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   NEED/IMPORTANCE OF THE STUDY

   STATEMENT OF THE PROBLEM

   OBJECTIVES

   HYPOTHESES

   RESEARCH METHODOLOGY

   RESULTS & DISCUSSION

   FINDINGS

   RECOMMENDATIONS/SUGGESTIONS

   CONCLUSIONS

   SCOPE FOR FURTHER RESEARCH

   ACKNOWLEDGMENTS

   REFERENCES

   APPENDIX/ANNEXURE

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CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

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- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 http://epw.in/user/viewabstract.jsp

ASSESSMENT OF LEADERSHIP PRACTICES AND EFFECTIVENESS IN ETHIOPIAN UNIVERSITIES

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ABSTRACT

This study attempted to examine the major leadership practices and effectiveness as perceived by leaders and their immediate subordinates in selected Ethiopian Public Universities. To do so, 117 leaders and 246 subordinates from three universities were made to participate in the study. The self and direct report forms of the Student Leadership Practice Inventory were used to collect data. Analysis of one sample t-test showed that leadership effectiveness of the leaders was above the expected mean in all components of the leadership practices. Independent samples t-test found out significant difference in perceptions of leadership effectiveness between leaders and subordinates of the three universities. From analysis of variance, there was no significant difference in leadership effectiveness among all the respondents from the three universities and among the leaders of the three universities. But it was found that there is significant difference in leadership effectiveness among the subordinates of the three universities. Even though the ratings of both leaders and their immediate subordinates indicated the effectiveness of the leaders, the significant difference between the leaders and their subordinates needs special attention as it may result in conflicting perceptions and poor performance.

KEYWORDS
leadership practices, Ethiopian Universities.

1.   INTRODUCTION

Ethiopia envisages to be poverty free middle-income country where democratic rules, good-governance and social justice reign by the year 2025 (Ministry of Finance and Economic Development, 2010). To realize this vision, a variety of sectors have revised their missions. One of the sectors, the Ministry of Education, has developed various plans to prepare work forces by expanding and ensuring quality education. The Ministry has drafted its activities and programs through various sector development plans called Education Sector Development Program (ESDP). So far, ESDP had passed through three rounds of programs and now it is at its fourth phase (MOE, 2010).

The review of ESDP III reports that Ethiopia showed improvement on the accessibility of education at all levels (MOE, 2010). Remarkable expansion has been experienced in the higher education subsector; new universities and regional colleges were established in every corner of the country and enrollment has increased dramatically (MOE, 2010). Regardless of these achievements, however, currently higher education institutions are criticized for not producing qualified work force. According to the review of ESDP III, poor leadership capacity was one of the factors for not producing qualified work force (MOE, 2010). And hence, this study focused on assessing leadership effectiveness of higher education institutions.

2.   LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Leadership accounts for more variance in performance than do many other variables (Ivancevich & Matteson, 2002). Bass (1990) cited in Northouse (2010:2) suggested some alternative definitions of leadership as: "a group processes", "a combination of special traits or characteristics that some individuals possess", "an act or a behavior that leaders do to bring about change in a group", "the power relationship that exists between leaders and followers", "a transformational process that moves followers to accomplish more than what is usually expected of them", and "the capabilities (knowledge and skills) that make effective leadership possible".

The realization of poverty free middle income country requires each citizen and sector to exert extraordinary effort. From the different leadership perspectives such as the trait, behavioral, contingency, and transformational, the leadership approach which mobilizes each citizen to exert extraordinary effort is the transformational leadership (Kouzes & Posner, 2007). This statement is supported by empirical evidences (Bass & Riggio, 2006; Felfe & Schyns, 2004; Goewey, 2012; Silverthorne, 2005). Nowadays, transformational leadership is generally accepted as the better and more successful model of leadership.

The transformational leadership approaches subordinates by raising awareness of the importance of outcomes to the organization by (a) making them more aware of the importance of task outcomes, (b) inducing them to transcend their own self-interests for the sake of the organization or team, and (c) activating their higher-order.

