership is a dynamic process a leader should always be astute enough to use the right style of leadership offer thoroughly assessing a prevailing situation. In order to do so, he has to examine the nature or the task, his limits and capabilities, and the nature of individuals and the group he leads.

Whatsoever leadership style is followed, in order to be successful, leaders' needs to develop major skills that enable them perform their activities in an effective and efficient manner. In the subsequent section, these major leadership skills will be discussed.

2.5 Leadership Skills

According to Snell (2002), performing leadership function and achieving competitive advantage are the corner stone of a leader's job. However, recognizing and understanding this does not ensure success. Managers need a variety of skills to do this thing well. Skills are specific abilities that result from knowledge, information practice and aptitude. Technical, Conceptual and Human relation skill are the major skills that leaders need to possess in order to direct their employees in an effective and efficient way. In the subsequent section the three leadership skills will be presented in sufficient detail.

2.5.1 Technical Skill

Technical skill is the ability to perform a specialized task that involves a certain method or process. Most people develop a set of technical skill to complete the activities that are part of their daily work lives (Snell, 2002).

In relation to this, Chnadanis (1987) states that the technical skill basically involved the knowledge, methods, techniques and the ability to use these skills in performing a job effectively. This skill is highly necessary at lower level of management and desirable at the middle and top level management, and they must be skilled enough to understand some of the technical problems that might arise from time to time.

Similarly, Brusk and Blodget (1975) state that technical skill involves an understanding of and proficiency in specific kind of activity, particularly one involving method, process, procedure or techniques. This implies that leaders should have technical skill specific to the activity of an organization which is specifically essential to a particular field. In order to possess technical skill, one has to pass through training and relevant work experience.

2.5.2 Human Relation Skill

The human skill as an organizational leadership behavior is manifested in leaders' ability to motivate, manage conflict, and communicate to work with and through people (Hellriegel et.al 1982, Hersey and Blanchard, 1998).

Interpersonal and communication skill influence the manager's ability to work well with people. These skills are often called the People Skill. Managers spend the great majority of their time interacting with people because managers must deal with other people. They must develop their abilities to lead, motivate and communicate effectively with those around them (Snell, 2002).

According to Brusk and Blodget (1975), human skill is one of the qualities of an effective leader. The ability to work effectively as a group member and to build cooperative efforts with the team is strongly demanded for the success of any organization. It involves patience, trust and genuine involvement in interpersonal relationship. This skill is necessary at all levels of management. The emphasis here is that in order to influence teachers positively, college deans have to understand their interest and problems. Put differently, since the most important aspect of any institution including university is the human factor; college deans should develop human relation skill.

2.5.3 Conceptual Skill

Snell (2002) elaborated conceptual skill as the manager's ability to recognize complex and dynamic issues by examining the numerous and conflicting factors that influence these issues or problems and to resolve the problem for the benefits of the organization and everyone concerned.

The conceptual skill is the ability to view the organization as a whole and as a system of various parts and sub systems, integrated in to a single unit (Chanadan, 1987). This is an extremely crucial skill necessary for successful operation of the top management. Generally, the above definitions explain that leaders need to take into consideration the social, cultural and economic situation of the environment in order to attain the goal of the organization. The possession of conceptual skill enables the principals to understand how one unit of organizational work affects the other to achieve the overall organizational goal.

In sum, in order to lead their organization, leaders need to have a mix of these skills. Especially in educational institutions, where the structure is a professional bureaucracy, the community is sensitive to their function and appraisal, monitoring and evaluation is relatively complex, these skills are crucial.

2.6 The Roles and Responsibilities of Deans as Leaders

The roles that deans are expected to play vary from country to country, time to time and institution to institution. In this regard, different authors describe different roles that deans are expected to play.

According to Fish (2004) and Gmlech and Wolverton (2003), the role of academic dean has become more complex and demanding. Prior to the 1990s, the deans' role was to provide guidance and support for students and faculty. However, presently, deans are responsible for all aspects of academic affairs in addition to budgeting, recruiting, curriculum development and faculty development and retention.

It is also contended that one role of deans is to deal with the demands of the faculty without compromising the mission of the faculty. Deans as leaders of college need to systematically

identify major factors impeding the success of colleges, and to take timely actions so as to solve the problems.

Academic deans also have the responsibility of external fund raising and alumni relations (Montez and Gmelch., 2000). Specially, in developing countries where HEIs are expected to transform the society with meager resources provided from the government, deans are expected to device mechanisms through which they can secure additional fund which helps them to realize their mission.

In addition, success of HEIs can also be affected by the relationship that exists between staffs. Where there is a healthy relationship among staff there is a better organizational performance and vice versa. In addition, due to their middle level placement in higher education structure, deans are in the centre of controversy, conflict and debate. This implies that as leaders deans have to play the role of coalition builder, negotiator and facilitator (Rosser, Jhonsrud and Heck, 2003). Gmelch et al. (2002) also state that as academic leaders, deans are expected to play the roles of persuader, negotiator or arbitrator, convincing faculty to endorse central administration policy. Deans as leaders, therefore, should provide resources and work to create healthy relationship among staff so as to maximize the performance of their organization.

Furthermore, as leaders of colleges, academic deans are expected to play roles that are crucial for the achievement of organizational goals. As academic leaders, they have the authority to chart where a college and its programs are headed (Mercer, 1997). By selecting which goals to pursue, deans have the potential to exert a tremendous influence on the direction of the units (Twombly, 1992).

Bowker (1981) also summarizes dean's leadership roles as administration, committee service, student personnel work, curriculum functions and supervision of faculty. Deans are

responsible for planning, coordination and controlling of organizations works. They also need to deal with various affairs related to students. Above all, they need to oversee the performance of various departments under the college.

Gmelch et al. (2002) argued that deans as middle line managers in HEIs have the following major roles.

- External/political relation: includes such roles as fund raising, financial planning, promoting diversity, ensuring alumni support and representing the college and its administration
- Resource management: includes roles such as proper record keeping, resource and non academic staff management, keeping current with technological change and compliance with state rules and regulations
- Internal productivity: includes teaching, meeting the goals of college, realizing mission of the university, maintaining health work environment, and encourage staff professional development.
- Academic personnel management: includes recruiting, evaluating unit chairs and staffs.
- Personal scholarship: includes maintaining personal academic agenda, keeping current in own discipline and demonstrating scholarship (Gmelch et al. 2002).

Gmlech & Wolverton (2000) also state that over the past thirty to forty years, as universities grew in size and complexity, the deanship has become decidedly more managerial in nature. Presidents had begun shifting external duties such as alumni relations and fund raising in part to deans. Academic deans although still charged with the intellectual leadership of their colleges, were also expected to be fiscal experts, fund raisers, politicians, and diplomats.

The same authors also contend that deans today are responsible for fostering good teaching, representing their colleges, engaging in financial planning and budgeting, building and maintaining good work environments within their colleges, providing direction, and recruiting strong faculty (Gmelch, Wolverton, and Sarros, 1999). The teaching imperative addresses the liaison role between central administration and the faculty; it includes building relationships and effectively communicating the needs of faculty, staff and students to garner support for new academic initiatives and supporting a work environment conducive to scholarship. Representing the college reflects the need to communicate to senior administration what is occurring within the college, using both quantitative and qualitative data to tell the story (Castenell and Tarule, 1997). The financial aspects of the position have expanded beyond overseeing budgets to include securing new funds, particularly from alumni and “friends” of the institution (Mercer, 1997; P. M. Miller, 1989). Zimpher (1995) notes that some deans spend as much as 50 percent of their time on external fundraising activities. Providing direction refers to setting long-range college goals, communicating the college’s mission to employees and constituents, and being responsible for the general oversight of the college (Gmelch, Wolverton, Wolverton, and Sarros, 1999). Finally, recruiting, hiring, and developing the best faculty and chairs affect the academic environment and advance the college’s reputation (W. E. Gardner, 1992). In short, the living legacy of a dean resides in the faculty hired under his/her tenure.

Generally, deans as academic leaders are expected to play administrative and academic roles that are crucial for the success of their organization. However, they need to play these roles in an environment that is entangled with complex problems. These factors will be thrashed out in the following section.

2.7 Majors Factors that Hamper Deans' Leadership

There are various factors that hinder deans' leadership effectiveness. Some of these challenges are related to the deans themselves and the others are related to their institution. Whatever the source of the challenge is, the major hinderances are discussed as follows.

According to Heck, Johansrud and Rosser (2000) not exactly knowing job responsibilities, not having clear goal for the job, not understanding the amount of authority and not knowing senior administrative expectations are some of the possible factors that negatively affect deans' leadership effectiveness.

Role conflict and ambiguity are other factors that negatively influence deans' leadership. Deans are expected to respond to administrative body above them in the institutional hierarchy and to the faculty whose interest in most cases is not attuned. Regarding this, Sarros et al. (1998) argue that deans are confronted with situations requiring them to play a role those conflicts with each other. Additionally, the roles deans perform may not be clearly articulate in terms of behavior or performance outcomes. Bolton (2000) in the same sprit state that the role of deans is potentially stressful because of conflicting pressure both from the colleagues, whose interest are to be represented to the people in power, and from the centre of the institution since the dean will normally be a member of senior management teams which takes cabinet responsibility and a whole institution perspective. Deciding how strongly to press the claims of their own department and conveying unwelcome message from the centre to the troops are likely to be every day experiences for deans.

As far as ambiguity is concerned, the literature witnessed that there are situations in which the deans' roles and responsibilities are not clearly articulated. In addition, there are also situations in which guidelines given to deans are not clear. If deans, for instance, do not receive clear guideline about budgeting, it means that decisions made at college level may

seem capricious and non definable. Such an ambiguity would result in dissatisfaction, anxiety over their role and ineffectual performance which ultimately negatively impact on the performance of the college in particular and the university at large (Wolverton et al. (2001).

