ST. MARY'S UNIVERSITY COLLEGE
SCHOOL OF GRADUATE STUDIES

COMPARATIVE ANALYSIS OF MEN AND WOMEN LEADRES:

THE CASE OF SELECTED ADDIS ABABA BRANCHES OF COMMERCIAL

BANK OF ETHIOPIA

BY

ADUGNA ABERA

FEBURARY 28, 2012

ADDIS ABABA, ETHIOPIA

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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of St. Mary's University College School of Graduate Studies. All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

Name   Signature

St. Mary's University College, Addis Ababa   February, 2013

ENDORSEMENT

This thesis has been submitted to St. Mary's University College, School of Graduate Studies for examination with my approval as a university advisor. _____

Signature

St. Mary's University College, Addis Ababa   **February, 2013**

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Abstract

This research is about comparative analysis of men and women leaders. It was assessed by a descriptive survey type of research at Commercial Bank of Ethiopia. A sample of 36 Addis Ababa Commercial Bank branch managers was selected. Of which the 18 female managers and 18 men branch managers were selected by matched sampling principle. Multifactor leadership questionnaire was used to determine the leadership style of each manager. The reported leadership style for each male leader and each female leader were then treated as two independent groups. The difference among these two groups was tasted by using t - test for significance of effect size. Differences were observed along transformational and laissez - faire dimensions. Male leaders were rated better on transformational dimensions while female leaders were rated better on laissez faire dimensions. The findings are indicative for the continued existence of traditional stereotypic perceptions about females in management.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Aspects of gender roles that are especially relevant to the understanding of leadership pertain to whether men and women behave differently in leadership roles are a much debated question.

Are women and men different in any trait, behavior, competence or skill? This question has always surrounded with much controversy. In the research literature on sex differences; one usually can detect competing streams of evidence: one minimizing or ignoring sex differences, the other maximizing or aiming to demonstrate differences.

People have different preferences which are frequently reflected in their chosen friends, recreation, work, and leadership style. If diversity and flexibility are essential to survival and growth of an organization, then differing attributes preferences must play an important role in the operation of an efficient and effective organization.

Leadership style is highly a contextual factor. This means it is influenced by contextual factors such as leader related, follower related, organizational related and external environment related factors. So, in order to assess gender difference in leadership style these factors should have to be controlled. However, in reality it is almost impossible. Hence, case study research design aided by purely judgmental sampling techniques was applied to minimize the effects of these factors on leadership style difference. Furthermore rather than basing on leadership style theories that are more familiar but gender balanced, transformational - transactional leadership paradigm which is gender balanced but new theory was selected.

Women increasingly enter leadership roles that traditionally have been occupied by men (Eagly and Karau, 2002).This raises questions focused on gender differences in leadership styles and its impacts on project and team achievement.

Initial research, largely influenced by feminist scholars, found little differences in the leadership styles of male and female managers, suggesting that the actual behavior of women at administrative jobs was strongly influenced by executive role models that

seemed to claim for masculinity (Venkataraman, 1997).Such failures to find differences between men and women in their managerial behavior might have been importantly affected by selection effect. First, as the recruitment of middle managers is done with this masculine role model in mind, a disproportional amount of women that do not fit into it are selected out. Second, as Yukel (1990) explained in the context of job ladders, women that self-select into the long process of pursuing a managerial career must be productive enough as managers (within the "masculine manager" paradigm) to balance their higher opportunity cost in terms of household production. Later the more sophisticated research (Eagly and Karau, 2002) seems to have found a number of differences, most of them pointing in the direction of gender stereotypes. Females' leadership approach has been described in more oriented to tasks and interpersonal relationships. Furthermore, women mangers consistently appear as putting higher emphasis in mentoring and inspiring their subordinates.

Theoretical debate is reflected in the controversy about gender and leadership styles. Research by (Mc Shane andVonGlinow, 2000) has shown that in most countries characteristics of successful managers are perceived to be similar to characteristics of men, not women.

Recently, however, it is often predicated that women "will make it to the top" because of their supposed different characteristics (Antonakis, Avoid, &Sivansubranain, 2003).Supporters of the '' difference stand point'' claim, for instance, that women's leadership is based on previously unrecorded dimensions leadership like spirituality (Rowe, 2001); feeling (Guzzo and Dickson, 1996); or care and friendship (Keller, 1996).

Despite the very mixed results from different researchers, strong and widely held gender differences in leadership style steal continue (Fry, 2003). Taking this viewpoint into account, the present study intends to assert the similarities and differences that exist in leadership performances of men and women in selected branches of the Commercial Bank of Ethiopia located in Addis Ababa.

1.2. Statement of the Problem

An argument has evolved over the last few decades that queries whether women lead differently than men do. There have been numerous studies that discuss gender variation in leadership style (Eagly, Johannesen - Schmidt, and Van Engen 2003).

According to Eagly, Wood, &Diekman there are differences in methodology and data gathering beneath the empirical evidence showed either sex similarity or differences in leadership style (Eagly, Wood, &Diekman, 2000).

Furthermore, the number of women holding leadership positions in any type of organized institutions is even lower in developing countries than the developed world in which leadership role is assumed traditionally as the role of men than women. Women were assumed, as they were not born to lead. Their major duties are considered to be supporting and nurturing than leading and directing large organizations. But there are few women across the world who have broken this old traditions and who have registered good leadership competences both in business and political areas.

1.3. Research Question

Due to the correspondence of stereotypic gender dimensions and the leadership dimensions, many researchers assume, with or without empirical evidence, that there will be sex differences in the leadership style that they study and present explanation for these differences.

So, one should use the theory that can minimize the stereotypic perception towards male and female in studying the occurrence of difference or similarities between male and female leadership styles.

Hence, the research is aimed to answer the following research questions:

1. What are the dominant leadership styles of men and women in selected CBE branches of Addis Ababa?
2. What factors have contributed to the leadership performances of men and women in the branches under consideration?

3. How does leadership performance relate with the nature of organization and sex of the leader?

1.4. Objective of the Study

The general objective of the study was to comparatively analyze and understand the types of leadership styles that men and women leaders adopt. In addition, the study examined factors contributing to the leadership performances of men and women in their sample, the relationship between the sex of a leader and organizational performance and analyzed how does leadership performance relate with the nature of organization and sex of the leader.

Specifically, the research will comparatively analyze the similarities or differences between male and female leadership styles on transactional and transformational dimensions which Includes: Charisma (Idealized influence), Inspirational motivation, intellectual simulation and Individualized consideration of transformational attribute; Contingent reward and Management by exception of transactional attribute and Non-transactional (Laissez fair) leadership (Avolio, 1999)

1.5 Operational Definition

Transformational Leadership style

In order to explore the existence of differences in transformational leadership styles among male and female managers, the following behaviors were considered.

A.   Charismatic or idealized influence as manifested through the degree of:
> Conviction displaying
> Persistence and determination in pursuing objectives
> Demonstrating supreme confidence in vision
> Sacrifice of self-gain for the gain of others
> Being admired as a role model
> Giving emphasize for values, trust, purposes and commitment
> Taking stand on difficult issues
> Generating pride, loyalty and alignment around a shared purpose
However, it could be attributes or behaviors.

B. Inspirational Motivation style/behavior was explored by assessing the degree of how the leader engaged in:

> Articulating an appealing vision of the future

> Encouraging others to raise their expectations

> Setting high standards

> Provision of the meanings of what needs to be done

> Acting and doing optimistically and enthusiastically

C. Intellectual stimulation style/behavior was explored by assessing the degree of how the leader engaged in :

> Stimulating followers to question old assumptions, traditions and beliefs

> Encouraging new perspectives and ways of doing things

> Encouraging the expression of ideas and reasons

D. Individualized consideration style/behavior, on the other hand, was explored through the degrees of manifestoes of the following behaviors:

> Considering the employees individual needs, abilities and aspirations

> Treating as an individuals, not as follower

> Provision of challenging and learning opportunities

> Caring for self-development

> Listening attentively

Transactional Leadership styles

This broad style was explored through its dimensions.

A. Contingent reward style of behavior was explored through the patterns of leading behaviors (how often, usually, occasional, seldom or never)like:

> Clarifying expectations

> Exchanging promises and resources

> Exchanging assistance for effort

> Arranging mutually satisfactory agreements

> Providing rewards for adequate and above performances

B. Management -by- exception styles were explored by assessing behaviors related with correcting mistakes or errors that can be either active or passive.

1. Active Management- by-exception behavior was explored through the manifestoes of the following leading practices.

> Monitoring for deviations to occur and correct

> Being alert to mistakes

> Enforcing rules to avoid mistakes

2. Passive management-by-exception behavior was explored through the manifestoes of the following practices.

> Waiting for deviations to correct

> Reluctance to intervene to correct deviations

> Waiting for seriousness of the problem to intervene

Laissez-Faire Leadership style or non - transacting

This leadership style was assessed by exploring the leaders' behaviors related to:

> Avoidances of acceptances of responsibilities

> Absence when needed

> Failure to follow up requests for assistances

> Resistances in expression of self-views on important issues

> Letting employees to do on their pleasure

2.2.3 Other variables

This section deals with the variables, that constituted context, kept similar for both male and female managers. They kept similar because of their effect on leadership style or leaders behaviors. As discussed under the first section of the chapter (determinant factors of leadership styles), these factors are broadly classified into four. These are:

> Leader related

> Follower related

> Organizational related and external environment related.

