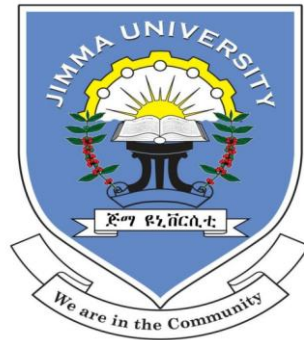


*Factors Affecting Leadership Effectiveness: the Case of Asossa Zone
of Benishangul-gumuz Regional State of Ethiopia*

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

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Jimma University
College Of Business and Economics Department of Public
Management

September, 2020
Jimma, Ethiopia

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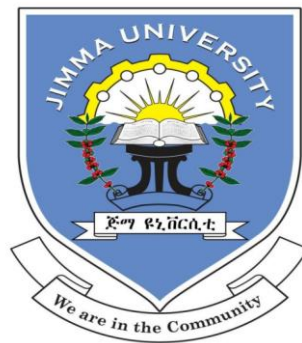
By: Layla Ahmed Umer

Under the Guidance of

Dr. Girmaw Assimie

and

Mr. Kedir Ibrahim



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Declaration

I hereby declare that this thesis *Factors Affecting Leadership Effectiveness: the Case of Asossa Zone of Benishangul-gumuz Regional State of Ethiopia* has been carried out by me under the guidance and supervision Dr. Girmaw Assimie and Mr. Kedir Ibrahim. The thesis is original and has not been submitted for the award of any degree or diploma to any university or institutions.

Researcher's Name

Date

Signature

Layla Ahmed Umar

Certificate

This is to certify that the thesis entitles “Factors Affecting Leadership Effectiveness: the Case of Asossa Zone of Benishangul-gumuz Regional State of Ethiopia.”, submitted to Jimma University for the award of the Degree of Master of public Management (MPM) is a research work carried out by Mrs. Layla Ahmed 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

Co-Advisor’s Name

Date

Signature

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Abstract

This research deals with investigation of factors contributing to leadership effectiveness of Assosa Zone, three selected woredas. The main objective of this study was to assess the factors affecting leadership effectiveness in some selected public sectors in Assosa Zone, Beneshengul Gumuz Regional states of Ethiopia. In this study descriptive research design, was employed by using multi-stage random sampling method. Data was collected from 271 respondents. Data analysis was carried out by descriptive statistics using SPSS software version 20. It is concluded that, relationship building, leadership style, empowerment, and motivating of staffs are found to be the major factors affecting leadership effectiveness at Assosa Zone three selected woredas. Accordingly training and best practice sharing with empowering employees, relationship building, increasing employee motivation, and working on leadership style are areas for improvement. Finally, it recommended that in order to enhance leadership effectiveness in selected public sectors of the study area, the concerned body should organize leadership capacity building programs continuously.

Key terms: *Leadership styles, Leadership Effectiveness, effectiveness dimension, Mission statement, Vision statement.*

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Above all, I have special thanks and admiration to the Almighty God for His limitless help in all aspects of my life including the strength He gave me for carrying out this inquiry on my own.

Next, I would like to convey sincere thanks to my principal advisor Dr. Girmaw Assemie for his unreserved and amazing key role in keeping this thesis on track. I have learned an important lesson from his competence in doing scholarly research. I am also indebted to Mr. Kedir Ibrahim (MBA), my co- advisor, for his guidance, comments and positive words of encouragement starting from proposal development to completion of this final thesis.

Last but not least, I am thankful for Assosa Zone administration office, respondents and staffs members of the study area for their unreserved cooperation in giving me the required data for the successful accomplishment of this thesis.

Chapter One

1.1. Introduction

This chapter presents the introduction, background, problem statement, and purpose of the study, research questions, scope of the study, significances of the study and organization of the study.

1.2. Background of the Study

Leadership is one of the most important functions in any organizations that aim to influence employees' behavior towards the direction of goal achievement. According to (Boateng, 2012), leadership is the process of directing people's behavior towards attaining a goal. He stated that the important function of leaders in the attainment of organizational objectives emphasizes why leadership issues internationally given prime attention in the debate of modern organizations (Boateng, 2012)

Hughes (2007) ,defines leadership as a process that focuses on shaping or influencing people to obtain organizational goals. He defines organizational leadership as an interpersonal process that involves attempting to influence other people to attain a goal. As so many different definitions of leadership forming from different perspectives, (Williams, 2005) summarizes that leadership is commonly understood as a process of using influence and motivation to encourage participation in achieving group or organizational success. Leadership effectiveness, on the other hand, refers to 'the extent to which the leadership brings about group or organizational success'. According to him, leadership is a process, whereas leadership effectiveness is a result.

There are three fundamental components of leadership process including the leaders' personality or traits, the followers' perception of leaders and the situations that those interactions take place (Charney, 2008). Leadership is a rational process between leaders and followers are molded by the situation. Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes. Influencing is the process of leader communicating ideas, gaining acceptance of the motivating followers to

support and implement the ideas through change. According to (Hughes, 2007), leadership must include four essential elements. First, the relationship based on *the influence* that defined as using persuasion to have an impact on other people in a relationship. The influence relationship is multidirectional and non-coercive. The second essential element flowing from the definition of leadership is that the people involved in this relationship are leaders and followers. They intend real changes and develop mutual purposes to purchase the organization's objectives (Downton, 1997).

Effective leadership at all levels of private and public organizations is a milestone to achieve and to sustain effective administration, organizational 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, organization culture, job commitment, leadership styles, emotional intelligence and so on (Fleishman, 2009), 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 liase-fair leadership styles. This theory also distinguishes active from passive, leadership and proposes that leaders who possess more active leadership styles are more effective (Coetzee, 2005).

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 organizations 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 (Hughes, 2007)

Generally, without effective leadership organizations are likely to fail. This is because the performance of public sector organizations globally depends largely on their leadership. In any organizations, leaders' daily operations at various departments, units or divisions are highly a complex one that means they have to communicate, plan, organize, and perform various activities within the organization. Working effectively with others requires more, effective utilization 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 organization (Downton, 1997).

1.2. Statements of the Problem

Now a day the importance of leadership is magnificent to success. More exemplary leaders are needed more than ever, not because of the existence of so much extraordinary work, rather leaders who can unite and ignite us is needed (Sutermeister, 2006).

Wiener, (2002), stated that emotionally intelligent leaders can well communicate and install commitment toward a common goal create shared norms. Mc. Dermott 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. (Porter, 2011), in his study, investigated that emotional intelligence is very important for leaders in relation to motivation, decision making, communication, interpersonal relationship, and change management (Vroom, 1973).

Moreover, (Boateng, 2012) (Goulder, 2006) 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.

Ozaralli, (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. Furthermore, Howard and Irving (2014), study revealed that leadership is contingent upon the development of self- awareness and emotional intelligence. According to Tech and Miner, (2007), leaders owning strong emotional intelligence are supposed to be the efficient and effective performer in the organization.

Similarly, previous research works also demonstrated the existence of strong relationship between full range leadership styles and leadership effectiveness. For instance, the study by Lower, (2003), revealed that transformational and transactional leadership styles have a positive relation with leadership effectiveness; however, laissez-faire style negatively related with leaders' effectiveness. Likewise, Parasuraman, (2010), study also confirmed that transformational and transactional leadership styles had a significant correlation with leadership effectiveness.

Africa continues to face serious development challenges despite recent record growth rates. Such challenges as dependency, corruption, underdeveloped infrastructure and production sectors, and leadership and governance are some of the impediments to Africa's quest for sustainable and equitable development. Explaining such development challenges has continued to elude scholars. To the radical leftist scholars, Africa's underdevelopment can adequately be explained by its forceful and uneven integration in to the global economic system. However, with over fifty years of independence, the debate is increasingly focusing on Africa's leadership as good explanation for its poverty and underdevelopment. Most African leaders assumed their role with limited experience and training in the art and science of directing and effectively managing the affairs of a modern state. The challenge to African leaders is thus to develop the capacity that would enable us to strike a balance between the values of African societies and the governance that our nations must follow. However, the concern must be to blend the two rather than to treat them as if they were mutually exclusive (Edward, 2015).

In Ethiopia the government has embarked on a series of reform programs in improving public service performance since 1994. With the new change of strategy and radical move, by the Government to implement a high level of decentralization strategies has required effective leadership. But challenges that are prevalent in terms of its effectiveness have been exacerbated in many organizations (Mengistu, 2016). In Ethiopian context, the government has shown commitment to improve public service leadership by launching different initiatives under the scope of CSRP. The top management sub component of the program is specifically focusing on to overcome the problems associated with the effectiveness of public service leadership (Ministry of Capacity Building 2004). However, the review of the Ethiopian Civil Service organizations performance undertaken in 2000, and 2006 highlighted a number of

implementation deficiencies in terms of effectiveness, efficiency of the projects designed under this program. In response, Government tried to add a new initiatives like BPR, result oriented performance management system(ROPMS) which latter changed to BSC Reform Programs with the aim of developing, efficient and effective civil service through institutional reforms (Tesfaye, 2009).

In the Beneshengul Gumuz Regional state, some related studies have been conducted, for example Kemal (2015) have conducted under the title of Instructional Leadership Practices in Secondary Schools of Assosa Zone, Ethiopia. However, this study has more focused on assessment of factors affecting leadership effectiveness in Assoa zone, three selected woredas which is taken as the study gap. 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 identifying those factors, which may affect leadership effectiveness in Asossa zone of Banishangul Gumuz state of Ethiopia. Accordingly, the study has attempted to look for answ

1.3. Basic Research Questions

1. Which leadership style is mostly exercised in Asossa zone, three selected woredas?
2. What factors are affecting leadership effectiveness in Asossa zone, three selected woredas?
3. What is the extent of building relationship, experience and support to subordinates?

1.4. Objectives of the Research

1.4.1. General Objective

The General Objective of this study was to investigate factors affecting leadership effectiveness in Asossa zone, three selected woredas.

1.4.2. Specific Objectives

- 1) To examine the most leadership style, which are mainly practiced in the selected study area
- 2) To examine factors affecting leadership effectiveness in Asossa Zone, three selected woredas
- 3) To examine the extent of building relationship among leader and subordinates in the selected study area
- 4) To investigate experience and support to subordinates in the selected study area

1.5 Significance of the study

The aim of this study was to assess factors affecting leadership effectiveness in Ethiopia Benishangul gumuz regional state Asossa zone in particular. Hence, the outcome, will give comprehensive overview of the factors affecting leadership effectiveness in the study area, as well as the study address the prevailing lack of knowledge and information on the issue. Also it serve as a spring board to other researchers who are interested to conduct further studies in the area and will provide baseline data about factors affecting leadership effectiveness and related issues in the study area. Finally, the result wear expected to serve as a foundation for planning, policy formation and improvement, and program implementation concerning the issues.

1.6. Scope of the study

This study has conducted on factors affecting leadership effectiveness in the Asossa zone of Benishangul Gumuz regional state of Ethiopia. Therefore, the scope of this study is delimited to factors affecting leadership effectiveness in Asossa zone, only three selected woredas.

1.7. Organization of the paper

The thesis was organized into five chapters. The first chapter examine aspects that lay the foundations for the research study, it introduce the topic of research, the statement of research problem, the objectives; general and specific and research question, also significances, scope and limitation of the study was presented. The second chapter comprises conceptual, the review of related literature, and it contain various issues regarding the topic. The third Chapter is methodology part and it includes research design ,data collection methods, sampling methods,

sampling frame, sample unit, sources of data and methods of data analysis. The fourth chapter contains analysis of the major finding; other issues, which were emerged in the course of the study, Chapter fifth contains summaries of issues, conclusion and recommendations.

Chapter Two

Review of Related Literature

2.1. Introduction

This chapter highlights the related and relevant literature from different sources and authors; this literature is presented in line with study objectives and these included definition of performance, financial performance, the overview of the customer care, strategies of customer care, challenges in customer care related to performance, and relationship between customer care and performance of financial institutions. Generally, in this chapter, the researcher was discussed the three most important framework this are, the theoretical, the conceptual and the empirical framework.

2.2. Theoretical Framework

2.2.1. Definition of Leadership

Leadership is the process of influencing the activities of individual or group efforts towards goal advancement in a given situation. Thus, the leadership process is a function of the leader, the follower, the goals, and the situation at the time. It is active, exerts influence requires effort, confronts conflict and related to goals. (Michael McCormick, 2011) different writers have defined leadership in different ways. Books and Google search gives about 533 million entries about leadership (Andrew, 2008). Michael Armstrong defined to lead and leadership as; to lead is to inspire influence and guide; while Leadership is a process of getting people to do their best to achieve a desired result. It involves developing and communicating a vision for the future, motivating people and gaining their engagement (Armstrong, 2009).