Lack of adequate preparation which is the result of lack of sufficient work experience and continuous training is also one potential challenge that jeopardizes deans' leadership effectiveness. Studies carried out on this issue in different countries at different times shows that most deans have insufficient experience when they obtained dean position (Wolverton et al. 2001). Bosoppo- Moyyo (1996) also argues that even though deans could modestly compile some pre-requisite skill, few have formal training and they lack skills such as technical, interpersonal, contextual, communicative and conceptual skills which are fundamental for effective leadership.

Stress is also argued to be another potential source of deans' leadership in effectiveness. Especially, administrative work stress, which appears to account for most of deans' work-related stress, arises from pressures that surround daily operations. The trouble some aspects of a job includes meeting deadlines, attending meetings, keeping up with paper work, preparing budgets, dealing with staff and students interruptions (Wolverton et al., 2001).

CHAPTER THREE

3 RESEARCH METHOD AND DESIGN

This part consists of descriptions and justifications for the selection of research design, approaches; selection of research site, sampling size and techniques, instruments for data collection and techniques of data analysis that were employed in the study.

3.1 Approaches of the Study

Generally, there are two kinds of approaches in scientific studies: Quantitative and Qualitative approaches. Each approach has its own relative strengths and weaknesses. Hamersley in Lloyd-Jones (2003) concludes that no single approach is necessarily an ideal one and that selection inevitably involves loss as well as gain. In order to benefit from the relative strength of the two approaches and for the purpose of validation also, the researcher employed Mixed Method (Creswell and Clark, 2007). This design is also preferable when the researcher is interested in concurrently collecting and analyzing both qualitative and quantitative data in order to come up with more credible result which is also applicable for this study. In the context of this study, the qualitative dimension refers to data collected from the vice president for academic, research and student affairs and college deans through interview. Whereas, data collected from teachers using questionnaire are quantitative.

3.2 Research Design

This study aimed at assessing deanship effectiveness in Jimma University. In order to describe the current extent of deanship effectiveness, Descriptive Survey Method was employed. This design is selected with the assumption that it would sufficiently describe the

current deanship effectiveness and factors that hamper this effectiveness in the university under consideration

3.3 Research Site and its Selection

The site of the present study is Jimma University which is located at a distance of 335km to the south west of the capital, Addis Ababa. Jimma University was selected because of two major reasons. Firstly, it was difficult to include more universities in this study as the time frame for the entire study was very limited. Secondly, Jimma University is an institution in which the researcher has been working for the last four years so that he is familiar with the university's culture and can also manage to collect relevant and sufficient data within the limited time frame.

3.4 Sources of Data

Vice President for Research, Academic and Student Affairs (VPRASA), College Deans, Unit/Department Chairs and Instructors were included as sources of data for this study. The Vice President for Research, Academic and Student Affairs was selected as a source of data due to his high position in the university's leadership. Moreover, since he is an immediate boss for the deans of colleges, it was believed that he has sufficient understanding about the extent to which college deans are effective in serving their roles and duties and challenges they face as they strive for effective leadership. The selection of College Deans as a source of data for this study was unquestionable as they are the main object of the study. Department heads on the other hand, are among university staffs that are directly responsible for the deans. Hence, they were also believed to have sufficient experience and insight to judge deanship effectiveness in their respective colleges. Finally, instructors, whose works are to a great extent determined by the leadership given by the deans, were also expected to give

reliable information on the extent to which their respective college deans are effective in their leadership.

3.5 Sample Size and Techniques

Currently, the university has one Vice President for Research, Academic and Student Affairs and he was purposively included as a participant. As far as College Deans are concerned, currently, the university has six colleges (College of Natural sciences, College of Social Science and Law, College of Engineering and Technology, College of Public Health and Medical Sciences, College of Business and Economics and College of Agriculture and Veterinary Medicine). The university therefore has six College Deans. Accordingly, except the College of Business and Economics, Deans of the rest five colleges were included in the study. College of Business and Economics, which has only four departments was reserved to pilot test the instruments.

There are 51 Departments in the five colleges. From the total of these 51 Departments in the Five Colleges, 19 of them are found in the College of Public Health and Medical Sciences. From these 19 Departments about 7 of them have relatively few Staff as they have only graduate program. Therefore, only 12 Departments that have relatively more Teaching Staff were included from this College. Colleges of Veterinary Medicine and Agriculture, Social Sciences and Law, Engineering and Technology and Natural Sciences have 5, 10, 6 and 6 Departments respectively and all of them were included in the study. Accordingly, total of 39 Department heads were purposively selected and included in this study as their number was manageable.

As far as instructors are concerned, as it would be difficult to include the entire population due to time constraint, sample teachers were taken using proportionate stratified sampling technique to include the representatives from each Colleges and Departments. Gray (1987)

argues that sample size of at least 10% should be taken for population of 1000. However, to increase the validity of the findings 20% of the instructors were included from each college.

3.6 Instruments of Data Collection

Two basic types of instrument were employed to collect data for this study. These are Questionnaires and interview.

3.6.1 Questionnaire

Questionnaires were employed to collect data from Teachers and Department Heads to assess deanship effectiveness from the aforementioned six dimensions at Jimma University. Questionnaire was selected with the belief that it makes respondents free and help to catch their viewpoints regarding deanship effectiveness in the university under consideration. Questioners also help to collect a good deal of data from a large number of respondents within a short period of time.

The questionnaires were adapted from standardized questionnaire prepared by Heck, Johnsrud, and Rosser (2000), with the consultation of diversified body of literature on perspectives of deanship effectiveness Greciar (2009), to measure deanship effectiveness and were modified to meet the context in which the research was carried out. It was modified in such a way that items that do not fit (not relevant) to the context were avoided. It consists of two parts. The first part consists of questions about general back ground information of the respondents. In this section, questions that ask for sex, level of education, and experience were included. The second part contains the main body of the questionnaire which measures deans' leadership effectiveness from different dimensions. These six dimensions include vision and goal setting, management of the unit, interpersonal relationships, research/professional endeavors, communication skill and quality of education in the unit.

The questionnaire has the form of five options Likert scale (1= strongly disagree to 5= strongly agree).

3.6.2 Interview

Semi-structured interview, the most common type of interviews in social research (Dawson, 2002), was employed to collect data because this process allows the researcher to gain detailed insights about the phenomenon under study. In this study, therefore, interview was used to collect data from the Vice President and College Deans on issues like Deanship effectiveness, major challenges and remedies that the university should take to maximize Deanship effectiveness.

Table 1: Summary of Variables and their Respective Sources, Instruments of Data Collection and Techniques of Analysis

No	variables	sources and instruments of data collection				data analysis techniques
		Instructors' Survey	Department Heads' survey	Deans' Interview	Vice President's Interview	
1	Goals and vision setting	x	x	x	x	statistical
2	Managing college work	x	x	x	x	statistical
3	Interpersonal relationship	x	x	x	x	statistical
4	Research and professional Endeavour	x	x	x	x	statistical
5	Promoting quality of Education	x	x	x	x	statistical
6	Hindering factors			x	x	narration/description in words
7	Remedies			x	x	narration/description in words

3.7 Issues of Validity and Reliability

Whether the research approach is qualitative or quantitative, the issue of validity (the extent to which the study responds to the questions without bias) and reliability (the extent to which similar results are found if the study is repeated with the same procedures and methods) are always sensitive (Golafshani, 2003). As mentioned earlier, the study employed both qualitative and quantitative data. Quantitative data, in the context of this study are those data that were collected through questionnaires. The reliability of the questionnaire was maintained in such a way that it was pilot tested on one college before it was employed for the purpose of actual data collection. Accordingly, as shown in the following table, the coefficients of reliability of items measuring all variables are found to be within an acceptable range ($\alpha \leq 0.8$).

Table 2: Coefficients of Reliability for the Items

<i>No</i>	<i>variable</i>	<i>Number of item(N)</i>	<i>Cronbach alpha</i>
1	setting goals and vision	11	0.92
2	management of the college work	8	0.87
3	interpersonal relationship	9	0.90
4	Research and professional Endeavour	5	0.90
5	promoting quality of education in the college	6	0.80
6	Communication skill	7	0.81

To maintain the validity, during the modification of the instruments, the researcher tried to consult the relevant documents so as to select and include relevant items for his specific survey. Moreover, to maintain the validity, a comment of the Study Advisor and College

Dean at which the pilot study was carried out (expert review) was incorporated during modification of the instrument. The Advisors' comments were also believed to address the issue of relevance, coverage and consistency of the items. As far as qualitative data is concerned, in the first place the researcher followed the principle of honesty (Biklen and Bogdan, 1992). Moreover, the data were described in-depth using the words of respondents. Triangulating data collected through questionnaire with data collected through interview was believed to amplify the validity of the research findings.

3.8 Data Analysis Techniques

Analysis of the quantitative data and qualitative data were carried out concurrently. This is due to the reason that such kind of analysis is employed when equal weight is given to both types of data; both data are used for the purpose of validation and the researcher wanted to substantiate his conclusions with more empirical findings (Creswell and Clark, 2007) which is also applicable for this study. Accordingly, analysis of the quantitative data was carried out first and the analysis of the qualitative data followed.

The quantitative data was analyzed through the application of both descriptive and inferential statistics. Mean and standard deviation and analysis of variances were computed to investigate the effectiveness of deanship across various Colleges in the university. Accordingly, the finding was analyzed in such a way that ($X > 3.00 = ineffective$, $3 \leq X \leq 4 = moderately effective$ and $X = 4$ and above is highly effective)

Analysis of qualitative data involves working with data, organizing it, breaking it into manageable units and searching for patterns or themes to discover what is important to tell others (Biklen and Bogdan, 1992). In order to analyze the data, therefore, the researcher

repeatedly read the interview scripts to find words and phrases that appeared repeatedly. Then the data were categorized in to themes using the phrases and words and were analyzed in sufficient detail.

Furthermore, before starting the analysis, the researcher codified both the quantitative and qualitative data so as to facilitate its organization, retrieval and interpretation. After analyzing the quantitative and qualitative data separately, the researcher then compared their results to see the extent of their consistency.

CHAPTER FOUR

4 Results and Discussion

In this section, the result and analysis of data collected through various instruments is presented. The results are presented in such a way that data collected from different sources through different instruments on the same variable (research question) will be analyzed together for the purpose of triangulation and validation of the findings.

