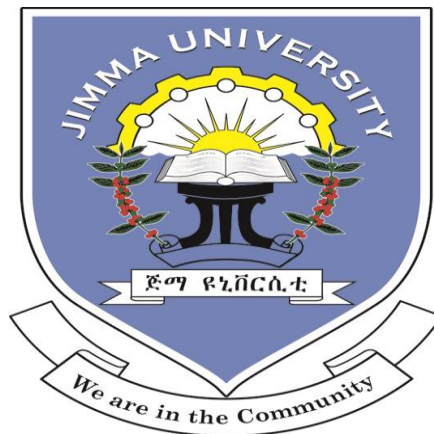


**THE EFFECT OF LEADERSHIP STYLES AND  
EMOTIONAL INTELLIGENCE ON LEADERSHIP  
EFFECTIVENESS IN SOME SELECTED PUBLIC  
SECTORS IN KAFFA ZONE, ETHIOPIA**

*A Thesis Submitted to the School of Graduate Studies of  
Jimma University in Partial Fulfilment for the Award of  
the Degree of Master of Public Management (MPM)*

By:

**WONDIMU WORKU**



**JIMMA UNIVERSITY**

**COLLEGE OF BUSINESS AND ECONOMICS**

**MPM PROGRAM**

**JUNE 5, 2017**

**JIMMA, ETHIOPIA**

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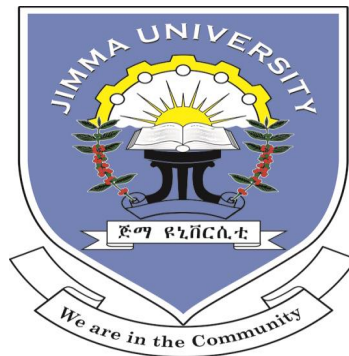
**WONDIMU WORKU**

Under the Guidance of

Mr Girmaw Assemie

And

Mr Mohamed Yassin



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## DECLARATION

I hereby declare that the thesis entitled “**The Effect of Leadership Styles and Emotional Intelligence on Leadership Effectiveness in Some Selected Public Sectors in Kaffa Zone, Ethiopia**”, has been Carried out by me under the guidance and supervision of Mr. Girmaw Assemie and Mr. Mohamed Yassin.

The thesis is original and has not been submitted for the award of the degree of diploma any university or college.

Researcher’s Name

Signature

Date

**Wondimu Worku**

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## CERTIFICATE

This is to certify that the thesis entitled “**The Effect of Leadership Styles and Emotional Intelligence on Leadership Effectiveness in some Selected public sectors in Kaffa Zone, Ethiopia**”, Submitted to Jimma University for the award of the Degree of Master of Public Management (MPM) and is a record of Valuable research work carried out by *Mr. Wondimu Worku*, under our guidance and supervision.

Therefore we hereby declare that no part of this thesis has been submitted to any other university or institutions for the award of any degree or diploma.

Main Adviser’s Name

Date

Signature

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Co-Advisor’s Name

Date

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## ABSTRACT

*Emotional intelligence and full range leadership styles have a significant contribution to leadership effectiveness in any organization. However, there is no research work on the relationship among leadership styles, emotional intelligence and leadership effectiveness in Ethiopia. The main objective of this study was to examine the effect of leadership styles and emotional intelligence on leadership effectiveness in some selected public sectors in Kaffa Zone, Ethiopia. In this study survey design, more precisely, cross-sectional survey design was employed. By using multi-stage random sampling method, data was collected from a total of 151 respondents. The major data collection instruments employed in this study were Emotional Competency Profiler (ECP), Multifactor Leadership Questionnaire (MLQ), and Leadership Effectiveness Questionnaire (LEQ). Data analysis was carried out both by descriptive statistics such frequency, percentage, minimum, maximum, mean, standard deviation and Pearson correlation as well as inferential statistics such as multiple linear regression by using SPSS software version 20. In this study, full range leadership styles (Transformational, Transactional, and Laissez-fair) and Emotional Intelligence were treated as independent variables while Leadership Effectiveness as the dependent variable. The result showed that transactional leadership style was the most dominantly exhibited leadership style in selected public sectors of the study area. The finding also revealed that emotional intelligence had a positive relationship with transformational leadership style while it had a negative relationship with transactional and laissez-faire leadership styles. The regression analysis results also indicated that all the independent variables had significant effect on leadership effectiveness. Further, 62.4% of the variability of the dependent variable was explained by these independent variables. Finally, it was recommended that in order to enhance leadership effectiveness in selected public sectors of the study area, continuous leadership capacity building programs should be organized by the concerned body.*

**Keywords:** *Emotional Competency Profiler (ECP), Emotional Intelligence, Full range Leadership styles, Leadership Effectiveness, Multi-factor Leadership Questionnaire (MLQ)*

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## **ABBREVIATIONS**

ECP	Emotional Competency Profiler
EI	Emotional Intelligence
FRLT	Full Range Leadership Theory
LE	Leadership Effectiveness
LFL	Laissez-Faire Leadership
MLQ	Multifactor Leadership Questionnaire
SNNPRS	South Nations Nationalities and Peoples Regional State
TFL	Transformational leadership
TSL	Transactional leadership

# CHAPTER ONE

## 1.1. Background Of the Study

Leadership is one of the most important functions in any organisations that aims to influence employees' behaviour towards the direction of goal achievement. According to Certo and Certo (2014), as cited by Azamudin and Badri-Harun (2016), leadership is the process of directing people's behaviour towards attaining a goal. Ray and J. (2014), stated that the important function of leaders in the attainment of organisational objectives emphasises why leadership issues internationally are given prime attention in the debate of modern organisations.

Effective leadership at all levels of private and public organisations is a milestone to achieve and to sustain effective administration, organisational goals, sustain quality and deliver first-rate services to the society. Further, the increasing complexities and requirements arising from the constant change in society, coupled with the constant push for higher levels of productivity, require effective leadership (John, 2015).

Leadership effectiveness can be influenced by different factors such as gender difference, organisation culture, job commitment, leadership styles, emotional intelligence and so on (Azamudin, 2016). In the study, however, only the effect of full range leadership styles and mixed model emotional intelligence on leadership effectiveness were investigated.

Previous research works have been indicated that the concept of emotional intelligence has got much acceptance as a potential underlying quality of effective leadership. This is due to the fact that, dealing effectively with emotion contributes to how a leader handles individuals and motivate employees as well as makes them feel free and happy at work.

According to Batool (2013), leaders who regularly become effective do not only have technical skills, rather, they also have the essential aspects of emotional intelligence. Humphrey (2002), as cited by Azamudin *et al* (2016), emphasised that leadership is an inherent and emotional process that enable leaders to elevate the emotions of their subordinates in order to recognise their emotional states and so as to lead them properly.

Moreover, considerate one's own and other people's emotion at workplace plays great importance to be effective in leadership due to the fact that emotionally intelligent leader's associate passion with logic and emotions with intelligence (Caruso & Shalvey, 2004), as cited by (Asrat, 2012). Sivanathan and Tekken argued that leaders with greater emotional intelligence will be more effective compared to leaders are socially adept (Siva Nathan & Fekken, 2002), as cited by (Yasmine Nabih, 2016). Furthermore, Fatt (2002), as cited by Yasmine Nabih (2016), argued that emotional intelligence can contribute close to 90 percent of success in leadership positions.

On the other hand, acquiring appropriate leadership styles would be among the major factors for the leaders to achieve organisation objectives. According to Farbod and Asiabar (2015), an effective leader has to be aware of some essential roles, such as using a proper leadership style which matches to the situation, the followers, and the environment as well. Among the many types of leadership styles in the literature, one of the main models that measure leadership effectiveness is the Full Range Leadership Theory (FRLT) that constitutes transformational, transactional and laissez-fair leadership styles. This theory also distinguishes active from passive leadership and proposes that leaders who possess more active forms of these leadership styles are more effective (Yasmine Nabih, 2016).

According to Zhu *et al* (2005), transformational leaders create a strategic vision, communicate that vision through framing and use of metaphor, acting consistently, and build commitment towards the achievement of the vision. They further explained that transactional leadership style also helps organisations attain their current objectives effectively by linking job performance to valued rewards and by that the employees have the resources needed to get the job done (Zhu *et al.*, 2005) as cited by (Anand, 2010).

Generally, without effective leadership organisations are likely to fail. This is because the performance of public sector organisations globally depends largely on their leadership. In any organisations, leaders' daily operations at various departments, units or divisions are highly a complex one that means they have to communicate, plan, organise, and perform various activities within the organisation. Working effectively with others

require more effective utilisation of emotional resources. Therefore, having the required level of emotional intelligence makes leaders communicate effectively and at the same time possession of appropriate leadership style enable them to exploit their subordinates' skills and knowledge for the best of both employees and the organisation.

In Ethiopian, leadership ineffectiveness has been one of the main strategy implementation problem in public sectors (Duressa, 2014). Currently, the government has been undertaking a massive activities to enhance leadership effectiveness in public organisations at the different level. Though the government's initiatives to create efficient and effective public sector in the country is an essential activity, it needs research-based problem identification and solutions for further improvement. This is because identification of essential leadership competencies and skills can help to develop effective leaders and in turn to enhance improved goal setting and implementation in public sectors (Greenhalgh, 2012).

Therefore, the rationale of this study was intended to contribute on the leadership development activities of the study area by examining the effects of leadership styles and emotional intelligence on leadership effectiveness.

## **1.2. Statement of the Problem**

The relationship among leadership styles, emotional intelligence, and leadership effectiveness have been studied by many researchers. According to many of these studies, full range leadership styles and emotional intelligence have a significant contribution to leadership effectiveness.

Bin Sayeed and Shanker (2009), stated that emotionally intelligent leaders can well communicate and instill commitment toward a common goal create shared norms. McDermott *et al* (2011), concluded in their study that modern leadership theories prove the importance of emotional skills for effective leadership. They also added that leadership is an integrally social role, therefore emotional skills are critical for leaders' development and effectiveness. Trehan and Shrivastav (2012), in their study, investigated that emotional intelligence is very important for leaders in relation to motivation,



decision making, communication, interpersonal relationship, and change management. Moreover, Anand and Udasuriyan (2010), and Singh *et al* (2012), study stated that elements of emotional intelligence such as emotional literacy and self- motivation have significant relation with leadership effectiveness. Batool (2013), extends his conclusion that practical implementation of emotional intelligence elements in any organisation plays a vital role in leadership effectiveness. Recent studies also confirmed that leaders who are able to control their own emotions effectively are able to understand the needs of followers in a better way (Rogelberg *et al.*, 2013). Furthermore, Howard and Irving (2014), study revealed that leadership is contingent upon the development of self-awareness and emotional intelligence. According to Tech and Gomathi (2015), leaders owning strong emotional intelligence are supposed to be the efficient and effective performer in the organisation.

Similarly, previous research works also demonstrated the existence of strong relationship between full range leadership styles and leadership effectiveness. For instance, the study by Sadeghi (2012); Koech and Namusonge (2012); and Azar and Asiabar (2015), revealed that transformational and transactional leadership styles have a positive relation with leadership effectiveness, however, laissez-faire style is negatively related with leaders' effectiveness. Likewise, Asiabar (2015), study also confirmed that transformational and transactional leadership styles had a significant correlation with leadership effectiveness.

Although the above empirical findings have a great contribution to the development of body of knowledge in the field of leadership, they have some limitations. For instance, most of the above studies focused on the examining of the relationship among the three variables (i.e., leadership styles, emotional intelligence and leadership effectiveness) rather they did not well investigate the effect of each explanatory variables (leadership styles and emotional intelligence) on the outcome variable (leadership effectiveness).

In addition, previous researchers conclude their study result from information obtained only from leaders (self-raters) perception. Nonetheless, according to John and Chattopadhyay (2015), in order to reach a more appropriate conclusion, it is better to

incorporate the perception of both leaders and people around them such as employees and customers.

On the other hand, even though there have been a number of researches done in connection with the relationship among leadership styles, emotional intelligence, and leadership effectiveness, there is still a need for an in-depth investigation to examine the effect of leadership style and emotional intelligence on leadership effectiveness (Azamudin *et al.*, 2016). Moreover, unlike the most reviewed research works from different parts of the world, there is no research work on the relationship between full leadership styles, emotional intelligence and leaders' effectiveness in Ethiopia, particularly in public sectors. Adare *et al* (2016), stated that even the knowledge of what factors affect Ethiopian public sector leaders effective or ineffective is not studied well. So the researcher is interested to examine the effect full range leadership styles and mixed model emotional intelligence on leadership effectiveness in selected public sectors of Kaffa Zone.

Therefore, the findings of this study is expected to fill the existing knowledge gap and help leaders in the study area to give the most emphasis on the importance of being emotionally intelligence on their daily communication and to uphold appropriate leadership style that would help them to be more effective and efficient in the future.

### **1.3. Research Questions**

In this study, the following four main research questions were developed and empirically answered.

1. Which type of leadership style (Transformational, Transactional, or Laissez fair) is dominantly practiced in the selected public sectors of Kaffa Zone?
2. What is the perceived level of leaders' emotional intelligence and leadership effectiveness in selected public sectors of Kaffa Zone?
3. What is the relationship among leadership styles (Transformational, Transactional, and Laissez fair), emotional intelligence and leadership effectiveness in selected public sectors of Kaffa Zone?

4. What is the effect of the three leadership styles (Transformational, Transactional, Laissez fair) and emotional intelligence on leadership effectiveness in selected public sectors of Kaffa Zone?

#### **1.4. Objectives of the study**

The study has both general and specific objectives.