On the other hand, Carolyn (2004) indicated as leadership not something related with position or role; rather it is a process. As he emphasized, being the CEO, Four-Star General, Pope or Prime Minister does not make someone a leader. As the common complaint about such positions is that, they 'lack Leadership'. Harney (2008) defining leadership by defying leaders, as leaders is people to influence. Both Carolyn (2004) and Thomas (2007) emphasized as

leadership is a multifaceted serious of interaction amongst the leader, the followers and the situation. The leader deals with qualities of personality and character; the followers' address need and values; while the situation deals with partly constant and partly varying.

Stevens, (2015) viewed as; people who did a research on leadership disagree more than you might think what leadership is. They further extended as the major disagreement comes from the multifaceted phenomenon connecting the leader, the followers and the situation.

Adair (2007) working as international consultant on leadership and management development, who has been listed among the forty men and women by doing most to change the face of management today confirmed as, depending up on the situation one person may emerge as a leader in another situation he or she may not. He took Winston Churchill as an example, mentioning, as he was great leader in wartime, but not so successful leader in peace. The above fact takes us to think, our position but the type of role we are playing in our different responsibility we carry do not determine leadership. Thus, everyone is playing his/her leadership role depending upon how we manage the above three complex situation.

Therefore from the above different definitions, we can conclude that leadership is a style which creates working environment where people around will work and support passionately in the process of achieving established common goal. Thus, a person exercising his/her leadership role is the one who has to create enabling environment for others.

2.2.2. Leadership Theories

In order to understand how to effectively lead, understanding leadership theories and apply their significance in today's leadership requirement is found to be worth.

According to Donna and Deborah (2009), suggestion the initial view of leadership depends, as leaders were born not made. As result, this thinking encouraged research to isolate the physical and mental characteristics of leaders. She supported the above idea by indicating as some leaders will be superior to others because of genetics but he stressed, as the fundamental leadership skills can be educated, developed and improved. Further, he described as researchers have done different researches to find out one best leadership style that will be most effective.

2.2.2.1. The Great Man Theory

Early research on leadership attempted to identify those traits, which differentiated great persons in history from the general masses. The concern of 18th and 19th century philosophers focused on great men rather than on situations. The Great Man Theory assumes that leaders have unique qualities not found amongst masses. It also assumes that leaders are born, not made. This theoretical perspective is considered the simplest, oldest, and most widely held notion of effective leadership. The theory ignores the achievements of an organization and magnifies the greatness of executives in the organization. In other words, the theory implies that the success of an organization depends entirely on the greatness of its executives. According to this theory, it could assume that history was shaped solely through the efforts of great men such as Moses, Churchill, and Lenin (Stauss, 2011).

In his study of 14 nations over a long period, Woods (1913) mentioned the influence of the man in the making of a nation. He postulated that the man shaped the nation in accordance with his abilities. The Great Man Theory, like others, is not without weaknesses. Among other critics, Smith (1964) criticized the theory in several ways. First, he asserted that great leaders do not have universal traits in common and the applications of those traits happen in myriad ways. Second, he asserted that different trait wear demanded and that leaders have unique qualities not found amongst masses. It also assumes that leaders are born, not made (Stevens, 2015).

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have universal traits in common and the application of those traits happens in myriad ways. Second, he asserted that different traits demanded and valued by different societies. For time immemorial, corporations have enriched by such diverse traits of leaders. Smith argued further that in the same society, different organizations demand different traits and that within an organization different departments would demand different traits.

2.2.2.2. The Trait Theory

This theory proposes as leadership effectively depends on individual possession of certain personality, social and physical traits. Matthew and Gilbert (2009) called this theory is also called Great Man (Person) model. Individuals become leader because they are born with superior qualities that make them different from others. They agreed as this theory depends more on who the leader is i.e., the capacity, talent of the leader.

The theory held that if leaders were endowed with superior traits or characteristics that differentiated them from their followers, it should be possible for these traits or characteristics to be isolated (Bass, 1981).

In a classic review of the literature on leadership, (RM Stogdill, 2008) reviewed 124 studies of leadership traits. The purpose of the review was to examine the relationship between the traits approach and effective leadership. As a result, He found that there were some characteristics (intelligence, physical, social background, personality and task-related characteristics) that could be used to distinguish leaders from non-leaders. His results revealed little or no link between other characteristics and effective leaders. They also led to (RM Stogdill, 2008) to the realization of the importance of situational variables in determining effective leadership. In general, (RM Stogdill, 2008) conclusion did not support the study of trait theory as the sole approach to leadership research.

2.2.2.3. The Behavioral Theory

It views a person's behavior rather than considering as leadership effectiveness depends on individuals' personal traits. It focuses on what the leader does, which is behavioral in nature. The theory justifies as concentrating on observable behavior is more useful than focusing on traits. This theory paved the way for situational theory.

During the 1950s, once researchers observed that the trait theory was not an adequate approach to explain leadership effectiveness, they started to focus on behavioral traits of leaders. Specifically, they began to focus on what the leader does and how he or she does it. This approach assumed that successful leaders with a particular style of behavior was expected to be fruitful for leading persons and groups toward the achievement of specific goals, which consequently led to high productivity and morale (Ansari, 1990). The behavioral approach simply aimed to identify certain kinds of behaviors that leader's exhibit and to determine the effects of such behaviors on subordinates. A composite of these behaviors is referred to as leadership style. Ultimately, researchers were able to isolate two contrasting styles of the behaviors of leaders, variously called initiating structure versus consideration, autocratic versus democratic, task-oriented versus socio-emotional, or production-cantered versus employee-centered (Trice , 1993)(Ivancevich, 1977).

Robbins (1994) observed that behavioral style was the focus of a number of studies in the decade of the 1950s. The following sections include reviews of the more popular studies were conducted at Ohio State University and the University of Michigan. The Managerial Grid developed by Blake and Mouton is also included (Robbinns, 2011).

A leader in the initiating category described as one who was frequently concerned with structure, task, and routine (Reitz, 1981). In these studies of the behaviors of leaders, researchers at OSU could not adequately identify the most effective leadership style. Moreover, the belief that a high consideration and a high initiating structure lead to effective leadership could not prove true in all studies. The results varied, and no single style emerged as the best. As a result, this approach also received much criticism from researchers in the field. However, despite obvious weaknesses, the importance of these efforts should not diminish. The contributions of OSU provided.

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Their studies were to determine the types of behavior leader's display and to determine the effects of leadership style on work-group performance and satisfaction (Fleishman, 1957). At the beginning, researchers developed a list of more than 1,000 leadership behaviors.

By using statistical analyses, this list wear eventually narrowed into two categories, initiating structure and consideration (Robbins, 1994).Initiating structure refers to the behavior that is concerned with defining and organizing the work, work relationships and goals. Consideration refers to the behavior that is concerned with mutual trust, respect, and rapport between the leader and his subordinate.

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2.2.2.4. University of Michigan Studies

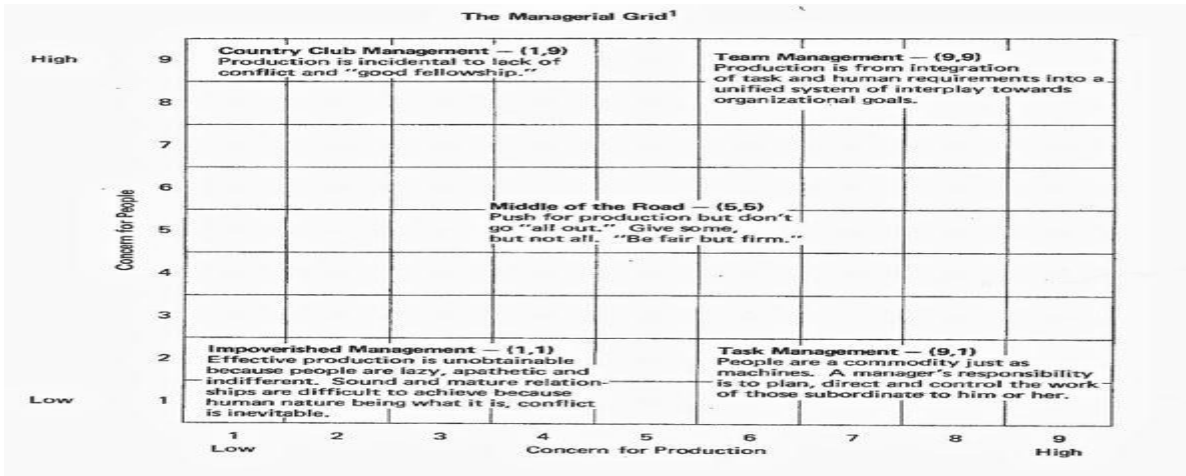
At the same time that the OSU researchers were conducting studies in leadership, other studies on the same topic were in progress at the University of Michigan (UM). The studies at UM sought to identify styles of leadership that resulted in increased work-group performance and satisfaction. Similar to OSU, the UM's researchers developed two distinct styles of leadership labeled as production-centered and employee-centered leadership styles (Ansari, 1990).

The Michigan studies revealed that leaders with a production-centered leadership style emphasized close supervision, legitimate and coercive power, routine, and performance. This style was viewed as similar to the OSU dimension of initiating structure. Leaders with an employee-centered leadership style were described as more concerned about their subordinates as people. These leaders recognized the needs of followers, such as welfare, advancement, and growth. Similarly, the OSU dimension of consideration described like behaviors. University of Michigan researchers concluded that the employee-oriented leadership style would lead to higher productivity and higher job satisfaction and that the production-oriented leadership style would lead to lower productivity and lower job satisfaction (Robbins, 1994). As with their precursors, these studies were not above criticism. From these studies, another branch of leadership research emerged-situational theories (Ivancevich, 1977).

2.2.2.5. Managerial Grid

Another influential behavioral approach to leadership/management is the Managerial Grid developed by Blake and Mouton (1964).

Figure 2.1: The Managerial Grid : Blake and Mouton



So

urce: *The New Managerial Grid*, Robert Blake and Jane Mouton, Houston:

2.2.2.6. Situational Theory

This theory emphasized, as there is no single way of leading works in all situations rather emphasizes as it depends on the conditions at a given time considering internal and external forces.

In the 1960s, behavioral theory wear founded to be insufficient approaches for studying leadership. By this time, researchers had come to recognize that situational factors such as characteristics of leaders and subordinates, the nature of the task, and group characteristics must considered in the study of leadership effectiveness (Ansari, 1990). The implication was that the determination of successful leadership behavior depended on the situation. Situational or contingency theories held that there was no universal leadership behavior that could applied to all situations. The current review will highlight the main contingency theories: Fiedler's Contingency Theory, Path-Goal Theory, and the Vroom-Yetton Model.

2.2.2.7. Path-Goal Theory

This theory indicates as the leader try to influence subordinates awareness of goals and the path to achieve them and choose the styles (directive, supportive, participative, and achievement oriented) fitting to the situation. J Howell, (2003), indicated as this theory developed by Robert House and specifies, as leader has to do in order to improve productivity and moral of employees. Accordingly, the dual purpose of the theory is harmonizing the leadership style to the situation and action be taken by the leader to arouse performance and satisfaction.

Path- Goal theory is a contingency model of leadership developed by Robert House and based on the works of the expectancy theory of motivation and on the work of the OSU group. This theory was promoted as an approach that could explain how a leader might successfully enhance the satisfaction and performance of his subordinates. The term path-goal is used to indicate the role of a leader in making an effective link between the follower's personal goals and the work goals (Hollander, 2009).

The theory was built upon two propositions. The first proposition was that the behavior of the leader would be acceptable and satisfying to subordinates to the extent that the subordinates perceived it either as an immediate source of satisfaction or as an instrumental source to future satisfaction. The second proposition was that the behavior of the leader would be motivational to the extent that (a) it made the satisfaction of subordinates contingent upon effective performance and (b) that it complemented the work environment of subordinates by providing guidance, clear direction, support, and reward for effective performance. For the purpose of testing these propositions, House devised four types of leader behavior: (a) directive, (b) supportive, (c) achievement-oriented, and (d) participative. According to House, the use of any of these types of leadership would be situation-dependent.

2.2.2.8. The Vroom–Yetton Model Theory

This theory emphasizes on a procedure determining subordinates involvement in the decision making process.

Vroom, (1973) and Yetton, (1973) developed a model that was designed to help a leader through a rational process to choose an appropriate leadership style that fits with a given situation. The basic premise of the model is that the degree to which the leader should share decision- making power with subordinates depends on the situation. The model identified five leadership styles, each of which reflects a behavioral option for the leader:

AI: The leader makes the decision alone.

