

**LEADERSHIP QUALITY AND ORGANIZATIONAL  
EFFECTIVENESS IN SELECTED MINISTRIES IN  
PUNTLAND STATE OF SOMALIA**

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Public Administration and Management

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## DECLARATION A

I, SAID MAHAMOUD AHMED , declare that this thesis is my original work and has never been submitted in any higher academic institution for any academic award, or even published as a normal publication.

SAID m - A 

Name and Signature of candidate

08/12/2012

Date

## **DECLARATION B**

This thesis entitled " LEADERSHIP QUALITY AND ORGANIZATIONAL EFFECTIVENESS IN SELECTED MINISTRIES IN PUNTLAND STATE OF SOMALIA "was prepared and submitted by SAID MAHAMOUD AHMED , in partial fulfillment of the requirements for the award of a Masters degree in Public administration and management and has been submitted to the postgraduate school for examination with my approval as the supervisor.

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Name and Signature of supervisor

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Date

## **DEDICATION**

I dedicate this thesis to my lovely parents Saynab cabdi warsame and father jamac and my love Sumaya Ali with much love, for any effort and sacrifice they provided throughout my academic life and career development, also my respected friends for being supportive to me spiritually, emotionally, morally.

## ACKNOWLEDGMENTS

The researcher's great thanks go to Almighty Allah the most Gracious and the most Merciful who enabled him to successfully finish his education and because of His power, he was able to achieve all his goal and his dream has come true (Alhamdulillah). The researcher believes without Him, he would not have made it.

The researcher owes a lot of appreciation to his supervisor, **Dr. Jones Omumwense** who tirelessly went through his work and inspired him to dig deeper into the core of the matters. His kindness, criticism and understanding assisted him a great deal.

The researcher is grateful to his sister, Sumayya Ali Nour who was always on his side during his studies at Kampala International University. Her patience, help, encouragement, kindness, advice and smile enabled him to successfully manage the challenges and stress that came across him.

The researcher also appreciates warmly to his research assistant Hamdi Nidamudin Adan for the hard work and ideas that she shared with him during the writing of this thesis.

The researcher greatly appreciates to all his dearest friends for the great time they took with him during the studies.

The researcher would also give great thanks to all KIU staff and the respondents to his study.

## **ABSTRACT**

The study was carried out to investigate the Relationship between Leadership Qualities and organizational effectiveness in Ministries in Puntland State of Somalia. This study was based on five objectives that were; 1) To determine the profile of the respondents in terms of gender, age qualification and experience. 2) To determine the level of leadership quality. 3) To determine the level of organizational effectiveness . 4) To determine whether there is significant difference between leadership qualities and organizational effectiveness. 5) To determine whether there is significant relationship between leadership qualities and organizational effectiveness. The researchers formulated one hypothesis to guide the study. The researchers employed random sampling method to draw a sample of one hundred and one (1001) in the two selected ministries whose population all together was one hundred and thirty five (135). The researcher used the content validity index (CVI) that gave the coefficient of the both instruments as 0.6 and 0.8 respectively. The T-test and Pearson's Linear Correlation Coefficient statistical analysis were used to analyze the data. The hypothesis was tested at 0.5 level of significance. The results showed that there was a significant relationship between leadership qualities and organizational effectiveness. Based on the findings it was recommended, among others, that community participation should be maintained, number of female and youth need to be increased.

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## **CHAPTER ONE**

### **THE PROBLEM AND ITS SCOPE**

#### **Background of the study**

Leadership plays an indispensable role in effectiveness of an educational institution, right from the setting of goals to accomplishment of goals. Various researches have linked the school effectiveness with the leadership. In absence of leadership goal accomplishment and school effectiveness is never guaranteed. In view of Cheng and Townsend (2000) for education change and effectiveness, the role of principal is often crucial to their success. The principal is challenged to create the culture of quality that penetrates to the smallest elements, processes and the systems of an institution. It is common experience that under the same set of rules and regulations, with same set of teaching staff and students from similar background, an educational institution degenerates or maintains status quo, or rises to prominence with a change of principal. This is also borne out by large number of research studies on management of change in education, Mukhaopadhyay (2001) House (1995). Strong leadership is seen as a main ingredient for the success of organizations when it directs the effective use of human capital towards achieving organizations' mission and goals. Historically the leadership is seen as the backbone of any organization. If the leader of the organization doing well the organization will achieve its stated objectives and goals. On the other hand if he/she doing the wrong way then the organization will fail. In the mid 80s world organizations faced leadership problems that caused some organizations to destroy

particularly in the UK that brought getting of leadership colleges in Britain. Educational systems have responded to the changing educational context by placing a renewed emphasis on leadership preparation and development for leaders at particular career stages – such as preparation, induction and more advanced stages. Different countries have adopted different models towards this action of leadership improvement.

Also recent leadership seminar that brought together rectors and vice-chancellors of African Universities in 17 countries highlighted the leadership challenges to building higher education in the region. Africa shares many challenges with other regions around the world but also faces challenges that are particularly daunting in the region such as leadership problems. Listening to these rich discussions over the course of three days one is reminded that those talented individuals who assume leadership of an institution are often accomplished scholars but few are adequately prepared for the task of managing such a complex institution in environments laden with constraints. But perhaps more striking is the extent to which they confront problems without the means to address them.

According to m.s. samater (1988). Explained that Somali government have leadership challenges that lowered the higher education quality of Somalia. Leadership is an essential factor for any organization especially for the puntland state . Because ministry is where we get from good leaders if it is not managed well there will not be a good a leader. The problem being the result of this lack of knowledge is that ministries education and health management may spend resources trying to improve

organizational effectiveness, ignoring leadership. The outcome is that there might occur organizational ineffectiveness, without the managers knowing the cause. Described that puntland state have leadership challenges caused by the dictatorship of their leaders and lack of participation in decision making. The researcher is to study community providing evidence to ministry education and health's and other interested parties that leadership affects the organizational effectiveness.

### **Statement of the Problem**

Directors and department leaders of ministry like those of government agencies wish to acquire and maintain a high quality leading system to ensure maximum effectiveness. While Puntland ministry health and ministry education have at least 135 employees, there is no documented evidence which shows how leadership affects organizational effectiveness. Management may therefore not know how to maintain this number of high caliber staff. The problem being the result of this lack of knowledge is that ministry health and ministry education management may spend resources trying to improve organizational effectiveness, ignoring leadership. The outcome is that there might occur organizational ineffectiveness, without the managers knowing the cause. According to *ilays*(2008). Described that puntland ministry have leadership challenges caused by the dictatorship of their leaders and lack of participation in decision making. The researcher aimed at providing evidence to ministry health and education and other interested parties that leadership affects the organizational effectiveness.

