

ST. MARY'S UNIVERSITY COLLEGE
BUSINESS FACULTY
DEPARTMENT OF MANAGEMENT

AN ASSESSEMENT OF LEADERSHIP PRACTICES AND
PROBLEMS WITH REFERENCE TO
ST. MARY'S UNIVERSITY COLLEGE

By:
HELEN SOLOMON

JUNE, 2011
SMUC
ADDIS ABABA

**AN ASSESSEMENT OF LEADERSHIP PRACTICES AND
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**BY:
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**A SENIOR ESSAY SUMITED TO
THE DEPARTEMENT OF MANAGEMENT
BUSSINESS FACULTY**

ST.MARY'S UNIVERSITY COLLEGE

**IN PARTIAL FULLFILMENT OF REQUIREMENTS
FOR THE DEGREE OF BACHELOR OF ARTS IN
MANAGEMENT**

**JUNE, 2011
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ADDIS ABABA**

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ACKNOWLEDGMENTS

I would like to thank God for making me strong through out my journey and for helping me see that everything is possible.

Secondly, I would like to thanks my advisor Ato Meselu Fanta for helping me in unending encouragement throughout the years. And also I would like to give special thanks to my family, for being their for me specially my dad who helped me through everything my sister were there in the typing process and my brother Abeiy who were there in every steps day and night.

Last but not least I like to give my regards for my friends specially Sara, Teddy and Ruth what would I do with out you guys.

TABLE OF CONTENT

Title	Page
Acknowledgment.....	i
Table of Content	ii
List of Table	v
Abbreviations	vi
CHAPTER ONE	
INTRODUCTION	
1.1. Background of the Study.....	1
1.2. Statement of the Problem	3
1.3. Research Question.....	4
1.4. Objective of the Study.....	4
1.4.1. General Objective.....	4
1.4.2. Specific Objective	5
1.5. Significance of the Study.....	5
1.6. Delimitation of the Study	5
1.7. Research Design and Methodology.....	6
1.7.1. Research Design.....	6
1.7.2. Population and Sampling Technique	6
1.7.3. Type of Data to be Collected.....	6
1.7.4. Method of Data Collection	6
1.7.5. Data Analysis Method.....	6
1.8. Limitation of the Study.....	8
1.9. Organization of the Study	7
CHAPTER TWO	
REVIEW OF RELATED LITERATURE	
2.1. Introduction	8
2.2. Definitions of Leadership	8

2.3.	Classification of Leadership.....	9
2.4.	Positive and negative Leaders	10
2.5.	Functions and Responsibilities of a Leader	11
2.6.	New Era of leadership.....	11
2.7.	Likert’s Systems of Management Leadership.....	12
2.8.	Importance of Leadership	13
2.9.	Significance of Leadership	13
2.10.	Styles of Leadership.....	14
	2.10.1. Autocratic or Authoritarian Style.....	14
	2.10.2. Democratic or Participative Style	14
	2.10.3. Laissez-Faire or Free Rein Style.....	15
	2.10.4. Bureaucratic Style	15
2.11.	the Components of leadership	15
	2.11.1. Interpersonal Influence	15
	2.11.2. Exercised in Situation	16
2.12.	Leadership Skills.....	16
	2.12.1. Cultural Flexibility.....	17
	2.12.2. Communication Skills.....	17
	2.12.3. HRD Skills.....	17
	2.12.4. Creativity	17
	2.12.5. Self-management of learning.....	17
2.13.	The Dynamics of leadership	18
2.14.	Transactional Leadership	19
2.15.	Approaches to or Facts of leadership.....	20
	2.15.1. the Trait-oriented Approach	21
	2.15.2. The Situational Approach	21
	2.15.3. The Functional Approach	22
	2.15.4. the Interactions Approach	22
2.16.	Factors Affecting Choice of Leadership	23

2.16.1. Forces Acting on the Managers	23
2.16.2. Force Acting on the Subordinates	24
2.16.3. Force Act on the Situation.....	24

CHAPTER THREE

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

3.1. General Characteristics of the Respondents.....	27
3.2. Analysis of Finding of the Study.....	28
3.3. Summary of Responses Given by the Management to the Structure in the Interview	29

CHAPTER FOUR

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

4.1. Summary of Findings	43
4.2. Conclusions	46
4.3. Recommendations.....	48

BIBLIOGRAPHY

Appendixes A: Questionnaire

B: Interview

LIST OF TABLE

	Title	Page
Table 1:	General Characteristics of Respondents	27
Table 2:	Related with the Style of Leadership Followed	28
Table 3:	Issues Related to Motivation	29
Table 4:	Freedom of Discussion about their Job.....	30
Table 5:	leaders Ability in Raising High Moral and Ethical Standards between their followers	31
Table 6:	The Treatment Given by Subordinates	31
Table 7:	Leaders Performance	32
Table 8:	Leaders Duty and Responsibility are Specific.....	32
Table 9:	Involvement of Subordinates in job Saving	33
Table 10:	Confidence and Trust in Subordinates	34
Table 11:	The Degree of Interest your Job.....	34
Table 12:	The Relationship between Leaders and Followers.....	35
Table 13:	Related with Leader's Knowledge and Experience to Deal the Problem .	35
Table 14:	The Leader's Human Development Skills	36
Table 15:	Related with Self Learning	37
Table 16:	Related with Interaction with Subordinate.....	38
Table 17:	Data pertaining to the Study.....	39

LIST OF ABBREVIATIONS

SMUC:	St Mary's University College
HRM:	Human Resource Department
HRD:	Human Resource Development

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Historians, political scientists, and management theorists have produced an extraordinary amount of literature over the past five years on the subject of leaders and leadership. The past five years on the subject of leaders and leadership. The past five years of time magazine, for example, featured 1,184 articles referring to leadership, and an astounding 2309 articles that invoked the term leader. We have seen countless bibliographies of leaders and empirical studies leadership, but curiously enough, few have defined the conditions that produce leaders or the qualities and skills that effective leaders must possess. Allio.R. (2003:1)

The successful organization has one major attribute that sets it apart from unsuccessful organizations, dynamic and effective leadership. Drucker.P, cited as Hersey.P. (2003:78).

Businesses are continually searching for effective leaders, and they are not easy to find. This shortage of effective leadership is not confined to business but is evident in the lack of able administrators in government, education, foundations, churches, and every other form of organization. Thus, when we decry the scarcity of leadership talent in our society, we are not talking about a lack of people to fill administrative positions. What we are agonizing over is a scarcity of people who are willing to assume significant leadership role in our society and who can get the job done effectively. Hersey et al, (2003:78)

“Leadership is the process of influencing the behavior of others in the direction of a goal or set of a goals or, more broadly, toward a vision of the future.” French.w, cited as Singh, (2002:325).

According to Grey et al (2002:326). Those few organizations that do exhibit effective leadership will have passed one additional test they are populated by effective followers. This is not an endorsement of the popular notion of leaderless teams. Rather, it means that leaders and followers exist as part of a symbiotic system.

“Leadership is both a process and property. The process of leadership is the use of non-coercive influence to direct and coordinate the activities of the members of an organized group towards the accomplishments of group objectives. As a priority leadership is the set of qualities or characteristics attributed to those who are perceived to successfully employ such influence.” Grey et al, (2002:326).

Though there are many private higher Education Institutions in Ethiopia, St. Mary is one of the successful institutions found in Ethiopia. St. Mary’s University College (SMUC) is an outgrowth of St. Mary’s Language School which was established in 1991 in Addis Ababa. The Language school was upgraded to a language center in 1995 and has solely been devoted to the improvement of the English language proficiency of students, establishing itself as a leading language center in the capital. It was in this language center that the University College was born. St. Mary’s College was established in 1998 under St. Mary’s General Educational Development PLC with its head office in Hawassa and a branch in Addis Ababa.

By way of reorganizing itself, the College spent the last quarter of 2002 restructuring previous offices as well as establishing new ones that provide the needed support and services both to the students and the staff. In 2003, the College expanded its services and started offering Degree programs in Marketing, Management, Accounting, and Teacher Education diploma programs (in the fields of English, Mathematics, and Geography). A year later, the Computer Science Department, after being beefed up with manpower, facilities, and equipment, started offering Degree programs. In the same year, the College also opened the Natural Science Stream (comprising the subjects Biology, Chemistry, and Physics) which offers diploma level training under the Teacher Education Faculty.

By August 2005, St. Mary's had more than 15,000 students in the distance mode of learning and 5,000 in the regular and extension programs. After a lot of hard work and dedication, the College was raised to the level of University College in February 2006. In the same year, SMUC, in collaboration with IGNOU – a leading distance education institution in India, started offering Masters Programs within St. Mary's newly acquired campus. The program is underway at a time when the wide gap between the demand for tertiary-level quality education and the supply side of the services called for such programs.