4.1 Respondents' Background

Table 3: Instructors' and Department Heads' Demographic Information

Respondents			N	%
Instructors	sex	Male	145	93.5
		Female	10	6.5
		Total	155	100
	Experiance	0-5 years	123	79.4
		6-10 years	17	11
		11-15 years	11	7.1
		16-20 years	2	1.3
		21-25	2	1.3
		Total	155	100
	level of Education	BA/BSC/Bed	32	20.6
		MA/MSc/	123	79.4
		PhD	-	-
		Total	155	100
Department Heads	sex	Male	38	97.4
		Female	1	2.6
		Total	39	100
	Experiance	0-5 years	17	43.6
		6-10 years	18	46.2
		11-15 years	4	10
		16-20 years	-	-
		21-25	-	-
		Total	39	100
	level of Education	BA/BSC/Bed	5	12.8
		MA/MSc/	33	82.5
		PhD	1	2.6
		Total	39	100

As shown in table 3 majority of the instructors involved in the study are Males (93.5%). The low number of Female instructors (6.5%) is not surprising for the reason that there is intolerable gender gap in the university that favors Males. As far as work experience is concerned, majority of the respondents (79.4%) have a work experience of less than 6 years. The less number of Academic staff with long work experience seems to be due to high staff turnover in the University. With regard to level of education, majority of the respondents (79.4%) are MA/MSc. holders.

The table also depicts that the majority of the department heads involved in the study are Males (97.4%). The low number of Female Department Heads (2.6%) is not surprising for the same reason as the instructors. As far as work experience is concerned, the majority of the department heads (43.6% and 46.2%) have work experience of 0-5 and 6-10 years respectively. With regard to level of education, the majority of the respondents (82.5%) are Master of Science/Art holders. This is of course, because unless there is a special reason, Master's degree is a minimum requirement to be assigned as Department Head in the University under consideration.

4.2 Deans' Effectiveness in Setting Vision and Goal of their Colleges

Table 4: Mean and Standard Deviation of Instructors' and Department Heads' Response on Deans' Effectiveness in Setting Goals and Mission of their College

<i>Sources of data</i>		<i>College 1</i>	<i>College 2</i>	<i>College 3</i>	<i>College 4</i>	<i>College 5</i>
Instructors	<i>X</i>	3.48	2.73	2.70	2.97	3.20
	<i>SD</i>	0.93	1.01	0.94	0.80	1.06
Department Heads	<i>X</i>	3.60	3.76	2.83	3.46	3.61
	<i>SD</i>	0.72	0.99	0.91	0.89	1.00

As shown in table 4, when we look at instructors view of their college deans effectiveness independently, it seems that some view their deans effectiveness positively where as others negatively. For instance, instructors of college one and five appeared to assume their deans effectiveness in setting their colleges visions and goals positively ($X=3.48$, $SD=0.93$ and $X=3.20$ and $SD=1.06$). On the other hand, instructors of college two, three and four seem to think that their deans effectiveness with regard to the point in focus is below average ($X=2.73$, $SD=1.01$, $X=2.70$, $SD=0.94$ and $X=2.97$, $SD=0.8$) (Table 4). However, this does not mean that their effectiveness is to the desired level ($X < 4$ for the three Colleges). This result in short shows that the effectiveness of deans in the university in setting their colleges' goals and vision is not high.

The same table shows that except college three ($X=2.83$, $SD=0.91$), in the rest of the four colleges, department heads have the view that their deans effectiveness in setting goals and vision is moderate ($3 < X < 4$ for the four colleges).

Even though, there seems to be a difference in the mean score of instructors' and department heads' response on deans' effectiveness in setting goals and visions , the results generally shows that deans are moderately effective with regard to the issue under discussion.

Coming to the result of the interview, most of the college deans responded that they had the opportunity to set their colleges' goals and vision when the colleges were re-structured in 2009 G.C. based on the Business Process Re-engineering (BPR). They also responded that colleges do not have their own mission and goals. The mission and goal of the university in general and colleges in particular is somehow similar. But at college level, they make some modifications to align with their own discipline. Furthermore, even though it is not up to the desired level, they claim that they are successful in setting the goals and mission of their colleges. One of the colleges' deans for instance stated that:

-----Our goals and mission revolve around three core areas; teaching, researching and community service. We are training students as we want them to train. As far as research is concerned, some of the staffs are undertaking researches though it is not up to the desired level-----.

Interview #1(November 17, 2010)

In the same vein, another Dean stated that:

----our goal is to produce qualified/competent applied scientists and we are providing the training in the way we would like to do. But the problem was we had no ample time to follow all the procedures and involve all the stake holders.....

Interview #2 (November 19, 2010)

The response from the Vice President for Research, Academic and Students' Affairs also do not deviate from the aforementioned results. According to him, the visions and missions were set by the Ministry of Education and sent to the universities. Accordingly, the university distributed them to the colleges with the belief that colleges adapt them to fit their specific disciplines. With this regard, the Vice President have the belief that in general, deans are not bad though there are differences among them; some deans are relatively more effective than others which to the Vices Presidents' perception can be related to differences in their commitment, experiences and competences as well.

The above result in sum shows that deans' effectiveness in setting their colleges' vision and goal is moderate and their role is also limited with this regard.

Table 5: ANOVA on Deans' Effectiveness in Setting Goals and Mission of their Colleges

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P</i>
Between groups	11,138	4	2.78	3.147	0.016
Within groups	42,938	150	.88		
Total	143,877	154			

Table 5 shows that, statistically, there is a significant difference ($F=3.147$, $P< 0.05$) among instructors in various colleges in the university regarding their view about the effectiveness of their respective deans in setting goals and vision of their colleges.

Table 6: Post Hoc Test for Deans Effectiveness in Setting Goals and Visions

	<i>College 2</i>	<i>College 3</i>	<i>College 4</i>	<i>College 5</i>
College 1	.75*	.74	.50	.25
College 2		0.16	-.23	-.50
College 3			-.24	-.49
College 4				-.26

* Mean difference is significant at 0.05 level

Furthermore, the result of the post-Hoc analysis shows that significant difference is observed between college one and college two ($MD=0.75$, $p< 0.05$). Instructors rating of their college dean's effectiveness in setting goals and vision is the highest in college one where as the lowest in college two (Table 6).

Vision and Goals are sources of inspiration for employees. Teachers and college deans make thousands of decisions daily, often without the data needed to make informed choices. Leaders with clearly articulated goals are often more effective problem solver. When tackling messy problems often faced in colleges, the visionary leaders' vision becomes substitutes for information (Hallinger and Heck, 2000). Clearly defined vision allows deans to identify important features hidden within swampy problem situations. This provides a sounder basis on which to formulate situations. It also enables college deans to take a more consistent approach to solving diverse problems by linking problem interpretation to core values. The power of personal vision lies on both its impact on one's behavior and its potential to energize others. Clearly articulated vision shapes action, invests our work with meaning and

reminds us why we are educators. When vision is shared with employees, it becomes a catalyst of transformation (Hallinger and Heck, 2000).

Vision is also identified as an important facet underlying organizational learning. Within the model of organizational learning, the capacity of educational institutions to learn new ways of thinking and practicing is tied to the extent to which leaders are visionary. Deans as leaders therefore, are expected to set and communicate the goals and vision of their colleges so that they can inspire employees with the ultimate aim of better organizational performance. However, the result of this study generally shows that the deans' effectiveness in setting their Colleges' vision and goal is on average.

4.3 Deans' Effectiveness in Managing the Work of their Colleges

Table 7: Mean and Standard Deviation of Instructors' and department Heads' Response on Deans' Effectiveness in Managing the Work of Departments/Units

<i>Sources of data</i>		<i>College 1</i>	<i>College 2</i>	<i>College 3</i>	<i>College 4</i>	<i>College 5</i>
Instructors	<i>X</i>	3.45	2.80	2.90	3.04	2.84
	<i>SD</i>	0.94	0.89	0.84	0.86	1.13
Department Heads	<i>X</i>	3.70	3.83	2.66	3.52	3.57
	<i>SD</i>	.79	.74	.98	.94	.88

As can be seen in table 7, instructors rating of their deans effectiveness in managing the work of their college is above average for college one and four ($X=3.45$, $SD=0.94$ and $X=3.04$, $SD=0.86$ respectively) whereas instructors rating of their deans effectiveness in college two, three and five are less than average ($X=2.80$, $SD=0.89$; $X=2.90$, $SD=0.84$ and $X=2.84$, $SD=1.13$ respectively).

The same table shows that except department heads in college three ($X=2.66$, $SD=0.98$) department heads in the rest four colleges seem to have the thought that their deans are

moderately effective in managing the work of their colleges (mean score is above average for the four colleges).

The result of the interview with the college deans on the other hand revealed that they are trying their level best to manage the work of various departments under their colleges though there are factors that slow down the effectiveness of their management. For instance, with regard to allocation of resources, most deans positioned that there are no surplus resources that could create difficulty in allotment. The allocation of the meager budgets for the departments is based on such criteria as students and staff population and programs run by the departments (Graduate and Undergraduate).

Concerning delegation of work, the college deans stated that according to the newly implemented BPR, most of the activities are performed by the departments. The role of the colleges is just coordination and facilitation. However, the departments were not in a perfect position to make use of their authority efficiently, some deans stated. They also mentioned that some departments still want guidance from the faculty. This, according to these deans, is totally a culture of dependency and is a potential cause for ineffective management.

As far as problem solving is concerned, the deans stated that since their authority is limited, there is no way that they could solve all problems in the colleges. There are situations in which they are requested to solve problems beyond their level and require the involvement of the top level managers, the deans noted. One of the deans, for instance, stated that:

---The extent to which I can solve the problem is based on the nature of the problem. Because of misunderstanding, sometimes students and even staff come up with problems that I cannot solve alone or that require the decision of Academic commission or top level management...