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

The general objective of the study is to examine the effect of leadership styles and emotional intelligence on leadership effectiveness in selected public sectors of Kaffa Zone, Ethiopia.

##### **1.4.2. Specific Objectives**

The study is expected to address the following specific objectives:

1. To determine the dominantly practiced leadership style in selected public sectors of Kaffa Zone
2. To determine the perceived level of leaders' emotional intelligence and leadership effectiveness in selected public sectors of Kaffa Zone
3. To determine the relationship among leadership styles, emotional intelligence and leadership effectiveness in selected public sectors of Kaffa Zone
4. To examine the effect of leadership styles (Transformational, Transactional, Laissez-fair) and Emotional Intelligence on leadership effectiveness in selected public sectors of Kaffa Zone

#### **1.5. Significance of the Study**

This study is designed to examine the effect of leadership style and emotional intelligence on leadership effectiveness in selected public sectors of Kaffa Zone. Therefore, the results of this study is expected to contribute on the practical application of emotional intelligence and full range leadership styles in public sectors and expand the development of body of knowledge in the area of leadership effectiveness. More

specifically, the findings of this study would have at least the following importance for different beneficiaries:

The first beneficiaries of this study are public sectors in kaffa zone. In such a way the result of this study would help the administration to identify what affects leaders' effectiveness and also it would show direction what to focus on during leadership training and development programs as well as selection and placement of public leaders.

Research undertaken regarding the relationship among full range leadership styles, emotional intelligence and leaders' effectiveness in public sectors in Kaffa Zone is none. So in this regard, this study also would have a considerable contribution by filling the literature gap in the study area.

Moreover, researchers and academician can use it as a reference for further study and academic purpose. Last but not least, the successful accomplishment of this study has contributed a lot to enhance the knowledge and experience of the researcher for his further endeavor.

## **1.6. Scope of the Study**

According to Creswell (2009), delimiting a research project using study population, issue to be investigated, specific time frame or location helps the researcher to focus on the theme of the study and address the research problems in a resource and time efficient manner. Similarly, this study is delimited in the study area, study population and variables. In terms of geographical area, this study was conducted in Kaffa Zone, Ethiopia.

Regarding population, the concern of the study were leaders (top, middle & lower level) and employees of the selected public sector organizations of the study area. The other delimitation of this study was that the explanatory variables used for predicting leadership effectiveness are mainly (i.e. full range leadership styles and emotional intelligence). However, there are other variables like organizational culture, gender

influence, and job commitment and so on which might have effect on leadership effectiveness but excluded in this study.

### **1.7. Limitations of the Study**

In fact, any research limitation may arise from the researcher him/herself, respondents' biasedness, inappropriateness of instruments used for data gathering and analysis, and sampling procedure and so on. Accordingly, this study had also certain limitations that include the following:

One of the limitations of this study was that the results of the study disclosed the case of those selected public sectors so it not possible to generalize the study results to all public sectors in Kaffa Zone. On the other hand, some respondents were busy with their institutional matters and did not have adequate time to deliver detailed information as required. So this might limit the depth of information that could be collected from these sources.

The other limitation was emanated from the shortage of time allocated to the research project. The researcher has faced difficulty especially during proposal development period because it was hard to allocate adequate time while attending regular classes'. Similarly, lateness of the research budget release on has also created time pressure during data collection. Regardless of all the challenges, the researcher has made unreserved efforts to manage the available time and other resources and finally achieved the intended objective successfully.

### **1.8. Structure of the Thesis**

This thesis is organized into five chapters. The first chapter is an introductory part that included the background of the study, problem statement, and objectives of the research, research questions, and scope of the study, significance, and limitation of the study. Chapter two highlights the theoretical, empirical and conceptual framework of the study while Chapter three is about research methodology. Chapter four is about data analysis and presentation, and finally, chapter five is devoted to the summary of the major findings, conclusions, and recommendations respectively.

# CHAPTER TWO

## REVIEW OF RELATED LITERATURE

The literature review presented within this chapter contains the theoretical and empirical evidence that are directly related to the study purpose. The theoretical part critically examined the three separate and interdependent study variables: full range leadership styles, emotional intelligence and leadership effectiveness. Further, in the empirical part, previous related study results, research gap and the research model are briefly described.

### 2.1. Theoretical Framework

#### 2.1.1. Definitions of Leadership

The word leadership has been defined by many different scholars so far. For instance, as stated by Abbasialiya (2010), leadership is everything a leader does that affects the achievement of objectives and the well-being of employees and the organization. Griffin (2012), stated that leadership is a process that focuses on shaping or influencing people to attain organizational goals.

Ololube (2013), as cited by Amanchukwu *et al* (2015), stated that leadership involves a type of responsibility aimed at achieving particular ends by applying the available resources (human and material) and ensuring a cohesive and coherent organization in the process. Yukl (2010), as cited by Viet Thanh and Viet Anh (2015), summarizes leadership as a process of using influence and motivation to support participation in achieving group or organizational success.

Generally, the main concepts resulting from the above definitions of leadership are process, influence and achieving goals. Therefore, leadership is all about how leaders can influence their followers so as to achieve something which is meaningful to them.

### **2.1.2. Leadership Theories**

To understand the nature and different aspects of leadership, a number of leadership theories are developed by scholars starting in the early 1900s. These theories are categorized as Great Man, Trait, Contingency, Situational, Behavioral, Participative, Management and Relationship theories. Each theory has its own assumption about leadership (Asrat, 2012). Further, these theories are divided into two broader categories known as traditional and new leadership approaches. In the traditional categories trait, behavioral, situational/contingency leadership approaches are commonly discussed and they also serve as a foundation for the development of new leadership approaches such as participative, Management and Relationship which are the dominate new leadership theories.

In this study, the full range leadership theory (FRLT) was discoursed due to the fact that it is the dominant theory in the recent leadership studies. According to Kirkbride (2006), as cited by Bodla (2010), FRLT is one of latest and the most researched as well as validated leadership model in use globally today. Moreover, it one of the main leadership models that measure leadership effectiveness, distinguishes active from passive leadership and proposes that leaders who possess more active forms of these leadership styles are more effective (Yasmine Nabih, 2016).

#### **2.1.2.1. Full Range Leadership Theory**

In the Full Range Leadership Theory development model, the components exist in a single continuum that ranges from the highly active and effective leadership style called transformational to another end of the continuum which is highly inactive and ineffective leadership style called laissez- fair additionally at the middle of the continuum transactional leadership style is represented and each of the components are discussed under their classification in line with leadership styles.

### **2.1.2.1.1. Components Full Range Leadership Theory**

Scholars' such as Avolio and Bass (2002); Havard (2005); Nortyouse (2007); and Yukl (2010), discuss the components of full range leadership theory separately as transformational, transactional and laissez-faire.

#### **A. Transformational Leadership**

Many scholars contribute various explanations about transformational leadership in such a way that transformational leaders are characterized by their abilities to inspire and communicate a vision and motivates people to achieve something extraordinary. According to Brand and others (2000), transformational leadership is attached with the transformation of follower's, values, beliefs, needs and capabilities. Jones and Gorge (2003), stated that transformational leaders have the passion to be trusted by their subordinates and organizations. Employees under this type of leaders also feel as they are being treated fairly which in turn positively influence their motivation and commitment (Jones & Gorge, 2003). According to Bass and Avolio (2000); Bass and Riggio (2006); and Koech and Namusonge (2012), transformational leadership have four components: Idealized influence, Inspirational Motivation, Intellectual Stimulation, and Individual consideration.

**Idealized influence** this factor consists of firstly, idealized influence attributed, and secondly, idealized influence behavioral. They are the charismatic elements in which leaders become role models who are trusted by subordinates. The leaders show great persistence and determination in the pursuit of objectives, show high standards of ethical, principles, and moral conduct, sacrifice self-gain for the gain of others, consider subordinates' needs over their own needs and share successes and risks with subordinates.

**Inspirational motivation** is a way of motivating, providing meaning and challenging subordinate's daily activity. In such a way the spirit of the time aroused while optimism and enthusiasm are displayed. Transformational leader shows a behavior that encourages



subordinates to imagine gorgeous future states while communicating a shared vision and expectation as well as demonstrating a commitment to goal achievement.

**Intellectual stimulation** is the abilities of transformational leader to arouse their subordinate's motivation in order to be innovative and creative by reframing problems, questioning assumptions, and approaching old status quo in new ways. Leaders use this ability encourage their employees to try new way of doing things while underlining rationality.

**Individualized consideration** is another characteristics of transformational leadership that enable leaders to build a respectful relationship with each individual, pay attention to each individual's need for achievement and growth by acting as a mentor or coach, developing subordinates in a supportive climate to higher levels of potential. Individual differences in terms of needs and desires are recognized.

## **B. Transactional Leadership**

According to Booyens (1997), transactional leadership style founded on legitimacy of traditional bureaucratic authority. This type of leadership occurs when the leader takes the initiative in making contact with their subordinates for the purpose of exchange of valued things such as information. Typically, transactional leaders are more concerned about changes within the existing working environment. Transactional leadership usually exhibited by factors including management –by – exception both active and passive and contingent reward.

**Contingent reward** Avolio and Bass (2000), stated that contingent reward involves the interaction between the leader and the follower in which the leader uses rewards, promises, and praise to motivate followers to achieve performance up to levels agreed by both parties. These scholars also added that contingent reward is an important leadership instrument due to the fact that it can result in bringing employees and group to perform up to the stated level.

**Management-by-exception** is defined as being either active or passive. Active Management-by-exception occurs when the leader monitors followers' performance for

deviations from rules and standards, taking corrective action in anticipation of irregularities (Avolio & Bass, 2000).

**Passive management-by-exception** passive management-by-exception happens when a leader delays inertly till mistakes to occur, intervening only if standards are not met (Mester & others, 2003). Leaders with this type of attribute adhere to the opinions that “if it isn’t broken, don’t fix it” and most of the time they are late to take corrective actions (Bass, 1995; Avolio & Bass, 2000).

### **C. Laissez-faire**

In the full range leadership development model, laissez-faire or “hands-off” leadership was identified by its non-transactional factors (Bass & Avolio, 1994). According to Mester and others (2003), laissez-faire leadership style is characterized by leaders who avoid decision-making, the provision of rewards and the provision of positive or negative feedback to their subordinates, with the leader clearly abdicating responsibility to others.

### **2.1.3. The Nature of Emotional Intelligence**

The Emotional intelligence literature has shown exponential growth since the mid-1990s, both in popular and academic writing (Cates, 2012). According to Mayer and others (2004) in order to be regarded as a true intelligence, emotional intelligence has to incorporate three criteria. These are: Conceptual, that can be labelled as a set of abilities; Correlational, the measure that correlates with other measures that reflect similar skills and abilities; and Developmental, develops with the age and experience but only up to some point.

On the other hand, Caruso has identified four areas of Emotional Intelligence competencies such as: identify emotions, use of emotions, understand emotions, and manage emotions (Caruso & Salovey, 2005) as cited by (Wagner, 2013).

Literature shows that various scholars have defined emotional intelligence in a different way. To see some of them:

According to Ashkenazy and others (2000), emotional intelligence is ability to know our own and others feeling for motivating as well as managing our emotions both within ourselves and in our relationship.

Mayer *et al* (2004), defined emotional intelligence as for how one could think rationally about emotions and logically emotions to supplement judgment. According to Anand and Udasuriyan (2010), emotional intelligence is how to manage one's emotion and others in a positive and productive way. It needs the capability of articulation, understanding and to deal accordingly.

In summary, emotionally intelligent leaders identify their own emotions and the ones of others, know how to influence and control those emotions and can manage them in order to use emotions for effective actions.

#### **2.1.3.1. Models of Emotional Intelligence**

Emotional Intelligence is one of the most powerful ideas that emerged in the field of management and behavioral science during the last few decades. Attempting to thoroughly the impact of emotional behavior on decision-making process and usage of emotions, scholars have developed three main models of emotional intelligence. These are the trait, the ability and mixed Emotional Intelligence models (Salovey & Mayer, 1990).

For this study, however, a mixed model of Emotional Intelligence established by Wolmarans and Martins (2001), to measure the perceived Emotional Intelligence competencies was used. This model is principally significant to this research study due to the fact that it was developed and employed in the South African context which can best fit to our country. Moreover, it is a statistically validated EI measurement tool (Palmer *et al.*, 2005).

According to Wolmarans (2001), EI involves a unique set of competencies that is used to develop the Emotional Competency Profiler (ECP) which in turn used to measure the overall EI. Generally, Wolmarans's Emotional Competency Model comprises the following seven dimensions:

**Self-motivation** is the ability to create a challenging vision and set goals; to remain absorbed and hopeful regardless of any obstacles that may occur in attaining set goals. It means taking action every day and enduring committed to a particular cause.

**Self-esteem** is the ability to have the bravery to stand by one's own values in the face of opposition, as well as the ability to admit to mistakes in public and even possibly laugh at oneself, if and when appropriate. It also includes unconditional, non-defensive acceptance of one's talents, values, skills and short-comings.

**Self-management** refers to the ability to manage stress and harness energy in order to create wellness and a healthy balance between body, mind and soul, without neglecting one in order to gratify another. It is exhibited by the capability to remain tranquil during conflicting situations.

**Change Resilience** refers to being flexible and open to new ideas and people, promoting the importance of change and improvement, while giving considerable attention to the emotional effect that this change may have on other peoples. Chang resilience can be depicted by an ability to cope with ambiguity, succeed on confusion and to get revitalized by the beautiful scenes encountered along the way in addition to the expectation of the unknown (Wolmarans & Martins, 2001), as cited by (Palmer & others 2005).