## **Purpose of the Study**

This study is seeking examine the relationship between community participation and leadership qualities in selected ministries in Puntland, Somalia government as a particular. Further, this study will identify the strengths and weaknesses/gaps in community participation and leadership qualities.

## **Research Objectives**

### **General objective**

This study will determine the correlation leadership qualities and organization effectiveness in selected ministries Puntland,Somalia.

### **Specific objectives**

1. To determine the demographic characteristics of the respondents in terms of:
  - i. Gender
  - ii. Age
  - iii. Education level
  - iv. Experience
2. To identify the levels of leadership qualities in the selected ministries puntland.
3. To determine the degree of organizational effectiveness in selected ministries Puntland,Somalia .

4. To determine whether there is a significant difference between the leadership qualities and organization effectiveness according to their demographic characteristics of the respondents.
5. To establish whether there is a significant relationship between leadership qualities and organization effectiveness in selected ministries Puntland, Somalia

### **Research Questions**

To achieve the foregoing objectives, the researcher used the following research questions:

1. What are the demographic characteristics of the respondents as to:
  - i. Gender
  - ii. Age
  - iii. Education level
  - iv. Experience
2. What are the levels of leadership qualities in select ministries puntland, Somalia?
3. What are the degrees of organization effectiveness in select ministries puntland, Somalia?
4. Is there any significant Difference between leadership qualities and effectiveness in select ministries puntland, Somalia?

5. Is there any significant relationship between leadership qualities and organization effectiveness in select ministries Puntland, Somalia?

### **Hypotheses**

H<sub>0</sub>: There is no significant relationship between community participation and leadership qualities in select ministries Puntland, Somalia.

### **Scope**

#### ***Geographical Scope***

The proposed study will carry out in the selected Ministries of Puntland State of Somalia (Finance Ministry, Health Ministry and Education Ministry) in Garowe the capital city of Puntland which is located in the central part of the State.

#### ***Content Scope***

The study intends to examine the levels of leadership quality, the strengths and weaknesses of these aspects, significant difference in quality of leadership and organizational effectiveness, cause and effect relationship between the independent variables (leadership quality) and dependent variable (organizational effectiveness).

### **Time scope**

The study will research the operations of the selected Ministries of Puntland State of Somalia (Health Ministry and Education Ministry) from 2004-2011.

### ***Theoretical Scope***

The study was underpinned by James Macgregor Burns (1978) of transformational and transactional leadership

### **Significance of the Study**

This research will promote awareness for carrying out a comprehensive research on various perimeters of community participation and effectiveness of service delivery.

The following disciplines will benefit from the findings of the study:

The community of the selected local government will recognize the roles they have to play in participation role and how their district can become effective on the basis of the service delivery. The Ministry government will use the findings as empirical information to supervise the participation of the community in the leadership government. The future researchers will utilize the findings of this study to embark on a related study.

## **Operational Definitions of Key Terms**

**Profile:** Are the demographic characteristics of the respondents in the study in terms of gender, age, educational level/ qualification and the number of experience years in the ministries.

**Leadership Quality:** It is a term that has many aspects to it. Extraordinary is an attribute of a good leader. Most people regard them as the leaders. This is because they go the extra mile to ensure things are working the way they ought to. Such leaders always keep rediscovering themselves by acquiring new skills. They care deeply for their followers.

**Transformational:** leadership is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders.

**Transactional:** Transactional leaders motivate followers by engaging in transactional relationships in which they exchange rewards for performance. Specifically, transactional leaders display contingent rewards and management by exception behavior (Bass & Avolio, 1993).

**Charismatic:** Musser (1987) notes that charismatic leaders seek to instill both commitment to ideological goals and also devotion to themselves. The extent to which either of these two goals is dominant depends on the underlying motivations and needs of the leader.

**Organizational Effectiveness,** goal approach, system resource approach, process approach. And multiple constituency approach.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Concepts, Opinions, Ideas from Authors/ Experts**

##### **Leadership quality**

According to Globe (1972) and Wu & Shiu (2009). Leadership refers to the ability to influence a group toward the achievement of goals. Robbins (2003). It is a social, goal-oriented process that involves the articulation of a collective vision that gives purpose, meaning and guidance; appealing to the ideological values, motives and self-perceptions of followers. House (1995). Strong leadership is seen as a main ingredient for the success of organizations when it directs the effective use of human capital towards achieving organizations' mission and goals

Northhouse (2004) describes leadership as a process whereby individual influences a group of people to achieve a common goal. According to Chen & Chen (2008), many studies on leadership have been done over the years and researchers have identified different kinds of leadership styles that leaders adopt in managing organizations

New leadership approaches classify leadership into three categories, namely transformational, transactional and laissez-faire and these are widely used in studies on organizational leaders. Bogler, (2001).The theories of transactional and transformational leadership are initially developed by Burns (1978). According to the researcher, transformational leadership involves motivating followers to move beyond their own self-

interests for the benefits of the group and the organization and view their task from the new perspectives. McLaurin & Amri (2008). John & Moser (2001) argued that transformational leader acts as a change agent who is skilled to manage the unpredictable situation at the workplace. Furthermore, transformational leader also demonstrates some other key behaviors such as role modeling, creating a vision and making the norms and value clear to all.

### **Transformational leadership**

Transformational leadership can be categorized into *idealized influence attributes, idealized influenced behaviors, inspirational motivation, intellectual stimulation and individualized consideration*. According to Antonakis, et al(2003). Idealized influence attributes refer to personality of the leader whether he or she is perceived as confident and powerful whereas the idealized influence behavior refers to the charismatic actions of the leader that are focused on values, beliefs and principles. Inspirational motivation refers the behaviors of the leaders that motivate followers to view the future optimistically, stress on the team spirit, project idealized vision and communicate a vision that is achievable. As for the intellectual stimulation the leader stimulates innovation and creativity in their followers by questioning assumptions and approaching old situations in new ways. According to, Nicholson (2007). Individualized consideration refers to the leader pay more attention each follower's need for achievement and growth by acting as a mentor.

In contrast to transformational leadership, transactional leadership involves motivating the followers through the use of rewards, praises and

promises Burns, (1978). There exist mutual agreements between the leader and followers, where once the followers achieve the work objectives, they will be rewarded. Antonakis, et al. (2003) categorized the transactional leadership into three sub scales, namely, contingent rewards, management by exception (active) and management by exception (passive). Contingent rewards refers to the leader clarifying the work that must be achieved and use rewards to achieve results. Nicholson, (2007). Management by exception (passive) refers to leaders who intervene only when problems arise whereas management by exception.

(active) refers to leaders who actively monitor the work of followers and make sure that standards are met (Antonakis, et al. 2003).

