The Influence of Leaders' Power Bases on Academic Staffs' Job Satisfaction: The Case of Wolaita Sodo University

Mengistu Amare Gebreegziabher
Lecturer, Department of Educational Planning and Management, Wolaita Sodo University, Ethiopia

Abstract:
The main purpose of this quantitative study was to assess the influence of leaders' power bases on academic staffs' job satisfaction in Woliata Sodo University. A correlational research design was employed and data were gathered from two groups of respondents: Academic staffs and Academic Leaders.188 research participants were selected using simple random and availability sampling technique. To collect the required data, questionnaires and face to face interviews were employed. The correlation result of the study indicates that there are positive relationships between personal power bases (expert and referent) and job satisfaction. However, the correlation strength was found medium. In addition, there is also a positive relationship between organizational power and job satisfaction. But, the correlation strength between the two variables was found small. According to the descriptive statistics of power bases, the mean score of referent power was the highest mean score in comparison to the other power base sub-variables. Moreover, the descriptive results of job satisfaction revealed that, the mean score for the work was the highest in comparison to the other job satisfaction dimensions. Hence, it can be inferred that personal power bases are more effective and well exercised power than organizational power

Keywords: Power bases, job satisfaction, personal power, organizational power

1. Introduction

It is challenging nowadays for University leaders to entirely manage the vast resources (i.e., human, material, and financial) and to appropriately use their power as expected because of the complexity and dynamic nature of their institutions. Many universities around the globe are characterized by large, dynamic and complex system (Chan, 2012). In today's worldwide higher education setting, leaders at different levels are required to use power as a base for gathering information and resources in order to achieve effective administrative goals and priorities within their different sections. Research results show that the various sources of power should not be thought of as completely separate one from the other. Leaders sometimes use the sources of power together in varying combinations depending on the situation (Lunenburg, 2014). However, there are still gaps in exercising the different power bases in an integrated fashion. Early research on power bases in relation to job satisfaction tends to focus on some dimensions of power bases and mostly done in industry, hotels, military camp, hospitals than institutions of Higher Education. This study, therefore examines how leaders' power bases influence employees' job satisfaction in an institution of higher learning.

Efficient and effective human resource is very important for every organization as the development and productivity of every organization highly depends on its human resource. Leaders must use power considering the fact that use of power is an influential tool to make the orders follow and to achieve organizational goals and to keep human resource on the appropriate way (Faiz, 2013). Nelson and Quick (2012) defined power as the ability of someone to influence someone else. Thus, power is a resource and an effective tool for leaders, which makes the subordinates obedient and responsible (Zameni et al., 2012). Leaders use different methods in order to influence their subordinates and to change their behavior according to organizational goals.

Various writers have proposed different classification of power sources. Most commonly used power sources are reward, legitimate, coercive, expert and referent power. All of these powers play an important role in influencing employees' job satisfaction (Afza, 2005; Lee &Tui, 2008; Nadaee et al., 2012). However, the most applicable in research work is French and Raven (1959) classification of power (Rahim, Antonioni, Krumov, &Illieva, 2000, Frost &Stahelski, 1988, Rahim, 1989; Cobb, 1980). Therefore, it is fundamental for leaders to understand the different power bases and their importance.

The importance of power and influence on organizational behavior and leadership is frequently mentioned by scholars and researchers (Minzbert, 1983; Pfeffer, 1981; Yukl, 1989). However, there are still gaps in conducting research concerning leader power bases across the globe. This is also true in the case of Ethiopia too. Research on leadership power bases was not done widely, so far in Ethiopia. Power bases are important to effective leadership (Yukl, 2000); the influence of power on workplaces is a universal

phenomenon. Therefore, it is helpful to reduce the gaps through conducting researches on power bases and job satisfaction. Hence, the study will be significant for the leaders of public universities in understanding employee's reaction towards each managerial power. Besides, it can help them cultivate an organizational culture that enhances employee performance, motivation, and satisfaction. Therefore, this research is important and valuable because it can help university leaders to adopt and apply the right type of organizational and personal power according to their organization context.

As far as previous research studies are concerned, some researchers have attempted to conduct research on power bases and job satisfaction. For example, the results obtained by Lee&Tui (2008) indicated that referent power, expert power and reward power showed a positive relationship with satisfaction with supervision. On the other hand, the use of legitimate and coercive power tends to be negatively correlated, or uncorrelated, with leadership effectiveness. In general, some researchers also found significantly positive relationship between reward power and job satisfaction (Hinkin&Schriesheim, 1994; Elangovan&Xie, 2000; Afza, 2005). Other researchers found no significant relationship between the two (Nadaee, et al., 2012). Most of the power studies found that expert and referent power were positively correlated with subordinate satisfaction and performance (Yukl, 2010). The results for legitimate, reward, and coercive power were inconsistent. Therefore, investigating the relationship between leaders' power bases and employee job satisfaction is fundamental in our case to see whether the results found so far are applicable inour context or not (Yukl, 2010).

So far the influence of leaders' power bases on employees' job satisfaction has not attracted researchers in Ethiopia. A lot, however, remains to be done to get deeper into the influence of leaders' power bases in relation to employees' job satisfaction in Ethiopia. Therefore, more research studies have to be conducted to dig out the challenges observed in our Universities related to power bases and job satisfaction and to provide possible solutions for the problems. Hence, conducting this research has its own considerable rationale.

The reason for undertaking this research in the University context is three fold. For one thing, in the area under the study, there are still gaps in understanding employee's reaction towards each leadership power base and in effectively applying the right type of power bases by leaders. It is clear that no manager can be efficient without understanding and using power bases in an appropriate manner (Andrew, 2012). Besides, how the university officials demonstrate their power bases in a changing environment requires an understanding of their employees' job performance and satisfaction based on empirical research. The literature generally suggests that effective leaders express their need for power and influence in ways that create value to the organization (Andrew, 2012).

Worth of note is that, the topic under the study is a recent phenomenon in the study University. Therefore, it is essential to conduct this research in Wolaita Sodo University. This is because, in the same University, research on the above title is almost none. Therefore, the current study is designed to assess the influence of leaders' power bases on academic staff job satisfaction in Wolaita Sodo University. Based on this, the researcher is seeking to answer the following basic research questions.

  i.   To what extent do leaders use the five power bases in Wolaita Sodo University?
  ii. What is the relationship between personal power bases (expert and referent) and academic staff's job satisfaction?
  iii. What is the relationship between organizational power bases (legitimate, reward, and coercive) and Academic staff's job satisfaction?
  iv. Of the five sources of power (legitimate, reward, coercive, expert, referent), which one is the most effective in influencing academic staffs' job satisfaction?