**Interpersonal relations** interpersonal relations is established through the ability to connect with others on an emotional level and by being able to build trust and loyalty in order to sustain long-term relationships. It is also the ability to have a real concern for other people's well-being, growth and development, as well as taking pleasure in and recognizing their success.

**The integration of 'head and heart'** it involves using one's head and heart in order to make decisions as well as to solve problems. Further, it is an ability to turn difficulty into chance and to make instinctive and applicable innovations during the moments of crisis proves an advanced incorporation of 'head and heart'.

**Emotional literacy** it involves having knowledge about what causes emotions, and then the ability to interact with others in an appropriate way.

#### **2.1.4. The Nature and Qualities of Effective Leadership**

Creating results in today's ever changing and the increasingly competitive world requires a very different kind of leadership from what was studied in the past (Koech & Namusonge, 2012). In order to achieve organizational goals, people and process have more important than tasks and organizational structure. Effective systems and processes are only effective if the people who make them work are effective.

Effective leaders motivate followers through investing in them and empowering them to do their best (Shekari, 2012). Effective leaders are frequently described as being visionary, equipped with strategies, a plan and desire to direct their teams and services to a future goal (Mahoney, 2001). Problem-solving processes, maintain group effectiveness and develop group identification are some of the required abilities of effective leaders. They are also expected to be dynamic, passionate, have a motivational influence on other people, be solution-focused and seek to inspire others.

According to Cherulnik *et al* (2001), as cited by Sadeghi (2012), leadership effectiveness is defined as how well a leader function and benefits both his organization and followers. Leadership effectiveness is the successful implementation of personal influence on individuals in order to accomplish organizational objective by winning followers' acceptance (Cooper *et al.*, 2004). Erkutlu (2008), argue that the most common measure of leadership effectiveness is that the extent to which the organization he/she leads achieves its goals (Sadeghi, 2012).

In summary, in this study, leadership effectiveness is defined as the ability to work with or through people to achieve the mission and vision of public sectors in a way that brings about persistent improvement.

##### **2.1.4.1. Dimensions of Leadership Effectiveness**

Alabi and Alabi (2010), theorize quality of leadership as the ability to achieve a vision and constantly advance the economic, social and human capital of the organization. A leader who needs to offer quality leadership should have a vision, obtain and utilize resources to realize the vision (Zhu *et al.*, 2005).

Scholars use different dimensions in measuring leadership effectiveness. For instance, Bryman (2009), uses the following key leadership effectiveness dimensions such as vision, management of the unit, interpersonal relationships, communication skills and support for institutional diversity.

In this study, leadership effectiveness was treated as a dependent variable and measured from three dimensions such as creating a vision, implementing the vision and developing followership which was adopted from Management Research Group (Williams, 2013).

### **Creating a Vision**

This leadership effectiveness dimension comprises different capabilities of a leader such as conservative, innovative, technical and self which is described below.

**Conservative** is reviewing problems in light of past practices to make sure predictability, strengthen the status quo and minimize risk.

**Innovative** is understanding easily fast changing environments; willing to take risks and approaches new and untested things.

**Technical** mean obtaining and upholding in-depth knowledge and using once expertise and specialized knowledge to understand issues in depth and draw conclusions.

**Self** refers to focusing on the importance of making decisions autonomously and looking to oneself as the main vehicle for decision making.

### **Developing Followership**

Developing followership is having commitment on convincing others and winning them over to your point of view. It can be expressed by acting as the demonstrative, friendly and informal manner and easily constructing interpersonal relationships.

**Eagerness** working with a good deal of energy, intensity, emotional expression as well as having a capacity for keeping others excited and involved.

**Restraint** maintaining a low-key, understated and working to control your emotional expression.

## **Implementing the Vision**

**Structuring** it is adopting a systematic and organized approach, developing and using guidelines and procedures to work in a precise manner.

**Tactical** focusing on the creation of immediate results by focusing on short-range and practical strategies.

**Communication** refers to clearly expressing one's thoughts and ideas to others and upholding a precise and constant flow of information.

**Delegation** recruiting the talents of others that helps meet objectives by allocating them important activities and adequate independence to exercise their own judgment.

## **2.2. Empirical Review**

The objective of this section was to present the empirical works done by various scholars within the country and across the world in connection with the relationship among leadership styles, emotional intelligence and leadership effectiveness that helps the researcher to identify the contribution and research gap of previous studies relating to the current study topic under investigation.

Accordingly, previous research results indicated that the concept of emotional intelligence has gained much acceptance as a potential underlying attribute of effective leadership. This is due to the fact that in leadership, dealing effectively with emotions can enable one to handle the needs of individuals, effectively motivate employees and makes them feel happy at work.

Palmer et al (2001), stated that effective leadership skills mostly depend on the understanding of emotions and the abilities associated with emotional intelligence. Siva Nathan and Fekken (2002), argued that leaders with greater emotional intelligence will be more effective leaders than leaders are socially adept.

Similarly, Humphrey in his study demonstrated that leadership is an emotional process in which leaders have to attempt to evoke emotions in followers, recognize followers' emotional states, and then seek to manage followers' emotional states accordingly.

He also added that the performance and effectiveness of leaders can be strongly influenced by their emotional intelligence climate (Humphrey, 2002).

According to Deshpande *et al* (2005), business leaders ranked emotional intelligence more important than any other traditional leadership attributes like financial performance, market orientation, and planning. A high level of emotional intelligence enable a leader to be better able to monitor how work group members are feeling, and take the appropriate action (Kerr *et al.*, 2006).

The findings of Morehouse (2007), indicated that leaders who are aware and have an understanding of their own and other's emotions and are able to use that understanding to effectively motivate, inspire, challenge and connect with others.

Riggio and Richard (2008), stated that leaders' emotional control is positively associated with leadership effectiveness. They elaborated that emotional control is the ability to adjust both the expression and experience of emotions as well the main component of EI predominantly important in the workplace. Leaders are most likely to lead their employees if they have insight into their needs, values, and hopes. This understanding can be enabled through a higher level of emotional consciousness and sensitivity. Emotionally intelligent leaders can well communicate and instil commitment toward a common goal create shared norms (Bin & Shanker, 2009). McDermott *et al* (2011), concluded in their study that modern leadership theories prove the importance of emotional skills for effective leadership. They also added that leadership is an integrally social role, therefore emotional skills are critical for leaders' development and effectiveness. Trehan and Shrivastav (2012), in their study, investigated that emotional intelligence is very important for leaders with regarding motivation, decision making, communication, interpersonal relationship, and change management.

Furthermore, Anand and Udasuriyan (2010); and Singh *et al* (2012), study implied that elements of emotional intelligence such as motivation have significant relation with leadership effectiveness. Batool (2013), extends his conclusion that practical implementation of emotional intelligence elements in any organization plays a vital role in leadership effectiveness. Recent studies also confirmed that leaders who are able to



control their own emotions effectively are able to understand the needs of followers in a better way (Rogelberg *et al* 2013). Similarly, Howard and Irving (2014), study revealed that leadership is contingent upon the development of self-awareness and emotional intelligence. According to Tech and Gomathi (2015), leaders owning strong emotional intelligence are supposed to be the efficient and effective performer in the organization.

Likewise, past research findings revealed the existence of a strong relationship between leaders' effectiveness and full range leadership styles. For instance, according to Sadeghi (2012), study idealized influence, inspirational motivation, individualized consideration, intellectual stimulation, management-by-exception active and contingent reward are significant predictors of leadership effectiveness.

The study by Koech and Namusonge (2012), showed that transformational and transactional leadership styles have a positive relation with leadership effectiveness, however, laissez-faire style is negatively related with leaders' effectiveness. Similarly, Azar and Asiabar (2015), study revealed that transformational and transactional leadership styles are significantly correlated with leadership effectiveness but not laissez-fair.

### **2.2.1. Summary and Research Gap**

According to the above empirical findings and the theoretical literature review, the researcher concluded that the contribution of full range leadership styles and emotional intelligence were vital for leadership effectiveness in any organization.

On the other side, even though there have been a lot of researches done in connection with the relationship among leadership style, emotional intelligence and leadership effectiveness, there is still a need for an in-depth investigation to examine the effect of leadership style and emotional intelligence on leadership effectiveness, especially in public sector.

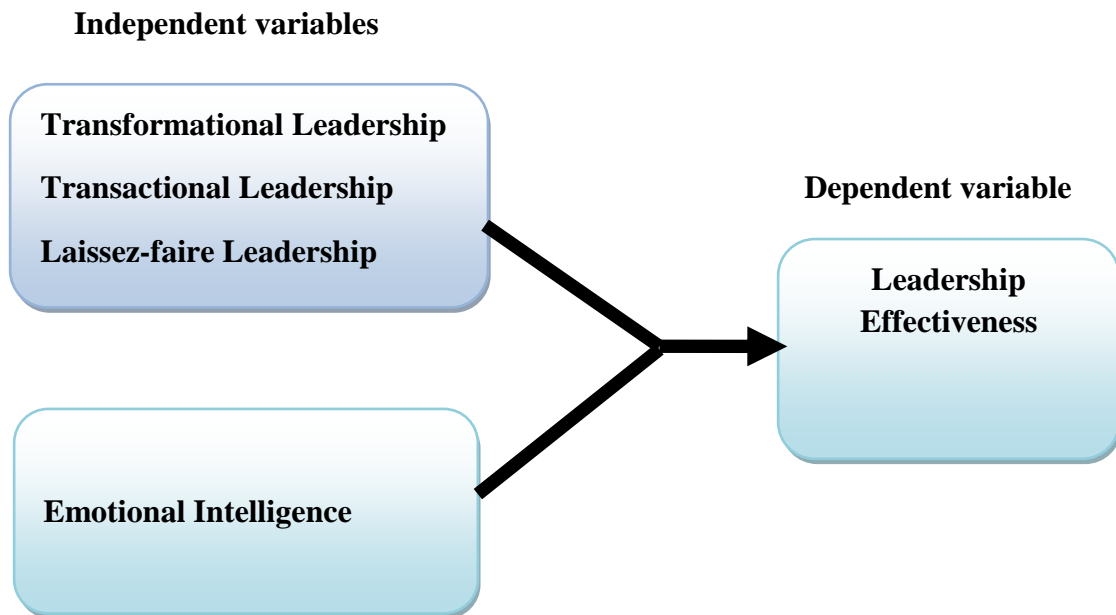
Moreover, unlike most of the reviewed research works from different parts of the world, there is no comprehensive research work on the relationship among full leadership styles, emotional intelligence and leaders' effectiveness in Ethiopia in general and particularly in

Kaffa Zone. According to Adare *et al* (2016), even the knowledge of what factors affect Ethiopian public sector leaders do well or fail to do is not studied well.

Therefore, this study was intended to examine the effect full range leadership styles and a mixed model emotional intelligence on leadership effectiveness in the selected public sectors of Kaffa Zone.

### 2.3. Conceptual Model

The conceptual model depicted below was developed based on the literature review in order to demonstrate the relationships among the study variables. In this study, the three leadership styles (Transformational, Transactional, and Laissez-fair) and Emotional Intelligence are considered as independent variables whereas leadership effectiveness is considered as dependent variable.



*Source:* Researcher's own construct, 2017

### 2.4. Hypothesis

From the above theoretical and empirical review as well as the conceptual model, the following eight hypotheses were developed and tested.

H1: There is a positive significant relationship between TFL and LE in selected public sectors in Kaffa Zone

H2: There is a positive significant relationship between TSL and LE in selected public sectors in Kaffa Zone

H3: There is a negative significant relationship between LFL and LE in selected public sectors in Kaffa Zone

H4: There is a positive significant relationship between EI and LE in selected public sectors in Kaffa Zone

H5: TFL has a positive and significant effect on LE in selected public sectors in Kaffa Zone

H6: TSL has a positive and significant effect on LE in selected public sectors in Kaffa Zone

H7: LFL has a negative and significant effect on LE in selected public sectors in Kaffa Zone

H8: EI has a positive and significant effect on LE in selected public sectors in Kaffa Zone

# CHAPTER THREE

## RESEARCH DESIGN AND METHODOLOGY

This chapter deals all about the study design and methodology employed in the study. It also describes the background of the study area, research design, study population and sampling frame and sampling methods. In addition, sources of data, the method of data collection and analysis are presented followed by the ethical consideration of the study.

### 3.1. Description of the Study Area

Kaffa Zone is one of the 14 administrative zones found in the SNNPR state located in the southwestern part of Ethiopian at a distance of 449 Km from Addis Ababa and 729 Km from the capital of SNNPR state, Hawassa. It is bordered to the north and east by Oromia region, to west and south-west by BenchiMaji Zone, to North West by Shaka Zone and to the east by Konta special woreda. The Zone is located between 60241 and 80131 north latitude and 350481 and 360781 east longitudes. The Zone constitutes ten rural woredas (Gimbo, Gewata, Gesha, Sayilem, Bita, Chena, Decha, Telo, Cheta, and Addiyo) and one town administration, Bonga, which is the capital of the Zone. According to (1999), Central Statistics Authority census and 2007 E.C. SNNPR estimation, the total population of the Zone is 1,104,487. *Source: KZFED<sup>1</sup> statistical abstract bulletin, 2007.*

### 3.2. Research Design

According to Shukla (2010), a research design is a framework or a blueprint for conducting a research. It provides a clear plan on how the research will be conducted and helps the researcher in sticking to the plan.