In contrast to transformational and transactional leadership styles, leaders who adopt the laissez-faire leadership style exercise little control over the followers and let the followers have freedom to carry out their assigned tasks without direct supervision (Wu & Shiu, 2009).

According to Snodgrass and Schachar (2008), both transformational and transactional leadership styles have been found to positively correlate with organizational outcomes in studies of various types of organizations. Studies undertaken by Avolio and Bass (2004) and Dumdum et al (2002) found that transformational leadership is positively correlated with organizational effectiveness. Other studies also found that transformational leadership gains greater followers effectiveness and satisfactions than transactional leadership. Snodgrass & Schachar, (2008). For instance, Bass (1998) found that transformational leadership can have

a significantly greater effect than transactional leadership in predicting employee satisfaction with the leader. Koh et al. (1995) also found that transformational leadership can strengthen employees' sense of belongingness and fulfill employees' needs for self-actualization and finally increase the productivity of the employees. This implies that in general, employees prefer transformational leadership rather than transactional and laissez faire. Nevertheless, the findings from Wu and Shiu (2009)'s study on foreign English teachers' job satisfaction indicate that transactional leadership has a strong positive relationship with job satisfaction, while the effects of transformational and laissez faire leadership styles are moderate.

It is argued that leadership is fundamental to the success of all organizations, including institutions of higher learning. According Snodgrass & Schachar, (2008). These institutions are operating in an increasingly dynamic and complex environment, thus requiring effective leadership to achieve targeted organizational goals. According to Brown (2001), dean of various schools or head of departments in the universities are recognized as key leaders and most of the decisions are made at the school level. Thus the success of the university is depends of the leadership of each of the dean of school or departments heads.

Transformational leadership is an anomaly in higher education. Because the goals and enduring purposes of an academic organization are likely to be shaped by its history, its culture, and the socialization of its participants, rather than by an omnipotent leader, attempts at

transformational leadership are more likely to lead to disruption and conflict than to desirable outcomes. Birnbaum, (1992)

### **Transactional Leadership**

The transactional style of leadership was firstly described by Max Weber (1947). and then by Bernard Bass (1981). This style is used by the managers. It focuses on the basic management process of controlling, organizing, and short term planning.

Transactional style of leadership involves motivating and directing followers primarily through appealing to their own self interest. The power of transactional leader comes from their formal authority and responsibility in the organization. The main goal of the follower is to obey the instruction of the leader. The style can also be mentioned as the "telling style" the leader believes in motivating through a system of reward and punishment. If a subordinate does what is desired a reward will follow and if he does not go as per the wishes of the leader a punishment will follow. Here, the exchange between leader and follower takes place to achieve routine performance goals.

Gray (2000), Koontz and Weirich (2005), Halpin (1999), and Good worth (1999), concur with the above findings. They all agree that effective leadership is based on frequent and mutual communication between leaders and the subordinates, systematic delegation of duty and participatory decision-making.. They do point out the leadership styles in any work situation influences the staff's behaviours. In the same way, the well-known Hawthorne Studies often provide the key arguments used to

build the human relations case (Clampitt, 2005). This study examines how good relationship with the workers to may help in lowering staff turn over. But this relationship of factors is complex.

The factors sometimes contradict each other. Employees have different ambitions, interests and perspectives. Some employees put money first while others think of career promotion. Even training and travel opportunities do influence job satisfaction. Ahimbazwe in his article " a challenging or big pay job? " (New Vision 5<sup>th</sup> October 2009) analyses what makes people stay in jobs. Would one choose a job that is career – building with responsibilities and challenges or a job that pays well?" Quoting Job Yiga , an advertising consultant he argues that building a career is more important than anything else. Yiga also advises if the job has " no form of motivation in terms of pay rise or promotion is forthcoming, they should also quit."

#### Effectiveness

How organizational effectiveness has been constructed and evolved over 4 decades, examined against a ground of how an organization's self-conception is reflected in its unique construct.

The idea is to use organizational effectiveness as the probe into the effects (i.e., nature and characteristics) of the organization; the message that reveals the medium, corresponding to the guided narrative that reveals role\*.

Campbell (1977): Determinants of Organizational Effectiveness

What makes organizations effective is directly related to decision-making criteria and processes; calls for all to make explicit their "theories of effectiveness"

Goal-centred vs. natural systems perspectives of effectiveness.

In the "real world" proponents of each see these as mutually exclusive

Underlying objective was to determine a parsimonious set of effectiveness determinants to be used for organizational design.

Campbell found 30 in the literature, but warned against assumptions of objectivity, even among "hard," statistically-obtained artefacts; determining effectiveness criteria is a political process

Pennings & Goodman (1977): Framework for Organizational Effectiveness

Organization comprised of constituencies; effectiveness is a matter of coordination of these subunits (hence degrees of interdependency are important.

Dominant coalitions of constituencies set the agenda (and there's a good, hegemonic reason for this – they're the "rational" ones)

Organizations exist in an environment of external constituencies with whom they have exchange relationships. The organization plus its external constituencies comprise the "organizational set."

## **Theoretical Perspectives**

James MacGregor Burns (1978) first introduced the concept of transforming leadership in his descriptive research on political leaders, but this term is now used in organizational psychology as well. According to Burns, transforming leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". Burns related to the difficulty in differentiation between management and leadership and claimed that the differences are in characteristics and behaviors. He established two concepts: "transforming leadership" and "transactional leadership". According to Burns, the transforming approach creates significant change in the life of people and organizations. It redesigns perceptions and values, and changes expectations and aspirations of employees. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional leadership were mutually exclusive styles

### **Transactional leadership theory**

Transactional leadership theory such as the leader-member exchange theory examined the special relationships formed between leaders and followers within the context of job expectations and performance.



The transactional leader (Burns, 1978)<sup>1</sup> is given power to perform certain tasks and reward or punish for the team's performance. It gives the opportunity to the manager to lead the group and the group agrees to follow his lead to accomplish a predetermined goal in exchange for something else. Power is given to the leader to evaluate, correct and train subordinates when productivity is not up to the desired level and reward effectiveness when expected outcome is reached.

### **Types of Transactional Leaders:**

The types of transactional leaders described by theorists include categories such as Opinion Leaders, Group Leaders, Governmental / Party Leaders, Legislative Leaders, and Executive Leaders. If you examine these leadership categories more closely, then you will have a greater appreciation for what makes the transactional style "tick." These are leaders we read about in the press all the time. They are constantly meeting new people, making deals (completing transactions), and moving on.

We don't want to make it seem like transactional leaders are "shallow." Under certain conditions, this leadership style is extremely effective, and most leaders operate on a continuum as mentioned earlier.

### **Transformational leadership theory**

The transformational leader (Burns, 1978) motivates its team to be effective and efficient. Communication is the base for goal achievement focusing the group on the final desired outcome or goal attainment. This leader is highly visible and uses chain of command to get the job done.