2. Literature Review

2.1. The Concept of Power

Power has been defined in various ways by different authors. For example, French and Raven define power as a potential capacity for action, as "the maximum force which A can induce on B minus the maximum resisting force which B can mobilize in the opposite direction" (French & Raven, 1958a; French & Raven, 1958b). Hinkin and Schriesheim (1989), following French and Raven, define reward power as the ability to offer things the target desires or to remove things that the target does not desire. Daft (2005) also defines power as the potential or capacity to influence others to bring about desired outcomes. We have influence when we can affect others' beliefs, attitudes, and behavior. Generally, one needs to distinguish between power and influence. Nevertheless, many authors use these terms interchangeably (e.g., Argyle, 1990; Cartwright, 1959; Kelman,1974; Pfeffer, 1992). But they are two different but highly related concepts. Influence is defined as the ability to affect the behavior of others in an intended direction (Cohen, et al, 1992). Generally, power is defined by different authors almost in similar ways. However, the definition given by French and Raven (1959) is the widely accepted definition and a comprehensive one particularly for research purpose.

2.2. Power Bases in Organization

The bases of power differ according to the manner in which social changes are exercised, the durability of such changes, and the paths in which each basis of power is established and maintained (Raven, 2012). Several categorizations have been used in differentiating bases of social power in organizations. One way of categorization is classification of power as personal and position power. For example, Daft (2005) defines position power as power that comes from holding a particular office, position, or rank in an organization. A university president has more power than a dean of a business school, but they both have formal power. Personal power, on the other hand, is the capacity to influence that comes from being viewed as knowledgeable and likable by followers. This is a type of power that derives from the interpersonal relationships that leaders develop with followers (Yukl, 2006). Some argue that when leaders have both position and personal power, it is advisable to use personal power most of the time. Overuse of position power may

erode the ability of a leader to influence people. Of course, it is important to know when it is most appropriate to use position power and to be able and willing to use it (Daft, 2005).

In general, there are various bases of power in the workplace. Yukl found that most research classified five different types of leader power, relying upon the power taxonomy proposed by French and Raven in their studies of social power. However, the most applicable in research work is French and Raven (1959) classification of power (Rahim, Antonioni, Krumov, & Illieva, 2000, Frost & Stahelski, 1988, Rahim, 1989Cobb, 1980). French and Raven (1959) identified five bases of power as coercive, reward, legitimate, expert and referent.

   i.   Coercive power is based on subordinates' perception that a superior has the ability to punish them if they fail to conform to his or her influence attempt.
   ii.   Reward power is based on the perception of subordinates that a superior can reward them for desired behavior.
   iii.   Legitimate power is based on the belief of the subordinates that a superior has the right to prescribe and control their behavior.
   iv.   Expert power is based on a subordinates' belief that a superior has job experience and special knowledge or expertise in a given area.
   v.   Referent power is based on subordinates' interpersonal attraction to and identification with a superior because of their admiration or personal liking of the superior.

2.3. Job Satisfaction

Various definitions have been given for job satisfaction. Job satisfaction has been defined as a perceived relationship between what one wants from one's job and what are perceived it as offering (Lound, 2003). Jones and George (2004) stress that job satisfaction is the collection feelings and beliefs that employees' have about their jobs. Employees' general attitude towards his or her job is also referred as job satisfaction. According to Spector (1997), job satisfaction can also be considered as a global feeling or attitudes about various aspects or facets of the job. Job satisfaction is also defined by Locke (1976) as "a pleasurable or positive emotional state resulting from one's job or job experiences" (p.1300) (Ali, Sidow, &Guleid, 2013). Afterward, Armstrong (2003) defined job satisfaction as the feelings and attitudes of people toward their job. Job satisfaction is maintained if people have constructive and positive feelings towards their job, but if they have unconstructive and negative feelings towards their job, this leads to job dissatisfaction.

In short, one can define job satisfaction as one's feelings or attitudes towards his/ her job. Job satisfaction has many aspects/ dimensions that need to be considered.

2.4. Dimensions of Job Satisfaction

The satisfaction level of any person with his/her job can be measured with different dimensions. For example, working conditions, promotions, the nature of the work, benefits, payment etc. determine the satisfaction level of people. Spector, (1997) classified dimensions of job satisfaction into nine categories: work (inclusive of intrinsic interests, variety, opportunity for learning and chances for success) (Locke,1975, UK essays.com, 2013), pay(including amount, fairness and equity), promotion(inclosing opportunities), recognition(including raises for accomplishment and credit for work done), benefits(include pension, medical annual level and vacation leave), work conditions(equipment, ventilation and location), supervision(includes supervisory style and influence and human relations), co-workers(including competence, helpfulness and friendliness), and company management(includes concerns for the employee). Those employees who get these job satisfaction dimensions in, adequate manner; they are more satisfied and positive attitude towards the work. On the other hand, those who do not get these dimensions, they dislike their work they are assigned.

2.5. Empirical Researches on Power Bases and Job Satisfaction

Numerous studies have shown different results about the relationship between position power of manager and employee's job satisfaction. For example, Afza (2005), concluded that employee's job satisfaction is positively influenced by reward and referent power bases. Another major contribution is of Elangovan and Xie (2000), who had found a positive association between subordinate's satisfaction and reward, legitimate and referent power bases. According to the results generated by Richmond et al. (1986) reward power has little impact on employee's job satisfaction, whereas Nadaee et al. (2012), found no significant relationship between the two variables. In general, it is possible for a person to possess all of the sources of power at the same time. In fact, the most powerful leaders—like those mentioned previously-have sources of power that include all five forms. Bachman, Smith, and Slesinger's (1968) study was among the first and most influential applications of the social bases of power theory to an organizational setting. The research participants viewed the most important base of power as legitimate. However, although they saw it as an important base of power, in offices that were high in legitimate power, participants had less job satisfaction and their performance level was lower (Stichman, 2002). Referent and expert powers were also seen as important; offices that had managers ranking high in those powers tended to have respondents with higher job satisfaction and better performance (Stichman, 2002). Reward and coercive powers were deemed least important, and both had negative relationships with job satisfaction and performance (Stichman, 2002).

