

ORIGINAL ARTICLE

Deans' Leadership Effectiveness in Oromia Teachers Training Colleges

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ABSTRACT

The purpose of this study was to scrutinize the effectiveness of deanship in Teachers' Training Colleges (TTCs) of Oromia Regional State and to identify its challenges. The study mainly employed descriptive survey research design and data were collected from teachers using questionnaire and from deans and stream heads through interview and FDG. The quantitative data were analyzed using percentage, standard deviation, weighted mean and one-way ANOVA while the qualitative data were analyzed verbatim. The study show that statistically there is a significant difference between TTCs in their deanship effectiveness. The deanship effectiveness in TTC1 is relatively highly effective while TTCs 2 and 4 have relatively moderately effective deanship effectiveness. TTC3 was relatively less effective with all mean values below average. Leadership in TTC1 seems more committed, visionary, participatory, transparent and democratic when compared with the rest TTCs. The study also found out that there was no significant variation among instructors having different educational qualifications and different work experiences in terms of their views regarding their colleges' deanship effectiveness. Most of the TTCs leadership was affected by turnover which in turn hinders the college deans from setting and implementing management strategies for quality training. The situation at TTC3 was unique in such a way that the leadership seems less visionary, less committed, and less participatory and none transparent in managing college activities. In order to fill these gaps we recommend that the assignment of deans should be merit based with strong selection criteria that focus on the extent to which the candidates are visionary, committed and have a good track record. College deans with knowledge and skills gaps should get the necessary in-service training that enable them carry out their leadership responsibilities. TTCs should be encouraged to develop a platform by which they share their experiences when it comes to their leadership.

Keywords: *Deanship, Deanship-effectiveness, Leadership effectiveness, Oromia, TTCs.*

INTRODUCTION

Despite the assertion that "Higher education in Africa is as old as the pyramids of Egypt, the obelisks of Ethiopia, and the Kingdom of Timbuktu"

(Teferra & Altbach, 2004), the massification of Higher education Institutions (HEI) in the continent and elsewhere in the globe is a post 20th century phenomena (Altbach, 1999). This

is mainly due to the rapid development and expansion of information and communication technology which advances societies to become more reliant on information and knowledge (Akar, 2010).

Besides, the expansion of HEIs in Africa could be attributed to the greater conviction among scholars and policy makers regarding the roles of HEIs in the countries development agenda. Akinkugbe, (2000) argued in this regard that "Higher education is of paramount importance for Africa's future since it is supposed to be the key actor in any country's development agenda". The World Bank (1998) also stated that HEIs have a certain importance in developing countries. These are, to prepare the much-needed resource base to fill high-level scientific, technical, professional and managerial jobs in the public and private sectors; to generate knowledge and innovation needed for national development through indigenous scientific research; to be agents for acquisition, adaptation and dissemination of scientific and technical knowledge developed to the populace; to provide necessary community devices needed for development in both the public and private sectors; to be sources of analytical perspectives on social problem and their possible solutions that are independent of political and religious authorities; and to

encourage indigenous self-expression, conserve and adapt local traditions and values (Akinkugbe, 2000).

If HEIs are to become effective in discharging the crucial roles, effective leadership is central as to any other organizations (Arsenault 2007). Teferra & Altbach, (2004) argued that "Efficient management and administrative systems are of paramount significance to the productivity and effectiveness of any enterprise; academic institutions are no exception". Given the existing and prospective challenges pertaining to the competitions for resources among HEIs, reduction in public funding and the need for more accountability coupled with changes in learning modalities and technologies that HEIs inevitably face, effective leadership becomes indispensable for HEIs (Ramsden, 1998).

The effectiveness of HEIs by large depends on the effectiveness of their academic leaders in general and deans in particular. Deans, by virtue of their positions within the echelon of HEIs, play pivotal roles in realizing the goals of universities or colleges. This is because "much of the work of colleges and universities get done at the academic departmental and faculty level (Otara, 2015). Deans, in fact, are responsible for the multitude of activities. Bassaw (2010) in this regard states that;

"The dean has the responsibility of maintaining high standards in teaching, research and professional practice; bringing about educational development; building research capacity; contributing to the development and advancement of the institution; developing external links; overseeing academic administration; managing faculty's budget; chairing faculty board and other committees; dealing with quality control and quality assurance; ensuring accreditation for the faculty; managing human resource; dealing with issues such as effective staff review, personal and career development; seeking funding and capacity building".