Transformational leaders focus on the big picture, needing to be surrounded by people who take care of the details. The leader is always looking for ideas that move the organization to reach the company's vision.

Burns (1978) described transformational leadership as a process that motivates followers by appealing to higher ideals and moral values. Hater and Bass (1988) said, the dynamics of transformational leadership involve strong personal identification with the leader, joining in a shared vision of future, or going beyond the self-exchange of rewards for compliance.

Transformational leadership is a key in organizations' continuing success because of the importance of team cohesion, organizational commitment, and higher levels of job satisfaction.

Transformational leaders motivate subordinates to do more than originally expected by instilling pride, communicating personal respect, facilitating creative thinking, and providing inspiration (Bass, 1985).

### **Laissez-faire or free rein style**

A free-rein leader does not lead, but leaves the group entirely to itself as shown; such a leader allows maximum freedom to subordinates, i.e., they are given a free hand in deciding their own policies and methods.

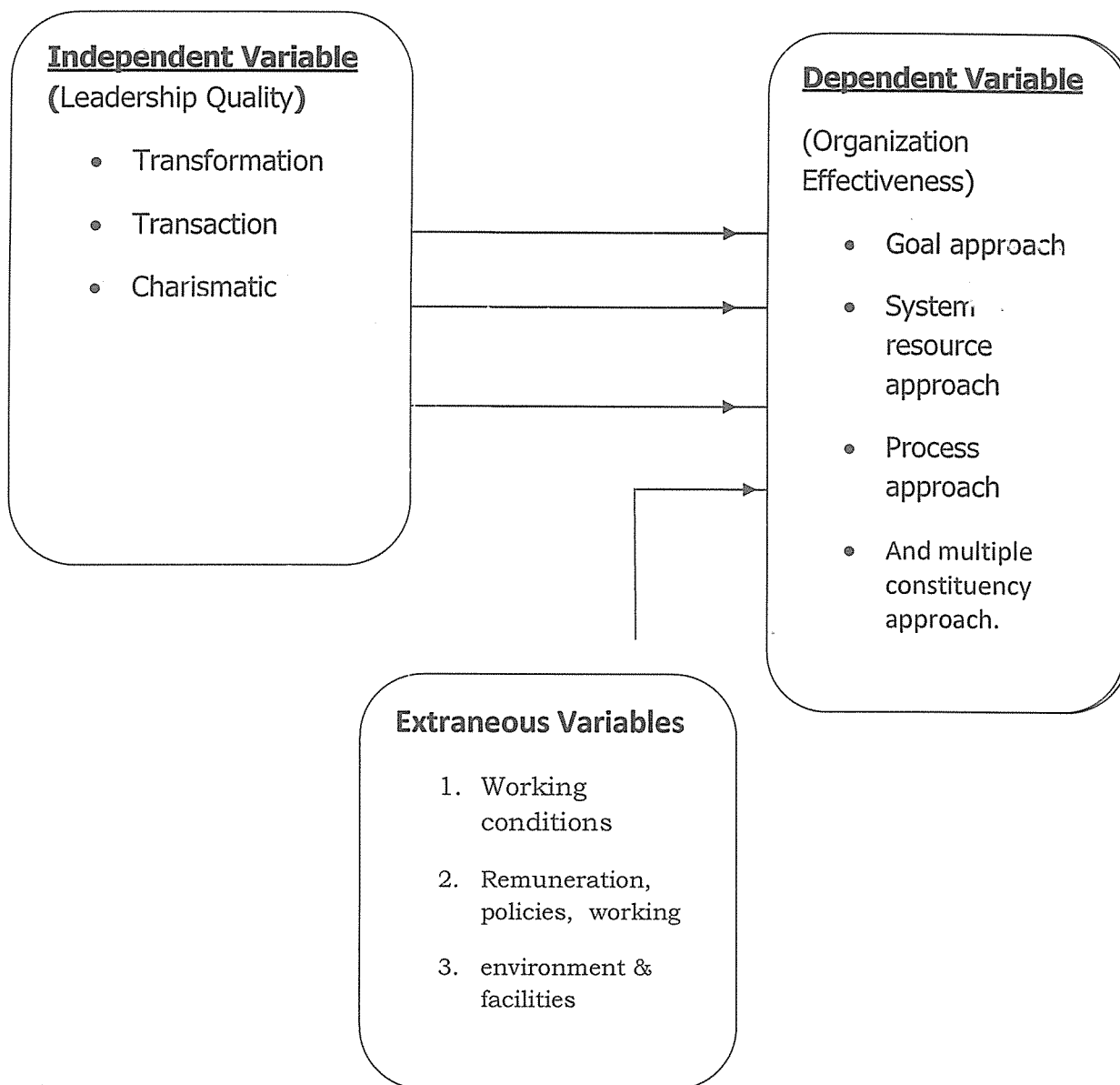
Different situations call for different leadership styles. In an emergency when there is little time to converge on an agreement and where a designated authority has significantly more experience or expertise than

the rest of the team, an autocratic leadership style may be most effective; however, in a highly motivated and aligned team with a homogeneous level of expertise, a more democratic or laissez-faire style may be more effective. The style adopted should be the one that most effectively achieves the objectives of the group while balancing the interests of its individual members. Lewin, K.; et'al (1939).

Laissez-faire leadership is extremely passive as compared to transformational and transactional leadership (Bass, 1999; Flood, et al., 2000). Laissez-faire leaders avoid decision-making and supervisory responsibility. Such leaders are not sufficiently motivated or adequately skilled to perform supervisory duties (Bass. 1998; Ilartog & Van Muijen, 1997).

Laissez-faire emerged as a non leadership factor or as an indicator of when leadership was absent. Laissez-faire leadership is neither transformational nor transactional (Bass,1985)

## Conceptual framework



Source: developed by researcher

In the conceptual frame work depicted in figure 1, leadership quality is hypothesized to influence the organizational effectiveness in selected universities in Puntland State of Somalia. Leadership quality is defined Transformation, Transaction, and Charismatic. Organizational effectiveness also defined as Goal approach, system resource approach, process approach, and multiple constituency approach.

The frame work postulates that the leadership qualities are directly affects organizational effectiveness.

### **Related studies on leadership quality and organizational effectiveness**

Efforts have been made to study the relationship between leadership (particularly transformational leadership) and organizational effectiveness. There is controversy, however, over whether transformational leadership has a positive impact on organizational effectiveness. For example, Weese's (1996) study of the relationships among transformational leadership, organizational culture, and organizational effectiveness showed no significant relationship between transformational leadership and organizational effectiveness. Similarly, Weese (1996) and Lim and Cromartie (2001) found transformational leadership not to relate significantly to organizational effectiveness. They suggested that subordinates play an important role in an organization's effectiveness.