The Vision of St. Mary's University College (SMUC) is to become among the leading higher education centers of academic excellence in teaching-learning, research, publications and community services, and in effect, contribute to Ethiopia's development.

The Mission of SMUC is to offer regular, continuing and distance education accessible to the society at large with reasonable tuition and scholarships, and with optimal focus on quality and standards in teaching, research and services that contribute to Ethiopia's human resource development.

SMUC aims at offering quality higher education, training, and services, conducting research and publications that exceed the requirements of students and stakeholders, and nurturing sustained and mutually beneficial relationship with them. With the human, financial and material resources it has created and developed over the past ten years, the University College continues to be poised for success in the years to come (www.st.mary.com).

Therefore, the student researchers tried to assess leadership practices and problem of SMUC.

1.2. Statement of the Problem

St. Mary's had more than 15,000 students in the distance mode of learning and 5,000 in the regular and extension programs. After a lot of hard work and dedication, the

College was raised to the level of University College in February 2006. As stated above SMUC is a successful institution. However, through an informal discussion made with the employees of SMUC the following problems are observed by the student researcher.

- Employees in SMUC are not motivated enough,
- There is less job satisfaction of the employees
- There is a high turnover rate (30%) according to the data gathered from HRM department.
- Last but not list there is a communication gap between the leaders and the employees.

The student researcher is highly encouraged to investigate through the following research questions.

1.3. Research Question

In order to address the above problems the following questions was raised by the student researcher.

1. What kind of leadership style does the organization use?
2. What major actions the organization take in order to satisfy employees need?
3. What kind of relationship do the employees of SMUC have with there leaders?
4. What are the major problems (factors) which affect leadership practice in SMUC?
5. How do leaders of SMUC try to raise ethical standards among his employees?

1.4. Objective of the Study

1.4.1. General objective

The general objective of the study was to examine the leadership practice and problem of SMUC and give suggestions which help the organization to take action about existing problems and enhance the leadership capacity of the organization.

1.4.2. Specific Objective

The specific objective included the following:

- To identify the type of leadership style SMUC deals with
- To identify the type of action the organization takes to satisfy employees need.
- To identify the type of relationship between the leader and the employees of SMUC
- To identify the major problems which affects leadership practice
- To determine how leaders try to raise high moral and ethical standards among his employees.

1.5. Significance of the Study

- It gives possible solutions for existing problems.
- It may serve as reference for other interested researcher who wants to engage in similar topic.
- It was a good opportunity for the student researcher to familiarize himself with research process.

1.6. Delimitation of the Study

The study was delimited particularly at Mexico campus of St. Marry University College (SMUC) (Head office) which is located near to Wabi Shebele Hotel in Addis Ababa. The study focused only on leadership practice for the year 2002. Prior years were not included in this study. And also the student researcher studied here it was better and easier to collect the information and data needed and observes some matters personally.

1.7. Research Design and Methodology

1.7.1. Research Design

The study used descriptive methods of research design on the ground that its essential to describe the problem of St. Mary's University College at hand.

1.7.2. Population and Sampling Technique

The total population for academic employees is 194 whereas, the total employees administrative is 142 so, the total population of employees working in SMUC were 336 since the researcher find it difficult to directly observe every individual, it is better to use sampling method. So, the student researcher used stratified random sampling method. In line to this only took 101(30%) from the total population.

No	Item	Population	Sample
1	Administrative	142	43
2	Academic	194	58
Total		336	101

After the grouping in to strata's the student researcher used simple random sampling method.

1.7.3. Type of Data Collected

In order to get sufficient and relevant information for the study both primary and secondary data were used. The student researcher collected primary data from the employees of SMUC and others where as the secondary data collected from books, magazines and others.

1.7.4. Method of Data Collection

The method of data collection was questionnaire and interview. Questionnaire was distributed to the sample employees and structured interview was hold with officials of SMUC. Where as the secondary data were collected from books, organizational documents and published and unpublished materials.

1.7.5. Data Analysis Method

After the collection of the data, the data were uniquely and curiously filtered using static methods. Questionnaires were treated by a percentage method of analysis while the interview was categorized and analyzed accordingly.

1.8. Limitation of the Study

The study was highly regard with the extrication and accepting the fact of bouncing limitations, such as, time and budget as minor limitation, on the other hand the student researcher didn't consider the supportive staffs, thinking their role is complimentary.

1.9. Organization of the Study

The study was classified in to four chapters. The first chapter included Background of the study, and the organization, statement of the problem, Objective of the study, significance of the study, Delimitation of the study, Definition terms, Research Design and Methodology, Organization of the study and Budgeting. The second chapter discussed the review of related literate, third chapter deals with analysis and interpretation of the data collected and the fourth chapter included the summary of the finding of the study, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

The word “leadership” has been widely used. Political orators, business executives, social workers, and scholars employ it in speech and writing. It is widely accepted that leadership makes the basic difference between a successful and unsuccessful organization. Studies have shown that half of all the new businesses fail within the first two years, and only a third survive five years.

2.2. Definitions of Leadership

We define leadership as interpersonal influence, exercise in situation and directed, through the communication process, toward the attainment of a specified goal or goals. Gankar S.V. and Mamoria C.B (2004:690)

Wendell French has defined leadership as, “the process of influencing the behavior of others in the direction of a goal or set `of goals or, more broadly toward a vision of the future.”

It is a process of influencing behavior of individual or group to accomplish organizational goals. It is a group effort, cooperation of all individuals sought by leader for attaining a productive purpose.

According to Keith Davis, “Leadership is the process of encouraging and helping others to work enthusiastically towards objectives.” Leadership must extract cooperation and willingness of the individuals and groups to attain the organizational objectives.

Leadership is referred to as the use of non-coercive influence to shape the goal of a group or an organization, motivate behaviors towards the achievement of those goals, and help to define the group or the organization’s culture. Thus leaders are individuals who establish direction and goals for a goal.

2.3. Classification of Leadership

- i. The various types of leadership have been classified by the management authorities in different ways. According to The Personnel Research Board of the Ohio University, there are five types of business leadership. These are;
- ii. The bureaucrat, who sticks to routine, appeases his superiors, avoids his subordinates, and is apathetic to, and contemptuous of, them.
- iii. The autocrat, who is directive and expects obedience. His subordinates tend to be antagonistic to him, and are expedient in their behavior
- iv. The diplomat, who is opportunistic and exploits people, He generally rouses distrust.
- v. The expert, who is concerned only with his own field of specialization. He treats his subordinates as fellow-workers.
- vi. The quarter-back, who identifies himself with his subordinates, even at the risk of displeasing his superiors. He is generally sought by a business organization.

Chris Argyris distinguishes three types of leadership;

- i. The directive type, who initiates rewards and penalties. His subordinates feel inferior to him, and are generally passive. Their morale is low, and no leadership develops among them.
- ii. The permissive type, who initiates action for others, has a high frustration tolerance, and is sensitive to the feeling of others. He gets the job done, but does not develop leaders.
- iii. The participative type, who helps others to develop their own initiative, take their own decisions and formulate their own procedures; who gets them to recognize their own wants and wins their co-operation for achieving his objectives.

2.4. Positive and Negative Leaders

Leaders may also be classified into positive and negative. A positive leader is one who motivates people by increasing their satisfaction. He does not merely issue orders but interprets them, makes sure that his subordinates have suitable skills and tools, and delegates authority to enable them to carry out his orders. He tells his personnel why a job must be done so that their minds and ideas may be involved in its performance. Positive leadership gets plus values in an organization. When people are led, their energies are added to those of their leaders for the accomplishment of group tasks. A positive leader exercises power through the people instead of power over the people. By the exercise of his leadership, he rouses the enthusiasm of the individual members of a Leadership organization to strive willingly and offer the maximum co-operation in the accomplishment of group objectives.

The negative leaders, on the other hand, are those who motivate their subordinates through fear and insecurity. Such leaders are domineering and pose as very superior beings. To get work done, they hold out threats to their subordinates of the loss of their jobs, demote them, or reprimand them in the presence of others. They make a show of authority in the false belief that it would frighten everyone into productivity. They are bosses rather than leaders. Their overall viewpoint is negative because they believe that people need to be forced to be co-operative and productive, and that they do not naturally want to be so.

Leadership may also be classified into other categories – personal, impersonal, functional and paternalistic.

- i. **Personal leadership** is exercised through the influence of the leader's personality. It is enforced by means of personal contact through directions, supervision and motivation. Since the contact is personal, leadership is very effective.

- ii. **Impersonal leadership** is exercised through the subordinates of the leader. It is enforced by means of written orders, instructions, plans and policies. As the contact is impersonal, the leadership is not particularly effective.
- iii. **Functional leadership** is exercised through the use of the specialized skills of the leader, who offers expert advice, which is generally accepted by his group because it believes that such advice would be very useful in the solution of its problems.
- iv. **Paternalistic leadership** is exercised through the use of affection and care for those who are to be led Gankar (2004).