In this study, a correlational research design was employed. The rationale behind to use this design was that this study was intended to examine the relationship between the explanatory variables (TFL, TSL, LFL, and EI) and the outcome variable (LE). So correlational research design best fit to this study. This is because, this design helps to

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<sup>1</sup> KZFED : Kaffa Zone Finance and Economic Development

relate two or more variables if they influence each other and to predict the effect of each explanatory on an outcome variable/s (Creswell, 2012).

Moreover, a mixed research approach was employed since it permits the researcher to get adequate information from both qualitative and quantitative data for a better understanding of the topic under investigation. Further knowing that each of the approach has some inadequacies, the use of both qualitative and quantitative methods was to make sure that biases inherent in either of the approaches were counterbalanced by the strength of the other (Creswell, 2012).

### **3.3. Study Population**

The study population designed for this study were all leaders (top, middle lower level) and employees of the selected public sectors in Kaffa Zone.

### **3.4. Target Population**

According to Mugenda and Mugenda (2003), as cited by Florence and Abuga (2013), the target population is the population to which a researcher wants to generalize the results of the study.

The target population for this study were only top leaders, deputy leaders, job process coordinators and permanent employees from selected public sectors. On the other hand, leaders and employees whose service year less than six months in their current sector were not included. This is because the researcher believe that these employees or leaders do not to have enough information to evaluate the previous performance the current sector.

### **3.5. Sampling Design**

Sampling is a process of selecting a number of individuals or objectives from a population such that the selected group contains elements that are representative of characteristics found in entire group (Florence & Abuga, 2013).

### **3.5.1. Sampling Procedure**

The study area (Kaffa Zone) has ten Woredas<sup>2</sup> and a city administration. So that to get the appropriate representative sample, sampling was carried out using multi-stage and purposive sampling technique.

In the first stage, from the Ten Woredas and a City administration found in the Zone, three woredas namely Chena, Gimbo, Decha and Bonga City administration were selected purposively based on population size. According to the data obtained from the Kaffa Zone human resource development and civil service department, out of the 14,639 total government employees (found both in rural and urban) in the Zone, 40% are found in these selected woredas and City administration.

In the second stage, the 22 public sectors commonly found in each woreda's and a city administration were stratified into three strata (i.e., social sectors, economic sectors, and governance sectors). Under social sector, there was six sectors whereas under economic and governance sectors there was eight sectors in each. Then by using random sampling (lottery method), two sectors from each stratum (Education and Health from social sectors; Finance and Revenue from economic sectors; and Administration office and Human Resource Development and Civil Service office from governance sectors) were selected.

Finally, as it is depicted in summary of sampling procedure (Appendix-B), from the total of 260 target population, 158 respondents (75 leaders and 83 employees) were randomly selected from the employee's list of each selected public sectors and in order to maintain respondents' proportion taken from each sector, sample proportion method was employed.

### **3.5.2. Sample Size Determination**

Mugenda and Mugenda (2003), suggested that a researcher sample size of 10% the target population is to be suitable as long as the sample size is more than 30 ( $n > 30$ ).

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<sup>2</sup> *Woreda* means the second smallest sub-division of local administration unit

To determine the sample size, the researcher considered Yamane (1967) sample size determination formula. According to him, for a 95% confidence level and 5% precision, the size of the sample can be calculated by:

$$n = \frac{N}{1 + N(e)^2}$$

Where: N = population size; n = sample size; and e = level of precision (5%). In this case, N = 260 with 5% precision and 95% confidence level we have got the sample size as follows

$$n = \frac{260}{1 + 260(0.05)^2} = n = \frac{260}{1.65} = n = 158$$

### **3.6. Data Types and Sources**

To attain the study objective, both primary and secondary data types were used. The Primary data was the major source of data for this study and was collected from the top, middle and lower level leaders and employees of selected the public sectors of the study area through the use of survey questionnaire and an interview guide. On the other hand, the secondary sources of data used for this study mainly includes previous studies, Books and journal articles.

### **3.7. Data Collection Methods and Instruments**

According to Kothari (2004), using particular data collection method depends upon the information being collected, purpose of collecting data, skills of the researcher and the resources available for the investigation.

Under this study, two types of data collection methods such as survey questionnaire and interview were used. More precisely, standard questionnaire and semi-structured interview guide were the main data collection instruments and more precisely discussed as follows:

## **Questionnaire**

For this study, standard questionnaires were used to collect data both from leaders and employees. The questionnaires were structured into five parts. The first part of the questionnaire was designed to collect the demographic facts of the respondents, the second part presented some general questions, the third part of questionnaire deals with leadership styles while part four was about emotional intelligence. Finally, part five was designed for questions dealing with leadership effectiveness. Thus, data regarding full leadership style were collected by using Multifactor Leadership Questionnaire (MLQ) that is adopted from (Bass & Avolio, 1997), and data related to Emotional Intelligence was collected by using Emotional Competency Profiler(ECP) which was prepared by Wolmarans and Martins (2001), whereas the leaders' effectiveness was assessed using questionnaire adopted from Management Research Group (MRG) (Williams, 2013).

The main reason for adopting these questionnaires from previous studies was due to the fact that these instruments are more standard and have been extensively used by different scholars in similar studies and checked for their validity and reliability. Moreover, for this study, the questionnaires were prepared in a five- point Likert –Scale type response format ranging from “Not at all = 1”, “Once in a while = 2”, “Sometimes = 3”, “Fairly often = 4” to “Always = 5”.

## **Interview Guide**

The researcher also used semi-structured interview guide to collect additional information which could be used to triangulate the data obtained from questionnaires. In such away one to one interviews were undertaken with respondents who were selected by purposive sampling from each three woredas and a city administration.



### **3.8. Methods of Data Analysis**

The data analysis methods employed for this study were chosen based on their applicability and nature of the research design. Hence, the researcher used descriptive and inferential statistics to analyze the data.

The descriptive method was used to describe the general characteristics of respondent and their response rate such as minimum, maximum, mean, standard deviation, percentages and Pearson correlation to examine the relationship between the study variables. On the other hand in order to examine the effect of independent variables on the dependent variable, inferential statistics that is multiple linear regression was carried out by using SPSS version 20 software. In addition, data gathered through interview was analyzed by in-depth description.

#### **3.8.1. Model Specification**

To examine the effect of leadership styles and emotional intelligence on leadership effectiveness, the multiple linear regression model with ordinary list square (OLS) assumption was used. Model specification used to see the contribution of each independent variable to the dependent variable as well as how much variance in leadership effectiveness scores can be explained by score of four independent variables (Transformational, Transactional, Laissez-fair leadership styles and Emotional Intelligence) and it also helps to identify which is the best predicting explanatory variable.

The regression model for this study functionally expressed as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where Y = Leadership effectiveness

$\beta_0$  = constant

$\beta_1 \dots \beta_4$  = the coefficient of independent variables

$X_1 =$  Transformational leadership (TFL)

$X_2 =$  Transactional leadership (TSL)

$X_3 =$  Laissez-faire leadership (LFL)

$X_4 =$  Emotional Intelligence (EI)

Therefore, the regression model is restructured as:

$$LE = \beta_0 + \beta_1 TFL + \beta_2 TSL + \beta_3 LFL + \beta_4 EI + e$$

### **3.8.2. Description of the Study Variables**

In order to achieve the study objective, the researcher selected the following variables as independent and dependent variables.

#### **Independent Variables**

In this study, the researcher took full range leadership styles (Transformational, Transactional, and Laissez-fair) and Emotional Intelligence as independent or explanatory variables.

#### **Dependent Variable**

According to Amagoh (2009), there are a number of research works that have been discussing the importance of measuring leadership as a dependent variable, due to the fact that it is important to all organizations as they struggle to capacitate their employees with leadership skills. Meanwhile, leadership roles and developments are indispensable in setting direction, creating alignment, and inspiring commitment to groups of people. Therefore, in this study leadership effectiveness was used as dependent variable and measured by three dimensions such as creating a vision, implementing the vision and developing followership.

### 3.9. Data Quality Control

In this section, the data quality control mechanisms assuring the reliability and validity of data collection instruments are briefly explained.

#### 3.9.1. Reliability

Reliability refers to the accuracy and precision of a measurement procedure (i.e., the ability of instruments to test the same results over time). Under this study in order to maintain the reliability of data collection instruments, the researcher used standardized questionnaires such as Multifactor Leadership Questionnaire (MLQ) that was adopted from (Bass and Avolio, 1997); and Emotional Competency Profiler (ECP) prepared by Wolmarans and Martins (2001), as well as the leaders' effectiveness assessment questionnaire from Management Research Group (Williams, 2013).

The Cronbach's alpha test is the most commonly used method in many research works to evaluate the accuracy of data collection instruments. According to George and Mallery (2003), as cited by Barnes (2013), stated that an acceptable and reliable Cronbach's alpha value should not be under 0.70 otherwise.

In this study, although it was used standard instruments, in order to confirm the reliability and validity of instruments after modification and translation of the questionnaires from English version to Amharic, the researcher had carried out a Cronbach's alpha test as it was indicated below.

**Table 3.1: Reliability test results of the main study variables**

Variables	Number of Items	Cronbach's Alpha
Leadership effectiveness	3	0.703
Transformational	5	0.821
Transactional	3	0.750
Laissez-fair	1	0.730
Emotional Intelligence	6	0.853

*Source:* SPSS result, 2017

Therefore, the reliability of the current study instruments is acceptable because the Cronbach's alpha value of all the study variables was found above 0.70.

### 3.9.2. Validity

Assuring validity is important to determine if the statement in the questionnaire and interview guide are relevant to the study. In this study, the researcher asked ten respondents to evaluate the suitability of the data gathering instruments.

**Table 3.2: Validity test results of questionnaire and interview items**

Respondents	Number of Items		Relevant items	
	Questionnaire	Interview	Questionnaire	Interview
R1	74	8	68	6
R2	74	8	69	7
R3	74	8	71	6
R4	74	8	70	7
R5	74	8	65	6
R6	74	8	70	5
R7	74	8	67	7
R8	74	8	66	6
R9	74	8	69	6
R10	74	8	65	8

*Source:* researcher's own computation, 2017

Amin (2005), stated that validity can be measured by using CVI (Content Validity Index) formula as follows:

$$CVI = \frac{\text{Agreed items by all judges as suitable}}{\text{Total number of items being judged}}$$

CVI for Questionnaire:

$$CVI = \frac{68 + 69 + 71 + 70 + 65 + 70 + 67 + 66 + 69 + 65}{10 \times 74} = \frac{680}{740} = 0.91$$

CVI for interviews:

$$CVI = \frac{6 + 7 + 6 + 6 + 7 + 6 + 8 + 7 + 8 + 7}{10 \times 8} = \frac{68}{80} = 0.85$$

Therefore the calculated result both for questionnaires and interviews 0.91 and 0.85 respectively are greater than 0.70 which in turn indicated the validity of the instruments for this study.

### **3.10. Research permission and Ethical Consideration**

As social science research as well as primarily focus on human beings as a source of information, this study was fully administered by the ethical principles of social research. Moreover, the researcher obliged consciously to consider ethical issues in seeking consent, avoiding deception, maintaining confidentiality, respecting the privacy, and protecting the anonymity of all respondent.

To this end, during data collection through questionnaire and semi-structured interviews, greatest care was made to protect the privacy of every respondent thereby building confidence with participants of the study. Before data collection, the researcher had a great deal of time to inform participants about the purpose and objectives of the study. In addition to this, the data collection instruments were designed considering the ethical issues related to public administration.

# **CHAPTER FOUR**

## **RESULTS AND DISCUSSIONS**

This chapter presents the results of the study “The Effect of Leadership Styles and Emotional Intelligence on Leadership Effectiveness in some Selected Public Sectors in Kaffa Zone, Ethiopia.” In order to attain the study objective, 158 questionnaires were distributed to sample respondents (75 leaders and 83 employees) selected from six public sectors of three Woredas and a City administration from Kaffa Zone, Southern Ethiopia. Out of the 158 distributed questionnaires, 151(96%) are returned successfully. Therefore, under this chapter, the data analysis and interpretation have been made based on the 151 returned questionnaires and interview results.

### **4.1. General Characteristics of the Respondents**

The general characteristics of the respondents consist the gender, age, education level, service year, and work position.

According to Table 4.1 below, majority of the respondents 101(66.9%), are males while only 50 (33.1%) are female. Regarding the age distribution of the respondents, the large majority 70 (46.4%), of the respondents age lays between 31 - 40 years, 54(35.8%) of them belong between 18-30 and 13(8.6%) & 10(6.6%) of respondents age lays between 41-50 and 51-60 respectively while only 4(2.6%), of the respondents, are equal or greater than 61 years old. Concerning the academic status of study respondents, majority of the sample respondents 79(52%), have got a college degree and the next 68(45%) of them are diploma holders, while only 4(2.6%), of the respondents, are acquired master’s degree and no one from the sample respondents have got above master degree.

Table 4.1 also depicts that majorly of the respondents 49 (32.5%), have been worked from 6-10 years followed by 46 (25.8%), who have been employed for 11-15 years, and the next 39(25.8%) of the respondents are employed for 1-5 years, and finally 17(11.3%), of the respondents have been employed for equal and more than 16 years. Furthermore, regarding the job position of the sample respondents, 79 (52.3%) of them are working in

expert position and 29 (19.2%) of them are vice leaders while the remaining 22 (14.6%) and 21(13.9%) of the respondents are working as process coordinator and top leader respectively.

