

CHAPTER I

INTRODUCTION

1.1 Background of the Study

1.1.1 Leadership

Leadership is the art of managing in each level and organization for changing rapidly. Its importance is increasing day by day in present context. Although almost everyone seems to agree that the leadership involve an influence process, difference tend to center whether leadership must be non coercive and whether it is distinct from management. The latter issue has been a particularly heated topic of debate in recent years, with most experts arguing that leadership and management are different. Many people believe that leadership is a way to improve how they present themselves to others. In Nepalese context, many corporations of today want people who have leadership ability because they believe those people provide special assets to their organization. There is no any question that leadership roles are changing in the global environment. Leadership prevalently exists within the people and organization. Simply speaking, leadership has the capacity to affect other (Bethel, 1990). Bohn and Grafton (2002) presume that leadership means the way to create a clean vision, filling their subordinates with self confidence created through coordination and communication in detail.

Employees are the important resources for every business organization. The success of the business organizations can be reachable, through the continuous learning effort of excellent talents, creating knowledge, and products with highly added values, which would make it more profitable. However, it does not mean excellent employees naturally bring about excellent performance. In particular, with the improved levels of employee academic backgrounds and work expectations, the business administrator could improve the employee's capacity through leadership and the work environment, with a flexible and open atmosphere. Within the basic organization behavior mode, as proposed by Robbins (1996), it also indicates that leadership and organizational culture substantially cause influence on output of personnel resource, e.g., productivity, job resigning, unreported job absence, and job satisfaction. Thus, the research motive for this research is

aimed at examining what type of leadership currently practicing in Nepalese higher education sector.

1.1.2 Organizational learning

Learning is enhanced when the learner is motivated to learned and active participation of learners improves motivation. Learning requires feedback about results and progress; standards of performance should be set for learner. Reinforcement increases the likelihood that a learned behavior will be repeated. Practice increases a learner's performance. Repetition helps learning has a curve- it begins rapidly, and then increases at a decreasing rate until a plateau is reached. Learning must be transferable to the job. It should match demands of the job. Learning is helped when material to be learned is relevant; training techniques should fit with training objectives and needs (DeCenzo and Robins, 2002; Werther and Davis, 1993).

Organizational learning has been an important research topic within organizational studies (e.g. Cyert and March, 1963; Daft and Weick, 1984; Senge, 1990; Huber, 1991). The current interest in the subject among academics and practitioners reflects the idea that firms need to improve their products and processes constantly in order to create and maintain competitive advantage (Smith et. al., 1996). It is necessary to increase the levels of learning and commitment in employees to maintain and retain competitive advantages for the long term benefits. Therefore, only committed employee can be retained in the organizations to achieve the long-term competitive advantages.

1.2 Statement of the Problem

Jeffery and Russell (2005) Leadership influence in six key areas emerged as significant in the study: environment manager, network manager, policy manager, crisis manager, knowledge gap manager, and future leader preparation. The authors confirmed that the leader has tremendous control over the knowledge-processing environment and the role of leadership has broader influence than there solution of knowledge gaps. Correlations revealed leader behaviors to be more control-oriented in bureaucratic culture; and more flexible-oriented in innovative culture; but, contrary to excitations, more control-oriented in supportive culture. Regressions confirmed these results and revealed that both

leadership and socialization explained significant variance in all cultures. The leadership behaviors were also differentially associated with the socialization content domains, supporting most but refuting some aspects of organization theory. Leadership development should be comprehensive and systematically integrated into the organizational culture in order to produce leaders who can deal adequately with the as coming organizational challenges.

Two interactive dimensions at the heart of a leader's behavior – assertiveness and responsiveness – are foundations of that person's leadership style. The basic erective dimensions of assertiveness and responsiveness thereby form the two axes of the framework of the leadership styles paradigm and the four primary quadrants, which represent the four leadership styles – analyzer, director, creator, and connector.

Maria, (2007), The paper provides a fresh look on leadership; presenting two types according to how change in leaders is handled and how every leader establishes his/her own knowledge cycle: knowledge amplification and knowledge modulation cycle. Vesa and Harri, (2007), The essential differences of the types of regional development networks make it insufficient to talk about network leadership as a general concept. It is important to identify and understand the differences in network leadership required by the different archetypes of regional development networks. Yusuf, (2007), Significant relationships between most attributions of transformational leadership and follower self-esteem were found. Inspirational leader speeches were found to lead to higher levels of attributed transformational abilities. Yong Han and others (2010), It was found that the concept of servant leadership holds parallel meaning in China to that of the West and that the Chinese concept of servant leadership can be described precisely as public servant leadership in the public sector and servant leadership in the non-public sector. When asked to characterize Chinese servant leadership in the public sector, the study respondents consider six types of servant leadership similar to the West but also three types of Chinese extended servant leadership.

Based on the aforesaid model, the authors positioned these topics at the beginning of the second stage of evolution, a period characterized by evaluation and the attempt to add to

the comprehension of concepts through empirical research and conceptual clarification. Leadership and learning are the basic to any organizational success.

There are so many studies related to the organizational learning and leadership practices in the field of other sectors. There are separate study on leadership and organizational learning too, but there have not yet been any study relating to the topics the researcher is planning to investigate. Because of the absence in the higher education's leadership and learning environment, it was needed to go through the study.

1.3 Objectives of the study

The basic objective of the study is to explore and examine the relationship between leadership and organizational learning in the higher educational institutions in Nepal as perceived by the members in their institutions. The following supportive objectives have been proposed to attain the basic objectives.

- a) To examine the leadership practices in Nepalese higher education.
- b) To assess the learning environment in Nepalese higher education.
- c) To analyze the relationship between leadership and organizational learning in Nepalese higher education.

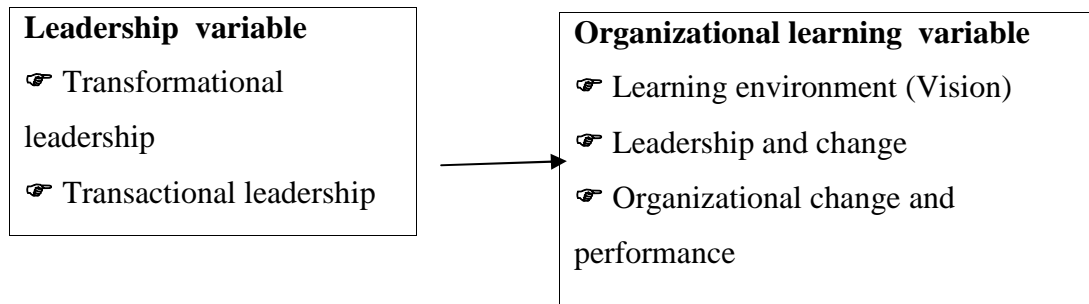
1.4 Significance of the study

Study about the leadership and learning are the continual process in the area of management. This study attempts to at the new dimension in leadership and organizational learning in Nepalese higher educational sector. Moreover, this study explains the variable and their relationship with the leadership. It also tries to uncover the organizational learning practiced by the leader in the organization by their members. The researcher hopes that such kind of study will help to add the knowledge for the researchers, academicians and practitioners of the higher education sector in Nepal.

1.5 Theoretical Framework of the Study

1.5.1 Theoretical Framework

The relationship between leadership and organizational learning in the context of Nepalese higher education are studied. From the literature discussed above the theoretical framework that can be empirically tested are drawn as under:



1.5.2 Conceptual Framework

Transformational leadership

The transformational leadership means the way to improve the higher level for task request of employee so that it is available to inspire the potential capacity of employee and it shall allow subordinates with larger responsibility to become self oriented and self enhanced capability. Thus, inspired employees can reach organizational goals and personal materialization achievement (Burns, 1978; Fry, 2003). Detailed definition about the transformational-leadership is proposed in Tichy and Devanna(1986). They contend that transformational leaders should be cognitive of the requirements for organizational improvement, and further create the changed vision. Thus, they can receive organizational support through the change process.

Transactional leadership

Pounder (2001) and Kim and Shim (2003), suppose that transactional leadership function is oriented by demands, with focal emphasis on basic and external satisfaction against demands. It is featured with a reasonable standard process for controlling, and it means a process of benefit exchange with the purpose to keep organizational stability, Robbins (2003), contends that transactional leadership creates the goal orientations through role clarifications and task request, and it can also lead and encourage subordinates through

these activities. Namely, leaders will affirm and rewards subordinate's efforts, and satisfy their relevant demands to reach esteem and support from there activities. Whenever subordinates commit any important behavior, immediate corrective punishment should be given promptly (Bass, 1997).

Organizational vision

Organizational vision observes the future action plan and contains developing required strategy competencies in organization, responsibility in the organization. It observes that organizations will need to rethink their vision if they are to equip themselves with the competences needed to succeed in the future. For instance, to remain competitive, the organization must accept the need for challenge and change and the right of others to help their say.

Leadership and change

Teare (1997) identifies the self-reported attributes of effective leadership from a sample of 18 business leaders. The interviewees formed two sub-groups - those in their mid-50s or older with reputations among their peers and the public as outstanding managers/leaders and a second group of younger chief executives who had been five years or less in the role. Reflecting on the group's responses, Teare believed that the qualities of effective leaders will remain largely unchanged in the future. It has been believed that the qualities of effective leaders are directly related with organizational performance and change.

Organizational change and performance

The literature relating to organizational change and performance seems to converge wherever organizational imperatives for change are considered. Typically this means that organizations change because they have to remain competitive and perform well and consistently over time, not from choice. Reflect the "new" competences that the organization is seeking to develop. It observes that flexible working method, knowledge acquisition, tools for organizational learning, discussion on the problem, help the future decision makers and empowerment of all organization.

1.6 Hypothesis Testing

Hypothesis 1

Null hypothesis H_o : There is no significant relationship between experimental and the theoretical frequency. In other words transformational and transactional leadership practices were not effective in Nepalese higher education sector.

Alternative hypothesis H_1 : There is significant relationship between experimental and the theoretical frequency. In other words transformational and transactional leadership practices were effective in Nepalese higher education sector.

Hypothesis 2

Null hypothesis H_o : There is no significant relationship between observed and expected frequency. In other words organizational learning practice such as learning environment (vision), leadership and change and organizational change and performance were not effective in Nepalese higher education sector.

Alternative hypothesis H_1 : There is significant relationship between observed and expected frequency. In other words organizational learning practice such as learning environment (vision), leadership and change and organizational change and performance were effective in Nepalese higher education sector.

Hypothesis 3

Null hypothesis H_o : There is no significant relationship between the leadership and organizational learning in Nepalese higher education sector.

Alternative hypothesis H_1 : There is significant relationship between the leadership and organizational learning in Nepalese higher education sector.

.

1.4 Limitation of the Study

Leadership, organizational learning, organizational change and performance are the heart touching conceptual topics in management research literature. There are so many leadership types and styles, but the current study only concentrates on the transactional and transformational behaviors of the leadership. So far by name organizational learning is the big concept and covers the wide area, but to make study manageable the researcher has concentrated on the dimensions of organizational learning like organizational vision, leadership and change and organizational change and performance. The respondents for the study were only the teaching faculties of the higher educational institutions based in Kathmandu valley only. The study is based on the primary information.

Thus, the researcher does not claim that it is limitation free study. This research, by nature is limited only on the two dimensions of leadership and three dimensions of organizational learning. The other limitation of the study is that it may not be generalize in other types of organizational catering services other than higher education. Time, money and knowledge are other constraints of this study.

1.6 Organization of the Study

The study entitled Relationship between Leadership and Organizational Learning with reference to higher education has been organized in the five major chapters.

Chapter – I

This chapter is introductory and contains as background, statement of the problem, objective of the study, significance of the study, theoretical framework of the study, hypothesis, limitation of the study and organization of the study.

Chapter – II

The second chapter consist the available literature review. It includes the review of books, review of related journals and thesis. The review of literature conducted in this chapter provide frame to help the study in order to achieve its objectives.

Chapter – III

This chapter is about the research methodology. It includes research design, nature and sources of data, population and sample, necessary tools and techniques of the study and data presentation and analysis system. Method of analysis includes the different statistical tools applied to analyze and interpret the data.

Chapter – IV

This chapter includes the presentation and analysis of data collected. In this chapter the researcher has included the interpretation of the information collected from the respondents. Various statistical and mathematical tools are used to draw the conclusions.

Chapter – V

This chapter being the last chapter includes the summary, conclusion and recommendations of the study.

At the end of the research bibliography and appendices have been included.

CHAPTER II

REVIEW OF LITERATURE

2.1 Leadership

Employees are the important resources for every business organization. The success of the business organizations can be reachable, through the continuous learning effort of excellent talents, creating knowledge, and products with highly added values, which would make it more profitable. However, it does not mean excellent employees naturally bring about excellent performance. In particular, with the improved levels of employee's academic backgrounds and work expectations, the business administrator could improve employees, through leadership and the work environment, with a flexible and open atmosphere.

Leadership prevalently exists within the people and organizations. Simply speaking, leadership has the capacity to affect others (Bethel, 1990). Bohn and Grafton (2002) presume that leadership means the way to create a clear vision, filling their subordinates with self-confidence, created through coordination and communication to detail.

Popper and Zakkai (1994), the American general, Dwight Eisenhower, once said that the essence of leadership is to make people do what you want them to with as much will, determination and enthusiasm as if they had decided for themselves. Indeed, most of the leadership literature appears to be guided by this orientation. Kotter (1990) claimed that leadership is "getting people to act without coercion". Similar definitions have been offered by the most prominent writers on leadership (for example Bass, 1985; Bennis and Nanus, 1985; Kouzes and Posner, 1989) and have served as the basis for research and application of leadership development programmes. Leadership literature deals mainly with questions such as: how do the leaders influence their people? What are the sources of the leader's influence power? What types of influence relationship exist between the leaders and their people? – giving the impression that the leader is the only variable existing in the influence dynamic between the leader and his/her people. In reality the situation is much more complex. The context of "the leader and the led" in organizations

is not monolithic but composed of varying levels of relationships, contact and situations. For example, there are people whose leader maintains direct and intensive, sometimes even daily, contact with them, and others whose leader's contact with them is distant, sometimes confined solely to eye contact. The exact significance of such points has not been sufficiently discussed in the literature (Shamir, 1991). In the present context we will attempt to show a more complex picture than that described in the literature, referring to the images and meanings of leadership for people in various organizational contexts and at varying levels of nearness in their relationships with the leader. Analysis in these terms enables us to relate to affective dimensions that have been discussed extensively in the literature dealing with charismatic and transformational leadership, and to expand the paradigm of leadership developed in contingency models, offering a more integrative view of the thinking that has evolved about leadership in organizations. Starting with a critical discussion of the literature, we will offer additional arguments to complete what appears to be missing in this context. Following this, we will suggest a conceptual framework for the characterization and mapping of the organizational psychological conditions that are likely to give rise to varying degrees of transactional, charismatic and transformational leadership – which are the basic concepts of our discussion and of the proposed mapping.

The relationship between the leader and his/her people is described in the literature from two different perspectives (Shamir, 1991). One perspective describes the relationship between the leader and the led as a framework of exchange relations (Hollander, 1964). Leadership in this view is expressed in the leader's ability to make his or her people aware of a link between effort and reward. The effective leader, according to the criteria of this approach, is a sensitive psychological diagnostician who accurately discerns subordinates' needs and expectations and responds to them accordingly. Many models have been developed (which generally appear in the literature under the heading of contingency models) in which the leader is described through the image of the transactional leader. For example, Hersey and Balanchard (1972) describe how the subordinates' varying states of maturity dictate the way the leader can effectively relate

to them. Fiedler (1967) speaks of variables such as the difficulty and Argues for a new definition of the attributes and effectiveness of leadership.

Let us clarify, in essence, the major conceptual distinction which has developed in recent years in the distinction between transactional, charismatic and transformational leadership. Transactional leadership is responsive and its basic orientation is dealing with current issues. The effective transactional leader is a master of “give and take”. He or she always responds intelligently on the basis of accurate diagnosis of the situational factors and the subordinates’ expectations within these situations. In short, he or she always makes motivational transactions with his/her people. Charismatic leadership is expressed through mechanisms of attribution, projection and transference. The leaders are images created by the led, who use the leader as a “screen” for their projections and attributions. Transformational leadership is proactive. This kind of leader sees the present as a springboard to achieve future aims. He or she forms new expectations in his or her people (Bennis and Nanus, 1985; Eden, 1990) and sets empowerment processes in motion (Conger and Kannungo, 1987). Briefly, he or she relates mainly to his or her people’s developmental needs (Alderfer, 1972). These distinctions enable us to extend the contingency paradigm (presented by Reddin and others) and generalize it for a better understanding of leadership in various organizational and hierarchical contexts. The following are the main leadership contingencies relevant to our discussion.

Martin and Marion (2005), Higher education stakeholders are exhibiting renewed interest in monitoring productivity and accountability in their institutions, an interest that suggests lost confidence in the academy (Carlin, 1999). Boards of trustees and senior leaders across the country are pressured to run higher education “like a business” with profit/loss statements and improved returns on investments. Tenure is being challenged, with nonacademic leaders referring to tenure as “an immoral business practice with a mandate for faculty to be unaccountable to the customers they serve” (Carlin, 1999). Higher education has many of the attributes of a professional bureaucracy (Mintzberg, 1979). It has highly trained personnel; standard, yet complex procedures; authority of expertise; commitment to profession; and high levels of professional autonomy. There are

extensive patterns of networks in higher education. Faculty members interact across disciplines to enhance teaching and research, administrative departments collaborate to achieve complex and intertwined goals, and students are challenged to seek new paradigms in cognitive development. Healthy networks enable interaction and conflict that challenge this community to attain higher levels of understanding of complex issues. These challenges and environment provide an ideal setting for studying leadership roles in knowledge processing enterprises i.e. higher educational institutional.