From the leader- related variables only knowledge and experience were kept similar though not exactly the same. Even if, it is appropriate to keep followers related variables similar for both male and female managers, it was found difficult to do so.

Among organization related variables, almost all of them are kept similar for both groups.

Finally, none of the external environment variables affecting leadership style adoption was found to be similar for both groups. However, normally almost all except community influences could not be significantly different for them because all the considered managers and followers are Ethiopians and their salary is almost in the same range.

1.6 Significance the Study

The research analyzed the relationships of different variables to understand the leadership styles of men and women leaders. It will also be used as the starting point for further researching on the area where almost no researches were conducted in Ethiopia, even if the issue is interesting and causing public controversy in the country.

It will also provide a starting ground for assessment of leaders' need of training, main problems related with the performances and enables effective incentive designing for leaders as well. Furthermore, it will also contribute in strategy designing to increase women leaders in the country.

By comparing men and women, the research tried to avoid the polarizing of male - female difference debate, which is often associated with single sex studies.

1.7 Delimitation

From the total of 108 branches of Commercial Bank of Ethiopia located in Addis Ababa, women leaders were available only in 18 branches. The research was conducted at 36 branches of Commercial Bank of Ethiopia which are located in Addis Ababa. For the comparison purpose, all the 18 branches of women leaders had been considered and it was compared with 18 different branches of men leaders based on convenience.

CHAPTER TWO: REVIEW OF RELATED LITRATURE

2.1 The Leadership Styles of Women and Men

Whether men and women behave differently in leadership roles is a much-debated question. Although there is general agreement that women face more barriers to becoming leaders than men do, especially for leader roles that are male-dominated (Eagly&Karau, 2002), there is much less agreement about the behavior of women and men once they attain such roles. This issue is usually discussed in terms of leadership styles, when style is understood as relatively stable patterns of behavior that are manifested by leaders.

The advocates of difference include several writers of trade books who have drawn on their personal experience in organizations and informal surveys and interviews of managers. These writers have claimed that the leadership styles of women and men are different, mainly along the lines of women being less hierarchical, more cooperative and collaborative, and more oriented to enhancing others' self-worth (Helgesen, 1990; Rosener, 1995). In contrast, social scientists have typically either claimed that female and male organizational leaders do not differ or minimized the importance of those differences that have been observed (e.g., Powell, 1990). However, careful examination of relevant research has revealed more complex findings than acknowledged by the advocates of difference or the advocates of similarity. Theoretical Rationale for Sex Differences and Similarities in Leadership Style Analysis of the situation that women and men face as leaders provides a rationale for expecting differences and similarities. From the perspective of social role theory of sex differences and similarities (Eagly, Wood, &Diekman, 2000), this analysis begins with the principle that leadership roles, like other organizational roles, are but one influence on leaders' behavior. In addition, leaders elicit expectancies based on people's categorization of them as male and female. These expectancies constitute gender roles, which are the shared beliefs that apply to individuals on the basis of their socially identified sex. These roles are assumed to follow from perceivers' observations of men and women as concentrated in different social roles in the family and paid employment.

Aspects of gender roles that are especially relevant to understanding leadership pertain to agentic and communal attributes (see Eagly et al., 2000). Agentic characteristics, which are ascribed more strongly to men than women, describe primarily an assertive, controlling, and confident tendency-for example, aggressive, ambitious, dominant, forceful, independent,

daring, self-confident, and competitive. In employment settings, agentic behaviors might include speaking assertively, competing for attention, influencing others, initiating activity directed to assigned tasks, and making problem-focused suggestions. Communal characteristics, which are ascribed more strongly to women than men, describe primarily a concern with the welfare of other people-for example, affectionate, helpful, kind, sympathetic, interpersonally sensitive and gentle. In employment settings, communal behaviors might include speaking tentatively, not drawing attention to oneself, accepting others' direction, supporting and soothing others, and contributing to the solution of relational and interpersonal problems.

Extensive research in leadership exists in current literature. Studies conducted on the difference between male and female leadership styles have been examined extensively. Furthermore, there are many theories present about leadership style. One of the most notable examples is Burn's (1978) work on transformational and transactional leadership. Transformational leadership involves much more than managing, it involves "transforming" the relationship between leaders and followers into a symbiotic state and inspiring follower to achieve their best. Transactional leadership is more of the traditional leadership style of exchanging one action for another, such as a reward. Several studies have examined the role of transformational and transactional leadership in males and females. These studies include examinations of transformational leaders in traditionally transactional environments. (Friedman, 2004) Still, many conclude that leadership style depends on the situation (Mintzberg, 1973; Bass, 1985) or the organizational culture (Schultz, 1990; Anthony, 1994) and others conclude women often adopt more transformational leadership traits than men (Eagly, Johannesen- Schmidt, and van Engen, 2003). The current study explores the latter indication that women adopt more transformational leadership behaviors and whether gender role internalization may influence that trend uncovered by previous research.

Manning (2002) examined male and female transformational leaders and did not find significant differences between genders in leadership style. However, Eagly, Johannesen-Schmidt, and van Engen (2003) conducted a meta-analysis of 45 previous studies that indicated the women adopt more transformational behaviors than males. The advantage of this study over Manning's single study is that it compares the results of 45 studies. However what is missing in this research is why women tend to adopt more transformational behaviors and whether gender role influences

this trend. When looking closely at the behaviors involved in transformational leadership according to Bass's (1985) Multifactor Leadership Questionnaire, one can see that some of the behaviors are stereotypically female behaviors.

2.2. Leadership Style and Performance

In the literature, leadership has been identified as an important subject in the field of organizational behavior. Leadership is one with the most dynamic effects during individual and organizational interaction. In other words, ability of management to execute "collaborated effort" depends on leadership capability. Lee and Chuang (2009), explain that the excellent leader not only inspires subordinates potential to enhance efficiency but also meets their requirements in the process of achieving organizational goals. Stogdill(1997), defined leadership as the individual behavior to guide a group to achieve the common target. Fry (2003) explains leadership as use of leading strategy to offer inspiring motive and to enhance the staff's potential for growth and development. Several reasons indicate that there should be a relationship between leadership style and organizational performance. The first is that today's intensive and dynamic markets feature innovation-based competition, price/performance rivalry, decreasing returns, and the creative destruction of existing competencies (Santoraet *al.,* 1999; Venkataraman, 1997). Studies have suggested that effective leadership behaviours can facilitate the improvement of performance when organizations face these new challenges (McGrath and MacMillan, 2000; Teece, Pisano and Shuen, 1997).

On the other hand, organizational performance refers to ability of an enterprise to achieve such objectives as high profit, quality product, large market share, good financial results, and survival at pre-determined time using relevant strategy for action (Koontz and Donnell, 1993). Organizational performance can also be used to view how an enterprise is doing in terms of level of profit, market share and product quality in relation to other enterprises in the same industry. Consequently, it is a reflection of productivity of members of an enterprise measured in terms of revenue, profit, growth, development and expansion of the organization. Understanding the effects of leadership on performance is also important because leadership is viewed by some researchers as one of the key driving forces for improving a firm's performance. Effective leadership is seen as a potent source of management development and sustained competitive advantage for organizational performance improvement (Avolio, 1999;

Lado, Boyd and Wright, 1992; Rowe, 2001). For instance, transactional leadership helps organizations achieve their current objectives more efficiently by linking job performance to valued rewards and by ensuring that employees have the resources needed to get the job done (Zhu, Chew and Spengler, 2005). Visionary leaders create a strategic vision of some future state, communicate that vision through framing and use of metaphor, model the vision by acting consistently, and build commitment towards the vision (Avolio, 1999; McShane and Von Glinow, 2000). Some scholars like Zhu *et al.* (2005), suggest that visionary leadership will result in high levels of cohesion, commitment, trust, motivation, and hence performance in the new organizational environments.

Mehra, Smith, Dixon and Robertson (2006) argue that when some organizations seek efficient ways to enable them outperform others, a longstanding approach is to focus on the effects of leadership. Team leaders are believed to play a pivotal role in shaping collective norms, helping teams cope with their environments, and coordinating collective action. This leader-centered perspective has provided valuable insights into the relationship between leadership and team performance (Guzzo and Dickson, 1996). Some studies have explored the strategic role of leadership to investigate how to employ leadership paradigms and use leadership behavior to improve organizational performance (Judge, Bono, Ilies, and Gerhardt, 2002; Judge and Piccolo, 2004; Keller, 2006; McGrath and MacMillan, 2000; Meyer and Heppard, 2000; Purcell, Kinnie, Hutchinson and Dickson, 2004; Yukl, 2002). This is because intangible assets such as leadership styles, culture, skill and competence, and motivation are seen increasingly as key sources of strength in those firms that can combine people and processes and organizational performance (Purcell *et al.,* 2004).