2.5. Functions and Responsibilities of a Leader

Different authors have differently given the functions of a leader. Most listings of leadership duties and responsibilities stress the leaders' obligation to attain organizational goals and give attention to the needs of the individuals who are his subordinates.

Kahn, for example, is both organization and work-oriented in his list of leadership functions. He states the leader serves best when he;

1. Provides direct satisfaction to his followers
2. Structures the path to goal attainment (in doing this, the leader provides the subordinate with cues towards fulfilling personal needs while attaining organizational goals).
3. Removes barriers to goal attainment;
4. Modifies employee's goals so that their personal goals can also be organizationally useful. Gankar S.V. (2004:695)

2.6. New Era of Leadership

By the 1980s, there was dissatisfaction with the earlier models of leadership, which were largely based on a two dimension approach (social role and task role of autocratic versus participative style). The earlier models had ignored certain core

aspects of leadership role behavior, for example, leader’s formulation and articulation of a future vision or the formulation of goals for the followers, or the building of trust and credibility in the minds of followers, which is so crucial to develop in them a commitment to strive for the realization of the vision. The earlier studies had also not paid adequate attention to the study of followers’ behavior and their perceptions and motivations in following their leaders. Although the study of leadership has always presumed the existence of followers, their roles were viewed as essentially passive.

While some industries were dying, others were growing dramatically. The new business environment saw a flowering of new products and services. In the midst of severe competition, some of the business executives were leading their companies to dramatic growth. Most of these new businesses had a far sighted entrepreneur behind them. The vision, fair, and drive of these individuals drew the attention of leadership theorists. Salyadain (2003, 113)

2.7. Likert’s Systems of Management Leadership

Leadership Variable	System 1 (Exploitive Autocratic)	System 2 (Benevolent Autocratic)	System (Participative)	System 4 (Democratic)
Confidence and trust insubordinates	Manager has no confidence of trust in subordinates	Manager has condescending confidence and trust, such as a master has in a servant	Manager has substantial but not complete confidence and trust; still wishes to keep control of decisions	Manager has complete confidence and trust in subordinates in all matters.
Subordinates’ feeling of freedom	Subordinates do not feel at all free to discuss things about the job with their superior	Subordinates do not feel very free to discuss things about the job with their superior	Subordinates feel rather free to discuss things about the job with their superior	Subordinates feel completely free to discuss thing about the job with their superior.
Superiors’ seeking involvement with subordinates	Manager seldom gets ideas and opinions of subordinates in solving job problems	Manager sometimes gets ideas and opinions of subordinates in solving job problems	Manager usually gets ideas and opinions and usually tries to make constructive use of them	Manager always asks subordinates for opinions and always tries to make constructive use of them.

Gankar S.V. and Mamoria C.B (2004: 716)

Importance of Leadership

Importance of leadership does not need any over emphasis. Success of any organization is because of its leadership. Even national independence, growth, prosperity and power is because of its leadership. Prosperity and growth of industrial or business organization is also because of effective leadership. Eye-catching performances are achieved by many organizations through the able executive leadership. An effective and important leadership must perform the following functions.

1. A leader should act as a friend, philosopher and guide to the people whom he is leading. He must have the capacity to recognize their potentialities and transform them into realities.
 2. A leader should win the confidence of his people and seek their cooperation and convince them of policies, procedures and the goals to be achieved. He should be able to wipe out the differences among his people and unite them as a team and build up team spirit.
 3. He maintains discipline among his group and develops a sense of the responsibility. He should be impartial in treating people under him and build up a high morale. He should as far as possible not use coercive methods. He should represent his people in and outside the organization. According to R. Likert, "Leaders act as a linking pin between the work groups and the forces outside it."
 4. He should motivate his subordinates to achieve goals. He seeks their commitments to attain the objectives of the organization.
 5. He should try to raise high moral and ethical standards among his people.
- Singh.N(200:326)

2.8. Significance of Leadership

A major question arises as to why an organization, once it has achieved maturity, requires leaders, leadership and influential increments. The answer to this indicates the significance of leadership in organizational settings. The exertion of influence in

the organization does not automatically flow from its structural properties but from the individuals in the leadership role. There are several reasons which place utmost importance on the need for leadership, viz., the incompleteness of organizational design, changing environmental conditions, the internal dynamics of the organization and the nature of human membership in organizations.

2.9. Styles of Leadership

Leadership style is a typical behavior pattern adopted by the leader for influencing his followers or leading his people .An executive has to lead different types of subordinates and has to adopt different styles for leading them at the workplace according to situation. The style of leadership is based on the kind of control the leader exercises on a group and their behavior. The following are the main leadership style

2.9.1. Autocratic or Authoritarian Style

It is also known as leader centered style .Under this style of leadership there is complete centralization of authority in the leader, he has all the power to make decisions. There is no two-way communication, only downward communication is used. It is leader who can only communicate he uses coercive measures. He adopts negative method of motivation. He wants immediate obedience of his orders and instructions. Any breach on the part of subordinates invites punishment.

2.9.2. Democratic or Participative Style

This style of leadership is also known as group centered or consultative leadership. Under this style leaders consult the group and solicit their opinion and participation from the following in decision-making process .democratic leaders confer authority on the group and after their consultation decision are taken. Leaders under this style encourage discussion by the group members on the problem under consideration and arrive at a decision by consensus. Two way communication channels is used. Participation or involvement in decision making process is rewarded. Under this style

positive motivation techniques are used. Exchange of ideas among subordinates and with the leader is given encouragement.

2.9.3. Laissez-faire or free Rein Style

Under this style of leadership there is virtual absence of direct leadership it is therefore, known as “no leadership at all ” there is complete delegation of authority to subordinates so that they can make decisions by themselves. There is free flow of communication subordinates have to exercise self-control. They also have to direct their activities. It is people oriented style of leadership in true sense of the term.

2.9.4. Bureaucratic Style

Under this leadership the behavior of leader is determined by rules, regulation and procedure. These rules and regulation are followed by the leader and the subordinates both. No one can escape. Hence, the management and administration has become a routine matter. This is apathetic to the employees because they know that they cannot do anything in this regard. It is the rules that determine their minimum performance. Rules allow work without participation and without committed to work. Singh.N. (2002, 331)

2.10. The Components of Leadership

Having made these general observations about the definition, we will now discuss in greater detail some considerations that arise in connection with its major components.

2.10.1. Interpersonal Influence

The essence of leadership is interpersonal influence, involving the influencer in an attempt to affect the behavior of the influence through communication. We use the word attempt advisedly, in order to draw a distinction between influence efforts and influence effects.

To many, an act of leadership has occurred only if specified goals have been achieved. Under this interpretation, whether or not an individual may be called a leader in a given influence instance depends up on whether or not he is successful. If he is not, no leadership has occurred.

2.10.2. Exercised in Situation

The concept situation is to be found in much of the recent writing on leadership. An analysis of this literature indicates that the term has been variously used to denote an activity or a particular set of activities engaged in by a group; group characteristics, including interpersonal relationships; group goals or needs; and the cultural context.

It seems appropriate to us to define situation as including only those aspects of the objective context which, at any given moment, have an attitudinal or behavioral impact (whether consciously or unconsciously) on the individuals in the influence relationship, and to recognize that the situation of the leader and that of the follower may differ from each other in many respects. Both the phenomenological field and unconscious modes of response to external stimuli are relevant here White (2003, 415).

2.11. Leadership Skills

There is now recognition in both leadership theory and practice of the importance of skills, how leaders behave and perform effectively. Both styles and roles' activities are closely related to skills and can be used as a point of departure for the discussion of skills. First, some of the commonly recognized leadership skills are identified; then, training, job redesign, and behavioral management skills are suggested as effective leadership techniques.

What Skills Do Leaders Need?

The research for leader traits has given way to attempts to identify leader kills. There are many lists of such skills in the practitioner-oriented literature. For example, a

recent list of suggested leadership skills critical to success in the global economy includes the following:

2.11.1. Cultural Flexibility

In international assignments this skill refers to cultural awareness and sensitivity. In domestic organizations the same skill could be said to be critical for success in light of the increasing diversity. Leaders must have the skills not only to manage but also to recognize and celebrate the value of diversity in their organizations.

2.11.2. Communication Skills

Effective leaders must be able to communicate, in written form, orally, and non-verbally.

2.11.3. HRD Skills

Since human resources are so much a part of leadership effectiveness, leaders must have human resource development (HRD) skills of developing a learning climate, designing training programs, transmitting information and experience, assessing results, providing career counseling, creating organizational change, and adapting learning materials.

2.11.4. Creativity

Problem-solving, innovation, and creativity provide the competitive advantage in today's global marketplace. Leaders must possess the skills to not only be creative themselves but also provide a climate that encourages creativity and assist their people to be creative.