Robinson and Harvey (2008), Leadership practices adopted by business leaders within organizations arise from the application of their personal values (Robinson et al., 2007). Three layers of values relevant to leadership have been identified, the most basic of which are moral and behavioral (surface) values, followed by commitment to quality and life-long learning (hidden), and finally the cognitive values (deep). Surface values bind, and in some instances segregate, an organization, while hidden values include the ideologies that drive the organization (Mintzberg et al., 2003), thereby affecting attitudes and activities of personnel at all levels, a commitment towards life-long learning exists, or the level of commitment towards quality and service. It is within the third values layer, deep values, that individual and organizational behavioral systems emerge (Cowan and Todorovic, 2000, p. 2).

Amagoh F. (2009), Organizations of all sizes are engaged in a competitive environment and hence need the right kind of leadership to survive. Organizations with effective leaders tend to innovate, respond to changes in markets and environments, creatively address challenges, and sustain high performance (Vardiman et al., 2006). Alas et al. (2007) viewed leadership in terms of individual traits, leader behavior, interaction patterns, role relationships, follower perceptions, influence over followers, influence on task goals, and influence on organizational culture. Vardiman et al. (2006) and Yukl (2006) described leadership as a process of influence toward the accomplishment of objectives. This view of leadership generally focuses on the dyadic relationships between a leader and follower, but not on what conditions need to be in place for effective leaders to emerge or to be developed (Vardiman et al., 2006). It is important that all employees

be equipped with leadership skills (McCauley and Douglas, 2004) because leadership roles and processes are critical in setting direction, creating alignment, and nurturing commitment in groups of people (Johnson, 2000). According to Morrison et al. (2003), the essence of leadership traditionally has been the ability to first understand the theories and concepts of leadership and then to apply them in real life scenarios. The absence of effective leadership has a significant impact on the ability of organizations to implement and sustain strategic change initiatives. Reinertsen et al. (2005) suggest that leadership skills should include such elements as envisioning the future, establishing goals, communicating, rallying support for the vision, planning for its implementation and putting the plans in place. Degeling and Carr (2004) add that leader development is built on a foundation of cognitive, socio-emotional, and behavioral skills. These skills, supported by leader attributes such as self-awareness, openness, trust, creativity, and practical, social and general intelligence, provide the basis for leadership. Thus, it is important that organizations pay special attention to development of future leaders in order to sustain long-term effective leadership practices for high level of organizational performance.

2.1.1 Concept of Leadership Style

Mika, Darling, Seristö, (2009), A person's interactive leadership style reflects a pervasive and enduring set of interpersonal behaviors (Darling and Walker, 2001). Rather than focusing primarily on the innermost workings of one's personality or on one's values or beliefs, leadership style focuses on how one acts – that is, on what one says and does, and how one directly or indirectly interacts with others. Does a person ask questions or issue commands? Decide issues quickly or analyze the facts in detail before making decisions? Confront difficult situations directly or avoid them? Allow policies to govern or adapt policies to fit changing conditions? Individuals have been fascinated with one another's interactive differences over the ages. Beginning with the early astrologers, theorists attempted to identify these interactive styles. In ancient Greece, for example, the physician, Hippocrates, identified four temperaments – sanguine, phlegmatic, melancholic, and choleric; and in 1921, famed psychologist, Carl Jung, who was the first individual known to scientifically study personal styles, described them as intuiitor,

thinker, feeler and sensor (Keirsey and Bates, 1984). Since then, psychologists and others have produced many different models of interactive differences, some with numerous possible personality blends. Sometimes the various styles have been given abstract behavioral science names, and others have been named after birds, flowers, animals or even colors (Birkman, 1995).

However, a model that has been used throughout the centuries, in many different organizational settings, has focused on the grouping of interactive behaviors into four somewhat distinct categories. Blending the thoughts of several scholars, these interactive leadership styles are herein referred to as: analyzer, director, creator and connector. No one of these leadership styles is considered to be necessarily better or worse than any other, and everyone's interactive style has been in existence from early childhood – a function of both heredity and early environmental influences, and no doubt also significantly affected by early childhood training and education. Research by the authors indicates that all four styles are found in the populations of all industrialized countries, although not necessarily evenly distributed. Each person has a dominant interactive leadership style that is reflected in how that individual works, interacts and communicates with others. For example, the basic reason why an individual is not appointed to a given leadership position may often be a function of the appropriateness of the particular leadership style that person would bring to the position and organization. This leadership style is readily observed in other people, and is often difficult, or perhaps even impossible, to correctly identify in oneself. Therefore, the observation of an individual is the key to understanding a person's interactive leadership style, and the best way to identify one's own interactive style is to receive feedback from others.

2.1.2 Types of Leadership

According to Heilbrun (1994), there are three stages for discussion that clearly divided by leadership theories. First stage is to define leaders (the theory of leader features). The second stage is to research leaders behaviors (theory of leader behaviors). The third stage is to focus on the interaction with personnel, and concerns eventual and material matters between leaders and subordinates (the theory of contingency leadership). In the latest

publicized theories, we can divide them into transactional and transformational leadership (Burns, 1980; Bass, 1997). From the above theories, it can be concluded that the leadership is composed of the types of the leadership. The types of the leaderships are also affected by the behavior of the leader and the interactions, and concerns eventual and material matters between the leaders and subordinates. Considering the theories of leadership, for the propose of current research leadership has been classified as transformational, transactional and transcendental leadership and detailed in brief below.

2.1.2.1 Transformational Leadership

The transformational leadership means the way to improve the higher level for task request of employee so that it is available to inspire the potential capacity of employee and it shall allow subordinates with larger responsibility to become and employee with self orientation and self enhancement capability. Thus, inspired employees can attain organizational goals and personalize the achievement (Burns, 1978; Fry, 2003). Detailed definition about the transformational-leadership is proposed in Tichy and Devanna(1986). They contend that transformational leaders should be cognitive of the requirements for organizational improvement, and further create the changed vision. Thus, they can receive organizational support through the change process.

The transformational leadership not only asks for the increment of the productivity but will encourage the employee to take higher level of responsibility. The leader focuses on the change of vision and culture of the organization by inspiring employees with self orientation and self enhancement capability.

2.1.2.2 Transactional Leadership

Pounder (2001) and Kim and Shim (2003) suppose that transactional leadership oriented by demands, with focal emphasis on basic and external satisfaction against demands. It is featured with a reasonable standard process for controlling, and it means a process of benefit exchange with the purpose to keep organizational stability, Robbins (2003) contends that transactional leadership creates the goal orientations through role clarifications and task request, and it can also lead and encourage subordinates through

these activities. Namely, leaders will affirm and rewards subordinate's efforts, and satisfy their relevant demands to reach esteem and support from their activities. Whenever subordinates commit any important behavior, immediate corrective punishment should be given promptly (Bass, 1997).

The literature clearly indicates that transactional leadership is the type of leader that put their efforts to maintain the profitability and lead the subordinates for routine work. The leader motivates the employee by providing benefits and rewards to keep the organization stable for long term.

2.1.2.3 Transcendental Leadership

Transcendental leadership is the leadership defined by a contribution based exchange relationship. In this relationship the leader promotes unity by providing fair extrinsic rewards, appealing to the intrinsic motivation of the collaborators, and developing heir transcendent motivation.

Although the element which defines the type of leadership is the collaborator's motivation in the relationship, the behavior of the leader is a critical element in relational leadership, as it can significantly affect the motivations that bring the collaborator to start and maintain that relationship with the leader. For example, an economic partnership may result from the fact that the collaborator is only interested in an economic exchange, but it may also result from the fact that the leader is only offering the possibility of an economic interaction. Therefore, in relational leadership the behavior of the leader has as much influences the response of the collaborator, in a dynamic influence relationship (Rost, 1991). In this dynamic relationship, the work of the leader consists of influencing, through his or her values and behavior, the motivations of the collaborator in order that the latter will seek to form with the former the richest possible partnership, i.e. a contribution partnership. In other words, the work of the leader consists in the creation of high leadership with his or her collaborators. These partnerships can go from a dyadic partnership in the case of a two-person relationship, to a cultural or political partnership in the case of the leader of an organization or political institution.

Cardona (2000), In recent years, the concept of transformational leadership has gained important support as well as some criticisms. The basic caveat to transformational leadership has been called the "Hitler problem" (Ciulla, 1995). Is Hitler a leader? Can he belong to the same category as Gandhi? Bass and Steidlmeier (1999) summarize some of these problems and propose a distinction between pseudo transformational leaders and authentic transformational leaders. Pseudo transformational leaders are ethically questioned because they appeal to emotions rather than to reason, and may manipulate followers' ignorance in order to push their own interests. Hitler or Saddam Hussein could be situated in such a category. On the other hand, authentic transformational leaders are engaged in the moral uplifting of their followers, share mutually rewarding visions of success, and empower them to transform those visions into realities. Nelson Mandela and Mother Theresa are proposed as examples of this category. In order to distinguish between these two types of transformational leaders it is necessary to refer to certain core values that the leader shows in action. "For transformational leadership to be 'authentic', it must incorporate a central core of moral values" (Bass and Steidlmeier, 1999, p. 210). Even though Bass and Steidlmeier tried to explain how certain values are found in all traditions and cultures, they fail to specify which are the concrete ones that we should look at and measure in order to distinguish the good transformational leader from the bad one. It is difficult to propose specific values without analyzing the dilemma between natural law and cultural relativism.

In this paper Danrereau and others proposed an alternative approach to solve this problem. This approach is based not on specific values that covers non-specific obligations between the two parties. For example, a social exchange relationship between boss and subordinate could consist in the boss concerning herself with the subordinate's family needs, and the subordinate taking greater pains with his work in order to please his boss. Such obligations cannot be legally enforced, although an implicit reciprocal undertaking does exist, based on a certain identification between the two parties. These two types of relationships have been conceptualized as a zero sum classification; i.e. the relationships between the two parties are either governed by the economic exchange type or by the social exchange type. If the collaborators identify with the leader to the point of

forming a certain upper echelon, they are capable of passing the limits of what is formally required and entering to form a part of the leader's in-group. On the other hand, if the collaborators do not identify with the leader, but only meet their formal obligations, they will form a part of the leader's out-group (Dansereau et al., 1975). From this perspective the work of being a leader consists of "identifying" one's subordinates with the company, motivating them in such a way that they value and sacrifice themselves for the objectives of the group (Bass and Avolio, 1994). This dichotomous conception of exchange relationships, however, does not explain the results of various studies concerning Organizational Commitment (Meyer and Allen, 1997) and Organizational Citizenship Behavior (Cardona et al., 1999). These studies have revealed three types of relationships between an employee and the company: one of the economic type and two of the "social" type (that is, non-economic). Of the two "noneconomic" relationships, one is based on personal interest in the work itself (the personal task that he or she is responsible of in the relationship) and the other is based on the contributed that the work makes to others. We could call these new exchange relationships, respectively, work and contribution. These three relationships do not have a zero-sum form. Furthermore, Cardona et al. (1999) find a positive relationship (spillover) among the different exchanges, which indicates that the more positive one relationship is the more positive the other two tend to be.

2.2 Organizational Learning

2.2.1 Individual Learning versus Collective Learning

Organizational learning can be viewed as a metaphor derived from the understanding of individual learning. In fact, according to Kim (1993), organizational learning is ultimately derived from individual members. Theories of individual learning are crucial for understanding organizational learning. Organizational learning is more complex and dynamic than a mere magnification of individual learning. The level of complexity increases from a single individual to a large collection of diverse individuals. Although the meaning of the term "learning" remains essentially the same, the learning process is qualitatively different at the organizational level.

Learning occurs when knowledge is processed and a range of potential behaviors changed (Huber, 1991). Organizational learning is learning that occurs as knowledge is transformed from an individual to a collective level (Spender, 1996). Knowledge which is generated through double-loop learning supports a firm's ability to understand the consequences of past actions, respond to new environmental stimuli, and establish new mental models that override the existing ones (Argyris and Schön, 1978).

Solingen *et al.* (2000), argues that organizational learning encompasses different levels, such as, individual learning, team learning and organizational learning. In individual learning, each person takes responsibility for learning. In team learning, teams and work groups utilize the capability of each member for the benefit of all. Teams learn to share a common approach, supporting each other in individual learning objectives, and cooperating with other teams in the learning process. Individual learning becomes organizational learning when new knowledge is transferred across unit boundaries to others in the organization that can benefit from what has been learned (Hamel, 1991). Mills and Friesen (1992) point out that an organization learns through its members. People may be hired because of a specific competence and knowledge, which may be gained on the job or received in formal training. Learning is an individual phenomenon, which benefits the organization entirely through the individual. Individuals learn if the individual doesn't use the knowledge or leaves the firm, then there is no impact on the organizations. Then the organization has learned nothing.

Organizational learning needs to be systematized into practices and processes. Because organizational learning is more than the sum of the learning of its individual members, this approach encompasses collective learning, including knowledge acquisition; sharing and utilization of both individually held and commonly shared knowledge. Both types contribute to learning outcomes.

Therefore, the significant themes of SLT include the participation and interaction of people within a practice and their collective sense-making activities as they seek to develop their social and technical competency and therefore their identities within the domain of practice. These notions of participation and interaction around a practice, the

development of competency (particularly technical competency) and the mutually determinant relationship of learning with the sociological aspects of contexts, are also reflected either explicitly or implicitly in the workplace vocational learning literature (For examples see: Billett, 2001a,b; Billett, 2000, pp. 272-9; Jārvinen and Poikela, 2001; Marsick and Watkins, 1990; Marsick, 1987, pp. 11-30; Garrick, 1998; Matthews and Candy, 1999, pp. 47-64; Solomon, 1999, pp. 119-31; Marsick and Watkins, 1999, pp. 199-215).

Review of the recent contributions to the literature on aspects of organizational learning and considers how organizational processes might encompass effective learning support for individuals and groups of learners. The review is drawn from articles published between 1994-1996 in seven journals: Executive Development; Journal of Organizational Change Management; Journal of Management Development; Leadership & Organization Development Journal; Management Development Review; The Journal of Workplace Learning; The Learning Organization. The review concentrates on three areas: Organizational vision; Leadership and motivation; Organizational change and performance and concludes with a summary of the implications for organizational learning.

2.2.2 Organizational Vision

Allen (1995), sees “vision” as the starting-point, the anchor and the means of communicating a sense of organizational direction to its members. In practical terms, he suggests that a vision statement can provide an organizational road map to guide its future development - providing it is: coherent enough to create a recognizable picture of the future; powerful enough to generate commitment to performance and that it emphasizes what realistically can be and clarifies what should be. Among other sources, he bases his interpretation on the old testament view that without a vision the people will perish (Proverbs 29:18 and Hosea 4:14). Richardson and Thompson (1995) describe some of the characteristics of modern business environments and relate these to a vision of the strategic competences that organizations are likely to need in the future. In addition the following table also covers the focus of the vision viewed by the different writers and researchers.

**Figure no. 2.1
Organizational Vision**

| Authors | Focus | Subtheme |
|--------------------------------|---|--|
| Allen (1995) | Presents a visioning action plan that represents all organizational Stakeholders. The model promotes participative agreement members should agree with the vision and put it into practice | Defining organizational vision |
| Richardson and Thompson (1995) | Assess a number of related trends occurring in Business environments and considers the implications for developing requisite strategic competence in organizations | Relating future impacts to organizational competence |
| Benbow (1995) | Reports on a study of how organization view their development, vision responsibilities and succession, together with their vision on social issues | implementing and updating organizational vision |
| Bell and Tunicliff (1996) | Examines how companies plan ahead and argues that current strategic planning and re-engineering approaches alone will not enable them to compete in future. Promotes an inclusive stakeholder approach to pooling knowledge and resources | future planning and organizational direction |
| Gault and Jaccaci (1996) | Suggests how periodicity can be used with complexity theory to enable business Suggests how periodicity can be used with complexity theory to enable business | interrelating complexity, information, Organizational structure and learning |
| Smith and Saint-onge (1996) | Contends that in dealing with change, the mindsets of the organization's managers are the most critical factor. Suggests that the best way to deal with mindsets to prevent them from her denying by promoting a culture of active learning. | Establishing an evolutionary organization |
| Theabold(1996) | The pace of change and divergent views about 'what next' suggests no 'safe' future. Those who advance the maximum growth model assume ecological adaptability (among other variables) and are likely to place decision-makers under greater stress because of this. | future scenarios for organizational development |
| McDermott and Chan (1996) | Argues that corporate commitment to stakeholders is not an option but a necessary for companies aiming to build competitive advantage. Asserts that customer loyalty is obtained through trust this must be won by paying equal attention to all stakeholders. | Towards flexible intelligence relationship management strategies. |

Source: Adopted from R.E. Teare (1997)

The study highlights some of the issues that influence the concept and application of organizational vision. These include the need for regular up-dating and review (with reference to current and future planning and organizational direction); the need to consider the interrelationships between organizational complexity, information, organizational structure and learning and the evolutionary role of organizational vision (encompassing future scenarios for organizational development).