**Table 4.1: Demographic characteristics of the respondents**

Variable	Category of Variables	Frequency	%	Valid %
Gender	Female	50	33.1	33.1
	Male	101	66.9	66.9
	Total	151	100	100
Age in Year	18 – 30	54	35.8	35.8
	31 – 40	70	46.4	46.4
	41 – 50	13	8.6	8.6
	51 – 60	10	6.6	6.6
	>= 61	4	2.6	2.6
	Total	151	100	100
Education Level	Diploma	68	45	45
	First Degree	79	52.3	52.3
	Master Degree	4	2.6	2.6
	Total	151	100	100
Service Year	1 – 5	39	25.8	25.8
	6 – 10	49	32.5	32.5
	11 – 15	46	30.5	30.5
	>= 16	17	11.3	11.3
	Total	151	100	100
job Position	Top leaders	21	13.9	13.9
	Vice leaders	29	19.2	19.2
	Process coordinators	22	14.6	14.6
	Experts	79	52.3	52.3
	Total	151	100	100

*Source:* survey result, 2017

Generally, the demographic characteristics of the respondents show that in terms of sex the respondents were from both sexes (male & female) and the age of most respondents was in a good age range to make informed decisions. Further, most of the respondents were first degree holders and senior in their work experience. Hence, the sampled respondents selected for this study were in a good position to undertake this study.

## 4.2. Descriptive Statistic

In the descriptive statistics, summaries of the sample study participants' responses are presented. The table below shows the minimum, maximum, mean and standard deviation of the explanatory variables and the outcome variable.

**Table 4.2: Summary of descriptive statistics of the main study variables**

Variables	N	Minimum	Maximum	Mean	Std. Deviation
LE	151	2.20	3.60	3.0278	.24213
TFL	151	2.44	3.62	2.4764	.24566
TSL	151	2.08	3.83	3.9872	.32834
LFL	151	1.00	3.50	1.5921	.52289
EI	151	2.33	3.38	2.4009	.22245

*Source:* survey result, 2017

According to Table 4.2, majority of the respondents believe that leadership effectiveness in the study area is average (medium). The descriptive statistics also show that from leadership styles included in the study, transactional leadership has a highest mean<sup>3</sup> (3.9872), followed by transformational leadership style (2.4764) and laissez-fair (1.5921). This indicates that transactional is the most frequently demonstrated leadership style in the study public sectors. Furthermore, from Table 4.2 it can be seen that emotional intelligence has a mean value (2.4009), which implies leaders in the study public sectors show less emotional intelligence attributes as felt by respondents.

<sup>3</sup> Mean: in this study the mean value is evaluated with the criteria that 1-2.4 low; 2.5-3.4 medium; 3.5-4.4 high; whereas 4.5-5 is very high mean



**Table 4.3: The result of perceived level of leaders' effectiveness in study public sectors**

Items	Agreement	Frequency	Frequency %	Valid %	Mean
Creating vision	High	52	34.4	34.4	3.512
	Medium	83	55	55	
	low	16	10.6	10.6	
	Total	151	100	100	
Implementing vision	High	47	31	31	2.350
	Medium	75	50	50	
	low	29	19	19	
	Total	151	100	100	
Developing followership	High	56	37.1	37.1	3.0341
	Medium	85	56.3	56.3	
	low	10	6.6	6.6	
	Total	151	100	100	

*Source:* survey result, 2017

Scholars use different dimensions in measuring leadership effectiveness. For instance, Bryman (2009), uses the following key leadership effectiveness dimensions such as vision, management of the unit, interpersonal relationships, communication skills and support for institutional diversity. In this study, leadership effectiveness was treated as a dependent variable and measured from three dimensions such as creating a vision, implementing the vision and developing followership which was adopted from Management Research Group (MRG) (Williams, 2013).

Williams (2013), stated that if the raters' agreement is above 75%, then the overall leadership effectiveness is high and if it lays between 50-74 %, it is medium while less than or equal to 50% is low agreement. According to Table 4.3, the highest scour of respondents' agreement for the three leadership effectiveness dimensions lays between 50-74 % which conversely indicates the overall leadership effectiveness in the selected public sectors is at a medium level. Moreover, when we compare the mean of the three

dimensions of leadership effectiveness in the above table, the mean value of implementing vision becomes less than the average of the three. This indicates leaders in the selected public sectors of the study area are weak in organizational vision implementation.

**Table 4.4: Statistical summary of correlation matrix for the study variables**

Variables <sup>4</sup>		LE	TFL	TSL	LFL	EI
LE	Pearson Correlation	1				
	Sig.(2-tailed)					
	N	151				
TFL	Pearson Correlation	0.430**	1			
	Sig.(2-tailed)	.002				
	N	151	151			
TSL	Pearson Correlation	0.062**	-.109**	1		
	Sig.(2-tailed)	0.029	.014			
	N	151	151	151		
LFL	Pearson Correlation	-0.035**	-.031**	.132**	1	
	Sig.(2-tailed)	0.030	.005	.033		
	N	151	151	151	151	
EI	Pearson Correlation	0.260**	.145**	-.470*	-.188*	1
	Sig.(2-tailed)	.001	.003	.802	.760	
	N	151	151	151	151	151

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

*Source: Survey result, 2017*

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

### 4.3. The Relationship among the Main Study Variables

In order to examine the relationship between the independent variables (TFL, TSL, LFL, and EI) and the dependent variable (LE), the Pearson-product correlation statistics test was conducted. Moreover, the strength of association between the variables was evaluated using correlation effect size determination scores established by Evans (1996).

<sup>4</sup> Variables: LE- leadership Effectiveness, TFL- Transformational , TSL- Transactional, LFL- Laissez-Fair , EI- emotional Intelligence

**Table 4.5: Effect size determination score for correlation results**

If r is	r <sup>2</sup>	Strength
Between 0-.19	0-4%	Very weak
Between .20-.39	4-16%	Weak
Between .40-.59	16-36%	Moderate
Between .60-.79	36-64%	Strong
Between .80- 1.0.	64-100%	Very strong

*Source:* From Evans (1996)

#### **4.3.1. Transformational Leadership Style and Leadership Effectiveness**

As it is presented in Table 4.4, LE is significantly correlated with TFL style ( $r = 0.430$ ). In this case, the  $p$ -value ( $.002$ ) is less than the alpha value ( $.05$ ). Hence, there is a positive relationship between LE and TFL in the study area. On the other hand, when the strength of association between these two variables is compared to the research validation norm, it is found in the moderate range ( $r^2 = 0.18$ ).

#### **4.3.2. Transactional Leadership Style and Leadership Effectiveness**

From Table 4.4 above, it is also observed that LE has also made a positive correlation with TSL ( $r = 0.062$ ) at  $p$ -value ( $0.029$ ) which is less than the alpha value ( $.05$ ). The association between LE and TSL is found ( $r^2 = 0.004$ ) which implies very weak association.

#### **4.3.3. Laissez-fair Leadership Style and Leadership Effectiveness**

In contrary, LE and LFL have made a negative relationship ( $r = -0.035$ ) and the strength of association between these two variables become ( $r^2 = 0.001$ ), implies the strength of association between LE and LFL is very weak.

#### **4.3.4. Emotional Intelligence and Leadership Effectiveness**

Similarly, Table 4.4 above, indicates that the relationship between LE and EI is significant and positive ( $r = 0.260$ ). From the result, it can be seen that the strength of the relationship between this two variables is ( $r^2 = 0.07$ ), that indicates a weak association.

Therefore, from the above analysis, it can be seen that leadership effectiveness is positively correlated with emotional intelligence, transformational and transactional

leadership styles but transformational leadership has a superior association with leadership effectiveness than transactional and laissez-fair leadership styles.

### **4.3. Multiple Linear Regression Analysis**

According to Al-shami (2008), multiple regression analysis is used when the study independent variables are correlated with each other and with the dependent variable. In this study, multiple linear regression analysis was used to examine the effect of independent variables (transformational transactional, laissez-fair and emotional intelligence) on the dependent (leadership effectiveness).

#### **4.3.1. Diagnostic Tests of Multiple Linear Regression Assumptions**

Under this study before undertaking the regression analysis, the characteristics of the model and proposed variables in the study were assessed for the fulfilments of the classical assumptions underlying multiple linear regression as presented below:

##### **4.3.1.1. Sample Size**

The first assumption of the linear regression considered in this study is the sample size. This assumption refers that the characteristics of the population should be well represented by the sample. Accordingly, researchers use Tabachnick and Fidell (2007), formula for calculating sample size requirements for multiple linear regression. The formula is expressed as  $N > 50 + 8m$  (where,  $N$  = sample size and  $m$  = a number of independent variables). Therefore, under this study, the number of independent variables is 4 and sample size 158. Substituting these values into the above formula, the result shows  $158 > 82$ . Hence, the assumption of sample size requirements for multiple regression was met by the researcher before regression analyses.

##### **4.3.1.2. Multicollinearity Test**

A correlation matrix is used to confirm the correlation between independent variables. According to Brook (2008) if an independent variable is an exact linear combination of the other independent variables, then it can conclude that the model has perfect collinearity problem, and it cannot be determined by OLS.

Previous studies revealed that multicollinearity condition exists where there is high, but not perfect, correlation between two or more independent variables. However, the magnitude of correlation that causes multicollinearity is not clearly determined. For example, Cooper & Schindler (2009) suggested that a correlation coefficient above 0.8 between two or more independent variables should be modified for a sign of multicollinearity problem. On the other hand, Malhotra (2007) stated that multicollinearity problem occurs if the correlation coefficient among the explanatory variables is greater than 0.75.

In this study, the summary of the correlation matrix (Table 4.4) showed that the highest correlation (-.470) was observed between the two explanatory variables (i.e., transactional leadership style and emotional intelligence). Hence, there is no correlation above 0.75 and 0.8 as stated above. As a result, we can conclude that there is no multicollinearity problem.

On the other hand, variance inflator factor (VIF) and Tolerance for the independent variables are the other way for testing multicollinearity. Here, Tolerance indicates how much of variability of the stated explanatory variables are not explained by the other explanatory variables in the model (Gujarati, 2004).

Tolerance is calculated by the formula  $1-R^2$  for each explanatory variables. If the value is less than .10, that indicates the multiple correlations with other variable is high and implies the existence of multicollinearity. The other value, VIF (Variance Inflation Factor), is the inverse of Tolerance value (1 divided by Tolerance) and if the value is greater than 10 indicates multicollinearity. The result of this study shows that the tolerance value for each explanatory variable is above 0.10 and VIF value for each explanatory variable is less than 10. Hence, no multicollinearity problem at all.

**Table 4.6: Collinearity Statistics**

Model	Variables	Tolerance	VIF
1	Transformational	.959	1.043
	Transactional	.983	1.017
	Laissez-faire	.953	1.049
	Emotional intelligence	.945	1.058

*Source:* SPSS result, 2017

#### **4.3.1.3. Normality Test**

Normality (the normally distributed error) test is the other useful normality assumption or diagnostic test that is conducted in this study. A normal distribution is not skewed and is defined to have a coefficient of kurtosis 3. Kurtosis measures how far the tails of the distribution whereas the skewness measures the degree to which a distribution is not symmetric to its mean value. When the residuals are normally distributed, the Histogram would be bell shaped. The residuals scatter plots enable us to check if the residuals are normally distributed to predicted outcome variable or not. Normally, the residuals are distributed with a mean value of zero and standard deviation value one. The Histogram and P-P plot (Appendix- C), indicate that the normal distribution of the residuals with a mean of 0 and standard deviation 0.987 which is approximately 1. Therefore, the model fulfils the assumption of normality test.

#### **4.4.1.4. Test of Nonlinearity**

The other assumption of the linear regression model is linearity which assumes that the residuals should have a straight-line relationship with predicted outcome variable scores. This assumption can be checked from a scatter plot between the dependent variable and the independent which helps us identify the presence of nonlinearity. More precisely, the Normal Probability Plot is expected to lay on the straight diagonal line from bottom left to top right. In this study linearity assumption was tested as it was depicted by p-p plot figure 2 (Appendix-C) that confirmed the existence of linearity.

#### **4.4.1.5. Homoscedasticity Test**

In this assumption, the variance of the residuals is homogeneous across levels of the predicted values. If the model is well fitted, there should be no pattern to the residuals plotted against the fitted values. If the errors do not have a constant variance, it is said to be heteroscedastic (Brooks, 2008). As it can be seen from the scatter plot shown (Appendix-C), the error term seems normally distributed. Therefore, there is no heteroscedastic problem in this study.

#### 4.4.2. Overall Test of Regression Parameters

The test for significance of regression is a test to determine if there is a linear relationship between the response variable and any of the explanatory variables. This procedure is often thought as an overall or global test of model adequacy. The goodness of fit statistics is used to test how well the sample regression function fits the data (Brooks, 2008).

**Table 4.7: Model Summary**<sup>b</sup>

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Standard Error	Durbin-Watson
1	.790 <sup>a</sup>	.624	.607	.23846	2.201

a. Predictors:(constant), TFL, TSL, LFL, EI

*Source:* SPSS result, 2017

b. Dependent variable: LE

The most common goodness of fit statistics is known as R<sup>2</sup> which is defined as the square of the correlation coefficient between the values of the dependent variable and the corresponding fitted values from the model. R<sup>2</sup> lays between 0 and 1. A modification of R<sup>2</sup>, adjusted R<sup>2</sup> is also used which takes into account the loss of the degree of freedom associated with adding extra variables. It tries to correct R<sup>2</sup> to more closely reflect the goodness of fit of the model in the population. A value of R<sup>2</sup> close to 1 designates that the model explains almost all of the variability of the outcome variable about its mean value, while a value of R<sup>2</sup> close to zero specifies that the model fits the data poorly.