In sum, the reviewed studies on the use of power bases and job satisfaction reveal that the power bases are employed in different extents in different situations. However, many study results depicted that personal power bases are closely associated with job satisfaction. In general, to satisfy the need of academic staff, leaders at different echelon of the university should know the appropriate type of power bases considering the context of the University, the link between the agent and the target and the attitude of the

influencing agent, the need for power, and the need for achievement. Because all these factors determine the use of various power bases.

2.6. Hypotheses to be tested
The following hypotheses are derived:
- H1: Leaders' organizational power has a positive relationship with academic staff's job satisfaction in the study University.
- H2: There is no significant difference between leaders' use of organizational power and academic staffs' job satisfaction in the study University.
- H3: leaders' personal power (Expert and Referent) has a positive relationship on academic staff's job satisfaction in the study University.
- H4: There is no significant mean difference between personal power use and job satisfaction in the study University.
- H5: There is significant difference in leaders' use of power bases between academic staff and academic leaders
- H6: There is no significant difference in leaders' use of power bases between academic staff and academic leaders

2.7. Conceptual Framework
Figure 1 shows proposed relationship between leaders' power bases (independent variables) and academic staffs' job satisfaction (dependent variables). The researcher modified the framework developed by Faiz(2013) and used it by adding three independent variables and nine dimensions of job satisfaction. Therefore, this study conceptualizes the following variables to influence manager's power bases on academic staff job satisfaction in Wolaita Sodo University. The variables are generally classified into organizational power (independent variable), personal power (independent power) and job satisfaction (dependent variable). Figure 1 shows proposed relationship between position and personal power (independent variables) with that of academic staff's job satisfaction (dependent variable).
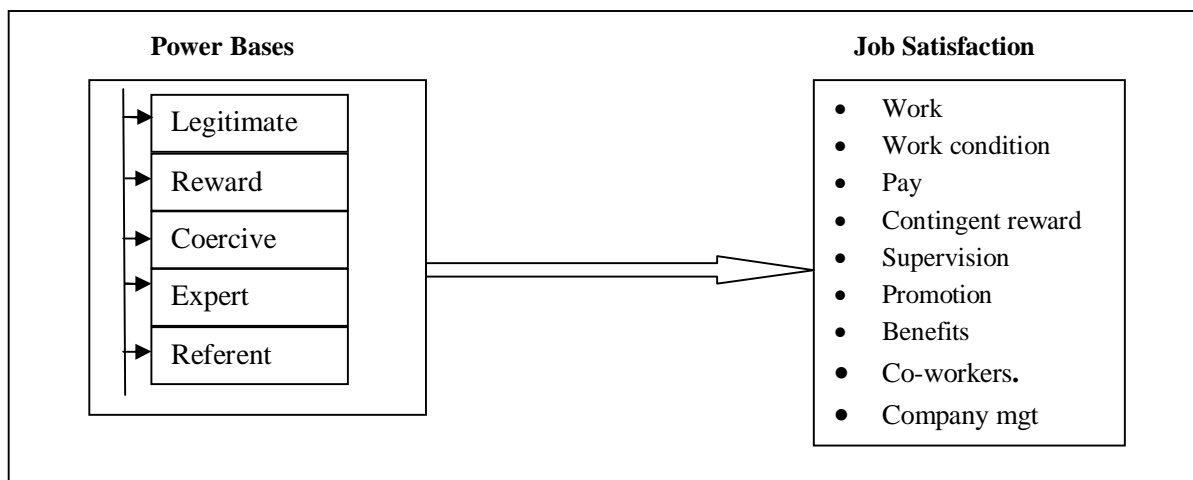

Figure 1: Theoretical framework of Power Bases and Job Satisfaction

3. Research Design and Methodology

3.1. Research Method
This research has a correlation research design. According to Creswell (2003), the aim of a correlational field study (survey) is to assess the extent of the relationships (correlations) between the independent variables and dependent variable(s). Therefore, the researcher believes that, this research design helps to obtain information about the relationship between leaders' power bases and job satisfaction of academic staff and managers in Wolaita Sodo University. A review of literature on French and Raven's power sources (reward, coercive, legitimate, expert and referent) (1959) and its influence on academic staff job satisfaction was used in order to develop research hypotheses.

3.2. Study Area
According to Central Statistics Authority (CSA) (2007), WolaitaSodo town had a total of 76, 780 population, of which 40, 495 (52.7 %) and 36, 285 (47.2 %) were male and female population respectively. From the same source, the town is in a close proximity to surrounding Woredas.
The study was conducted in the administrative center of Wolaita*Zone*, Sodo, which was established in 1984.Relatively, WolaitaSodo town is located South of *DamotWajaKebele*, East of *WarezaShohoKebele*, West of *BosaKochaKebele*, North East of *OfaGendebaKebele* , and North West of *Ofa Sere Kebele* (Figure 2).