Interestingly, in an earlier article, Weese (1994) pointed out that many who have studied leadership have found "convincing evidence" for

leadership's importance to the "success and survival" of an organization. He noted that transformational leaders, especially, "have a positive impact on employee satisfaction, productivity, and organizational effectiveness" Weese, (1994).

In addition, the studies by Weese (1996) and Lim and Cromartie (2001) recognized that a significant relationship exists between transformational leadership and organizational culture, while rejecting the argument that transformational leadership has an impact on organizational effectiveness. However, both studies also recognized that organizational culture has great influence on organizational effectiveness (Lim and Cromartie, 2001; Weese (1996). The implication is that transformational leadership and organizational effectiveness do have an indirect relationship.

Leadership is an important but controversial concept in understanding organizational behavior. Burns (1978) and Bass (1985) provided a theoretical framework for two aspects of leadership, the transactional and the transformational leadership paradigms. Organizational effectiveness is no less controversial than leadership, and there are four approaches to measure and study it. The most comprehensive approach developed to date appears to be the integrated multiple constituency approach.

While the existing studies of relationships between transformational leadership and organizational effectiveness are controversial as well, it seems that leadership has at least an indirect impact on organizational effectiveness. Further empirical research and theoretical exploration needs to be conducted in order to gain better understanding of the topic.

## CHAPTER THREE

### METHODOLOGY

#### **Research Design**

This study will employ a descriptive correlation and ex-post facto research design using mainly a quantitative approach. The cross-sectional correlation design is a research design where the researcher strives to establish the relationship the independent variable and dependent variable through quantifiable results at that point in time Oso & Onen, (2005). Therefore, the descriptive correlation design will enable the researcher to determine the degree of the relationship exists between the community participation and effectiveness of service delivery in selected local government in Puntland State of Somalia.

#### **Research Population**

The study primarily will focus on ministry puntland government. Hence, the target population of this study consisted of one hundred thirty five (135) of local government admin/staff and division's committees of two ministry education and ministry health

#### ***Sample Size***

The sample size will consist of one hundred and seventeen (101) subjects selected from the following categories: division, target population and sample size. Table 1 below shows the respondents of the study.

The Sloven's formula (1978) is used to determine the minimum sample size.

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

Where: n= sample size

N= target population

e= level of significance/marginal error (0.05)

$$\begin{aligned}
 n &= \frac{N}{1 + N(e)^2} \\
 &= \frac{135}{1 + (0.0025)} \\
 &= \frac{135}{1 + 0.295} \\
 &= \frac{135}{1.295} \\
 &= 101
 \end{aligned}$$



**Table 1**

**Respondents of the Study**

No	Respondents	Sample	Sample Method	Data Collection Instrument
1	Ministry education	50	Stratified	Questionnaire
2	Ministry health	51	Stratified	Questionnaire
	Total	101		

**Source:** Primary Data

***Sampling Procedure***

Stratified sampling technique will be used to select the respondents to be included in the sample. Stratified sampling technique is a technique that identifies sub-groups in the population and their proportions and select from each sub-group to form a sample. It groups a population into separate homogenous sub-sets that share similar characteristics as to ensure equitable representation of the population in the sample. It aims at proportionate representation with a view of accounting for the difference in sub-group characteristics.

Stratified sampling technique will be used to ensure that the target population is divided into different homogenous strata

and that each stratus is represented in the sample in a proportion equivalent to its size in the accessible population.

## **Research Instrument**

This study will use questionnaires devise as the main tool for collecting data. The questionnaire consisted of a structured type for the collection of the required data in this study. A questionnaire is a formatted set of questions that was drawn up to meet objectives of the study Mugenda, & Mugend (1989).

The reason of selecting this instrument is the researcher believes that the questionnaires will the most reliable instrument to get the necessary information from the respondents without fear or hesitancy. It is also less costly as compared to other instruments. Each respondent was provided a chance to express his or her ideas, options, views freely in a provided space without any undue influence of the researcher or his assistants

### ***Validity and Reliability of the Instrument***

Validity is the quality of the test doing what is designed to do Salkind, (2000). The researcher will consult his supervisor for expert knowledge on questionnaire construction. After the assessment of the questionnaire, the necessary adjustments will be made bearing in mind the objectives of the study. The formula that will be used to calculate the validity of the instrument is:-

$$\text{Content Validity Index (CVI)} = \frac{\text{No. of items declared valid}}{\text{Total No. of items}}$$

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials Mugenda & Mugenda, (2003). Reliability of the instrument will be established through a test-retest technique. The researcher will conduct a pre-test of the instrument on group of subjects that have a similar characteristic to the respondents.

### **Data Gathering Procedures**

The researcher will obtain a letter of introduction from the University and will use this letter as proof that he/she is a student of Kampala International University, main campus, Kansanga. The researcher will proceed to the field, made preliminary introductions to the staff members and selected division's committees to participate in the study. The entry points will be the top management of each organization and will hand over the introductory letter in order to get authorization from them. Thereafter, the questionnaires will be personally delivered to the sampled respondents by the researcher; sufficient time will provide to the respondents which result to successful data collection. After receiving the questionnaire back, the researcher will analyze the collected data by using SPSS package.

## **Data Analysis**

The researcher will use of Statically Package for Social Science (SPSS) as a tool for analyzing the data. The study will employ frequencies and percentages to analyze the profile of respondents as seen appropriate. Secondly, the researcher will use means to analyze the extent that the level of leadership quality used and the level of effectiveness of service delivery in selected local government in Puntland State of Somalia. Thirdly, the researcher used Person correlation coefficient to analyze the relationship between level of leadership quality and organizational effectiveness of in selected ministry in Puntland State of Somalia.

## **Ethical Considerations**

Bearing in mind the ethical issues, the researcher will provide the respondents with the necessary information as regards the main purpose of the research, expected duration and procedures to be followed, and be in position to keep privacy and not disclose the confidentiality of respondents and researchers responsibility.

## **Limitations of the Study**

The researcher will expect a number of limitations including:-

The English knowledge of some respondents is not fair so that their responding may be not adequate to the intention of the researcher, so the researcher will have to translate the understandable sections of the questionnaire into Somali language.

The researcher will face that some of the respondents will not answer the questionnaire properly or correctly because they think if they response fully they may under value their organization.

Since top management and staff with busy schedules are part of the respondents, the researcher will not get as much time from them as anticipating. This challenge will solve by seeking appointments with them at their convenient places and time.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### Profile of the Respondents

Table 2 contains the profile of the respondents of the ministries that participated in the study and information gives picture of the social setting of the participants.