Wolverton & Gmelch (2003) have identified three major activities that

effective deans are required to carry out. These are building a community of

scholars, setting direction, and empowering others. In general, it is apparently clear that deans' effectiveness has a critical role in determining the effectiveness of HEIs.

In general, the roles of deans are very diversified and varied and hence 'suggests that no single evaluation model is likely to include all of the important responsibilities, skills, or results associated with the leadership of deans and directors' (Rosser, Johnsrud, & Heck, 2003: 5). Consequently, the approaches utilized so far to gauge deans' effectiveness are both scant and varied. According to Ramsden, (1998) two elements are central in measuring the effectiveness of an academic leader. These are the extent to which the leader is able to enable average people to do excellent things and the extent of the leader help these people address change enthusiastically and energetically.

Yukl pointed out that leader effectiveness can be measured through four ways. These are the extent to which the performance of the team or organizational unit is enhanced and the attainment of goals is facilitated; follower attitudes and perceptions of the leader; the leader's contribution to the quality of group processes, and the extent to which a person has a successful career as a leader.

Though the roles of deans varied from institutions to institutions and from country to country (Bassaw, 2010), there are commonly and widely accepted roles of deans identified by the diversified body of literature. Currently, the most common approach for evaluating deans' Leadership effectiveness is a role-based approach in which effectiveness is measured based on the extent to which deans are appropriately discharging the leadership roles expected of them. Based upon the existing literature,

- To what extent the TTC deans in Oromia Regional State were effective in their deanship?

(Heck, Johnsrud, & Rosser, (2000) identified seven major roles, duties and tasks of deans that enable to assess their effectiveness. These seven dimensions include Vision and Goal Setting, Management of the Units, Interpersonal Relationships, Communication skills, Research/Professional endeavors, Quality of Education in the Units, and Support for Institutional Diversity.

Despite the apparent consensus that the success of a college/university depends of the effectiveness of its leadership, there are little empirical researches conducted to measure their effectiveness as leaders. Deanship effectiveness, particularly, is the least studied and most misunderstood position in higher education (Aitkin, 1994) as most researches in the area of higher education leadership effectiveness emphasize on areas of governance of higher education which are limited in scope and currency (Anderson & King, 1987; Tucker & Bryan, 1988).

Similarly, in Ethiopia, where HEIs are expected to address the multi faceted societal problems and improve the quality of education with limited resources, it is increasingly important to study the leadership effectiveness of their deans. Nevertheless, except the study conducted by Bekalu and Wossenu (2012) on the leadership effectiveness of College deans in Jimma University there is a dearth of studies attempting to investigate deanship effectiveness in Teachers Training colleges (TTCs) in Ethiopia in general and in Oromia in particular. It is hence, the current study is so vital in that it tried to assess the extent to which deans of Oromia TTCs are effective in their leadership. Therefore, this study attempted to answer the following basic questions:

- Does the perception of instructors vary in terms of their educational background and work experiences?
- Is there any variation among the TTCs in Oromia Regional State in terms of their deans' effectiveness?
- What major factors hamper deans' leadership effectiveness in managing activities in the TTCs under consideration?

By so doing, the study is assumed to be significant for the very reason that it contributes to a better understanding on how to develop more effective deans by suggesting plausible leadership development programs for the future.

The study was delimited to TTCs located in Central and Southwest of Oromia Region. This particular area constitutes significant catchment of Jimma University in terms of regular, summer and distance educational programs. The TTCs in the area were categorized into first, second and third generations in accordance with their duration of establishment. Accordingly, Jimma TTC (from 1st), Mettu TTC (from 2nd), Sebeta and Fiche TTCs (from 3rd) generations were included in the study. Moreover, deanship effectiveness was conceptualized across six dimensions: vision and goal setting, management of college activities, interpersonal relationships, creation of research and professional endeavors, working towards maintaining quality of education, and communication.

MATERIALS AND METHODS

The study mainly employed descriptive survey research design. Furthermore, qualitative data were collected and analyzed in order to augment the quantitative data. This design was assumed to be preferable when the researcher(s) interested in concurrently collecting and analyzing data in order to come up with more credible result which is also applicable for this study.