2.11.5. Self-management of Learning

This skill refers to the need for continuous learning of new knowledge and skills. In this time of dramatic change and chaos, leaders must undergo continuous change themselves. They must be self-learners.

This list is up to date and is as good as any other; however, as an academic analysis recently noted: “The prevailing conceptualizations of skills required for successful managerial performance hinders our understanding of the phenomenon. “To get around this problem, whetten and Cameron provide a more empirical derivation of effective leadership skills. On the basis of an interview study of over 400 highly effective managers, the ten skills most often identified were the following (Singh: 2002, 371)

1. Verbal communication (including listening)
2. Managing time and stress
3. Managing individual decisions
4. Recognizing, defining, and solving problems
5. Motivating and influencing others
6. Delegating
7. Setting goals and articulating a vision
8. Self-awareness.
9. Team building
10. Managing conflict

2.12. The Dynamics of Leadership

The principal dramatis personae of the leadership process, it has been noted, are the leader, who wishes to initiate interpersonal influence through communication, and the follower, whose attitudes and behavior are to be influenced toward the attainment of a specified goal. The complete leadership process.

In order to understand the leadership process, it becomes necessary to consider the personality of the leader in relation to the personality of the follower and to the characteristics of situation as appropriate starting points. We shall speak primarily of the leader, recognizing the shifting nature of the leadership role.

The leader’s needs and his related perceptual capacities) potential for responding to a variety of external stimuli) affect his response to the many stimuli which confront him.

These stimuli are received from the follower and from the situation (physical phenomena, other individuals, groups, organizations, the broader cultural context, and goals). His needs and perceptual capacities in relation to the quality and quantity of available stimuli determine his perceptual flexibility (the range of perceptions) which provides him with a basis for influence attempts.

A mere range of perceptions is not all that is necessary. The leader must distinguish those perceptions which he believes to be relevant to the attainment of the specified goal from those which he considers irrelevant. He may, of course, err in making this distinction, as defined by some external, “actual” criterion of relevance.

Further, not all perceptions may be accurate or “correct” in the sense that they agree with a stipulated criterion of “really”. When such agreement does exist in the leader’s perception, one may speak of sensitivity (here used as a synonym for accuracy of perception) – social sensitivity in re follower, other individuals groups, organizations, and cultures; non social sensitivity in re physical phenomena. When no such agreement exists, one may speak of insensitivity (White: 2003,421).

2.13. Transactional Leadership

A transaction occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued things. The exchange could be economic or political or psychological in nature: a swap of goods or of one good for money; a trading of votes between candidates and citizen or between legislators; hospitality to another person in exchange for willingness to listen to one’s troubles. The exchange of goods is usually specific, tangible, and calculable. The relationship lasts only as long as the needs of both parties followers are satisfied by the continuing exchange. Thus, this is not a relationship that binds individuals together in mutual and continuing pursuit of a higher purpose.

Using the above notion, transactional leader is described in his/her “relations with followers as follows:

- i. Recognizes what it is that followers want to get from their work and tries to see that they get what they want if their performance warrants it;
- ii. Exchanges reward and promises of reward for an effort; and
- iii. Is responsive to followers’ immediate self-interests if they can be met by their getting the work done’. It is clear that the focus here is on a transaction between the leader and the follower. Thus a transactional leader is very much a manager, and cannot be considered a true leader. As we have noted earlier, “management is doing things right; leadership is doing the right thing.”

2.14. Approaches to or Facts of Leadership

Till the early years of the twentieth century, the identification of various personal traits of leaders was used as criteria for describing or predicting success and it was generally believed that “leaders are born, not made.” There was a widespread belief that industry giants and other men derived their position off authority and power from industry giants and other great men delivered their position of authority and power from their birth, that heredity was responsible for their greatness, that they inherited their superior ability and personal magnetism from their families. Some of the exponents of this view were Thomas Carlyle, Fredirck Nietzche, fanish Galatam and William James for Example, Carlyle vehemently argued that a true genius would contribute, no matter where he was found. James asserted that great men were the major forces behind the creative mutations and innovations in society.

But such ideas were later discredited as a result of scientific investigations. The environmentalists propounded the view that the “situation rather than the great men determined the course of history..... that a great man was nothing more than the expression of the needs of the time; of one man did not fill this need, another would step forward to do so..... No man could change society; any changes brought about by a great man were illusory in that they were only leadership traits differs with the

situation. There is no single personality trait which typifies a leader. Leadership a relationship which exist among people in a social situation; and a person who becomes a leader in one situation may not becomes one in a different situation”

We examine below the various leadership approaches.

These are:

- i) The trait- oriented approach;
- ii) The situational approach;
- iii) The functional approach; and
- iv) The interactionistic approach;.

2.15.1. The trait-oriented Approach

This is the traditional approach which assumes the “leaders are born, not mad’s,” for a leader must possess certain qualities of head and heart which make him a successful. There is a correlatinship between these characteristics and success. This theory seeks to determine the factors which make a successful leader. The exponents of this view believe that “there is a personality configuration, a personality type which makes the best executive.” But there is a considerable difference of opinion among writers as to the individual traits, if any, which contribute to successful leadership. For example.

2.15.2. The situational Approach

According to the exponents of this theory, “leadership is specific and always relative to the particular situation in which it occurs.” In other words, leadership is the product of situation in a particular group. It is assumed that the traits and skills which characterize a good leader will vary from group to group and form situation to situation. A leader in one situation is not necessarily a leader in and another situation, even in the same group. Various situations call for different leadership responses. The same lead may display different personality traits to deal with diverse problem. Of this concept of leadership, Ross and Henry state:

“Leadership is not something that can be imported from outside”. Leadership is something that emerges, that grows and that is achieved. It is not enough to have certain qualities of personality and performance that are associated with leadership. Nor it is enough to have experienced leadership acceptance in one or more groups in the past. Leadership is a function of the situation, the culture, the context, and the customs of a group or an organization, quite as much as it is a function of personal attributes and group requirements.

2.15.3. The Functional Approach

The concept of functional leadership “stems from the underlying idea that leadership acts are those which help a group to achieve its objectives.....to satisfy its needs the person who can assist or facilitate the group most in reaching a satisfactory state is most likely to be regarded as the leader. The functional approach tries to match personality and styles with the functions of leadership that will be most effective. An organization must decide about the leadership functions it requires in the future as those functions may be distributed most effectively. Different group members perform different functions. A division of leadership responsibility is recognized by the group on the basis of the strength and weakness of the person involved. Occasionally, leadership responsibility is divided to maintain group cohesiveness. This approach places an emphasis on “the study of leadership as a function of the group rather than a study of the leader.” It considers both the individual and situation in which leadership occurs. This approach assumes that group (and leaders) are confronted with two inter-related tasks.

2.15.4. The Interactions Approach

The basic assumption of this approach is that “leadership cannot be stated in abstract terms because it represents interaction among members of a group.” It stresses the quality of the leader-subordinate relationship as an important determinant of productivity, morale and other goals which are considered to be desirable in organizations. This approach, the high productivity, the low productive or ineffective and in effective word groups performing the same tasks in an organization are selected, and then the leader-follower

interaction is stated. Research indicate that the “leader to highly productive units do not appear to devote a greater part of their r time and effort technical job-oriented function, but focus their attention oh the human aspects of subordinates’ relationships, and attend to build effective work groups with her performance goal.” On the other hand, the lower productive on in effective leader frequently demands” more than a this subordinates than can be done, critics him before others, treats him with scant regard for this feelings, derides him for making mistakes, initiates action with consulting him, and refuse to accept his idea and suggestions or explain to him the reason for the action he has taken.” Gankar S.V. and Mamoria C.B (2004:720)

2.16. Factors affecting choice of leadership

As a manager works with his organization, his choice of a leader is governed by certain force, these are

Forces acting on the managers

Forces active on the subordinates and

Force acting on the situation.

2.16.1. Forces acting on the Managers

In any given situation, the behavior of the manger is infective by his own personality; that is, leadership is perceived on the bases of his background, knowledge and experience. The important force affecting him is:

- a. His value system ; that is, the relative important he attached to organizational efficiency, the person goes of his subordinates, and company profits
- b. His confidence is his subordinates, which is influenced by the knowledge by and competence they have.
- c. His own leadership inflation; that is, whether he can function comfortable and naturally on weather hi is uncomfortable when operating and in a team
- d. His felling of security in an uncertain station. in other words, his tolerance of ambiguity is taken as an important valuable in his dealing with problems.

2.16.2. Force Acting on the Subordinates

The leader needs knowledge of the factories which influence his employee's personality. The manager may grant greater freedoms to his subordinates if he is assured that

- a. The subordinates as relatively high need for a independence;
- b. He is ready to assume responsibility for decision;
- c. He is interested the problem which is important;
- d. He is relatively high tolerance ambiguity
- e. He understands , identifies himself, the goods of the organization;
- f. He has necessary knowledge in experience to dell with problem; and
- g. He has learnt to expect that he would share in the decision-making process.