**Table 1:**  
**Profile of the respondents**

Category	Frequency	Percentage (%)
<b>Gender of the respondents</b>		
Male	69	68.3
Female	32	31.7
<b>Total</b>	<b>101</b>	<b>100</b>
<b>Age of the respondents</b>		
20-29 years	17	16.8
30-39 years	17	16.8
40-49 years	30	29.7
50-59 years	24	23.8
60 and above years	13	12.9
<b>Total</b>	<b>101</b>	<b>100</b>
<b>Qualification of the respondents</b>		
Certificate	18	17.8
Diploma	18	17.8

Bachelors	16	15.8
Masters	30	29.7
Ph.D	19	18.8
<b>Total</b>	<b>101</b>	<b>100</b>
<b>Years of Experience of the respondents</b>		
Less than/ Below 1 year	25	24.8
1-2 years	22	21.8
3-4 years	21	20.8
5-6 years	19	18.8
7 years and above	14	13.9
<b>Total</b>	<b>101</b>	<b>100</b>

**Source:** Primary Data

Table 2 is about the profile of the respondents (gender, age, qualification and years of experience of the respondents). It indicates that respondents from the two ministries were involved in the study; 68.3% of the respondents were male and the other 31.7% were female. It is hence clear that the majority of the respondents of the study were male.

The age part indicates that different categories were involved in the study; 16.8% of the respondents were in the age of 20-29 years old, 16.8% of the respondents were in the age of 30-39 years old, 29.7% of the respondents were in the age of 40-49 years old, 23.8% of the respondents were in the age of 50-59 years old and 12.9% of the respondents were in the age of 60 and above years old. This means

that the majority of the respondents were in the age of 40-49 years old and the minority of the respondents was in the age of 60 and above years old. This is because most of the employees in the two ministries under study are middle aged.

In the qualification, 17.8% of the respondents had certificate, 17.8% of the respondents had diploma, 15.8% of the respondents had bachelors, 29.7% of the respondents had masters and 18.8% of the respondents had Ph.D. This means that most of the respondents in the study had master's degree whereas the minority had Ph.D.

In the number of years of experience part, 24.8% of the respondents were in the ministries for below one year period, 21.8% of the respondents were in the ministries for 1-2 years period, 20.8% of the respondents were in the ministries for 3-4 years period, 18.8% of the respondents were in the ministries for 5-6 years period and 13.9% of the respondents were in the ministries for 7 years and above.



**Table 2:**  
**Level of Leadership Qualities**

<b>Indicator</b>	<b>Mean</b>	<b>Interpretati on</b>	<b>Ran k</b>
I have enough knowledge and experience of leadership and its qualities.	3.18	High	5
I do motivate my coileagues and subordinates to fulfill their assigned targets and jobs.	3.21	High	4
According to me, I have the best method to lead the team in an effective manner.	3.13	High	6
If I face a negative feedback of my team, I react in a negative way.	3.13	High	7
I always help a weak member in my team.	3.11	High	9
I lead partially towards any group member.	3.27	Very High	1
I do anything to make things unpleasant for any member of the group.	3.11	High	10
I bring in new ideas to improve the working environment.	3.22	High	3
I understand my problems and have a personal interaction to give a solution.	3.12	High	8
I pay attention to the needs and shortcomings of all the group members.	3.25	High	2
<b>Overall Mean</b>	<b>3.20</b>	<b>High</b>	

**Source:** Primary Data

Table 4 reveals that the level of community participation is high (overall mean: 3.17). In other words, on average, most of the ministries have high leadership qualities.

Table 4 consists of ten indicators that show the level of leadership qualities arranged according to their ranks and they are as follows:

You leading partially towards any group member was ranked first by the respondents. The respondent mode to this item was "strongly agree", the mean was 3.27 and the interpretation was very high.

You paying attention to the needs and shortcomings of all the group members was ranked second by the respondents. The respondent mode to this item was "strongly agree", the mean was 3.25 and the interpretation was high.

You bringing in new ideas to improve the working environment was ranked the third by the respondents. The respondent mode to this item was "agree", the mean was 3.22 and the interpretation was high.

You motivating my colleagues and subordinates to fulfill their assigned targets and jobs was ranked the fourth by the respondents. The respondent mode to this item was "agree", the mean was 3.21 and the interpretation was high.

You having enough knowledge and experience of leadership and its qualities was ranked fifth by the respondents. The respondent mode to this item was "agree", the mean was 3.18 and the interpretation was high.

According to you, you having the best method to lead the team in an effective manner was ranked sixth by the respondents. The respondent mode to this item was "agree", the mean was 3.13 and the interpretation was high.

If you face a negative feedback of your team, you react in a negative way was ranked seventh by the respondents. The respondent mode to this item was "agree", the mean was 3.13 and the interpretation was high.

You understanding your problems and having a personal interaction to give a solution was ranked the eighth by the respondents. The respondent mode to this item was "agree", the mean was 3.12 and the interpretation was high.

You always helping a weak member in your team was ranked ninth by the respondents. The respondent mode to this item was "agree", the mean was 3.11 and the interpretation was high.

You doing anything to make things unpleasant for any member of the group was ranked tenth by the respondents. The respondent mode to this item was "agree", the mean was 3.11 and the interpretation was high.

**Table 3:**  
**Level of organizational effectiveness**

<b>Indicator</b>	<b>Mean</b>	<b>Interpretati on</b>	<b>Rank</b>
The organizational has a strategic plan to guide its activities.	3.42	Very Good	1
The organizational has a constitutions and by-law that govern its operation under the constitutions and laws of your country.	3.14	Good	6
The organizational has financed policy and procedure to administer transparency and accountability of the organizational funds.	3.13	Good	9
The organizational has service delivery policy that ensures proper service delivery to its beneficiaries client.	3.17	Good	3
the organizational has human resources policy and procedure that ensure equal employment opportunity to both gender and merit based approach.	3.32	Very Good	2
The organizational allows stakeholder participations in planning and formulating project and programs to ensure the demands of beneficiaries are dressed properly for feasibility and sustainability of the project and program to be implement.	3.14	Good	7
the organizational has BOD and management that have stipulated roles and responsibility in the management policy and procedures of the organization.	3.08	Good	10
the organization has fundraising policy and procedures to ensure enough funds are secured to implemented the activities stipulated in the strategic plan to accomplish the goal and vision of the organization .	3.14	Good	8

the organization has monitoring and evaluation plan to monitor the activities of the organization and evaluate the outcome of the organization on monthly, quarterly, mid-year and annual basis for effectiveness and efficiency.	3.15	Good	5
the organization has public relations and sustainability policy and procedure that is geared to create a strong relations with the beneficiaries and ather stakeholder for the purpose of ensuring sustainability of the implemented project and programme to create long-lasting impact into the target beneficiaries directly and indirectly.	3.17	Good	4
<b>Overall Mean</b>	<b>3.17</b>	<b>Good</b>	

**Source:** Primary Data

Table 3 reveals that the level of organizational effectiveness is good (overall mean: 3.20). In other words, on average, most of the ministries offer organizational effectiveness.