**Table 4.8: Analysis of Variance (ANOVA)**

Model		Sum of square	df	Mean Square	F	Sig.
1	Regression	5.492	4	1.373	59.696	.000 <sup>a</sup>
	Residual	3.303	146	.023		
	Total	8.794	150			

*Source:* SPSS output, 2017

The analysis of variance (ANOVA) also tells us whether the model, overall results in a significant good degree of prediction of the outcome variable. The statistic for analysis of variance is F- statistic, which is the ratio of two independent variables, each divided by their respective degrees of freedom.

According to Table 4.8, the analysis of variance (ANOVA), the SPSS output indicates the F-statistics and the associated significance value. The F-statistics is 59.696 with P-value, P=.000. Since the P-value is less than the significance level (5%), indicates that the model is well fitted.

**Table 4.9: Coefficients of Regression Output**

Model	Unstandardized					
	Coefficients				95% confidence level	
	B	Std. Error	t	Sig.	Lower Bound	Upper Bound
1 (Constant)	3.128	.380	8.225	.000	2.376	3.880
TFL	.821	.060	13.86	.000	.702	.940
TSL	.086	.039	2.208	.029	.009	.163
LFL	-.197	.090	-2.185	.030	-.375	-.019
EI	.730	.021	3.370	.000	.698	.772

a. Dependent Variable: LE

Source: SPSS output, 2017

#### 4.4.3. The Effect of Independent Variables on the Dependent Variable

The main objective of this study was to examine the effect of leadership styles and emotional intelligence on leadership effectiveness. Accordingly, a linear multiple regression analysis is performed to investigate the ability of the three leadership styles (transformational, transactional and laissez-fair) and emotional intelligence to predict the of leadership effectiveness.

From Table 4.9 above, the regression equation is levelled as follows:

$$LE = 3.128 + .821TFL + .086TSL - .197LFL + .730EI$$

The regression output revealed that the explanatory variables have followed standardize coefficients transformational leadership ( $\beta_1=.821$ ,  $p=.000$ ), transactional leadership ( $\beta_2=.086$ ,  $p=.029$ ), laissez-fair leadership ( $\beta_3= -.197$ ,  $p=.030$ ) and emotional intelligence ( $\beta_4=.730$ ,  $p =.000$ ). From the regression output, it is seen that TFL, TSL and EL have made positive effect on leadership effectiveness while LFL made negative effect.



The regression analysis also indicates that the most remarkable explanatory variable impacting leadership effectiveness is transformational leadership style, and the next is emotional intelligence followed by transactional and finally laissez-fair leadership styles.

According to the above estimation result the intercept term, TFL and EI are statistically significant at the level of 1%, whereas TSL and LFL are statistically significant at the level of 5%. Furthermore, the value of R-square (0.624) in the model summary (Table 4.7), indicates that the independent variables included in the study explain leadership effectiveness by 62.4%.

**Table 4.10: Summary of the Findings for Test of Hypothesis**

<b>Hypothesis</b>	<b>Result</b>
There is a positive significant relationship between TFL and LE	Accepted
There is a positive significant relationship between TSL and LE	Accepted
There is a negative significant relationship between LFL and LE	Accepted
There is a positive significant relationship between EI and LE	Accepted
TFL has a positive and significant effect on LE	Accepted
TSL has a positive and significant effect on LE	Accepted
LFL has a negative and significant effect on LE	Accepted
EI has a positive and significant effect on LE	Accepted

*Source:* Survey result, 2017

#### **4.5. Qualitative Data Analysis**

In most studies, it is common to support quantitative data with the qualitative. Similarly, in this study, the researcher tried to triangulate the qualitative information obtained through interview with the findings from the preceding quantitative data analysis.

The interviews were carried out with the officials at the top level leaders among the sampled public sectors especially leaders from civil service and human resource development office were the key interview respondent. This is due to the fact that this office has the duty and responsibility to control and evaluate the performance of public sectors. So undertaking interviewee with these people helped the researcher to have insight on the leadership style practiced and the overall perceived level of leaders' emotional intelligence and effectiveness in selected public sectors of the study area.

In the first place, the interviewee were asked to elaborate about the overall leadership practice and the type of leadership style mostly demonstrated by leaders in the study area. For this question majority of the respondents argued that transactional leadership style was frequently used by leaders in the study public sectors than transformational and laissez-fair leadership styles. They further explained that leaders use contingent rewarding system that means provision of different incentives such as appreciation letter, promotion and sometimes monetary reward when certain early determined goals are achieved.

Similarly, the interviewee were asked to express the overall perceived level of leadership effectiveness in their respective sector. In this regard majority of the interview respondents demonstrated their view in such a way that “although there are improvements from time to time, the overall leadership effectiveness in public sectors is not yet satisfactory to the public”. Interviewees more stressed on “even though all sectors have the vision to be achieved in the near future, in most public sectors implementation is the main problem and it mainly depends on the commitment of leaders at a different level. Rather than leading according to the pre-determined strategic goals, leaders usually run with accidental or issues coming in between. The problems were more expressed by as in most cases leaders’ effectiveness has been measured by political commitment rather than sectoral goal implementation. Further, daily and routine meeting, weak communication, lack of adequate monitoring and timely feedback, inappropriate resource allocation and lack of skills and knowledge on technology utilization are among the others that hinder sectoral vision implementation”.

Leaders being emotionally intelligent have vital importance for leadership effectiveness. According to Trehan and Shrivastav (2012), emotional intelligence is very important for leaders with regarding motivation, decision making, communication, interpersonal relationship, and change management. The interview participants were asked to describe the leadership style and emotional intelligence of leaders in their respective sector stated that “most of the leaders lack the ability and commitment to understanding the needs and feelings of their employees/subordinates. Further, they also argued that “most of the

leaders do not have well understanding on the importance of emotional intelligence on leadership effectiveness.

Finally, the interviewees asked to suggest what has to be done in order to enhance leadership effectiveness in public sectors. Accordingly, most of them stated that “leadership is a process and learning by doing. We have learnt that working with others need to be emotionally intelligent and transformational leader. This help leaders self-confident, committed, influential and charismatic. Therefore, for the future government has to give more attention on capacitating leaders with timely training and development programme”.

# CHAPTER FIVE

## SUMMARY, CONCLUSION AND RECOMMENDATION

This study was intended to examine the effect of full range leadership styles (transformational, transactional, laissez-fair) and emotional intelligence on leadership effectiveness in the selected public sectors of Kaffa Zone. By using multi-stage sampling technique, data was collected from 151 respondents who were randomly selected from six public sectors of the three woradas and a City administration of Kafa Zone. Finally, the data was analyzed by using both descriptive and inferential statistics. Therefore, under this chapter summary of the main findings, conclusions recommendations, and finally future research direction are presented.

### 5.1. Summary of Major Findings

The demographic characteristics the sample respondents showed that majority 101(66.9%) of them were males whereas only 50(33.1%) of them females. Regarding the age distribution, 70(46.4%) of the respondents were found in the age group of 31-40 years. On the other hand, 79 or above half of the sample respondents were first degree holders. Concerning their work experience, the majority of them were employed for 6-15 years.

According to the descriptive statistics results, transactional leadership had the highest mean (3.9872), followed by transformational leadership style (2.4764) and laissez-fair (1.5921). This implies that leaders in the selected public sectors of the study area usually exhibited transactional leadership style.

The statistical result also revealed that the mean value of emotional intelligence was found (2.4009), which is below the average mean. This indicated that leaders in the selected public sectors showed less emotional intelligence attributes.

The perceived leadership effectiveness in the study public sectors was found at a medium level. Moreover, among the three dimensions of leadership effectiveness measures included in the study, implementing vision scored below average mean (2.350), which

demonstrates leaders in the selected public sectors were found weak in organizational objective implementation.

The correlation analysis conducted among the main study variables revealed that leadership effectiveness was significantly correlated with transformational leadership style ( $r= 0.430$ ), and the strength of association between these two variables was found at moderate ( $r^2 = 0.18$ ). Similarly, the correlation result also revealed that leadership effectiveness was made a positive relationship ( $r= 0.062$ ), and very weak association ( $r^2 = 0.004$ ) with transactional leadership style. Moreover, the relationship between leadership effectiveness and emotional intelligence was found positive ( $r= 0.260$ ), and weak association ( $r^2 = 0.07$ ) respectively. In contrary, leadership effectiveness in the study public sectors was found negatively correlated with laissez-faire leadership style and showed a very weak association ( $r= -0.035$ ); ( $r^2 = 0.001$ ) respectively.

From the regression analysis, it was found that transformational and transactional leadership styles and emotional intelligence had a positive effect on leadership effectiveness while laissez-fair had a negative effect. Among the explanatory variables included in the study, transformational leadership style was found the most impacting variable on leadership effectiveness ( $\beta=.821$ ,  $p=.000$ ), and the next was emotional intelligence ( $\beta=.730$ ,  $p =.000$ ), followed by transactional leadership style ( $\beta=.086$ ,  $p=.029$ ) and finally laissez-fair leadership style ( $\beta= -.197$ ,  $p=.030$ ). In addition, the value of R-square was found (0.624), indicated that the independent variables included in the study explain leadership effectiveness by 62.4%.

## **5.1. Conclusions**

The conclusions drawn under this section is based on the individual research questions raised in chapter one and analysis and interpretation of data in chapter four. Therefore, the major conclusions reached as an answer for the research questions are presented as follows:

Leaders in the selected public sector were found more transactional and do not adequately exhibited emotional intelligence attributes as well as they were found weak in

organizational vision implementation. Hence, it was concluded that demonstration of inadequate emotional intelligence and more transactional leadership attributes had shade light on leaders' effectiveness in the selected public sectors of the study area.

Further, transformational and emotional intelligence had a positive relationship and showed higher effect on leadership effectiveness. From this results, the researcher concluded that being emotionally intelligence would have a greater contribution for leaders to demonstrate transformational leadership attributes which conversely enable them to be more effective.

To sum up, the study result explicitly indicated that all the explanatory variables included in the study had significant effect on leadership effectiveness in study area.

## **5.2. Recommendations**

Based on the major findings and conclusion drawn above, the following recommendations are forwarded.

From the study findings, it was concluded that leaders in the study area demonstrate transactional leadership style than transformational leadership style. But according to the many research results stated in the literature review part, transformational leadership is more important than transactional leadership style for leaders' effectiveness (Daud, 2012). This was also witnessed by this study that the result obtained from the regression analysis revealed that transformational leadership style had the largest beta value which implies it has more contribution to leadership effectiveness. Moreover, transformational leadership is not only playing the roles to achieve organizational goals but also developing follower to be a leader and this will create a good opportunity for leadership succession in public sectors. Therefore, the researcher recommends that leaders in the study area should use more transformational style attributes than transactional or laissez-fair leadership styles.

In addition, the study found that leaders in the selected public sectors were weak in vision (strategy) implementation. Thus, the researcher recommended that leaders in the selected public sectors should give more attention on vision/strategy implementation rather than running with issues coming in between.

Similarly, being emotionally intelligence have significant contribution for leadership effectiveness and when leaders become more emotionally intelligent they demonstrate transformational leadership style than transactional or laissez-fair leadership style. Moreover, information obtained from interviews indicated that majority of the leaders in the selected public sectors of the study area were not get regular capacity building training in areas of leadership. Consequently, most of the leaders do not have well understanding and skills on how to lead their followers in scientific ways. Therefore, the concerned government body, especially the human development and civil service sector should made an effort to capacitate leaders in the study area to exploit and use their emotional intelligence properly. In this regard organizing training and development program is the best solution. So, it is better to identify the knowledge gaps at individual and as well as organization level and along with design appropriate and timely training and development schedule for leaders.

Furthermore, understanding the effect of emotional intelligence and leadership styles on leadership effectiveness have a number of implication for human resource development in public organizations. The findings of this study delivered considerable evidence for the relationship among leadership styles, emotional intelligence and leadership effectiveness in public sectors. Therefore, the researcher recommends that the knowledge obtained from this study should be used by the study sectors and the remaining public organization in the study area in order to produce powerful tools for the selection, training and development of leaders.

### **5.3. Future Research Direction**

Notwithstanding the mentioned limitations in the current study, it has many contributions from which future researchers would benefit. Having this empirical evidence obtained from limited number of public sectors as initial insight, more researches should be carried out across a wider range of public organizations in the study area as well as at country level. In addition, future researchers could include more variables such as organizational culture, gender influence, conflict management, and job commitment, and organizational support. Moreover, scholars would be to undertake a longitudinal studies that investigates

the changes in the variables of the study over time. Furthermore, a more comprehensive study would be needed that can help to formulate policies, strategies and programs that enables to develop effective leadership in public sectors.

Finally, replication of this research work can be done in other public and private organizations in the study area as well as at country level, would enhance the understanding of how different working environment and organizational culture may place a strong or weak emphasis on the effect of leadership style and emotional intelligence on leadership effectiveness.