According to the strategic plan of the University (2012), WolaitaSodo University was established in its current location in 2007 based on the underpinning public request as well as the government's plan. The university began its operation of learning and teaching with 801 students (609 male and 192 female) in four faculties and sixteen departments on March 27, 2007. Since its establishment, the university has gone through a series of developments. It has witnessed tremendous expansion in terms of fields of study, infrastructure, facilities and campus population. In the academic years ranging from 2008 to2012 the university has made a very considerable effort on expanding the departments and faculties and now it's as one of highly functioning universities in the country. The university is functioning in two campuses. The first campus of the university, Gandaba, is situated at the southern foot of Damotta Mountain (Deuren, Tsegazeab, Seid& Wondimu, 2013). It is where majority of the academic units are running their duties. The Ottona campus, around 7 kilometers away from Gandaba in the same town Sodo, is meant for the college of medicine and health sciences (Deuren, Tsegazeab, Seid&Wondimu, 2013). It is where a teaching referral hospital of the university is found. Currently, 6 colleges, 6 schools, 41 departments/ programs and 480 academic staffs are functioning in the University. Figure 2 presents the map of Wolaita Sodo town.
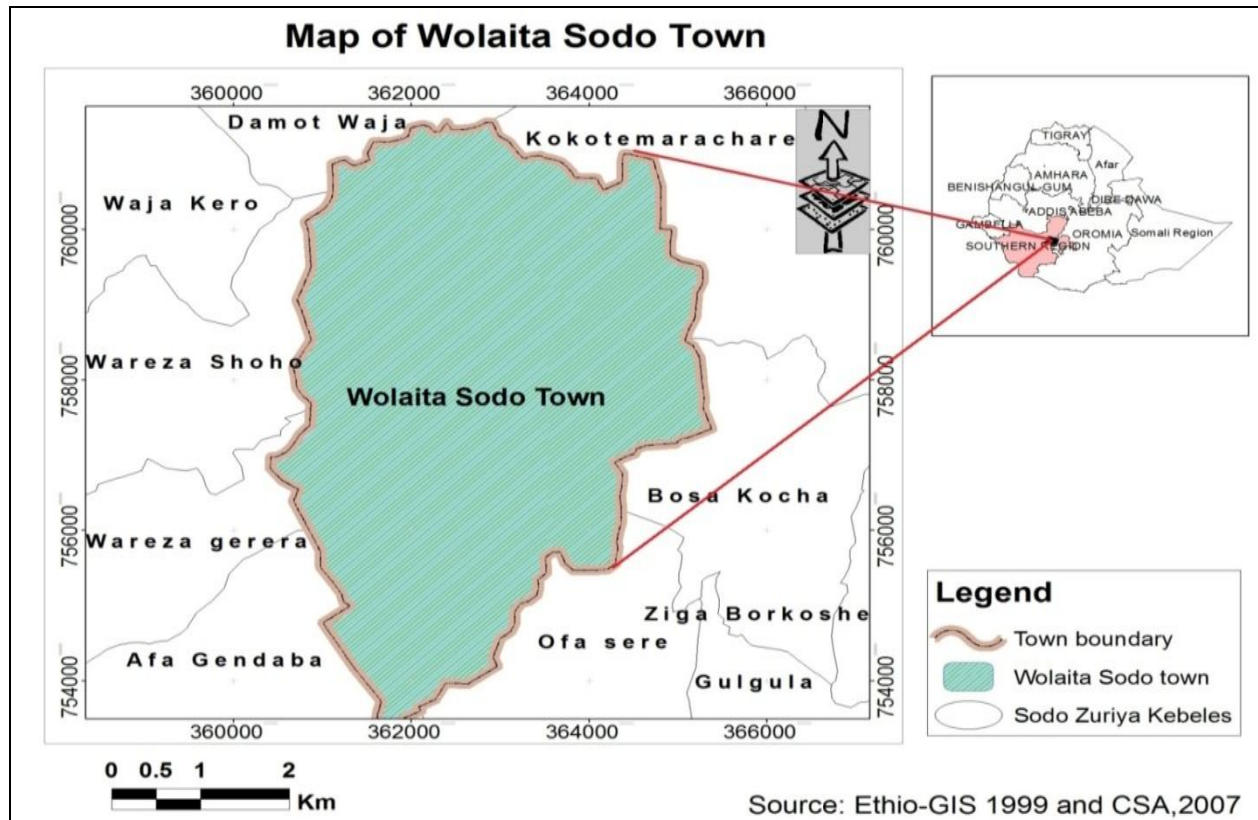

Figure 2: Map of Wolaita Sodo Town

3.3. Sources of Data

The primary sources of data were academic staff, department heads, college deans, HDP coordinator, CEP coordinator, academic program development officer, quality enhancement Directorate, and research and community service directorate. The researcher selected these research participants because they have adequate and rich information about the topic under the study. Besides, they hold different positions and running, coordinating and managing different programs at various echelon of the university. Thus, they have better interaction with many academic staffs, so that they know their feelings and views better than any other person.

3.4. Sampling Population, Samples and Sampling Technique

The population for this study was all Wolaita University academic staff and leaders at different levels of the university. Three colleges were selected as representative samples using simple random sampling technique. The sampled colleges were College of Education and Behavioral Studies, College of Social Science and Humanities, and College of Natural and Computational Sciences. There is 183 academic staff in the three sampled colleges. Of these, all the academic staffs were selected as research participants for this study. The participants include 165 academic lecturers (out of 165), 15 department heads (out of 15), and three college deans (out of three). Besides, two directorates (out of 4) two coordinators (out of 4) and one officer (out of 3) were selected from top academic leaders for face to face interview. Both simple random and availability sampling techniques were employed to select sampled respondents. Simple random sampling technique was used to select program coordinators, program officers and directorates as it gives equal chances to research participants being selected. Academic staff, department heads and college deans were selected based on

availability sampling technique. Table 1 presents summary of sample size determination of three respective colleges in WolaitaSodo University.

No	College name	Total number of Academic staff in College			Sampled respondents		Total
		Male	Female	Total	Male	Female	**Total**
1	Education & Behavioral Science	23	2	25	23	2	25
2	Social Science & Humanities	54	6	60	54	6	60
3	Natural & Computational science	95	3	98	95	3	98
	Total	172	11	183	172	11	183

Table 1: Sample Size determination of the Three Colleges

3.5. Data Collection Instruments
To collect the required data, standardized questionnaire and face to face interview were employed. Two types of standardized questionnaires were used in the study, namely; the Leader Power Inventory (LPI) and Job Satisfaction Survey (JSS). The five French-Raven power bases of managers (legitimate, reward, coercive, expert and referent) were measured by the Rahim Leader Power Inventory (RLIP) (Rahim, 1988). This 29-item instrument used a 5-point Likert scale to measure the influence of manager's power bases on academic staff job satisfaction. A higher score indicates a greater base of a manager's power. Similarly, job satisfaction was taken fromJob Satisfaction Surveyof Spector (1994). The job satisfaction survey (JSS) is a 36 item, with six choices per item ranging from "strongly disagree" to "strongly agree" which is developed by Spector in 1985, to assess employee attitudes about the job and aspects of the job (Spector, 1997, 2001). The nine facts are pay, promotion, supervision, fringe benefits, contingent rewards, work, work condition, coworkers, and Company/ university management (Lumley, Coetzee, Tladinyane, & Ferreira, 2012). Raters are requested to complete the questionnaire regarding their satisfaction about their job. The JSS is self-explanatory and is completed individually (Spector, 1997). The standardized questionnaire was used to collect data from academic staffs, department heads and college deans as it saves time, cost as well as it is easy to administer. The researcher made some modification in some of the questions to make the questions understandable to research participants.
Besides, interview was made with Research two directorates, two program coordinators as well as with one academic program development officer face to face to further obtain detail information about the topic under the study from the respondents.