2.16.3. Force act on the Situation

Some aspects of general situation affect the manager's behavior. These are;

- a. The type of organization for which he works, its values and traditions which are communicated through job description, policy announcement and public statements by top executives.
- b. The qualities of leader. Some organizations require that the executive should be dynamic, imaginative, decisive, persuasive, while other place emphasize on this ability to work effective with people.
- c. The size of working unit, its geographical location, and extent of inter and intra –organizational security which is needed to attain company goals these also affect the quality and extent of employee participation.
- d. Group effectiveness, i.e., the leader should know that a group which has the long standing is in the habit of working in co-operation. Moreover, the confidence which members of a group have in their ability to solve a problem as a group is also to be born in mind. Cohesiveness, permissiveness, mutual acceptance and a common purpose also influence the functioning of a group.

- e. The nature of the problem itself may determine whether authority should be delegated to subordinates, and, if so, to what extent.
- f. The pressure of time; when this pressure is intense, decisions have to be taken quickly with the high degree authority. If this is not possible, subordinates may be given a share in the decision-making process. Gankar S.V. and Mamoria C.B (2004:725)

CHAPTER THREE

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

3.1. General Characteristics of the Respondents

This chapter has three sections, general characteristics of respondents and analysis of the data collected through questionnaire and interview as data collection tools and distributed to the sample respondent.

In this part of the study, the data collected through questionnaire and interview are analyzed and interpreted. Out of the 101 employees, 65 of them filled the questionnaire property and return it. Whereas, the rest 36 employees didn't return the questionnaire on time, the interview was conducted with senior management officials of the university collage.

Table 1: General Characteristics of Respondents

No	Item	Respondents	
		No .	%
1	Sex		
	a. Male	47	72.3
	b. Female	18	27.7
	Total	65	100
2	Age		
	a. 20-30	39	60
	b. 31-41	22	33.8
	c. 41-50	1	1.5
	d. Above 50	3	4.6
	Total	65	100
3	Education qualification		
	a. High school complete	5	7.6
	b. Certificate	1	1.5
	c. diploma	11	16.9
	d. First degree	27	41.5
	e. Second degree	21	32.3
	Total	65	100

(Source:- Primary Data)

As show in the previous page, out of 65 respondents, 18 (27.7%) of them are female and the rest 47 (72.3%) are males. These show that most of the employees are male and female respondents are less in number and when we see the age category, we can see that 60% of the employees are between 20 and 30 and 33.8% are between 31 and 41 and the rest 1.5% and 4.6 % are between 41-50 and above 50. This indicated that SMUC is using youngsters, which is less experienced persons.

And when we see their educational qualification, the high school completed are 7.6% employees who got certificate 1.5% diploma 16.9%. first degree 41.5% and second degree 32.3% this indicate that 41.5% of the respondents are BA degree holders which enable the organization to undertake its work easily by using technology and other skills they got, so this enables the university college to be more productive and creative which helps to adopt new technology in a most every area of the work.

3.2. Analyses of Findings of the Study

Table 2: Related with the Style of Leadership followed

Item	Alternatives	Frequency of Responses	
		No	%
What kind of leadership style the organization follow?	Autocratic	2	3.07
	Democratic	44	67.7
	Laissez-faire	11	16.9
	Bureaucratic	8	12.3
	Total	65	100

(Source: Primary Data)

When we see the style of Leadership, An executive has to lead different types of subordinates and has to adopt different styles for leading them at the work place according to the situation and it is based on the kind of control the leader exercises on a group and their behavior. As indicated in the table above 2(3%) of the respondent said autocratic style which is complete centralization of authority in the leaders and has all the power to make decisions, 44 (67.7%) of respondent said its

Democratic Style which is group centered encourage discussion by the group members positive motivation techniques and two way communication are used and 11 (16.9%) of them said it's Laissez-faire which is also known as "no leadership at all" there is complete delegation of authority to subordinates so that they can make decision by themselves and 8(12.3%) said it's bureaucratic in which leader is determined by rules, regulation and procedure and these rules and regulation are followed by the leader and the subordinates both, no one can escape.

According to the data gathered the majority said it's democratic. So, SMUC is group centered encourage discussion by the group members and positive motivation techniques are used, the question here is, they are really using positive motivation techniques? The answer and what positive motivation is will be shown in table 3. Issues related with motivation.

Table 3: Issues Related to Motivation

Item	Alternatives	Frequency of responses	
		No	%
Do leaders motivate their subordinates through fear	Yes	42	64.6
	No	13	20
	Don't know	10	15.3
	Total	65	100

(Source: Primary Data)

As indicated in the Review of Literature in Chapter Two Leaders may be classified in to positive and negative. A positive leader is one who motivates people by increasing their satisfaction. He/She does not merely issue orders but interprets them; make sure that his subordinates have suitable skills and tools, and delegate's authority to carry out his orders. He/she tells his/her personnel way a job must be done, so that their mind and ideas may be involved in its performance.

Based on the data presented in table 3 above concerning on leaders motivation through fear and insecurity 42(64.6%) of the respondent said yes, 13(20%) of them said no and the rest 10(15.3%) of the respondent has no idea seeing this when we come to negative leaders, on the other hand are those who motivate their subordinates through fear and insecurity. Such leaders are dominating and pose as very superior beings. To get work done, they hold out threats to their subordinates of the loss of their jobs, demote them, or reprimand them in the presence of others. They make a show of authority in the false belief that it would frighten everyone into productivity. They are bosses rather than leaders. So, since the majority of the respondents said yes that leaders motivate their subordinates through fear and insecurity, this leads to most leaders in SMUC are being bossy rather than leaders and these needs to change.

Table 4: Freedom of Discussion about their Job

Item	Alternatives	Frequency of responses	
		No.	%
Subordinates feel free to discuss things about their job	Yes	21	32.3
	No	37	56.9
	Don't know	7	10.7
	Total	65	100

(Source: Primary Data)

As shown in table 4, 21 (32.3%) said yes to subordinates feel free to discuss things about their jobs with their leaders, 37(56.9%) said No and the other 7(10.8%) Don't know if they feel free or not.

So, the majority or 57% of the respondent don't feel free, we all know that in order to do job neatly and correctly we must discuss about the job freely with our leader if not routine jobs and mistakes will occur and these will waste time.

Table 5: Leaders ability in raising high moral and ethical standards between their followers

Item	Alternatives	Frequency of responses	
		No	%
Leaders try to raise ethical standards among his/her people	Yes	18	27.7
	No	30	46.1
	Don't know	17	26.1
	Total	65	100

(Source: Primary Data)

Eye- Catching performances are achieved by many organizations through the above executive leadership an effective and important leadership must perform and one of the importance of leadership is trying to raise high moral and ethical standards among his people therefore in these issue 18 (27.7%) of respondents said Yes, 30(46.1%) said No and the other 17(26.1%) don't know Since the highest respondent said No this indicate that most of the leaders in SMUC don't try mach to raise ethical standards among employees .

Table 6: The Treatment Given by Subordinates

Item	Alternatives	Frequency of responses	
		No	%
Do leaders at different level of the organization give equal treatment	Yes	25	38.4
	No	30	46
	Don't know	10	15.3
	Total	65	100

(Source: Primary Data)

As shown above leaders at different level of the organization give equal treatment accordingly 25(38.4%) of the employees said yes which is good every employee wants equal treatment, everything must be fair in an organization 30(46%) said No this may be one of the reason which cause turnover rate. As a student researcher observed and refer a data in HRM department. In addition, in the space provided the

respondent said the procedure of internal promotion has been doing in the bases of partiality. Sometime, they follow formal procedure to promote employees on other time they will give a chance for their relatives.

Table 7: Leaders Performance

Item	Alternatives	Frequency of responses	
		No	%
Your superior performs his/her responsibility well	Strongly agree	20	30.7
	Agree	35	53.8
	Neutral	1	1.5
	Disagree	8	12.3
	Strongly disagree	1	1.5
	Total	65	100

(Source: Primary Data)

As indicated in the above table. 20(30.7%) of the respondents strongly agree on superiors performing his/her responsibilities well, 35(53.8%) agree, 1(1.5%) remains Neutral, 8(12.3%) disagree and 1(1.5%) of them strongly disagree.

This indicated that above 55(84.5%) of the respondents agree. This is good and it helps the organization by coordinating and share of responsibilities between employees and also minimize work load for individuals.