Interview # 4 (November 26, 2010)

Another dean in the same way stated that there are situations in which he cannot give solutions for problems as he is occupied by college's routines. He stated that:

.....When there are urgent issues and I am called to participate on meetings arranged by top level management, I refuse/postpone my appointments with staff and students. I know this might disappoint them

Interview #3 (November 24, 2010)

The Vice President for Research, Academic and Students' Affairs also commented that there was evaluation of colleges' performance on the first quarter of the year before a month and some of the deans were found doing more or less well in managing the work of their colleges though there were colleges in which weaknesses were observed in this respect. He further stated that college of Agriculture and Veterinary Medicine was relatively effective with this regard as they are autonomous in all matters including financial issues, which was argued by the other Colleges as one of the major impediment to their leadership.

Generally, results obtained from instructors, department heads, college deans and the Vice President show that even though deans are doing various activities and some of the deans viewed positively, it seems that it is not daring to say that they are effective as they are expected to.

Table 8: ANOVA on Deans' Effectiveness in Managing the Work of Departments

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P</i>
Between groups	6.57	4	1.642	1.906	.112
Within groups	129.23	150	.862		
Total	135.79	154			

Table 8 depicts that, statistically, there is no significant difference among instructors rating of their deans effectiveness in managing the work of departments under their respective

colleges ($F= 1.96, p> 0.05$) or instructors in various colleges in the university viewed the effectiveness their respective deans in managing the works of departments more or less in a similar way.

As chief executive officers of the colleges, deans are expected to play various roles. In the first place, they are expected to give timely solution to any kind of problems in the colleges. They have also the responsibility to control information, accumulate and allocate resources, and assess the performance and productivity of their faculty and staff as well (Rosser, Johnsrud, and Heck 2003). They should also ensure the proper implementation of relevant policies and programs. Good management is, therefore, a key for good organizational performance and the vice versa. The result of this study, however, revealed that overall deans in the college under consideration seem to be moderate in managing the work of departments under their colleges.

4.4 Deans' Effectiveness in their Interpersonal Relationship

Table 9: Mean and Standard Deviation of Instructors' response on Deans' Effectiveness in their Interpersonal Skill

<i>Sources of data</i>		<i>College 1</i>	<i>College 2</i>	<i>College 3</i>	<i>College 4</i>	<i>College 5</i>
Instructors	<i>X</i>	3.40	2.87	3.12	3.17	3.94
	<i>SD</i>	0.91	1.01	0.72	0.94	0.83
Department Heads	<i>X</i>	3.79	3.90	2.44	3.21	3.44
	<i>SD</i>	0.75	0.84	0.60	0.75	0.57

As shown in table 9, while only instructors in college two negatively rated their deans interpersonal skill ($X=2.87$, $SD=1.01$), instructors of college one, three, four and five rated their deans effectiveness positively ($X=3.40$, $SD=0.91$; $X=3.12$, $SD=0.72$; $X=3.17$, $SD=0.94$ and $X=3.94$, $SD=0.83$ respectively). Furthermore, the result shows that according to the instructors view, none of the deans seems to have high interpersonal skill ($X < 4$ for all colleges)

As illustrated on the same table, except college three ($X=2.44$, $SD=0.60$), department heads in the rest four colleges rated their respective deans' interpersonal skill positively (mean score is above average for the four colleges). However, this result still shows that department heads in the five colleges have the thought that their deans' interpersonal skill is not high ($X < 4$ for all colleges).

The result in table 9 in short shows that the interpersonal skill of all deans appeared to be not to the desired level.

The result of the interview with deans showed that as to their knowledge, they have good relationship with their staff members. Moreover, according to their responses, it seems that they recognize that the relationship they have with staff members significantly affects the performance of their colleges. One dean for instance, said that:

-----as long as I know I have good relationship with my staff. A staff response to their assignment is positive, their performance is also positive. This can be taken as justification-----

Interview #1 (November 17, 2010)

Another Dean also responded that he is neither extremely reclusive nor gregarious person. He is just moderate. He stated that:

I think I am not bad in my interpersonal skill. I am not extremely introvert and also not extremely extrovert.....

Interview #3(November 24, 2010)

The deans further stated that they try their level best to create good relationship with their colleagues as it is their belief that healthy relationship plays a vital role in creating collegiality which in turn leads to better performance of their colleges. One dean, for instance, stated that:

-----As much as possible I will try to entertain every question raised by staff in a polite way..... Sometimes I also go to staff lounge so as get along with people---- I do this so as to create good interpersonal relationship----

Interview #1(November 17, 2010)

The most important thing that all deans did not deny is that even though they do several things to create healthy relationship, it does not mean that all staff members are satisfied with what they are doing. And it also does not mean that all teachers understand everything positively.

The Vice President for Research, Academic and Students' Affairs also expressed that deans vary in their interpersonal skill. Some deans relatively have good communication with him and other do not have. But deans' interpersonal skill can be generally considered good.

Table 10: ANOVA on Deans' Interpersonal Skill

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P</i>
Between groups	18.33	4	4.58	5.568	.000
Within groups	123.51	150	.823		
Total	141.85	154			

The above result shows that, statistically, there is a significant difference ($F=5.568$, $P < 0.05$) among instructors of various colleges in their rating about their deans interpersonal skill (Table 10).

Table 11: Post Hoc Test for Deans Effectiveness in their Interpersonal Skill

	<i>College 2</i>	<i>College 3</i>	<i>College 4</i>	<i>College 5</i>
College 1	.54	.28	.24	-.53
College 2		-.26	-.29	-1.07*
College 3			-.039	-.81*
College 4				-.77*

* Mean difference is significant at 0.05 level

Furthermore, the result of the Post-hoc analysis showed that significant difference is observed between College Two and College Five ($MD=-1.07$, $p < 0.05$), College Three and College Five ($MD=-.81$, $p < 0.05$) and College Four and College Five ($MD=-.77$, $p < 0.05$). Instructors' rating of their deans interpersonal skill is the highest in College Five where as instructors rating of their deans interpersonal skill is the lowest in College Two (Table 11).

Interpersonal skill is essential for managers and leaders to be effective, both inside their organizations and with employees. Good interpersonal skills are at the heart of emotional intelligence. Applying good interpersonal skills builds trust with clients, creates stronger and more effective relationships, improves communications, reduces conflict, and puts the organization in a preferred competitive position. It also improves motivation, creates more effective coaching and mentoring, and is a fundamental requirement for a leadership culture (Rosser, 2003). By virtue of their middle level placement within the organizational structure, deans are in the center of controversy, conflict, and debate; they play the role of coalition builder, negotiator, and facilitator (Rosser, 2003). Good interpersonal skill is, therefore, a

vital skill for effective deanship, but the result of this study showed that deans are not highly effective in their interpersonal skill.

4.5 Deans' Effectiveness in Promoting Research/Professional Endeavors in their Colleges

Table 12: Mean and Standard Deviation of Instructors' and Department Heads' Rating on Deans' Effectiveness in their Endeavour to Encourage Research Undertakings

<i>Sources of data</i>		<i>College 1</i>	<i>College 2</i>	<i>College 3</i>	<i>College 4</i>	<i>College 5</i>	<i>Grand Mean</i>
Instructors	<i>X</i>	3.42	2.69	2.54	2.78	2.94	2.84
	<i>SD</i>	1.02	1.21	0.81	0.98	0.87	1.02
Department Heads	<i>X</i>	3.60	3.94	2.9	3.08	3.08	3.35
	<i>SD</i>	0.89	0.83	1.21	0.80	0.92	0.95

As shown in table 12, except college one ($X=3.42$, $SD=1.02$), instructors in the majority of the colleges in the university negatively viewed their deans' effectiveness in promoting research undertaking and professional development. Out of the five colleges, instructors rating of their deans' effectiveness in promoting research undertaking and professional development are below average in the four colleges ($X < 3$ for the four colleges).

As can be seen from the same table, except department heads in college three who seem to assume their deans' effectiveness in research undertaking negatively ($X=2.90$, $SD=1.21$), instructors in college one, two, four and five seem to have the thought that their deans effectiveness in promoting research undertaking is above average ($3 < X < 4$ for the four colleges).

When the overall mean scores obtained from both the instructors and department heads is compared, it seems that department heads in majority of the colleges positively view deans' effort in encouraging research undertaking whereas instructors in majority of the colleges view it negatively. However, both the instructors and the department heads in these colleges seem to think that their deans' effectiveness in promoting research undertaking and professional development is not high($X < 4$).

When it comes to the result of dean's interview, all deans stated that research undertaking is one of the missions of the university and colleges as well. According to the deans, basically, staff members are expected to be involved in two major areas; teaching and research. So, research is one of the duties of Academic Staff. The deans moreover, stated that they encourage staff to carry out research using various mechanisms. One dean for instance stated that:

.....I encourage staff to carry our research by shortening long and tedious bureaucratic procedures for proposal review and fund approval. I also pave way for staff to take part on training related to research skill....

Interview#2(November 19, 2010)

The response of one of the deans also revealed that research undertaking is one of the duties of Academic Staff; previously, teachers were complaining that they could not carry out researches as they were overloaded. But, currently as a result of the shift of focus of training to science and engineering, teachers are not overloaded and this is a good opportunity for social science teachers to undertake research and it is also a means to sustain the existence of the college as well. In every occasion, including staff meeting, therefore, the dean remind the staff to be engaged in research activities.

Another dean in the same way stated that the university as well as colleges incorporated research undertaking as one of the criteria for academic promotion. For instance, Research

undertaking is one major criterion for promotion to professorship. This, according to the deans, is believed to encourage staff to be engaged in research undertaking.

No matter how deans encourage staff to carry out research, they did not deny the fact that this might not be sufficient and still require more attention and effort.

As far as staff professional development is concerned, the deans stated that staff members are encouraged to take part in various short and long term trainings. For instance, there are various trainings arranged by Academic Development and Resource Centre (ADRC) in order to enhance teachers' instructional skills. For instance, one dean mentioned that:

-----the college is working in collaboration with ADRC to assist staff improve their skill in teaching methodology and students assessment techniques. We also encourage staff to attend Higher Diploma Program. Every instructor attending HDP is exempted from teaching load of 3 crhs.