2.2.3 Leadership and Motivation

The role of organizational leadership is a multifaceted one that draws on an array of professional skills and personal qualities. The study reflects this and provides an indicative list of articles relating to topics such as: the role of the company director; the attributes of organizational leadership; leadership contexts and roles for learning; political awareness; executive leadership development; the leadership of a cultural change process and learning from leadership. Moreover the role of leadership is depicted in the capacity of leaders to motivate their colleagues and juniors in order to provide the opportunities to work with extra energy. The figure below attempts to explore the roles of leadership as perceived by the different researchers and writers.

**Figure no. 2.1
Leadership and motivation**

| Authors | Focus | Subtheme |
|-----------------------|---|---|
| Kenton (1995) | Considers the company director's role and questions conventional thinking about the myopic preparation with short-term cost cutting and rationalization. Asserts that directors should possess a strong sense of purpose and a vision for long-term | The role of the company director |
| Tait (1996) | Reports on in-depth interview with 18 business leaders, focusing on the qualities and skills they felt to be essential for success in directing and guiding a large organization | The attributes of organizational leadership |
| Richardson (1995a) | Relates the job of learning organization leader to prescriptions for implementing classically administered productivity improvement and an alternative approach to facilitating self-organizing learning networks. | Leadership contexts and roles for learning |
| Richardson (1995b) | Examines the dangers of 'self-enacted reality' strategic drift and the need for planning and control systems that reflect the harsh realities of the marketplace | The politically aware leader |
| Rurand Bunning (1996) | Describes a three-track process for executive leadership development intended to develop a cadre of strategic business leaders for the next decade | Executive leadership development |

| | | |
|---------------|--|--|
| Brooks (1996) | Explores the role of leadership in initiating and sustaining a major process of change. Finds that leadership of cultural change requires leaders to think culturally and to be guided by a cognitive model of change while focusing on the politics of acceptance | Leadership of a cultural change process |
| Cair (1996) | Questions whether individuals, using psychoanalytic insights, can learn from their experience of leadership. Believes that leader can develop insights in an experimental manner and concludes that most develop them by listening, responding and hearing. | Learning from leadership |
| Cading (1995) | Argues that leadership is the main factor in enhancing human performance and is the all important key to unlocking the latent potential of individuals, both in business and in sports. | Harnessing individual and team potential |

Source: Adopted from R.E. Teare (1997)

Tait (1996) identifies the self-reported attributes of effective leadership from a sample of 18 business leaders. The interviewees formed two sub-groups - those in their mid-50s or older with reputations among their peers and the public as outstanding managers/leaders and a second group of younger chief executives who had been five years or less in the role. Reflecting on the group's responses, Tait believes that the qualities of effective leaders will remain largely unchanged in the future.

2.2.4 Organizational Change and Performance

The literature relating to organizational change and performance seems to converge wherever organizational imperatives for change are considered. Typically this means that organizations change because they have to remain competitive and perform well and consistently over time, not from choice. The finding considers some of the implications of this for human resources (adapting to the needs of flexible working); for making structural adjustments (e.g. relationships between information flow and organizational performance, integrating intelligence systems and learning) and for decision-making (organizational self-reflection; using decision rules to guide organizational decision-making). The methods used to measure performance are in themselves an indicator of how far and how quickly an organization has been able to adapt to change and there are many strategic issues and options to consider. These include: the prospects for using "learning partnerships" to leverage improved organizational performance; promoting diversity as a means of enhancing organizational performance and using "soft systems" to relate strategic change to career and management development planning.

2.2.5 Coping with Change in the Workplace

Old (1995) argues that what she calls “whole system” organizational change occurs on three levels: transactional (observable ongoing work); systemic (strategy, structure, culture, rewards, technology, information) and “deep” structure (underlying patterns). Old argues that a well integrated change methodology is needed if organizations are to respond well to change and embed new thinking and a change orientation in the organization’s “deeper” systems and interactions. Field (1996) observes that many workplace changes are occurring because of developments in technology and especially the convergence of computer and telecommunication technologies.

Field argues that the pervasive influence of “instant” communications in the workplace presents a significant opportunity for human resource managers. He believes that they should be shaping an organizational response by building and managing “in-house” expertise in this sphere of change management. As and when human resource departments grasp this opportunity they will play a key role in determining the success (or failure) of the organization’s ability to come to terms with new working practices. Macadam (1996) offers some guidance on how to overcome the barriers associated with organizational change. In particular, he suggests ways in which negative attitudes such as resentment, depression, distrust, stress, disloyalty and lack of productivity - often manifest in staff who are about to experience a major change - might be channeled in a more productive way.

Lacey (1995) reviews the role of internal consultants in organizational change and development and compares the role with that traditionally played by external consultants. She finds that internal consultants frequently have to cope with problems associated with role confusion, compartmentalization, marginality, unclear career paths, lack of continuity, varying client expectations and departmental jealousies. She adds that internal consultants would be able to perform more effectively if these pressures were clearly identified and better understood.

2.2.6 Learning from Experience

Gustavsson and Harung (1994) argue that the level of collective consciousness determines the quality of life and the level of performance of an organization. They suggest that organizational learning is mainly restricted to the “surface areas” of awareness: action senses, active thinking, but at deeper levels of consciousness (such as feeling and intuition), much less progress has occurred. They propose a concept of learning that aims to facilitate a greater awareness of the capacity for organizational development. Their study findings reveal that it is possible to achieve the transformation of both individual and collective consciousness by using Eastern style meditation techniques to heighten awareness of the capacity for continued growth. Srikantia and Pasmore (1996) also consider the concept of awareness, focusing on the roles of conviction and self doubt in organizational learning processes. They explore how these negative feelings and emotions impede the individuals’ development and how they might be overcome so that learning processes might enable individuals to contribute more effectively to the corporate effort. The figure below attempts to display the learning from experience perceived by the different writers and researchers.

Figure no. 2.1
Learning from experience

| Authors | Focus | Sub Theme |
|--------------------------------|---|--|
| Field (1996) | States that flexible working methods have become an including feature of the modern employment market and estimates that by the year 2000 one quarter of the UK working population will be involved in flexible working | Adapting to the needs of flexible working |
| Kock, McQueen and Baets (1996) | Discusses the relationship between knowledge, information and data and relates these to the concept of knowledge organizations which rely on knowledge workers and intense information flow | Information flow and organizational performance |
| Venugopal and Beats (1995) | Examines the capabilities of information technology as a support function for organizational learning and presents a framework for integrating intelligent systems with ‘real time’ learning events | Integrating intelligence systems and learning |
| Dyes (1994) | Shows that firms develop decision rules that help future decision-makers to distinguish between similar and dissimilar situations. Findings from a study also reveal attempts to maintain flexibility and to encourage innovative responses to ‘new’ events | Using decision rules to guiding organizational decision making |
| Lorange (1996) | Describes a managerial approach for creating or strengthening organizational learning through partnership with external partners | Learning partnerships and organizational performance |
| Karung and Karung | Suggests that to benefit from ‘unity in diversity’ it is | Diversity as a means of |

| | | |
|------------------------|---|--|
| (1995) | necessary to encourage empowerment, decentralization and self-management and then seek to integrate differences of view, guided by the organizational vision and a shared set of values. | enhancing organizational performance |
| Botton and Gold (1995) | Explains how the nationwide building society used soft systems methodology to analyze career aspirations and map them against personal development needs and organizational development and performance criteria. | Career and management development using a soft system approach |
| Stone (1996) | Reviews the literature that that point to a 'revolution' in business performance measurement and the greater use of soft employee related measures. Study finding reveal that fewer companies than predicted are using or developing alternative performance measures | Performance measures |

Source: Adopted from R.E. Teare (1997)

The literature clearly shows that only achieving competency is not the motto of the organization but retaining the competency is also the major concern of the organization. Retaining competency is possible only when the employees are fully committed to the organization. Competence acquisition is possible when there is learning environment in the organization which increases the knowledge and skills of the employee so the study is keenly interested to know about the learning environment in the higher educational organizations.

According to the conceptual development of the organizational learning, it can be concluded that the behavioral, cognitive and action learning contribute to the organizational learning which enable the human resource to enhance the knowledge required to accomplish the tasks effectively and efficiently. So that organizational change and performance enhanced.

2.3 The Relationship between Leadership and the Operation of Learning Organization

Popper and Lipshitz (2000) contend leadership is the factor to affect organization learning. Leaders can create organizational structure and shape up the organizational culture to result in influence through various affairs, actions and service; thus, leadership actually affects the organizational learning. We can know that leadership and organization learning are highly correlated and leadership can also improve the process

and result of organization learning activities (Lam, 2002; Leithwood and Menzies, 1998; Leithwood *et al.*, 1998; 1996).

Leadership means the critical factor to affect organization learning. Leaders can enhance the capability of organization learning through conveying their vision and the learning opportunities created by leaders allowable for their subordinates can enhance organization learning as well (Edmondson, 2002; Gilley and Maycunich, 2000; Popper and Lipshitz, 2000).

Vera and Crossan (2004) adopt the opinion of strategic leadership and propose the development models for high rank administrator to affect organization-learning activities. It is aimed to investigate how leaders affect the systematic elements of organization learning. Also, to face the violent competition, leaders shall, at all times, be cautious about learning activities to result in organizations allowable for learning.

Lam (2002) conducted a cross-nation investigating research about transformational leadership and organization learning and indicated that transformational leadership can actually affect the process and achievement of organization learning. Leithwood *et al.* (1998) contends transformational leadership can affect the fruitful efficiency of organization learning. Transformational leadership can effectively affect organizational learning and also improve the process and achievement of organization learning. Transformational leadership comes with significantly positive effect on encouraging and emphasizing teamwork spirits and involvement (Lam, 2002; Sadler, 2001; Leithwood *et al.*, 1998). Transactional leadership and the operation of learning organization also come with significant relationship and organizations can improve the efficiency of organization learning through transactional leadership (Bass, 1997; Bass and Avolio, 1990).

From above literatures, we can deduce that transformational leadership and transactional leadership have significantly positive effect on the operation of learning organization.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is related to the overall approach to the research process. Research methodology is the way to solve the research problems systematically. It describes the methods and process followed in the entire research process. Hence, this chapter Deals with the method and process applied for this research study. This study covers quantitative methodologies in a greater extend and also used descriptive method. Based on both technical and logical aspects, statistical tools are used for the analysis of different variables. Component of research methodology are described as follows. The questionnaires have been taken from the study of R. Teare (1997) relating to the organizational learning and the leadership questionnaires have been used from the study of Popper and Zakkai, (1994). The questionnaires have been modified and distributed making simple to understand. The researcher in some cases clarified the questions to the respondent so that they can answer easily and correctly Five point Likert type scale questions were distributed. In order to achieve the primary objective of this study as denoted to explore the relationship between the leadership and organizational learning.

3.2 Research Design

Generally research design means following definite procedures and techniques which give and provide way for research viability. It describes the general framework to collect and analyze the data. To achieve the objective of the study, descriptive and analytical research design has been used. Some statistical tools have been adopted to find out relationship between leadership and organization learning.

Leadership and organizational learning have emerged to create a learning environment in totality in the organizational system. It has become an issue of serious concern and research. Literature and discipline on leadership and organizational learning are vast and diverse. Organizational learning is very broad in terms of the disciplines that have developed organizational learning theories and their viewpoints.

Similarly, a descriptive type of the research design is followed to test the relationship between leadership and organizational learning in Nepalese higher education sectors. The leadership style and organizational learning were tested designing survey types of field research design. In this study, independent variables are transformational and transactional leadership and the dependent variable is organizational learning such as learning environment (vision), leadership and change and organizational change and performance. The research design carries the characteristics of qualitative as well as quantitative researches.

3.3 Nature and Sources of Data

As the descriptive and analytical research design have used in study. It is completely the social psychological study, so the primary data were used to fulfill the requirement of the study. The primary data are related with the leadership style and the exploration of the organizational learning environment in Nepalese higher educational sector specially located in Kathmandu valley. The perceptions are collected through the distribution of the questionnaire to the respondents. The components of leadership style are transformational and transactional leadership and components of learning environment are organizational vision, leadership and change and organizational change and performance. The personal visit to the respondents were made so the required information can be obtained and to have further reliability of the responses. Full structured questionnaire were developed based on the work of Popper and Zakkai, (1994) and modified to make the questionnaire understandable related with the transformational and transactional leadership. Similarly, the organizational learning questionnaire were developed and modified based on the work of Richard Teare, (1997).

The primary data were collected by means of structured questionnaire. The questionnaires had been distributed to two hundred teachers working in the higher educational institutions under Tribhuvan, Purbanchan universities and higher secondary education board. For the purpose of the study questionnaires have been distributed following judgmental sampling to the lecturers.

3.4 Population and Sample

In this study all higher education sectors were considered as the population. Campus level lecturers were defined as the sample population. They were selected judgmentally. Among the large number of population of organizations and individuals thirteen institutions and 200 individuals comprising of the lecturers and head of the organizations were selected as the sample of the study. The name of the organizations and individuals covered in the study are given in the table below. In addition, the table also presents the number of questionnaire distributed and the number of usable questionnaire received.

Table no. 3.1
Population and Sample

| S.N. | Campus name | No Of Distributed Questionnaire | No of useable Questionnaire | Percentage of useable Questionnaire |
|-------|---|---------------------------------|-----------------------------|-------------------------------------|
| 1 | Nepal Commerce Campus, New Baneshwor, Kathmandu | 35 | 30 | 86 |
| 2 | Koteshwor Multiple Campus, Koteshwor, Kathmandu | 20 | 17 | 85 |
| 3 | Himalayan White House Int'l College, Mid Baneshwor, Kathmandu | 10 | 8 | 80 |
| 4 | Kathmandu Barsha H.S.S., Tinkune, Kathmandu | 10 | 6 | 60 |
| 5 | Baneshwor Multiple Campus, Shanti Nagar, Kathmandu | 10 | 7 | 70 |
| 6 | Santona Memorial Multiple Campus, Shanti Nagar, Kathmandu | 20 | 15 | 75 |
| 7 | Liverpool Int'l College, New Baneshwor, Kathmandu | 20 | 12 | 60 |
| 8 | Nepal Mega College, Babarmahal, Kathmandu | 10 | 10 | 100 |
| 9 | Everest Florida H.S.S., Shanti Nagar, Kathmandu | 10 | 9 | 90 |
| 10 | Triton Int'l College, Subidhanagar, Kathmandu | 20 | 14 | 70 |
| 11 | Kathmandu Shiksha Campus, Exhibition Road, Kathmandu | 15 | 13 | 87 |
| 12 | Asian College of Management, Minbhawan, Kathmandu | 10 | 7 | 70 |
| 13 | Padmodaya H.S.S., Ram Sah Path, Kathmandu | 10 | 8 | 80 |
| Total | | 200 | 156 | 78 |

As presented in the table above, total 200 questionnaires were distributed and 156 were usable for the research purpose. Hence the rate of usable response was 78 %.

3.5 Statistical Tools and Techniques for the Study

This study is completely based on the primary data because the study needs the attitude of the teachers in the Nepalese higher educational organizations towards the learning environment and leadership style. To explore leadership style and organizational learning environment the five point likert type scale questionnaire were used. The questionnaires consisted of 5 to the highly agreed, 4 to agreed, 3 for neutral, 2 for disagreed and 1 for highly disagreed.

While analyzing the data it has been considered that 3.5 to 5 agreed and good, below 3 disagreed and poor and 3 to 3.5 neutral correspondingly.

All collected data were tabulated and appropriate statistical techniques such as percentage, mean, standard derivation and coefficient of variation were used to analyze the information achieved from the respondents. In order to compare and analyze the statistical tools like Karl Pearson's correlation coefficient was used. To test the significance of all results chi-square test for goodness of fit. Cronbach's alpha was also used to test the reliability.

The data collected from the teachers were presented, analyzed and interpreted for attaining the stated objective of the study. Appropriate non parametric statistical analysis was conducted to test the significance of primary data. It has been used to attain the relationship between leadership and organizational learning.

3.6 Data Presentation and Analysis System

For the fulfillment of the objective of the study, I have gone through the primary data. All the data has been calculated by using this SPSS software (13.0). The outcome obtained from the structured questionnaire is presented in quantitative manner. In some extent to clarify the all; statistical tools are used and results are presented in tables. All the methods of analysis and presentation are applied as simple as possible. Interpretation is made in very simple way. Details of calculation which could not be shown in the main body part are presented in appendices, at the end. Summary, conclusion and recommendation are presented finally.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

4.1 Data Presentation and Analysis

The data collected from the questionnaire have been duly tabulated. The information are analyzed as per the need of research objectives. The data are presented and interpreted in simple frequency and percentage. In order to make it more practical the mean value, standard derivation and coefficient of variation have also been calculated and presented. To test the significance of the information used in study, the Karl Pearson's coefficient of correlation has been also computed. The hypotheses developed for the study were tested by using the Chi-square test. To find the statistical reliability Cronbach's alpha has been computed and shown in subsequent places.

The table below presents the number and percentage of the managers perceiving the different statements related with the transformational behavior of the leader in the higher educational institutions in Nepal. The teaching faculties and the head of the institutions were requested to share their opinion in the scales like highly disagree (1), disagree (2), neutral (3), agree (4) and highly agree (5).