AII: The leader asks for information from subordinates but makes the decision alone. Subordinates may or may not inform about the situation.

CI: The leader shares the situation with the individual. The leader asks subordinates for information and evaluation, but the leader alone makes the decision.

CII: The leader and subordinates meet as a group to discuss the situation, but the leader makes the decision.

GII: The leader and subordinates meet as a group to discuss the situation, and the group (which includes the leader) makes the decision.

Vroom, (1973) argued that the ultimate effectiveness of decisions argued that the ultimate effectiveness of decisions could be judged on the following factors: (1) the quality or rationality of the decision, (2) the acceptance of the decision by employees, and (3) the amount of time required to make the decision. The model has been criticized as complex and cumbersome (Field, 1979). However, some researcher considered, as a useful approach of leadership, there is also a strong linkage of Transformational Leadership to Maslow's hierarchy of Needs, has supported the work of Vroom and Yetton. Transformational Leadership would fit into the higher levels, as it requires a high level of authenticity, self-esteem and self-actualization to successfully a Transformational Leader. Ideals are higher in Maslow's Hierarchy, which does imply that lower concerns such as health and security must be reasonably safe before people will pay serious attention to the higher possibilities.

2.2.2.9. Fiedler's Contingency Theory

Fred Fiedler developed the first comprehensive contingency leadership theory. The basic tenet of the theory is that group effectiveness is dependent upon the proper match between the leader's personality or style and the demands of the situation. The model further suggested that task-oriented and employee-oriented were the two major styles of leadership. To determine whether the leader was task-oriented or employee oriented, Fiedler developed an instrument called the Least-Preferred Co-worker (LPC) Questionnaire (Fiedler, 1967).

To arrive at an LPC score, the leader is asked to think of the person with whom he or she has worked least well in accomplishing some task, using a series of bipolar adjectives rated on an 8-point scale (e.g., friendly-unfriendly, pleasant-unpleasant). A high LPC leader who describes his least preferred co-worker in relatively positive concepts is people-motivated. A low LPC leader who uses relatively negative concepts is task-motivated. According to Fiedler, leaders who characterized as task-oriented will be effective in favorable and unfavorable situations. Also, Fiedler assumes that employee-oriented leaders will be more effective in situations of moderate favorability than in situations at either extreme. Fiedler as the degree to which the

situation enabled the leader to exert influence over his group defined favorableness. According to this definition, situational favorableness consists of three elements ;(1) affective leader-member relations, which refers to the degree of personal relationship between the leader and group members; (2) task structure, which refers to the extent to which the task requirements are clear and spelled out; and (3) leader position power, which refers to the degree to which the leader has authority to reward or to punish followers (Fiedler, 1967).

Peter (2006), pointed out that Fiedler viewed these elements as changeable and viewed a person's personality as an unchangeable factor. Therefore, the theory resolved that the work situation must change to fit the leader rather than the opposite.

2.2.3. Leadership Style

Nowadays, indicated as leadership styles may differ from person to person and situation to situation. Further, they elaborated as the word has been used in different parts of human activity for instance in politics, business, academics, social works, etc. Now a day's leaders use different types of leadership style. Each leadership style indicates leaders' behavior that describes their leadership manner. Fleishman (2009) indicated, there are different types of leaders indicated below:

2.2.3.1. Transformational Leadership

Many scholars contribute various explanations about transformational leadership in such a way that transformational leaders are characterized by their abilities to inspire 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(Swanepoel, 2008)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 12 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

2.2.3.2. Transactional Leadership

According to Avolio, (2015), transactional leadership style is 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, 2015), 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 because it can result in bringing employees and group to perform up to the stated level.

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).

2.2.3.3. Laissez-faire

In the full range leadership development model, laissez-faire, or “hands-off” leadership was identified by its non-transactional factors. According to (Avolio, 2015) 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.

2.2.3.4. Charismatic /Non charismatic Leaders

Charismatic leaders have convincing personality and the ability to influence followers through creating impression to them and motivation. There is a similarity between the charismatic and the transformational leader. On contrary, non-charismatic leaders depend on their knowledge and their systematic approach in order to solve problems.

2.2.3.5. Autocratic/Democratic Leaders

Autocratic leaders enforce their decision using their Position power; while democratic leaders support people’s participation and involvement in decision making.

Enabler/Controller Leaders Enabler encourages people to have vision and work for teamgoal accomplishment; whereas controllers ensure fulfillment of rules and regulations.

2.2.3.6. Situational Leaders

Situational leaders are leaders who can adopt various types ‘of leadership styles depending upon the situation. The point here is which style of leadership is more appropriate to exercise effective leadership. Effective leaders are required to be flexible in being able to move between the different styles depending upon the situation. This tells us, as there is no one style of leadership fitting to the entire situation. Thus, leaders are required to exercise most preferred style of leadership and should understand the style, which fits to the specific situation and time without compromising the common objective to achieve.

2.2.3.7. Leadership Effectiveness and Qualities of leader

Effective leaders have their style changing depending upon the situation. This can be justified by taking democratic or participative leadership style how should act in case of crises, where they are required to play a directive leadership style. On contrary poor leaders change their leadership style randomly where their followers get confused to speculate their leadership style.

Further effective leaders also change their leadership style depending upon team members' characteristics. This assists to consider and act according to the real situation of the followers. Some prefer to be part of decision making while others need direction. Thus, it is possible to deduce the importance of looking the kind of leadership style depending on the task and the followers in to consideration. Since effective leadership is the key for business success, finding what makes a successful leader is an issue that has been argued for decades. Robbins, Coulter, and R Venkatapathy,(2009) indicated as organizations want effective leaders.

Pfeffer, (2008), Mentioned as effectiveness depends upon the target. He specified his seven principles of effective leadership have to follow to be successful in his/her effectiveness

- Can adjust their leadership style depending up on the situation
- Eagerly aware of the business structure and culture of the organization
- Create a sense of trust and respect in their followers
- Constantly improve the organization and, as a result, must be agents for change
- Be having a vision and prepared and innovative
- Able to communicate well

Know how to inspire followers and be gifted to manage conflicts that arise.

In general, based on the above facts effectiveness is a measure of different interrelated factors.

Accordingly, the researcher believes as these factors have the power in creating influence in the minds of followers and result in making the leadership to be effective or not to be.

2.2.4. Top 10 Leadership Qualities of leader

A Good Communicator

The ability to communicate with people at all levels is usually named as the second most important skill by managers. A manager's leadership calls for clear communication about goals, responsibility, performance, expectations and feedback. There is a great deal of value placed on openness and directness. The manager is also the team's or departments link to the larger organization. The manager must have the ability to effectively negotiate and use persuasion when necessary to ensure the success of the team or project. Through effective communication, managers support individual and team achievements by creating explicit guidelines for accomplishing results and for their career advancement.

Integrity

One of the most important things a manager must remember is that his or her actions, and not words, set the modus operandi for the team. Good leadership demands commitment to, and demonstration of, ethical practices. Creating standards for ethical behavior for oneself and living by these standards, as well as rewarding those who exemplify these practices, are responsibilities of leaders. Leadership motivated by self-interest does not serve the well-being of the team. Leadership based on integrity represents nothing less than a set of values others share, behavior consistent with values and dedication to honesty with self and team members. In other words the leader "walks the talk" and in the process earns trust.

Enthusiasm

Plain and simple, we do not like leaders who are negative - they bring us down. We want leaders with enthusiasm, with a bounce in their step, with a can-do attitude. We want to believe that we are part of an invigorating journey - we want to feel alive. We tend to follow people with a can do attitude, not those who give us 200 reasons why something cannot be done. Enthusiastic leaders are committed to their goals and express this commitment through optimism. Leadership emerges as someone expresses such confident commitment to a project that others want to share his or her optimistic expectations. Enthusiasm is contagious and effective leaders know it.

Empathy

What is the difference between empathy and sympathy? Although the words are similar, they are, in fact, mutually exclusive. According to Norman Paul, in sympathy the subject is principally absorbed in his or her own feelings as they are projected into the object and has little concern for the reality and validity of the object's special experience. Empathy, on the other hand, presupposes the existence of the object as a separate individual, entitled to his or her own feelings, ideas and emotional history (Paul, 1970). As one student so eloquently put it, "It's nice when a project leader acknowledges that we all have a life outside of work."

Competence

Simply put, to enlist in another's cause, we must believe that that person knows what he or she is doing. Leadership competence does not necessarily refer to the leader's technical abilities in the core technology of the business. As project management continues to be recognized as a field in and of itself, leaders will be chosen based on their ability to successfully lead others rather than on technical expertise, as in the past. Having a winning record of accomplishment is

the surest way to be considered competent. Expertise in leadership skills is another dimension in competence. The ability to challenge, inspire, enable, model and encourage must be demonstrated if leaders are to be seen as capable and competent.

Ability to Delegate Tasks

Trust is an essential element in the relationship of a leader and his or her team. You demonstrate your trust in others through your actions - how much you check and control their work, how much you delegate and how much you allow people to participate. Individuals who are unable to trust other people often fail as leaders and forever remain little more than micromanagers, or end up doing all of the work themselves. As one project management student put it, "A good leader is a little lazy".

Cool Under Pressure

In a perfect world, projects would deliver on time, under budget and with no major problems or obstacles to overcome. However, we do not live in a perfect world - projects have problems. A leader with a hardy attitude will take these problems in stride. When leaders encounter a stressful event, they consider it interesting, they feel they can influence the outcome and they see it as an opportunity. "Out of the uncertainty and chaos of change, leaders rise up and articulate a new image of the future that pulls the project together." (Romzek, 1990) In addition, remember - never let them see you sweat.

Team-Building Skills

A team builder can best be defined as a strong person who provides the substance that holds the team together in common purpose toward the right objective. In order for a team to progress from a group of strangers to a single cohesive unit, the leader must understand the process and dynamics required for this transformation. He or she must also know the appropriate leadership style to use during each stage of team development. The leader must also have an understanding of the different team player styles and how to capitalize on each at the proper time for the problem at hand.

Problem Solving Skills

Although an effective leader is said to share problem-solving responsibilities with the team, we expect our leaders to have excellent problem-solving skills themselves. They have a "fresh,

creative response to here-and-now opportunities and not much concern with how others have performed them (Francisco, 2009)

2.2.5. Factors Affecting Leadership Effectiveness

Leadership effectiveness is all about attaining desirable outcomes like more output with less input which implies high productivity, quality and result in satisfaction. As per (Simonson, 1983), an effective leader is required to walk the talk, where what he deed and what he talks in wording is consistent. It is during this time, where the subordinate develop trust on their leader. As result, once the confidence was built on the leader then the support, motivation and adherence to the leadership will develop resulting in effectiveness.

Identifying and internalizing factors affecting leadership effectiveness is important for the successful leader of any organization. When we talk of effectiveness, question comes to our mind is why does one person rather than another preferred by followers as a leader? It is the answer to this question, the preferred qualities makes a leader effective than the other leader.

As per (Lockwood, 2006)and Posner (2008) survey over 75,000 people around the globe for more than two decades in identifying what people look for from their leaders honest, forward looking, competent and inspiring took the major share. This is because leaders exercising these qualities can lacy strong influencing role on his followers. This goes to the extent of establishing strong bondage between the employee and the leader, which will ultimately play its part in bringing attitudinal change of employee towards their work, and their bosses require fulfilling what.

Williams (2005) indicated the important role of emotional intelligence in leadership effectiveness and without it as leaders expected to be less than successful. Fulmer, Robert, Bleak and Jared (2008) stressed as leaders who teach are more effective than those who tell. In general, as per the different literature, the following are found to be the major factors affecting leadership effectiveness (Lincoln, 2010).

2.2.5.1. Vision

Vision, conviction, and courage made the difference – for all of us. “Lindsay Levin, the best leader need to have vision and communicate the vision to all concerned ones. Leaders have to specify what kind of organization they want to see in the future, what kind of attention would like to give to their customers, how much money they want to generate in terms of

/revenue/profit to shareholders in their vision. By doing so, they will easily create attraction towards the achievement of the vision (Rocheach, 2007).

(Kelman, 2008), and Cameron (2010) stressed the importance of leaders' to assist employees to commit to the vision, to take the vision as their own, and to work towards its achievement after the establishment of vision. At the same time, it also indicated, as the overall purpose of vision is to mobilize energy and human potential towards the achievement of the objective.

2.2.5.2. Motivation

A competent leader can get efficient service from poor troops; while on the contrary, an incapable leader can demoralize the best of troops. General of the Armies John J. Pershing (Johnston, 2009), defined motivation as; force directed to the achievement of established goal by bringing action and effort together. Donna and Deborah (2009) indicated a few principles have been found to be true for everyone in relation to motivation. These principles are: people respect, on-negative reinforcement, immediate feedback is more workable and incentives have impact on bringing change.