Interview#1(November 17, 2010)

Another Dean stated that there is no considerable on- job training for instructors; however, there are trainings arranged by ADRC, which focus on improving instructors' instructional and module writing skills. Whenever such trainings are arranged, they encourage Academic Staff to participate.

Concerning long term trainings (MSc and PhD), the deans stated that the university has its own rules and regulations through which staffs are provided with the opportunity of further study. Besides, every department has its own training plan. Every staff member has, therefore, the prospect for further study based on the plan and regulations. The role of the dean is, therefore, to ensure that staff are provided with such opportunity based on the plan. They further stated that their effort in such kind of training is limited to facilitation as it is executed according to the rule and plan. However, it seems that sometimes they are flexible with regard to the issue. One dean for instance stated that:

-----According to the University's regulation, two years service is pre-requisite for Masters Degree training. However, when there is shortage of teachers on some area of specialization, we allow them to go for further study after one year service with the presumption that this would solve immediate problems. -----

Interview #1(November 17, 2010)

The other Dean also stated that even though his role is limited with this regard, he would try at least not to be an obstacle for those Academic Staff who want to upgrade themselves. He stated that:

----This year, the Ministry of Education awarded PhD for all applicants (17 teachers) from one department. This is completely un planned. However, we did not stop any one of them from pursuing their further study though we know that this would create a chaos in the department. We did this with the belief that it would minimize the shortage of Academic Staff at PhD level. This can be taken as justification for the claim that we encourage staff for further study----

Interview #3(November 24, 2010)

However, the deans still did not deny that their mandate is limited with this regard as such kind of training is executed based on the university's rules and regulations and the departments' study plan.

As far as the response of the VPRASA is concerned, he stated that though he does not have a lot to say on the extent to which and how deans encourage staff to carry out research, there are indications on how far deans are effective with this regard. He stated that the number of researches carried out in the colleges can be taken as evidence. According to the VPRASA, relatively large numbers of researches are being carried out in the colleges of Public Health and Medical Science and Agriculture and Veterinary Medicine. He further noted that the variation may not only be attributed to deans' effort as these two colleges are relatively older, have more senior staff and better external linkage. In addition, the Vice President stated that various efforts are being carried out on the area of staff professional development. For

example, various trainings are arranged to improve staffs' instructional skills (students' assessment, teaching methodology and material preparation). Furthermore, large numbers of academic staff are attending their Post Graduate Studies (MSc. and PhD). The role of deans in this respect is to facilitate the training, the Vice President stated.

Table 13: ANOVA on Deans' Effectiveness in Encouraging Research Undertakings and Professional Development

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P</i>
Between groups	11.13	4	2.78	2.750	.030
Within groups	151.75	150	1.01		
Total	162.87	154			

Table 13 shows that statistically there is a significant difference ($F=2.750$, $P < 0.05$) among instructors of various colleges in their rating regarding their deans effectiveness in promoting research undertaking and professional development. This means that considerable variations are observed among instructors in various colleges in their rating about their deans' effort in encouraging research activities and staff professional development.

Furthermore, the result of the post-Hoc analysis shows that significant difference is observed between College One and College Three ($MD=.87$, $p < 0.05$). Instructors' rating of their deans effort in promoting research undertaking and professional development is the highest in College One where as instructors rating of their effort in promoting research undertaking and professional development is the lowest in College Three (Table 14).

Table 14: Post Hoc Test for Deans' Effectiveness in their Effort to Encourage Research Undertakings and Professional Development

	<i>College 2</i>	<i>College 3</i>	<i>College 4</i>	<i>College 5</i>
College 1	.72	.87*	.63	.47
College 2		.15	-.09	-.25
College 3			-.23	-.39
College 4				-.16

* Mean difference is significant at 0.05 level

Research is one of the core missions of universities. According to the Ethiopian higher education proclamation, one of the major objectives of HEIs is to promote and enhance research focusing on knowledge and technology transfer consistent with the country's priority needs (FDRE, 2009). To this end, the document clearly stated that HEIs have the responsibility to encourage relevant study, research and community services in national and local priority areas and disseminate the findings as may be appropriate. Furthermore, with the presumption that research leads to quality education and also a springboard for informed policy, the university identified research undertaking as one of the major strategic issue in its transformational agenda (JU, 2007). The undertaking of such kind of research and making use of its finding is not an easy task and needs considerably the commitment of leaders at different levels in the Organization's hierarchy. The implication of this statement is that as leaders, deans are also expected to encourage research undertaking in their respective colleges. With this regard the university's BPR document stated that deans are responsible to monitors their college for academic, research and extension and any other administration activities (JU, 2009). Deans, for that reason, are expected to encourage staff to carry out researches. The result of this study, however, shows that though deans are attempting to do various things to promote research undertakings, it seems that generally their effort is not to the expected level.

4.6 Deans' Effectiveness in promoting the Quality of Education in their Colleges

Table 15: Mean and Standard Deviation of Instructors' and Department Heads' Response on Deans' Effectiveness in Promoting the Quality of Education

<i>Sources of data</i>		<i>College 1</i>	<i>College 2</i>	<i>College 3</i>	<i>College 4</i>	<i>College 5</i>
Instructors	<i>X</i>	3.47	2.84	2.78	3.27	2.87
	<i>SD</i>	1.01	0.93	0.94	1.00	0.80
Department Heads	<i>X</i>	4.19	4.03	2.55	3.26	3.83
	<i>SD</i>	0.52	0.89	0.47	0.70	0.42

As shown in table 15, instructors in some of the colleges seem to view their deans' effectiveness in promoting the quality of education positively whereas others appear to view it negatively. Instructors rating of their deans' effectiveness in promoting the quality of education is above average in college one and four ($X=3.47, SD=1.01$ and $X=3.27, SD=1.00$ respectively) .whereas instructors rating of their deans' effectiveness in promoting the quality of education in college two, three and five is less than average ($X=2.84, SD=0.93$; $X=2.78, SD=0.94$ and $X=2.87, SD=0.80$ respectively).

The table also shows that except college three ($X=2.55, SD=0.47$), department heads rating of their deans' effectiveness in promoting the quality of education in the four different colleges is only above average. This result further shows that both the instructors and department heads have the belief that deans are moderately effective in their effort in promoting quality of education.

As far as the result of the interview with college deans is concerned, it revealed that though it may not be sufficient, they work to ensure the quality of education and training offered in their respective colleges. They stated that the issue of quality of education nowadays is a burning issue. Quality of education has been very much compromised due to various reasons which in most cases cannot be resolved at college level, the deans stated. However, it seems that they are trying to promote the quality of education in their respective Colleges. One Dean for instance, stated that:

----It would be difficult to talk about quality of education without quality of teachers. Thus, we are encouraging staff to take part on training that improve their pedagogical skill as this skill is one of the determinant factor of quality of education-----

Interview #4(November 26, 2010)

The other dean similarly stated that he is trying to implement various mechanisms to promote the quality of education. He, for instance stated that:

I ensure that qualified instructors are hired. So I remind the committee to take care during staff recruitment ----- we have also a nationally harmonized curriculum and I emphasize on how well the curriculum is being implemented. There are various course teams in each department responsible for the proper implementation of each course-----

Interview #3(November 24, 2010)

The deans further mentioned that they are facilitating conditions so as to implement continuous assessment in evaluating students and also to encourage staff to execute student centered teaching methods. However, the deans did not deny the fact that what they are doing is not sufficient to ensure the quality of education and training offered by their respective colleges.

As far as the response of the VPRASA is concerned, he stated that all activities being carried out on areas of staff professional development and research are supplementary to the quality of education offered by the colleges. Training being given for Academic staff on students' assessment, teaching methodology, module writing, and research skill are all inputs for enhancing the quality of education. To his knowledge, the deans as college leaders are communicating these to the departments and also following its implementation though he is skeptical on the extent to which deans are successful in this undertaking.

Table 16: ANOVA on Deans' Effectiveness in Promoting the Quality of Education

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P</i>
Between groups	10.43	4	2.60	2.89	.024
Within groups	135.25	150	.90		
Total	145.69	154			

Table 16 shows that, statistically, there is a significant difference ($F=2.89$, $P < 0.05$) among instructors in various colleges in their rating regarding their deans effort to promote the quality of education.

Table 17: Post Hoc test for Deans' Effectiveness in Promoting the Quality of Education

	<i>College 2</i>	<i>College 3</i>	<i>College 4</i>	<i>College 5</i>
College 1	.63*	.69*	.19	.06*
College 2		.06	-.43*	-.03
College 3			-.49*	-.09
College 4				.40

* Mean difference is significant at 0.05 level

Furthermore, the result of the post-Hoc analysis shows that significant difference is observed between College One and College Two ($MD=.63, p < 0.05$) ; College One and Three ($M=.69, P < 0.05$), College One and Five ($MD=.06, P < 0.05$), College Two and Four ($MD=-.43, P < 0.05$) and College Three and Four ($MD=-.49, P < 0.05$). Instructors' rating of their deans effort in promoting the quality of education is the highest in College One where as instructors rating of their effort in promoting the quality of education is the lowest in College Three (Table 17).

One of the major missions of HIEs is to train qualified and competent professional that are capable of playing considerable role in the socio-economic advancement of the country. However, it is naïve to expect HEIs to play this role without quality education and training. Many agree that due to massive expansion of HEIs in Ethiopia, the quality of education and training has been very much compromised and cognizant of this fact the government seems to turn its attention to improving the quality of education in HEIs. In connection with this, the Ethiopian HIEs proclamation states that quality training, education and service is one of the major guiding values of HEIs. The document further underlined that HEIs should develop internal quality assurance system as they are responsible for the quality of education and training they offer for their learners (FDRE, 2009). Jimma University also seems to give due attention to the quality of education it offers as ensuring the quality and relevance of teaching and learning at the university is stated as one strategic issue in its five years strategic plan (JU, 2007). However, ensuring the quality of education is not a simple task and it requires the involvement of all staff among which deans are the major ones. With this regard, deans can play various roles. For instance, they are expected to recruit a high quality faculty and to ensure that faculty members maintain high academic standards in their classrooms (Rosser, Johnsrud, and Heck 2003). They are also supposed to ensure the availability and adequacy of educational infrastructures in their colleges. They should also ensure the existence of

supportive learning and teaching environment and the implementation of teaching and student assessment methods that are proved to be effective. By doing so, they can promote the quality of education and trainings offered in their faculty. However, the finding of this study shows that deans in the university are moderately effective in their effort to enhance the quality of education offered by their colleges.