Table no. 4.1
Frequency and Percentage of the Respondents for Transformational Leadership Style

| S.N. | Particulars | Total N | Percentage of frequency | | | | | | | | | |
|------|---|------------|-------------------------|------|-----------|------|---------|------|--------|------|---------------|-------|
| | | | Highly Disagreed | | Disagreed | | Neutral | | Agreed | | Highly Agreed | |
| | | | N | % | N | % | N | % | N | % | N | % |
| 1. | I believe my director has sufficient capability to overcome hardship from jobs | 156 | 0 | 0 | 9 | 5.8 | 24 | 15.4 | 80 | 51.3 | 43 | 27.6 |
| 2. | Whenever my director pinpoints my fault, he will kindly consider my self esteem | 156 | 3 | 1.9 | 18 | 11.5 | 36 | 23.1 | 67 | 42.9 | 32 | 20.5 |
| 3. | Whenever my director punishing me, he will definitely pose impartial attitude without personally dogmatic discretion | 156 | 4 | 2.6 | 25 | 16 | 45 | 28.8 | 49 | 31.4 | 33 | 21.2 |
| 4. | I regard my director as the best example of success | 156 | 7 | 4.5 | 19 | 12.2 | 32 | 20.5 | 65 | 41.7 | 33 | 21.20 |
| 5. | Whenever I make some faults on my jobs, my director will kindly communicate me and find out to faults to take appropriate action. | 156 | 7 | 4.5 | 20 | 12.8 | 19 | 12.2 | 66 | 42.3 | 44 | 28.2 |
| 6. | My director can share his delight and hardship with me | 156 | 9 | 5.8 | 14 | 9.0 | 36 | 23.1 | 69 | 44.2 | 28 | 17.9 |
| 7. | My director can encourage me to have sufficient courage to face challenges | 156 | 2 | 1.3 | 19 | 12.2 | 16 | 10.3 | 64 | 40.4 | 55 | 35 |
| 8. | My director takes care of me just like one of my family elders | 156 | 9 | 5.8 | 23 | 14.7 | 47 | 30.1 | 54 | 34.6 | 23 | 14.7 |
| 9. | My director can orient me with a new director and help me solve problems | 156 | 9 | 5.8 | 21 | 13.5 | 31 | 19.9 | 60 | 38.5 | 35 | 22.4 |
| 10. | My director can hand me over with the ultimate mission for customer service | 156 | 8 | 5.1 | 19 | 12.2 | 46 | 29.5 | 60 | 38.5 | 23 | 14.7 |
| 11. | On the job I cannot show my hearty respect and actually finish the instruction my director | 156 | 23 | 14.7 | 30 | 19.2 | 30 | 19.2 | 53 | 34 | 20 | 12.8 |

Sources: Responses on Survey Questionnaire, 2012

According to the table above, the number of respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “I believe my director has sufficient capability to overcome hardship from jobs” were 0 (0%), 9 (5.80%), 24 (15.40%), 80

(51.30%), and 43 (27.60%) respectively. For 3 (1.9%), 18 (11.5%), 36 (23.10%), 67 (42.90%), and 32 (20.50%). Respondents “Whenever my director pinpoints my fault, he will kindly consider my self esteem” was the matter of highly disagreeing, disagreeing, neutral, agreeing and highly agreeing respectively. In regard to the statement “Whenever my director punishing me, he will definitely pose impartial attitude without personally dogmatic discretion” was highly disagreed, disagreed, neutralized, agreed and highly agreed by the respondents (2.60%), 25 (16%), 45 (28.80%), 49 (31.40%) and 33 (21.20%) respectively.

The number and percentage of the respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “I regard my director as the best example of success” were 7 (4.50%), 19 (12.20%), 32 (20.50%), 65 (41.70%) and 33 (21.20%) respectively. The statement “Whenever I make some faults on my jobs, my director will kindly communicate me and find out to faults to take appropriate action.” was highly disagreed, disagreed, become neutralized, agreed and highly agreed by the respondents 7 (4.50%), 20 (12.80%), 19 (12.20%), 66 (42.30%) and 44 (28.20%) respectively.

The number and percentage of the respondents highly disagreeing, disagreeing, being neutral, agreeing and highly agreeing the statement “My director can share his delight and hardship with me” were 9 (5.80%), 14 (9%), 36 (23.10%), 69 (44.20%) and 28 (17.90%) respectively.

The respondent’s responses showing highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “My director can encourage me to have sufficient courage to face challenges” were 2 (1.30%), 19 (12.20%), 16 (10.30%), 64 (41%) and 55 (35.30%) respectively.

The number of respondents highly disagreeing, disagreeing, being neutral, agreeing and highly agreeing the statement “My director takes care of me just like one of my family elders” were 9 (5.80%), 23 (14.70%), 47 (30.10%), 54 (34.60%) and 23 (14.70%) respectively.

According to the table above the number of respondents showing highly disagreement, disagreement, neutrality, agreement and highly agreement to the statement “My director can orient me with a new director and help me solve problems” were 9 (5.80%), 21 (13.50%), 31 (19.90%), 60 (38.50%) and 35 (22.40%) respectively.

The statement “My director can hand me over with the ultimate mission for customer service” was highly disagreed, disagreed, neutralized, agreed and highly agreed by the respondents 8 (5.10%), 19 (12.20%), 46 (29.50%), 60 (38.50%) and 23 (14.70%) respectively.

The number of respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “On the job I cannot show my hearty respect and actually finish the instruction my director” were 23 (14.70%), 30 (19.20%), 30 (19.20%), 53 (34%) and 20 (12.80%) respectively.

Summing above, the majority of the respondents agreed the statements “I believe my director has sufficient capability to overcome hardship from jobs” (77.90%), “Whenever my director pinpoints my fault, he will kindly consider my self esteem” (61.40%), “Whenever my director punishing me, he will definitely pose impartial attitude without personally dogmatic discretion” (52.60%), “I regard my director as the best example of success” (62.90%), “Whenever I make some faults on my jobs, my director will kindly communicate me and find out to faults to take appropriate action” (70.50%), “My director can share his delight and hardship with me” (62.10%), “My director can encourage me to have sufficient courage to face challenges” (75.70%), “My director takes care of me just like one of my family elders” (49.30%), “My director can orient me with a new director and help me solve problems” (60.90%), “My director can hand me over with the ultimate mission for customer service” (53.20%) and “On the job I cannot show my hearty respect and actually finish the instruction my director” (46.80%). It means that maximum respondents are agreed in the statements related to transformational leadership. In addition from the analysis above that the transformational leadership has

been highly accepted style by the respondents in the higher educational institutions of Nepal.

The table below presents the mean values, standard deviation and coefficient of variation computed for the responses received from the respondents like teaching faculties and head of the higher educational institutions.

Table no. 4.2
Mean, Standard Deviation and Coefficient of Correlation of Respondents in
Regard to Transformational Leadership.

| S.N. | Particulars | Mean | S.D. | C.V. |
|------|---|------|-------|-------|
| 1. | I believe my director has sufficient capability to overcome hardship from jobs | 4.01 | 0.815 | 20.32 |
| 2. | Whenever my director pinpoints my fault, he will kindly consider my self esteem | 3.69 | 0.989 | 26.80 |
| 3. | Whenever my director punishing me, he will definitely pose impartial attitude without personally dogmatic discretion | 3.53 | 1.074 | 30.43 |
| 4. | I regard my director as the best example of success | 3.63 | 1.085 | 29.90 |
| 5. | Whenever I make some faults on my jobs, my director will kindly communicate me and find out to faults to take appropriate action. | 3.77 | 1.129 | 29.95 |
| 6. | My director can share his delight and hardship with me | 3.60 | 1.064 | 29.56 |
| 7. | My director can encourage me to have sufficient courage to face challenges | 3.99 | 1.034 | 29.92 |
| 8. | My director takes care of me just like one of my family elders | 3.38 | 1.086 | 32.13 |
| 9. | My director can orient me with a new director and help me solve problems | 3.58 | 1.147 | 32.04 |
| 10. | My director can hand me over with the ultimate mission for customer service | 3.46 | 1.049 | 30.32 |
| 11. | On the job I cannot show my hearty respect and actually finish the instruction my director | 3.11 | 1.278 | 41.02 |

Sources: Responses on Survey Questionnaire, 2012

As shown in the table above, the mean value obtained for statement, “I believe my director has sufficient capability to overcome hardship from jobs” was 4.01. It means that the respondents were agreeing the statement. The variability in the responses of the respondents was 20.32%. The mean value obtained for statement, “Whenever my director pinpoints my fault, he will kindly consider my self esteem” was 3.69. It means that the respondents were agreed the statement. The variability in the responses of the respondents was 26.80%. The mean value obtained for the statement, “Whenever my director punishing me, he will definitely pose impartial attitude without personally

dogmatic discretion” was 3.53. It means that the respondents were agreeing the statement. The variability in the responses of the respondents was 30.43%.

The statement, “I regard my director as the best example of success” was agreed by the respondents the mean value computed for the response was 3.63. The variability in the responses of the respondents was 29.90%. The mean value obtained for statement, “Whenever I make some faults on my jobs, my director will kindly communicate me and find out to faults to take appropriate action.” was 3.77. According to the mean value the respondents agreed the statement. The variability in the responses of the respondents was 29.95%. As the mean value obtained for the statement, “My director can share his delight and hardship with me” was 3.60. As denoted by mean value it was agreed by the respondents. The variability in the responses of the respondents was 29.56%.

The mean value obtained for the statement, “My director can encourage me to have sufficient courage to face challenges” was 3.99. It means that the respondents were agreed in this statement. The variability in the responses of the respondents was 29.92%. The calculated mean value obtained for statement, “My director takes care of me just like one of my family elders” was 3.38. The mean value signified that the respondents agreed the statement. The variability in the responses of the respondents was 32.13%. The statement, “My director can orient me with a new director and help me solve problems” was agreed by the respondents the mean value computed for the response was 3.58. The variability in the responses of the respondents was 32.04%.

The calculated mean value for statement, “My director can hand me over with the ultimate mission for customer service” was 3.46. As indicated by mean value the respondents agreed the statement. The variability in the responses of the respondents was 30.32%.

The respondents were neutral to the statement, “On the job I cannot show my hearty respect and actually finish the instruction my director” The mean value obtained for the responses was 3.11. The variability in the responses of the respondents was 41.02%.

Summing above, all the statements accepted the statements “on the job I can’t show my heartily respects and actually finished the instruction of my director” all the respondents were agreeing for the last statement related with transformational leadership, respondents were neutral.

The table below presents the number and percentage of the respondents showing their level of agreement in the scale like highly disagree, disagree, neutral, agree and highly agree.

Table no. 4.3
Frequency and Percentage of the Respondents in Regard to Transactional Leadership

| S.N. | Particulars | Total N | Percentage of Frequency | | | | | | | | | |
|------|--|---------|-------------------------|------|----------|------|---------|------|-------|------|--------------|------|
| | | | Highly Disagree | | Disagree | | Neutral | | Agree | | Highly Agree | |
| | | | N | % | N | % | N | % | N | % | N | % |
| 1 | My director will satisfy my demands to ask for my personal support to him | 156 | 17 | 10.9 | 25 | 16 | 34 | 21.8 | 49 | 31.4 | 31 | 19.9 |
| 2 | My director can clearly tell me about task goals to reach rewards | 156 | 10 | 6.4 | 17 | 10.9 | 28 | 17.9 | 63 | 40.4 | 38 | 24.4 |
| 3 | My director will punish or reward me according to my personal work performance | 156 | 11 | 7.1 | 21 | 13.5 | 32 | 20.5 | 52 | 33.3 | 40 | 25.6 |
| 4 | Whenever I finish my special goals, my director grant me | 156 | 8 | 5.1 | 21 | 13.5 | 35 | 22.4 | 58 | 37.2 | 34 | 21.8 |
| 5 | My director provides appropriate rewards | 156 | 15 | 9.6 | 20 | 12.8 | 40 | 25.6 | 52 | 33.3 | 29 | 18.6 |

Sources: Responses on Survey Questionnaire ,2012

According to the table above, the number of respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “my director will satisfy my demands to ask for my personal support to him” were 17 (10.90%), 25 (16%), 34 (21.80%), 49 (31.40%) and 31 (19.90%) respectively. The statement “My director can clearly tell me about task goals to reach rewards” was the matter of highly disagreement, disagreement, neutral, agreement and highly agreement. For 10 (6.40%), 17 (10.90%), 28 (17.90%), 63 (40.40%) and 38 (24.40%) respectively. The number of respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement were “My director will

punish or reward me according to my personal work performance” were 11 (7.10%), 21 (13.50%), 32 (20.50%), 52 (33.30%) and 40 (25.60%) respectively.

The number of respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “Whenever I finish my special goals, my director grant me” were 8 (5.10%), 21 (13.50%), 35 (22.40%), 58 (37.20%) and 34 (21.80%) respectively. The statement “My director provides appropriate rewards” was highly disagreed, disagreed, became neutral, agreed and highly agreed by 15 (9.60%), 20 (12.80%), 40 (25.60%), 52 (33.30%) and 29 (18.60%) respectively.

Summing above, the majority of the respondents agreed the statements “My director will satisfy my demands to ask for my personal support to him” (51.30%), “My director can clearly tell me about task goals to reach rewards” (64.80%), “My director will punish or reward me according to my personal work performance” (58.90%), “Whenever I finish my special goals, my director grant me” (59%) and “My director provides appropriate rewards (51.90%). It means that maximum respondents are agreed in the statements related to transactional leadership.

The table below presents the mean values, standard deviations and coefficient of variation computed for the responses received from the teaching faculties and head of the institutions in regard to the transactional leadership in the higher education institutions.

Table no. 4.4
Mean, Standard Deviation and Coefficient of Variation in Regard to the Transactional Leadership

| S.N. | Particulars | Mean | S.D. | C.V. |
|------|--|------|-------|-------|
| 1 | My director will satisfy my demands to ask for my personal support to him | 3.33 | 1.267 | 38.05 |
| 2 | My director can clearly tell me about task goals to reach rewards | 3.65 | 1.151 | 31.53 |
| 3 | My director will punish or reward me according to my personal work performance | 3.57 | 1.208 | 33.84 |
| 4 | Whenever I finish my special goals, my director grant me | 3.57 | 1.125 | 31.51 |
| 5 | My director provides appropriate rewards | 3.38 | 1.205 | 35.65 |

Sources: Responses on Survey Questionnaire, 2012

As shown in the table above, the mean value obtained for statement, “My director will satisfy my demands to ask for my personal support to him” was 3.33. It means that the respondents were agreed in the statement. The variability in the responses of the respondents was 38.05%. The mean value obtained for statement, “My director can clearly tell me about task goals to reach rewards” was 3.65. It means that the respondents agreed the statement. The variability in the responses of the respondents was 31.53%. The statement, “My director will punish or reward me according to my personal work performance” was agreed by the respondents. The mean value computed for the responses received was 3.57. The variability in the responses of the respondents was 33.84%.

The mean value was computed in regard to the statement; “Whenever I finish my special goals, my director grant me” was 3.57. It means that the respondents agreed the statement. The variability in the responses of the respondents was 31.51%. The statement, “My director provides appropriate rewards” was agreed by the respondents. The computed mean value for the responses received was 3.38. The variability in the responses of the respondents was 35.65%.

In conclusion, the respondents in the higher educational institutions agreed all the statements included in the transactional leadership behaviors.

The table below presents the number and percentage of the respondents showing their level of agreement in regard to the statement showing the learning environment (vision) in the higher education institutions in Nepal.

Table no. 4.5
Frequency and Percentage of the Respondents in Regard to Learning Environment (Vision)

| S.N. | Particulars | Total N | Percentage of frequency | | | | | | | | | |
|------|---|---------|-------------------------|-----|----------|------|---------|-------|-------|------|--------------|------|
| | | | Highly Disagree | | Disagree | | Neutral | | Agree | | Highly Agree | |
| | | | N | % | N | % | N | % | N | % | N | % |
| 1. | We have future action plan in our organization | 156 | 6 | 3.8 | 18 | 11.5 | 24 | 15.40 | 57 | 36.5 | 51 | 32.7 |
| 2. | Visioning action plan representing all organizational stakeholders are presented in my organization | 156 | 4 | 2.6 | 21 | 13.5 | 43 | 27.6 | 64 | 41 | 24 | 15.4 |
| 3. | Throughout the visioning process we follow the participative approach | 156 | 3 | 1.9 | 27 | 17.3 | 34 | 21.8 | 63 | 40.4 | 29 | 18.6 |
| 4. | It is our thinking that organizational members should agreed with the vision and put into daily practice | 156 | 6 | 3.8 | 14 | 9 | 39 | 25 | 64 | 41 | 33 | 21 |
| 5. | We consider the implications for developing required strategic competencies in organization by assessing the number of related trends occurring in business environment | 156 | 1 | 0.6 | 25 | 16 | 49 | 31.4 | 58 | 37.2 | 23 | 14.7 |
| 6. | Organization's report represents the view of the organizational leader regarding development, responsibilities, succession and social issues | 156 | 3 | 1.9 | 21 | 13.5 | 34 | 21.8 | 59 | 37.8 | 39 | 25 |
| 7. | We analyze the current strategic planning and re-engineering thinking that they are not enough to address the future problems while planning ahead | 156 | 8 | 5.1 | 24 | 15.4 | 36 | 23.1 | 54 | 34.6 | 34 | 21.8 |
| 8 | The stakeholders knowledge and resources are utilizes by promoting and including the appropriate approach | 156 | 8 | 5.1 | 20 | 12.8 | 28 | 17.9 | 68 | 43.6 | 32 | 20.5 |
| 9. | We regularly try to evaluate the position of the business in complex situation | 156 | 9 | 5.8 | 22 | 14.1 | 30 | 19.2 | 53 | 34 | 42 | 26.9 |
| 10. | The thinking of managers is considered as most critical factor while dealing with change | 156 | 9 | 5.8 | 12 | 7.7 | 36 | 23.1 | 56 | 35.9 | 43 | 27.6 |
| 11. | There is promotion of active learning culture in our organization while dealing with change | 156 | 10 | 6.4 | 19 | 12.2 | 40 | 25.6 | 56 | 35.9 | 31 | 19.9 |
| 12 | We predict the future | 156 | 5 | 3.2 | 23 | 14.7 | 45 | 28.8 | 55 | 35.3 | 28 | 17.9 |

| | | | | | | | | | | | | |
|----|---|-----|----|-----|----|------|----|------|----|------|----|------|
| | considering the different options and the pace of change | | | | | | | | | | | |
| 13 | Ecological factors are considered while making decisions | 156 | 11 | 7.1 | 21 | 13.5 | 31 | 19.9 | 64 | 41 | 29 | 18.6 |
| 14 | The decision making process depends on the ecological environment | 156 | 8 | 5.1 | 20 | 12.8 | 30 | 19.2 | 59 | 37.8 | 39 | 25 |
| 15 | The corporate commitment to stakeholders is needed to achieve the competitive advantage | 156 | 1 | 0.6 | 18 | 11.5 | 32 | 20.5 | 73 | 46.8 | 32 | 20 |
| 16 | We treat all stakeholders equally and obtain customers loyalty through trust | 156 | 7 | 4.5 | 20 | 12.8 | 30 | 19.2 | 63 | 40.4 | 36 | 23.1 |

Sources: Responses on Survey Questionnaire, 2012

According to the table above, the number and percentage of respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “We have future action plan in our organization” were 6 (3.80%), 18(11.50%), 24 (15.40%), 57 (36.50%) and 51 (32.70%) respectively. The statement “Visioning action plan representing all organizational stakeholders are presented in my organization” was highly disagreed, disagreed, neutral, agreed and highly agreed by 4 (2.60%), 21. (13.50%), 43 (27.60%), 64 (41%) and 24 (15.40%) respondents respectively. The number and percentage of respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “Throughout the visioning process we follow the participative approach” were 3 (1.90%), 27 (17.30%), 34 (21.80%), 63 (40.40%) and 29 (18.60%) respectively.