Previous studies led the expectation that leadership paradigms will have direct effects on customer satisfaction, staff satisfaction, and financial performance. In general, however, the effects of leadership on organizational performance have not been well studied, according to House and Adyta's review (1997), who criticized leadership studies for focusing excessively on superior-subordinate relationships to the exclusion of several other functions that leaders perform, and to the exclusion of organizational and environmental variables that are crucial to mediate the leadership-performance relationship. Another problem with existing studies on leadership is that the results depend on the level of analysis. House and Aditya (1997),

distinguished between micro-level research that focuses on the leader in relation to the subordinates and immediate superiors, and macro-level research that focuses on the total organization and its environment. Other scholars have also suggested that leaders and their leadership style influence both their subordinates and organizational outcomes (Tarabishy, Solomon, Fernald, and Sashkin, 2005).

Fenwick and Gayle (2008), in their study of the missing links in understanding the relationship between leadership and organizational performance conclude that despite a hypothesized leadership-performance relationship suggested by some researchers, current findings are inconclusive and difficult to interpret.

2.3. Transformational Leadership

One of the most widely researched leadership styles in the U.S., Canada, and Western Europe is transformational leadership (Aldoory&Toth, 2004; Den Hartog et al., 1999). Weber first introduced the characteristics of transformational leadership in 1924. Burns (1978) included some of Weber's ideas in his development of transformational leadership theory and defined a transformational leader as a leader who looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result... is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents.

Although Burns was not the first to use Weber's theory, he is most often credited with its development because his research generated interest in transformational leadership theory. Other researchers alluded to the notion of transformational leadership, such as Downton (1973) who classified transactional, charismatic and inspirational leadership styles, and House (1977) that developed a charismatic leadership theory.

There are several approaches to transformational leadership theory in addition to Burns. Bass (1985) was one of the first researchers to more thoroughly examine Burns' transformational leadership theory. Bass suspected that transformational leadership and transactional leadership were actually two separate dimensions of leadership. A transactional leader, also referred to as an authoritative leader, is characterized by an exchange relationship in which followers are rewarded for their work or corrected when their performance does not meet expectations. It is a

more passive style of leadership, as the leader only intervenes when employees are not meeting organizational standards (Den Hartog, House, Hanges, & Ruiz-Quintanilla, 1999). This is a more traditional style of leadership that is characterized by "certainty, clear direction, personal oversight, and perceptions of 'just' treatment" (Aldoory&Toth, 2004, p. 159).

Further, Avolio and Bass proposed the "full-range leadership theory" (FRLT), which describes a wide-range of leadership styles (Avolio& Bass, 2004). This model incorporates Burns (1978) and Bass' (1985) transformational leadership theories by including transformational and transactional styles and adding the non-transactional laissez-faire style. The laissez-faire leadership style is denoted by the lack of transaction, such that the leader "avoids making decisions, abdicates responsibility, and does not use their authority" (Antonakis, Avolio, &Sivasubramaniam, 2003, p. 265). Using the FRLT as a basis, Bass developed the Multifactor Leadership Questionnaire (MLQ).

The MLQ aims at evaluating a broad range of leadership behaviors in order to more accurately assess leadership styles and still differentiate between effective and ineffective leaders. It examines transformational, transactional and laissez-faire leadership styles as well as outcomes of leadership. To examine transformational leadership, it measures several dimensions deemed critical to the effectiveness of transformational leaders, including Idealized Influence (Attributes and Behaviors), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Transformational leaders are distinguished for their consideration of followers' needs over their own; subsequently, followers admire, trust, and respect such leaders and view them in an idealized way—this is a leader's Idealized Influence. Idealized Influence can be further defined as Idealized Attributes and Idealized Behaviors, where Idealized Attributes refer to a leader's moral purpose, power and confidence, and Idealized Behaviors refer to a leader's values, beliefs, and purpose. One of the main differences between the original MLQ and the current version is this division of Idealized Influence into attributes and behaviors. An additional characteristic of transformational leaders is their Inspirational Motivation, which refers to the articulation of a vision, as well as their optimism and confidence in the actualization of that vision. In addition, transformational leaders are responsible for intellectually stimulating followers, such that followers are able to creatively and innovatively resolve issues and present alternative solutions—this is a leader's Intellectual Stimulation.

Lastly, Individualized Consideration refers to transformational leaders' attentiveness and consideration for their followers' needs for achievement and growth (Antonakis et al., 2004; Avolio& Bass, 2004).

In order to examine transactional leadership, the MLQ assesses Contingent Reward and Management-by-Exception. Contingent reward refers to the manner in which a leader rewards followers for satisfactory performance. Management-by-Exception is divided into two forms, active and passive. Management-by-Exception (Active) refers to a leader's close monitoring of followers' behaviors and quick action in correcting any mistakes and errors. Management-by-Exception (Passive) is similar to laissez-faire leadership styles, such that the leader does not interfere with followers until there are severe problems. The MLQ examines laissez-faire leadership, which is a style of leadership in which there is "no leadership." Lastly, the MLQ assesses Outcomes of Leadership, which includes the measurement of the leaders' extra effort and effectiveness, as well as the followers' satisfaction with the leadership.

Kouzes and Posner (1987) examined transformational leadership in a different manner. Kouzes and Posner developed a leadership questionnaire by analyzing managers' detailed descriptions of their best leadership experiences. The questionnaire was administered to managers who were asked to describe the best leader they had encountered. Factor analysis indicated five leadership behavior factors: Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. Challenging the Process refers to risk-taking in order to advance the organization. Inspiring a Shared Vision is a behavior factor in which the leader helps to create a vision and gains follower support for that vision. Enabling Others to Act deals with the actions leaders take to encourage followers' growth. Modeling the Way concerns the examples that leaders set and the leaders' ability to make goals more attainable.

Lastly, Encouraging the Heart refers to the recognition of each follower and his or her contribution (Kouzes& Posner, 1987).

Some studies have found transformational leaders to be more effective when compared to other leadership styles, such that subordinates under transformational leaders demonstrate higher job performance and more positive attitudes (Aldoory&Toth, 2004; Bass, 1996; House & Shamir, 1993). Fiol, Harris, and House (1999) have found that leadership styles described as

transformational, charismatic, or visionary are positively related to organizational performance (effect sizes ranging from .35 to .50) as well as follower satisfaction, commitment, and organizational identification (effect sizes ranging from .40 to .80). In a meta-analysis of the MLQ, Lowe et al. (1996) found that transformational leadership behaviors were more strongly correlated with leader effectiveness than transactional leadership behavior. Results further indicated a .81 corrected correlation between leaders' charisma and the followers' ratings of leader effectiveness (Lowe, Kroeck, &Sivasbramaniam, 1996). Transformational leadership allows leaders to gain their followers' trust, subsequently becoming role models for their followers. Further, they motivate and encourage their followers to achieve individual and organizational goals (Eagly et al., 2003).

2.4 Sex Differences in Transformational Leadership

Just as there is increasing cultural diversity, there is also a rising number of women in the workforce and in leadership positions. This has led to an abundance of research on sex differences in leadership (Aldoory&Toth, 2004; Carless, 1998; Chow, 2005; Eagly& Johnson, 1990; Eagly&Karau, 2002; Eagly, Johannesen-Shmidt, & Van Engen, 2003; Gibson, 1995; Stelter, 2002). There have been mixed findings, but most studies have indicated that women and men exhibit different leadership styles (Aldoory&Toth, 2004; Carless, 1998; Eagly, Johannesen-Shmidt, & Van Engen, 2003). In 1990, Eagly and Johnson conducted a meta-analysis of gender and leadership studies and found sex differences were prevalent in laboratory studies, in that women most often displayed interpersonally-related and democratic styles and men most often displayed task-oriented and autocratic leadership styles. Their research also indicated that sex differences were not as pronounced in the organizational setting. Women were still more likely to have a more democratic and less autocratic style than men, but no sex differences were found among the use of interpersonally related leadership styles. Additionally, it has been suggested that sex differences are less prevalent now than they were before (Komives, 1999).

Eagly (1987) has suggested that sex differences can be explained in two types of qualities, communal and agentic. The communal dimension is associated with females, and can be represented by "a concern with the welfare of other people" (Gibson, 1995, p. 256). The agentic dimension is associated with males and is explained by behavior that is "assertive, goal directed,

and controlling tendency" (Gibson, 1995, p. 256). It is suggested that the division of these qualities can be traced back to domestic chores, such that females tend to engage in more chores in the home and need more communal qualities to do so. On the contrary, males are still more likely to work outside the home and must use more agentic qualities. The development of certain qualities (male- agentic, female- communal) will lead to their use in other areas, such as leadership. In other words, these qualities help form the leadership styles of men and women (Gibson, 1995).