Freemantle (2004) also supported the importance of motivation in order to make a difference to perform exceptionally well and achieve the result on immediate and in the long term. As per (Kanter, 2006) now a day the importance of the ability to inspire is emphasized in relation to its critical nature. Inspiration is coming from making decisions and result in incremental success.

Morgan, Harkins, and Goldsmith (2005) point out as leaders visualize the future by stimulating potentials and recruit others to common objectives.

2.2.5.3. Team Building

When team members regard each other with mutual respect differences are utilized and are considered strengths rather than weaknesses. The role of the leader is to foster mutual respect tend build a complementary team where each strength is made productive and each weakness irrelevant. Stephen Covey (Ivancevich, 1977)described team building as a development method that assists organization members to perform more efficiently and effectively in group. Adair and Allen (2004) indicated as a leader has a responsibility to the team to lead, support, develop and motivate them to achieve the organization goal with team and individual goal. Burton and Thakur (2008) stressed as team building uses to foster team spirit, cooperation and dedication to group success. Martin (2006) emphasized the importance of individual to the group performance.

2.2.5.4. Communication

“Our lives begin to end the day we become silent about things that matter”. Martin Luther King a very nice vision cannot be achieving without effective way of communication. Justin and Gail(2007) emphasized the importance of business objectives clear communication by indicating as clear communication of organization’s vision and goal would be a significant leadership behavior during team leadership(Greenberg, 2009).

Armstrong (2006) also highlighted, as good communication is compulsory to achieve harmonized results. Further, he emphasized the importance of communication as the only tool to communicate reason and implication of change for understanding and acceptance in the existing continuous and fast business change.

Sargent (2005) showed the importance of communication and its relation with other responsibility in leadership by saying, as no one can organize, manage, and motivate a team without effective communication.

2.2.5.5. Feedback

“If you don’t get feedback from your performers and your audience, you are going to be working in a vacuum.” Peter Maxwell Davies

Feedback is a method where information is conveyed to employees in order to indicate how well or how bad they are working. At the same time, it also indicates perception of bosses in terms of employees’ capabilities and their future company demand of employees’ career development. One of the sources of this is performance appraisal and career development conversation to be made between employees and their leader (Mathis, and Jackson, 2010).

(Fleishman, 2009),showed as employees are motivated when they are aware of what is going in the organization and showed the importance of employee information awareness program in order to give a chance for employees to know more about the company strategy, performance and related.

2.2.5.6. Credibility

“The more you are willing to accept responsibility for your actions, the more credibility you will have.” Brain Morrow,(2003) credibility is another important factor in effective leadership. One thing to note about credibility is once it is lost it is very difficult and may never be recovered in most of the cases.

2.2.5.7. Empowering

George (2004), defined empowerment as decision-making authority and responsibility shared from leaders to group members. The writer further explained as a form of participative management, shared decision making, and delegation can be considered as empowerment. Empowering believed, as it will give a chance to group members to develop internal commitment.

However, as Downton (1997) stressed based on his witness of Toyota facility launch at Ontario, California, empowering employees very rapidly is found to be premature and needs to wait until individuals and teams understand more. Accordingly, gradual implementation of workers' autonomy is more advisable than immediate basis in particular to new business.

The researcher believes as these factors are highly interconnected each other. For example if on revision is established, communicating the vision is required next action. As the same time, in order to achieve the vision, team building, motivating, and empowering staff is required. In the process, collecting about the progress and deviation from objective is mandatory. In this entire journey, the credibility of the leader in the eyes of employees is important for adherence of what the leader says and acts. Accordingly, working in enriching all these factor interconnected will make result more effective.

2.2.6. Measuring Leadership Effectiveness

Effective leaders result from experience, hard work, intelligence and host of other factors. It is the ability to improve productivity in the work place through ability to influence employees. Accordingly, an effective leader is one who inspires others to give maximum contribution to achieve the business goal. In the process, effective leaders are not using force to influence others in doing their jobs, rather inspire them to do what is needed to be done. Mark (2006) described effectiveness as the ability to achieve high productivity.

Hughes, (2007) indicated admitting leader's behavior or personality traits play key role in examining the consequences or impact of these behaviors to make judgments about the relative success of a leader. They further noted as out of the vast number of measures to demark successful and unsuccessful leaders the commonly used as a superior's effectiveness or promotion ratings, subordinates ratings of their job satisfaction and moral or of their leaders' effectiveness, and different work-unit performance indices. Superior rate their leader on

different measurement considered by the organization as important, namely integrity, leadership administrative skills, communication impact and so forth.

There is no universally agreed one professional path to create a leader. However, all good leaders agree the need of working on business objective and people around them – believing as both are mandatory to their effectiveness and achieve the required result (Morgan, 2004).

Hollander, (2009) defined leadership effectiveness as achieving targeted outcomes in terms of productivity, quality, and satisfaction in a given situation, and indicated as leadership effectiveness depends on four sets of variables as follow:

Leaders' characteristics and traits indicating inner qualities of the leader, like self-confidence and problem solving ability, which assist the leader to perform effectively in different situations. Leaders' behavior and style, which refers the activities, leaders' approach relating to his or her effectiveness.

Overall measuring the overall effectiveness of leadership in terms of achieving the objective of the organization seems logical. This is because since leadership is to achieve the vision of the organization and all leadership effectiveness has to contribute positively towards profit maximization, which are the ultimate objectives of owners.

2.3. Empirical Review

2.3.1. Studies on Leadership Effectiveness in Different Parts of the World

Under this sub-topic, some basic concepts that are related with this research from studies have discussed. In order to see leadership effectiveness studies in different parts of the world, the researcher took a study conducted in different parts of the world from USA by Akins, Bright, Brunson and (Gaertner, 2002).The research of Akins, Bright, Brunson, and (Meyer, 2011), is done on effective leadership for sustainable development by involving thirteen organizational leaders, executives, and business owners who are third year Doctoral students from the University of Phoenix in the USA. The study tried to identify leadership qualities required for effective leadership. In the process, the leaders' showed as social, economic, or environmental problems affect their capacity to lead in the organization.

As the same time, the result of the study identified ten effective leadership qualities essential for sustainable development. These qualities are learned, empower, adapt, develop, engage, reflect, and sustain, humility, integrity, and practice.

Goulder,(2006) Addison, and Ade (2013) study disclosed very interesting finding; identifying effective behaviors and unacceptable or ineffective leader behaviors. The effective leadership attributes rewarding, open appreciation by leaders for job well done, inspiring followers, supportive and considerate nature of leadership, showing sympathy and carrying for followers, looking all employees as one family is taken as major factor for the effectiveness.

On the other hand, the study identified from the response as there are ineffective leaders demonstrating passive and uncaring situation not exercising leadership at all.

(F Yammarino, 2009), tried to uncover factors that affect leadership effectiveness in the preparatory experience as department leader, instructional resource fund availability, professional norm and leaders' participation in material development, and larger size teaching staff contributed for the effectiveness.

Zeffani, (2004), and (McGregory, 1960) research tried to assess the leadership styles and effectiveness of vocational technical institutions in Ghana. According to the research, the general performance of their leadership role is a mixture of transformational and transactional leadership styles in their day-to-day business leadership role. The study further identified, as they are not doing enough in exercising their power and empowering others. As the same time, the leadership style is found to be more transactional than transformational in nature.

Out of the four studies at different parts of the world, the study in USA, Indonesia and Ethiopia tried to identify some of the factors like, empowering, trust, participation, appreciation, rewarding, integrity, and others. On the other hand the study done in Ghana indicated as transformational and transactional leadership is exercised and much transactional style is done than transformational. From the above study made in different parts of the world, we can learn that as leadership effectiveness is dependent on various interrelated factors, which are common to different parts of the world (Loscocco, 2010).

Wondimu, (2017), have conducted the research under the title of “the effect of leadership styles and emotional intelligence on leadership effectiveness in some selected public sectors in Kaffa zone, Ethiopia. The 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. 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. 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 Further, transformational and emotional intelligence had a positive relationship and showed higher effect on leadership effectiveness. From these 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 (Wondimu, 2017).

Demissie, (2013) is the other researcher conducted the study on “factors affecting leadership effectiveness at gift group of companies.” The study was mainly focus on knowing the factors which affect leadership effectiveness most will assist other interested party on leadership effectiveness to use it as input for the betterment of their business leadership style (Demissie, 2013).

In addition to others, Lidya, (2019) factors affecting leadership effectiveness from employees’ perspective: a case of Ethiopian electric power (EEP). The primary objective of this study was to identify the major factors affecting effectiveness of EEP leaders and find out which factors mostly affect their effectiveness and which factors have poor impact in their effectiveness. From the major findings, the researcher concluded that all the factors: strategic vision sharing practice, the exercise of empowering other employees, motivating subordinates, and effective leaders-subordinate communication; under the study have major impact on leadership effectiveness. The absence of these variables under the study has affected the effectiveness of EEP leaders. For instance, leaders’ poor practice of sharing the strategic vision of EEP, employees negative outlook towards communication with their leaders, poor exercise of

empowerment in the company, and existence of unmotivated staffs have affected leadership effectiveness (Lidya, 2019).

The other study was conducted by (Oman, 2018), under the title of The Leadership Effectiveness and Organizational Performance of Gog Woreda Education Office, Gambella Regional state. The main objective of this study was to examine the impact of effective leadership on organizational performance in the Gog woreda education office. The findings have revealed that, as whole, Transactional and Transformational leadership styles of organization can encourage the participations in the organization. On the other hand, Laissez-faire leadership style is less practically in those areas to encourage Commitment. Therefore; it can be concluded that education leader who perceived their leader better to adopt all three styles of leaders (Oman, 2018).

In addition to others researchers (Kemal A. , 2015) have conducted the study entitled “Instructional Leadership Practices in Secondary Schools of Assosa Zone, Ethiopia. The purpose of the study was to investigate instructional leadership practices in secondary schools of Assosa zone, Benishangul-Gumuz Regional State, Ethiopia. In order to address the objectives of the study, a cross sectional descriptive survey method was employed. The finding revealed that, among instructional leadership functions, instructional leaders’ role in communicating school goals, supervision and evaluation of instruction, monitoring of school progress, protection of instructional time, maintaining high visibility, are promoting professional development seemed to be at a level near to average. Whereas, coordination of the curriculum, providing incentive for teachers, and incentive for students were significantly low performed (Kemal A. , 2015).

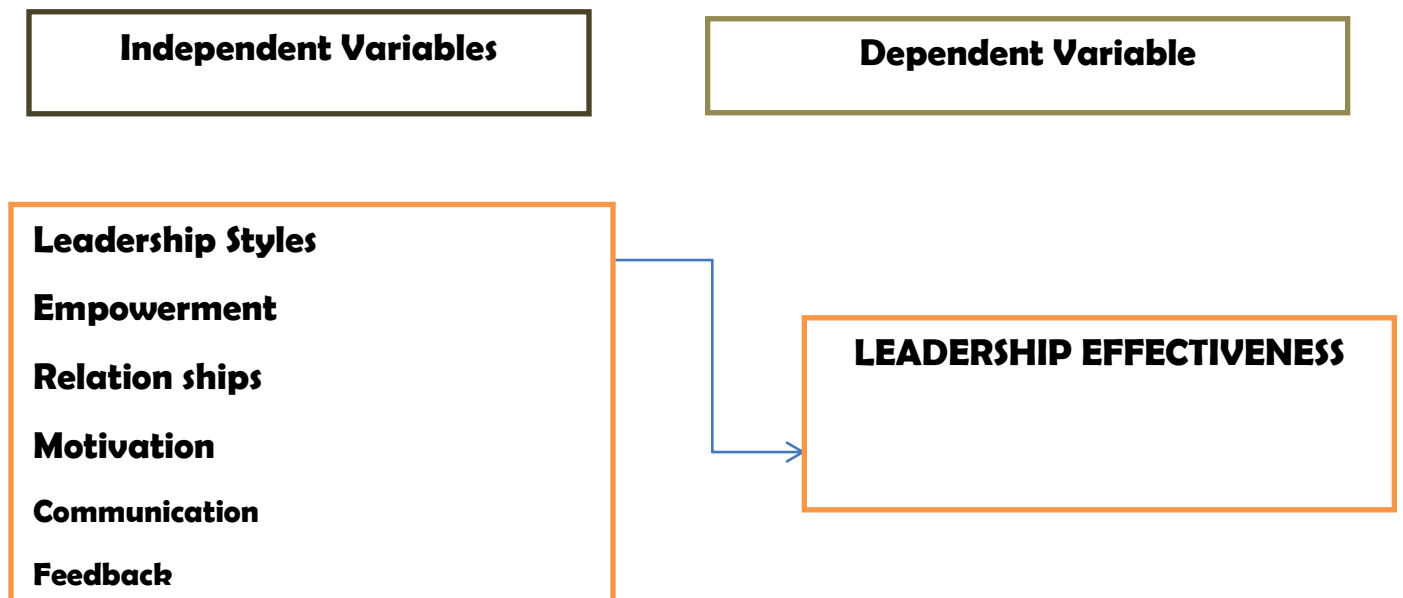
In general, the researcher understood from the different literature reviewed as leadership is inspiring others willingly than forcefully in accomplishing common responsibility. In doing so, adjusting leadership style depending on the situation, trust, vision, ability to communicate, inspire and support followers, consistency with what the leader deed and talks are the major ones.