The mixed methods approaches were preferred because, quantitative method was used to involve questionnaire for data collection from teachers and the qualitative approach was used to collect data through structured interview from deans and FGDs conducted to collect data from stream heads (five stream heads from each college). The quantitative method was selected with the assumption that they could sufficiently describe the current level of deanship effectiveness and factors that hamper their effectiveness in the TTCs under study. In the context of this study, the qualitative dimension refers to data collected from deans and stream heads through interview and FGDs to see the extent to which deans and stream heads response matches with that of teachers' responses. The nature of interview was personal whereas the FDG was in group by collecting the stream heads together. To maintain validity and reliability, standardized tools with modification were used. Upon the ethics of the study, questionnaire papers were distributed and collected from teachers; interview and FGDs were conducted with deans and stream heads willingly without any pressure on the participants.

Source of Data Sample and Sampling Techniques

Yukl (2010) pointed out that one of the common indicators of leadership effectiveness is followers' attitudes and perceptions towards their leaders. It is with this conviction that data were collected from the sample TTCs' instructors as to what extent that their respective college deans were effective in their leadership.

By the time of this study, 10 TTCs were found in Oromia Regional State. In order to take the appropriate sample, these TTCs were first clustered in accordance of their date of establishment. Accordingly, they were categorized into three generations namely: the old (more than 25 years of service), the medium (10-24 years of service) and the new (four TTCs recently established, ≤ 10 years of service). Finally, one TTC from each of the old and the medium categories and two from the new category were selected based on Jimma Universality catchment areas in different programs (regular, summer and distance). The four deans of selected colleges and all stream heads were purposely selected. As far as instructors were concerned, to include appropriate representation from each TTC, three fourth (out of 168) 138 were selected using proportionate stratified sampling technique to include appropriate representatives from each TTC. For the purpose of confidentiality, the sample colleges included in the study were simply re-named as TTC1; TTC2; TTC3 and TTC4 without consideration of their date of establishment.

Instruments of Data Collection

Questionnaire was used to collect data from the instructors. It was adapted from standardized questionnaire prepared by Heck *et al.* (2000), with the consultation of diversified body of literature on

perspectives of deanship effectiveness Grecian (2009), to measure deanship effectiveness and was modified to meet the objectives of the research carried out. The instruments were employed to collect data to assess deanship effectiveness from the aforementioned six dimensions points of view. These six dimensions included vision and goal setting; management of college activities; interpersonal relationships; creation of research and professional endeavours; and working towards maintaining quality of education; and communication skills in their respective colleges. The questionnaire was prepared in the form of five options of Likert scale (1= strongly disagree to 5= strongly agree).

Data Analysis Techniques

The quantitative data were analyzed through the application of both descriptive and inferential statistics. The weighted mean and standard deviation and analysis of variances (ANOVA) were computed to investigate the effectiveness of deanship across the Colleges. Accordingly, the findings were analyzed in such a way that ($X < 3.00 =$ relatively less effective, $3 \leq X < 4 =$ relatively moderately effective and $X \geq 4$ and relatively highly effective). Besides, correlational analysis was used to see the relationship between the Deanship effectiveness and the years of establishment of the TTC's.

RESULTS

Demographic Characteristics of Respondents

Demographic characteristics of the study participants are given in Table 1.

Table 1. Demographic Characteristics of Respondents

	Category	N	%	Total	%
Experiences in years	Female	9	6.5	138	100
	Male	129	93.5		
	1-3	12	8.7		
	4-6	15	10.9	138	100
	7-9	19	13.8		
Level of Education	≥10	92	66.7		
	BA/BSc/BEd	37	26.8	138	100
	MA/MSc	101	73.2		
	Dep't Head	22	15.9		
	Others	10	7.2		

The overwhelming majority (93.5%) of the respondents were male whereas the rest (6.5%) were females. Majority of the respondents 92 (66.7%) have served 10 years and above, while 19 (13.8%) have served from 7-9 years and the rests 27 (19.6%) have served from 1-6 years. Regarding their level of education, the majority 101 (73.2%) of the instructors were MA/MSc holders whereas the rest 37 (26.8%) were BA/BSc holders (see table 1).