Several theories (e.g., role congruity theory, social role theory) have been used to explain sex differences in leadership styles. Social role theory implies that people will conform to social roles, where social roles encompass the many norms that define a role. Social roles vary as cultures vary, but people will most often attempt to conform to the social roles set out by their society or culture (Eagly, 1987). This theory posits that men and women will conform to their culture's gender roles. Thus, to the extent that cultures support differences in gender roles, men and women who are in the same leadership role will employ different leadership styles because they must act in accordance to their gender roles (Eagly, Johannesen-Schmidt, & Van Engen, 2003).

Beyond simple sex differences, role congruity theory may help explain why men and women employ different leadership styles. Role congruity theory, which is based on 19

Social role theory, suggests that men and women must employ leadership styles that are congruent with their gender roles to be considered effective leaders. Role incongruity occurs when a leader's gender and leadership characteristics are incongruent, such as a female leader displaying autocratic characteristics. Female leaders must commonly deal with role incongruity; as women, they are expected to demonstrate communal qualities, but as leaders they are expected to demonstrate agentic qualities. Because women are faced with two dissimilar roles, they may not as easily fit into the leadership role. Men's gender roles tend to be more congruent with leadership roles; hence they are often seen as more effective leaders (Eagly, 2002).

According to role congruity theory, incongruent behavior between a female leader's role and gender role may lead to two types of biases: descriptive and prescriptive (Eagly, 2002). The descriptive bias is due to the differences between a female's gender role and the leader role,

such that a female who follows her gender role will not be perceived as having the necessary characteristics to be a leader. Prescriptive bias is a result of a female adopting more masculine characteristics in her leadership role, in which case she would violate her gender role. Essentially, these biases suggest women will be viewed negatively when employing a leadership style incongruent with their expected gender role.

Researchers (Aldoory&Toth, 2004; Eagly&Karau, 2002; Sczesny, Bosak, Neff, &Schyns, 2004) have suggested that women who exhibit feminine leadership traits are considered more effective leaders; conversely, women who do not exhibit such traits are rated as ineffective leaders. This is more often the case with people who have more 20 traditional gender role attitudes. The majority of this research has been conducted in the United States, but studies in other countries and cultures may yield different results. For instance, in some cultures, female leaders may be forced to take on leadership styles that are incongruent with their gender roles in order to be considered effective (Poddar& Krishnan, 2004). Such cultures endorse autocratic leadership styles that are associated with male qualities, regardless of the gender of the leader.

In Western cultures, where research has indicated that women will be perceived as more effective leaders if they employ a leadership style congruent with the female gender role, women may be more likely to employ a transformational leadership style because it allows them to overcome role incongruity. Loden (as cited in Eagly& Johnson, 1990) has argued that female leadership styles can be characterized by "cooperativeness, collaboration of managers and subordinates, lower control for the leader, and problem solving based on intuition and empathy as well as rationality" (Eagly& Johnson, 1990, p. 233). Moreover, females are characterized by communal qualities that include the "ability to devote self to others, eagerness to soothe hurt feelings, helpfulness, sympathy, [and] awareness of the feelings of others" (Gibson, 1995, p. 256). These female characteristics are similar to characteristics of transformational leadership, including idealized influence and individualized consideration. Transformational leaders are attentive to their followers, understand their followers' needs, provide emotional appeal, and ultimately have a more personal relationship with them (Walumba& Lawler, 2003).

Eagly et al. (2003) conducted a meta-analysis in which female leaders were found to be more transformational than male leaders. Females scored higher on Charisma, Idealized Influence (Attributes), Inspirational Motivation, Intellectual Stimulation, and Individualized

Consideration. Further, Zagorsek, Jaklic, and Stough (2004) analyzed sex differences in the five dimensions of leadership proposed by Kouzes and Posner (1987) (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging Heart) and found that women in the U.S. were more likely to engage in enabling others to act and encouraging the heart. The present study will further explore the relationship between sex and transformational leadership using Avolio and Bass' MLQ. a) Transactional leadership

To promise the success of organization it is important to adopt the appropriate leadership style. Examining, praising and assessing a leader do not truly assure the followers' honesty in this case transformational leadership becomes inapplicable (Parry & Thomson, 2002). Leaders can than practice transactional style of leadership. Transaction literally means "exchange" therefore, transactional leadership deals with the exchange between leader and his followers. Kuhnert& Lewis, (1987) Stated that transactional leadership is an exchange between followers and leaders desired outcomes by fulfilling the leader's interest and followers' expectations, which involves promises or commitments embedded by respect and trust. Jung, (2000-2001) also defines transactional leadership as leader aptitude towards identification of followers needs and aspirations and clearly demonstrate the ways to fulfill these needs in exchange for performance of followers. Bass (2000) reported that effective leaders accommodate the interests of their subordinates by giving contingent incentives, honor and promises for those who auspiciously succeeded in fulfilling the commitments of the leaders or the organization Transactional leadership is in focus of researcher from many years and premeditated in numerous ways with different variables. (Howell &Merenda, 1999) conducted his research on association between leader-member exchange, transactional and transformational leadership in forecasting employees performance and concluded that transactional leadership style is a positive predictor of follower's performance. (Bass, Avolio, Jung, &Berson, 2003) carry out their research for military platoon which was an organization, working in an unstable environment and it proves that transactional leadership increases performance among the soldiers. Transactional leadership style is relatively weakly associated with performance and is optimistically related to perception of organizational politics (Gadot, 2007). Rejas, Ponce, Almonte, & Ponce, (2006) Indicated that there is a dominance of the transactional leadership style over transformational and laissez faire styles. Personality factors, agreeableness and conscientiousness are positively related to transactional leadership which is moderated by perceived dynamic working atmosphere

(Hoogh, Hartog, &Koopman, 2005). While investigating the effect of leadership on organizational performance in Russian companies, (Elenkov, 2002) observed that in Russia managers who adopt transactional leadership behavior positively correlates with organizational performance and innovation. From last few decades there has been an explosion of speculative and empirical work conducted on leadership styles. Transactional leadership is also measured in terms of job satisfaction and employee performance. (Bass, 1998) defines that transactional leadership occurs when the leader's incentive and control are depending on the adequacy of follower's performance. Research conducted by (Burke, Stagl, Klein, Goodwin, Salas, &Halpin, 2006) on leadership behaviors and team performance outcomes revealed that transactional leadership behavior is significantly related to team performance. The relationship of transactional leadership and performance was also investigated by (Rowold&Schlotz, 2009) in their study Impact of Leadership Style (Transformational & Transactional Leadership) On Employee Performance & Mediating Role of Job Satisfaction. Prior researcher has demonstrated that followers who work under transformational leaders are motivated and committed which facilitates their satisfaction with jobs (Givens, 2008). Khan, Ramzan, Ahmed and Nawaz have made their research on Transformational, Transactional, and Laissez-Faire Styles of teaching faculty as predictors of satisfaction, which direct towards extra effort among the students and summarized that teacher faculty, must have to adopt transformational style because it brings higher satisfaction among their students, but the transformational leadership does not keep the check and balance of democratic dissertation and deals with emotions instead of facts. So the transformational leaders are going against the principles of organizational development (Bass &Steidlmeier, 2006). Transformational leadership is proved to be more useful in variety of businesses, military, engineering, hospital, and educational conditions than transactional leadership (Bass 1998). Masi& cook (2000) also have the same thoughts and believed that transformational leadership style is only the factor of increasing employee productivity but transactional leadership is now useless. Culture plays an important role in describing leadership style adopted in every country as the cultures distinguishes the members of one group from another. We can say that culture and leadership style interrelate to each other. Dickson, Hartog&Mitchelson (2003) and Byrne, Bradley (2007) have described the importance of culture and suggested that only the societal cultures point out the best leadership style.

Hofstede (1980) have made their research on Pakistani culture and notify that there is high power distance and uncertainty avoidance.

Power distance is a level where less powerful members of the society with in a nation agree to its unequal distribution. Whereas uncertainty avoidance can be explained, the extent to which the members of the culture always feel insecure by any unknown situation (Hofstede, 1997). Lok (2003) suggested; where power distance and bureaucratic culture exists, firms provide strong autocratic style of leadership. Bass, avolio (1993) clearly indicated that culture gives the direction to organization whether transactional or transformational leadership is effective.