As shown in the table above the number of respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “It is our thinking that organizational members should agreed with the vision and put into daily practice” were 6 (3.80%), 14 (9%), 39 (25%), 64 (41%) and 33 (21.20%) respectively. The statement “We consider the implications for developing required strategic competencies in organization by assessing the number of related trends occurring in business environment” was the matter of highly disagree, disagree, neutral, agree and highly agree for 1 (0.60%), 25 (16%), 49 (31.40%), 58 (37.20%) and 23 (14.70%) respectively. The number of respondents highly

disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “Organization’s report represents the view of the organizational leader regarding development, responsibilities, succession and social issues” were 3 (1.90%), 21 (13.50%), 34 (21.80%), 59 (37.80%) and 39 (25%) respectively.

The statement “We analyze the current strategic planning and re-engineering thinking that they are not enough to address the future problems while planning ahead” was highly disagreed, disagreed, neutral, agreed and highly agreed by 8 (5.10%), 24 (15.40%), 36 (23.10%), 54 (34.60%) and 34 (21.80%) respectively. The number and percentage of respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “The stakeholders knowledge and resources are utilizes by promoting and including the appropriate approach” were 8 (5.10%), 20 (12.80%), 28 (17.90%), 68 (63.60%) and 32 (20.50%) respectively. As the table indicates that the number of respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “We regularly try to evaluate the position of the business in complex situation” were 9 (5.80%), 22 (14.10%), 30 (19.20%), 53 (34%) and 42 (26.90%) respectively.

The number and percentage of the respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “The thinking of managers is considered as most critical factor while dealing with change” were 9 (5.80%), 12 (7.70%), 36 (23.10%), 56 (35.90%) and 43 (27.60%) respectively. The statement “There is promotion of active learning culture in our organization while dealing with change“ was respondents highly disagreed, disagreed, neutral, agreed and highly agreed by 10 (6.40%), 19 (12.20%), 40 (25.60%), 56 (35.90%) and 31 (19.90%) respectively. The number and percentage of respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “We predict the future considering the different options and the pace of change “ was 5 (3.20%), 23 (14.70%), 45 (28.80%), 55 (35.30%) and 28 (17.90%) respectively.

As shown in table above the number of respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “Ecological factors are considered while making decisions “ was 11 (7.10%), 21 (13.50%), 31 (19.90%), 64 (41%) and 29

(18.60%) respectively. The statement “The decision making process depends on the ecological environment “was the matter of highly disagree, disagree, neutral, agree and highly agree for 8 (5.10%), 20 (12.80%), 30 (19.20%), 59 (37.80%) and 39 (25%) respectively. The number of respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “The corporate commitment to stakeholders is needed to achieve the competitive advantage “was 1 (0.60%), 18 (11.50%), 32 (20.50%), 73 (46.80%) and 32 (20.50%) respectively. The responses from the respondents relating to highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “We treat all stakeholders equally and obtain customers loyalty through trust “was 7 (4.50%), 20 (12.80%), 30 (19.20%), 63 (40.40%) and 36 (23.10%) respectively.

Summing above, the majority of the respondents agreed the statements “We have future action plan in our organization” (69.20%), “Visioning action plan representing all organizational stakeholders are presented in my organization” (56.40%), “Throughout the visioning process we follow the participative approach” (59%), “It is our thinking that organizational members should agreed with the vision and put into daily practice” (62%). statements “We consider the implications for developing required strategic competencies in organization by assessing the number of related trends occurring in business environment” (51.90%), “Organization’s report represents the view of the organizational leader regarding development, responsibilities, succession and social issues” (62.80%), “We analyze the current strategic planning and re-engineering thinking that they are not enough to address the future problems while planning ahead” (56.40%), “The stakeholders knowledge and resources are utilizes by promoting and including the appropriate approach” (64.10%), “We regularly try to evaluate the position of the business in complex situation” (60.90%), “The thinking of managers is considered as most critical factor while dealing with change” (59.62%), “There is promotion of active learning culture in our organization while dealing with change” (55.80%), “We predict the future considering the different options and the pace of change” (53.20%), “Ecological factors are considered while making decisions“ (59.60%), “The decision making process depends on the ecological environment” (62.80%), “The corporate commitment to stakeholders is needed to achieve the competitive advantage” (67.90%)

and “We treat all stakeholders equally and obtain customers loyalty through trust“ (63.50%). It means that maximum respondents were found agreeing the statements related to learning environment (vision).

The table below presents the computed mean values, standard deviation and coefficient of variation in regards to the responses received from the respondents in respect to the learning environment (vision) in the higher educational institutions under study.

Table no. 4.6
Mean, Standard Deviation and Coefficient of Variation of the Learning Environment (Vision)

| S.N. | Particulars | Mean | S.D. | C.V. |
|------|---|------|-------|-------|
| 1. | We have future action plan in our organization | 3.83 | 1.125 | 29.37 |
| 2. | Visioning action plan representing all organizational stakeholders are presented in my organization | 3.53 | 0.993 | 28.13 |
| 3. | Throughout the visioning process we follow the participative approach | 3.56 | 1.042 | 29.70 |
| 4. | It is our thinking that organizational members should agreed with the vision and put into daily practice | 3.67 | 1.031 | 28.09 |
| 5. | We consider the implications for developing required strategic competencies in organization by assessing the number of related trends occurring in business environment | 3.49 | 0.954 | 27.34 |
| 6. | Organization’s report represents the view of the organizational leader regarding development, responsibilities, succession and social issues | 3.71 | 1.049 | 28.27 |
| 7. | We analyze the current strategic planning and re-engineering thinking that they are not enough to address the future problems while planning ahead | 3.53 | 1.144 | 32.41 |
| 8. | The stakeholders knowledge and resources are utilizes by promoting and including the appropriate approach | 3.62 | 1.104 | 30.50 |
| 9. | We regularly try to evaluate the position of the business in complex situation | 3.62 | 1.188 | 32.82 |
| 10. | The thinking of managers is considered as most critical factor while dealing with change | 3.72 | 1.123 | 30.19 |
| 11. | There is promotion of active learning culture in our organization while dealing with change | 3.51 | 1.133 | 32.28 |
| 12. | We predict the future considering the different options and the pace of change | 3.50 | 1.050 | 30.00 |
| 13. | Ecological factors are considered while making decisions | 3.51 | 1.150 | 32.76 |
| 14. | The decision making process depends on the ecological environment | 3.65 | 1.140 | 31.23 |
| 15. | The corporate commitment to stakeholders is needed to achieve the competitive advantage | 4.02 | 0.932 | 23.19 |
| 16. | We treat all stakeholders equally and obtain customers loyalty through trust | 3.65 | 1.106 | 30.30 |

Sources: Responses on Survey Questionnaire, 2012

As shown in the table above, the mean value obtained for statement, “We have future action plan in our organization” was 3.83. It means that the respondents agreed the statement. The variability in the responses of the respondents was 29.37%. The statement, “Visioning action plan representing all organizational stakeholders are presented in my organization” was agreed by the respondents. The corresponding mean value computed for the responses was 3.53. The variability in the responses of the respondents was 28.13%. The mean value calculated for the statement, “Throughout the visioning process we follow the participative approach” was 3.56. It means that the respondents agreed the statement. The variability in the responses of the respondents was 29.71%.

The mean value was found for statement, “It is our thinking that organizational members should agreed with the vision and put into daily practice” was 3.67. According to mean value the respondents agreeing the statement. The variability in the responses of the respondents was 28.09%. The mean value for the statement, “We consider the implications for developing required strategic competencies in organization by assessing the number of related trends occurring in business environment” was 3.49. It means that the respondents agreed the statement. The variability in the responses of the respondents was 27.34%. The statement, “Organization’s report represents the view of the organizational leader regarding development, responsibilities, succession and social issues” was agreed by the respondents. The representing mean value was 3.71. The variability in the responses of the respondents was 28.27%.

The mean value calculated for the statement, “We analyze the current strategic planning and re-engineering thinking that they are not enough to address the future problems while planning ahead” was 3.53. It means that the respondents agreed the statement. The variability in the responses of the respondents was 32.41%. The mean value obtained for statement, “The stakeholders knowledge and resources are utilizes by promoting and including the appropriate approach” was 3.62. According to mean value the statement was agreed by the respondents. The variability in the responses of the respondents was 30.51%. The mean value computed for the statement, “We regularly try to evaluate the position of the business in complex situation” was 3.62. As indicated by mean value the

statement agreed by the respondents. The variability in the responses of the respondents was 32.82%.

The mean value obtained for the statement, “The thinking of managers is considered as most critical factor while dealing with change” was 3.72. It means that the respondents agreed the statement. The variability in the responses of the respondents was 30.19%. The mean value calculated for the statement, “There is promotion of active learning culture in our organization while dealing with change” was 3.51. According to mean value the statement was agreed by the respondents. The variability in the responses of the respondents was 32.28%. The mean value found for the statement, “We predict the future considering the different options and the pace of change” was 3.50. As denoted by mean value the statement was agreed by the respondents working in higher educational institutions. The variability in the responses of the respondents was 30%.

The mean value computed for the statement, “Ecological factors are considered while making decisions” was 3.65. It means that the respondents agreed the statement. The variability in the responses of the respondents was 31.23%. The statement, “The corporate commitment to stakeholders is needed to achieve the competitive advantage” was agreed by the respondents with the computed mean value 4.02. The variability in the responses of the respondents was 23.19%. The mean value obtained for the statement, “We treat all stakeholders equally and obtain customers loyalty through trust” was 3.65. It means that the respondents agreed the statement. The variability in the responses of the respondents was 30.30%.

Summing above, the minimum mean value was 3.49 and maximum mean value was 4.02. It means that the maximum respondents show their agreement with the statements related to learning environment (vision).

The table below presents the number and percentage of the respondents in regards to the statements related with leadership and change in the higher educational institutions covered in the study.

Table no. 4.7
Frequency and Percentage of the Respondents in Regard to Leadership and Change

| S.N. | Particulars | Total N | Percentage of frequency | | | | | | | | | |
|------|---|------------|-------------------------|-----|-----------|------|---------|-------|--------|------|---------------|------|
| | | | Highly Disagreed | | Disagreed | | Neutral | | Agreed | | Highly Agreed | |
| | | | N | % | N | % | N | % | N | % | N | % |
| 1. | The company director plays the role for short-term cost reduction and rationalization | 156 | 5 | 3.2 | 17 | 10.9 | 32 | 20.5 | 79 | 50.6 | 23 | 14.7 |
| 2. | The director should possess a strong sense of purpose and a vision for the long-term | 156 | 3 | 1.9 | 12 | 7.7 | 33 | 21.20 | 39 | 25 | 69 | 44.2 |
| 3. | While directing and guiding an organization we conduct in-depth interview with business leaders focusing on the qualities and skills | 156 | 2 | 1.3 | 14 | 9 | 40 | 25.6 | 61 | 39.1 | 39 | 25 |
| 4. | The job of learning organization leader is to implement classically administered productivity improvement and an alternative approach to facilitating self-organizing learning networks | 156 | 5 | 3.2 | 22 | 44.1 | 41 | 26.3 | 57 | 36.5 | 31 | 19.9 |
| 5. | The changes of self-enacted realities of the marketplace are examined | 156 | 2 | 1.3 | 32 | 20.5 | 40 | 25.6 | 63 | 40.4 | 19 | 12.2 |
| 6. | The role and procedure of leadership development program for the future are examined and executed | 156 | 4 | 2.6 | 22 | 14.1 | 38 | 24.4 | 59 | 37.8 | 33 | 21.2 |
| 7. | Directors in organization relate cultural change with policies | 156 | 5 | 3.2 | 21 | 13.5 | 36 | 23.1 | 69 | 44.2 | 25 | 16 |
| 8 | We believe that leadership can develop insights in an experimental manner by listening, hearing and responding | 156 | 5 | 3.2 | 16 | 10.3 | 22 | 14.1 | 72 | 46.2 | 41 | 26.3 |
| 9. | As individual can learn from their experienced leaders | 156 | 0 | 0 | 10 | 6.4 | 15 | 9.6 | 56 | 35.9 | 75 | 48.1 |
| 10. | Leadership plays vital role to increase employee performance | 156 | 3 | 1.9 | 9 | 5.8 | 17 | 10.9 | 48 | 30.8 | 79 | 50.6 |

Sources: Responses on Survey Questionnaire, 2012

According to the table above, the number and percentage of the respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “The company director plays the role for short-term cost reduction and rationalization “were 5 (3.20%), 17 (10.90%), 32 (20.50%), 79 (50.60%) and 23 (14.70%) respectively. The statement “The director should possess a strong sense of purpose and a vision for the long-

term “was highly disagreed, disagreed, neutral, agreed and highly agreed by 3 (1.90%), 12 (7.70%), 33 (21.20%), 39 (25%) and 69 (44.20%) respectively. As presented in the number and percentage of the respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “While directing and guiding an organization we conduct in-depth interview with business leaders focusing on the qualities and skills “were 2(1.30%), 14 (9%), 40 (25.60%), 61 (39.10%) and 39 (25%) respectively.

The number and percentage of respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “The job of learning organization leader is to implement classically administered productivity improvement and an alternative approach to facilitating self-organizing learning networks “was 5 (3.20%), 22 (14.10%), 41 (26.30%), 57 (36.50%) and 31(19.90%) respectively. As shown in table no. 4.7, the number and percentage of the respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “The changes of self-enacted realities of the marketplace are examined “was 2 (1.30%), 32(20.50%), 40 (25.60%), 63 (40.40%) and 19 (12.20%) respectively. The statement “The role and procedure of leadership development program for the future are examined and executed “was highly disagreed, disagreed, neutral, agreed and highly agreed by 4 (2.60%), 22 (14.10%), 38 (24.40%), 59 (37.80%) and 33 (21.20%) respectively.

The number and percentage of the respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “Directors in organization relate cultural change with policies “were 5 (3.20%), 21 (13.50%), 36 (23.10%), 69 (44.20%) and 25 (16%) respectively. As dictated in table 4.7 the number and percentage of the respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “We believe that leadership can develop insights in an experimental manner by listening, hearing and responding “were 5 (3.20%), 16 (10.30%), 22 (14.10%), 72 (46.20%) and 41 (26.30%) respectively. According to table above, the number and percentage of the respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “As individual can learn from their experienced leaders “was 0 (0%)10 (6.40%), 15 (9.60%), 56 (35.90%) and 75 (48.10%) respectively. The statement

“Leadership plays vital role to increase employee performance “was highly disagreed, disagreed, neutral, agreed and highly agreed by 3 (1.90%), 9 (5.80%), 17 (10.90%), 48 (30.80%), 79 (50.60%) and (20.50%) respectively.

Summing up, the majority of the respondents agreed the statements “The company director plays the role for short-term cost reduction and rationalization” (65.30%), “The director should possess a strong sense of purpose and a vision for the long-term” (69.20%), “While directing and guiding an organization we conduct in-depth interview with business leaders focusing on the qualities and skills” (64%), “The job of learning organization leader is to implement classically administered productivity improvement and an alternative approach to facilitating self-organizing learning networks” (56.40%), “The changes of self-enacted realities of the marketplace are examined” (52.60%), “The role and procedure of leadership development program for the future are examined and executed” (59%), “Directors in organization relate cultural change with policies” (60.20%), “We believe that leadership can develop insights in an experimental manner by listening, hearing and responding” (72.50%). “As individual can learn from their experienced leaders” (84%), “Leadership plays vital role to increase employee performance” (81.40%). It means that maximum respondents are agreed in the statements related to leadership and change.