2.4. Conceptual Framework

A framework provides an explicit explanation why the problem under study exists by showing how the variables relate to each other.

A theory comprises a generalization that systematically explains the relationship between phenomena. Conceptual framework is like a process that involves mapping out or visualizing these theoretical threads to form some diagrammatic representation of inter-relatedness

In general, Conceptual framework is like a process that involves mapping out or visualizing these theoretical threads to form some diagrammatic representation of inter-relatedness. Is also like theoretical framework and can include studying a concept or phenomena in depth. It assists in stimulating research while ensuring the extension of knowledge by providing both direction and impetus to the research inquiry and enhances the empiricism and rigor of a research (Imenda, 2014). Accordingly, the conceptual model depicted below was developed based on above reviewed literature in order to demonstrate the relationships among the study variables.



Source: Researcher's own construct 2020

Chapter Three

Research Methodology

3.1 Introduction

This chapter deals all about the Research 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 wear presented followed by the ethical consideration of the study.

The research methodology is not only talking about the research methods, but also consider the logic behind the methods used in the context of this study and explain using a particular method so, that research results are capable of being evaluated either by the researcher himself or by others .(C.R. Kothari ,2004). Based on this statement, the study was used survey method, a mixed approach, and descriptive and analytical research types. Questionnaire, interview and group discussion wear used as a data collection technique. The data was obtained from primary and secondary sources, including respondents, key informants, and written documents from both published and unpublished sources.

3.2. Description of the Study Area

Asosa is one of the three Zones in Benishangul-Gumuz Region of Ethiopia. This Zone was named after the Asosa Sultanate, which had approximately the same boundaries. Asosa is bordered on the south by the Mao-Komo special woreda, on the west by Sudan, and on the northeast by the Kamashi. The largest town in this zone is Asosa. Its highest point is Mount Bambasi, located in the woreda of the same name. The area Asosa occupies came under Ethiopian control in 1898, when Emperor Menelik II skillfully exploited the traditional rivalry of the three local rulers, Sheikh Hojele al-Hassan of Asosa, Sheikh Mahmud of Komosha and Sheikh Abd al-RahmanHojele of Bela-Shangul proper. When Ethiopia and the British administration of Sudan demarcated their common border in 1902, this finalized their annexation. Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA), this Zone has a total population of 310,822, of whom 158,932 are men and 151,890 women. 39,957 or 12.86% of population are urban inhabitants. A total of 72,879 households were counted in this Zone, which results in an average of 4.27 persons to a household, and 69,378 housing units. The four largest ethnic groups reported in the Asosa Zone were the Berta

(59.95%), the Amhara (23.86%), the Oromo (10.31%), and the Tigrayans (1.5%), 1.48% of the population was from Sudan; all other ethnic groups made up 2.9% of the population. Main languages are the Berta (59.31%), Amharic (25.7%), Oromo (10.68%), and Tigrinya (1.07%). The majority of the inhabitants were Muslim, with 74.08% of the population reporting that they held that belief, while 16.51% practiced Ethiopian Orthodox Christianity, and 8.57% were Protestant.

3.3 Research design

To conduct this study, the researcher used survey methods. The rationale behind the selection of this method was beside its cost and time effectiveness. Survey method was more accurate and manageable. Under survey method, researcher used descriptive method. As C.R. Kothari (2004), descriptive research was concerned with describing the characteristics of a particular phenomenon, with narration of facts and characteristics concerning individual, group or situation. Regarding time dimension of the study cross sectional survey method was employed because it is more suitable to conduct the study at one point of time. Mixed approach is useful to capture the best of both quantitative and qualitative approaches to generalize the findings to a population, develop a detailed view of the meaning of a phenomenon or concept for individuals, and gather both numeric information as well as text information (John M. Creswell, 2009). Likewise, a mixed approach was used for this study; however, qualitative dominant as the research had to dig deep.

3.4 Sources of Data

To obtain necessary information for this study, both primary and secondary data were collected from different sources through various tools.

3.4.1. Primary Data Sources

In this study, primary data was collected from government employee of Bambasi, Menge and Homosha woreda through questionnaires containing both open and closed-ended questions. The interview have also used to collect data from key informants, including employee and selected experts, officials or leaders at different. The focus group discussion wear undertaken to cross check and assure the data collected by interview and questionnaire.

3.4.2. Secondary Data Sources

Concerning Secondary data published and unpublished data were obtained from different sources like international organizations, books, magazines, newspapers, journals, and reports prepared by researchers and universities (C.R. Kothari, 2004). Based on this, the secondary data wear obtained from concerned organization, books, manuals, proclamation, reports, journals, researches and internet websites (Kothari, 2004).

3.5. Sampling Design

3.5.1. Population of the Study

The populations of this research were the entire government employer of Asossa zone who are in non-leadership position (subordinators) which were 1739 according to the, data of Regional public service Bureau, i.e. from the three selected woredas.

3.5.3. Sample Unit

The sample unit of this study was individual respondents and key informants including government employer, officials or leaders at different level and community leaders. The researcher was selected the respondents to obtain valid, reliable and sufficient information that enable to attain the objective of the study.

3.5.4. Sampling Techniques

For studying a social problem, it is difficult to study the whole universe under investigation. It is both costly, time consuming and complex as well as financially not viable (Kothari, 2004). To conduct this study, both systematic random sampling and purposive sampling techniques was employed. The systematic random sampling technique was selected because it gives space to measure the errors of estimation or the significance of the results obtained from a random sample and it ensures the law of statistical regularity as a result the sample to have the same composition and characteristics as the universe. In addition, it gives an equal chance to all population to be selected. On the other hand, Purposive samplings have been used to select key informants; those who could be from employer and selected experts, officials or leaders at different level, based on the assumption that they can provide sufficient information on the issue and their role. Purposive sampling selected due to its relative advantage of time, cost effectiveness, can reduce non-response rate.

3.5.5. Sample size

Determining the adequate sample is the most important design decision that faces the researcher. There are factors playing a vital role in determining the sample size. These are sample design, level of precision, level of confidence, the degree of variability and non – response rate (Review of documents).

The sample of this research was calculated by using Taro Yamane (Yemane, 1967) formula with 95% confidence level.

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

Where

n----- is sample size

N----- is Population size, and

e----- is level of precision, or Sampling error which is $\pm 5\%$

Based on the above formula, from the total population of 1739 according to the, data of Regional public service Bureau, i.e. from the three selected woredas (i.e. From Bambasi 578, Homosha 520, and Menge, 641), the sample size of respondents are 325 employee. Accordingly, questionnaires were distributed to each woredas by using systematic random sampling, as per the Woreda's population. That means 90 of respondents were from Bambasi Woreda, 81 from Homosha and 100 from Menge Woreda. From these, data was collected through questionnaires from 271, on the other hand Purposive sampling have used to select 18 key informants; those were 6 community leaders, 6 officials or leaders and 6 experts for detail interview and three focus group discussion was held with 36 (12 person in each group).

3.6. Data collection Techniques

According to Kothari, (2004) there are several methods of data collection techniques; like observation, interview, and focus group discussions and questionnaires. The data of this research were obtained through questionnaires containing both open and closed-ended questions were administered systematically selected respondents and as well as semi-structured

interviews, was undertaken face-to-face with purposively selected informants and focus group discussion.

Questionnaire; questionnaires containing both open and closed-ended questions were administered to 271 systematically selected individual respondents among leaders or government officials at different level and government employee of Asossa zone. The rationale behind the selection of this method is it enable a researcher to acquire data from many people at one time, it gives freedom to respondents and relatively cheaper.

Interview; semi structured interviews was undertaken with 18 purposively selected informants such those were 6 community leaders, 6 officials or leaders and 6 experts. The questions vary slightly between the respondents depending on the information required. The reason behind the selection of this Techniques are its flexibility, high response rate, to get deep information and enable respondent s to express their own opinion through interview.

Focus group discussion; discussion was under taken with a group contain 8 individuals. This method was used to crosscheck and assure the reliability of data obtained from respondent, informant and to get detail information on the issue and to collect some additional facts that do not mentioned in the questionnaire and interview. As mentioned above, three focus group discussions was held with 36 (12 people in each group).

3.8 Data Analysis and Interpretation

The data collected was analyzed by using a combination of qualitative and quantitative methods of statistical analysis Descriptive analysis was employed in this study. The quantitative data were presented in, charts and tables. Whereas, the qualitative data was analyzed in a narrative form then it was used to explain the quantitative values which are generated from the quantitative analysis.

3.9. 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.

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

Data Analysis and Interpretation

Introduction

This chapter presents data analysis and interpretation from questionnaire filled by respondents, interview and focus group discussion conducted from both primary and secondary source. Results and Discussions

This research was proposed to assess the factors affecting leadership effectiveness of in Assosa zone three selected woredas. Hence, this chapter comprises the answer for the research questions, which are guided by the basic research objectives. It presents results and discussions of the data that are categorized into two parts. The first part treats the characteristics of the respondents which describe the study population by sex, age, educational background, service year and current work position, while the second part deals with the analysis of findings of the study that were gathered through questionnaire and interview. Therefore, under this chapter, the data analysis and interpretation have been made based on the 257 returned questionnaires, focus group discussion and interview results.

4.1. Response rate of respondents

Among 271 questionnaires distributed to respondents, 257 were returned successfully. Also 7 out of the 271 questionnaires returned back were rejected because of unacceptable responses. Thus, 257 questionnaires constituting 94.8 % response rate were used for data analysis and interpretation with the interview results. Johnson & Owens (2013) reported that although none of the journals contacted for their study reported formal policies regarding minimally acceptable response rates, a study with a response rate of less than 60% get accepted for publication only in rare instances. Accordingly, the response rate for this work was very good.

Table 4.1 Response Rate

No	Data Collection Tools	No of Respondents	No of Response	No of Non Response	Response Rate
1	Questionnaires	271	257	14	94.8
2	Interviews	18	18	0	100 %
3	Focus Group discussion	36	34	2	94.44

Source: Own Survey, 2020

4.2. Demographic Characteristics of Respondents

The survey result presented in table 4.2, shows the demographic characteristics of respondents in sex, age, service years, educational background and current work position.

Table4.2. Demographic characteristics of the respondents

Variables	Categories of variables	Frequency	Valid Percent
Gender of Respondents	Male	169	62.4
	Female	88	32.5
	Missed	14	5.2
	Total	271	100
Age of Respondents	18-30	74	27.3
	31-40	117	43.2
	41-50	52	19.2
	51-60	14	5.2
	Missing	14	5.2
	Total	271	100
Education Level of Respondents	Diploma	57	21.0
	First Degree	157	57.9
	Masters Holders	43	15.9
	Missing	14	5.2
	Total	271	100

Service Year of the Respondents	1-5		66	24.4
	6-10		84	31.0
	11-15		61	22.5
	16 and above		46	17.0
	Missing		14	5.2
	Total		271	100
Current work Position of the Respondents	Top leader		14	5.2
	Vice leader		37	13.7
	Coordinator		39	14.4
	Expert		103	38.0
	Other		64	23.6
	Missing		14	5.2
	Total		271	100

Source: SPSS Result, 2020

The above demographic characteristics show that male respondents were much greater than female respondents which may indicate the female participation in Assosa Zone is at minimal. This result may tell us that women in the study area face voluminous socioeconomic problems that make their participation fall short in their cooperatives. This condition may result in imbalance in cooperative participation and can lead women unable to solve their economic and social impediments by themselves.

According to UNESCO, (2002), Gender equality is one of the fundamental goals in human development highlighted at numerous global conferences. Eliminating gender gaps and gender inequality means bringing the disadvantaged sex at par with the favored. It ensures that both sexes leave the school system with an education that provides life skills, permits them to pursue higher levels of education or vocational training according to their capabilities, and is free from gender stereotyping. Most importantly, they should be equipped with skills and attitudes that will help them to pursue their potential regardless of their sex”.