There are various transformational leadership approaches. Two of them are: 1. Bass and Avolio full-range model of leadership, and 2. Kouzes and Posner transformational leadership model. The Bass and Avolio full-range transformational leadership is comprised of idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception active, management-by-exception passive, and laissez-faire leadership (Sadeghi & Zaidatol Akmaliah, 2012). The Kouzes and Posner transformational leadership consists of modeling the way, inspiring the shared vision, challenging the process, enabling others to act, and encouraging the heart of the constituents (Kouzes and Posner, 2007). The authors called this model of transformational leadership as the five practices of exemplary leadership model. This model continues to confirm its effectiveness as an understandable, evidenced-based path to get extraordinary organizational outcomes (Kouzes and Posner, 2007). Besides, the model simplifies the abstract concept of leadership into skills that can be taught and learned by those who want to be effective leaders. Goewey (2012) affirmed that the work of Kouzes and Posner is widely respected and applied in business and education and might provide a foundation for framework of leadership practices. Similarly, Abu- Tineh, Khasawneh & A-Omary (2009, p. 266) stated that "the Kouzes and Posner model of transformational leadership, which is based on years of empirical research, includes a series of qualities that must be possessed and practices that must be applied to provide a school principal in every school a practical guidance on how to lead as well as practical suggestions of how to act during difficult situations." Moreover, Kouzes and Posner (2002) quoted the word of Roland Barth, Founding director of Harvard University's Principals Center, "the leadership challenge model provides school leaders with the qualities to become good leaders and to enable them to improve public schools" (Abu- Tineh, Khasawneh & A-Omary, 2009, p. 267). Thus, this study used Kouzes and Posner model of transformational leadership to assess major leadership practices and leadership effectiveness.

THE KOUZES AND POSNER TRANSFORMATIONAL LEADERSHIP MODEL

This model of Transformational leadership (Kouzes and Posner, 2007) is comprised of five interrelated roles: modeling the way, inspiring the shared vision, challenging the process, enabling others to act, and encouraging the heart of the constituents. Brief description of each component of leadership practice is given below.

Modeling the Way refers to setting the example by clarifying the values and aligning one's actions with the shared values (Kouzes & Posner, 2007). According to these writers, a leader who acts the shared values with integrity, comprehends the deeply held beliefs, values, principles, standards of the constituents; ensures constituents agreement on a set of values; asks feedback about the impact of his/her actions on constituents' performance; communicates in a way that uniquely represents who he/she is.

Inspiring a Shared Vision refers to the degree to which a leader describes an exciting vision of the future (Hugo, 2008). Leaders inspire followers by envisioning exciting possibilities, appealing to the shared values, finding a common ground with followers, speaking from the heart, looking past to improve the future over the present and putting more energy and enthusiasm into the constituents' vision (Kouzes & Posner, 2007)

Challenging the Process refers to the degree to which the leader questions the status quo and allows others to question and experiment the existing organizational operations, policies, assumptions, rules, procedures (Carless, 2001). In challenging the process the leader seeks ways to improve, searches for opportunities to get extra ordinary things done, lets others experiment and take risks, treats every job as an adventure, encourages others to open their eyes and ears outside the organization and creates an environment in which each mistake becomes a collective learning (Kouzes & Posner, 2007).

Enabling Others to Act refers to the amount of cooperative and participative decision-makings made by the leader (Carless, 2001). Leaders enable constituents by fostering collaboration and strengthening them (Kouzes & Posner, 2007). According to these writers, leaders foster collaboration by creating a climate of mutual trust and respect, supporting face-to-face interactions, facilitating positive interdependence, promoting cooperative goals and giving up their power to their followers. Leaders strengthen followers by sharing power and discretion with them. They also invest in strengthening the capacity of everyone in the organization (Kouzes & Posner, 2007).

Encouraging the Heart Encouragement strengthens trust between leaders and constituents (Kouzes & Posner, 2007). Leaders encourage the heart of their constituents by providing positive feedback, recognizing individual contributions and celebrating publicly the accomplishment of their constituents, talking with constituents to learn more about meaningful and significant rewards and treating constituents as winners to get winning performance (Kouzes & Posner, 2007). Thus, this study set out to assess the extent to which the Ethiopian universities are effective in the five leadership practices.

DIFFERENCE IN PERCEPTION OF LEADERSHIP EFFECTIVENESS BETWEEN LEADERS AND SUBORDINATES

Hughes and his colleagues (1999) believed leaders and subordinates may interpret the same behavior differently. Consequently, Yammarino and Atwater (1997) categorized self-other agreement into a 4-group model: over estimators, under estimators, in agreement good, and in agreement bad. These authors found good performance for agreement good, mixed performance for under estimators, and poor performance for in agreement bad and over estimators. As a result, this study also examined whether or not there is agreement between self and subordinate ratings of the Ethiopian Universities leadership effectiveness.

3. STATEMENT OF THE PROBLEM

Leadership is one of the major factors affecting tertiary education institution's performance (Gemechis and Ayalew, 2012). These authors also described that in the world of knowledge based economy, universities are recognized as major factors in economic growth and development. Similarly, the goal of Ethiopian higher education is "to develop highly qualified, motivated and innovative human resources and produce and transfer advanced and relevant knowledge for socio-economic development and poverty reduction with a view to turning Ethiopia into a middle-income country by the year 2025"(MOE, 2010). To attain this goal, higher education institutions need to have effective academic leadership. In developing countries like Ethiopia, where universities are expected to address multifaceted societal problems, it is very crucial to study the leadership effectiveness of the universities. Contrary to expectation, it was reported that higher education management and leadership system was not at required level (MOE, 2010). On the other hand, the review of the third ESDP had described that Business Process Re-engineering (BPR) has been used as institutional reform tool to achieve institutional transformation in Ethiopian universities. Then after this intervention, it is assumed that leadership has to be improved. Despite the existence of large body of literature in the Western world, to the best of the researchers' knowledge, there is no research on leadership effectiveness in Ethiopian public universities using Kouzes and Posner's model of transformational leadership. Initiated by lack of research on the area, this study attempted to examine styles and effectiveness across public universities using Kouzes and Posner's model of transformational leadership. Hence, this study was intended to answer the following research questions.