Table 8: Leaders duty and Responsibility are Specific

Item	Alternatives	Frequency of Responses	
		No	%
The duty of a leader are specific	Strongly agree	11	16.9
	Agree	14	21.5
	Neutral	28	43
	Disagree	10	15.3
	Strongly disagree	2	3
	Total	65	100

(Source: Primary Data)

As table 8 above indicated 16.9% of the respondent said leader's duty are specific, 21.5% agree with it, 43% said it's neutral, while 15.3 %and 3% disagree and strongly disagree with it, this show that since the majority of the respondent said it's Neutral. This indicates some duties are specific while some of them are not.

Table 9: Involvement of Subordinates in Job Saving

Item	Alternatives	Frequency of responses	
		No	%
Manager's seldom get opinions of subordinates in saving job problems.	Strongly agree	6	9.2
	Agree	13	20
	Neutral	12	18.4
	Disagree	20	44.6
	Strongly disagree	5	7.6
	Total	65	100

(Source: Primary Data)

Based on the data presented in table 9, 9.2% of the respondents said managers seldom get opinions from their followers. In saving job problem, 20% agree with it. 18.4% said Neutral, 44.6% disagree and 5% strongly disagree, we can conclude from this that most of the leaders at different level of the organization don't take opinions when ever there is a problem in job. Working together, sharing ideas and opinions really matters in an organization otherwise it's going to take a long time to save job's problem.

Table 10: Confidence and Trust in Subordinates

Item	Alternative	Frequency of responds	
		No	%
There is trust in subordinates	Strongly Agrees	7	10.8
	Agree	25	38.4
	Neutral	18	27.7
	Disagree	10	15.3
	Strongly Disagree	5	7.7
	Total	65	100

(Source: Primary Data)

As shown above in the table 10, 7(10.8%) of the respondents strongly agree on leaders having trust in subordinates, 25(38.4%) Agree, 18(27.7%) said it is Neutral 10(15.3%) Disagree and 5(7.7) strongly disagree 5(7.7%). It is a good thing that majority of the respondent agrees but since it is not total agreement, may be the manager has substantial but not complete confidence and trust; leaders may still wishes to keep control of decision according to the Literature review.

Table 11: The Degree of Interest Towards your Job

Item	Alternatives	Frequency of Responses	
		No	%
There is a high degree of interest towards you job	Strongly Agree	5	7.7
	Agree	17	26.1
	Neutral	14	21.5
	Disagree	27	41.5
	Strongly Disagree	2	3
	Total	65	100

(Source: Primary Data)

As indicated in the table above 5(7.7%) of the respondent strongly agree that there is a high degree of interest towards your job, 17(26.1%) of them agree, 14(21.5%) say Neutral, 27(41.5%) Disagree with it and the rest 2(3%) strongly disagree, from these we can say since the majority disagree with being highly interested in their job, we can point out maybe it's because of their working condition or leadership practice.

Table 12: The Relationship between Leaders and followers

Item	Alternatives	Frequency of Responses	
		No	%
There is a healthy relationship between the leaders and followers at different level of organization	Strongly Agree	5	7.7
	Agree	18	27.7
	Neutral	30	46
	Disagree	10	15.3
	Strongly Disagree	2	3.6
	Total	65	100

(Source: Primary Data)

Healthy relationship really matters in an organization especially between leaders and followers. As indicated in the Literature Review Leader maintains discipline among his group and develops a sense of the responsibility he should be impartial in treating people under him and build up a high morale. So when we come to St. Mary's University College 5(7.7%) of the respondents strongly agree that they have a healthy relationship with their leaders at different level of the organization; 18(27.7%) Agree, 30(46%) said Neutral, 10(15.3%) Disagree and 2(3.6%) strongly disagree.

From these we can say that the majority of the respondents said its Neutral which is not good are not bad.

Table 13: Related with Leader's Knowledge and Experience to deal the Problem

Item	Alternatives	Frequency of Responses	
		No	%
Leaders have the necessary knowledge to deal with the problem	Strongly Agree	9	13.8
	Agree	28	43
	Neutral	19	29.2
	Disagree	7	10.7
	Strongly Disagree	2	3
	Total	65	100

(Source: Primary Data)

As shown in table 13, 9(13.8%) strongly agree that leaders have the necessary knowledge to deal with the problem, 28(43%) Agree, 19(29.2%) Neutral, 7(10.7%) Disagree and 2(3%) strongly disagree. Since the majority agrees, we can say that leaders in SMUC have good knowledge and experience to deal with problems which is good for the development of the organization.

Table 14: The leader’s Human Development Skills

Scale	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Developing learning climate	15.0%	4.6%	43%	21.6%	15.4%
Designing training programs	13.8%	10.7%	52.4%	20%	3.1%
Transmitting experience	18.4%	49.3%	20%	4.6%	7.7%
Creating organizational change	10.8%	33.9%	43%	7.7%	4.6%
Adopting learning materials	18.5%	6.2%	44.6%	9.2%	21.5%

(Source: Primary Data)

In the above table the results obtained from the replies samples are presented in percentage. The table shows the employees view towards the leader’s human development skills. The replays for the question of the leaders ability to develop learning climate for the employees was 10(15.4%) strongly agree with this 3(4.6%) agree 28(43.1%) of the replies are neutral. The rest 14(21.5%) disagree and 10(15.4%) strongly disagree.

The designing of training programs for the employees 9(13.8%) had strongly agree, 7(10.7%) agree and 34 (52.3%) are neutral. The rest 13(20%) and 2(3.1%) disagree and strongly disagree respectively.

The majorities of the responses set on neutral, agree and strongly agree. This means the samples who are taken from employees are participants in designed training program.

The transmitting of experience 12(18.4%) responses strongly agree 32(49.3%) agree, 13(20%) neutral and 3(4.6), 5(7.7) disagree and strongly disagree. The majorities of the responses are included in agree and strongly agree only 13(20%) are neutral and 12.3% are in disagree section.

Among the responses for creating organizational change, 7(10.7%) strongly agree, 22(33.8%) reply agree and (43%) are neutral. The replays who disagree are 5(7.7%) and 3(4.6) strongly disagree the results to this question, the majority falls in neutral and agree the level of disagreement is low.

Replays for adopting learning materials by the leaders 12(18.5%) strongly agree and 4(6.2%) agree responses which are neutral are 29(44.6%), 6(9.2%) disagree and 14(21.5%) strongly disagree. As the above replies, the majority of respondents are in neutral section.

In General developing learning climate, designing training program, creating organizational change and adopting learning materials have neutral responses and transmitting information and experience is good.

Table 14: Related with Self Learning

Item	Alternatives	Frequency of Responses	
		No	%
The leader is self learner	Strongly Agree	6	9.2
	Agree	30	46
	Neutral	21	32.3
	Disagree	5	7.7
	Strongly Disagree	3	4.6
	Total	65	100

(Source: Primary Data)

As indicated in the Literature Review this skill refers to the need for continues learning of new knowledge and skills. In this time of dramatic change and chaos Leaders must undergo continuous change themselves. They must be self learners.

This list is up to date and is as good as any other. As an academic analysis recently notice. “The prevailing conceptualizations of skills requires for successful managerial performance hinders our understanding of the phenomenon”. By saying this 6(9.2%) of the respondent strongly agree about leaders being self learner, 30 (46%) Agree

with it, 21(32.3%) said it's Neutral, 5(7.7%) of them disagree and the rest 3(4.6%) strongly disagree, since the majority agree with it, leaders have continues learning and new knowledge.

Table 16: Related with Interaction with Subordinate

Item	Alternatives	Frequency of responses	
		No	%
How is your interaction with your subordinates?	Excellent	20	30.7
	V. good	19	29.2
	Good	19	29.2
	Satisfactory	1	1.5
	Bad	4	6
	V. Bad	1	1.5
	Wrong	1	1.5
	Total	65	100

(Source: Primary Data)

In the table above, it is indicated that 20(30.7%) of the employees said they have an excellent interaction with their subordinate 38(58.4%) said v. good and good respectively, 1(1.5) satisfied the rest 6 (9.2%) said bad, v. bad and wrong.

So, from these we can conclude that the employees have excellent interaction with superior.

Table 17: Data pertaining to the study

No	Item	Excellent		V. high		High		Neutral		Low		V. Low		worst	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
16	Level of invitation to succession leadership style by superior	2	3	9	13.8	14	21.5	21	32.3	12	18.4	6	9.2	1	1.5
17	Your idea implemented by the university college	4	6.1	17	26.1	15	23	17	26	8	12.3	2	3	2	3
18	The level of the leaders act as a guides to the people whom he/she is leading	6	9.2	6	9.2	11	16.9	15	23	25	38.4	-	-	2	3
19	The degree of leaders ability to understand their followers interest	6	9	9	13.8	15	23	10	15.3	17	26	5	7.6	3	4.6
20	You participation in a meeting organized by the university college	4	6	16	24.6	10	15.3	9	13.8	20	30.7	4	6	2	3
21	The degrees of your meeting with your supervisor regularly in informal meetings	8	12.3	11	16.9	16	24.6	15	23	11	16.9	3	4.6	1	1.5
22	The level of a leader's comfort in operation in a team.	10	15.3	8	12.3	15	23	23	35.3	7	10.7	-	-	2	3

When we see in the above table no.16, 3% of the respondent said level of invitation to suggestion leadership style by superior is Excellent, 9 (13.8%) said V. High, 14(21.5%) said High, 21(32.3%) remains Neutral, 18(27.6%) of the respondent said Low and V.Low respectively whereas, 1(1.5%) said Worst from the findings the majority said it's Neutral.