4.7 Deans' Effectiveness in their Communication Skill

Table 18: Mean and Standard Deviation of Instructors' and Department Heads' Rating on Deans' Effectiveness in their Communication Skill

<i>Sources of data</i>		<i>College 1</i>	<i>College 2</i>	<i>College 3</i>	<i>College 4</i>	<i>College 5</i>
Instructors	<i>X</i>	2.91	3.17	3.19	3.15	3.26
	<i>SD</i>	0.74	0.76	0.55	0.81	0.90
Department Heads	<i>X</i>	4.26	4.02	3.00	3.45	4.02
	<i>SD</i>	0.62	0.88	0.54	0.88	0.90

Table 18 shows that, except college one ($X=2.91$, $SD= 0.74$), instructors rating regarding their deans communication skill is above average in the rest of the four colleges($X>3$ for the four colleges).

As can be seen from the same table, department heads in the five colleges rated their deans communication skill positively($X>3$ for all colleges). The table further shows that department heads in college one, two and five seem to have the view that their deans have high communication skill ($3<X<4$ for the three colleges).

The result of the deans' interview reflects that they attempt to develop better communication skill than what they had before. The deans stated that they try to listen to staff and students'

problems politely and solve these problems to the extent their mandates allow them. They also try to communicate their college's problem to the top level managers both orally and in written report as well. However, the overall result shows that it is not possible to claim that deans' communication skill is highly effective.

Table 19: ANOVA on Deans' Effectiveness in their Communication Skill

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P</i>
Between groups	1.65	4	.41	.70	.59
Within groups	88.43	150	.59		
Total	90.09	154			

Table 19 above shows that statistically there is no significant difference ($F=.70, P> 0.05$) among instructors of various colleges in their rating regarding their deans communication skill. This shows that instructors of different departments have comparable view about their dean's communication skill.

Good communication enhances managerial and leadership skills, as well as personal and role effectiveness. It promotes transparency and harmony in the work environment, leading to greater involvement of staff and effective team and partnership building. Those who don't listen well, those who are defensive, those who run on and on as they speak, etc. will not function well or contribute well in team or group settings. People like and are influenced by those who listen and who have demonstrated that they have listened. They are also influenced by those who are courteous, clear, and concise in their communications (Langton et al, 2002).

In an administrative context, a dean may be called upon to act as persuader, negotiator, or arbitrator, convincing faculty to endorse central administration policy. Discharging such roles hence, considerably requires good communication skill (Montez, Wolverton and

Gmlech, 2003). Moreover, in order for an organization to gain a competitive advantage, leaders must strive to increase efficiency, quality, and responsiveness to external environment. Good communication is therefore, essential for reaching each of these goals. Good communication skill is important for leaders to communicate organizational goals and visions to employees, learn new technologies, implement them in their organization and train workers in how to use them. Leaders also must communicate with organizational members to determine how best to respond changing customers need (Langton et al, 2002). Generally, communication skill is necessary for leaders to increase efficiency, quality, responsiveness and innovation and thus gain a competitive advantage for the organization. Cognizant of this fact therefore, deans as leaders must possess high communication skill so that they can easily communicate organizational goal and inspire employees commitment, listen to employees problems and give timely solution, inform top level managers about Colleges' problems and priorities with the ultimate objective of achieving colleges' mission. The result of this study, however, shows that deans in the university are moderate in their communication skill; deans' communication skill seems not dependable.

4.8 Major Factors that Affect Deans' Leadership Effectiveness

The result of the interview with college deans showed that there are various factors hampering deans' leadership effectiveness at various colleges of the university in focus. Generally, the major obstacles are categorized into the following major themes:

Theme 1: Limited College Autonomy. Most of the college deans responded that colleges are not fully autonomous to make use of resources and make decisions on issues that have strategic relevance for the realization colleges' mission and goals. One of the college dean for instance responded:

---It has been said that BPR is being implemented in the university and positive results being scored. In fact according to the PBR power seems to be decentralized to the Colleges but that is not working out on the ground. The executive body retained much power and made Colleges to wait for their willingness on all matters.

Interview#1(November 17, 2010)

Similarly, the other dean also stated that the colleges even do not have the power to make decisions on issues that are crucial for effective leadership including resources utilization. This is severely manifested on making use of the existing meager budget. He, for instance, stated that, the necessary equipment is not purchased on time as the deans do not have the power to issue orders to procurement office of the university. This consequently leads to inefficient use of resources and lags in implementation of plans to realize the colleges' goals and vision.

The VPRASA also agreed that the aforementioned problem is one of the major impediments to deans' leadership effectiveness in the university. He, for instance, stated that colleges' autonomy on resource utilization including financial matters is very limited and this would negatively influence the amount and quality of work performed by the colleges. According to him, decentralizing financial matters is something tied with regulations developed by the Ministry of Education and Finance and Economic Development. The university is, therefore, discussing with these Ministerial offices in order to formulate policies that allow deans to decide on financial matters.

According to the BPR document of the University, deans are the chief executive officer of their colleges and also are responsible for an array of activities that requires decision making. However, it would be illogical to expect deans to discharge these responsibilities in the way they are desired to discharge without autonomy and power. Langton et al. (2002) argue that power is a key to effective leadership. No matter how one is skilful in his/her leadership, a

key component is found in the power of the leader to affect other people's behaviour and get them to act in certain ways and decide on utilization of resources for the achievement of organizational objectives. Deans as leaders are expected to pass decisions on various academic and administrative areas which in turn require legitimate power. However, contrary to the aforementioned point, deans in the university under consideration seem to be imposed to carry out various responsibilities without power and autonomy they need to possess. This would lead to poor organizational performance as it hampers any activity carried out by the colleges. This, therefore, implies that if deans have to play their leadership role in an effective and efficient way, power to make decisions should be decentralized to them and they should also work without any unnecessary external interference.

Theme 2: Staff Turn Over: All college deans stated that there is high staff turnover across the whole colleges in the university due to various reasons. This is, of course, very severe the Colleges of Public Health and Medical Sciences and Engineering and Technology. One of the college deans for instance responded that

The general working environment and payment scheme in the University is not satisfactory. Teaching staffs do not have interest to stay in the university for a long time as they have access to better working environment and salary.

Interview #2 (November 19, 2010)

The VPRASA response also confirmed the existence of high staff turnover in the university. He further stated that this problem is severe in Public Health and Medical Science and Technology and Engineering College as the demand of professionals in these Colleges is very high in the labor market. The VPRASA pointed out the uncompetitive salary and unattractive incentives scheme employed by the university as a major cause of this problem.

As stated previously, the Colleges have various missions to realize. The realization of these missions requires qualified and competent academic staffs. However, due to weak staff

attraction and retention capacity, the university has been suffering from shortage of qualified staff (JU, 2007). The working and living environment as well as the location of the University are not attractive to qualified and experienced staff. Retention of these staff has become difficult due to uncompetitive salary and benefits. The dean alone cannot realize the missions of the college. It requires the effort of well trained and experienced staff. Of course, some of the major causes of this staff turnover might be due to factors beyond the level of deans. For instance, the issue of salary and other incentives in most cases are determined by the university senate and deans' role might be limited in this case. However, this does not mean that deans can do nothing. For instance, they can attempt to retain staff by giving recognition for good performance.

Theme 3: Poor Incentive Scheme: Some of the College Deans stated that the incentive policy of the university is not attractive. This is especially the case in those academic staff who works in different offices in addition to teaching and researching. One of the college deans stated:

----If you take me for instance, I have courses to be offered for postgraduate students. I am also expected to participate in research undertaking. On top of that I am responsible to supervise the work of more than ten colleges under the college. I am here occupied with the colleges' routines. But incentive given for me for this is about 750 birr. This is really unsatisfactory-----

Interview#4 (November 26, 2010)

As far as incentive is concerned, the VPRASA noted that incentive is not specific problem of the university. It is a national problem and the university has no power to decide on major payments including salary. Of course, the University is offering incentives for those academic staff who are working as officers in addition to their regular duty of teaching and researching.

In addition, there is an incentive for academic staff teaching more than 12 Credit hours per week. However, whether the incentive is sufficient or not can be an issue of discussion.

Theme 4: Being Occupied by Routine work: Most college deans responded that they spend most of their time dealing with such things as staff and students' affairs, responding to letters and participating on long meetings. This, according to the college deans, would negatively affect the quality and the amount of work done by their colleges.

In order to enhance the colleges' performance, deans should focus on major missions of the University, teaching and learning, research and community service. Unless the deans free themselves from the routine chores of the office, however, and reserve some free time for study and reflection on the purposes and the program of the academic body over which they preside, their decisions must inevitably be superficial, uninformed, and often inconsistent (Roaden, 1970). In short, spending more time to routine activities, that have less strategic relevance for the materialization of the colleges' missions force deans to be deficient in time they need to work on key functions of the institution which ultimately influences the realization of institutional missions negatively.

Theme 5: Ineffective Structure: According to the Deans' response the structure, especially, the structure of the academic wing by itself is one of the bottle neck for their leadership. One Dean for instance stated that:

I am a Dean of a College that has 19 Departments under it. There is also a College that has only four Departments under it. The duties, responsibilities and incentives of these Deans are the same while the volume of the work they are expected to carry out significantly differs. This is not fair and even difficult to evaluate colleges' performance in comparison.

Interview #1(November 17, 2010)

Before the implementation of BPR in the university, each college had two deans; the dean and vice dean. However, according to the new structure, the number of college deans is

reduced to one while the amount of work is increased due to decentralization (JU, 2007). Moreover, the number of academic departments in some colleges seems to be less manageable. For instance, the college of Public Health and Medical Sciences (formed by merging two faculties; faculty of Public Health and Faculty of Medical Sciences) has 19 departments and one specialized hospital that are being directed by one dean. This would, undoubtedly affect the leadership of the deans as the number of staffs the dean is expected to influence is by far more than the number he can.