1. What are the major leadership practices of the three Ethiopian public universities?
2. To what extent are public universities' leaders effective in their leadership practices?
3. Is there a statistically significant difference in leadership effectiveness among the three universities?
4. Is there a statistically significant difference in perceptions of leadership effectiveness between leaders and subordinates?

4. IMPORTANCE OF THE STUDY

The researchers believe that the results of this study are helpful to all the concerned bodies such as department heads, vice deans, deans, vice presidents, presidents, management boards, regional governments, and Ministry of Education in that:

- They will get relevant information about the status of Ethiopian universities leadership effectiveness so that they may be able to help universities' leaders develop appropriate leadership competence and styles.
- They may get some insights about the existence of difference in leadership effectiveness among universities. This will be especially useful for management boards and Ministry of Education to properly intervene and support universities' leaders as well as to arrange to experience sharing programs among the universities to enhance their leadership effectiveness.
- The universities' leaders will get some insights about their own leadership effectiveness as a step toward becoming effective educational leaders.

Finally, it may also serve as a spring board for further studies in the area.

5. RESEARCH DESIGN AND METHODOLOGY

5.1. RESEARCH DESIGN

The research design chosen for this study was descriptive survey as it aimed at examining leadership style practiced and leadership effectiveness of the Ethiopian universities' leaders and at investigating the existence of difference in leadership effectiveness among the universities, and between leaders and subordinates.

5.2. PARTICIPANTS

Three Universities were selected from 32 public universities. The selected universities are Bahir Dar, Mekele and Aksum. Among the communities of the universities, the immediate subordinates are believed to have more access to their leaders. Hence, immediate subordinates were taken as sample. 117 leaders and 246 subordinates from the three universities participated in the study. Each participant who was in leadership position at the time of data collection rated about his/her own and his/her immediate leader's leadership effectiveness.

5.3. DATA GATHERING INSTRUMENTS

The researchers used the Student Leadership Inventory (S-LPI). The inventory has 30 items and 5 components of leadership roles and 6-items for measuring each category of the leadership practice. The frequency of the leadership practice varies from "not at all" to "always". It was scaled as not at all (1), rarely (2), sometimes (3), usually (4), and always (5).

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Inter-item correlations were carried out to select good items for each subscale of the inventory. All items of all subscales significantly correlated with their respective total item score. To check the internal consistency of the items, Cronbach Alpha was computed for each subscale of scale for both leaders and subordinates. The alpha coefficients were indicated in table 1.

TABLE 1: ALPHA COEFFICIENTS FOR SELF AND DIRECT REPORTS RATINGS

Leadership Practice	Self-rating (n=117)	Subordinates' rating (n = 246)
Modeling	.591	.851
Inspiring	.665	.854
Challenging	.687	.889
Enabling	.736	.867
Encouraging	.784	.894

Alpha coefficients for the whole scale are 0.898 and 0.968 for leaders and subordinates, respectively.

5.4. DATA GATHERING PROCEDURES

The objectives of the study were explained to the respondents and the respondents were also requested to evaluate how frequently their immediate leader and/or he/she perform each role and rate accordingly. During the administration, the respondents were advised to raise clarification questions as they need.

5.5. DATA ANALYSIS

Leadership effectiveness was analyzed using one sample t-test. The expected mean of the scale was used as a test value. The difference among the universities in the five components of S-LPI was tested using ANOVA and Scheffe post hoc test was employed to make pair-wise comparisons. To test whether the perception of leadership effectiveness is affected by being a leader or subordinate independent t-test was used. Alpha value of .05 was used for all significant levels.

# 6. RESULTS AND DISCUSSION

6.1. RESULTS

MAJOR LEADERSHIP PRACTICES OF THE UNIVERSITIES

Mean scores and standard deviations of the leadership practices of each university are summarized in Table 2. This table answers the first research question: the major leadership practices in the three universities.