Participation, in the development context, is a process through in which all members of a community or organization are involved in and have influence on decisions related to development activities that will affect them. That implies that Participation in the development will address those community or group needs on which members have chosen to focus, and that all phases of the development process will be characterized by active involvement of community or organization members. Accordingly, participation in Leadership position is one of the development areas where society participates in so as to improve their life and contribute for their country’s development. Now a day’s participation in Leadership position has become a right for every citizen regardless of differences in demographic characteristics.

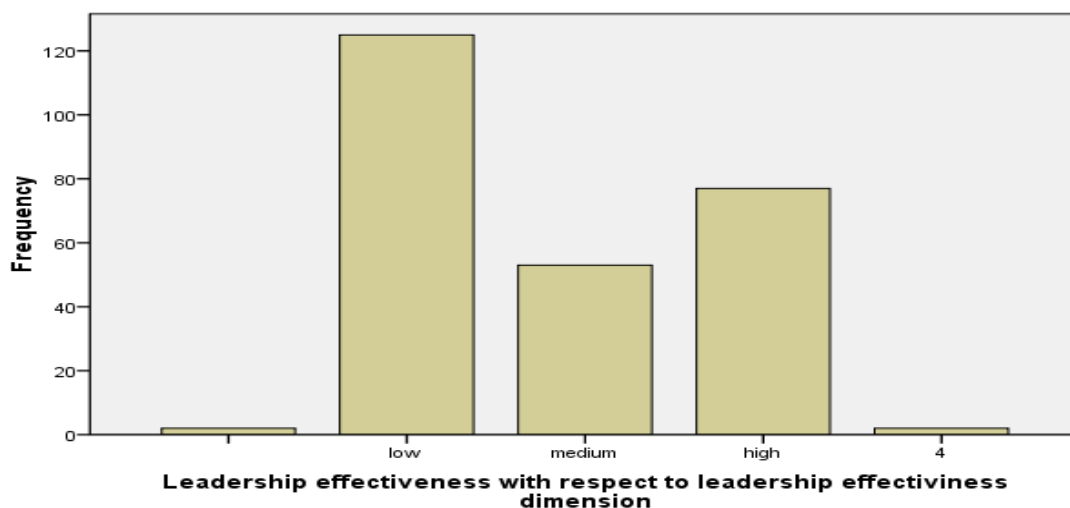
Generally, the demographic characteristics of the respondents show that in terms of sex the respondents were from both sexes (male & female) and the age of most respondents was in a good age range to make informed decisions. Further, most of the respondents were first degree holders and senior in their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

4.3. Leadership Effectiveness Dimension

The leadership effectiveness dimension is illustrated in bellow table.

Chart 4.1. Leadership effectiveness dimension

Leadership effectiveness with respect to leadership effectiveness dimension



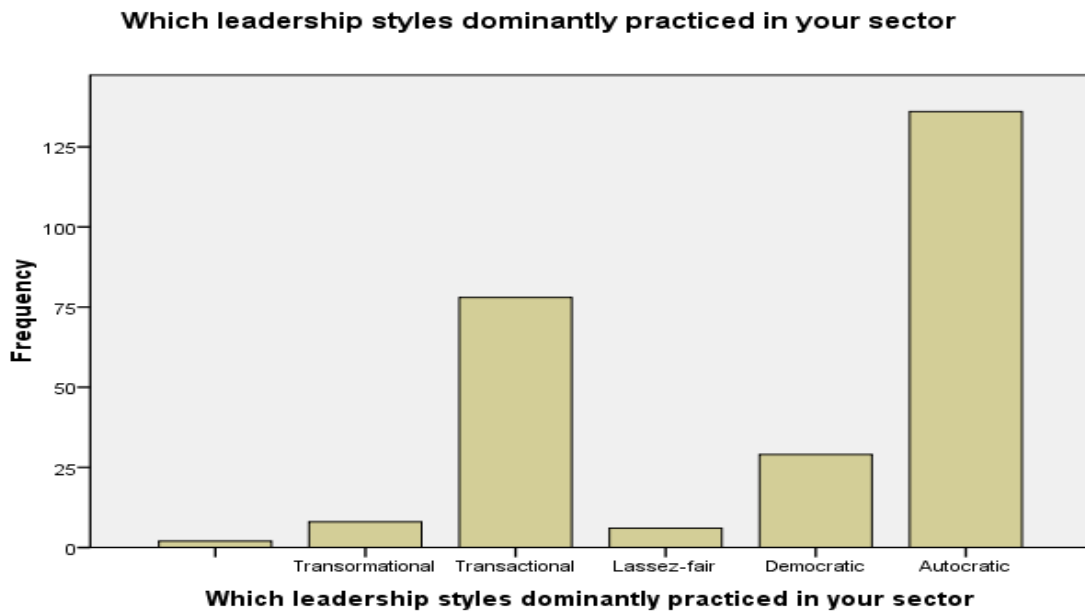
Source: SPSS Result, 2020

As it is possible to understand from the above Chart 4.1., the leadership effectiveness in the Assosa Zone is found at very minimal level. Majority of respondents (136 from 271, or 50.2 %) agreed that the leadership effectiveness in the Assosa Zone is low.

4.4. Current status of leadership Styles in Assosa Zone

The Current status of leadership Styles in Assosa Zone according to collected data implies that most of the leaders are partially autocratic leadership style. For father the status of Assosa zone leadership style illustrated bellow.

Chart 4.2. Current status of leadership Styles in Assosa Zone



Source: SPSS Result, 2020

From the above Chart 4.2, one can understand that the majority 127 (46.9%) respondents believed that the leadership style being practiced is Autocratic Leadership style. Next to Autocratic Leadership style Democratic Leadership style is being practiced as it was responded by respondents which is 30 (11.1%), proceeded by Transactional Leadership style which is with response rate of 75 (27.7). The Least proportion 10 (3.7 %) respondents believed that the leadership style being practiced is Liaises-faire Leadership style.

To examine the effect of leadership styles on leadership effectiveness, the different leadership behaviors (transformational, translational, Laissez-faire, autocratic and democratic leadership

styles) was constituted; and the detail analysis was performed to investigate the ability of these five leadership styles to predict their effect on leadership effectiveness of Assosa zone. This analyzed one by one as follows.

4.5. Leadership Style and Leadership Effectiveness

Leadership effectiveness is a significant concept in the area of leadership. In a nutshell, leadership effectiveness focuses largely on output measurability and accomplishment of shared goals. Heller, (2013), see it as coping with changing demands so as to establish successful relationship at the level of customer, employee and organizational purpose and building strong positive relationships. The leadership style is the most essential factor which influences leadership effectiveness. Leadership style is the distinctive way in which a superior manages her/his interfaces with subordinates. Leadership styles are often an extension of the personality of a leader and are shaped by the needs of the position.

4.6. Autocratic Leadership Style

Autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group. To understand autocratic leadership and its place in history, it's beneficial to examine the origins of the word *autocracy*. The word has Greek roots, with the word reflecting independent and self-sustaining power.

Like other leadership styles, the autocratic style has both some benefits and some weaknesses. While those who rely on this approach to heavily be often seen as bossy or dictator-like, this level of control can have benefits and be useful in certain situations. When and where the authoritarian style is most useful can depend on factors such as the situation, the type of task the group is working on, and characteristics of the team members.

Generally autocratic leadership style is one of the main dominantly practiced in Assosa Zone as it is possible to understand from the findings. From the respondents, the majority of them (127 or 46.9 %) confirmed that the leadership that is being practiced in the zone is Autocratic leadership style. As it discussed earlier the leadership effectiveness in this Zone is very low. The authoritarian leader offers clear expectations about what will be done, when and how. All

decisions are taken by authoritarian leader with minimum input from other group members. This may result the leadership effectiveness minimal. Autocratic leadership also limits the potentials of other members to excel and thus, discourages employee participation and contributes to low level of job satisfaction and trust in the organization.

4.7. Transactional Leadership

Transactional leader tends to focus on task completion and employee compliance and these leaders rely quite heavily on organizational rewards and punishments to influence employee performance. Therefore, these leadership styles have a negative impact on increase the leadership effectiveness. According to the result obtained from the findings from respondents this leadership style is being well exercised. The total number of Respondents who agreed that with the existence of Transactional leadership style in Assosa Zone is 37 respondents or 13.7 %. This is the high response rate next to Autocratic and Democratic Leadership style.

In general, Transactional leadership style operates as a kind of social exchange between the leaders and the followers. It is a kind of leadership in which compliance from the follower is obtained through the use of reward and punishment. The focus of this style is to supervise, organize and perform individually as well as a group. The leader closely monitors the work of the followers and ensures that he/she follows the prescribed paths. This close supervision may not always fruitful in leadership effectiveness. A leader is known as a transactional leader if he/she is always willing to give something in return. This can include a number of things like promotion, pay raise, performance reviews, new responsibilities etc. The major problem with this type of leadership is the expectation. Hence, transactional leadership can be defined as the exchange of targets and rewards between the management and the employees.

4.8. Democratic and Liaises-faire Leadership Style

This study was mainly focused on the assessment of determinant factors such as leadership styles on leadership effectiveness. The focus was on only four types of leadership styles- transformational, transactional, democratic, and autocratic. This study reveals that leadership effectiveness is highly influenced by the leadership styles. This study has provided deep insights of the impact of leadership styles on the leadership effectiveness.

From the respondents, the majority of them (75 or 27.7 %) next to the autocratic leadership style have confirmed that the leadership that is being practiced in the zone is democratic

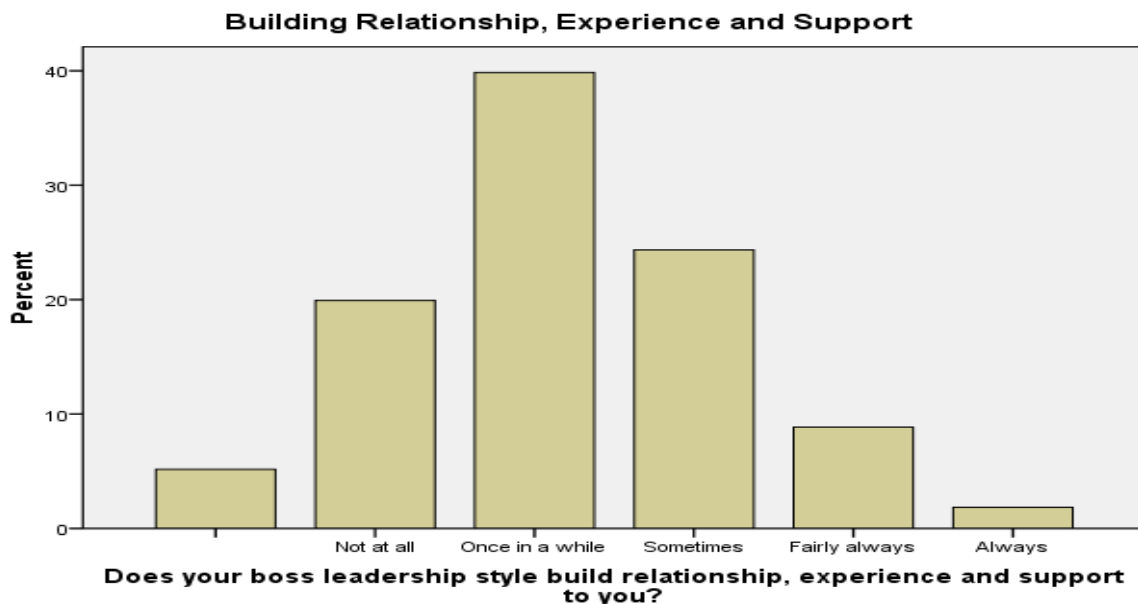
leadership style. However, in comparison to Autocratic leadership (which was with response rate of 127 or 46.9 %) style the rate of democratic leadership being practiced in the Assosa zone is found minimal.

The least leadership style being practiced in the Assosa zone is Laissez-faire style of leadership with response rate of 18 or 6.6 %. Laissez-faire style of leadership in an organization allows full freedom and power to employees as seen in the study findings, this motivates employees and other low level management to be creative and approach work in a manner that is best for them without the leaders’ micro managing them. Their freedom therefore positively affects their work as they will work as a team advocating for innovativeness and eventually high performance and growth of the organization. Effective leadership therefore relies on the ability of the manager to understand the situation in his work environment in regard to employee needs and incorporate this kind of culture in the organization.

4.9. Relationship Building

Relationship building, experience and support are the other very important variable that is identified to be assessed in this study. Accordingly, the finding is elaborated as follow.