While women teachers comprise about 33 % of the total teachers population in all public and private educational institutions found in the entire nation (MoE, 2002), they constitute only 6.5 % (9) of the total 138 instructors teaching in sample TTC's. The Chi Square result indicates statistically significant variations among the sample instructors in terms of their sex, $\chi^2(1, N= 138) = 104.348, p = .000$. The overall statistical analyses showed that there were no differences among the colleges regarding the percentages of gender, $\chi^2(3, N= 138) = 5.213, p = 0.152$, suggesting underrepresentation of women instructors in the teaching staff in Oromia TTCs.

Overall Dean's Effectiveness

Deans' effectiveness was measured in terms of the extent to which the deans are effective in setting vision and goal, managing work of the units, interpersonal

relationships, communication skills, research and professional endeavors and maintaining quality of education in the units. The results of the study are presented in Table 2.

Table 2. Descriptive Statistics of Respondents on Deans' Effectiveness; SV = Setting Vision; MC = Manage college Activity; IR = Interrelationship; RP = Research & Professional endeavors; PQ = Promoting Quality; CS = Communication Skill; OD = Overall Deans' effectiveness

Colleges	Deanship Effectiveness variables							
	SV	MC	IR	RP	PQ	CS	OD	
Mean	4.62	4.64	4.92	4.40	4.14	4.18	4.48	
SD	0.32	0.33	0.97	0.53	1.47	1.52	0.57	
Mean	4.22	4.49	4.35	3.88	4.12	3.99	4.17	
SD	0.60	0.43	0.99	1.31	1.05	1.22	0.62	
Mean	2.44	2.45	2.88	2.68	2.39	2.42	2.54	
SD	0.80	0.79	.73	0.86	1.16	1.20	0.75	
Mean	3.96	4.00	4.13	3.54	4.01	4.29	3.99	
SD	1.26	0.90	.96	1.08	0.83	0.65	0.80	
Mean	3.65	3.72	3.93	3.50	3.53	3.60	3.651	
Total	SD	1.22	1.15	1.18	1.16	1.38	1.42	1.06

($\bar{x} < 3.00$ = relatively less effective, $3 \leq \bar{x} < 4$ = relatively moderately effective and $\bar{x} \geq 4$ and relatively highly effective)

The study found out that deans in Oromia TECs, in general, were moderately effective in their deanship, ($\bar{x}=3.6515$; $SD=1.060514$) (see Table 2).

The results of the study also revealed that, among the six variables used to measure deans' effectiveness, most of the deans in general were perceived to be relatively moderately effective in promoting research and professional endeavors ($\bar{x}=3.5$; $SD=1.15750$) while they were perceived relatively highly effective in their interpersonal skills ($\bar{x}=3.9$; $SD=1.18467$).

Nevertheless, there are variations among the TTCs in terms of the extent to which

major leadership variables were practiced. Accordingly, the high mean scores indicated that the dean of TTC1 ($\bar{x}=4.9195$; $SD=.96677$) and TTC3 ($\bar{x}=2.8790$; $SD=.72815$) were perceived to be better in their interrelation skills as compared to the rest of the deanship effectiveness variables, whereas the deans of TTC2 ($\bar{x}=4.4890$; $SD=.43175$) and TTC4 ($\bar{x}=4.2895$; $SD=.62511$) were perceived to be better in managing college activities and communication skills respectively. One can see from Table 2 above, the Deanship in TTC3 perceived relatively less effective ($\bar{x} < 3.00$) in all the variables (Table 3).

Table 3. Instructors Academic Background and Deans' Effectiveness

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.003	1	.003	.002	.962
Within Groups	154.080	136	1.133		
Total	154.083	137			

ANOVA was conducted to see if there are statistically significant variations among instructors in line with their academic qualifications and work experiences on deans' effectiveness. Accordingly, the study found out that *there were no statistically significant variations* among instructors having different educational qualifications and different work experiences

(BA/BSC/BED degree (\bar{x} =3.8066; SD=1.12617) and MA/MSc/MED holders (\bar{x} =3.6881; SD=1.11874), $F(1,136) = .002$, $p = .962$ and (1-3 years (\bar{x} =3.6881; SD=1.11874), 4-6years (\bar{x} =3.8066; SD=1.12617), 7-9 years (\bar{x} =3.7862; SD=1.09710), 10 years and above (\bar{x} =3.6005; SD=1.04795), $F(3,134) = .279$, $p > 0.05$ (Table 3).