TABLE 2: MEANS AND STANDARD DEVIATION OF THE THREE UNIVERSITIES' LEADERSHIP PRACTICES

University	Leadership Practices	n	Means	Standard Deviations
Bahir Dar	Modeling	183	21.16	5.19
	Inspiring	183	21.76	5.09
	Challenging	183	21.03	5.39
	Enabling	183	21.94	5.18
	Encouraging	183	20.81	5.60
Mekele	Modeling	76	20.42	5.08
	Inspiring	76	21.07	5.03
	Challenging	76	20.83	5.55
	Enabling	76	22.76	5.79
	Encouraging	76	20.67	5.36
Aksum	Modeling	104	22.24	4.64
	Inspiring	104	23.28	4.71
	Challenging	104	22.64	4.68
	Enabling	104	23.24	5.07
	Encouraging	104	21.81	5.67

It is observable from Table 2 that the mean of enabling others to act is the highest, followed by inspiring a shared vision, modeling the way, challenging the process and encouraging the heart, respectively for the three universities except in inspiring a shared vision takes the first rank and is followed by enabling others to act in Aksum University. Encouraging the heart is of the highest variability for both Bahir Dar University (sd= 5.60) and Aksum University (sd=5.67), respectively whereas enabling others to act (sd= 5.79) is the highest for Mekele University.
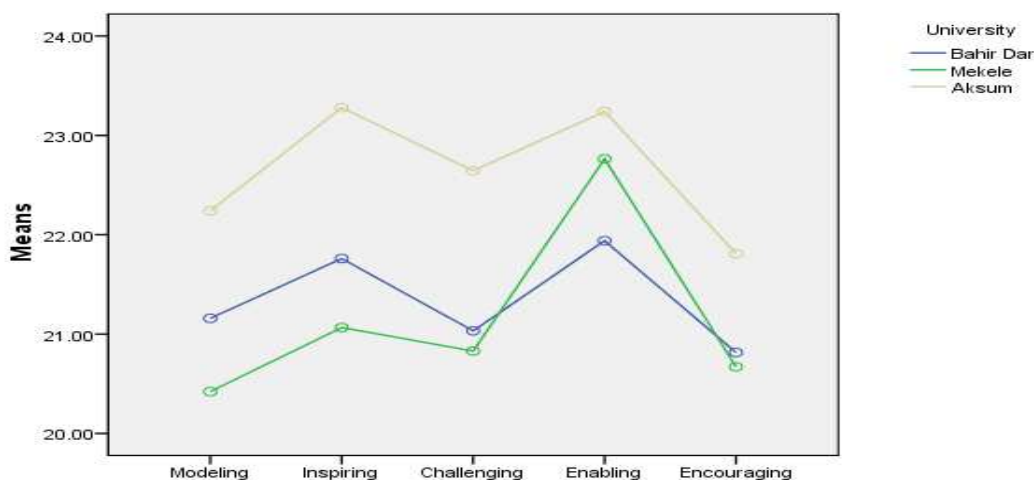
Fig. 1. Leadership Practices of the Three Universiies

It can be seen from Figure 1 that the mean scores of enabling others to act, inspiring a shared vision and modeling the way take the first three ranks, respectively in Bahir Dar University and Mekele University. But in Aksum University inspiring a shared vision ranks first and is followed by enabling others to act and modeling the way, respectively. Encouraging the heart has the lowest mean followed by challenging the process for all the universities.

Mean scores, Standard deviations and one sample t-test result of leaders' and subordinates' perceptions of leadership effectiveness in the five components of leadership practices of each university and their grand total are summarized in Table 3. This table answers the second research question: the extent of leadership effectiveness in the three universities.

TABLE 3: MEANS, STANDARD DEVIATION AND ONE SAMPLE T-TEST RESULT OF THE THREE UNIVERSITIES LEADERSHIP COMPETENCE IN THE FIVE COMPONENTS OF LEADERSHIP PRACTICES