3.6. Data Collection Procedures
Standardized questionnaires and interview guide were designed to collect data from research participants. The questionnaire and interview guide were prepared in the medium of English language. Before the questionnaire was administered, a Pilot test was conducted and questions which were difficult to answer were modified after the pilot test. Finally, the responses of participants were entered to SPSS version 16 and Cronbach(1951) alpha coefficient test was carried out in order to evaluate the reliability of the scale items. The measure was found to be reliable with alpha 0.88. According to Cronbach (1951), acceptable alpha values are above .70 for all scales to be a reliable instrument.
At each of the sampled College, issues regarding the purpose of the study and data collection instruments were discussed with the academic staff. On the agreed dates, the researcher personally administered the questionnaire to all sampled academic staff and managers at the university who voluntarily agreed to participate in the study. Therefore, data were collected from 183 research respondents. Respondents were requested to return the completed questionnaires within ten days, and as a result, most of the questionnaires were filled and returned on time to the researcher. The rate of return was 96.4 percent. Three of the respondents did not return the questionnaire (3.6 percent). Data obtained from 183 research participants were entered to 20 version SPSS for analysis purpose.
Upon completion, the researcher collected all the questionnaires. Similarly, the researcher conducted interviews with directorates, program officers and coordinators. Both quantitative and qualitative data were collected concurrently. After that, data analysis were conducted, after the data had been entered to SPSS.

3.7. Data Analysis Methods
Data collected through different tools were analyzed and interpreted both quantitatively and qualitatively. The quantitative data that were secured through questionnaires were coded, tallied, tabulated, organized and treated with different statistical techniques for analysis and inferences. Different statistical tools like frequency counts, percentages, mean, standard deviation, t-test, correlation, regression were employed depending on the research questions and the specific nature of the data collected to show the average agreements and disagreements of the respondents, to check the existences of statistically significant difference or similarities on the perceptions of the respondents. For the first basic question, i.e. To what extent do leaders exercise power bases, descriptive statistics were employed. For the second basic question, i.e. what is the relationship between organizational power bases (legitimate, reward, coercive) and employees' job satisfaction? and the third research question, i.e. What is the relationship between personal power sources (expert, referent) and employees' job satisfaction? were analyzed using Pearson's product moment correlation. Pearson r Correlation Coefficient is the most appropriate measure when the variables to be correlated are expressed as either interval or ratio data. It is also the most suitable measure of correlation (Davis, 2009). The fourth basic question, i.e. of the five power bases(legitimate, reward, coercive, expert, and referent), which one is the most effective? Was analyzed using descriptive statistics

such as percentages, frequencies, mean and standard deviation using SPSS version (16.0). In addition to this, regression analysis was used to know the dependency level of independent variables on the dependent variables. Furthermore, independent t-test was used to see the mean difference between the academic staff and academic managers on issues related to power bases and job satisfaction. An alpha level of .05 is used as the level of significance for this study.

The qualitative portion of the study was analyzed using qualitative analysis technique. The following steps were used; taking notes, checking and organizing, transcribing data, indexing, coding, categorizing, reducing and finally writing the report by narrating the findings (Adino et al, 2013).

3.8. Reliability and Validity

In order to insure validity and reliability, the questionnaire was carefully constructed so as to avoid ambiguity and to facilitate answers for all research questions. The reliability Cronbach's Alpha (1951) coefficients for the instruments of the pre-test were found to be 0.88 for power bases and 0.84 for job satisfaction. As a result of this pilot testing, out of 65 items (29 items for power bases and 36 for job satisfaction) describing the variables, three items were modified and the final set of 65 questions were formulated. The role of the researcher in the interview was as facilitator, listener, and recorder of respondents' views. The research questions were reviewed by two field experts from Wolaita Sodo University to ensure content validity. The most recent forms of the questions were developed as a result of these experts' suggestions. To minimize the sources of bias (Golafshani, 2003) triangulating the inquiry, using appropriate instruments and careful sampling, approaching the participants closely, and carefully preparing the questions were done.

3.9. Ethical Issues

Ethical issues are important components of any research that help to deal with genuine people in real world conditions. The first step the researcher applied before data collection was to gain access to the university. The researcher got a letter of entry to the university from Addis Ababa University, Department of Educational Planning and Management. The researcher used the information sheet detailing information about the research. The researcher assured to the concerned body that the information gathered would be kept confidential and the researcher would abide to all the terms agreed before proceeding with the data collection process. In addition to the information sheet, the researcher also used consent forms that were given to all participants to show their willingness by signing on it. The rationale for using consent form is to stress on the importance of respecting the autonomy of the research subjects (Wilkinson, 2001).

All participating academic staffs and leaders at different levels were selected on a voluntary basis and had the rights to withdraw at any time. Respondents were informed about the objective of the study and their privacy during the process of data collection. The academic staff was briefed and questionnaires were distributed. During the face-to face interview, the researcher got permission from participants to record their speech. At the start of the interviews, the researcher re-stated that the purpose of study and the names of the participating academic staff would be kept confidential and pseudonym names would be used in order to protect participants' identities. Finally, the questionnaires were collected, checked, and arranged for the analysis and interpretation.

4. Results and Discussion

4.1. Results

4.1.1. Respondents Profile
Regarding the respondents' profile, 95.1 % (n=179) of the respondents were males and the remaining 4.9% (n=9) were females. Concerning the work experience of the participants, 62.2% (*n*=117) of the participants had ≤3 years of teaching experience, 28.1 % (*n*=53) had 4-6 years of experience, and 9.7% (*n*=18) had 7-9 years of experience in their current profession in the university. This reveals that more than half of the respondents are young and less experienced as compared to the rest of the respondents. Regarding the academic rank, 95.2% (*n*= 179) of the respondents were lecturers, 2.4 % (*n*= 5),assistant professors, and the remaining 2.4 % (*n*=5)of the respondents were graduate assistant. This shows that majority of the research respondents are in the rank of academic lecturers. The qualifications of the academic staffs were Educational leaders/ Managers, Psychologist, Historians, Geographers, Chemists, Statisticians, English lectures, and Physics lecturers.

4.1.2. Descriptive Analysis of Job satisfaction Dimensions
In the interpretation of the job satisfaction dimensions, the researcher used the absolute approach of Spector (2007). According to the absolute approach method of Specter (2007), scores with a mean item response of 4 or more represents satisfaction, whereas mean response of 3 or less represents dissatisfaction. Mean scores between 3 and 4 are ambivalence (Spector, 2007). Therefore, Table 2 shows the descriptive statistics of job satisfaction dimensions.