Table 3 consists of ten indicators that show the level of organization effectiveness arranged according to their ranks and they are as follows:

the organization has fundraising policy and procedures to ensure enough funds are secured to implemented the activities stipulated in the strategic plan to accomplish the goal and vision of the organization .was ranked first by the respondents. The respondent mode to this item was "strongly agree", the mean was 3.42 and the interpretation was very good.

the organizational has human resources policy and procedure that ensure equal employment opportunity to both gender and merit based approach.Was ranked second by the respondents. The respondent mode

to this item was "strongly agree", the mean was 3.32 and the interpretation was very good.

The organizational has service delivery policy that ensures proper service delivery to its beneficiaries client. Was ranked the third by the respondents. The respondent mode to this item was "agree", the mean was 3.17 and the interpretation was good.

The organizational allows stakeholder participations in planning and formulating project and programs to ensure the demands of beneficiaries are dressed properly for feasibility and sustainability of the project and program to be implement. Was ranked the fourth by the respondents. The respondent mode to this item was "agree", the mean was 3.17 and the interpretation was good.

the organization has monitoring and evaluation plan to monitor the activities of the organization and evaluate the outcome of the organization on monthly, quarterly, mid-year and annual basis for effectiveness and efficiency. was ranked fifth by the respondents. The respondent mode to this item was "agree", the mean was 3.15 and the interpretation was good.

The organizational has a constitutions and by-law that govern its operation under the constitutions and laws of your country, Was ranked sixth by the respondents. The respondent mode to this item was "agree", the mean was 3.14 and the interpretation was good.

the organizational has human resources policy and procedure that ensure equal employment opportunity to both gender and merit based

approach. Was ranked seventh by the respondents. The respondent mode to this item was "agree", the mean was 3.14 and the interpretation was good.

the organizational has BOD and management that have stipulated roles and responsibility in the management policy and procedures of the organization. Was ranked the eighth by the respondents. The respondent mode to this item was "agree", the mean was 3.14 and the in

The organizational has financed policy and procedure to administer transparency and accountability of the organizational funds terpretation was good. Was ranked ninth by the respondents. The respondent mode to this item was "agree", the mean was 3.13 and the interpretation was good.

the organization has fundraising policy and procedures to ensure enough funds are secured to implemented the activities stipulated in the strategic plan to accomplish the goal and vision of the organization .Was ranked tenth by the respondents. The respondent mode to this item was "agree", the mean was 3.08 and the interpretation was good.

**Table 4:**  
**Relationship between and leadership qualities and organizational effectiveness**

Variables correlated	Computed r- value	P-value	Interpretation of Correlation	Decision on Ho
leadership qualities and organizational effectiveness.	0.399	0.000	Significant relationship	Reject

In table 5, the relationship between the two variables (leadership qualities and organizational effectiveness ) is statistically significant or big enough since the accompanying p-value is poor because it is less than 0.05 level of significance and so, we reject the null hypothesis that states that there is no significant relationship between leadership qualities and organizational effectiveness and accept the alternative hypothesis that states that there is a significant relationship between leadership qualities and organizational effectiveness . Therefore, we conclude that there is a significant relationship between leadership qualities and organizational effectiveness.



**TABLE 5:**

**Effect of Leadership Qualities on organizational effectiveness**

<b>Variable Regressed</b>	<b>Adjusted r<sup>2</sup></b>	<b>F-value</b>	<b>Sig.</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
leadership qualities and organizational effectiveness	0.150	16.867	0.000	Significant effect	Rejected

Table 6 shows that leadership quality positively and significantly affects organizational effectiveness (F=16.867, sig=0.000). Also the result showed that leadership quality contributes the variations over 17% to the organizational effectiveness (adjusted r<sup>2</sup> =0.150).

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATION**

#### **Findings**

The questions investigated in this study included the following: (1) what are the demographic characteristics of the respondents? (2) What is the level of leadership quality ? (3) What is the level of organizational effectiveness? (4) Is there a significant relationship between leadership qualities and organizational effectiveness?

#### **Profile of employees in selected ministries in Puntland Somalia**

The findings suggested that; Gender: male (68.3%) dominate female (31.7%) among the respondents in the ministries in Puntland Uganda; Age: 20-20 years old (16.8%), 30-39 years old (16.8%), 40-49 years old (29.7%), 50-59 years old (23.8%) and 60 years and above (12.9%); Qualification: certificate (17.8%), diploma (17.8%), bachelors (15.8%), masters (29.7%) and Ph.D (18.8%); Experience: less than/ below 1 year (24.8%), 1-2 years (21.8%), 3-4 years (20.8%), 5-6 years (18.8%) and 7 years and above (13.9%)

#### **Level of leadership quality in selected ministries in Puntland Somalia**

Results in table 3 show that the level of leadership qualities is high with the overall mean of 3.17

### **Level of leadership qualities of selected ministries in Puntland Somalia**

Results in table 4 show that the level of leadership qualities is high with the overall mean of 3.17.

### **Relationship between levels of leadership qualities and organizational effectiveness**

The level leadership quality is positively and significantly correlated with the level of organizational effectiveness ( $r=0.399$ ) and (sig value is less than 0.05).

### **Affect of leadership qualities and organizational effectiveness**

The results indicated that wage significantly affects employee productivity ( $F=16.867$ ,  $\text{sig}=0.000$ ), and it affects 17% on the leadership qualities.

## **CONCLUSION**

- 1) The study was to test one hypothesis and the result was as follows:
  - a) The null hypothesis that stated that there is no significant difference between leadership qualities and organizational effectiveness was rejected and therefore, was concluded that there is a significant difference between leadership qualities and organizational effectiveness.
- 2) The study was to validate the Ladder theory the study was underpinned by James Macgregor Burns (1978) of transformational and transactional leadership.

## **RECOMMENDATION**

1. Regarding the profile of the respondents, the researcher would recommend to increase the number of female and youth in the ministries.
2. Regarding the level of leadership quality, since the level of leadership quality is good, the researcher would recommend to maintain it and make it very good. This can be done by giving the community more encouragement and opportunity to participate different activities carried out.
3. The level of organizational effectiveness is high and the researcher would recommend maintaining the qualities and making them very high.

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**APPENDIX IA  
TRANSMITTAL LETTER  
OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)  
SCHOOL OF POSTGRADUATE STUDIES AND  
RESEARCH (SPGSR)**

---

Dear Sir/Madam,

**RE: INTRODUCTION LETTER TO CONDUCT  
RESEARCH IN YOUR**

**INSTITUTION**

Mr. Said Mahamoud Ahmed is a bonafide student of Kampala International University pursuing a Master in Public Administration and Management.