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# APPENDICES

## Appendix-A: Map of the study area

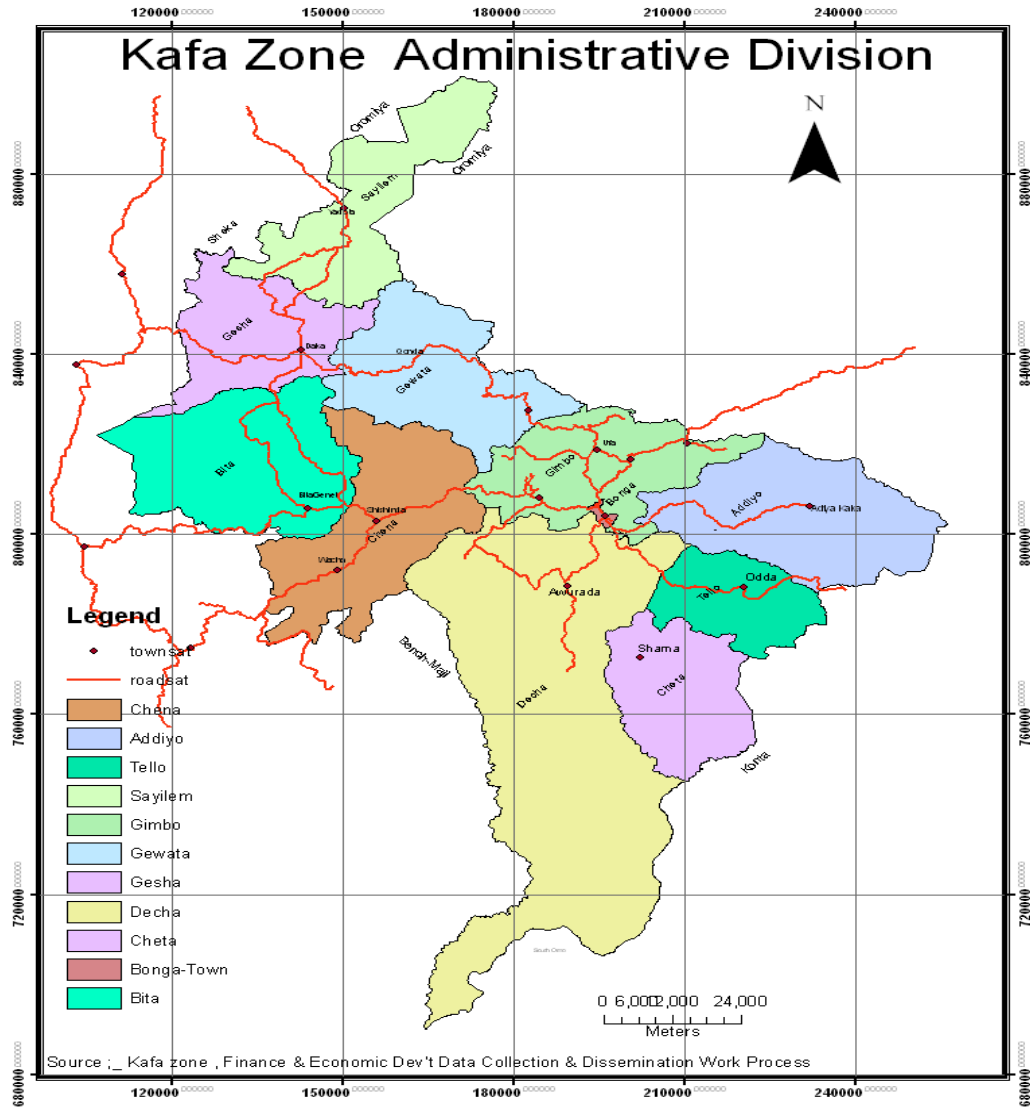


Fig.1. Map of the study area

Source: Kaffa Zone Finance and Economic Development statistical abstract bulletin, 2007

## Appendix –B: Summary of Sampling Technique

Study area	Study Sectors	Total pop.	Target population			Sample Proportion <sup>5</sup>	Final Sample	
			leaders	Employees	Tot.		leaders	employees
Bonga	Education	23	4	6	10	6	3	3
	Finance	30	5	9	14	9	4	5
	Admin.	27	4	6	10	6	3	3
	Health	19	4	5	9	5	3	2
	Revenue	33	5	9	14	8	4	4
	HRD & C. s	21	4	5	9	5	2	3
Gimbo	Education	20	4	6	10	6	3	3
	Finance	38	6	8	14	9	4	5
	Admin.	25	5	6	11	7	4	3
	Health	17	5	5	10	7	3	4
	Revenue	28	4	7	11	7	3	4
	HRD & C. s	19	4	5	9	5	3	2
Decha	Education	20	4	5	9	5	3	2
	Finance	27	4	7	11	7	3	4
	Admin.	26	5	6	11	7	4	3
	Health	18	5	5	10	6	3	3
	Revenue	20	4	7	11	7	3	4
	HRD & C. s	18	3	4	7	4	2	2
Chena	Education	23	4	5	9	5	2	3
	Finance	39	6	9	15	9	4	5
	Admin.	21	6	8	14	9	4	5
	Health	21	5	7	12	7	3	4
	Revenue	20	5	6	11	7	3	4
	HRD & C. s	17	4	5	9	5	2	3
Total		570	109	151	260	158	75	83

*Source: From each Woreda's and City administration human resource development & civil service office, 2017*

<sup>5</sup> Sample proportion was determined by using the following formula:  $n_i = (N_i/N_s) n$

Where:  $n_i$ = sample proportion from each sector;  $N_i$ = total study population from each sector;

$N_s$  =total study population and  $n$  = total sample size from the study population (Israel, 1992; Cochran, 1963).



## Appendix-C: Diagnostic Tests of Multiple Linear Regression Assumptions

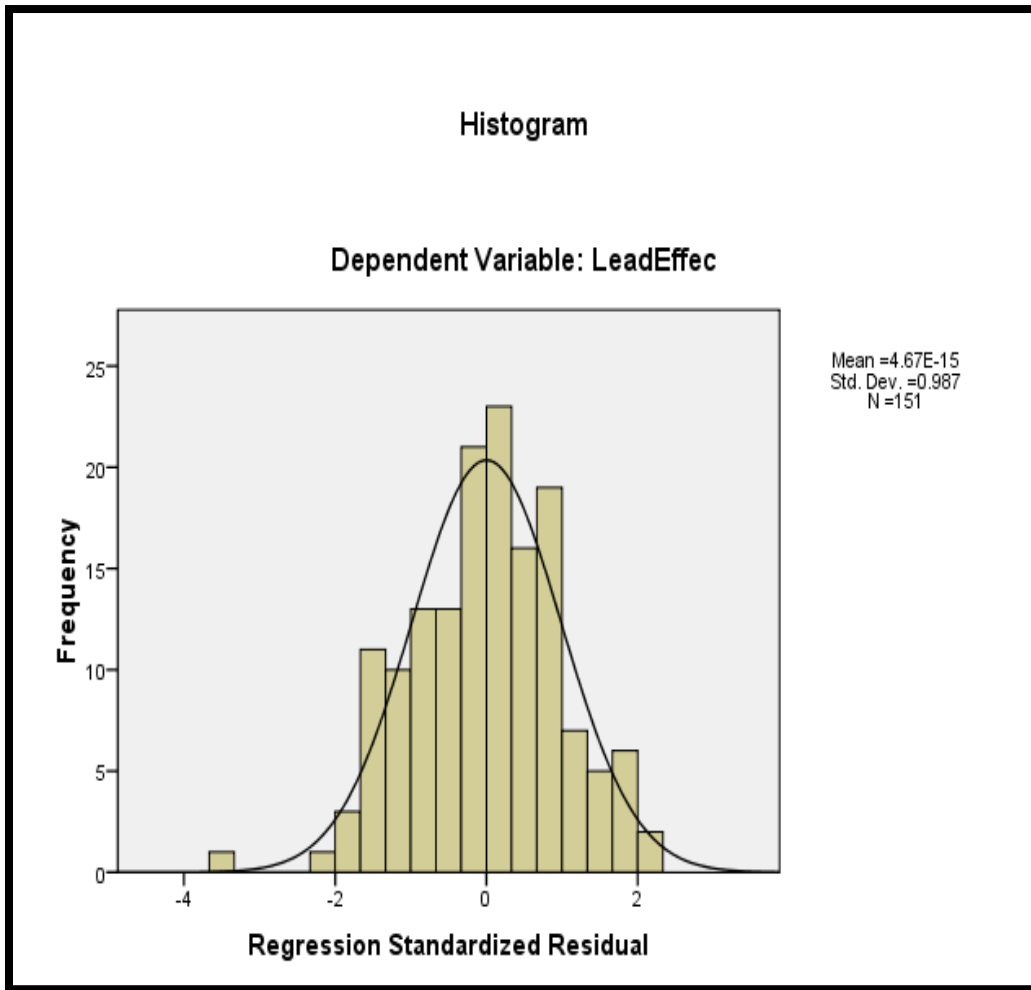
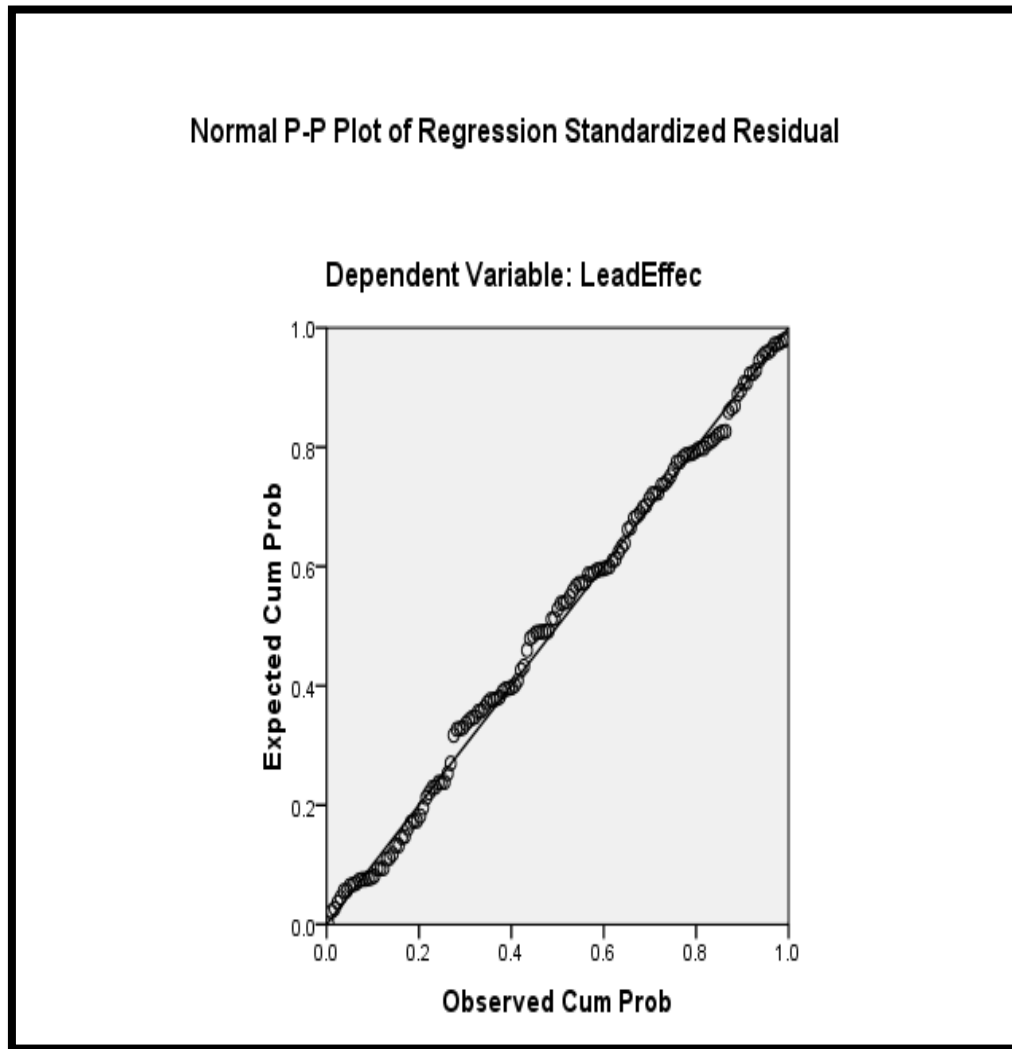


Fig. 2: Histogram of Residuals

Fig 3: Normal P-P Plot of residuals



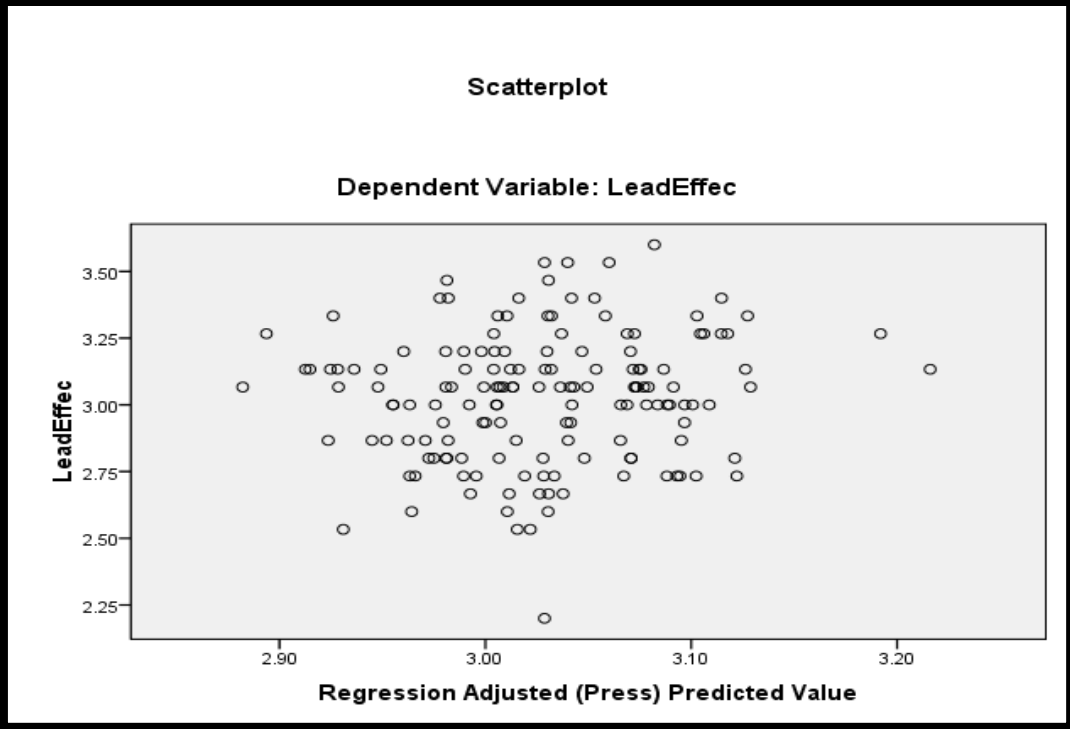


Fig 4. Scatterplot



## **Appendix-D: Questionnaires**

### **Dear Respondent!**

The objective of this questionnaire is to gather information for the study on “The Impact of Leadership Styles and Emotional Intelligence on Leadership Effectiveness in Public Sectors: The Case of Kaffa Zone, Ethiopia” for partial fulfilment of the requirements for the Degree of Master in Public Management. So your genuine response to the following question would have crucial importance to the results of the study. The information you provided is only used for the academic purpose and will be kept confidential.