Job Satisfaction Dimension	N	Minimum	Maximum	Mean	Std. Deviation
Work	183	1.00	5.60	4.15	.731
work condition	183	1.00	6.00	3.85	1.009
Payment	183	1.00	4.75	3.09	.972
Promotion	183	1.00	5.25	3.37	.955
Supervision	183	1.50	6.00	3.38	.740
Benefit	183	1.50	4.75	3.33	.817
contingent reward	183	1.50	5.50	3.42	.900
co-workers	183	1.60	5.40	3.78	.736
University management	183	1.00	6.00	2.99	1.333
job satisfaction	183	1.23	4.18	3.43	.540
Valid N(List wise)	183				

Table 2: Descriptive Statistics of Job Satisfaction Academic staff, Department Heads and Colleges Deans

Table 2 indicates the means, standard deviations and maximum scores of the job satisfaction dimensions. According to the data in Table 2, the mean score for the work (4.15) was the highest in comparison to the other job satisfaction dimensions. The maximum score was 6 and the standard deviation was 0.731. It was therefore inferred that most of the academic staffs were satisfied with the work they engaged. The mean scores of payment, promotion, work condition, supervision, benefit, contingent reward and coworkers were 3.09, 3.37, 3.85, 3.38, 3.33, 3.42 and 3.78 respectively. This indicated that most of the academic staff moderately satisfied with the payment, promotion, work condition, supervision, benefit, contingent reward and coworkers. Nevertheless, of the University management has the standard deviation of (1.333) which is the highest standard deviation relatively to the other dimensions of job satisfaction indicated that there were also some individuals who perceived these dimensions within the university as not satisfying? According to Table 2, the mean score for company management was 2.99 which were the lowest mean scores compared to the other dimensions of job satisfaction. This therefore indicated that many academic staffs were to some extent dissatisfied with the University management within the institution. In the same table, the mean score of job satisfaction was 3.43. This thus showed that most of the academic staff moderately satisfied with the dimensions of job satisfaction.

In the interview session participants were asked to respond the question "Do you think that your subordinates are satisfied with the University power base? and they replied that some of the academic staffs were satisfied with the University power base but some other were not satisfied with the university power base. There are various reasons for this. MW5, one of the respondents confirmed that some academic staffs were not happy with the management power use and some services related to fringe benefits, payment, and work conditions. Another respondent added that some academic staffs were not pleased with the University management because the management did not reward them. Besides, the management sometimes did not decide based on the legislation of the University. There is a tendency to exercise their power inappropriately. However, most of the managers at different levels believed that the university management is being exercising power properly. Besides, the interviewees were asked to answer the motivation of teachers by the university management and a majority of the respondents said that there is some challenges in motivating the academic staff. One of the challenges mentioned by the majority of the interviewees was budget constraint. However, as confirmed by the interviewees, some attempts have been made in motivating employees by giving certificates and recognitions. One of the interviewees strengthened the idea by saying that although the reward being offered for employees are not adequate, the university management is struggling to satisfy its academic staff and to create a conducive work environment. It is obvious that there are some limitations in satisfying academic staff. But, this can be solved within a short period of time. MW3 had an opposite idea with regard to motivation. He assured that the University management has a problem in motivating staff members. Motivation is almost none.

4.1.3. Descriptive Analysis of Power bases
The results of the descriptive analysis of power bases are presented in Table 3 below.

Power Bases	N	Minimum	Maximum	Mean	Std. Deviation
Expert power	183	.33	4.00	2.17	.731
reward power	183	.00	4.00	2.02	1.023
referent power	183	.00	4.00	2.23	.816
coercive power	183	.00	4.00	1.64	1.308
legitimate power	183	.33	4.00	2.13	.842
personal power	183	.17	3.50	2.19	.725
organizational power	183	.11	3.76	1.90	.947
Valid N (list wise)	183				

Table 3: Descriptive Statistics of Power bases of Academic staff and Department Heads and College Deans

Table 3 indicates the means, standard deviations and maximum scores of power bases. Accordingly, the mean score of referent power (2.23) was the highest mean score in comparison to the other power bases sub-variables. This therefore means that most of the staff members perceived that referent power was exercised moderately in the University as a power base. According to the data in Table 3, the next power base which was perceived by the academic staff was expert power with scored mean of 2.16. This shows that expert power was exercised moderately too. Although there is a slight mean difference between referent and expert power, they are exercised moderately in the sampled University. The coercive power base was the least preferred power base with mean score of 1.64. This can cause unhealthy behavior and dissatisfaction in the workplace. The standard deviation 1.308 of coercive power base was the highest score from the other power bases sub-variables. This also indicated that there were some academic staffs which perceived very negatively this coercive power.

In general, as shown in Table 3, personal power had the highest mean score(X=2.19) as compared to organizational power with the mean score of (X=1.90). This therefore revealed that personal power is more exercised in the sampled university than organizational power.

In relation to the idea raised above, respondents were also asked in face to face interview to respond the question "which power base do they often use?"and MW2, one of the interviewees explained that,

"I often use legitimate and expert power while exercise my power. I usually work based on the rules and regulations of the University. I sometimes use   reward power to motivate my employees. I rarely use my coercive power to take disciplinary action on my subordinates."

Moreover, MW4 reported that, "I often use expert and referent power. Sometimes I use reward and legitimate power. I never used coercive power until then". Furthermore, MW1 also strengthened the idea raised by MW2 by saying "I often use expert, legitimate and referent power to exercise my power. Sometimes I use reward power to reward my subordinates and coercive power to take disciplinary action."MW5 has a special view from what the others said. He said that he often uses reward and coercive power to motivate and punish his subordinates.

In general, majority of the interview respondents replied that they often use expert, referent and legitimate power which are roughly consistent with the results obtained from academic staff. Thus, from the interview responses, one can infer that expert, legitimate and referent power are mostly exercised by officials in the University who hold different positions in the University. Reward power is exercised to some extent. Coercive power was found the least exercised power in the study University.

4.1.4. Correlation Analysis of Power Bases and Job Satisfaction
The results of the correlation analysis of power bases and the dimensions of job satisfaction are presented below. Table 4 presents the correlation strength, determination for correlation analysis.