University	Leadership Components	Descriptive, test Value = 18				t	df	Sig.(2-tailed)
		Group	N	Mean	Std. Dev			
Bahir Dar University	Modeling	Leaders	71	24.15	2.57	20.20	70	.000
		Subordinates	112	19.26	5.54	2.40	111	.018
	Inspiring	Leaders	71	24.48	2.47	22.09	70	.000
		Subordinates	112	20.04	5.57	3.87	111	.000
	Challenging	Leaders	71	24.24	2.34	22.35	70	.000
		Subordinates	112	19.02	5.79	1.86	111	.066
	Enabling	Leaders	71	24.68	2.52	22.38	70	.000
		Subordinates	112	20.21	5.67	4.12	111	.000
	Encouraging	Leaders	71	23.85	2.32	21.21	70	.000
		Subordinates	112	18.89	6.20	1.52	111	.130
Mekele University	Modeling	Leaders	18	24.00	2.56	9.92	17	.000
		Subordinates	58	19.31	5.16	1.93	57	.058
	Inspiring	Leaders	18	24.17	3.52	7.44	17	.000
		Subordinates	58	20.10	5.06	3.16	57	.002
	Challenging	Leaders	18	24.00	3.45	7.39	17	.000
		Subordinates	58	19.84	5.72	2.46	57	.017
	Enabling	Leaders	18	25.28	3.99	7.73	17	.000
		Subordinates	58	21.98	6.06	5.00	57	.000
	Encouraging	Leaders	18	23.28	3.58	6.26	17	.000
		Subordinates	58	19.86	5.58	2.54	57	.014
Aksum University	Modeling	Leaders	28	24.68	3.37	10.50	27	.000
		Subordinates	76	21.34	4.73	6.15	75	.000
	Inspiring	Leaders	28	25.54	3.28	12.15	27	.000
		Subordinates	76	22.45	4.89	7.92	75	.000
	Challenging	Leaders	28	24.79	3.66	9.82	27	.000
		Subordinates	76	21.86	4.79	7.02	75	.000
	Enabling	Leaders	28	25.50	3.27	12.13	27	.000
		Subordinates	76	22.41	5.37	7.16	75	.000
	Encouraging	Leaders	28	24.36	3.53	9.53	27	.000
		Subordinates	76	20.87	6.02	4.15	75	.000
Combined ratings of all the three universities	Modeling	Leaders	117	24.26	2.76	24.48	116	.000
		Subordinates	246	19.91	5.28	5.69	245	.000
	Inspiring	Leaders	117	24.68	2.87	25.17	116	.000
		Subordinates	246	20.80	5.34	8.21	245	.000
	Challenging	Leaders	117	24.32	2.87	23.81	116	.000
		Subordinates	246	20.09	5.60	5.85	245	.000
	Enabling	Leaders	117	24.97	2.97	25.41	116	.000
		Subordinates	246	21.30	5.74	9.03	245	.000
	Encouraging	Leaders	117	23.88	2.85	22.29	116	.000
		Subordinates	246	19.73	6.040	4.50	245	.000

SOURCE: as Perceived by Leaders and Subordinates

As can be seen from Table 3 above, the mean scores for the three universities leadership effectiveness in all components of leadership practices were above the expected mean. Though the mean scores of leadership effectiveness were above the expected mean in all components of leadership, there are differences between leaders' and subordinates' perceptions in leadership effectiveness in all sampled universities.

Analysis of one sample t-test showed that the obtained mean scores of the five components of leadership for both the combined and separate reports of the three universities is significantly above the expected mean except in challenging the process and encouraging the heart in Bahir Dar University and modeling the way in Mekele University, as perceived by subordinates.

DIFFERENCE AMONG THE UNIVERSITIES

The existence of difference among the three universities in leadership effectiveness is tested by one way ANOVA. This was done by comparing mean scores of all respondents of the three universities, and leaders, and subordinates of these universities. The results of the comparisons indicated tables 3 to 5.

TABLE 4: TESTS OF BETWEEN-SUBJECTS EFFECTS AMONG THE THREE UNIVERSITIES

Sources of Variations	Sum of Squares	df	Mean Square	F	Sig
Between groups	3466.87	2	1733.44	2.98	0.052
Within groups	209443.66	230	581.79		
Total	212910.53	363			

The ANOVA test shows that the difference among all the respondents of the three universities in leadership effectiveness in the five components of leadership is not significant, F (2,230) = 2.98, p >0.5.

TABLE 5: TESTS OF BETWEEN-SUBJECTS EFFECTS AMONG LEADERS OF THE UNIVERSITIES

Source	Dependnt Variable	Sum of Squares	df	Mean Square	F	Sig.
University	Modeling	6.91	2	3.45	0.45	.640
	Inspiring	28.12	2	14.06	1.73	.183
	Challenging	8.75	2	4.38	0.53	.592
	Enabling	15.70	2	7.85	0.89	.413
	Encouraging	12.99	2	6.49	0.79	.454
Error	Modeling	879.40	114	7.71		
	Inspiring	929.18	114	8.15		
	Challenging	946.55	114	8.30		
	Enabling	1004.16	114	8.81		
	Encouraging	931.36	114	8.17		
Total	Modeling	886.31	116			
	Inspiring	957.30	116			
	Challenging	955.30	116			
	Enabling	1019.86	116			
	Encouraging	944.33	116			

As can be seen from the table, there is no significant difference among perceptions of the leaders of the universities in leadership effectiveness in the five components of leadership. So, there was no further testing of the contribution.