The table below presents the mean value, standard deviation, and coefficient of variation computed in the basis of responses received from the teaching faculties and head of the institutions of the higher education in Kathmandu valley.

Table no. 4.8
Mean Standard Deviation and Coefficient of Variation of the Leadership and Change

| S.N. | Particulars | Mean | S.D. | C.V. |
|------|---|------|--------|-------|
| 1. | The company director plays the role for short-term cost reduction and rationalization | 3.63 | 0.972 | 26.78 |
| 2. | The director should possess a strong sense of purpose and a vision for the long-term | 4.02 | 1.068 | 26.57 |
| 3. | While directing and guiding an organization we conduct in-depth interview with business leaders focusing on the qualities and skills | 3.78 | 0.968 | 25.61 |
| 4. | The job of learning organization leader is to implement classically administered productivity improvement and an alternative approach to facilitating self-organizing learning networks | 3.56 | 1.061 | 29.80 |
| 5. | The changes of self-enacted realities of the marketplace are examined | 3.42 | 0.9920 | 28.95 |
| 6. | The role and procedure of leadership development program for the future are examined and executed | 3.61 | 1.051 | 29.11 |
| 7. | Directors in organization relate cultural change with policies | 3.56 | 1.017 | 28.57 |
| 8. | We believe that leadership can develop insights in an experimental manner by listening, hearing and responding | 3.82 | 1.038 | 27.17 |
| 9. | As individual can learn from their experienced leaders | 4.26 | 0.879 | 20.63 |
| 10. | Leadership plays vital role to increase employee performance | 4.22 | 0.987 | 23.39 |

Sources: Responses on Survey Questionnaire , 2012

As shown in the table above, the mean value obtained for the statement, “The company director plays the role for short-term cost reduction and rationalization” was 3.63. It means that the respondents agreed the statement. The variability in the responses of the respondents was 26.78%. The statement, “The director should possess a strong sense of purpose and a vision for the long-term” was agreed by the respondents. The representing mean value in this regard was 4.02. The variability in the responses of the respondents

was 26.57%. The mean value obtained for statement, “While directing and guiding an organization we conduct in-depth interview with business leaders focusing on the qualities and skills” was 3.78. It means that the respondents agreed the statement. The variability in the responses of the respondents was 25.61%.

The calculated mean value for the statement, “The job of learning organization leader is to implement classically administered productivity improvement and an alternative approach to facilitating self-organizing learning networks” was 3.56. It means that the respondents were agreeing the statement. The variability in the responses of the respondents was 29.80%. As the mean suggest the statement, “The changes of self-enacted realities of the marketplace are examined” agreed by the respondents. The mean value in this regard was 3.42. The variability in the responses of the respondents was 28.95%. The mean value calculated for the statement, “The role and procedure of leadership development program for the future are examined and executed” was 3.61. It means that the respondents agreed the statement. The variability in the responses of the respondents was 29.11%.

The statement, “Directors in organization relate cultural change with policies” was agreed by the respondents. The computed mean vale in this regard was 3.56. The variability in the responses of the respondents was 28.57%. The mean value for the statement, “We believe that leadership can develop insights in an experimental manner by listening, hearing and responding” was 3.82. It means that the respondents agreed the statement. The variability in the responses of the respondents was 27.17%. The mean value calculated for the statement, “As individual can learn from their experienced leaders” was 4.26. It means that the respondents were agreeing the statement. The variability in the responses of the respondents was 20.63%. The statement, “Leadership plays vital role to increase employee performance” was agreed by the respondents. The representing mean value was 4.22. The variability in the responses of the respondents was 23.39%.

Summing above, the minimum mean value was 3.42 and maximum mean value was 4.26. It means that the maximum respondents agreed the statements related to leadership and change.

The table below presents the number and percentage of the respondents in regard to organizational change and performance.

Table no. 4.9
Number and Percentage of the Respondents in Regard to Organizational change and performance

| S.N. | Particulars | Total N | Percentage of frequency | | | | | | | | | |
|------|---|---------|-------------------------|-----|-----------|------|---------|------|--------|------|---------------|------|
| | | | Highly Disagreed | | Disagreed | | Neutral | | Agreed | | Highly Agreed | |
| | | | N | % | N | % | N | % | N | % | N | % |
| 1. | The considerations of flexible working methods have become tolerable feature of modern employment market | 156 | 2 | 1.3 | 10 | 6.4 | 35 | 22.4 | 70 | 44.9 | 39 | 25 |
| 2. | Knowledge acquisition is obtained relating with knowledge, information and data | 156 | 1 | 0.6 | 13 | 8.3 | 24 | 15.4 | 75 | 48.1 | 43 | 27.6 |
| 3. | The tool for organizational learning presents framework for integrating intelligence system supported by information technology | 156 | 1 | 0.6 | 14 | 9 | 30 | 19.2 | 75 | 48.1 | 36 | 23.1 |
| 4. | We discuss on problems to describe a process for facilitating organizational self-reaction to increase organizational performance | 156 | 5 | 3.2 | 21 | 13.5 | 38 | 24.4 | 66 | 42.3 | 26 | 16.7 |
| 5. | We have certain norms which help future decision-makers to differentiate between similar and dissimilar situations | 156 | 4 | 2.6 | 19 | 12.2 | 29 | 18.6 | 64 | 41 | 40 | 25.6 |
| 6. | Research findings are used to maintain flexibility and encourage innovative responses to | 156 | 3 | 1.9 | 12 | 7.7 | 29 | 18.6 | 59 | 37.8 | 53 | 34 |

| | 'new' events | | | | | | | | | | | |
|-----|--|-----|---|-----|----|------|----|------|----|------|----|------|
| 7. | Partnership with external partners facilitates for creating of strengthening organizational learning using managerial approach | 156 | 1 | 0.6 | 15 | 9.6 | 34 | 21.8 | 63 | 40.4 | 43 | 27.6 |
| 8 | We believe that empowerment and decentralization of power achieve the benefit from the unity in diversity | 156 | 3 | 1.9 | 10 | 6.4 | 17 | 10.9 | 66 | 42.3 | 60 | 38.5 |
| 9. | Empowerment and decentralization of power achieve the self management to integrate different views guided by organizational vision and shared set of values | 156 | 3 | 1.9 | 8 | 5.1 | 35 | 22.4 | 68 | 43.6 | 42 | 26.9 |
| 10. | We use sub system to analyze career aspiration and map them against personal development needs and organizational development and performance criteria for building nationwide society | 156 | 3 | 1.9 | 18 | 11.5 | 29 | 18.6 | 71 | 45.5 | 35 | 22.4 |

Sources: Responses on Survey Questionnaire, 2012

According to the table above, the number and percentage of the respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “The considerations of flexible working methods have become tolerable feature of modern employment market “were 2 (1.30%), 10 (6.40%), 35 (22.40%), 70 (44.90%) and 39 (25%) respectively. The number of respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “Knowledge acquisition is obtained relating with knowledge, information and data “were 1 (0.60%), 13 (8.30%), 24 (15.40%), 75 (48.10%) and 43 (27.60%) respectively. The table no. 4.9 shows, the number and percentage of the respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “The tool for organizational learning presents framework for integrating intelligence system supported by information technology “were 1 (0.60%), 14 (9%), 30 (19.20%), 75 (48.10%) and 36 (23.10%) respectively.

As indicated in table 4.9, the number and percentage of the respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “We discuss on problems to describe a process for facilitating organizational self-reaction to increase organizational performance “were 5 (3.20%), 21 (13.50%), 38 (24.40%), 66 (42.30%) and 26 (16.70%) respectively. The statement “We have certain norms which help future decision-makers to differentiate between similar and dissimilar situations “was highly disagreed, disagreed, neutral, agreed and highly agreed by 4 (2.60%), 19 (12.20%), 29 (18.60%), 64 (41%) and 40 (25.60%) respondents respectively. The number and percentage of the respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “Research findings are used to maintain flexibility and encourage innovative responses to ‘new’ events “were 3 (1.90%), 12 (7.70%), 29 (18.60%), 59 (37.80%) and 53 (34%) respectively.

It was found in table no. 4.9 that the number and representing percentage of the respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “Partnership with external partners facilitates for creating of strengthening organizational learning using managerial approach “were 1 (0.60%), 15 (9.60%), 34 (21.80%), 63 (40.40%) and 43 (27.60%) respectively. The statement “We believe that empowerment and decentralization of power achieve the benefit from the unity in diversity “was highly disagreed, disagreed, neutral, agreed and highly agreed by 3 (1.90%), 10 (6.40%), 17 (10.90%), 66 (42.30%) and 60 (38.50%) respondents respectively. Table no. 4.9 indicates that the number of respondents highly disagreeing, disagreeing, neutral, agreeing and highly agreeing the statement “Empowerment and decentralization of power achieve the self management to integrate different views guided by organizational vision and shared set of values “were 3 (1.90%), 8 (5.10%), 35 (22.40%), 68 (43.60%) and 42 (26.90%) respectively.

The statement “We use sub system to analyze career aspiration and map them against personal development needs and organizational development and performance criteria for building nationwide society “was the matter of highly disagree, disagree, neutral, agree

and highly agree for 3 (1.90%), 18 (11.50%), 29 (18.60%), 71 (45.50%) and 35 (22.40%) respondents respectively.

To sum up, the majority of the respondents agreed the statements “The considerations of flexible working methods have become tolerable feature of modern employment market” (69.90%), “Knowledge acquisition is obtained relating with knowledge, information and data” (75.70%), “The tool for organizational learning presents framework for integrating intelligence system supported by information technology” (71.20%), “We discuss on problems to describe a process for facilitating organizational self-reaction to increase organizational performance” (59%), “We have certain norms which help future decision-makers to differentiate between similar and dissimilar situations” (66.60%), “Research findings are used to maintain flexibility and encourage innovative responses to ‘new’ events” (71.80%), “Partnership with external partners facilitates for creating of strengthening organizational learning using managerial approach” (68%), “We believe that empowerment and decentralization of power achieve the benefit from the unity in diversity” (80.80%), “Empowerment and decentralization of power achieve the self management to integrate different views guided by organizational vision and shared set of values” (70.50%) and “We use sub system to analyze career aspiration and map them against personal development needs and organizational development and performance criteria for building nationwide society” (67.90%) It means that maximum respondents are agreed in the statements related to organizational change and performance.

The table below presents the mean value, standard deviation and coefficient of variation computed for the responses received from the faculty numbers and institutions head in regard to the organizational change and performance.

Table no. 4.10
Mean, Standard Deviation and Coefficient of Variation in regard to the Organizational Change and Performance

| S.N. | Particulars | Mean | S.D. | C.V. |
|------|--|------|-------|-------|
| 1. | The considerations of flexible working methods have become tolerable feature of modern employment market | 3.86 | 0.912 | 23.63 |
| 2. | Knowledge acquisition is obtained relating with knowledge, information and data | 3.94 | 0.906 | 22.99 |
| 3. | The tool for organizational learning presents framework for integrating intelligence system supported by information technology | 3.84 | 0.905 | 23.57 |
| 4. | We discuss on problems to describe a process for facilitating organizational self-reaction to increase organizational performance | 3.56 | 1.024 | 28.76 |
| 5. | We have certain norms which help future decision-makers to differentiate between similar and dissimilar situations | 3.75 | 1.051 | 28.03 |
| 6. | Research findings are used to maintain flexibility and encourage innovative responses to 'new' events | 3.94 | 1.005 | 25.51 |
| 7. | Partnership with external partners facilitates for creating of strengthening organizational learning using managerial approach | 3.85 | 0.958 | 24.88 |
| 8. | We believe that empowerment and decentralization of power achieve the benefit from the unity in diversity | 4.09 | 0.960 | 23.47 |
| 9. | Empowerment and decentralization of power achieve the self management to integrate different views guided by organizational vision and shared set of values | 3.88 | 0.930 | 23.97 |
| 10. | We use sub system to analyze career aspiration and map them against personal development needs and organizational development and performance criteria for building nationwide society | 3.75 | 0.994 | 26.51 |

Sources: Responses on Survey Questionnaire, 2012

As shown in the table above, the mean value obtained for statement, “The considerations of flexible working methods have become tolerable feature of modern employment market” was 3.86. It means that the respondents agreed the statement. The variability in the responses of the respondents was 23.63%. The statement, “Knowledge acquisition is obtained relating with knowledge, information and data” was agreed by the respondents. The presenting mean value was 3.94. The variability in the responses of the respondents was 22.99%. The mean value calculated for statement, “The tool for organizational learning presents framework for integrating intelligence system supported by information technology” was 3.84. It means that the respondents were agreeing the statement. The variability in the responses of the respondents was 23.57%.

The mean value found for statement, “We discuss on problems to describe a process for facilitating organizational self-reaction to increase organizational performance” was 3.56. It means that the respondents agreed the statement. The variability in the responses of the respondents was 28.76%. The statement, “We have certain norms which help future decision-makers to differentiate between similar and dissimilar situations” was agreed by the respondents. The corresponding mean value was 3.75. The variability in the responses of the respondents was 28.03%. The mean value for statement, “Research findings are used to maintain flexibility and encourage innovative responses to ‘new’ events” was 3.94. It means that the respondents agreed the statement. The variability in the responses of the respondents was 25.51%.

The mean value found for the statement, “Partnership with external partners facilitates for creating of strengthening organizational learning using managerial approach” was 3.85. It means that the respondents were agreeing the statement. The variability in the responses of the respondents was 24.88%. The mean value was found for the statement, “We believe that empowerment and decentralization of power achieve the benefit from the unity in diversity” was 4.09. It means that the respondents were agreed in this statement. The variability in the responses of the respondents was 23.47%.

The statement, “Empowerment and decentralization of power achieve the self management to integrate different views guided by organizational vision and shared set of values” was agreed by the respondents. The representing mean value was 3.88. The variability in the responses of the respondents was 23.97%. The mean value for the statement, “We use sub system to analyze career aspiration and map them against personal development needs and organizational development and performance criteria for building nationwide society” was 3.75. It means that the respondents were agreed in this statement. The variability in the responses of the respondents was 26.51%.

Summing above, the minimum mean value was 3.56 and maximum mean value was 4.09. It means that the maximum respondents agreed the statements related to organizational change and performance.

The table below presents the Pearson's Correlation values showing the relationship of leadership and organizational learning and change variables on the basis of responses received from the respondents from the higher educational institutions in Kathmandu valley.

Table no. 4.11
Karl Pearson's Correlation Coefficient

| | | Transformation Leadership | Transactional leadership | Learning environment (vision) | Leadership & change | Organizational change & performance |
|-------------------------------------|---------------------|---------------------------|--------------------------|-------------------------------|---------------------|-------------------------------------|
| Transformation Leadership | Pearson Correlation | 1 | | | | |
| | Sig. (2-tailed) | | | | | |
| Transactional leadership | N | 156 | | | | |
| | Pearson Correlation | 0.285(**) | 1 | | | |
| Learning environment (vision) | Sig. (2-tailed) | 0.000 | | | | |
| | N | 156 | 156 | | | |
| Leadership & change | Pearson Correlation | 0.296(**) | 0.677(**) | 1 | | |
| | Sig. (2-tailed) | 0.000 | 0.000 | | | |
| Organizational change & performance | N | 156 | 156 | 156 | | |
| | Pearson Correlation | 0.225(**) | 0.511(**) | 0.796(**) | 1 | |
| | Sig. (2-tailed) | 0.005 | 0.000 | 0.000 | | |
| | N | 156 | 156 | 156 | 156 | |
| | Pearson Correlation | 0.119 | 0.362(**) | 0.522(**) | 0.679(**) | 1 |
| | Sig. (2-tailed) | 0.140 | 0.000 | 0.000 | 0.000 | |
| | N | 156 | 156 | 156 | 156 | 156 |

** Correlation is significant at the 0.01 level (2-tailed).

According to the table above, the Karl Pearson's coefficient of correlation value between transformation leadership and transactional leadership was 0.285. It indicates that both

types of leadership have low degree of positive correlation which means both leadership styles have slight relationship. Correlation value 0.285 was significant at the 0.01 level (2-tailed).

The Karl Pearson's coefficient of correlation value between transformation leadership and learning environment (vision) was 0.296. It indicates that transformation leadership and learning environment (vision) have low degree of positive correlation which means both factors have slight relationship. Correlation value 0.296 was significant at the 0.01 level (2-tailed).

It was found that the Karl Pearson's coefficient of correlation value between transformation leadership and leadership & change was 0.225. It indicates that transformation leadership and leadership & change have low degree of positive correlation which means both factors have slight relationship. Correlation value 0.225 was significant at the 0.01 level (2-tailed).

The calculation shows that the Karl Pearson's coefficient of correlation value between transformation leadership and Organizational change & performance was 0.119. It indicates that transformation leadership and Organizational change & performance have low degree of positive correlation which means both factors have slight relationship.

The calculated Karl Pearson's coefficient of correlation value between transactional leadership and learning environment (vision) was 0.677. It indicates that transactional leadership and learning environment (vision) have moderate degree of positive correlation. Correlation value 0.677 was significant at the 0.01 level (2-tailed).