Chart 4.3. Building Relationships, Experience and Support



Source: SPSS Result, 2020

As indicated in above Chart 4.3, respondents were asked if their boss build relationship, experience and support in their leadership style and 39.9% of them responded as it is once in a while, whereas 24.4% of them indicated sometimes. This indicates Leaders are expected to do more to improve the existing relationship, experience and support building mechanism.

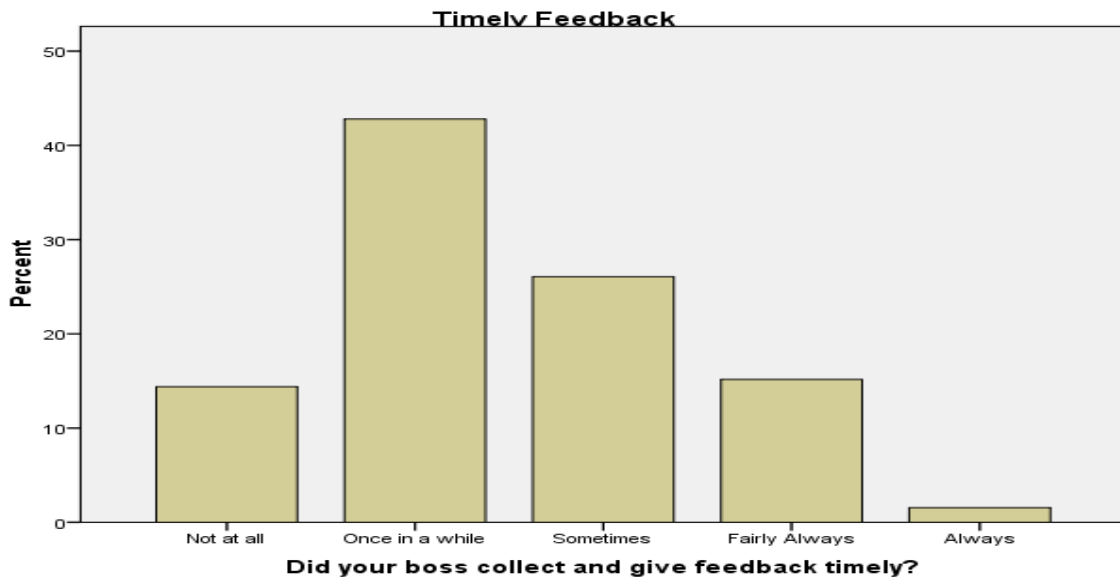
As it is known People are at the center of all leadership efforts. Leaders cannot lead unless they understand the people they are leading. One way to look at leadership is that the function of a leader is to lead and guide people who will follow with the same values. An effective leader thus must be able to build relationships and create communities. We can define leadership as inspiring people and planning for the future with the motivating factors of relationship building and community service. Relationships can happen between concepts, actions, and values.

In general, it is easy to lead for yourself. It is more difficult to lead for others. Honesty, integrity, and the ability to be supportive will create a more successful environment. We all want to know that our leaders are deserving of our trust. It's about having trust in their knowledge of who and what they are leading, trust in why they have chosen to lead, and trust in their ability to accomplish the vision and goals that have been set forward.

4.10. Timely Feedback

It is obvious that feedback is a vital part of any leader's skill set. Not just giving feedback, but also receiving it is essential for efficiently sharing information within teams and groups. Let's take a closer look at its value and learn how to get better at providing it. Constructive feedback is a robust tool for creating healthy environment, boosting productivity and engagement, and achieving better results.

Chart 4.4. Timely Feedback



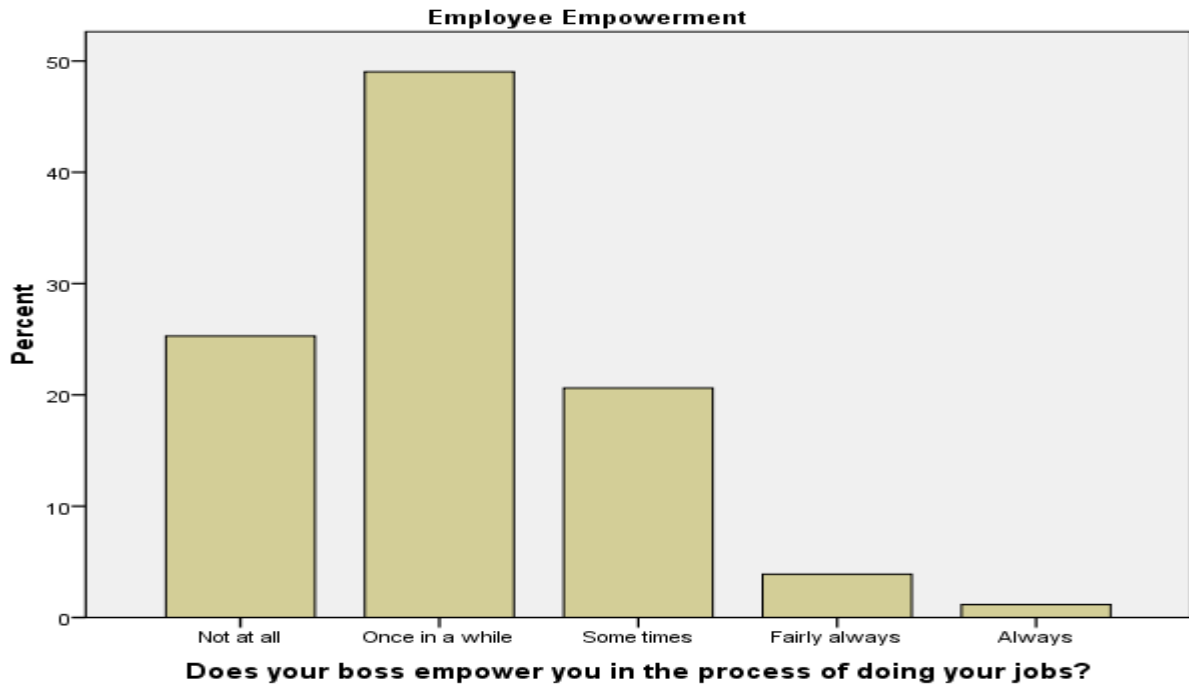
Source: SPSS Result, 2020

Respondents were requested if there is a culture of timely feedback collection and provision in their organization. As it is possible to understand from chart 4.4 above, about 40% response given indicated as leaders rarely collect and give feedback on average basis; whereas about 26% of respondents responded that it is being exercised some times. This is mainly because of the existence of a gap for improvement demanding involvement of employees in order to improve leadership styles of leaders and responsibility to those who are non-leaders to do so. In general, Leaders have a tremendous influence on their direct reports, and one of the most critical areas for leadership success is being able to give feedback to employees, praise when it's deserved, and coaching in the moment. However, not every leader will be able to do so successfully. This is a leadership skill that can be trained, honed, and perfected over time.

4.11. Empowerment

It is important to think through what empowerment means and how best to employ it so your organization can harness its strength. No one leads an organization to success on their own. It is the collective excellence of many that builds success. Empowerment is the other very important variable that is identified to be assessed in this study. Accordingly, the finding is elaborated as follow.

Chart 4.5. Employee empowerment



Source: SPSS Result, 2020

Similarly, respondents were asked if there is the practice of empowering employees in their organization and about 47% of the respondents were responded as it is being practiced once in a while, whereas 24% of respondents agreed there is not the practice of empowering employees at all, and about 20% responded that that it is being practiced sometimes in their organization. As per Akins et al. (2013) out of the ten effective leadership qualities empowering is one of it. In case of gift both parties have different view in relation to empowering, most of the managers are claiming as they are empowering while employees are not confirming. This means employees are expecting more empowerment from managers than what is happening now.

Empowerment is a means to include the team in decision making, to give them a participatory role which capitalizes on their own expertise and judgment, and that increases their sense of both individual worth and commitment to the organization. Empowerment also demonstrates that you have good listening skills, and that you care about the input of everyone on your team. When you empower your team, you motivate them to “row together” and you increase the overall success of your mission. Empowering builds confidence in their capacity to execute your collective mission and goals, establishes essential trust in an organization, and creates the

secondary level of leadership necessary when you are not present for key decisions so that the organization continues. Empowerment sounds great, but leadership is principally about the human dimension so nothing is always simple. Embracing empowerment may run counter to the personality of some leaders. Once you are in charge of a team or an organization you may believe that your presence and your decisions alone are responsible for its success. The concept of empowering the members of your team is talked about a lot these days, and with good reason. Good leaders are characterized by their ability to empower their teams to achieve maximum success.

4.12. Motivation

Like the other variables motivation and inspiring are the other very important variables that are identified to be assessed in this study. Accordingly, the finding is elaborated as follow.

Chart 4.6. Employee Motivation and Inspiration



Source: SPSS Result, 2020

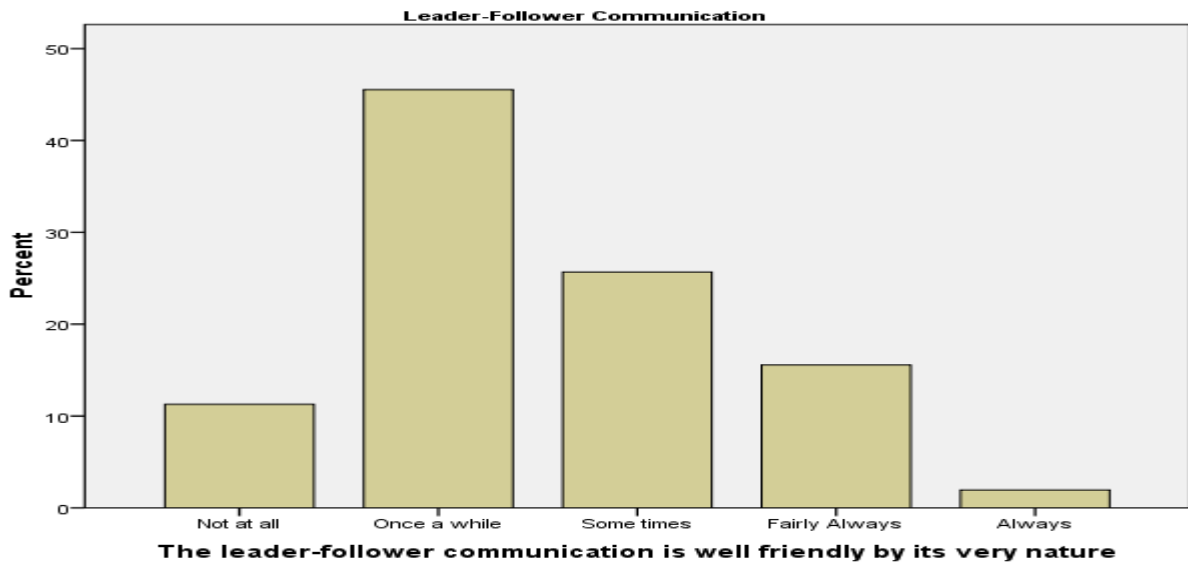
Respondents of Assosa zone of three selected woredas are asked about the frequency of motivating and inspiring subordinates. As indicated in the Chart 4.6, about 47% of the respondents were responded as the practice of motivating and inspiring of employees are being exercised once in a while (never and rarely respectively), about 24% of them agreed sometimes and about 17 % agreed not at all. Thus, this indicates as the existing motivation and inspiration work is not to the level of satisfying employees that makes leadership effective. Accordingly, leaders have to work for further improvement in regard to motivating and inspiring employees by collecting feedback from employees. Motivation is central in leadership and it is an active mental process initiated by certain needs and wants. It solidifies expectations, shapes and encourages dynamic, unique behavior, action habits to achieve organizational goals. Therefore, Motivation is very important because it allows you as a leader to meet and even exceed your own organizational goals.

In general, the importance of motivation is often under-estimated in Assosa zone three selected woredas and would also venture to say that it's the least understood knowledge area among people who hold vital leadership roles within an organization.

4.13. Communication

Additionally the other variable, intended to be assessed in this research is the nature of leader and follower in their organization. As it is very clear Good communication skills support in creating an atmosphere for exceptional understandings of what is being communicated and encourage teammates to blindly follow their leader. Thus, to become an expert in leadership communication is indispensable priority for managers who want to attain excellence and remarkable growth in their professional career.

Chart 4.7. Leader- Follower Communication



Source: SPSS Result, 2020

Respondents of Assosa zone, three selected woredas are asked about the style of communication in their organization. As indicated in the Chart 4.7 above, about 46% of the respondents were responded as the leaders very rarely friendly communicates with the followers, about 25% of them agreed sometimes and about 15 % agreed fairly often. A Leader is among one of the employees with exceptional skills set and in one situation or another he has potential to step forward to take charge and mentor others who lack experience and skill set, tries to inculcate skills by motivating them and help them in achieving their individual, team and organizational targets.