Correlation strength	Positive values	Negative values
Small	r=0.10 to 0.29	r = -.10 to -.29
Medium	r=.30 to .49	r= .30 to -.49
Large	r=.50 to 1.0	r= -.50 to -1.0

Table 4: Correlation Strength Determination for Correlation Analysis
Source: Cohen (1988)

The range of possible correlation coefficient values is from -1 to +1. A Pearson r correlation value without a sign indicates that the relationship is positive, whereas, negative sign in front of the Pearson correlation coefficient indicates the relationship is negative. Table 5 presents correlation analysis of power bases and job satisfaction of academic staff and department heads, and colleges deans.

Variables		Personal Power	Organizational Power	Total Job Satisfaction
Personal Power	Pearson Correlation	1	.059	.435[*]
	Sig. (2-tailed)		.474	.000
	N	183	183	183
Organizational Power	Pearson Correlation	.006	.181[*]	.187[*]
	Sig. (2-tailed)	.945	.028	.026
	N	183	183	183
Total Job Satisfaction	Pearson Correlation	.435[**]	.073	1
	Sig. (2-tailed)	.000	.386	
	N	183	183	183

Table 5: Correlational Analysis of personal power, Organizational Power and Job Satisfaction
significant at the 0.05 level (2-tailed)

A Pearson product-moment correlation was also conducted to evaluate the relationship between personal power, organizational power and total job satisfaction. Basic question two was concerned with the relationship between leaders' personal power bases and academic staffs' job satisfaction. Accordingly, the data indicated in table 5, there was a statistically significant positive correlation between personal power (expert and referent) and job satisfaction (r = 0.435). However, the correlation strength was found medium between the two variables. Thus, hypothesis 3 was supported and hypothesis 4 was failed to accept. Similarly, basic question three was focused on the relationship between leaders' organizational power bases and academic staffs' job satisfaction. The data also revealed that there was a positive correlation between organizational power (legitimate, reward and coercive) and job satisfaction, but the correlation was not significant (r = 0.187). Hence, hypothesis 1 was accepted where as hypothesis 2 was failed to accept. However, personal power bases have more association with job satisfaction than organizational power bases.

In the interview question, the research participants were asked to respond the question "Which power base (personal or organizational) do you think more exercise in your University?" and 80 percent of the interviewees answered that personal power base (expert and referent) more contributes to academic staff job satisfaction. However, MW4 had a different view concerning the issue raised above. He assured that organizational power base (legitimate, reward and coercive) has high impact on academic staff job satisfaction. Most of the interviewees' responses were similar with that of the academic staff responses.

4.1.5. Regression Analysis

The results of the regression analysis of the dependency of the independent variable over the dependent variables are presented in Table 6 below.

Coefficients					
Model	Un-standardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.877	.891		3.230	.008
organizational power	-.617	.360	-.896	-1.713	.115
personal power	.895	.382	1.198	2.343	.039

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.616[a]	.380	.154	.61510
a. Predictors: (Constant), sex, organizational power, Educ. and Bev.sc, personal power				

Table 6: Linear Regression Analysis

Table 6 shows result summary generated from data analysis through linear regression technique. It was found that personal power base significantly influenced the job satisfaction of academic staff. On the other hand, organizational power bases were negatively associated with job satisfaction. Beta coefficient in linear regression shows the dependency of independent variable(s) over the dependant variable. The R^2 result of 0.38 indicates that 38 percent of the observed variability in the dependent variable of job satisfaction is explained by the independent variable, the leaders' power bases. Evaluation of the Beta coefficient indicated that personal powers (expert and referent) were significant predictors of academic staff job satisfaction. Beta value represents if there is an increase of one unit in leaders' personal power than academic staff s' job satisfaction will increase by 89 units. While an increase of one unit in leaders' organizational power will decrease academic staffs' job satisfaction by 61 (p<0.05).

4.1.6.t-tests of the Independent Samples

Results of the analysis of independent t-test sample of power bases and job satisfaction between the academic staff, department heads and college deans are presented in Table 7.

	Group	N	Mean	Std. Deviation	Std. Error Mean
job satisfaction	1	155	3.44	.580	.10411
	2	28	3.40	.441	.12736
organizational power	1	155	1.75	.852	.16108
	2	28	2.28	1.106	.33342
personal power	1	155	2.11	.749	.13455
	2	28	2.36	.657	.18223

Table 7: Independent sample t-test between Academic Staff, Department Heads and College Deans

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper
job satisfaction	Equal variances assumed	.023	.881	.186	182	.853	.03450	.18562	-.34037	.40937
	Equal variances not assumed			.210	26.307	.836	.03450	.16450	-.30344	.37243
organizational power	Equal variances assumed	1.139	.293	-1.617	182	.114	-.53385	.33012	-1.20275	.13504
	Equal variances not assumed			-1.442	14.912	.170	-.53385	.37029	-1.32352	.25581
personal power	Equal variances assumed	.632	.431	-1.037	182	.306	-.24810	.23923	-.73088	.23469
	Equal variances not assumed			-1.095	25.606	.284	-.24810	.22651	-.71405	.21786

Independent Samples Test

In order to test hypotheses 5 and 6, t-test was applied to test the differences of mean between academic staff and academic leaders. See table 7 for group statistics. As the t-test result described, there is no significance mean difference between academic staff (X=4.43) and academic managers (X=4.40) concerning job satisfaction. However, significance mean difference was observed between the academic staff (X=1.75) and academic leader(X=2.28) with regard to organizational power bases. Therefore, hypothesis 6 has been accepted whereas hypothesis 5 has been rejected. Regarding the personal power base, a slight mean difference was also seen between the two groups: academic staff (X= 2.11) and academic leaders (X= 2.36) (P<0.05).

4.1.7. Inter-correlation Analysis of Power Bases
Table 8 shows inter-correlation analysis of the five power bases and job satisfaction.

	1	2	3	4	5	6
1. Job satisfaction	1					
2. Expert power	.431[*]	1				
3. Referent power	.446[*]	.620[**]	1			
4. Legitimate power	.292	.729[**]	.632[**]	1		
5. Reward Power	.217	.462[**]	.522[**]	.423[**]	.636[**]	1
6. Coercive Power	.124	.739[**]	.727[**]	.716[**]	1	

Table 8: Correlation Analysis between the five Power Bases and Job Satisfaction

** Significant at the 0.01, *significant at the 0.05 level (2-tailed)
Inter correlations among the five power bases showed that , expert and referent power were related to job satisfaction followed by legitimate, and reward power(r=.431, r=.446, p=0.05). This indicates that referent and expert power have positive association with academic staff job satisfaction. However, the correlation strength was found medium between the two variables.