The table no. 4.11 shows that the Karl Pearson's coefficient of correlation value between transactional leadership and leadership & change was 0.511. It indicates that transactional leadership and leadership & change have moderate degree of positive correlation. Correlation value 0.511 was significant at the 0.01 level (2-tailed).

The table no. 4.11 indicates that the Karl Pearson's coefficient of correlation value between transactional leadership and Organizational change & performance was 0.362. It indicates that transactional leadership and Organizational change & performance have low degree of positive correlation. Correlation value 0.362 was significant at the 0.01 level (2-tailed).

The Karl Pearson's coefficient of correlation value relating to between learning environment (vision) and leadership & change was 0.796. It indicates that learning environment (vision) and leadership & change have high degree of positive correlation. Correlation value 0.796 was significant at the 0.01 level (2-tailed).

The Karl Pearson's coefficient of correlation value between learning environment (vision) and Organizational change & performance was 0.522. It indicates that learning environment (vision) and Organizational change & performance have moderate degree of positive correlation which. Correlation value 0.511 was significant at the 0.01 level (2-tailed).

The Karl Pearson's coefficient of correlation value between leadership & change and Organizational change & performance was 0.679. It indicates that leadership & change and Organizational change & performance have moderate degree of positive correlation. Correlation value 0.679 was significant at the 0.01 level (2-tailed).

The Chi-square values have been computed to show the significance of the responses of the teaching faculties and head of the institutions in regard to the transformational leadership. Chi-square value values given in the table below.

Table no. 4.12**Chi-Square Test for Transformational Leadership**

| S.N. | Particulars | Chi-Square | df | P value | Alpha (α) | Result |
|------|---|------------|----|---------|--------------------|--------------------|
| 1. | I believe my director has sufficient capability to overcome hardship from the jobs | 72.359 | 3 | .000 | 0.05 | H_1 was accepted |
| 2. | Whenever my director pinpoint my fault, he will kindly consider my self esteem | 72.910 | 4 | .000 | 0.05 | H_1 was accepted |
| 3. | Whenever my director punishing me, he will definitely pose impartial attitude without personally dogmatic discretion | 41.308 | 4 | .000 | 0.05 | H_1 was accepted |
| 4. | I regard my director as the best example of success | 60.282 | 4 | .000 | 0.05 | H_1 was accepted |
| 5. | Whenever I make some fault on my jobs my director will kindly communicate me and find out the faults to take appropriate action | 71.628 | 4 | .000 | 0.05 | H_1 was accepted |
| 6. | My director can share his delight and hardship with me | 72.141 | 4 | .000 | 0.05 | H_1 was accepted |
| 7. | My director can encourage me to have sufficient courage to face Challenge | 89.128 | 4 | .000 | 0.05 | H_1 was accepted |
| 8. | My director take care my just like one of my family elders | 44.769 | 4 | .000 | 0.05 | H_1 was accepted |
| 9. | My director can orient me with a new director and help me solve Problem | 46.179 | 4 | .000 | 0.05 | H_1 was accepted |
| 10. | My director can hand me over with the ultimate mission for customer service | 57.782 | 4 | .000 | 0.05 | H_1 was accepted |
| 11. | On the job I can't show my heartily respect and actually finish the instruction of my director | 21.500 | 4 | .000 | 0.05 | H_1 was accepted |

Sources: Responses on Survey Questionnaire , 2012

According to the table above, the chi-square value for the statement “I believe my director has sufficient capability to overcome hardship from the jobs” was 72.359 with df 3 and significant at 0.000 P-value. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value for the statement "Whenever my director pinpoints my fault, he will kindly considers my self esteem" was 72.910 with df 4 and significant at 0.000 P-value. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value obtained for the statement “Whenever my director punishing me, he will definitely pose impartial attitude without personally dogmatic discretion” was 41.308 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted.

As calculated on the table no. 4.15, the chi-square value for the statement “I regard my director as the best example of success” was 60.282 with df 4 and the P value for the statement was 0.000. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value for the statement "Whenever I make some fault on my jobs my director will kindly communicate me and find out the faults to take appropriate action" was 71.628 with df 4 and significant at 0.000 P-value. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value obtained for the statement “My director can share his delight and hardship with me” was 72.141 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted.

As shown on the table above, the chi-square value for the statement “My director can encourage me to have sufficient courage to face challenge” was 89.128 with df 4 and the P value for the statement was 0.000. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value for the statement “My director take care of me just like one of my family elders" was 44.769 with df 4 and significant at 0.000 P-value. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value obtained for the statement “My director can orient me with a new director and help me solve problem” was 46.179 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted.

As obtained from the table above, the chi-square value for the statement “My director can hand me over with the ultimate mission for customer service” was 57.782 with df 4 and the P value for the statement was 0.000. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value obtained for the statement “On the job I can't show my heartily respect and actually finish the instruction of my director” was 21.500 with 4 degree of freedom. Significant at 0.000 P-value when

the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted.

Summing above, the alpha value assumed for the all statements was 0.05. The P value obtained for the all statement was 0.000. Since the P value was less than the alpha value so the statements related to transformational leadership practices were effective in Nepelese higher education sector.

In the table below, the Chi-square values have been computed to show the significance of the responses of the teaching faculties and head of the institutions in regard to the transactional leadership.

Table no. 4.13
Chi-Square Test for Transactional leadership

| S.N. | Particulars | Chi-Square | df | P value | Alpha (α) | Result |
|------|--|------------|----|---------|--------------------|--------------------|
| 12. | My director will satisfy me demands to ask for my personal support to him | 18.103 | 4 | .001 | 0.05 | H_1 was accepted |
| 13. | My director can clearly tell me about task goals to reach rewards | 55.090 | 4 | .000 | 0.05 | H_1 was accepted |
| 14. | My director will punish or reward me according to my personal work performance | 32.782 | 4 | .000 | 0.05 | H_1 was accepted |
| 15. | Whenever I finish my special goals my director grant me thanks | 44.321 | 4 | .000 | 0.05 | H_1 was accepted |
| 16. | My director provides appropriate rewards | 28.936 | 4 | .000 | 0.05 | H_1 was accepted |

Sources: Responses on Survey Questionnaire, 2012

As shown on the table above, the chi-square value for the statement “My director will satisfy me demands to ask for my personal support to him” was 18.103 with df 4 and the P value for the statement was 0.000. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value for the statement “My can clearly tell me about task goals to reach rewards ” was 55.090 with df 4 and the P value was 0.000. Since the P value was less than alpha value (0.05), the alternative hypothesis

was accepted. The chi-square value obtained for the statement “My director will punish or reward me according to my personal work performance” was 32.782 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted.

As obtained from the table above, the chi-square value for the statement “Whenever I finish my special goals my director grant me thanks” was 44.321 with df 4 and the P value for the statement was 0.000. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value obtained for the statement “My director provides appropriate rewards” was 28.936 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted.

Summing up, the alpha value assumed for the all statements was 0.05 and the P value obtained for the all statement was 0.000. Since the P value was less than the alpha value so the statements related to transactional leadership practices were effective in Nepelese higher education sector.

The chi-square values have been computed to show the significance of the responses of the teaching faculties and head of the institutions in regard to the learning environment (vision). Chi-square value values given in the table below.

Table no. 4.14
Chi-Square Test for Learning Environment (vision)

| S.N. | Particulars | Chi-Square | Df | P value | Alpha value | Results |
|------|---|------------|----|---------|-------------|--------------------|
| 17. | We have future action plans in our organization | 61.500 | 4 | .000 | 0.05 | H_1 was accepted |
| 18. | Visioning action plan representing all organizational stakeholders are presented in my organization | 67.654 | 4 | .000 | 0.05 | H_1 was accepted |
| 19. | Throughout the visioning process we follow the participative approach | 58.872 | 4 | .000 | 0.05 | H_1 was accepted |
| 20. | It is our thinking that organizational members should agree with the vision and put into daily practice | 66.372 | 4 | .000 | 0.05 | H_1 was accepted |
| 21. | We consider the application for developing required strategy competencies in organizational by assessing the number | 65.795 | 4 | .000 | 0.05 | H_1 was accepted |

| | | | | | | |
|-----|---|--------|---|------|------|--------------------|
| | of related trends occurring in business environment | | | | | |
| 22. | Organization's report represent the view of the organization leader regarding development, responsibilities, succession and social issues | 55.795 | 4 | .000 | 0.05 | H_1 was accepted |
| 23. | We analyze the current strategic planning and reengineering thinking that they are not enough to address the future problems while planning ahead | 36.564 | 4 | .000 | 0.05 | H_1 was accepted |
| 24. | The stakeholder's knowledge and resources are utilizes by promoting and including the appropriate approach | 65.026 | 4 | .000 | 0.05 | H_1 was accepted |
| 25. | We regularly try to evaluate the position of the business in complex situation | 37.526 | 4 | .000 | 0.05 | H_1 was accepted |
| 26. | The thinking of managers is considered as most critical factor while dealing with change | 52.526 | 4 | .000 | 0.05 | H_1 was accepted |
| 27. | There is promotion of active learning culture in our organization while dealing with change | 41.372 | 4 | .000 | 0.05 | H_1 was accepted |
| 28. | We predict the future considering the different optional and the pace of change | 48.744 | 4 | .000 | 0.05 | H_1 was accepted |
| 29. | ecological factors are considered while making decisions | 51.051 | 4 | .000 | 0.05 | H_1 was accepted |
| 30. | The decision making process depends on the ecological environment | 48.038 | 4 | .000 | 0.05 | H_1 was accepted |
| 31. | the corporate commitment to stakeholders is needed to achieve the competitive advantage | 93.551 | 4 | .000 | 0.05 | H_1 was accepted |
| 32. | we treat all stakeholders equally and obtain customers loyalty through trust | 55.987 | 4 | .000 | 0.05 | H_1 was accepted |

Sources: Responses on Survey Questionnaire , 2012

According to the table above, the chi-square value for the statement “We have future action plans in our organization” was 61.500 with df 4 and the P value for the same statement was 0.000. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value for the statement “Visioning action plan representing all organizational stakeholders are presented in my organization” was 67.654 with df 4 and significant at 0.000 P-value. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value obtained for the statement “Throughout the visioning process we follow the participative approach” was 58.872 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted.

On the table above, the chi-square value for the statement “It is our thinking that organizational members should agree with the vision and put into daily practice” was 66.372 with df 4 and the P value for the statement was 0.000. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value for the statement “We consider the application for developing required strategy competencies in organizational by assessing the number of related trends occurring in business environment” was 65.795 with df 4 and significant at 0.000 P-value. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value obtained for the statement “Organization's report represent the view of the organization leader regarding development, responsibilities, succession and social issues” was 55.795 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted.

According to the table above, the chi-square value for the statement “We analyze the current strategic planning and reengineering thinking that they are not enough to address the future problems while planning ahead” was 36.564 with df 4 and the P value for the same statement was 0.000. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value for the statement “The stakeholder's knowledge and resources are utilizes by promoting and including the appropriate approach” was 65.026 with df 4 and significant at 0.000 P-value. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value obtained for the statement “We regularly try to evaluate the position of the business in complex situation” was 37.526 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted.

As shown on the table above, the chi-square value for the statement “The thinking of managers is considered as most critical factor while dealing with change” was 52.526 with df 4 and the P value for the statement was 0.000. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value for the

statement “There is promotion of active learning culture in our organization while dealing with change” was 41.372 with df 4 and significant at 0.000 P-value. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value obtained for the statement “We predict the future considering the different optional and the pace of change” was 48.744 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted.

As obtained from the table above, the chi-square value for the statement “ecological factors are considered while making decisions” was 51.051 with df 4 and the P value for the statement was 0.000. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value for the statement “The decision making process depends on the ecological environment ” was 48.038 with df 4 and significant at 0.000 P-value. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value obtained for the statement “the corporate commitment to stakeholders is needed to achieve the competitive advantage” was 93.551 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted. The chi-square value obtained for the statement “we treat all stakeholders equally and obtain customers loyalty through trust” was 55.987 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted.

Summing above, the alpha value assumed for the all statements was 0.05 and the P value obtained for the all statement was 0.000. Since the P value was less than the alpha value so the statements related to learning environment (vision) were effective in Nepalese higher education sector.

In the table below, the Chi-square values have been computed to show the significance of the responses of the teaching faculties and head of the institutions in regard to the leadership and change.

Table no. 4.15
Chi-Square Test for Leadership and change

| S.N. | Particulars | Chi-Square | df | P value | Alpha value | Results |
|------|--|------------|----|---------|-------------|--------------------|
| 33. | The company director play the role for short term cost reduction and rationalization | 103.872 | 4 | .000 | 0.05 | H_1 was accepted |
| 34. | The director should posses a strong sense of purpose and a vision for the long term | 85.154 | 4 | .000 | 0.05 | H_1 was accepted |
| 35. | While directing and guiding an organization we conduct in depth interview with business leaders focusing on the qualities and skills | 69.705 | 4 | .000 | 0.05 | H_1 was accepted |
| 36. | The job of learning organization leaders is to implement classically administered productivity improvement and an alternative approach to facilitating self-organizing learning networks | 49.128 | 4 | .000 | 0.05 | H_1 was accepted |
| 37. | The change of self-enacted realities of the market place are examined | 67.013 | 4 | .000 | 0.05 | H_1 was accepted |
| 38. | The role and procedure of leadership development program for the future are examined and executed | 52.782 | 4 | .000 | 0.05 | H_1 was accepted |
| 39. | Director in organization relate culture change with policy | 73.103 | 4 | .000 | 0.05 | H_1 was accepted |
| 40. | We believe that leadership can develop insight in experimental manner by listening, hearing and responding | 88.551 | 4 | .000 | 0.05 | H_1 was accepted |
| 41. | An individual can learn from their experienced leaders | 76.974 | 4 | .000 | 0.05 | H_1 was accepted |
| 42. | Leadership play vital to increase employees performance | 130.026 | 4 | .000 | 0.05 | H_1 was accepted |

Sources: Responses on Survey Questionnaire , 2012

According to the table above, the chi-square value for the statement “The company director play the role for short term cost reduction and rationalization” was 103.872 with df 4 and the P value for the same statement was 0.000. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value for the statement “The director should posses a strong sense of purpose and a vision for the long term” was 85.154 with df 4 and significant at 0.000 P-value. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value obtained for the statement “While directing and guiding an organization we conduct in depth interview with business leaders focusing on the qualities and skills” was 69.705 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted.

On the table above, the chi-square value for the statement “The job of learning organization leaders is to implement classically administered productivity improvement and an alternative approach to facilitating self-organizing learning networks” was 49.128 with df 4 and the P value for the statement was 0.000. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value for the statement “The change of self-enacted realities of the market place are examined" was 67.013 with df 4 and significant at 0.000 P-value. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value obtained for the statement “The role and procedure of leadership development program for the future are examined and executed” was 52.782 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted.

As shown on the table above, the chi-square value for the statement “Director in organization relate culture change with policy” was 73.103 with df 4 and the P value for the statement was 0.000. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value for the statement “We believe that leadership can develop insight in experimental manner by listening, hearing and

responding" was 88.551 with df 4 and significant at 0.000 P-value. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value obtained for the statement "An individual can learn from their experienced leaders" was 76.974 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted. The chi-square value obtained for the statement "Leadership plays vital role to increase employees' performance" was 130.026 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted.

Summing up, the alpha value assumed for the all statements was 0.05 and the P value obtained for the all statement was 0.000. Since the P value was less than the alpha value so the statements related to leadership and change were effective in Nepelese higher education sector.

The Chi-square values have been computed to show the significance of the responses of the teaching faculties and head of the institutions in regard to the organizational change and performance. Chi-square values given in the table below.

Table no. 4.16
Chi-Square Test for Organizational change and performance

| S.N. | Particulars | Chi-Square | df | P value | Alpha value | Results |
|------|--|------------|----|---------|-------------|--------------------|
| 43. | The consideration of flexible working methods have become tolerable feature of modern employment market | 92.397 | 4 | .000 | 0.05 | H_1 was accepted |
| 44. | Knowledge acquisition is obtained relating with knowledge information and data | 107.462 | 4 | .000 | 0.05 | H_1 was accepted |
| 45. | The tool for organizational learning present framework for integrating intelligence system supported by information technology | 100.987 | 4 | .000 | 0.05 | H_1 was accepted |
| 46. | We discuss on problem to describe a process for facilitating organizational self-reaction to increase organizational performance | 66.500 | 4 | .000 | 0.05 | H_1 was accepted |
| 47. | We have certain norms which help future decision makers to differentiate between similar and dissimilar situation | 65.603 | 4 | .000 | 0.05 | H_1 was accepted |
| 48. | Research finding are use to maintain | 77.462 | 4 | .000 | 0.05 | H_1 was |

| | | | | | | |
|-----|---|---------|---|------|------|--------------------|
| | flexibility and encourage innovative response to new events | | | | | accepted |
| 49. | Partnership with external partners facilitates for creating of strengthening organizational learning using managerial approach | 74.769 | 4 | .000 | 0.05 | H_1 was accepted |
| 50. | We believe that empowerment and decentralization of power achieve the benefit from the unity in diversity | 111.756 | 4 | .000 | 0.05 | H_1 was accepted |
| 51. | Empowerment and decentralization of power achieve the self management to integrate different view guided by organizational vision shared set of values | 90.346 | 4 | .000 | 0.05 | H_1 was accepted |
| 52 | We use subsystem to analyze career aspiration and map them against personal development needs and organizational development and performance criteria for building nationwide society | 82.462 | 4 | .000 | 0.05 | H_1 was accepted |

Sources: Responses on Survey Questionnaire, 2012

According to the table above, the chi-square value for the statement “The consideration of flexible working methods have become tolerable feature of modern employment market” was 92.397 with df 4 and the P value for the same statement was 0.000. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value for the statement “Knowledge acquisition is obtained relating with knowledge information and data” was 107.462 with df 4 and significant at 0.000 P-value. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value obtained for the statement “The tool for organizational learning present framework for integrating intelligence system supported by information technology” was 100.987 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted.