He is currently conducting a field research for his thesis entitled, **leadership quality and organizational effectiveness in select ministry Puntland State of Somalia.**

Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter then is to request you to avail him with the pertinent information he may need.

Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

---

Novembrieta R. Sumil, Ph.D.

Deputy Vice Chancellor, SPGSR



Permission to Conduct the Study

Informed Consent

Citations/Authors Recognized

**Results of Ethical Review**

Approved

Conditional (to provide the Ethics Committee with corrections)

Disapproved/ Resubmit Proposal

**Ethics Committee (Name and Signature)**

Chairperson \_\_\_\_\_

Members' \_\_\_\_\_



### APPENDIX III

#### CALCULATION OF CONTENT OF VALIDITY INDEX

**CVI** = *Number of all relevant questions/ The total number of items*

**Section A:** = 6/10 = **0.6**

**Section B:** = 8/10 = **0.8**

**Therefore, Average of Content Validity Index is:**

**CVI** = 1.4/2 = **0.7**

## APPENDIX IV

### INFORMED CONSENT FOR THE RESPONDENTS

---

Dear Sir/ Madam,

Greetings!

I am a candidate for Master in Public Administration and Management at Kampala International University with a thesis on, “, **leadership quality and organizational effectiveness in select ministry Puntland State of Somalia**” Pursue to complete this academic requirement; may I request your assistance by being part of this study?

Kindly provide the most appropriate information as indicated in the questionnaire and please do not leave any item unanswered, any data from you shall be for academic purpose only and will be kept utmost confidentially.

May I retrieve the questionnaire within 5 days after you receive them?

Thank you very much in advance

Yours faithfully,

Said Mahamoud Ahmed

**APPENDIX V**  
**QUESTIONNAIRE (PART A)**  
**FACE SHEET: DEMOGRAPHIC CHARACTERISTICS**  
**OF THE RESPONDENTS**

**Gender (Please Tick):**

\_\_\_ (1) Male

\_\_\_ (2) Female

**eAg:**

\_\_\_ (1) 20-29 years old

\_\_\_ (2) 30-39 years old

\_\_\_ (3) 40-49 years old

\_\_\_ (4) 50-59 years old

\_\_\_ (5) 60 and above years old

**Qualifications Under Education Discipline (Please Specify):**

(1) Certificate \_\_\_\_\_

(2) Diploma \_\_\_\_\_

(3) Bachelors \_\_\_\_\_

(4) Masters \_\_\_\_\_

(5) Ph.D. \_\_\_\_\_

**Other qualifications** other than education discipline

\_\_\_\_\_

**Number of Years Working Experience (Please Tick):**

\_\_\_\_(1) Less than/Below one year

\_\_\_\_(2) 1- 2yrs

\_\_\_\_(3) 3-4yrs

\_\_\_\_(4) 5-6yrs

\_\_\_\_(5) 7 years and above

## QUESTIONNAIRE (PART B)

### QUESTIONNAIRE TO DETERMINE LEADERSHIP QUALITIES

**Direction:** On the space provided before each option, indicate your best choice by using the rating system below:

<b>Response Mode</b>	<b>Rating</b>	<b>Description</b>
Strongly Agree at all	(4)	You agree with no doubt
Agree doubt	(3)	You agree with some
Disagree doubt	(2)	You disagree with some
Strongly disagree doubt at all	(1)	You disagree with no

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- 1) \_\_\_\_\_ I have enough knowledge and experience of leadership and its qualities
- 2) \_\_\_\_\_ I motivate my colleagues and subordinates to fulfill their assigned targets and jobs
- 3) \_\_\_\_\_ According to me, I have the best method to lead the team in an effective manner
- 4) \_\_\_\_\_ If I have just faced a negative feedback of my team, I react also in negative way
- 5) \_\_\_\_\_ I always help a weak member in my team
- 6) \_\_\_\_\_ I am partial towards any group member

- 7) \_\_\_\_\_I do anything to make things unpleasant for any member of the group
- 8) \_\_\_\_\_I bring in new ideas to improve the working environment
- 9) \_\_\_\_\_ I understand my problems and have a personal interaction to give solutions
- 10) \_\_\_\_\_I pay attention to the needs and shortcomings of all the group member

## QUESTIONNAIRE (PART C )

### QUESTIONNAIRE TO DETERMINE ORGANISATIONAL EFFECTVINESS

**Direction:** On the space provided before each option, indicate your best choice by using the rating system below:

<b>Response Mode</b>	<b>Rating</b>	<b>Description</b>
Strongly Agree	(4)	You agree with no doubt at all
Agree	(3)	You agree with some doubt
Disagree	(2)	You disagree with some doubt
Strongly disagree	(1)	You disagree with no doubt at all

- 
1. \_\_\_\_The organizational has a strategic plan to guide its activities
  2. \_\_\_\_The organizational has a constitutions and by-law that govern its operation under the constitutions and laws of your country
  3. \_\_\_\_The organizational has financed policy and procedure to administer transparency and accountability of the organizational funds
  4. \_\_\_\_The organizational has service delivery policy that ensures proper service delivery to its beneficiaries client
  5. \_\_\_\_t he organizational has human resources policy and procedure that ensure equal employment opportunity to both gender and merit based approach
  6. \_\_\_\_the organizational allows stakeholder participations in planning and formulating project and programs to ensure the demands of

beneficiaries are dressed properly for feasibility and sustainability of the project and program to be implement

7. \_\_\_the organizational has BOD and management that have stipulated roles and responsibility in the management policy and procedures of the organization
8. \_\_\_he organization has fundraising policy and procedures to ensure enough funds are secured to implemented the activities stipulated in the strategic plan to accomplish the goal and vision of the organization
9. \_\_\_the organization has monitoring and evaluation plan to monitor the activities of the organization and evaluate the outcome of the organization on monthly, quarterly, mid-year and annual basis for effectiveness and efficiency
10. \_\_\_the organization has public relations and sustainability policy and procedure that is geared to create a strong relations with the beneficiaries and ather stakeholder for the purpose of ensuring sustainability of the implemented project and programme to create long-lasting impact into the target beneficiaries directly and indirectly



## **RESEARCHER'S CURRICULUM VITAE**

### **Personal Profile**

Name: Said mahamoud Ahmed

Gender: Male

Nationality: Somali

### **Educational Background**

Master of Public Administration and Management (K.I.U)  
(2012)

Bachelor of Arts in Business Administration (E.A.U), Somalia  
(2008)

Hamdan Secondary School (Puntland, Somalia)  
(2006)

Al shafia Primary School (Puntland, Somalia)  
(2000)

### **Work Experiences**

2 years finance officer local NGO