The questionnaire has five parts:

Part one is about demographic characteristics of respondents while part two contains some general questions. Further, part three deals with leadership styles whereas part four is about leaders ‘emotional intelligence and finally, part five is all about leadership effectiveness.

Dear respondents, I kindly request you to give attention on the following points while you answer the questions

- Please read each statement carefully
- Multiple responses are not possible

***For more information use Mob. 09 17 56 60 80 and e-mail: [zwonde7@gmail.com](mailto:zwonde7@gmail.com)***



Part 3: The following questions are about the three leadership styles (transformational, transactional, and laissez fair). So indicate your answer from the scales given 1-5 by using a tick mark “√” in the box provided.

	Transformational leadership style Questions	Scales				
		1	2	3	4	5
		Not at all	Once in a while	Someti mes	Fairly often	Alw ays
<b>A</b>	<b>Idealized influence</b>					
1	I instil pride in others for being associated with me					
2	I go beyond self-interest for the best of the employee's interest					
3	I act in ways that build others' respect for me					
4	I emphasize the importance of having a collective sense of mission					
<b>B</b>	<b>Inspirational Motivation</b>					
1	I talk optimistically about the future					
2	I help others find meaning in their work					
3	I articulate a compelling vision of the future					
4	I specify the significance of having a strong sense of purpose					
<b>C</b>	<b>Intellectual stimulation</b>					
1	I pursue differing viewpoints when solving problems					
2	I let others look at problems from many different angles					
3	I advise new ways of looking at how to complete tasks					
4	I re-examine critical supposition to question whether they are appropriate					
<b>D</b>	<b>Individualized Consideration</b>					
1	I spend time teaching and coaching					
2	I treat others as individuals rather than just as a member of a group					
3	I consider an individual as having different needs, abilities and aspirations from others					
4	I help others develop themselves					

Questions about Transactional leadership style						
A	Contingent Rewards					
1	I make clear what one can expect to receive when performance goals are achieved					
2	I express satisfaction when others meet expectations					
3	I call attention to others can get for what they accomplish					
4	I provide recognition/rewards when others reach their goals					
B	Management-by- Exception-Active					
1	I give attention on irregularities, mistakes, exceptions and deviations from standards on time					
2	I tell others the standards they have to know to carry out their work					
3	I keep track of all mistake					
4	I Follow attentively if mistakes are corrected timely					
C	Management-by- Exception-Passive					
1	I fill to interfere until problems become serious					
2	As long as things are working, I do not try to change anything					
3	I wait for things to go wrong before taking action					
4	I show that I am a firm believer in “if it isn’t broke, don’t fix it.”					
Questions About Laissez-Faire Leadership Style						
A	Avoidance					
1	I avoid getting involved when important issues arise					
2	Whatever others want to do is OK with me					
3	I avoid making decisions					
4	I delay responding to urgent questions					

Part 4: the following questions are about emotional intelligence. So indicate your answer from the scales given 1-5 by using a tick mark “√” in the box provided

	Questions relating Emotional Intelligence	Scale				
		Not at all	Once in a while	Someti mes	Fairly often	alw ays
<b>A</b>	<b>Emotional Literacy</b>					
1	I am aware of and understands my feelings					
2	I Care about others					
3	I Listen attentively to what people say					
4	Chooses the right time to deal with emotional issues					
<b>B</b>	<b>Self-Esteem / Self-Regard</b>					
1	I used to Publicly admit my mistakes					
2	I am willing to face challenges					
3	I am responsible for my own thoughts, feelings and actions					
4	I used, to tell the truth even at my own expense					
<b>C</b>	<b>Self-Management</b>					
1	I used to respond calmly to explosive events and people					
2	I have a calming effect on others					
3	I can manage stressful situations calmly					
4	I assert my rights in a constructive manner					
<b>D</b>	<b>Self-Motivation</b>					
1	I remain committed to a cause in spite of obstacles					
2	I see challenges as opportunities					
3	I used to see the brighter side of things					
4	I have the ability to create a positive mood					
<b>E</b>	<b>Change Resilience</b>					
1	I advocate the imperative for change and innovation					
2	I give value to personal difference					
3	I used to accept criticism and learn					



	from it					
4	Values diversity					
<b>F</b>	<b>Interpersonal Relations</b>					
1	I can maintain long-term trusting relationships					
2	I take interest in other people's development					
3	I can build team spirit					
4	I used to acknowledge the contribution of others.					

Part four: the following questions are about leadership effectiveness. So indicate your answer from the scales given 1-5 by using a tick mark “√” in the box provided

	Questions about leadership effectiveness	Scales				
		1	2	3	4	5
		Not at all	Once in a while	Some times	Fairly often	always
<b>A</b>	<b><i>Creating a Vision</i></b>					
1	I study problems in light of past practices to make sure predictability, strengthen the status quo and minimise risk					
2	I feel comfortable in fast-changing environments; being willing to take risks and to consider new and untested approaches					
3	I used to set clear vision to my sector					
4	I used to communicate the mission and vision of the sector with people around me					
5	Taking a long-range, broad approach to problem-solving and decision making through objective analysis, thinking ahead and planning					
<b>B</b>	<b>Developing Followership</b>					
1	I used strongly persuasive and assertive stance to convince my					

	followers					
2	I am emotionally expressive and reactive					
3	I am ready to develop tomorrow's leaders					
4	I act in an extroverted, friendly and informal manner; showing a capacity to quickly establish free and easy interpersonal relationships					
5	I have ethical values & act consistently					
3	<i>Implementing the Vision</i>					
1	I used to adopt a systematic and organized approach; preferring to work in a precise, methodical manner; developing and utilizing guidelines and procedures					
2	I work on a day-to-day basis for achieving the sector vision					
3	I emphasize the production of immediate results by focusing on short-range and practical strategies					
4	I state clearly what I want and expect from others; clearly, express my thoughts and ideas; maintaining a precise and constant flow of information					
5	I capacitate others by giving them important activities and sufficient autonomy to exercise their own judgment.					

End of questions

Thank you!



Part 3: The following questions are about the three leadership styles (transformational, transactional, and laissez fair). So indicate your answer from the scales given 1-5 by using a tick mark “√” in the box provided.

	Transformational leadership style Questions	Scales				
		1	2	3	4	5
		Not at all	Once in a while	Some times	Fairly often	Always
<b>A</b>	<b>Idealized influence</b>					
1	The leader instils pride in others for being associated with him					
2	The leader go beyond self-interest for the good of the group					
3	The leader acts in ways that build others’ respect for him					
4	The leader emphasize the importance of having a collective sense of mission					
<b>B</b>	<b>Inspirational Motivation</b>					
1	The leader talks optimistically about the future					
2	The leader helps others find meaning in their work					
3	The leader articulates a compelling vision of the future					
4	I specify the importance of having a strong sense of purpose					
<b>C</b>	<b>Intellectual stimulation</b>					
1	The leader seeks differing perspectives when solving problems					
2	The leader used to get others to look at problems from many different angles					
3	The leader used to suggest new ways of looking at how to complete assignments					
4	I re-examine critical assumption to question whether they are appropriate					
<b>D</b>	<b>Individualized Consideration</b>					
1	The leader spends his/her time teaching and coaching					
2	The leader used to treat others as individuals rather than just as a member of a group					

3	The leader considers an individual as having different needs, abilities and aspirations from others					
4	The leader helps others develop themselves					
Questions about Transactional leadership style						
A	Contingent Rewards					
1	The leader makes clear what one can expect to receive when performance goals are achieved					
2	The leader used to express satisfaction when others meet expectations					
3	I call attention to others can get for what they accomplish					
4	I provide recognition/rewards when others reach their goals					
B	Management-by- Exception-Active					
1	The leader focus attention on irregularities, mistakes, exceptions and deviations from standards on time					
2	I tell others the standards they have to know to carry out their work					
3	I keep track of all mistake					
4	The leader follows attentively if mistakes are corrected timely					
C	Management-by- Exception-Passive					
1	The leader wait to interfere until problems become serious					
2	The leader, as long as things are working, do not try to change anything					
3	I wait for things to go wrong before taking action					
4	I show that I am a firm believer in “if it isn’t broke, don’t fix it.”					
Questions About Laissez-Faire Leadership Style						
A	Avoidance					
1	The leader avoid getting involved on important issues					

2	Whatever others want to do is OK with him/her					
3	The leader avoid making decisions					
4	The leader delays responding to urgent questions					

Part 4: the following questions are about Emotional Intelligence. So indicate your answer from the scales given 1-5 by using a tick mark “√” in the box provided

	Questions relating to Emotional Intelligence	Scale				
		Not at all	Once in a while	Some times	Fairly often	always
<b>A</b>	<b>Emotional Literacy</b>					
1	The leader is aware of and understands his/her feelings					
2	The leader Cares about others.					
3	The leader listens attentively to what people say.					
4	The leader Chooses the right time to deal with emotional issues					
<b>B</b>	<b>Self-Esteem / Self-Regard</b>					
1	The leader used to Publicly admit his/her mistakes.					
2	The leader is willing to face challenges					
3	The leader is responsible for his own thoughts, feelings and actions					
4	The leader used, to tell the truth even at his/her own expense.					
<b>C</b>	<b>Self-Management</b>					
1	The leader used to respond calmly to explosive events and people					
2	The leader has a calming effect on others.					
3	The leader can manage stressful situations calmly					
4	The leader asserts his/her rights in a constructive manner					
<b>D</b>	<b>Self-Motivation</b>					
1	The leader remains committed to a cause in spite of obstacles					
2	The leader sees challenges as					

	opportunities					
3	The leader used to see the brighter side of things					
4	The leader has the ability to create a positive mood					
E	Change Resilience					
1	The leader advocates the imperative for change and innovation					
2	The leader give value to personal difference					
3	The leader used to accept criticism and learn from it.					
4	Values diversity					
F	Interpersonal Relations					
1	The leader can maintain long-term trusting relationships					
2	The leader takes interest in other people's development					
3	The leader has the ability to build team spirit					
4	The leader used to acknowledge the contribution of others.					

Part 5: the following questions are about leadership effectiveness. So that indicate your best answer from the scales given 1-5 by using a tick mark “√” in the box provided.

	Questions about leadership effectiveness	Scales				
		1 Not at all	2 Once in a while	3 Some times	4 Fairly often	5 Always
A	<i>Creating a Vision</i>					
1	The leader study problems in light of past practices to ensure predictability, reinforce the status quo and minimize risk					
2	The leader feels comfortable in fast-changing environments; being willing to take risks and to consider new and untested approaches					
3	The leader used to set clear vision to his/her sector					

4	The leader used to communicate the mission and vision of the sector with people around					
5	The leader takes a long-range, broad approach to problem-solving and decision making through objective analysis, thinking ahead and planning					
<b>B</b>	<b>Developing Followership</b>					
1	The leader used strongly persuasive and assertive stance to convince his/ her followers					
2	The leader emotionally expressive and reactive					
3	The leader ready to develop tomorrow's leaders					
4	The leader acts in an extroverted, friendly and informal manner; showing a capacity to quickly establish free and easy interpersonal relationships					
5	The leader has ethical value & act consistently					
<b>3</b>	<b>Implementing the Vision</b>					
1	The leader used to adopt a systematic and organized approach; preferring to work in a precise, methodical manner; developing and utilizing guidelines and procedures					
2	The leader works on a day-to-day basis for achieving the sector vision					
3	expect from others; clearly, express his/her thoughts and ideas; maintaining a precise and constant flow of information The leader emphasizes the production of immediate results by focusing on short-range and practical strategies					
4	The leader states clearly what he want and					
5	The leader capacitates others by giving them important activities and sufficient autonomy to exercise their own judgment.					





## INTERVIEW GUIDE

Interview date \_\_\_\_\_ time \_\_\_\_\_

1. How do you describe leadership in sector?
2. From the following leadership style which one is dominantly practiced in your sector?  
A. Transformational B. Transactional C. lasses-fair D. Other \_\_\_\_\_
3. How do you describe leadership effectiveness with respect to creating a vision, implementing the vision and developing followership in your sector?
4. Do you think that emotional intelligence has an influence on leaders' effectiveness? How?
5. How do you describe leadership effectiveness?
6. Are there any obstacles that hinder effectiveness in public sectors? Would you mention some of them?
7. In order to enhance public leaders' effectiveness what has to be done by different concerned bodies?
8. If you have some comment or suggestion \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

End of questions

Thank you for your cooperation!

Name of the interviewer \_\_\_\_\_ signature \_\_\_\_\_