In general, the benefits of building an effective team within the workplace cannot be understated. All effective teams need to understand the importance of group communication because it is crucial to their success. Effective communication within a team will build a common purpose among team members that will allow them to reach their goals. Frequent friendly communication can help team members develop a sense of belonging and strengthen relationships. Effective team leaders know that group communication drives organizational efficiency. As employees understand the standards for their work, they will be more willing to reach out for help when they need it and the team will become more capable. Strong group communication will create understanding and that understanding will create powerful relationships within a team. Effective leaders know that they learn from relationships and experiences and are always willing to adapt, change their behaviors, and continually improve

their communication skills. They eliminate blame, sarcasm, and silly comments and negativity, and instead attack solutions. With whatever business industry you are in, there are many valuable reasons to work on your communication and leadership skills. Without good communication skills, people won't be motivated and won't feel satisfied to work with you.

4.14. Analysis from Interview and Focus Group Discussion

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 interviewees 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 interviewees 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 case leaders' effectiveness has been measured by political commitment rather than sectorial 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 sectorial vision implementation”.

The interview participants were asked to describe the leadership style of leaders in their respective sector stated that “most of the leaders lack the ability and commitment to understanding the needs and fillings 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. These 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 programs”.

On the other hand, focus group discussions were carried out with the some selected officials including leaders and non-leaders from different sectors. 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 focus group discussions 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. Accordingly, with regard to the question raised in relation to the nature of leadership styles being exercised in their sector have confirmed that mostly the leaders in different level of their organization did not give chance for non-leaders to take part in decision making process mostly. That means the leadership style of their sectors were Autocratic leadership style.

Chapter Five

Conclusion and Recommendation

5.1. Introduction

This chapter highlights the Conclusion and Recommendations drawn from the analyzed data gathered through the questionnaires, focus group discussion, detail interview and document analysis.

5.2. Conclusion

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 and presented as follows. From the very beginning, the result of findings revealed that the overall sectarian leadership effectiveness is found at low level. In addition to overall low leadership effectiveness, the women's empowerment in leader position was found very low.

As it is possible to conclude from the response given from respondents, Leaders in the selected woredas were found more Autocratic leaders and do not adequately allow non-managers and other to take part in decision making process. As a result they were found weak in organizational vision and mission implementation which is meant that leadership effectiveness is very low. Hence, it was concluded that though it is not always, Autocratic leadership styles may lead to low leadership effectiveness. Autocratic leadership also limits the potentials of other members to excel and thus, discourages employee participation and contributes to low level of job satisfaction and trust in the organization.

Generally autocratic leadership style was found as one of the main determinant factors that may affect the leadership effectiveness in Assosa Zone as it is possible to understand from the findings. From the respondents, the majority of them (127 or 46.9 %) confirmed that the leadership that is being practiced in the zone is Autocratic leadership style. As it discussed earlier the leadership effectiveness in this Zone is very low. The authoritarian leader offers clear expectations about what will be done, when and how. All decisions are taken by

authoritarian leader with minimum input from other group members. This may result the leadership effectiveness minimal.

From the respondents, the majority of them (75 or 27.7 %) next to the autocratic leadership style have confirmed that the leadership that is being practiced in the zone is democratic leadership style. Transactional leader tends to focus on task completion and employee compliance and these leaders rely quite heavily on organizational rewards and punishments to influence employee performance. Therefore, these leadership styles have a negative impact on increase the leadership effectiveness. According to the result obtained from the findings from respondents this leadership style is being well exercised. The total number of Respondents who agreed that with the existence of Transactional leadership style in Assosa Zone is 37 respondents or 13.7 %. This is the high response rate next to Autocratic and Democratic Leadership style.

The least leadership style being practiced in the Assosa zone is Laissez-faire style of leadership with response rate of 18 or 6.6 %. Laissez-faire style of leadership in an organization allows full freedom and power to employees as seen in the study findings, this motivates employees and other low level management to be creative and approach work in a manner that is best for them without the leaders' micro managing them. Their freedom therefore positively affects their work as they will work as a team advocating for innovativeness and eventually high performance and growth of the organization.

The other important findings revealed that, very less practical experiences of feedback collection from non-leaders and timely feedback provision mechanism in the Assosa zone three selected woredas. As it is earlier explained above 40% response given indicated as leaders rarely collect and give feedback on average basis; whereas about 26% of respondents responded that it is being exercised some times. It is indicated as leaders are collecting and giving feedback in their leadership style rarely.

In addition to the others variables, employee motivation was identified as the other factor needed to be assessed in this research. Similarly about 47% of the respondents were responded as the practice of motivating and inspiring of employees is being exercised once in a while that means that it is rarely practiced. About 24% of respondents agreed sometimes and about 17 % agreed not at all. This indicated that Motivation and inspiration does not exist that much as expected by employees.

Like that of other factors, the trend and practice of Employees empowerment was focused to be investigated in Assosa zone, three selected woredas. Accordingly as it was discussed in detail above, about 47% of the respondents were responded as it is being practiced once in a while, whereas 24% of respondents agreed there is not the practice of empowering employees at all, and about 20% responded that that it is being practiced sometimes in their organization. This revealed that Employees empowerment is rarely exercised.

The study was also focused on assessment of building relationship, experience and support in Assosa zone, three selected woredas. In line with this about 47% of the respondents were responded as it is being practiced once in a while, whereas 24% of respondents agreed there is not the practice of empowering employees at all, and about 20% responded that that it is being practiced sometimes in their organization. It is indicated as leaders are building relationship, experience and support to employees in their leadership style rarely.

It is very clear that communication is central to leadership and in addition to the others variables, the way leader-follower was identified as the other factor needed to be assessed in this research. Accordingly as it is earlier explained, about 46% of the respondents were responded as the leaders very rarely communicates with the followers, about 25% of them agreed sometimes and about 15 % agreed fairly often.

5.3 Recommendations

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

- ✚ As it already discussed earlier the leadership effectiveness was found at very minimal level. To minimize this problem or to increase organizational leadership effectiveness the appropriate leadership style should be the main focus area to be improved. Leaders should be flexible enough they better realize which leadership style is appropriate in which situation. The concerned government body, especially the cooperative promotion agencies at different tiers should make a collaborative effort with unions themselves and organizations as universities and NGO to capacitate leaders through organizing and implementing consistent package of cooperative leadership training and development program.
- ✚ Additionally, the findings revealed that, there was gender imbalance in leadership position. Woman's participation takes 32.5% in general. Therefore it is highly recommended that to work on women's empowerment in Assosa Zone to bring them and capable to take the leadership position.
- ✚ The other recommendation of the study deals with the employee motivation and the study revealed that the employee motivation is found at minimal level. Therefore leaders should better focus on how to make them motivated enough in their organization. When motivating, it is necessary to try to meet the different needs of employees, so that they are satisfied, happy and far from the tension. This creates a pleasant environment, in which employees are far more focused on work, have more interest and desire for work, and consequently perform their work more effectively. It is particularly important that leadership knows the level of motivation and satisfaction of employees at each workplace well as well as their expectations in terms of workplace, in order to have an impact on improving job engagement when applying the adequate models.
- ✚ Leaders are building relationship, experience and support to employees in their leadership style rarely. Relationships are the foundation upon which winning teams and organizations are built. Relationships build real motivation. It's much easier to motivate someone if you know them and they know you. After all, if you don't take the time to get to know the people who are

working for you, then there is no way in which truly know the best way to lead, coach, and motivate them effectively.

- ✚ The way leader and follower communicates in this study is found that they are rarely communicates with the followers. It is obvious that Communication is a powerful tool that leadership can use to create an environment that brings forth employee motivation. It is necessary to emphasize the importance of direct, two-way communication between the employees and the management of the company which enables the management to verify if the employees correctly understood the received information.
- ✚ As the study revealed that Employees empowerment is rarely exercised. This indicated that leaders must focus and work on employee empowerment. Leaders who were perceived as more empowering were more likely to delegate authority to their employees, ask for their input, and encourage autonomous decision-making. Specifically, this type of leadership seems to encourage employees to generate novel ideas and think of new ways of doing things, and to help others in the workplace, volunteer for extra assignments, and be willing to support their organization outside of an official capacity and this is highly recommended in order to make the leadership effective.

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Appendix:

Questionnaire

Dear Respondent I am Layla Ahmed Umer. This is a questionnaire to gather data to conduct a research for the requirement of my Master's Degree in Public Management. The objective of this questionnaire is to gather information for the study on "Assessment of Factor Affecting Leadership Effectiveness. In The Case of Asossa Zone of Three selected **Woredas** "for partial fulfillment of the requirements for the Degree of Master in Public Management. So your genuine response to the following questions 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 four parts:

Part one is about demographic characteristics of respondents while part two contains some general questions. Further, part three deals with leadership styles. Finally, part four 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
- No need of writing name

Part 1: Demographic Questions

Please circle one of the choices given bellow that best fits each question

1. Gender: A. Female B. Male

2. Age: A. 18-30yrs B.31-40yrs C. 41-50yrs D. 51-60years’ old E. 61years
&above

3. Level of education A. Diploma B. First degree C. Master Degree D. PhD E. Other

4. Service years: A. 1-5 year B. 6-10years C. 11-15years D. 16yearsand above

5. Current work position A. top leader B. Vice leader C. Core process coordinator

D. Expert E. Other_____

Part 2: General Questions

6Ofthefollowing leadership styles which one is dominantly practiced in your sector?

A. Transformational B. Transactional C. lasses-fair D. Democratic E. Autocratic

F. Other_____

How do you rate leadership effectiveness with respect to the leadership effectiveness dimensions given in the table below?

Effectiveness dimension	Low	Medium	High

Part3: The following questions are about the three leadership styles (transformational, transactional, and laissez-faire). So indicate your answer from the scales given 1-5 by

Using tick mark “√” in the box provided.

	Questions	Scale				
		1 Not at all	2 Once in	3 Some atimes	4 Fairl y	5 Alwa ys
A	Idealized influence					
1	The leader instill 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/her					
4	The leader emphasize the importance of having collective sense of mission					
B	Inspirational Motivation					
1	The leader talks optimistically about the Future					
2	The leader helps others find meaning in their work					
3	The leader articulates compelling vision of the future					
4	Specify the importance of having strong sense of purpose					
C	Intellectual stimulation					
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	Re-examine critical assumption to question whether they are appropriate					
D	Other Related Questions					

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	Relationship Building					
	Does your boss leadership style build relationship, experience and support to you?					
	Feedback					
	Did your boss collect and give feedback timely?					
	Empowerment					
	Does your boss empower you in the process of doing your jobs?					
	Employee motivation					
	How your bosses do motivates and inspires you on your job?					
	Communication					
	The leader-follower communication is well friendly by its very nature					

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	Leader call attention to others can get for what They accomplish					
4	Leader 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	leader tell others the standards they have to know to carry out their work					
3	Leaders 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	Leader wait for things to go wrong before Taking action					
4	Leader show that I am a firm believe in “if it isn’t broke, don’t fix it.”					
Questions About Laissez-Faire Leadership						
A	Avoidance					

1	The leader avoid getting involved on important issues					
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Part 4: 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.

		Scales				
		1	2	3	4	5
Questions about leadership effectiveness		Not at all	Once in while	Some a Times	Fairly often	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					
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					
5	The leader takes a long-range, broad approach to problem-solving and decision making through objective analysis,					
B Developing Followership						
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 interspers					
5	The leader has ethical value & act Consistently					
3 Implementing the Vision						
1	The leader used to adopt a systematic and organized approach; preferring to work in a precise, method 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					
4	The leader states clearly what he/she					
5	The leader capacitates others by giving them					

Additional

comments _____

INTERVIEW GUIDE

Interview date _____ time _____

1. How do you describe leadership in your sector?
2. From the following leadership style which one is dominantly practiced in your sector
A. laissez-fair B. Democratic C. Autocratic 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. How do you describe leadership effectiveness?
6. In order to enhance public leaders' effectiveness what has been done by different
7. How frequent are you motivating and inspiring your subordinates?
8. In your opinion, do Asossa zone leaders are playing their leadership role to the best of the employer's interest?
9. How satisfied are you with your existing leadership effectiveness towards achieving the overall purpose to your organization?
10. Do you share strategy in your organization vision to your subordinates?
11. Do you think influencing followers before giving assignment is required?
12. Do you agree the importance of empowerment of subordinates in order to do jobs effectively?
13. In your opinion, what are the factors affecting leadership effectiveness in Asossa zone?
14. Does your leadership style build relationship, experience and support to your followers?
15. What do you advise in order to improve the existing leadership effectiveness in your organization in a better condition?
16. If you have some comment or suggestion _____

Thank you for your cooperation!!!