Sr.	Hypotheses statement	Accepted
H1	Leaders' organizational power has a positive relationship with academic staff job satisfaction	Yes
H2	There is no significant difference between leaders' use of organizational power and job satisfaction in the sample University.	No
H3	Leaders' personal power has a positive correlation on academic staff job satisfaction	Yes
H4	There is no significant difference in leaders' use of personal power and job satisfaction.	Yes
H5	There is significant difference in leaders' use of power between academic staff and academic managers	Yes
H6	There is no significant mean difference in leaders' use of power between academic staff and academic managers	No

Table 9: Hypotheses Summary

5. Discussion

The major concern of the study was to examine the relationships between leaders' power bases and academic staff satisfaction. The correlation results revealed that there is a positive relationship between leaders' personal power bases (expert and referent) and academic staff's job satisfaction. This indicates that leaders in the study University exercise more of their expert and referent powers. However, the correlation strength was found medium between the two variables. This result is also consistent with the work of Busch 1980; Carson, et al. 1993; Comer 1984; Rahim &Buntzman 1991 who had found positive relationship between personal power (expert power and referent) and job satisfaction. Concerning the inter correlations among the five power bases, expert and referent power bases were found more closely related to job satisfaction. Several studies found that expert and referent power bases were significantly correlated (e.g., Gaski, 1986; Rahim, 1989). The result here is consistent with Afaz (2005) study who indicated that personal power bases (expert and referent) were more effective than position power bases (coercive, reward, legitimate).

The second major focus of the study was on the effectiveness of the five power bases on academic staff job satisfaction. The descriptive result also revealed that the mean score of referent power (2.23) was the highest mean score in comparison to the other power bases sub-variables. This therefore means that most of the staff members perceived the referent power was exercised better as compared to the other power sources in the study University. In a workplace, a person with charm often makes everyone feel good, so he or she tends to have a lot of influence (French and Raven 1959; 2008). Although there is a slight mean difference between referent and expert power, both are the most effective power bases in the study University. The present results supported the general view that "personal" power has a positive effect on the leader-subordinate relationship. On contrary to this, the coercive power base was the least preferred power base with a mean value of 1.64. This shows that the more leaders use the coercive power, the less the academic staff will be satisfied. This can lead to unhealthy behavior and dissatisfaction in the workplace (French & Raven, 1959; 2008).

The descriptive analysis of job satisfaction also discovered that, the mean score for the work (4.15) was the highest in comparison to the other job satisfaction dimensions. It was therefore inferred that most of the academic staffs were satisfied with the work they engaged. According to Mckenna (2000), job satisfaction is associated with how well peoples' personal expectations at work, are aligned with outcomes. It is evident that the satisfaction level of any person with his/her job can be measured with different dimensions such as the nature of the work, availability of fringe benefits, reward, promotion, pay etc. The unavailability of these factors in adequate manner may contribute to academic staffs' dissatisfaction.

The t-test result also revealed that, significant mean difference was observed between academic staff and academic leaders regarding organizational power bases. However, no significance difference was observed between the two groups concerning job satisfaction. The personal power results indicate that there is a slight mean difference between the two sampled groups.

The Beta coefficient in linear regression also shows that leader's personal power is 38.2 % responsible for bringing change in academic staff's job satisfaction as compared to organizational power i.e. 36 %. This depicted that personal power brings job satisfaction to the academic staff. Beta value represents if there is an increase of one unit in leaders' personal power, then employees' job satisfaction will increase by 89 units. On the other hand, increase of one unit in leaders' organizational power will decrease employees' job satisfaction by 61 units. Therefore, personal power base has a stronger influence on job satisfaction than organizational power.

In general, the present study shows that referent and expert power are more effective than other power bases in influencing academic staff job satisfaction with a slight mean difference with legitimate and reward power. On the other hand, coercive power was the least correlated with job satisfaction. An agent who uses the coercive power brings about change by threatening a target who does not comply with undesirable consequences (for example, demotion, termination, or undesirable work assignments) (Raven2012). It is very important where and in what circumstances can we use the different power sources. For instance, power base which may be effective for one manager may not work for a different leader and follower. It is reasonable to conclude that a leader who is more aware of a variety of alternatives in social power strategies will be most successful and effective (Raven, 2012).

6. Conclusion

Leaders use various power bases to influence subordinates so as to achieve organizational goals. In general, the results of this study concerning the influence of leaders' power bases on academic staff job satisfaction were quite consistent with the four hypotheses except the two. Accordingly, the results supported the proposed hypothesis H1, H3, H4 and H5 while H2 and H6 were failed to

support the hypotheses. The supported results of the hypotheses revealed that academic staffs' are more satisfied when managers often exercise personal power base. The instruments used in the study were tested and found to be applicable to the work environment of the study University.

Hence, from the results of the findings one can conclude that the power base at Wolaita Sodo University should be personal power bases. This is because personal power bases are more effective and have a positive influence on academic staffs' job satisfaction as compared to organizational power. However, this does not mean that organizational power is not necessary at all. It is important too particularly legitimate and reward power, though the degree of application differs.

In general, it is obvious from the present study findings that managerial power practices in the study university are different. This difference produces variations in relationship between power base and academic staff's job satisfaction. Therefore, for successful and necessary results it is suggested that managers should choose the appropriate power, according to the university situation and use them positively to help achieve goals for your organization

7. Study limitations
The study has several limitations that could be considered in future research. First, to demonstrate, most of the participants were young with job experience three or less than. Second, most of the samples chosen came from males' gender wise; the views of females were not included. Only this may open a debate of whether such results would be obtained if gender composition was different. Third, there is a question about the generalizability of these findings to other Universities. This is because only the views of academic staff and managers in Wolaita Sodo University were taken into account.

8. Directions for Future Research
Further research is needed to understand the influence of leaders' power bases on academic staff job satisfaction. Hence, important areas of future research concerns should be considered. First, it is essential to add other variables such as leadership styles and job performance to make the study more comprehensive. Besides, other power bases (including information and ecological power) need to be considered. Second, the scope of the research should include other universities' practices too. Also, it will be useful to include the views of supportive staff and administrative managers to make the study more comprehensive.

9. Acknowledgements

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