TABLE 6: TESTS OF BETWEEN-SUBJECTS EFFECTS AMONG SUBORDINATES OF THE UNIVERSITIES

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
University	Modeling	224.19	2	112.09	4.119	.017
	Inspiring	299.81	2	149.91	5.438	.005
	Challenging	369.08	2	184.53	6.132	.003
	Enabling	254.52	2	127.26	3.953	.020
	Encouraging	177.99	2	88.99	2.469	.087
Error	Modeling	6613.01	243	27.21		
	Inspiring	6698.03	243	27.56		
	Challenging	7312.98	243	30.09		
	Enabling	7823.62	243	32.19		
	Encouraging	8760.29	243	36.05		
Total	Modeling	104399.00	245			
	Inspiring	113394.00	245			
	Challenging	106964.00	245			
	Enabling	119737.00	245			
	Encouraging	104716.00	245			

Test of ANOVA for the subordinates' perception of leadership effectiveness among the three universities show significant difference in the four components of leadership practices, except in encouraging, F (2, 243) = 2.469, p > .05. Since one-way ANOVA indicated the presence of significant differences among ratings of the subordinates of the three universities, multiple comparisons was employed to find source of the difference among the universities.

TABLE 7: MULTIPLE COMPARISONS OF THE MEAN DIFFERENCES AMONG SUBORDINATES

Dependent Variable	(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.
Modeling	Bahir Dar	Aksum	**-2.01**[*]	.78	.029
Inspiring	Bahir Dar	Aksum	**-2.42**[*]	.78	.009
	Mekele	Aksum	**-2.34**[*]	.92	.039
Challenging	Bahir Dar	Aksum	**-2.84**[*]	.82	.003
Enabling	Bahir Dar	Aksum	**-2.20**[*]	.84	.035

Scheffe post hoc test of subordinates' perceptions of their immediate leader's leadership effectiveness showed significant difference between Aksum and Bahir Dar Universities in all leadership practices, except in encouraging the heart. Yet, there is no significant difference between subordinates of Bahir Dar and Mekele Universities in perception of leadership effectiveness. According to the subordinates' perception of leadership effectiveness, Aksum and Mekele Universities have significant difference only in inspiring component in favor of Aksum University.

DIFFERENCE IN PERCEPTIONS OF LEADERSHIP EFFECTIVENESS BETWEEN LEADERS AND SUBORDINATES
Variation in responses among individuals is inevitable; what matters is whether the difference is significant or not. Independent sample t-test analysis showed significant difference between perceptions of the leaders themselves and their immediate subordinates in leadership effectiveness in all components of leadership, both on the separate (for each university) and combined (ratings of all universities) reports in favor of leaders(Tables 8 to 11).

TABLE 8: INDEPENDENT SAMPLES T-TEST FOR ALL UNIVERSITY LEADERS AND SUBORDINATES

Leadership Practices	Role	n	Means	Std Dev.	Std. Error Difference	t	df	Sig. (2-tailed)
Modeling	Leaders	117	24.26	2.64	0.26	8.36	361	.000
	Suborditates	246	19.91	5.28	0.34			
Inspiring	Leaders	117	24.68	2.87	0.27	7.37	361	.000
	Subordinates	246	20.79	5.34	0.34			
Challenging	Leaders	117	24.32	2.87	0.27	7.70	361	.000
	Subordinates	246	20.09	5.59	0.38			
Enabling	Leaders	117	24.97	2.97	0.27	6.49	361	.000
	Subordinates	246	21.30	5.74	0.37			
Encouraging	Leaders	117	23.88	2.85	0.26	7.06	361	.000
	Subordinates	246	19.73	6.04	0.39			

Table 8 shows significant difference between leaders' and subordinates' perceptions of leadership effectiveness of the three universities in all leadership practices. Figure 2 also shows that mean scores of leaders of all the three universities are higher than the mean scores of the immediate subordinates.
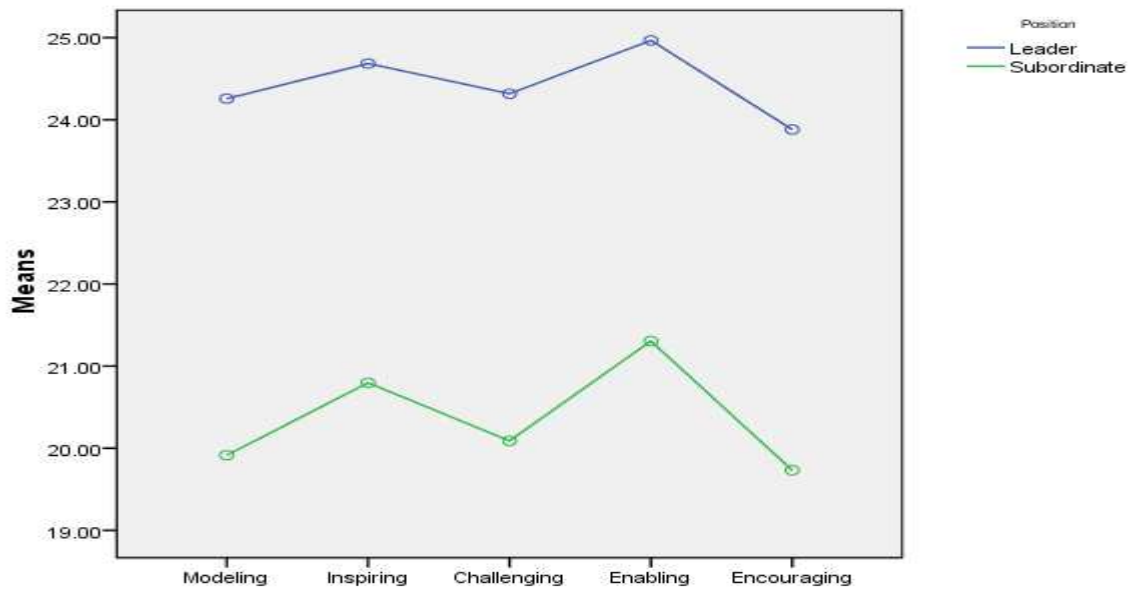
Fig. 2. Leadership Effectiveness as by Leaders and their immediate Subordinates