Theme 6: Shortage of Resources: Good leadership requires resources and power to make use of these resources as well. Most of the college deans have the belief that there is a shortage of resources in their respective colleges. According to these deans, there is a shortage of qualified man power at Master level and above. Moreover, some of the laboratories and workshops are not well equipped with the necessary instruments and machine and this may negatively influence dean's effort to ensure the quality of education and promote research activities in their colleges.

Theme 7: Lack of Sufficient Experience and Training: All college deans have education and training backgrounds that are less relevant to the duties and responsibilities of academic leadership. Among the five deans, except one (with Law background), four of them have Natural Science back ground. These college deans, therefore, need to take continuous training on higher education leadership. Even though they have taken short-term training related to higher education leadership, the training seems to be insufficient (not more than two terms) and lack sustainability

The result of the interview with the college deans revealed that most deans have served as deans for less than two years. Most deans have obtained their position when PBR was initially exercised in the university. ie July 2001 E.C. Moreover, two of the college deans

even do not have any experience in any leadership positions (Department Heads) before they acquired their current position.

The VPRASA also noted that most deans did not have adequate preparation when they came to this position as there is high senior staff turnover in some of the Colleges. In order to address this problem, the university is offering leadership trainings for managers at different levels in the university in collaboration with the Netherlands Government (Nuffic) though the training is limited in its coverage.

Deans should be prepared well in order to play leadership role expected of them in an effective and efficient manner. The real work of academic deans demands a diverse set of leadership capabilities: well-honed communication skills, problem-solving abilities, conflict-resolution skills, cultural management skills, coaching skills, and transition skills'' (Montez, Wolverton and Gmlech, 2000). The dean of the college must be able to demonstrate scholarship. He/she must have a broad, scholarly appreciation of the humanities, the sciences and his/her own discipline, and he/she should see relationships among these disciplines for effecting progress in the college, he/she should demonstrate democratic leadership and competence as an administrator, he/she should also be well known for his/her activities in advancing and improving his/her college, he/she should have an awareness of current movements in higher education and of social forces which influence those movements. Further, he/she should have the competence for directing these forces for the improvement the institution. The dean should be committed to the importance of multiple objectives reflected in the programs of scholarly inquiry in his college or university, should able to select and retain creative faculty members and to communicate with the faculty leadership and coordinate their talents to extend scholarship and improve practice. He should be a person of integrity and courage (Roaden, 1970). In general, deans must possess various skills and qualities so as to discharge their responsibilities in an effective manner. However,

acquiring all the requirements is not a one shot activity. Rather it requires continuous training and relevant experiences.

The result of this study generally shows that the deans' leadership effectiveness in the university is being hampered by such things as lack of sufficient training and experience, limited power and autonomy, shortage of resources, high staff turnover and problem of transparency.

CHAPTER FIVE

5 Major Findings, Conclusions and Recommendations

In this section it will be attempted to present major findings, conclusions and recommendations are forwarded.

5.1 Major Findings

Generally, the finding of this study shows that both the teachers and department heads in the colleges understudy think that deans are moderate in the six dimensions of the deans' leadership effectiveness. Even though this finding is positive, it does not mean that the deans have all the necessary leadership skills to the desired level. The major findings of the study are independently presented hereunder.

- College deans' role regarding to goal and vision setting is limited. Moreover, even though college deans had the opportunity to set the vision and goal of their college during the development of BPR, the result generally shows that their effectiveness is not to the desired level.
- As far as management of their colleges work is concerned, the result shows that deans have also limitations in this regard. Because deans have limitation with their mandate with regard to decision making and also spend most of their time with routine works, they seem to manage their college works in a less effective manner.
- Regarding deans' interpersonal skill, though there seems to be a significant difference among college deans, instructors, department heads, and the VPRASA generally have the thought that deans are moderately effective in their interpersonal skill.

- College deans are doing such things as facilitating proposal review and fund approval procedures, posting call for paper announcements, urging staff members on various meetings to involve in research undertakings. In addition, they are facilitating various short and long term trainings to assist staff members develop professionally. However, the result generally shows that deans' effectiveness in encouraging research undertaking and staffs' professional development is not dependable.
- As far as promoting the quality of education is concerned, deans are doing various things as ensuring the recruitment of qualified staffs, and arranging various training to improve staffs' instructional skills with the ultimate aim of improving the quality of education and training offered by their colleges. However, the result of this study shows that, deans' effort with regard to the issue under consideration is not to the desired level.
- The result also shows that instructors, department heads and the VPARSA have the understanding that deans' communication skill is not dependable.
- The finding of the present study also shows that except deans' communication skill and their effectiveness in managing their colleges' work, there is a significant difference among the rating of instructors of various colleges regarding the rest four dimensions of used to measure deans' leadership effectiveness.

As far as obstacles to deans' leadership effectiveness are concerned, the study revealed the following factors as major impediments.

- Following the implementation of BPR in the university, most of the activities were decentralized to college and department levels. However, deans not seem to play

leadership roles expected of them in the way they are expected as they do not have legitimate power to decide on resources.

- Due to uncompetitive salary and unattractive incentive scheme, the university is suffering from high senior staffs' turnover which ultimately affects the materialization of university's mission negatively.
- Most college deans did not have adequate preparation (training and experience as well) when they came to their post. Furthermore, there are no continuous and adequate on job trainings being offered for deans to assist them improve their leadership to fill in the gap with regard to the shortage of adequate preparation.
- The organizational structure of the university being implemented since the implementation of BPR seems to be bottleneck for some colleges as large numbers of academic departments were structured in to one college.

5.2 Conclusions

Based on the aforementioned results and discussions, the following conclusions were drawn.

- The effectiveness of the deans in setting goals and vision is not to the desired level. This would ultimately leads to low organizational performance as ineffective goal and vision setting leads to uninspired employ, ineffective problem solving and less innovative way of thinking and doing things as well. This implies that colleges do not have mission that is specific to their discipline and the staff members themselves do not have similar understanding about the end of their operation. It further implies the need to assist the deans to become more effective in setting and communicating the goals and visions of their college to the staff members with the ultimate aim of the materialization of the university's goals and missions.

- Generally, deans in the college under consideration are moderate in their effectiveness in managing the work of departments under their Colleges. This would ultimately lead to poor performance of the institution. This, therefore, entails that deans should improve their management of colleges (should be more effective) so that they would considerably contribute for the achievement of colleges' objectives.
- Good interpersonal skill is demanding skill for effective deanship. It also builds trust between the deans and staff members, improves relationship and motivates staffs and ultimately leads to high organizational performance. The result of this study showed that deans are modest in their interpersonal skill. This, therefore, implies the need to improve deans' interpersonal skill so that they would discharge errands expected of them with the eventual goal of realizing core functions of the university.
- The result of this study also shows that though deans are attempting to do various things to promote research undertakings, it seems that their effort is not to the expected level. Thus, the implication of this finding is that, it is unlikely that the university achieves its mission to the desired level with regard to research undertaking and dissemination of its findings as deans' effectiveness with regard to the issue under consideration is not dependable.
- The finding of this study also revealed that deans in the University are moderately effective in their effort to enhance the quality of education offered by their colleges. This implies that the university is not in a position to materialize its mission with regard to producing competent and qualified professionals that can play crucial role in climbing the country out of poverty. In addition this entails that if the university has to offer quality training and education, deans need to improve their endeavour with regard to enhancing the quality of education offered by their respective colleges.

- The result of this study also shows that overall deans in the university are moderate in their communication skill; deans' communication skill is not dependable. This therefore, would lead to less efficiency, effectiveness, trust, external and internal responsiveness and innovation and ultimately influences the realization of the colleges' mission negatively. This, thus, implies the need to improve deans' communication skill.
- There is a significant variation among instructors of different colleges in their rating regarding various dimensions employed to assess deans' leadership effectiveness. This may have the indication that there is significant difference among deans in their leadership effectiveness. This further implies that there is a possibility for college deans to learn from each other; relatively less effective deans may have lessons (best practices) that they can learn from better effective deans.
- Deans' leadership effectiveness in the university under consideration is hampered by such things as high staff turnover, lack of adequate preparation, limited power to decide on resources allocation and utilization, ineffective incentive scheme, and bottle necked structure. This implies that deans' leadership effectiveness is being hampered not only by factors related to the deans themselves but also factors that are related to the university. This also implies that if the deans' leadership has to be improved, the aforementioned impediments should be tackled effectively.

5.3 Recommendations

As shown in the result and discussion part, deans' leadership effectiveness in Jimma University seems to be not high; is modest due to various reasons related to the deans themselves and the university as well. The major obstacles are lack of sufficient experience and training, very limited autonomy and authority given for college deans, being busy with

routines (deans) that have less strategic relevance for the realization of college mission and high staff turnover. The researcher has a strong belief that by addressing the aforementioned problems it would be possible to improve deans' leadership effectiveness. However, the researcher is not skeptical from the fact that addressing these challenges is not an easy business and requires the commitment of the university's higher officials (executive body). However, he believes that the following recommendations can help to improve deanship effectiveness in the University.

- ❖ The need to decentralize power to the college and department level is clearly stated in the university's strategic plan and BPR document as well. The challenge here is its implementation. The university's top level management, therefore, should be committed enough to ensure that authority and responsibility are equally decentralized to the colleges level.
- ❖ Because effective deanship needs various managerial and leadership skill, the appointment of deans should be based on such factors as level of education, prior training and experience. Those academic staff appointed at dean position should work at different leadership position (like department heads) before they are assigned as dean. To this effect, the university should revise its criteria for selection of deans. Moreover, it should arrange various trainings related to higher education leadership in order to fill in the gap with regard to deans' training deficiency.
- ❖ Qualified staff members are backbone for the realization of university's mission. Thus, the university needs work more to attract and retain qualified staff members. It should initiate a study on remuneration and benefit package that would take into account prevailing labor market and geographic differentials for submission to the university's board, then to government. The university should also broaden

opportunities for staff to supplement their income through, for instance, involvement in consultancies, short-term training, continuing education, in-house professional assignments, and others.