2.5. Transformational leadership is associated with employee's performance

From decades, researchers take considerable attention on job satisfaction. Researchers discussed different aspects and determinants of job satisfaction in their own ways. Job satisfaction was first presented by Hoppock (1935) in his book as theoretical construct (Young &Tsu, 2010). McNamara (1999) defines job satisfaction as: "one's feelings or state of mind regarding the nature of their work. Job satisfaction can be influenced by a variety of factors, e.g. the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, degree of the fulfillment of their work, etc". Employee explores the things by job satisfaction that is important to him (Commander and Dinesh, 2011) and feels a level of satisfaction (Bekele& G.M, 2011). Good relations with co- workers increase the job satisfaction (Nazir, 1988). For an organization to compete international market, one of the key factors is that its employees are satisfied with their jobs and leaders have amusing relationship with their subordinates and as result employees are pioneer and innovative that helps to grow up the business (Fatima, Bushra&Usman, 2011). An increasing aid provided by peers cause decrease in role ambiguity and role conflict which increases job satisfaction (Goldstein, Rockart, 1984). Job satisfaction is a very important aspect for modern organization and much research work has been performed to increase job satisfaction. (Hungra, Chuni, Aslam, Azam and Rehman, 2005) conclude that there is a positive relationship between autonomy, leadership behavior, team work environment and job satisfaction. Voon, Ngui and Ayob (2011) show the stronger relationship between transformational leadership and job satisfaction. If the organization has to enhance job satisfaction among their workers and to increases commitment, researcher viewed that they must follow transformational leaders (Koh, Steers &Terborc, 1995). Krishnan (2005) expresses

transformational leadership as a key factor of high job satisfaction and thus increased employee performance. Schaubroeck, Lam (2007) is of view that there is positive relationship between transformational leadership and employee performance and it creates a positive impact on team performance. Transformational leadership is effective in two ways, 1st it builds enthusiasm, secondly, instills sense of vision that lead to higher job satisfaction, due to this, employers performance takes a positive slope (Kennedy, Anderson, 2002). Janssen, Yperen (2004) says that transactional leadership entertains employee performance by increasing the follower's job satisfaction. Participative leadership style or directive both can become the element of increasing employee's participation, and in performance and job satisfaction and argued that transformational leadership can be the best predictor of employee performance (Raja &Palanichamy, 2011).

2.6. Transactional Leadership

Transactional leadership involves an exchange process that results in follower compliance with leader request but not likely to generate enthusiasm and commitment to task objective. The leader focuses on having internal actors perform the tasks required for the organization to reach its desired goals (Boehnke et al, 2003). The objective of the transactional leader is to ensure that the path to goal attainment is clearly understood by the internal actors, to remove potential barrier within the system, and to motivate the actors to achieve the predetermined goals (House and Aditya, 1997).

Transactional leaders display both constructive and corrective behaviors. Constructive behavior entails contingent reward, and corrective dimension imbibes management by exception. Contingent reward involves the clarification of the work required to obtain rewards and the use of incentives and contingent reward to exert influence. It considers follower expectations and offers recognition when goals are achieved. The clarification of goals and objectives and providing of recognition once goals are achieved should result in individuals and groups achieving expected levels of performance (Bass, 1985). Active management by exception refers to the leader setting the standards for compliance as well as for what constitutes ineffective performance, and may include punishing followers for non-compliance with those standards. This style of leadership implies close monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur.

2.7. Simultaneous Occupancy of Gender Role and Leader Role

Managers and other leaders occupy roles defined by their specific position in a hierarchy but also simultaneously function under the constraints of their gender roles. Although it would be consistent with a structural interpretation of organizational behavior (e.g., Kanter, 1977) to predict that men and women who occupy the same leadership role would behave very similarly, gender roles ordinarily continue to exert some influence, with the result that female and male occupants and potential occupants of the same organizational role may behave somewhat differently. Consistent with this reasoning, Gutek and Morasch (1982) argued that gender roles spill over to organizations, and Ridgeway (1997, p. 231) maintained that gender provides an "implicit, background identity" in the workplace. Despite the likely influence of gender roles on leaders' behavior, formal leadership (or managerial) roles should be of primary importance in organizational settings because these roles lend their occupants legitimate authority and are regulated by relatively clear rules about appropriate behavior. This idea that the influence of gender roles can be diminished or even eliminated by other roles was foreshadowed by experimental demonstrations of the lessening or disappearance of many gender-stereotypic sex differences in laboratory settings when participants received information that competed with gender-based expectations (see Eagly et al., 2000; Wagner & Berger, 1997). Although research that considers the joint impact of gender roles and organizational roles is sparse (Eagly et al., 2000), it suggests some tentative generalizations about the increased similarity of women and men who are in the same organizational role. It is thus likely that leadership roles, like other organizational roles, provide norms that regulate the performance of many tasks, which would therefore be similarly accomplished by male and female role occupants. For example, a manager is obligated to carry out a range of activities such as monitoring subordinates' performance and gathering and disseminating information. Despite pressures to conform to such norms, managers generally have some leeway to vary the manner in which they carry out these required activities. Managers may thus be friendly or more remote, consult few or many colleagues about decisions, and so forth. Organizational behaviors include in addition a wide range of more informal actions that are not narrowly regulated by organizational roles (e.g., chatting about sports, commemorating co-workers' birthdays). It is these elective and discretionary aspects of organizational behavior that may be most likely to vary according to gender.

As Eagly et al. (2000) argued, this influence of gender roles on organizational behavior occurs, not only because people react to leaders in terms of gendered expectancies and leaders respond in turn, but also because most people have internalized gender roles to some extent (Wood, Christensen, Hebl, &Rothgerber, 1997). As a consequence of these differing social identities, women and men have somewhat different expectations for their own behavior in organizational settings (Ely, 1995). Self-definitions of managers may reflect a blending of their managerial role and gender role, and, through self-regulatory processes, these composite self-definitions influence behavior. Such a blending was suggested by a meta-analysis of findings obtained on a measure of "motivation to manage," which assesses the desire to satisfy the requirements of the managerial role that has traditionally existed in hierarchic organizational contexts, particularly within business firms (Miner, 1993). Across 51 data sets (Eagly, Karau, Miner, & Johnson, 1994), men scored slightly higher than women on this measure, especially on subscales that assessed the desire to manifest competitive and assertive qualities in managing.

CHAPTER THREE: RESEARCH DESIGN AND METHDOLOGY

3.1 Research design

To minimize the effects of contextual factors (variables) on leadership style, a cross-sectional research was employed. This was so because, to attribute the leadership style similarity or differences to men and women.

3. 2 Research type

In this study, a descriptive survey type of research had been conducted so as to gather the opinions of bankers regarding the performances of their male and female leaders. As part of this research method, the researcher was made to use of gathering relevant information from articles or journals, books, websites and others.

3.3 Variables of the study/Models to be Tested

The study was aimed at exploring the leadership style differences or similarity between men and women. Hence, for the study a leader's sex was taken as an independent variable whereas leadership style, leadership performance and factors attributed to leadership success were taken as dependent variables.

3.4 Data Source

The study was made to use of both primary and secondary data as its sources of information. Secondary data were explored from textbooks, articles, and researches undertaken in the area, journals, and online sources. The primary data was obtained from the Bank staffs through opinion surveys.

3.5 Data Gathering Tools

In order to gather information about the leadership style of men and women questionnaires was distributed to the selected samples of branch leaders of Commercial Bank of Ethiopia located in Addis Ababa.

MLQ (multi factor leadership style questionnaire) was used with certain adaptations like inclusion of questions describing participative and directive styles and reduction of some

idealized behavior describing questions (because such a behavior is truly known only to self than to others).

Questionnaire tool was rooted from "Full Range Leadership Development" tool of Avolio and Bass (1999), because the theory was tasted to be universally applied (B. Bass, 1999), and multifactor leadership style questionnaire is a multi-rater assessment which provides 360 degree feedback (M. Garden, 2004).

3.6 Sample and Sampling Techniques

The study made its sample from the total number of 108 branches of Commercial Bank of Ethiopia located within Addis Ababa. From which 18 branches are led by women and the rest 90 are led by men. For comparative analysis purpose equal number of men and women leaders was taken, that was 18 branches (the whole number of the sample) which were led by women and 18 branches which were led by men was taken.

Branches of one company was preferred to keep the sample being homogeneous, Since employees working in such an environment tend to be broadly similar in social, educational, and cultural backgrounds, which would convey more reliable results and decrease the degree of variability within the sample frame.

For the sampling frame, a list of Addis Ababa branches of Commercial Bank of Ethiopia was first constructed and from these total branches of the organization, short listed branches considering the availability of women leaders, years of experience of the leader and the proximity of the branches for active access of the case had been short listed.

3.7 Data Analysis and Techniques

First each leader's scores of men and women on their branches was calculated and the mean scores of each branches was rated for each leaders by comparing and analyzing the two independent groups that is women and men leaders on their samples.

The researchers tried to rate and categorize the traits of the leaders based on the analysis obtained from the feedback.

To compare the two independent groups, women and men leaders, t-test has been found to be appropriate statistical tool because we have only two variables to be analyzed.

CHAPTER FOUR: RESULTS AND DISCUSSION

To fulfill the objectives of the study, data concerning middle level female and male managers' leadership style was gathered from Commercial Bank of Ethiopia. The total number of leaders' sample is 36 (18 women and 18 male) who are assigned according to the structure of Commercial Bank of Ethiopia.

Paired t- test was used to test the significance of different dimensions of transactional and transformational leadership styles of men and women leaders in their sample population. Level of significance (a) was taken as a standard value which is equal to 0.05 and p - value was calculated for each dimension with SPSS statistical package program. Paired t - test was calculated by using the following calculation formula of t - test:

$$t = \frac{(xDi - xD_2) - (mi - U_2)n}{}$$

V Sp² (1/n₁ + 1/n₂) where:-

Sp - is the pooled estimate of the two means variance (female and male score variance)

(m - u₂)ₙ - is the difference between the two women population means which is equal to zero under the assumption of null hypothesis.

xD₁ - xD₂ is the difference between the two sample means (x^^for male leaders and xD₂ for female leaders).

n₁- is sample size of male leaders.

n₂-is sample size of female leaders.