On the table above, the chi-square value for the statement “We discuss on problem to describe a process for facilitating organizational self-reaction to increase organizational performance” was 66.500 with df 4 and the P value for the statement was 0.000. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value for the statement “We have certain norms which help future decision

makers to differentiate between similar and dissimilar situation" was 65.603 with df 4 and significant at 0.000 P-value. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value obtained for the statement "Research finding are use to maintain flexibility and encourage innovative response to new events." was 77.462 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted.

As shown on the table above, the chi-square value for the statement "Partnership with external partners facilitates for creating of strengthening organizational learning using managerial approach" was 74.769 with df 4 and the P value for the statement was 0.000. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value for the statement "We believe that empowerment and decentralization of power achieve the benefit from the unity in diversity" was 111.756 with df 4 and significant at 0.000 P-value. Since the P value was less than alpha value (0.05), the alternative hypothesis was accepted. The chi-square value obtained for the statement "Empowerment and decentralization of power achieve the self management to integrate different view guided by organizational vision shared set of values" was 90.346 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted. The chi-square value obtained for the statement "We use subsystem to analyze career aspiration and map them against personal development needs and organizational development and performance criteria for building nationwide society" was 82.462 with 4 degree of freedom. The P value was 0.000 when the alpha value for the statement was 0.05. Since the P value was less than alpha value so the alternative hypothesis was accepted.

Summing above, the alpha value assumed for the all statements was 0.05 and the P value obtained for the all statement was 0.000. Since the P value was less than the alpha value so the statements related to organizational change and performance were effective in Nepelese higher education sector.

4.2 Reliability Test

The table below presents the computed value of Cronbach's Alpha to ascertain statistical reliability of the responses.

Table no. 4.17
Reliability test

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .928 | 52 |

According to computed value of Cronbach's Alpha, there is 92.8% statistical reliability in the responses.

4.3 Major Findings of the Study

From the study of the literature discussed and the analysis of the data, the major findings have been presented below:

The findings from the study clearly explain that the leadership component such as transformation and transactional leadership have satisfactory contribution in organizational learning.

1. The result obtained from table 4.1 was satisfactory. The highest percentages of respondents (77.90) were agreeing the statements related to transformational leadership. It clearly shows that the people in Nepalese higher education sector are positive towards the transformational leadership style.
2. The result indicates from the table 4.2 was satisfactory. The transformational leadership practices in the higher education are found positive with mean value starting from 3.11 to 4.01 It clearly says that all the respondents are positive in this regard.
3. The result from the table 4.3 was satisfactory. The highest percentage of respondents agreeing in the statements related to transactional leadership was 64.80. It clearly shows that the people in Nepalese higher education sector are positive towards the transactional leadership style.

4. The transactional leadership is also found practiced in higher education of Nepalese organization. The lowest mean value is 3.33 and highest mean value is calculated as 3.65.
5. The findings from the study clearly explain that the organizational learning component such as learning environment (vision), leadership and change and organizational change and performance have satisfactory contribution in organizational learning.
6. The result found from table 4.5 was satisfactory. The highest percentage of respondents agreeing the statements related to learning environment (vision) was 69.20. It clearly shows that the people in Nepalese higher education sector are positive towards the learning environment (vision).
7. Learning environment (vision) in the higher education are found positive with mean value starting from 3.49 to 4.02 It clearly says that all the respondents are positive in this regard.
8. The result from table 4.7 was satisfactory. The highest percentage of respondents agreeing the statements related to leadership and change was 84. It clearly shows that the people in Nepalese higher education sector are positive towards the leadership and change.
9. Leadership and change in the higher education are found positive with mean value starting from 3.42 to 4.26 It clearly says that all the respondents are positive in this regard.
10. The highest percentage of respondents agreeing the statements related to organizational change and performance was 80.80. It clearly shows that the people in Nepalese higher education sector are positive towards the organizational change and performance.
11. Organizational change and performance is also found practiced in higher education of Nepalese organization. The lowest mean value is 3.56 and highest mean value is calculated as 4.09.
12. The correlation matrix from table no 4.11 indicates that there is positive relationship between leadership and organizational learning with minimum correlation 0.119 to maximum correlation 0.796 respectively.

13. The result from table 4.12 the alpha value assumed for the all statements was 0.05. The statements were significant at the level of 0.000 P value. Since the P value was less than the alpha value. So the statements related to transformational leadership were effective in Nepalese higher education sector.
14. The chi-square value from table no 4.13, the alpha value assumed for the all statements was 0.05. The statements were significant at the level of 0.000 P value. Since the P value was less than the alpha value so the statements related to transactional leadership were effective in Nepalese higher education sector.
15. From the table no 4.14 the alpha value assumed for the all statements was 0.05 and the P value obtained for the all statement was 0.000. Since the P value was less than the alpha value so the statements related to learning environment (vision) were effective in Nepalese higher education sector.
16. The chi-square value from table no 4.15, the alpha value assumed for the all statements was 0.05 and the P value obtained for the all statement was 0.000. Since the P value was less than the alpha value so the statements related to leadership and change were effective in Nepalese higher education sector.
17. The result from table 4.16 the alpha value assumed for the all statements was 0.05. The statements were significant at the level of 0.000 P value. Since the P value was less than the alpha value so the statements related to organizational change and performance were effective in Nepalese higher education sector.
18. Reliability test from table no 4.17 shows 0.928 (92.80%) value of Cronbach's alpha which is near to 1. So that the responses received from the respondents are highly correlated and reliable.

From the study of all the hypothesis testing it can be said all the null hypothesis has been rejected in favor of the alternative hypothesis which means that the leadership and organizational learning have strong relationship in Nepalese higher education sector.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

Leadership is the function of the leader, follower and situation. The capacity of the leader is measured he/she make the other follow him. It is the process of influencing the followers to do the job as per his/her expectations. There are different types of leadership such as transformational leadership, transactional leadership, charismatic leadership and transcendental leadership etc. The study covers only the transformational and transactional leadership. Higher education is the professional education that teaches the students to enable them to perform the duty in a professional way. Higher education enables them to enhance the leadership capacity to lead the organization.

Organizational learning is the process in which individual group and whole employee learns to the job effectively and efficiently. There are three types learning such as individual learning, group learning and organizational learning. Hence when the people in the organization learn, the organization is known as learning organization.

There are three different dimensions in the organizational learning. They are organizational vision, leadership and change and organizational change and performance. Those dimensions will explain how the people in the organization learn.

Organizational vision observes that future action plan, visioning action plan, visioning process, daily practice, developing required strategy competencies in organization, responsibility in the organization. It observes that organizations will need to rethink their vision if they are to equip themselves with the competences needed to succeed in the future, not least because of the pre-occupation with educational performance indicator and related information system in the past. For instance, to remain competitive, the organization must accept the need for challenge and change and the right of others to help their say. Similarly, student responsiveness is more likely to be achieved by the empowered staff and goals and performance measures.

In this study the researcher have the objectives of finding the leadership practices in Nepalese higher education and to find whether there is learning environment or not. It also tries to investigate the relationship between learning environment and leadership practices.

Summarizing the literature discussed above, it can be outlined that there is the relationship between leadership and organizational learning. Vera and Crossan (2004) concluded that the opinion of strategic leadership and propose the development models for high rank administrator to affect organization-learning activities.

Research methodology used in this study is descriptive and analytical. The questionnaires have prepared and distributed to the respondents working in higher education based in Kathmandu valley. Five likert scale type questions have been prepared and distributed to 200 respondents but received 156 responses. The questionnaires used in this study are already tested by R.Teare (1997) regarding the learning environment and Popper and Zakkai (1994). The percentage, mean, Standard deviation, Coefficient of variation, correlations, chi-square test and reliability test have been calculated to draw the conclusions.

The percentage, mean, standard deviation and coefficient of variation analysis and interpretation of data shows that there are two types (transformational and transactional leadership) leadership practiced in higher education. Similarly the higher education institutions have learning environment which can be induced from the analysis of data. The correlation matrix finds the correlation value which shows that there is significant positive relationship between the leadership and organizational learning.

For the purpose of developing model related to the hypothesis, it was found that the alpha value (0.05) of chi-square is higher than P value (0.000). Since the P value was less than the alpha value. So the statements transformational leadership, transactional leadership, learning environment (vision), leadership and change and organizational change and performance has been effective in Nepalese higher education sector.

Reliability test shows 0.928 (92.80%) value of Cronbach's alpha which is near to 1. So that the responses received from the respondents are highly correlated and reliable.

5.2 Conclusion

From the analysis of the information received from the respondent, it is found that the majority of the respondents feel that they have transformational as well as transactional leadership practicing in their respective campus\college. As explained by Popper and Zakkai, (1994), the leaders in the organizations focus in the increment of the productivity by rewarding them and they try to run the routine tasks. The leaders in the organizations encourage them to take the responsibility by making them to participate in the decision making. The subordinates feel responsible for the decision made in the organizations. Even they feel that the leaders are not able to change the vision and culture of the organization they are practicing transactional as well as transformational leadership styles. Therefore, here it can be concluded that Nepalese higher education sector have practicing transformational and transactional leadership.

The result shows that leadership was important predictor of overall organizational learning. The result of the study revealed that leadership is significantly related with all 3 variables of organizational learning, vision, leadership and change and organizational change and performance. There is positive relationship between leadership (transformational and transactional) and the organizational learning environment components such as organizational vision, leadership and change and organizational change and performance as found by Teare (1997).

Therefore it can be concluded that Nepalese higher education sector have satisfactory leadership practice and learning environment in their workplace as the similar result have been obtained from the study as concluded by Teare (1997) and Popper and Zakkai (1994).

Finally, it can be concluded that Nepalese higher education have satisfactory leadership practices of transformational leadership and transactional leadership and organizational

learning environment as the result was more than the mean value, percentage, standard deviation, coefficient of variations.

The correlation matrix finds the correlation value which shows that there is significant positive relationship between the leadership and organizational learning in Nepalese higher education sector.

5.3 Recommendations

This research has some limitation too. It depends upon small population and small size. Therefore, it cannot be claimed that the findings can be generalized in other context. The efforts made by the researcher may help others to have the future exploration, so that it can be refined and made applicable in general contexts. The future researchers are advised to concentrate on the large population and sample and should also find the regression of the skills with each other. It can also be aimed that the future researchers should concentrate to find the factor of barriers of relationship between leadership and organizational learning. It would be better if the future researchers find out the measures and ways to enhance leadership skills and learning environment competencies in Nepalese context.

This study covers the leadership practice such as transformational and transactional only but other leadership styles are the open for the future researcher. This study conducted based on higher education and the other areas are open to see the learning environment.

Appendix 1

Questionnaire for primary research

Dear sir/ madam

I hereby cordially request you that I'm preparing the thesis on "The Relationship between Leadership and Organizational Learning" as the partial fulfillment of master of business studies (MBS). I hereby kindly request you to fill the questionnaires. The questionnaires have been designed as the five scales. 1= highly disagreed, 2= disagreed, 3= neutral, 4= agreed and 5= highly agreed. I request you to tick any one option out of five alternatives.

Transformational Leadership

| S.N. | Particulars | 1 | 2 | 3 | 4 | 5 |
|------|---|---|---|---|---|---|
| 1 | I believe my director has sufficient capability to overcome hardship from jobs | | | | | |
| 2 | Whenever my director pinpoints my fault, he will kindly consider my self esteem | | | | | |
| 3 | Whenever my director punishing me, he will definitely pose impartial attitude without personally dogmatic discretion | | | | | |
| 4 | I regard my director as the best example of success | | | | | |
| 5 | Whenever I make some faults on my jobs, my director will kindly communicate me and find out to faults to take appropriate action. | | | | | |
| 6 | My director can share his delight and hardship with me | | | | | |
| 7 | My director can encourage me to have sufficient courage to face challenges | | | | | |
| 8 | My director takes care of me just like one of my family elders | | | | | |
| 9 | My director can orient me with a new director and help me solve problems | | | | | |
| 10 | My director can hand me over with the ultimate mission for customer service | | | | | |
| 11 | On the job I cannot show my hearty respect and actually finish the instruction my director | | | | | |

Transactional leadership

| S.N. | Particulars | 1 | 2 | 3 | 4 | 5 |
|------|--|---|---|---|---|---|
| 1 | My director will satisfy my demands to ask for my personal support to him | | | | | |
| 2 | My director can clearly tell me about task goals to reach rewards | | | | | |
| 3 | My director will punish or reward me according to my personal work performance | | | | | |
| 4 | Whenever I finish my special goals, my director grant me | | | | | |
| 5 | My director provides appropriate rewards | | | | | |

Learning environment (vision)

| S.N. | Particulars | 1 | 2 | 3 | 4 | 5 |
|------|---|---|---|---|---|---|
| 1 | We have future action plan in our organization | | | | | |
| 2 | Visioning action plan representing all organizational stakeholders are presented in my organization | | | | | |
| 3 | Throughout the visioning process we follow the participative approach | | | | | |
| 4 | It is our thinking that organizational members should agreed with the vision and put into daily practice | | | | | |
| 5 | We consider the implications for developing required strategic competencies in organization by assessing the number of related trends occurring in business environment | | | | | |
| 6 | Organization's report represents the view of the organizational leader regarding development, responsibilities, succession and social issues | | | | | |
| 7 | We analyze the current strategic planning and re-engineering thinking that they are not enough to address the future problems while planning ahead | | | | | |
| 8 | The stakeholders knowledge and resources are utilizes by promoting and including the appropriate approach | | | | | |
| 9 | We regularly try to evaluate the position of the business in complex situation | | | | | |
| 10 | The thinking of managers is considered as most critical factor while dealing with change | | | | | |
| 11 | There is promotion of active learning culture in our organization while dealing with change | | | | | |
| 12 | We predict the future considering the different options and the pace of change | | | | | |
| 13 | Ecological factors are considered while making decisions | | | | | |
| 14 | The decision making process depends on the ecological | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| | environment | | | | | |
| 15 | The corporate commitment to stakeholders is needed to achieve the competitive advantage | | | | | |
| 16 | We treat all stakeholders equally and obtain customers loyalty through trust | | | | | |

Leadership and change

| S.N. | Particulars | 1 | 2 | 3 | 4 | 5 |
|------|---|---|---|---|---|---|
| 1 | The company director plays the role for short-term cost reduction and rationalization | | | | | |
| 2 | The director should possess a strong sense of purpose and a vision for the long-term | | | | | |
| 3 | While directing and guiding an organization we conduct in-depth interview with business leaders focusing on the qualities and skills | | | | | |
| 4 | The job of learning organization leader is to implement classically administered productivity improvement and an alternative approach to facilitating self-organizing learning networks | | | | | |
| 5 | The changes of self-enacted realities of the marketplace are examined | | | | | |
| 6 | The role and procedure of leadership development program for the future are examined and executed | | | | | |
| 7 | Directors in organization relate cultural change with policies | | | | | |
| 8 | We believe that leadership can develop insights in an experimental manner by listening, hearing and responding | | | | | |
| 9 | As individual can learn from their experienced leaders | | | | | |
| 10 | Leadership plays vital role to increase employee performance | | | | | |

Organizational change and performance

| S.N. | Particulars | 1 | 2 | 3 | 4 | 5 |
|------|--|---|---|---|---|---|
| 1 | The considerations of flexible working methods have become tolerable feature of modern employment market | | | | | |
| 2 | Knowledge acquisition is obtained relating with knowledge, information and data | | | | | |
| 3 | The tool for organizational learning presents framework for integrating intelligence system supported by information technology | | | | | |
| 4 | We discuss on problems to describe a process for facilitating organizational self-reaction to increase organizational performance | | | | | |
| 5 | We have certain norms which help future decision-makers to differentiate between similar and dissimilar situations | | | | | |
| 6 | Research findings are used to maintain flexibility and encourage innovative responses to 'new' events | | | | | |
| 7 | Partnership with external partners facilitates for creating of strengthening organizational learning using managerial approach | | | | | |
| 8 | We believe that empowerment and decentralization of power achieve the benefit from the unity in diversity | | | | | |
| 9 | Empowerment and decentralization of power achieve the self management to integrate different views guided by organizational vision and shared set of values | | | | | |
| 10 | We use sub system to analyze career aspiration and map them against personal development needs and organizational development and performance criteria for building nationwide society | | | | | |

*****Thanks*****

Appendix 2

Mean

$$\text{Mean} = \frac{\text{Sum of total value}}{\text{No. of values}}$$

$$\bar{x} = \frac{\sum fx}{N}$$

Standard Deviation (S.D.)

$$\dagger = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

Co-efficient of Variation (C.V.)

$$CV(X) = \frac{\dagger}{\bar{X}} \times 100$$

Correlation

Karl Pearson's Correlation Coefficient (r)

$$r = \frac{n \sum X_1 X_2 - (\sum X_1)(\sum X_2)}{\sqrt{n \sum X_1^2 - (\sum X_1)^2} \sqrt{n \sum X_2^2 - (\sum X_2)^2}}$$

Chi square

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$