And when we proceed to table no.17, items, 4(6.1%) said their idea implemented by the university college is Excellent, 32(49.1%) said V.High and High respectively, 17(26%) said Neutral, However, 10 (15.3%) said their idea is not implemented by the university college. The remaining 2(3%) said Worst.

Thus, from the data we can say that leaders at different level of the organization implements employees ideas and suggestion and these may help the organization positively.

As indicated in review of literature, leadership is a process of influencing behavior of individual or group to accomplish organizational goals it is a group of effort, cooperation of all individuals sought by leader for attaining a productive proposal After saying these, when we come to the table no.18 it shows 6(9.2%) of the respondents said the level of the leaders act as a guide to his/her followers is Excellent, 17(26.1%) said V.High and High, 15 (23%) said it's Neutral and the rest 25(38.4) and 2(3%) said Low and Worst respectively, So from this we can conclude leaders in SMUC are not acting as a guide to their followers. A leader should act as a friend, philosopher and guide to the people whom he is leading, he must have the capacity to recognize their potentialities and transform them into realities since this is not happening it is going to cause a problem in the present and future of the university.

When we see table no 19, As we know in one organization a leader must try to understand his or her followers interest, however only 6 (9.2%), 9(13.8%), 15(23%) said Excellent, V.High, and High respectively, 10(15.3%) remain, Neutral where as 17(26%), 5(7.6%) and 3 (4.6) said low, V.Low and Worse to the degree of leaders ability to understand them. So, employs will be highly disturbed with this fact it may even let employees to search for another job where their leader will understand them because they know with more understanding the can do better job, So this is going to increase turnover rate.

As the table no.20 indicate above, 4(6%) of the respondent said Excellent to their participation in a meeting organized by the university college, 16(24.6%), 10(15.3%) said V.High and High respectively, 9(13.8%) of them said its Neutral while 20 (30.7%), 4(6%), and 2(3%) of the respondent said Low, V. Low and Worse to the participation. We can conclude that in majority of the employee has no idea about what is going on in the organization and may also have no a awareness about actions that takes place because the more they are discussing on meetings the less they practice on the activity moreover and unequal overlooking of such responsibility makes it difficult to be more effective in working environment.

As shown in table no. 21, it is very important for employees to meet and have an open discussion with their superiors employees should be given enough time and be heard by their immediate superiors in order to have a better working atmosphere in the work place so the questionnaire respondents were asked the degree of their meeting with their superiors in informal meeting 16 (24.6%) which is the majority of respondents indicated that there is a high degree of meetings between them and their immediate superiors 15(13%) of them indicated that it is Neutral only 11(16.9%) of respondents indicated that there is Low degree of informal meetings. This shows that there is a good communication and informal meetings between workers in the organization.

As shown in table no. 22, the level of leaders comfort in operating in a team, the opinion of employees are 10(15.3%) agreed that it is Excellent. The respondents who reply V.High and High are 23(35.3%). The number of reply who is Neutral is 23(35.3%) and those of who says Low are 7(10.7%). The rest 2(3%) reply the leaders are on Worst of their comfort to operate in a team. The results show that the leaders are in good level to operate in a group. Because the majority of the reply is V.High, High and Neutral group and while comparing it with low and worst which exist on low level. The leaders are comfortable in operating in a team.

2.17. Summary of Responses Given by the Management to the Structure in the Interview

As the leaders of SMUC answered “they have a healthy, smooth and friendly relationship with their subordinates”. They also said that they have an open environment, informal and may be a bit authoritarian in some levels is transparent”. And from the data collected from the questionnaire, when the employees at SMUC were asked if they have a healthy relationship with their leaders at different level of the organization they have a neutral resource and they interact with their subordinated from this, subordinates and superiors have a good relationship.

When we proceed to the next one the responses of the management regarding on the problems which affects leadership practice in SMUC “be put in external and internal factors from the external factors, rules and regulations of ministry of education, policy, cultural backgrounds pulling us backward and from internal factors not taking responsibility, gaps, not making decisions urgently, no team spirit, competition, leaders communication skill, not being dynamic and different employee behavior”.

And the type of leadership style they suggest for the success of the organization is “democratic style is better because by being a model, giving a good example, being open to all, listening to subordinated and giving them responds, creating a participating feeling in subordinates and by reading each other mind they believe they can create a good environment in the working area. Where as one of them said all of them are best there is a time you need all the styles there is a time when you need to be autocrat, laissez- faire and bureaucrat but mostly democrat”.

The mechanism they use to influence employees are “social interaction, being there in the employees happy and sad moments, being honest transparent, being on time or before time, leading others by example and by going to their office personally”. However, from the response of employees the level of the leaders acting as a guide to their followers is low so, this may contradict with what the managers said.

The assumption that they think about the turnover rate is: “not enough salary, not full filling employees basic needs and one of them also added, when they get a better opportunity, when they get out off country or it may be dissatisfaction of working environment”. But as the data gathered from the employee’s leaders don’t give fair and equal treatment and the majority of the respondents have low interest towards their job these may also increase the turnover rate. And to minimize employees turnover rate the managers think “increasing the salary is the first option if thing go well as they planned and trying to motivate them more by fulfilling their basic needs and inviting employees in decision making and sharing idea shrinking programs, diversifying other programs last but not least the ability to working effectively of subordinates depends on the job that they are given, most of them have no experience and altitude and culture has a great influence on the employees not to work effectively”.

CHAPTER FOUR

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

4.1. Summary of Findings

In the summary of findings of the study, the study to assess and analyze the leadership practice in SMUC and intended to suggest possible solution to the problems. And from the data obtained, the study had come with the following findings

- As show in this study, 18 (27.7%) of them are female and the rest 47 (72.3%) are males. And when we see their educational qualification, the high school completed is 7.6% employees who got certificate 1.5% diploma 16.9%. first degree 41.5% and second degree 32.3% this indicate that 41.5% of the respondents are BA degree holders
- As indicated in this study 2(3%) of the respondent said autocratic style, 44 (67.7%) of respondent said its Democratic Style and 11 (16.9%) of them said it's Laissez-faire. and 8(12.3%) said it's bureaucratic
- Based on the data presented the study above concerning on leaders motivation through fear and insecurity 42(64.6%) of the respondent said yes, 13(20%) of them said no and the rest 10(15.3%) of the respondent has no idea seeing this when we come to negative leaders
- In connection with discussing things, 21 (32.3%) said yes to subordinates feel free to discuss things about their jobs with their leaders, 37(56.9%) said No and the other 7(10.8%) Don't know if they feel free or not. And to raise high moral and ethical standards among his people therefore in these issue 18 (27.7%) of respondents said Yes, 30(46.1%) said No and the other 17(26.1%) don't know.

- As shown above leaders at different level of the organization give fair and equal treatment accordingly 25(38.4%) of the employees said yes while 30(46%) said No.
- With regard to leader's duty and responsibilities, 16.9% of the respondent said leader's duty and responsibilities are specific, 21.5% Agree with it, 43% said it's Neutral, while 15.3 %and 3% Disagree and Strongly Disagree with it. Based on the data presented in the table above 9.2% of the respondents said managers seldom get ideas and opinions from their followers. In saving job problem, 20% agree with it. 18.4% said Neutral, 44.6% Disagree and 5% Strongly Disagree.
- As regards, interest towards their job 5(7.7%) of the respondent strongly agree that there is a high degree of interest towards your job, 17(26.1%) of them Agree, 14(21.5%) say Neutral, 27(41.5%) Disagree with it and the rest 2(3%) Strongly Disagree.
- So when we come to St. Mary's University College 5(7.7%) of the respondents strongly Agree that they have a healthy relationship with their leaders at different level of the organization; 18(27.7%) Agree, 30(46%) said Neutral, 10(15.3%) Disagree and 2(3.6%) Strongly Disagree.
- As regards, necessary knowledge and experience 9(13.8%) strongly agree that leaders have the necessary knowledge and experience to deal with the problem, 28(43%) Agree, 19(29.2%) Neutral, 7(10.7%) Disagree and 2(3%) Strongly Disagree. The replays for the question of the leaders ability to develop learning climate for the employees was 10(15.4%) Strongly Agree with this 3(4.6%) Agree 28(43.1%) of the replies are Neutral. The rest 14(21.5%) Disagree and 10(15.4%) Strongly Disagree.
- The designing of training programs for the employees 9(13.8%) had strongly agree, 7(10.7%) agree and 34 (52.3%) are Neutral. The rest 13(20%) and 2(3.1%) Disagree and strongly disagree respectively. The transmitting of information and experience 12(18.4%) responses Strongly Agree 32(49.3%) Agree, 13(20%) Neutral and 3(4.6), 5(7.7) Disagree and strongly disagree. The majorities of the

responses are included in Agree and Strongly Agree only 13(20%) are Neutral and 12.3% are in Disagree section.