Level of significance (a) was taken as standard value which is equal to 0.05 and **p - value** was calculated for each attributes.

Table 1 - Sample population profile

	Female Managers	Code	Male Managers	Code
1	Bambis Branch	F1	Shola Gebeya Branch	M1
2	Bole Medhanealem Branch	F2	Abware Branch	M2
3	Gerji Branch	F3	Lideta Branch	M3
4	Lamberet Branch	F4	Sarbet Branch	M4
5	Megenagna Branch	F5	Kidist Mariam Branch	M5
6	Meskel Square Branch	F6	Bomb - Tera Branch	M6
7	AddisuGebeya Branch	F7	Urael Branch	M7
8	BirihaninaSelam Branch	F8	Habtegiorgis Branch	M8
9	SidisitKillo Branch	F9	Mexico Branch	M9
10	Yohannes Branch	F10	Tewodros Branch	M10
11	TorbanGerba Branch	F11	Anwar Branch	M11
12	Au Branch	F12	Aradagiorgis Branch	M12
13	DilGebeya Branch	F13	Selassie Branch	M13
14	FuriHurbu Branch	F14	Finifine Branch	M14
15	Populare Branch	F15	Teklehaimanot Branch	M15
16	Saris Abo Branch	F16	Aratkillo Branch	M16
17	SomaleTera Branch	F17	Abakoran Branch	M17
18	Addis Ketema Branch	F18	Addis Ababa Branch	M18

Data was collected by using questionnaires distributed to both male and female managers in each section. The questionnaire was designed to include each dimension of the transformational - transactional leadership style paradigm.

So, it is possible to present the scores on each dimension for each leader as follows:

A. **Comparison of leadership style on each dimensions**

To compare how often a leadership style was significantly more used by female leaders, by male leaders or how often a comparison showed a similarity between male and female leaders, observing the statistical summary table below is important.

1. **Transformational leadership style dimensions**

A) Charismatic idolized influence dimensions:

This dimension, as discussed in operational definition was analyzed on two aspects: idealized attributes and idealized behavior using the questionnaire attached as annex. The questions used to measure idealized attribute and idealized behavior was assessed and analyzed using the following table. The questions used to measure idealized attribute are Q no 1, 11, 21, 31, 41, and 51.Whereas idealized behavior was assessed by using Q no 3,13,23,33,43,53,68, and 71.

Table 2 - Statistical Data on Idealized Influence Leadership Dimension

A1. Idealized (Charisma) Attributes

Leader	Score/Mean	Leader	Score/Mean
F1	2.61	M1	3.48
F2	2.08	M2	3.62
F3	3.13	M3	3.73
F4	2.29	M4	4.05
F5	3.13	M5	4.23
F6	3.05	M6	4.15
F7	2.57	M7	3.41
F8	3.09	M8	3.20
F9	3.16	M9	3.60
F10	2.43	M10	3.74
F11	2.59	M11	4.03
F12	2.83	M12	3.21
F13	2.89	M13	3.97
F14	2.66	M14	3.82
F15	3.11	M15	3.34
F16	2.57	M16	3.82
F17	2.85	M17	4.17

F18	2.82	F18	3.40
Aggregate Mean	2.77		3.72
Variance	0.37		0.20
t- test3.8			
P - value		0.001	
Level of significance (a)		0.05	

A2 Idealized Behaviors

Leader	Score/Mean	Leader	Score/Mean
F1	3.11	M1	4.21
F2	3.18	M2	3.80
F3	2.09	M3	4.31
F4	3.11	M4	4.42
F5	3.09	M5	4.30
F6	2.85	M6	3.85
F7	2.11	M7	3.67
F8	2.83	M8	4.16
F9	3.12	M9	3.90
F10	3.15	M10	4.32
F11	2.75	M11	4.41
F12	2.58	M12	3.97
F13	3.21	M13	3.54
F14	3.92	M14	3.77
F15	3.68	M15	3.66
F16	2.97	M16	3.58
F17	2.88	M17	3.91
F18	2.11	F18	3.32
Mean	2.93		3.95

Variance	0.23		0.25
T - test4.4			
P - value		0.000	
Level of significance (a)		0.05	

a) **Idealized attributes**: On this dimension there is significant value for tthat shows the existence of significant leadership style difference between male leaders and female leaders, p - value is much less than the significance level and hence male leaders are better in this behavior/style

b) **Idealized behaviors**: As shown on the summary table above, on this dimension the difference is significant as the t - test is greater than the level of significance and p - value is less than the level of significance.

B. Inspirational Motivation

The questions used for assessing the inspirational motivation dimension out and based on the scores of responses of these question No 5, 25, 35, 45, 63, 64, 67, 69, 72, and 76. Based on the scores of responses of these questions, the mean for each manager are as follows:

Table 3 - Statistical data on Inspirational Motivation Leadership Dimension

Leader	Score/Mean	Leader	Score/Mean
F1	3.85	M1	4.07
F2	4.32	M2	2.83
F3	2.96	M3	3.29
F4	3.12	M4	3.52
F5	2.81	M5	3.76
F6	3.07	M6	3.0
F7	3.91	M7	4.12
F8	3.86	M8	3.99
F9	3.38	M9	2.91

F10	2.98	M10	3.31
F11	3.17	M11	3.50
F12	2.79	M12	3.77
F13	3.06	M13	2.90
F14	4.01	M14	3.03
F15	3.56	M15	3.94
F16	3.08	M16	3.62
F17	3.90	M17	3.44
F18	3.37	F18	4.18
Mean	3.40		3.51
Variance	0.36		0.25
t - test0.42			
P - value 0.001			
Level of significance (a) 0.05			

On this, the second major dimension of transformational leadership style, the calculated value for t is less than the critical value which the difference is significant and p - value is less than the level of significance.

C. Intellectual Stimulation

The questions used for assessing the intellectual stimulation dimension or stimulating behavior of the leader are No 7, 17, 27,37,47,65,73,77 and 81 are used for assessing the intellectual stimulation dimensions or stimulating behaviors of the leaders were sorted out and mean of the scores for each leader are presented as follows:

Table 4 - Statistical Data on Intellectual Stimulation Leadership

Leader	Score/Mean	Leader	Score/Mean
F1	3.67	M1	4.20
F2	4.02	M2	3.51
F3	3.02	M3	3.20

F4	3.56	M4	3.72
F5	4.50	M5	3.39
F6	3.44	M6	3.0
F7	3.07	M7	3.33
F8	3.68	M8	3.99
F9	4.01	M9	3.53
F10	3.05	M10	3.12
F11	2.53	M11	3.81
F12	4.01	M12	3.68
F13	3.41	M13	2.98
F14	2.98	M14	3.57
F15	3.38	M15	3.22
F16	3.82	M16	3.27
F17	2.71	M17	2.76
F18	3.60	F18	4.36
Mean	3.47		3.48
Variance	0.43		0.15
T - test 0.4			
P - value 0.01			
Level of significance (a) 0.05			

Intellectual stimulation dimension that focuses on fostering and learning abilities of the people in leading process showed insignificant difference between male and female leaders t=.04

D. Individualized consideration

This leadership style that deals with leading people through developing them was assessed through the questions represented by No 9, 19, 39, 49, 55, 74, and 78.Mean scores for each manager on this dimension are presented as follows:

Table 5 - Statistical Data on Individualized Consideration Leadership

Leader	Score/Mean	Leader	Score/Mean
F1	3.20	M1	4.05
F2	4.30	M2	3.82
F3	4.02	M3	4.02
F4	3.71	M4	3.48
F5	3.78	M5	2.64
F6	3.80	M6	3.0
F7	3.15	M7	3.13
F8	3.10	M8	4.01
F9	4.40	M9	3.78
F10	4.01	M10	3.99
F11	3.72	M11	3.51
F12	3.77	M12	2.69
F13	3.81	M13	2.50
F14	3.11	M14	3.49
F15	4.31	M15	3.41
F16	3.73	M16	3.55
F17	3.69	M17	3.35
F18	3.17	F18	3.68
Mean	3.71		3.45
Variance	0.17		0.30
T - test 1.00			
P - value 0.061			
Level of significance (a) 0.05			

The comparison showed no significant variation between male managers and female managers on this dimension; this means that both are engaged almost equally in treating

employees. Because the t - score calculated value for the population is not greater than the critical value at significant level (a) 0.05 which is 2.18.