TABLE 9: INDEPENDENT SAMPLES T-TEST FOR BAHIR DAR UNIVERSITY'S LEADERS AND SUBORDINATES

Leadership Practices	Role	n	Means	Std Dev.	Std. Error Difference	t	df	Sig. (2-tailed)
Modeling	Leaders	71	24.15	2.57	0.30	6.98	181	.000
	Subordinates	112	19.26	5.54	0.52			
Inspiring	Leaders	71	24.48	2.47	0.29	6.34	181	.000
	Subordinates	112	20.04	5.57	0.53			
Challenging	Leaders	71	24.21	2.34	0.28	7.18	181	.000
	Subordinates	112	19.02	5.79	0.55			
Enabling	Leaders	71	24.68	2.52	0.29	6.26	181	.000
	Subordinates	112	20.21	5.67	0.54			
Encouraging	Leaders	71	23.85	2.32	0.28	6.45	181	.000
	Subordinates	112	18.89	6.20	0.59			

As can be seen from Table 9, like the combined reports of all universities leaders' and subordinates' perceptions of leadership effectiveness, there is significant difference between Bahir Dar University leaders and subordinates in all components of leadership in favor of leaders.

TABLE 10: INDEPENDENT SAMPLES T-TEST FOR MEKELE UNIVERSITY'S LEADERS AND SUBORDINATES

Leadership Practices	Role	n	Means	Std Dev.	Std. Error Difference	t	df	Sig. (2-tailed)
Modeling	Leaders	18	24.00	2.57	0.60	3.70	74	.000
	Subordinates	58	19.31	5.16	0.68			
Inspiring	Leaders	18	24.17	3.52	0.83	3.17	74	.002
	Subordinates	58	20.10	5.06	0.66			
Challenging	Leaders	18	24.00	3.45	0.81	2.91	74	.005
	Subordinates	58	19.84	5.72	0.75			
Enabling	Leaders	18	25.28	2.99	0.94	2.16	74	.034
	Subordinates	58	21.98	6.06	0.80			
Encouraging	Leaders	18	23.28	3.58	0.84	2.44	74	.017
	Subordinates	58	19.86	5.58	0.73			

Table 10 shows that significant difference between Mekele University leaders' and subordinates' perceptions of leadership effectiveness in all components of leadership.

TABLE 11: INDEPENDENT SAMPLES T-TEST FOR AKSUM UNIVERSITY'S LEADERS AND SUBORDINATES

Leadership Practices	Role	n	Means	Std Dev.	Std. Error Difference	t	df	Sig. (2-tailed)
Modeling	Leaders	28	24.68	3.37	0.64	3.42	102	.000
	Subordinates	76	21.34	4.73	0.54			
Inspiring	Leaders	28	25.54	3.28	0.62	3.09	102	.002
	Subordinates	76	22.45	4.89	0.56			
Challenging	Leaders	28	24.79	3.66	0.69	2.94	102	.005
	Subordinates	76	21.86	4.79	0.55			
Enabling	Leaders	28	25.50	3.27	0.62	2.86	102	.005
	Subordinates	76	22.41	5.36	0.62			
Encouraging	Leaders	28	24.38	3.53	0.67	2.88	102	.005
	Subordinates	76	20.87	6.02	0.69			

Table 11 indicates that there is significant difference between Aksum University leaders' and subordinates' perceptions of leadership effectiveness in all the components of leadership in favor of leaders.

6.2. DISCUSSION

The findings of this revealed that the leaders of the three universities were practicing all components of exemplary leadership model of transformational leadership. This might be justified by applicability of this model in any context and in any sector (Goewey, 2012;   Kouzes and Posner, 2007). Abu-Tineh, Khasawneh & A-Omary (2009) described that Kouzes and Posner's model of transformational leadership has been recognized as true representative of highly effective leadership practices and it can serve as basis for educational leaders to assess their strengths and weaknesses. Another justification could be as these five practices of exemplary leadership are set of skills that can be taught and learned through experience; most of leaders might learn these skills through experience since they have opportunities. In line with description of Kouzes and Posner (1995) cited in Abu-Tineh, Khasawneh & A-Omary (2009).