Deans' Effectiveness across the TTCs

The perceptions of instructors on deans' effectiveness were also measured across the sample TTCs. Hence, ANOVA and the subsequent Tukey's post hoc analysis were carried out to test any significant variation among the perceptions of the participants in the sample TTCs (Table 4).

Table 4. Summary of one way ANOVA for Leadership Effectiveness

	Sum of Squares	df	Mean Square	F	P
Between Groups	86.630	3	28.877	57.366	0.000
Within Groups	67.453	134	0.503		
Total	154.083	137			

The results of one-way ANOVA indicates that there are statistically significant differences among the deans of the sample colleges in terms of deans' effectiveness, $F(3,134) = 57.366$, $p = 0.000$ (See Table 4) as perceived by the participants.

Further, to see the differences among the particular colleges, the Tukey's post hoc analysis was run. The result of Tukey's post hoc analysis shows that deanship effectiveness in the TTC3 (\bar{x} =2.5440; SD=.75336) significantly differs from the rest of the three TTCs.

and TTC1 on the other hand. This implies that, the dean of TTC1 was relatively highly effective (\bar{x} =4.4826; SD=.57173) in the overall variables as compared to the deans of TTC3 and TTC4. The dean of TTC3 was relatively less effective (\bar{x} =2.5440; SD=.75336) in the overall variables as compared to the deans of TTC1 (\bar{x} =4.862; SD=.57173), TTC2 (\bar{x} =4.1745; SD=.61520) and TTC4 (\bar{x} =3.9877; SD=.80314) (Table 5).

Besides, multiple comparisons (Table 5) showed that deanship effectiveness of the TTC1 significantly differs from TTC2 in the overall variables. The result also indicates that there were no statistically significant differences between TTC4 and TTC2 on the one hand and between TTC2

Table 5. Multiple Comparisons on the Overall Leadership Effectiveness

College Code	N	Subset for alpha = 0.05		
		1	2	3
3	45	15.26		
4	38		23.93	
2	26		25.05	25.05
1	29			26.90
P		1.00	0.71	0.30

Deans Effectiveness and Years of Establishment of TTCs

The study comes up with consistent findings indicating that the oldest TTC fall behind all the three colleges in almost all the six variables used to investigate dean's effectiveness. Accordingly, an attempt was made to see the relationship between deans' effectiveness and years of establishment. Accordingly, the study found out that "years" of establishment is negatively

correlated with all the six deans' effectiveness variables (See Table 6) suggesting, the more the TTCs get older the less the dean become effective. For example, years of establishment of the sample colleges shows strong negative relationship with deans' effectiveness in managing the activities of the colleges, $r(138) = -0.707, p < 0.05$ (see Table 6).

Table 6. Correlation between Years of Establishment and Deans' Effectiveness

		Deans Effectiveness
Years of establishment	Pearson Correlation	-0.707**
	Sig. (2-tailed)	0.000
	N	138

The result of the above correlational analysis could be attributed the maturity of organizational culture, among other things. Yukl argues that, as organizations mature and people holding the position are conscious other than the early founders left leadership positions, "the culture will become more unconscious and less uniform." With maturity of the organization, there are possibilities for the emergence of subcultures and consequently for conflicts and power struggles may increase. Segments of the culture that was initially functional may become dysfunctional, hindering the organization

from adapting to a changing environment. Yukl, in this regard, stated that "when major changes occur in the environment and top management lacks the expertise to develop an appropriate strategy, the performance of the organization will decline" (Yukl, 2010:383).

In summary, lack of the necessary leadership skills (conceptual, human and technical skills); lack of commitment, vision and belongingness about the future of the college; lack of clear policy direction and supports from regional education bureau were identified as major hindering factors for the effectiveness of deans of CTEs.

DISCUSSION

The study found out that “women” instructors were gravely underrepresented in Oromia TTCs indicating the need for more effort to enhance women’s share in the TTCs teaching staff. The findings of this study indicate that, much work has to be done to improve the participation of women in TTCs. To do so, the causes for women under representation in this particular area should be investigated in detailed through collaborative endeavors of the concerned Bureaus, ministries and other stakeholders.