2. Transactional leadership style dimensions

A. Contingent Reward Dimensions

This style or behavior was assessed by the responses to questions represented by No 8, 16, 32, 40, 48, 56, 62,and 80.The mean scores for each manager are:

Table 6 - Statistical Data on Contingent Reward Leadership Dimension

Leader	Score/Mean	Leader	Score/Mean
F1	3.80	M1	3.91
F2	3.21	M2	4.11
F3	4.12	M3	3.82
F4	3.69	M4	3.30
F5	3.65	M5	2.45
F6	3.32	M6	3.06
F7	3.81	M7	3.79
F8	3.79	M8	3.89
F9	3.22	M9	4.13
F10	4.11	M10	3.79
F11	2.51	M11	3.33
F12	2.64	M12	2.41
F13	3.33	M13	3.10
F14	3.80	M14	3.60
F15	3.10	M15	3.40
F16	3.90	M16	4.06
F17	3.40	M17	3.34
F18	3.60	F18	3.51
Mean	3.5		3.50
Variance	0.29		0.34

T - test	0
P - value	0.052
Level of significance (a)	0.05

Contingent Reward Dimension is one dimension of transactional leadership, used to compare the leadership style of male and female leaders. No significant difference was observed, because as can be seen from table above, the t-score calculated value is less than the critical value (0 is less than 2.18).

B). Management - by - Exception

This style behavior can be either passive or active.

      a. Active management - by - exception behaviors were assessed through the questions represented by No 6, 14, 22, 30, 38, 46 and 54 on questionnaire. The mean scores of each managers are represented as follow:

b. Regarding this aspect was sorted from the questionnaire. The mean scores of each managers are represented as follow:

Table 7 - Statistical Data on Active Management by Exception Leadership Dimension

Leader	Score/Mean	Leader	Score/Mean
F1	3.25	M1	2.94
F2	1.92	M2	1.54
F3	2.83	M3	2.95
F4	3.06	M4	3.41
F5	1.89	M5	2.93
F6	3.63	M6	3.14
F7	3.25	M7	1.91
F8	3.24	M8	2.93
F9	3.64	M9	2.30
F10	4.58	M10	2.94
F11	3.07	M11	3.42

F12	2.82	M12	2.92
F13	1.93	M13	3.15
F14	3.25	M14	2.69
F15	2.80	M15	2.63
F16	2.86	M16	2.75
F17	2.96	M17	2.09
F18	2.70	F18	1.78
Mean	2.83		2.69
Variance	0.46		0.47
T - test 0.38			
P - value 0.048			
Level of significance (a) 0.05			

On active management by exception dimension, the comparison showed no significant leadership style difference between male and female leaders (i.e. t - Score calculated was 0.38 which is less than 2.18).

> b. Passive management - by - exception style was explored through the questions represented by No 4, 12, 20, 28, 36, 44, and 52 on questionnaires. The mean scores of each manager are represented as follow:

Table 8 - Statistical Data on Passive Management by Exception Leadership Dimension

Leader	Score/Mean	Leader	Score/Mean
F1	3.01	M1	3.11
F2	3.71	M2	3.41
F3	4.02	M3	4.08
F4	2.76	M4	3.06
F5	2.71	M5	2.11
F6	2.43	M6	3.14
F7	2.32	M7	2.91

F8	2.30	M8	2.90
F9	2.50	M9	3.15
F10	2.72	M10	2.10
F11	2.75	M11	3.07
F12	4.01	M12	4.09
F13	3.70	M13	3.40
F14	3.02	M14	3.12
F15	2.98	M15	3.14
F16	3.0	M16	3.07
F17	2.97	M17	3.0
F18	3.01	F18	3.22
Mean	2.99		3.11
Variance	0.41		0.35
T - test 0.36			
P - value 0.052			
Level of significance (a) 0.05			

Similarly the difference in this leadership style was not significant.

3. **Non - transacting or Laissez - faire**

This style was assessed through the questions represented by No 2, 10, 18, 26, 34, 42, 50 and 58.The mean scores of the managers are represented in the following table.

Table 9 - Statistical Data on Non - transacting or Laissez - faire Leadership Dimension

Leader	Score/Mean	Leader	Score/Mean
F1	4.12	M1	2.91
F2	3.51	M2	2.17
F3	4.31	M3	3.19
F4	2.44	M4	2.07

F5	3.18	M5	2.05
F6	4.10	M6	1.93
F7	2.04	M7	1.18
F8	2.03	M8	1.17
F9	4.11	M9	1.94
F10	3.17	M10	2.03
F11	2.45	M11	2.09
F12	4.30	M12	3.17
F13	3.52	M13	2.19
F14	4.12	M14	2.91
F15	3.31	M15	2.20
F16	3.48	M16	2.22
F17	3.09	M17	2.16
F18	3.69	F18	2.26
Mean	3.39		2.21
Variance	0.78		0.44
T - test 2.83			
P - value 0.000			
Level of significance (a) 0.05			

The comparison of male and female leaders leading style in laissez - faire style showed a significant difference. Because the calculated value for ''t'' is greater than the critical value at 0.05 significance level (i.e. 2.83 □ 1.18)This means that female leaders are most often using laissez faire leadership style when compared with male leaders.

B) Overall comparison of leadership styles

This section presents statistical results pertaining to the overall leadership style practice comparison of male and female managers at Commercial Bank of Ethiopia. However, to reach on the general leadership style practice comparison, it is appropriate to see the

comparison result on each of the three main categories of transformational transactional leadership paradigm separately.

B.lTransformational leadership style

The following result was computed for each leader's category (male and female) as to how often they exhibit transformational leadership behaviors or styles.

Since each dimension equally describes transformation leadership style, they are linearly added to provide one result i.e. mean, standard deviation and t- score that was used for comparison.

Table 10 - Transformational Leadership Style Comparison Data

	Male	Female
Mean	3.62	3.26
Standard deviation	0.21	0.39
T - Score	2.2	
Level of significance	0.05	

The computation revealed there is a significance of transformational leadership style practices by female leaders and male leaders. Because the calculated t- score (2.2) is higher than the critical value of t that is 2.18.

The result showed, male managers use transformational leadership style more often than female leaders of Commercial Bank of Ethiopia. Because the calculated mean for male leaders (3.62) is greater than mean of female leaders.

B.2 Transactional leadership style

The comparison of the second leadership style category of the transformational transactional paradigm, transactional leadership style was made just as transformational

style from the respondent's responses to their leaders style, on contingent reward style of leading and on management by exception (active and passive) leading styles.

Consequently the following results were observed.

Table 11 - Transactional Leadership Style Comparison Data

	Male	Female
Mean	3.1	3.11
Standard deviation	0.40	0.35
T - Score	2.2	
Level of significance (a)	0.05	
P - value	0.621	

On transactional leadership style comparison, there is no significant difference observed because the calculated t - value (2.18). This means that male leaders and female leaders use transactional leadership style almost in similar pattern.

B.3 Non transacting or laissez faire leadership style

Even though this style is sometimes seen as a dimension of transactional leadership style, separately made comparison of the style of both groups of leaders (male and female) showed as presented in the first section of the results a significant difference (see table above). To put once again, practicing laissez faire leadership style female leaders are more usual.

Over All Result Discussion

The result of this study provides empirical support for the assertion that male and female leaders adopt different leadership style.

On transformational leadership style the research revealed significant differences among male and female leaders. Specifically, idealized behavior and attributes dimensions of transformational leadership styles were the most significant differentiating ones in favor of male leaders whereas, inspirational motivation, intellectual stimulations and individualized considerations were the equalizing dimensions.

The reasons for this finding may involve the raters' perceptions. More specifically leaders may be stereotypically biased in rating female leader. This perception could be the result of long persistence of sex stereotypes. According to Ann Stead, this sex stereotypes include the view that women are less ambitious and rational, more emotional, dependent, conforming and passive than men and hence women were considered less competent (Powell, 1990). But, idealized behaviors and attributes are related with charismatic behaviors that are totally dependent on the respondents /raters/ view.

On the other hand it can be speculated why female leaders were rated less than male leaders on transformational leadership style.

Lack of training was found to be common among female managers (Ann Stead, 1985). This was not only attributed to shortage of sponsors but also personal behaviors of women because of different social and cultural demands (Friedman, 2004)

Other potential reason why female leaders were rated less than male leaders could be that female leaders may have a difficulty of combining a commitment to work with a satisfactory personal life (Fry, 2003). The fear is that a career makes a good love relationship with a man impossible and sometimes viceversa. As a result women lack, mostly, commitment in their work which is the determinant element of all leadership styles, especially transformational style.

Finally, women face a discrimination and exclusion from informal relationship once they have taken managerial positions (Rowe, 2001). As a result they became reluctant in their work as well in helping the followers.

On the transactional leadership style, there is no significant leadership style differences observed among male and female leaders. This result is in contradiction with Johnson and

EaglyMeta-analysis whereby female leaders were rated less than male leaders (Johanson and Eagly, 2003).

The reasons can be speculated that since transactional leadership style is leading employees or followers simply by keeping strictly the rules and regulations of the organization, no one can get a chance to lead by self - mechanism as the case of transformational leadership style.

Furthermore, the subjects of the study do not have any power to negotiate with employees on resources because such decisions are being made at the corporate level, not at middle level. But what have to be noted under this dimension is that both leaders are rated almost equally on management by exception (active and passive) which means leading by correcting errors.