- Among the responses for creating organizational change, 7(10.7%) Strongly Agree, 22(33.8%) reply Agree and (43%) are Neutral. The replays who Disagree are 5(7.7%) and 3(4.6) strongly Disagree. Replays for adopting learning materials by the leaders 12(18.5%) Strongly Agree and 4(6.2%) Agree responses which are Neutral are 29(44.6%), 6(9.2%) Disagree and 14(21.5%) Strongly Disagree.
- By saying this 6(9.2%) of the respondent strongly agree about leaders being self learner, 30 (46%) Agree with it, 21(32.3%) said it's Neutral, 5(7.7%) of them Disagree and the rest 3(4.6%) Strongly Disagree.
- Regarding, interaction with their subordinate it is indicated that 20(30.7%) of the employees said they have an excellent interaction with their subordinate 38(58.4%) said V. Good and Good respectively, 1(1.5) Satisfied the rest 6 (9.2%) said Bad, V. Bad and wrong.
- When we see in level of invitation to suggestion leadership style by superior is Excellent, 9 (13.8%) said V. High, 14(21.5%) said High, 21(32.3%) remains Neutral, 18(27.6%) of the respondent said Low and V. Low respectively whereas, 1(1.5%) said Worst from the findings the majority said it's Neutral.
- When we come to the table no.18 it shows 6(9.2%) of the respondents said the level of the leaders act as a guide to his/her followers is Excellent, 17(26.1%) said V. High and High, 15 (23%) said it's Neutral and the rest 25(38.4) and 2(3%) said Low and Worst respectively.
- Concerning, the degree of leaders ability to understand them, only 6 (9.2%), 9(13.8%), 15(23%) said Excellent, V. High, and High respectively, 10(15.3%) remain, Neutral where as 17(26%), 5(7.6%) and 3 (4.6) said Low, V. Low and Worse to the degree of leaders ability to understand them.

- Regarding participation in a meeting, 4(6%) of the respondent said excellent to their participation in a meeting organized by the university college, 16(24.6%), 10(15.3%) said very high and high respectively, 9(13.8%) of them said its neutral while 20 (30.7%), 4(6%), and 2(3%) of the respondent said low, very low and worse to the participation. While 16 (24.6%) which is the majority of respondents indicated that there is a high degree of meetings between them and their immediate superiors 15(13%) of them indicated that it is neutral only 11(16.9%) of respondents indicated that there is low degree of informal meetings.

4.2. Conclusions

From the above findings, the following conclusions can be drawn.

- When we see the style of Leadership, the study shows SMUC uses democratic style which is group centered encourage discussion by the group member's positive motivation techniques and two way communication are being used.
- Concerning motivation, SMUC they make a show of authority in the false belief that it would frighten everyone into productivity. They are bosses rather than leaders. So, since the majority of the respondents said that leaders motivate their subordinates through fear and insecurity, this leads to most leaders in SMUC are being bossy rather than leaders. Leaders in SMUC are not concentrating employees satisfaction, not much is being done concerning in motivation.
- Leaders in SMUC have healthy relationship and excellent interaction with their subordinates
- Subordinates at different level of the organization doesn't give equal and fair treatment, this is a major problem and is going to be difficult for employees it discourages employees who tries their best in an organization hoping their best for the success of their organization hoping to be in better position in the future but then it's not about what they do its about who they are or how

close they are with subordinates and employees so, employee who is not capable for the job will get the job and this kills the organization and it may also the reason for turnover rate to go high.

Besides, we can conclude from this that most of the leaders at different level of the organization don't take ideas whenever there is a problem in job. Working together, sharing ideas and opinions really matters in an organization otherwise it's going to take a long time to solve job's problem. Furthermore, the majority disagrees with being highly interested in their job; we can point out maybe it's because of their working condition or leadership practice.

- Most of the leaders in SMUC don't try much to raise high moral and ethical standards among employees.

4.3. Recommendations

Based on the findings and conclusions the student researcher forwarded possible recommendation

- In order to make subordinates feel free in order to do the job. Leaders must , try communicating with them, show them how to do the job easily the employees then will work with complete activity, more freedom and increase responsibility .
- Leaders should try to raise high moral and ethical standards so, that all employees can do their job ethically and by moral. as known ethics is the discipline dealing with what is good or bad and with moral duty and obligations or managing human resource so that mutual benefits can be achieved.
- Leaders should also try to give fair and equal treatments to all their subordinates, the way he/she orders them, appreciates them, help them during work even the way he punish them must be the same.
- Getting ideas and opinions from subordinates is highly recommended since the subordinates see things from different angle they might give the leader a solution to the problem, they can even save time and the subordinates also will feel glade to help and make their leaders happy.

- In order to maximize their subordinate's degree of interest the student researcher suggests motivating the employees in fulfilling their basic need, compensation and other motivational techniques. And create competition among his employees.
- Leaders should be a guide for his followers he/she, got to be on time, finish their work on time treating his followers nicely during job and others so that, he/she can feel free to ask or order them whatever he/she wants.
- Leaders should try to understand his follower's interest because it's very important for the success of the organization. Trying to have a benefit package, ask them what they want and if possible try to do it, since SMUC has high turnover rate leaders should prepare an interview or a documented question on why they leave their job, leaders can finally come up with a solution.

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Appendixes

Appendix A

ST. MARY'S UNIVERSITY COLLEGE
BUSINESS FACULTY
DEPARTMENT OF MANAGEMENT

DATA FOCUSING ON THE STUDY

What kind of leadership style the organization follow?

- a. Autocratic
- b. Democratic
- c. Laissez-faire
- d. Bureaucratic

1. Do leaders motivate their subordinates through fear and insecurity?

Yes

No

Don't know

If your answer is "yes" in what way?

2. Do subordinate feel free to discuss things about their jobs with their superior?

Yes

No

Don't know

If your answer is "yes" in what type of issues?

3. Does the leader try to raise high moral and ethical standards among his people?

Yes

No

Don't know

If your answer is "yes" please indicate in what way it is

4. Do leaders at different level of the organization give fair and equal treatment?

Yes

No

Don't know

If your answer is "No" what do you think is the reason behind this?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5. Your superior performs his/her responsibilities well.					
6. The duties and responsibilities of a leader are specific.					
7. Managers seldom get opinions of subordinates in solving job problems.					
8. There is a confidence or trust in subordinates					
9. There is a high degree of interest towards your job.					
10. There is a healthy relationship between the leaders and followers at different level of organization.					
11. Leaders have the necessary knowledge to deal with the problem.					
12. The leader have human resource development skills of a. developing learning climate b. designing training programs c. transmitting information and experience. d. creating organizational change e. adopting learning materials					
13. The leader is self learner					
14. How is your interaction with your subordinates					
15. Level of invitation to suggestion leadership style by superior					
16. Your idea, suggestion or other comments implements by the university college					
17. The level of the leaders act as a guide to the people whom he/she is leading					
18. The degree of leader's ability to understand their follower's interest.					
19. Your participation in a meeting organized by the university college					
20. The level of the leaders act as a guide to the people whom he/she is leading					
21. The degree of leader's ability to understand their follower's interest.					
22. Your participation in a meeting organized by the university college					

Appendix : B

ST. MARY'S UNIVERSITY COLLEGE FACULTY OF BUSINESS DEPARTMENT OF MANAGEMENT

Semi structured interview guiding questions for the manager

These interview questions are designed to gather data for the study about the leadership practice in St. Mary's University College the questions will be answered by the managers of the organization.

1. How do you describe your relation with your subordinates in daily working basis?
2. What are the major problems (factors) which affect leadership practice in St. Mary's University College?
3. What type of leadership style do you suggest in better for the success of the organization?
4. What mechanism you use to influence employee?
5. What do you think about the turnover rate?
6. What do you think should be done to minimize employee's turnover rate.
7. Does your subordinate have the ability to work effectively with their superior?

DECLARATION

I the undersigned, declare that, this senior Essay is my original work, prepared under the guidance of ATO Meslu Fanta. All sources of materials used for manuscript have been duly acknowledged.

Name: _____ **HELEN SOLOMON** _____

Signature: _____

Place of Submission St. Mary's University College

Date of Submission: _____

ADVISOR DECLARATION

This paper has been submitted for approval as the University College Advisor.

Name: _____ **Meslu Fanta** _____

Signature _____

Date _____