The study also found out that most of the academic staff members of the TTCs’ had long years of service and were holding MA/MSC/ MED degree. The fact that the majority of the staff had long years of work experiences can be considered as an essential input for the quality of teachers’ training if the pedagogical skills the instructors’ have gained in years are appropriately utilized.

The findings of the study in each of the deanship effectiveness variables are discussed as follows:

Setting Vision and Goals

Articulating an appealing vision is one of the major qualities of effective leaders with no exceptions for deans. It is through the articulation and communication of their visions that leaders can effectively coordinate the efforts of their followers towards the achievement of organizational goals (Globe, 1972; Wu & Shiu, 2009; NASSPESP, 2013). As the results of the study indicate, some of the deans of TTCs in Oromia lack adequate skills of setting visions. This could be due to the lack of analytical abilities, intuition and creativity which are essential attributes for visioning. To develop an appealing vision, it is essential to have a good understanding of

the organization (its operations, products, services, markets, competitors, and socio-political environment), its culture (shared beliefs and assumptions about the world and the organization’s place in it), and the underlying needs and values of employees and other stakeholders (Yukl, 2010).

Managing College Activities

Jones and Rudd (2007) stated that leadership in HEIs is vitally important to determine successful and effectiveness in management of changes. Therefore, the current study on deanship effectiveness, the one-way ANOVA revealed that there was significant difference between the TTCs under study. Furthermore, the study showed that the TTC3 deanship was relatively less effectiveness in managing college activities whereas others were evaluated as relatively highly effective. In this case, the TTC3 deanship effectiveness in managing college activities scored below average mean value (3.72) which may imply it is relatively less effective when compared with others. The result at TTC3 differs from what has been stated by scholars like Bogler (2001) in such that effective leadership plays a vital role in leading higher educations through change and become an opportunity for career development. The Interview and FGD results have also verified that the deanship at TTC1 seems relatively more participatory and transparent in its management approach than others. Both interviewees and FGD discussant have responded in a relatively similar and positive ways about TTC1. The responses in TTCs 2 & 4 were not as integrated as that of the TTC1 and seem moderately effective in their management of college activities. The situation at TTC3 is the opposite of TTC1 in which none of the responses of the dean congruent with that of the stream heads and FGD members.

Interpersonal Relationship

Concerning leaders' quality in interpersonal relationship, Hoy and Miskel (1996) argue that leadership in HEIs is essential for the success of their institutions. The current study revealed that the TTC3 management was still remaining relatively less effective in its interpersonal relationship. The result also verified with one-way ANOVA at $P < 0.05$ significant. Accordingly, the deanship effectiveness mean value for TTC3 is less than the average mean value (3.93) which implies relatively the college was less effective in its interpersonal relationship. Various literatures show that educational leaders play key roles in making the organizational climate healthier and more attractive for employees. Where there is a healthy relationship among staff, there is a better organizational performance and vice versa. This implies that educational leaders have to play the role of coalition builder, negotiator and facilitator (Gmelch *et al.*, 2003; Rosser *et al.*, 2003). Deans as leaders of an institution, therefore, should provide resources and work to create healthy relationship among staff so as to maximize the performance of their organization.

In the interview conducted with the dean of TTC1, we could observe that he was confidently speaking out about his effectiveness in terms of his interpersonal relationship skills in which he openly interacts with the school community and other people. The interviewed stream heads and members of the FGD also witnessed about the confidence of their dean's interpersonal relationship. The deanship at TTCs 2&4 seem positive in which the opinion of the deans and the stream heads matched with one another although the FGD members by large reserved from giving opinion because of recent appointment of their dean. The situation in TTC3 was completely different in such that

the dean himself admitted that he was not as such effective in interpersonal relationship. The stream heads and FGD discussants also confirmed that the deanship in TTC3 lacks confidence in interpersonal relationship and closely working with others.

Effectiveness in promoting research

The analysis of deans' effectiveness in promoting research and professional endeavours revealed that there was significant difference between the colleges at $p < 0.05$. The TTC1 was relatively highly effective; TTCs 2&4 were relatively moderately effective in promoting research in their colleges whereas the Dean of TTC3 was relatively less effective in promoting research and Professional Endeavour with average (mean below 3.50) when compared with the rest of the colleges. The performance was below the expectation because from long experience points of view the leadership in TTC3 should not fail to compute with the less experienced colleges in promoting research activities. The leadership could not fulfill what has been said by scholars like Fish (2004) and Gmlech and Wolverton (2003) in such that the deans are responsible for all aspects of academic affairs including research in addition to budget planning, curriculum development and faculty development and retention. Deans as leaders of college need to systematically identify major factors impeding the success of colleges, and to take timely actions so as to solve the problems.