This leadership style is taken to be similar with production centered leadership style by many authors (e.g. Judge and Piccolo, 2004). But production centered/initiating structure was the trait mostly cited with female leaders stereotypically. This research revealed almost equal /similar score for both male and female leaders on the dimensions. This new finding can be attributed to the research methodology used because it is the gender balanced leadership style theory. So the view that general stereotypes of the typical women have less influence on the perception and evaluation of women in management than the more specific categories (Rowe, 2001) was supported. This is so because raters developed stereotypic view with such specific perceptions associated with gender.

On the laissez - faire/non transacting leadership style, female leaders were rated higher than male leaders showing that female leaders are more prone to avoiding accepting responsibilities, being absent and generally not exercising to influence followers or in utilizing power.

This result support most past researches. But, mostly the reason is speculated to the persisted sex stereotypic view in leaders' attitude and also in followers' attitude. Followers have hard time to recognize leadership on part of women because of sex - characteristic stereotypes that bias their perceptions. So, that a women who display leadership runs the risk of violating sex - role stereotypes.

Furthermore, female leaders valued time at home high (Rowe, 2001). They want to spend it relaxing, sharing with their families and enjoying recreation Yukl, 2002) and hence they face time shortage. This time shortage could have contributed to the difference in leadership style among male and female leaders.

Lack of confidence that is the result of socio - culture also speculated to contribute for this difference. Because lack of confidence leads to avoidance of responsibility. But such lack of confidence is mainly the result of lack of adequate experience, knowledge, training or inferior self-perception.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This research was conducted to study whether gender differences in leadership style exist. In fact, leadership style is influenced by many factors posing difficulty to arrive at a final conclusion

As a result, minimizing the effects of other factors' impact of leadership was isolated through employing appropriate research methodologies /specifically purposive sampling was employed/

Hence, it can be concluded that sex differences in leadership styles existed in general, however, male and female managers lead similarly because the significance of their difference is small.

The existence of differences along the two styles (transformational and laissez faire) are convincing in Ethiopia because there is a strong stereotypic perceptions of gender and success that may lead to the difference in transformational style.

In fact, there are biological differences may or may not be relevant to their leading capability. Traits may be sex linked but behavior patterns are not necessarily so. Hence, future research could be designed in such a way that they can investigate differences and similarities of male and female leaders in achieving their objectives, if any. Not simply trying to reject the traditional view of traits as most past researches. Because there might be different ways of becoming successful leader which is what is wanted.

5.2. Recommendation

1.   Ethiopia faces a shortage of educated trained manpower and harnessing the potential of women is important for the organization. Training for women, sending signals to the subordinates that men and women managers are valued equally in organization instilling confidence in women managers, encouraging them to discuss the challenges faced and possible effective solutions may increase the effectiveness of women leaders in Commercial Bank of Ethiopia.

2.   The research indicated women are not good as men transformational leadership style. On the other hand echelons of management demands transformational leadership styles. So it indicates the strong challenge is in front of women to enter the level where there is very limited number of women managers. Hence appropriate strategies should be designed to increase the proportion of women managers in enhancing their potential and skill in leadership.

5.3 Limitation of the study

One of the limitations of the study was unavailability of research literature on the gender and leadership style similarity and differences in Ethiopia. Next, some of the issues raised in the study may be influenced by the subjective judgment of the subordinates, which make the study more appropriate to be accomplished through observation, rather than surveying had it not been for scarcity of time.

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Questionnaire

S.t Mary University College School of Graduate Studies

General MBA Program

Leadership Dimensions Questionnaire

Dear Participant:

The questionnaire is prepared by AdugnaAbera, who is one of the General MBA students at S.t Mary University College. It is meant to produce a paper on the topic"Comparative analysis of women and men leaders in selected Addis Ababa Companies", Hence, it is purely foracademic purpose.

So, please respond to the questions according to the direction given below.

I assure you that the data collected will be kept secret and will not be used for other purpose than the above mentioned.

Thank you

A. Introduction

1. Section (Department) _____

2. SexD Male_____ Female_____

3. Experience in the organization _____

4. Sex of your supervisor □ Male_____ □ Female_____

B. Leadership Dimensions Questionnaire

The following is a list of items that may be used to describe the behavior of your supervisor. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. This is not a test of ability. It simply asks you describe as accurately as you can the behavior of yoursupervisor.

Directions: Read each item carefully.

Think about how frequently the leader engages in the behavior described by the item.

Decide whether she/he always, often, occasionally, seldom or never acts as described by the item.

Put X in the column corresponding to one of the five letters following the item to show the answer you have selected.

A = Always B = Often C = Occasionally D = Seldom   E = Never

Statement	A	B	C	D	E
1) Makes personal sacrifices for the benefit of other.					
2) Avoids getting involved when important issues arise.					
3) Talks to us about her/his most important values and beliefs.					
4) It requires a failure to meet an objective for her/ his to take action.					
5) Sets high standards.					
6) Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.					
7) Emphasizes the value of questioning assumptions.					
8) Gives me what **I** want in exchange for my support.					
9) Treats me as individual rather than just a member of the group.					
10) Takes no action even when problems become chronic.					
11) Remains calm during crisis situations.					
12) Work has to fall below minimum standards for her/his to make improvements.					
13) Emphasizes the importance of being committed to our beliefs.					
14) Closely monitors my performance for errors.					

Statement	A	B	C	D	E
15) Envisions exciting new possibilities.					
16) Makes clear what I can expect if my performance meets designated standards.					
17) Reexamines critical assumptions to question whether they are appropriate.					
18) Is absent when needed.					
19) Listens attentively to mycondemns.					
20) Fails to intervene until problems become serious.					
21) Instills pride in being associated with her /him					
22) Spends her/his time looking" to put out fires"					
23) Specifies the importance of having a strong sense of purpose.					
24) Works out agreements with me on what needs to be done.					
25) Talks optimistically about the future.					
26) Fails to follow up requests for assistance.					
27) Encourages us to rethink ideas which had never been questioned before.					

Statement	A	B	C	D	E
28) Tells me what I've done wrong rather than what I've done right.					
29) Provides useful advice for my development.					
30) Keeps track of my mistakes					
31) Goes beyond her self-interest for the good of our group					
32) Negotiates with me about what can expect to receive for what I accomplish.					
33) Considers the moral and ethical consequences of her /his decisions.					
34) Resists expressing her/his views on important issues.					
35) Expresses her/her confidence that we will achieve our goals.					
36) Things have to go wrong for her/him to take action.					
37) Questions the traditional way of doing things.					
38) Enforces rules to avoid making any mistakes.					
39) Focuses me on developing my strengths.					
40) Provides her/his assistance in exchange for my effort.					
41) Provides reassurance that we will overcome obstacles.					
42) Avoids making decisions					
43) Displays conviction in her/his ideas, beliefs, and values.					

Statement	A	B	C	D	E
44) Shows she/he is a firm believer in "If it aren't broke, don't fix it".					
45) Provides continuous encouragement					
46) Directs her /his attention toward failure to meet standards.					
47) Seeks differing perspectives when solving problems.					
48) Tells me what to do to be rewarded for my efforts.					
49) Spends time teaching and coaching.					
50) Delays responding to urgent questions.					
51) Displays extraordinary talent and competence in whatever she/he undertakes.					
52) Problems must become chronic before she/he will take action.					
53) Takes a stand on difficult issues.					
54) Searches for mistakes before commenting on my performance.					
55) Focuses my attention on "What it takes" to be successful.					
56) Makes sure that we receive appropriate reward for achieving performance target.					
57) Suggests new ways of looking at how we do our jobs.					
58) Diverts her attention away from addressing work related problems.					

Statement	A	B	C	D	E
59) Treats each of us as individuals with different needs, abilities and aspirations.					
60) She/he motivates me to do more than thought I could do.					
61) Her/his actions build my respect for her/him.					
62) I earn credit with her/him by doing my job well.					
63) Clarifies the central purpose underlying our actions.					
64) Talks enthusiastically about what needs to be accomplished.					
65) Encourages me to express my ideas and opinions.					
66) Teaches me how to identify the needs and capabilities of others.					
67) Displays a sense of power and confidence.					
68) Talks about how trusting each other can help us to overcome our difficulties.					
69) Arouses awareness of what is essential to consider.					
70) Heightens my motivation to succeed.					
71) Emphasizes the importance of having a collective sense of mission.					
72) Articulates a compelling vision of the future.					

Statement	A	B	C	D	E
73) Gets me to look at problems from many different angles.					
74) Promotes self-development.					
75) Behaves in ways that are consistent with her/his expressed values					
76) Shows determination to accomplish what she/he sets out to do.					
77) Encourages nontraditional thinking to deal with traditional problems.					
78) Gives personal attention to members who seem neglected.					
79) Gets me to do more than I expected I could do.					
80) Expresses her/his satisfaction when I do a good job.					
81) Encourages addressing problems by using reasoning and evidence, rather than unsupported opinion.					