Analysis of one sample t-test showed that leadership effectiveness of the leaders of the universities was above the expected mean in all components of the leadership practices as perceived by both the leaders themselves and their immediate subordinates. This means that leaders of the sampled universities are effective in their leadership practices. This might be attributed to proper interventions from the universities' board management, Ministry of Education, regional governments, etc. Another potential explanation could be implementation of institutional reform tool, Business Process Re-engineering (BPR) as to achieve institutional transformation in Ethiopian universities. This intervention might bring about improvement in leadership of Ethiopian higher education. Still another potential explanation could be most of the respondents are leaders themselves. As a result, they might inflate the rating of leadership effectiveness. In fact, to say the least all the three universities have similar trend of increase and decrease between leaders' and subordinates' perceptions of leadership effectiveness.

Even though the ratings of both the leaders and their immediate subordinates indicated the effectiveness of the leaders, there was significant difference in perceptions of the effectiveness between the leaders and their subordinates. Compared to the standard deviations of the leaders' perceptions of their leadership effectiveness, the standard deviations of the subordinates' perceptions of their immediate leaders' leadership effectiveness are higher. The leaders of the three universities rated their effectiveness much higher than rated by their immediate subordinates. This implies there is higher disagreement among the subordinates' perceptions of their immediate leaders' leadership effectiveness compared to the leaders' perceptions. This might be due to overestimation and underestimation, by leaders and subordinates of leadership effectiveness, respectively. It seems natural to find difference between self-rating and rating by others. This finding is supported by previous researches (e.g., Atwater & Yammarino, 1997; Bass and Riggio, 2006; Bradley, Allen, Hamilton & Filgo, 2006; Felfe and Shyns, 2004; Rad and Yarmohammadian, 2006; Yammarino and Atwater, 1997).

Results of analysis of variance showed that there were no significant differences in leadership effectiveness among all respondents from the three universities and among the leaders of the three universities. This means none of these universities are more effective than the others in leadership. This might be due to the fact that these universities are within the same country or the same subculture. Another potential explanation could be these universities are implementing the same policy guideline or Higher Education Proclamation. They are supervised by the same organizations (such as Ministry of Education, Higher Education Strategic Center, and Higher Education Quality and Relevance Agency).

But the study found out significant difference in leadership effectiveness among the subordinates of the three universities. Subordinates of Aksum University rated the effectiveness of their leaders much higher than subordinates of the other two universities. This might be due to generational (age) difference among these three universities. Aksum University, whose subordinates rated effectiveness of their leaders higher, is of second generation where as the other two are first generation universities in the country. This generational difference might result in different expectations in subordinates of these universities. These expectations differences might, in turn, influence the expectations and satisfactions of the subordinates. Another possible explanation was demographic compositions (age, experience, educational level, etc) of subordinates and leaders. In line with this, many findings described the differential effects of age on the rating of leadership effectiveness (Liden, Stilwell & Ferris, 1996; Gilbert, Collins & Brenner, 1990; Rudolph, 2011; Sturge, 1999; Warr, 1993).

7.   CONCLUSION AND RECOMMENDATIONS

The study found that the universities' leaders were effective. Universities' leaders themselves and their immediate subordinates believe that the leaders were effective in practicing all components of transformational leadership. There was a difference between the leaders' and subordinates' perceptions of leadership

effectiveness. Even though both the leaders and their immediate subordinates agreed on the effectiveness of the leadership, the significant difference between the leaders' and their subordinates' perceptions of the extent of the effectiveness needs special attention, otherwise it may result in conflicting perceptions and poor performance. So, this leadership effectiveness perception gap between leaders and their subordinates should be narrowed by providing appropriate interventions in order to strengthen their leadership practice and effectiveness. The interventions might include providing appropriate leadership training; designing various programs aiming at improving self-awareness, self-reflection and readiness to accept proper critics. It is also possible to conclude that there was no significant difference in leadership effectiveness among the compared universities.

Even though it is possible to generalize the results to the other universities, it needs more samples at national level to come up with conclusive finding. Hence, the researchers recommend that it is worthwhile to extend the research to the national level for two reasons: verification, and examining leadership status of Ethiopian Universities' leaders.

Leadership effectiveness is not only the result of leadership style but also the result of many psychological and organizational variables (e.g. emotional intelligence, organizational culture, achievement motivation, time orientation, etc) that influence leadership effectiveness. So, it is important to investigate the combinational effects of some variables on leadership effectiveness.

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