As far as initiation for research work is concerned, the TTC1 annually plans for research work and the staff members are encouraged to conduct research. Furthermore, the college provides training on issues like action research, classroom management and continuous assessment techniques for primary school teachers. The

interviewees and FGD discussants have witnessed about the attempt made so far.

Promotion of quality education

Alike other domains, gaps have been identified in promoting quality education between the colleges. These gaps are resulted from lack of transparency and commitment as well as scarcity of facilities in promoting quality education in all colleges in general and more severe at TTC3 in particular. One can see from the finding parts in such that the dean of TTCs 1,2 &4 are relatively highly effective in promoting quality education with mean values above average (3.53) whereas, the TTC3 has been reported with the mean value below average (2.39) and considered to be relatively less effective. As stated in Bowker (1981) deans are responsible for planning, coordination and controlling of schools works which is not visible in TTC3. Alike the previous discussions, the deanship at **TTC1** explained that the college annually allocates budget and instructors are encouraged to conduct researches focusing on quality education. The stream heads and FGD participants were also witnessed in the way at TTC1. As far as professional endeavour is concerned, trainees are encouraged to be proud of their profession.

Major Hindering Factors of deanship Effectiveness

According to Heck *et al.* (2000), not exactly knowing job responsibilities and expectations that are possibly negatively affect leadership effectiveness and view as common hindrance of many institutions' effectiveness. Role conflict and ambiguity are also other factors that negatively influence deans' leadership effectiveness in educational institutions. Regarding this, Sarros *et al.* (1998) argue that deans are often confronted with situations requiring them to play a role to solve those conflicts with others. Bolton (2000) in the same spirit

state that the role of deans is potentially stressful because of conflicting pressure.

At TTC1 internal and external factors are among adverse effects of dean's effectiveness. Disciplinary problems are considered internal whereas lack of consistency in information flow viewed as external factors. At TTCs 2&4 deans' turnover was among major hindrance of deanship effectiveness. At TTC3 lack of commitment to craft the vision and goals of the college and adapting to the dynamicity of the environment are reported as common challenges of deanship effectiveness. The interviewee and FGD participants also explained that there was poor learning environment and no transparency at TTC3. The leadership was autocrat and lacks trust with subordinates. The social relation among the college community was poor.

CONCLUSIONS

Most of the deans of TTCs in Oromia lack adequate visioning skills. This could be due to the lack of analytical abilities, intuition and creativity which are essential attributes for visioning. As a result, they usually spent much of their time dealing with routine activities. It is therefore, difficult to bring about the desired changes in terms of enhancing quality Teachers' education in such situations where by the TTCs are lacking guiding visions.

Deans differ in terms of their leadership effectiveness. Some of the deans lack the necessary commitment and determination that the job requires and the essential skills required to discharge their responsibilities in the faces of the dynamic internal and external environment. Moreover, some deans heavily rely on the directions from the Education Bureau. Whereas, some deans were creative and usually tried to addresses the particular needs of their colleges through the motivations of the available human resources. Besides these

personal factors, institutional factors such as deans' turn over, role conflict and ambiguity could also be worth mentioning.

RECOMMENDATIONS

So as to address the leadership skill gaps of the deans, Oromia Regional Education Bureau (OREB) need to arrange capacity building trainings in both short term and long-term modalities. The OREB may collaborate with Federal Ministry of Education and Public universities. Individual TTCs may also go for their own leadership development plans.

The regional education bureau should encourage TTCs to develop the culture of learning from one another in the area of vision setting; promotion of professional endeavors; conducting research work; etc. through visits, document sharing and etc. Periodic leadership effectiveness evaluation and monitoring could be situated to ensure timely and continuous leadership capacity development.

So as to enhance the personal commitment of the deans, motivational and refreshing seminars are worthy to take in to account.

Deans' selection standards should be made a merit based with strong criteria of selection focusing on visionary, transparent, participatory and committed behavior of the applicant.

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