- ❖ The university should revise its organizational structure in such a way that the structure should facilitate the materialization of organizational goals and missions.
- ❖ It is useful that the university arrange continuous leadership training for college deans so as to improve their leadership skill.
- ❖ The university should pave ways through which college deans share experiences on important leadership skills and develop policies by which well performing deans can be awarded.

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APPENDIX 1
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH

Questionnaire for instructors and Department Heads

Dear instructors:

*I am a Masters student at Addis Ababa University. As a part of my program requirements, I must complete a thesis for graduation. I have chosen to study **Deanship Effectiveness (Deans' Leadership Effectiveness) at Jimma University** with the intention to understand the extent to which Deans are successful in serving leadership roles expected of them. Through this questionnaire, I would like to get your view regarding the effectiveness of Deans' leadership at your college. As the information you provide will serve as a foot to identify Deanship effectiveness, your genuine responses to the questions that follow are highly valued and taken as essential assets to the success of this study.*

Make sure that all the information you provide will remain confidential and will be used for research purpose only. So, please be confident and frank to give your responses to the best of your knowledge.

Thank you in advance for your valuable time and thoughtful responses!!

I. Back ground information

Please respond to the following question by putting (X) in the box and writing on the space provided when necessary.

1. Name of your College-----

2. Sex female male

3. Work experience 0-5 years 6-10 years 11-16 years 17-20 years
 21-25 years 26-30 years above 30 years

4. Your current maximum level of education

BA/BSc/BEd Bachelor degree PhD

MA/Msc

Your role in the college instructor Department Head

II. Below are different dimensions which are supposed to measure Deans' leadership effectiveness at your college. Please indicate the extent to which you agree or disagree to statements under each dimension by circling on the numbers.

1: **Strongly disagree** 2: **Disagree** 3. **Neutral** 4. **Agree** 5. **Strongly Agree**

1. *Setting goals and visions*

	Our College Dean is effective in;					
1.1	Articulating clearly the strategic goals of the college	1	2	3	4	5
1.2	Encouraging ideas and creativity	1	2	3	4	5
1.3	Creating an atmosphere conducive to high faculty performance	1	2	3	4	5
1.4	Demonstrating vision and long-range planning	1	2	3	4	5
1.5	Emphasizing teaching excellence appropriately	1	2	3	4	5
1.6	Emphasizing research excellence appropriately	1	2	3	4	5
1.7	Emphasizing service excellence appropriately	1	2	3	4	5
1.8	Advocating for resources needed by the faculty	1	2	3	4	5
1.9	Encouraging faculty development	1	2	3	4	5
1.10	Encouraging curriculum/program development	1	2	3	4	5
1.11	Providing leadership for the college/subunit level initiatives	1	2	3	4	5

2. *Management of the College work*

	Our College Dean is successful in					
2.1	Insuring fair administrative procedures followed in the college	1	2	3	4	5
2.3	Exercise sing fair and reasonable judgment in the allocating of resources	1	2	3	4	5
2.4	Managing change constructively	1	2	3	4	5
2.5	Delegating work effectively	1	2	3	4	5
2.6	Handling administrative tasks in a timely manner	1	2	3	4	5
2.7	solving problems effectively	1	2	3	4	5
2.8	Maintaining an effective and efficient staff	1	2	3	4	5

3. *Interpersonal relationship*

	Our College Dean is successful in					
3.1	Demonstrating understanding of the needs and concerns of unit members	1	2	3	4	5
3.2	Treating individuals fairly and with respect	1	2	3	4	5
3.3	Maintaining positive and productive relationships within the college	1	2	3	4	5

3.4	Maintaining positive and productive relationships external to the college	1	2	3	4	5
3.5	Demonstrating awareness of the quality of professional work of college members	1	2	3	4	5
3.6	Demonstrating sensitivity to career and mentoring needs of college members	1	2	3	4	5
3.7	Making him/herself accessible to faculty and staff within the college	1	2	3	4	5
3.8	Demonstrating understanding of the needs and concerns of students	1	2	3	4	5
3.9	Making him/her self accessible to students	1	2	3	4	5

4. Research and Professional Endeavour

No	Our College Dean is successful in;					
4.1	Maintaining an active research/scholarly agenda	1	2	3	4	5
4.2	Pursuing professional growth opportunities	1	2	3	4	5
4.3	Engaging in effective teaching	1	2	3	4	5
4.4	Contributing his/her services to professional organizations	1	2	3	4	5
4.5	Contributing his/her services to community and campus projects	1	2	3	4	5

5. Promoting Quality of Education in the college

No	Our College Dean is successful in;					
5.1	Advancing the College's undergraduate programs effectively	1	2	3	4	5
5.2	Advancing the College's graduate programs effectively	1	2	3	4	5
5.3	Advocating appropriate curriculum offerings	1	2	3	4	5
5.5	Recruiting new personnel and/or promotes recruitment skillfully	1	2	3	4	5
5.6	Demonstrating a commitment to ensuring a fair tenure and promotion process	1	2	3	4	5

6. Communication skill

	Our College Dean successful in					
6.1	Listening to and communicates with unit members	1	2	3	4	5
6.2	Listening to and communicates with external constituencies	1	2	3	4	5
6.3	Communicating the unit's priorities to the upper level administration	1	2	3	4	5
6.4	Representing the unit and its members to the rest of the university	1	2	3	4	5
6.5	Communicating the upper level administration priorities to chairs	1	2	3	4	5
6.6	Representing the unit and its members to the rest of the university	1	2	3	4	5
6.7	Producing clear report and correspondence	1	2	3	4	5

Appendix 2

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH

Interview guide for college Deans

College _____

Date _____

Time Interview started _____

Time Interview end _____

Sex of the respondent _____

Experience of the respondent _____

Level of educational Qualification _____

Area of specialization _____

Instruction

*I am a Masters student at Addis Ababa University. As a part of my program requirements, I must complete a thesis for graduation. I have chosen to study **Deanship Effectiveness (Deans' Leadership Effectiveness) at Jimma University** with the intention to understand the extent to which Deans are successful in serving leadership roles expected of them and factors that might hamper its effectiveness. You are chosen as participants of the study as a result of active role and high responsibilities you have in the leadership of your College. Through this questionnaire, I would like to get your view regarding the effectiveness of Deans' leadership at your college. As the information you provide will serve as a foot to identify Deanship effectiveness, your genuine responses to the questions that follow are highly valued and taken as essential assets to the success of this study.*

This interview guide is presented to you to generate pertinent data concerning your view points about your Leadership effectiveness at your college. Make sure that all the information you provide will remain confidential and will be used for research purpose only. So, please be confident and frank to give your responses to the best of your knowledge.

Interview

- 1.** Have you taken any leadership training related to your current job? if so what kind of training? Was that relevant? How?
- 2.** Do you have any experience at any of the leadership position in this university or other institution before obtaining your appointment as a Dean? If so in what position and for how long?
- 3.** Have you had the opportunity to set goals and vision of your college? If so in what occasions? And what was your major role?
- 4.** Do you think that you are successful in setting your college vision and goals? Why did you say that?
- 5.** Do you think that your management of the college is effective on areas like fair allocation of resources, delegation of work, solving problems effectively? Can you give examples for this?
- 6.** How do you judge your interpersonal skill (relationship with other staffs)? Can you support your response with practical examples?
- 7.** How do you evaluate your endeavor in encouraging staff to carry out research? Why did you say like that?
- 8.** How do you judge your effort in encouraging staff professional development? Why did you say like that?
- 9.** Do you think that you are successful in promoting the quality of education offered by your college? What practical examples can you give for your response?
- 10.** What are the major factors in this college/university that hinder Deans' leadership effectiveness? How do these factors hamper your leadership effectiveness?
- 11.** In your opinion what should the university do so as to assist Deans improve their leadership? How can these remedies improve your leadership?

Appendix 3

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH

Interview guide for the vice President for Research, Academic and student affairs

Date _____

Time Interview started _____

Time Interview end _____

Experience of the respondent in current position _____

Level of educational Qualification _____

Instruction

*I am a Masters student at Addis Ababa University. As a part of my program requirements, I must complete a thesis for graduation. I have chosen to study **Deanship Effectiveness (Deans' Leadership Effectiveness) at Jimma University** with the intention to understand the extent to which Deans are successful in serving leadership roles expected of them and factors that might hamper its effectiveness. You are chosen as participants of the study as a result of active role and high responsibilities you have in the leadership of this university. Through this questionnaire, I would like to get your view regarding the effectiveness of Deans' leadership at your University. As the information you provide will serve as a foot to identify Deanship effectiveness, your genuine responses to the questions that follow are highly valued and taken as essential assets to the success of this study.*

This interview guide is presented to you to generate pertinent data concerning your view points about your Leadership effectiveness at your college. Make sure that all the information you provide will remain confidential and will be used for research purpose only. So, please be confident and frank to give your responses to the best of your knowledge.

Interview Questions

1. How do you judge the success of college deans in this university in discharging the following roles:
 - A . Setting vision and goals of their respective colleges? Why did you say that?
 - B . Managing the work of their colleges? Why did you say that?
 - C. Their Interpersonal relationship (relationship with the university community)?
Why did
 You say that?
 - D. Encouraging research undertakings? Why did you say that?
 - E. Encouraging staff professional development? Why did you say that?
 - F. Promoting the quality of education? Why did you say that?
2. Have you observed any differences among the college Deans with regard to their effectiveness on the areas mentioned above (A-E)? If so whose college Dean/s is/are more effective? Why did you say that?
3. What do you think are the source/causes of these differences?
4. What are the major factors that hamper the leadership effectiveness of Deans in this university?
5. How do these factors impede Deans' leadership effectiveness?
6. What measure did the university take so far to address these challenges?
7. What should the University do in the future to assist deans improve their leadership effectiveness?

